

A Job Training Report as an English Language Teacher

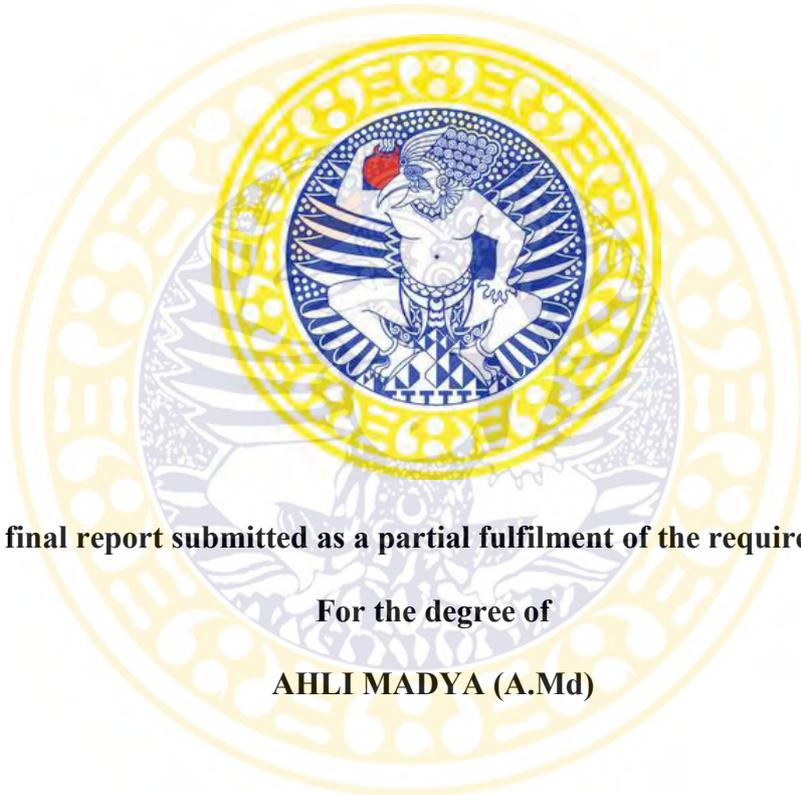
at SMP AL HIKMAH Surabaya

from 1st February to 29th February 2016

by :

Riehan Hanburhanda

Students Number: 121310113088



A final report submitted as a partial fulfilment of the requirements

For the degree of

AHLI MADYA (A.Md)

Major: English Language Teaching

ENGLISH DIPLOMA PROGRAM

FACULTY OF VOCATIONAL EDUCATION

UNIVERSITAS AIRLANGGA

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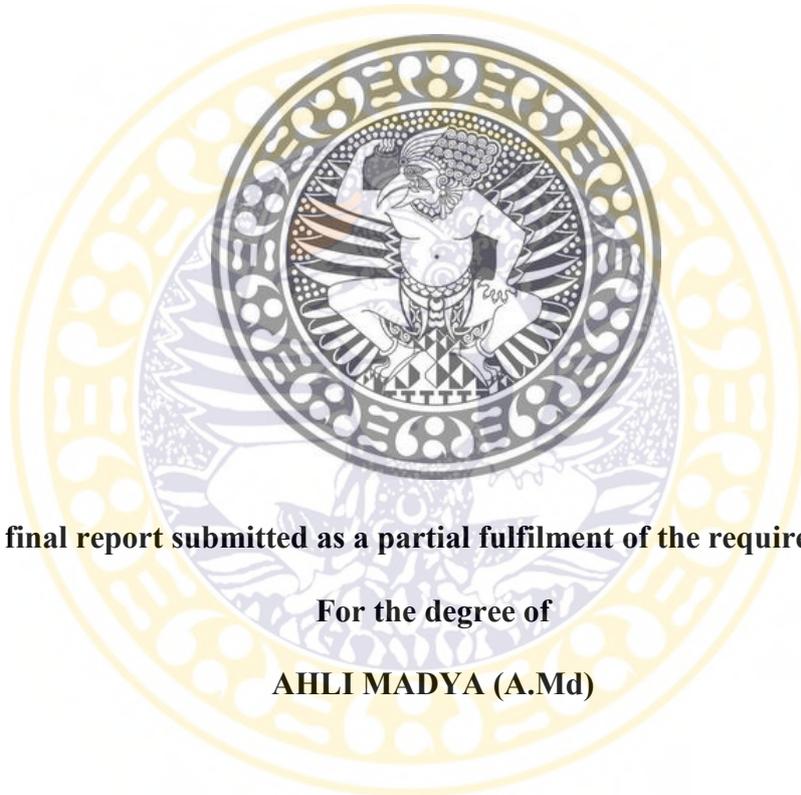
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Approved to be examined

Surabaya, June 6th 2016

Final report advisor



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ENGLISH DIPLOMA PROGRAM

FACULTY OF VOCATIONAL EDUCATION

UNIVERSITAS AIRLANGGA

SURABAYA

2016

iii

This is to certify that the Final Report of

Riehan Hanburhanda

**Has met the Final Report requirements Faculty of Vocational Education
Universitas Airlangga**

Surabaya, June 6th 2016

Board of Examiner



Noerhayati Ika Putri, M.A.

NIP. 197807162005012002



Drs. Hariawan Adji, S.T., M. Kes., M. Hum.

NIP/NIK. 196911101993031004

To my beloved family

To all my friends

Thank you for your time, support, and help

*“Lack of direction, not lack of time, is the problem. We all
have twenty-four hour days.”*

Zig Ziglar

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ACKNOWLEDGMENT

The writer wants to say thank to God, Allah SWT for blessing the writer that he can finish his final report. It is the requirements of graduating from English Diploma III Universitas Airlangga.

This final report consists of the writer jobs during his internship. The purpose of the internship is to give new experiences and knowledge for the writer of implementing the teaching's theories that he studied in the university to the real teaching activities. The writer could get some teaching experiences during his internship. For one month of the internship, the writer got the opportunity to teach, make teaching procedure plans, and become teacher assistant in SMP AL Hikmah Surabaya.

In the process of finishing this final report, the writer cannot finish it without guidance, helps, and supports from the people. The writer would like to say thank you to:

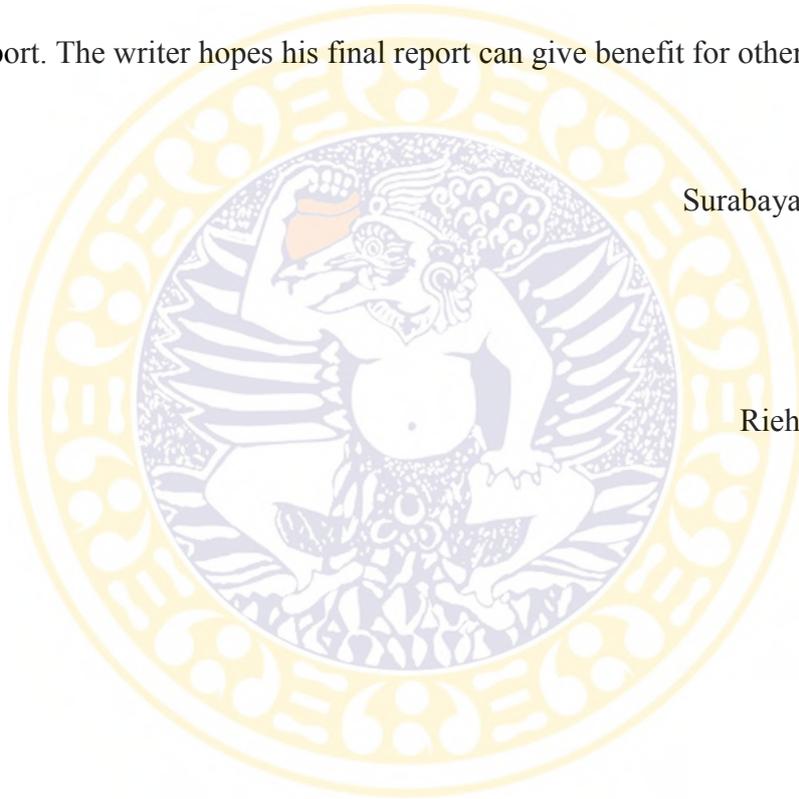
1. Noerhayati Ika Putri, M.A as Head of English Diploma program of Universitas Airlangga, thank you for your help, time, support and suggestions for him.
2. Drs. Hariawan Adji, S.T., M. Kes., M. Hum as final report advisor, thank you for your help, time and advice on how to write good final report for him, and for your knowledge that you gave for him.
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6. Eko Agus Widjaja, S.Pd as the supervisor of the writer during the internship in SMP AL Hikmah Surabaya, thank you for the knowledge you gave to him.

7. My beloved parents who have always prayed to Allah SWT for success in his life, motivation, and support.
8. Fairuz Indah M, as the writer's partner of internship, thank you for your help.
9. All English Diploma students 2013 for happiness, time and togetherness during his study in Universitas Airlangga.

The writer realizes that this final report cannot be very perfect as it still has some parts that need to be advised. The writer welcomes any suggestions and comments about his final report. The writer hopes his final report can give benefit for other students.

Surabaya, May, 31st 2016

Riehan Hanburhanda



CHAPTER I

INTRODUCTION

Education is a process of gaining knowledge, improving and developing skills for learners. 'It lies in providing them with the knowledge, skills and understanding and often also with the dispositions and forms of judgement that allow them to 'do something'' (Biesta, 2008, p. 39). Education gives learners chance of training their abilities and gaining new knowledge. Education does not only give knowledge, but also experience that helps learners be better in attitude and thinking. Education can be got by learners from some places based on the types of education.

Education is divided into different types which are based on the process of transmitting knowledge to learners. The main types of education are formal education, non-formal education, and informal education. 'Given the different degree of intentionality of education influences and the existence of different learning situations, education is found under three main forms combining and complementing each other: formal, non-formal education and informal education.' (Melnic & Botez, 2014, p. 113). Formal education is a process of learning and teaching which happens in schools and universities organized by education system of a country. Non-formal education is an education which has same features as formal education, but it takes place, neither in schools nor in universities but in private institutions. Informal education is education which is gained from home and environment. 'Informal education does not correspond to an organized and systematic view of education;' (Melnic & Botez, 2014, p. 114). Most of learners get knowledge from schools based on their ages.

Age can be a factor that influences education. 'People of different ages have different needs, competences and cognitive skills...' (Harmer, 2007, p. 81). Various age

of learners make education need to be classified into some levels which are based on the age of learners. 'The ISCED-97 classifies educational programmes into seven broad ordinal levels (0 to 6)...' (Schneider & Kogan, 2008, p. 17). The levels are classified the programs based on the age of the learners. According to Schneider and Kogan, Level 0 is pre-primary education. It starts at age three or later. Level 1 is primary education. Level 2 is lower secondary education, and level 3 is upper secondary education. Level 4 is post-secondary education, and level 5 is first of tertiary education. The last level, level 6 is second stage of tertiary education.

Secondary level is the next level after primary level. In secondary level, the pupils who have passed elementary level can study about full implementation of basic skills, the beginning of subject presentation and more specialised teaching than level 1 (Schneider & Kogan, 2008, p. 18). In the lower secondary school, the students study seventh grade to ninth grade. One of countries in Southeast Asia, Indonesia, divides its secondary education into two levels, lower and upper secondary level. The lower secondary level is junior high school, and the upper secondary level is senior high school. In Indonesia, pupils who have reached 12 years of age and passed elementary level can study in junior high school. In junior high school, the pupils study science, social, Bahasa Indonesia, foreign languages and mathematic.

One of junior high schools in Surabaya, SMP AL Hikmah, is private junior high school that uses educational department's system of Indonesia and Islamic education for its education system. SMP AL Hikmah gives the pupils the courses that are similar with curriculum of Indonesia's education system which is science, social, Bahasa Indonesia, mathematic and foreign languages. Because SMP AL Hikmah is Islamic school, it includes Arabic language into the curriculum of its education system. Arabic is not only

foreign language which is taught in SMP AL Hikmah, but also English. The syllabus of English is similar with authorised syllabus of the educational department of Indonesia.

In junior high school, English teachers can use abstract thought to teach the lessons. However, the students who can use abstract thought are students of 8th to 9th grade. For 7th grade, they still need to learn the base before they learn grammar. ‘English teachers can ask teenagers to address learning issues directly in a way that younger learners might not appropriate. We are able to discuss abstract issues with them.’ (Harmer, 2007, p. 84). Junior high school students are different from elementary students. ‘Because children, under 12 years old, love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs.’ (Harmer, 2007, p. 83). When pupils turn to be lower secondary students, the way of their learning is changed. As I have mentioned, the age of junior high school in Indonesia are 12 years old. It means age can be the factor in teaching and learning process. The English lessons taught to them are different from elementary students.

In junior high school, the lessons taught are in the next level of primary level. The lessons are studying grammar (present and past tenses), listening dialogues and describing with their opinions. In junior high school, the English teachers find difficulties to transfer the knowledge, so that they need some ways to help the students in teaching English.

One of the ways used by the English teachers to teach English lesson to junior high students is to use pictures. Pictures can be helpful for the English teachers to teach English to junior high students. ‘Teachers have always used pictures or graphics—whether drawn, taken from books, newspapers and magazines or photographed—to facilitate learning.’ (Harmer, 2007, p. 178). Pictures give junior high students virtual form of what they learn and help them in understanding. ‘In the same way, it is easy to check

students' understanding of a piece of writing or listening by asking them to select the picture...' (Harmer, 2007, p. 178). Pictures do not give virtual form of what the students learn, but also motivate the students to learn English. 'Pictures of various kinds are often used to make work more appealing. They have power to engage students.' (Harmer, 2007, pp. 178-179). Pictures can help junior high students understand English lessons and create suitable to put in teaching activities as they motivate the students to learn the lessons.

Videos can be good tools for teaching English after pictures. Many English teachers use videos to help them in giving the knowledge to junior high students. Videos are invaluable tool as they can influence and motivate the students to focus on learning process. 'A video can have a strong effect on our mind and senses.' (Berk, 2009, p. 2). Videos can give invaluable outcomes which are needed for teaching process. They also can motivate the students to learn English. Berk argues that there are potential outcomes to ponder. Some of them are that grab students' attention, focus students' concentration, inspire and motivate students, make learning fun (Berk, 2009, p. 2). Videos can attract the students because they can attract their brains. 'In the effect of video clips towards brains, a video clip engages both hemispheres. The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships.' (Berk, 2009, p. 3).

In this final report, the writer would like to explain about his activities during his internship at SMP AL Hikmah on Kebonsari Elveka V, Surabaya. The writer chose SMP AL Hikmah Surabaya as the internship destination because the school provide multi-media equipment such as LCD Projectors to support the writer in teaching English activities.

The internship was really helpful for the writer. It can help the writer improve and develop his teaching English skill. The internship in SMP AL Hikmah Surabaya could

give the writer many experiences in teaching English. They were how to make the students understand the topics that were explained and how to control the talkative students. In the next chapter, the writer will discuss more detail of the institution, SMP AL Hikmah, Surabaya. Meanwhile, in the chapter three the job analysis will be discussed. Finally, the writer will conclude all about the writer's final report and internship.



CHAPTER II

SCHOOL DESCRIPTION

2.1. School Profile

SMP AL Hikmah which uses Islamic education system of its educational system is one of Islamic schools in Surabaya. The classes are divided into female classes and male classes. There are five classes for male students, and there are five classes for female students. The division of the classes are the implementation of the Islamic education system. The school has three floors. The first floor is used by ninth grade. The second floor is used by eighth grade, and the third floor is used by seventh grade. There are three teacher rooms in SMP AL Hikmah. Each of the floors has one teacher room. Same as the classes for the students, the teacher rooms are also divided by the gender. Besides Islamic school, SMP AL Hikmah Surabaya also uses education department's system of Indonesia in its education system. SMP AL Hikmah Surabaya has purposes and targets its teaching-learning process to reach the goal. They are strong devotion to Islam, finer morals, optimum academic achievements and conception of nation, world and Islam for the students.

The school also has rules to be obeyed by the students and the teachers. The first rule is for the teachers who teach the classes before praying dhuhur and ashar. They have to end the teaching activities five minutes before the praying time of dhuhur and ashar. The second rule is three policies on being in Mosque. The rule is for the students. The first policy is the students are not allowed to make noise when they are in the Mosque. The students of Intra-school student organization handle the pray solemnly. The second policy is Sunnah praying, it is required. When the students enter into the mosque, they have to pray Sunnah. It is used to decrease the chance of conversations between the students. The

third policy is the students are not allowed to shake hands after praying dhuhur and ashar. It can reduce noise they make in the mosque. The third rule is handling of subuh call. The rule is for the students. Each of the homeroom teachers is in charge of checking the students whether they have prayed subuh or have not. For the students who have not prayed subuh are demanded to pray subuh in the first break. If the students do not do it at the first break, they will get consequence of it that has been agreed. The fourth rule is a training program of responsibility and independence. The rule is for the students. For their personal goods such as homework, books, pencil case, money and lunch box, the goods are not allowed to be brought to the school if they are left in their houses except medicine. If the goods are brought to the school through the lobby and it is emerged, the student who owns them will get a point for his/her monitoring book.

2.1.1. History

In 2001, SMP AL Hikmah Surabaya is established. AL Hikmah Islamic education foundation decided to build SMP AL Hikmah because the parents of SD AL Hikmah Surabaya's students demanded it. It was caused by two factors. First factor was their children. Their children could not get good learning in junior high school which was not same as in SD AL Hikmah Surabaya. The second factor was the environment. At that time, many brawls between students occurred. Many students used drugs and liquors and saw porn videos.

2.1.2. Location

Address : Jalan Kebonsari Elveka V, Jambangan, Surabaya.

Telephone : (031) 8288228

Website : www.smp.alhikmahsby.sch.id

2.1.3. Vision and Mission

Vision:

To graduate students with good behaviour of Islam and great academic achievements who can be agents of changer to Islamic life according to Al Qur'an and As Sunnah.

Mission:

- 1) To make SMP AL Hikmah becomes good Islamic education institute.
- 2) To make SMP AL Hikmah worthy Islamic school that can be good sample for other schools.

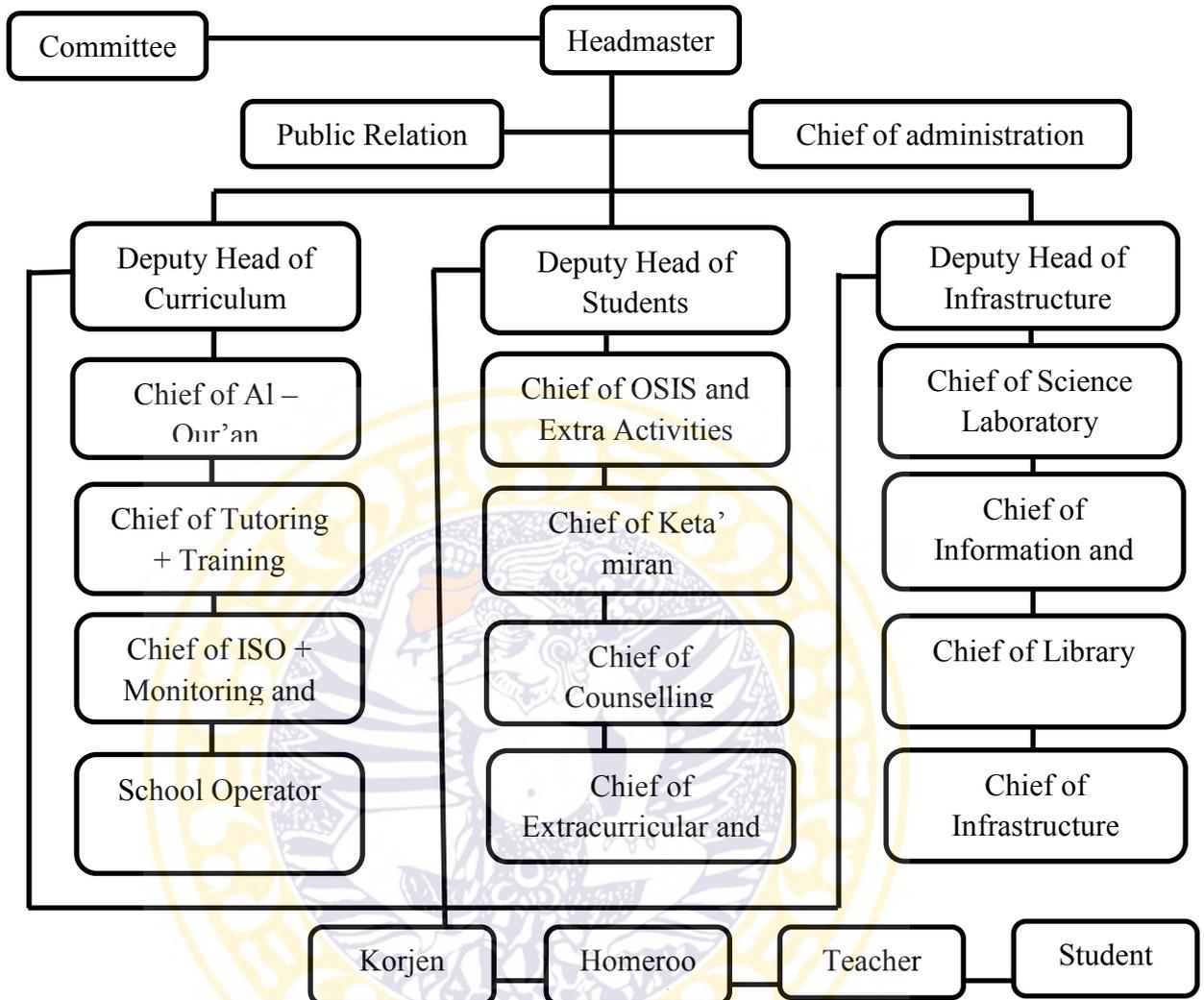
2.1.4. Facilities

There are 31 classes in SMP AL Hikmah. The classes have suitable equipment that supports the teaching and learning process such as LCD Projectors, air conditioners, teacher's desks, whiteboards and cupboards. There are lockers outside the classes. In SMP AL Hikmah, there are four laboratories. They are science laboratory, chemistry laboratory, language laboratory and computer laboratory. There is one room used by students and teachers use to read and learn AL Qur-an. It is called AL Qur-an room. The school also has a mosque and a library for the students and the teachers.

2.1.5. Achievement

- 1) First winner of Speech Contest of province level in SMAN 15 Surabaya.
- 2) Third winner of Speech Contest " Language Festival 2013 " of province level in Pusat Bahasa UNESA.
- 3) Second winner of English Olympiad of province level in SMAN 9 Surabaya.
- 4) First winner of Storytelling (FLS2N) of district level in Diknas Kota Sura

2.2. Organization Chart



2.3. Jobs and Responsibilities

- **Headmaster**

- Educating teachers, staffs to do their works.
- Arranging school's programs.
- Taking precious decision for school, and
- Finding new discovers to improve and develop school.

- **Deputy Head of Curriculum**

- Arranging education timetable, teachers' jobs and lessons' timetable, and
- Making reports

- **Deputy Head of Students**

- Setting counselling's timetable, arranging timetable for extracurricular and exercises, and
- Selecting receivers of scholarship.

- **Deputy Head of Infrastructure**

- Arranging need of equipment for teaching, and
- Learning activities and managing the suing of equipment and makes report.

- **Chief of administration**

- Doing administrative tasks such as arranging programs, administrations, finance, and
- Making reports of performance.

- **Public Relations**

- Providing information about school, and
- Branding the school.

- **Teachers**
 - Making lesson plans.
 - Teaching students, and
 - Marking of students' assignments.



2.4. Extracurricular

- **Required Extracurricular:**

1. Computer
2. Leadership
3. Speech

- **Optional Extracurricular:**

1. Young Science Club
2. Martial (self-defence)
3. Basketball
4. Electronics
5. Volley
6. Football
7. Music
8. Journalism
9. Fashion
10. Culinary art



CHAPTER III

JOB ANALYSIS

3.1. Job Description

In SMP AL Hikmah Surabaya, the writer did his internship as an English teacher. He taught English to the students, made teaching procedure plans before doing teaching activities and marked the students' exercises. Male teachers in SMP AL Hikmah are called ustad, and the female teachers are called ustadzah. During the internship, the writer was supervised by Eko Agus Widjaja, S.Pd. He is one of the English teachers in SMP AL Hikmah. Mr Widjaja taught two classes of seventh grade. The writer assisted him in teaching class 7A and 7B. In SMP AL Hikmah Surabaya, classes begin at 7 a.m. and end at 4 p.m. The first lessons start at 7.10 o'clock. The teaching activities end at 15.25. In SMP AL Hikmah Surabaya, there are two times of break. The first break time is from 09.50 to 10.10, and the second is from 11.30 to 12.45.

In SMP AL Hikmah Surabaya, the English book for the seventh grade is *When English rings a bell*. The book is recommended by the educational department of Indonesia. The English book is the implementation of 2013 curriculum of Indonesia. The exercises and explanations of the lesson can be taken from the English book. The students have to bring the book in the days of the English lessons

During the internship program, the writer did the works as an English teacher. He taught some classes of seventh grade, made some teaching procedure plans and marked the students' exercises. He also became teacher assistant for several days of the first week of the internship. He prepared the presentations for teaching. He also made the exercises for the students.

3.2. Job Performance

This section is about explanation of what the writer did in his internship in SMP AL Hikmah Surabaya.

3.2.1. Orientation

Before doing the internship, the writer had to make formal internship request letter for SMP AL Hikmah Surabaya. After that, the writer got permission letter from SMP AL Hikmah Surabaya. The writer was allowed to do internship for one month on February 2016. On the next day, the writer went to SMP AL Hikmah. He met the Public Relations of SMP AL Hikmah, Drs. M. Arifin, M.M. Mr Arifin told about the rules of being a teacher in SMP AL Hikmah Surabaya. The writer had to wear formal clothes such as shirt and black loose trousers. He had to come to the school at 7 o'clock. If the writer needed to leave the school, he had to ask permission to his supervisor, Eko Agus Widjaja, S.Pd.

3.2.2. Being a Teacher Assistant

Before the writer taught the students, he became assistant teacher on the first week. He observed how Mr Widjaja taught the students. The lessons that were observed by the writer were possessive adjectives and description text. The writer observed how Mr Widjaja introduced the topic to the students before they learned about the topics. Mr Widjaja used videos, pictures and the English book to help him in teaching the lessons. Videos and pictures can motivate the students to learn about the lessons. 'Teachers can provide better learning by attaching images to the ideas teachers want to convey.' (Mohammdi, 2012, p. 2245). Mr Widjaja used English and Bahasa Indonesia while he was explaining the topic to the students. 'There is clearly a lot to be gained from a

comparison between the L1 and the L2. Students will make these comparisons anyway, so teachers may as well help students do it more effectively.’ (Harmer, 2007, p. 133).

At the first days the students of class A and B met the writer, Mr Widjaja asked him to introduce himself, his name and his university before Mr Widjaja began to teach them. Then, Mr Widjaja asked the students to ask about other personal information of him, and Mr Widjaja corrected the student’s question into right English question sentence.

3.2.3. Lesson Preparation

Before teaching, the writer did some preparations about *Notice, Caution and Warning* topic. He made teaching procedure plan for the topic. While he was being a teacher assistant, he also made the teaching procedure plan. The plan consisted of the steps in how the writer taught the topic and two samples of the assignment for the students and the teacher. The sample for teacher consisted of the answers of the exercise. One teaching procedure plan consisted of two meetings. They were the understanding of knowledge and the implementation of creativity. The writer also made slides which consisted of pictures and questions about notice, caution and warning for his presentation on teaching the topic.

Besides making teaching procedure plan and slides, the writer also had micro teaching with the female supervisor of his internship partner. In the library of SMP and SMA AL Hikmah Surabaya, the writer practiced the teaching process. He became an English teacher; his partner and the supervisor became the students. The writer acted as a teacher who was teaching, and they acted the students who were listening. With one whiteboard, he did his teaching process. Then, at the end, Mrs Ine evaluated his presentation and teaching process. She told him that he missed some steps in his teaching procedure plan. She suggested that he needed to follow all of the steps that he made.

3.2.4. Being an English Teacher

3.2.4.1. Teaching English in the classes

The writer did his internship as an English teacher in SMP AL Hikmah Surabaya. He taught in class 7A and 7B. He taught two times for each of the classes. He also taught other classes beside class 7A and 7B. They were class 7C, 7F and 7E. The writer taught about *Notice, Caution and Warning* topic to all of the classes. During the internship, the writer made some teaching procedure plans. For each of the teaching procedure plans consisted of two meetings. First meeting, the writer created students' understanding of the topic, and the second meeting, he created students' creativity. In the second meeting, they tried to implement the topic.

The first teaching procedure plan contained *Notice, Caution and Warning* topic. The second teaching procedure plan contained adjectives for description, and the third teaching procedure plan contained adverb. From three teaching procedure plans, the writer only implemented the first teaching procedure plan which contained *Notice, Caution and Warning* topic. In class 7A and 7B, the writer asked the classes to identify meanings, places, and targets of cautions, notices, and warnings. Then, he asked them to make cautions, notices, and warnings for their houses and the school. In class 7E and 7F, the writer asked the classes to identify meanings, places, and targets of cautions, notices, and warnings. For class 7C, the writer asked the class to make cautions, notices, and warnings for their houses and the school. He will explain about how he taught those topics to the students.

Table 1 the Teaching Timetable

Day Classes	Class 7A	Class 7B	Class 7C	Class 7E	Class 7F
Friday February, 12 th 2016	Identifying the meanings, places and targets of cautions, notices and warnings	Identifying the meanings, places and targets of cautions, notices and warnings			
Monday February, 15 th 2016	Making notices, cautions and warnings for house and school				
Tuesday February, 16 th 2016			Making notices, cautions and warnings for house and school	Identifying the meanings, places and targets of cautions, notices and warnings	Identifying the meanings, places and targets of cautions, notices and warnings
Thursday February, 18 th 2016		Making notices, cautions and warnings for house and school			

- **Identifying meanings, places and targets of Cautions, Notices and Warnings**

At beginning of teaching activity, he greeted the students. He asked about their circumstance. Then, he showed a video to the students. In the video, students saw notices and cautions on the road with sound of a native speaker. He did not play the video totally. He played the video until the students saw five kinds of notices. He asked the meanings of the five notices to the students. After translating the five notices, he wrote sentences that explained the meanings of the five notices by modal auxiliary, can and cannot. Next,

he asked the students to see three notices and three cautions on the slide show. He explained the meanings, the places, and the targets of the notices and cautions to the students. After that, he inferred the difference in description of notice, caution and warning. In the practice, he gave the students exercise papers which consisted of some notices, cautions and warnings. They had to explain what the meanings of each term, the places they could be found, and the targets of those short functional texts on the exercise papers. He gave the students about 20 to 30 minutes to complete the exercise. After 30 minutes, he asked the students to exchange their works and made corrections. In making corrections, the writer used the context of the notices, cautions and warnings to decide the students' answers whether they were correct or not. He ended the meeting with conclusion of the difference in description of notices and caution and warning.

- **Making cautions, notices and warnings for house and school**

The writer showed four multiple-choice questions to the students. The students needed to choose the best answers from the questions. The questions were about where they could be found?, what do they tell to the readers?, and who are their targets ?. After they had answered the questions, the writer showed two pictures. The first picture was queue spot at the entrance of an underground station in London, and the second picture was a messy bedroom. He asked the students to describe the picture, the place, the condition and the notices that were appropriate for each pictures. After that, the writer gave three pictures of notices. The students chose the right notices for each of the pictures. After that, he asked the students to make five notices or five cautions or five warnings for their houses and five for their school. At the end of the meeting, the writer classified the students' works whether notices, cautions, or warning.

3.2.4.2. Making teaching procedure plans

After teaching the classes, the writer had other work to do. He was asked make two teaching procedure plans about adjectives for description and adverb. Although the writer did not implement the two teaching procedure plans, the English teachers of seventh grade of SMP AL Hikmah Surabaya would use them after midterm test. Each of the teaching procedure plans consisted of two meetings. The meetings were similar with the meetings of teaching procedure plans of notice, caution, and warning. The first meeting was teaching the knowledge, and the second was implementation of the knowledge based on the topics.

In teaching procedure plan of adjectives for description, the English skills are included in speaking and writing topics. In the beginning of the teaching procedure plan, the teacher greeted the students and then showed a video to the students. The video explained five points that were used to describe animals. They were sizes, colours, types of animals, physical appearances and abilities of animals. After that, he asked the students how to describe the animals. Then, the students mentioned five points, and the teacher wrote their answers on the whiteboard. Next, the teacher showed the students some animals and asked them to describe the animals in words. On the screen, there were texts consisted of written description of each animals that used five points. The texts were showed after the students described the animals orally.

In the speaking comprehension, the teacher would ask the students to make groups. In one group consisted of four to five students. ‘Groupwork increases the number of talking opportunities for individual students and encourages broader skills of cooperation negotiation...’ (Harmer, 2007, p. 166). The each groups presented the description of animal that they chose. One group chose one animal. At the end of the lesson, each group chose one of the members to present their work. The presentations were a guessing game.

The person mentioned the characters of the animal, and the other groups should guess what it was. Before the teacher ended the meeting, he had told the students that each of them needed to choose one kind of plants or flowers because they would present it in the next meeting. The next meeting, it would be presentation time for the students. Each of the students would present his or her chosen plant or flower in front of the class.

The second teaching procedure plan was about adverbs. The skill focused in writing and reading. In the beginning of the first meeting, the teacher showed the students video which consisted of adverbs after he had greeted them. After the teacher had showed the video, the teacher asked them to mention the adverbs that they found in the video. The teacher wrote the adverbs and explained them to the students. The teacher also explained about the types of adverb; they are: adverbs of place (where), adverbs of time (when) and adverbs ended by *-ly* that explained about verbs (how). Next, the teacher gave each of the students a text that served some adverbs. In the text, there were three paragraphs which had been divided into three slides. One slide was for one paragraph. The teacher showed the slides one by one. The students were asked to find the adverbs in the paragraphs. After finding the adverbs, the teacher asked them to find the functions of the adverbs. The functions were the types of the adverb. The teacher also asked the students to find the other adverbs which had same function as the adverbs. After that, the teacher gave them reading exercise for the reading comprehension. The teacher gave a text to each of the students. In the text, there were ten questions that should be answered by students. The answers were served in the text, so they needed to read the text carefully. After 30 minutes, the teacher asked the students to do correction.

In the second meeting, the teacher reviewed the last topic about the functions of adverb. The teacher showed the students sentences which consisted of adverbs of time and place. The teacher asked the students to find adverbs which explained where (place)

and when (time). The teacher also asked the students to find other adverbs that also explained where (place) and when (time). After that, the teacher showed some *fill in blank* questions that they needed to answer before they got the exercise for writing comprehension. The teacher would help the students to answer the questions. Next, they got the exercise. The students were asked to make sentences using the adverbs that had been chosen by the teacher. There were ten adverbs, so the students had to make ten sentences. At the end, the teacher concluded the second meeting.

3.2.4.3. Marking the students' works

The writer marked the students' works after he ended the first meeting of *Notice, Caution and Warning* topic. Although the students did the correction, the writer needed to check them again. He wanted the students got appropriate grades. He marked the students' work about the topic. There were eight numbers which had three points in each number. The total questions were twenty four contained eight questions about the meaning, eight questions about the places, and eight questions about the targets. While he was marking the students' works, he found dishonesty. He found few wrong questions which were corrected and vice versa by other students. Besides marking, he also gave corrections on the students' answers although the point of the marking was the content or the meaning of their answers. The corrections were their grammar in their sentences of their answers.

During his internship, he also did marking to the other students' work. They were to present their place of birth to the teachers of SMP AL Hikmah Surabaya. As he was doing his internship at that time, he encountered that event. Some students came to get grades from him.

3.2.5. Lesson Evaluation

The writer got evaluation after he taught class 7B from his supervisor, Mr Widjaja. He got seven points of the evaluation. The first point was the opening of his teaching. He was supposed to put a film or video that consisted of notice, caution and warning pictures. The second point was he should move around the students and checked their works instead of standing in front of the class. The third point was to point out some students to answer the questions that he made. The fourth point was description. He had to explain the pictures more than their meanings, targets and places. It was essential to make students understand the topics. The fifth point was that he was supposed to speak slowly while he was explaining the lesson to the students. The sixth point was that he needed to use white board in his teaching activity. 'Boards provide a motivating focal point during whole-class grouping.' (Harmer, 2007, p. 183). The last point was conclusion. He needed to conclude what the students learned.

3.3. Problems and Solution

3.3.1. Problem of handling the students

When the writer taught the students of 7th grade, he found difficulty. There were some students who could not stay quiet and listen to the teacher. They liked moving around, talking each other, and saying loudly. They were in some classes that he taught. One of the classes was the 7 B class.

3.3.2. Problem of making lesson plans

When he was making lesson plans or teaching procedure plans, he found difficulty as what he has learned from his university was different. The lesson plans that he has learned from his university is different from SMP AL Hikmah Surabaya. He could not find the *Kompetensi Inti* and *Kompetensi Dasar*.

3.3.3. Solution for The problem of handling the students

The writer had to move around the class to make them quite and do the assignment. He also needed to tell them that they needed to be quite while they were doing the assignment as their voice could disturb other classes. He also needed to warn the students like giving punishment if they kept being loud and moving around.

3.3.4. Solution for making lesson plans

The writer needed to look at the syllabus. In the syllabus, he could find *Kompetensi Inti* and *Kompetensi Dasar*. He also could find the *Kompetensi Inti* and *Kompetensi Dasar* from the supplementary book for teacher. In the book, he could find *Kompetensi Inti* and *Kompetensi Dasar*.

3.4. Self-Evaluation

He felt bit difficult to make them quiet and listened what he was explaining to them. Sometimes, he needed to be strict to make them quiet. The lesson plan went was same as what he had planned in his lesson to teach the students. He could complete the first stage until the last stage. I did not skip any steps of his lesson plan of *Notice, Caution and Warning* topic. The lesson plan he created was based on the syllabus and suggestion from the supervisor of his partner. He made the lesson plan as appropriate as the age of the students he taught. The learning objectives were achieved well as the students could identify the notices, cautions, warnings and make notices, cautions, or warnings for their houses and school well.

The evaluations for me that will be useful when he does teaching English are to be stricter when he teaches students who are loud and like moving around. He should speak louder when he explains lessons to students. He will use some games when he teaches students but he will not use them all times.

3.5. Supporting Subjects

3.1. Teaching English as Foreign Language (TEFL)

This course consists of language teaching methods and English language skill in teaching's procedures. This course helped the writer to make a good teaching procedure plans and find good procedures and methods to teach English to the seventh grade's students of SMP AL Hikmah Surabaya.

3.2. Micro Teaching

This course consists of practical English teaching which is done by the students of this course. This course had helped the writer make him feel confident and ready before he taught the students about English and prevented mistakes that he could make before teaching the students.

3.3. Introduction to Language Testing

This course gives discussion of application of the basic concepts of testing English as foreign language in micro skill. This course helped the writer in making the exercises which were appropriate for the level of the students especially the students of seventh grade and marking the students' works.

3.4. Pronunciation

This course gives chance that the students of this course can practice for pronouncing words, sentences and texts intensively. This course helped the writer in giving good examples of the pronunciation of English words to the students while he was teaching them.

3.5. Listening

This course helps the students of this course in practicing for hearing long oral conversations such as in films and dramas. This course helped the writer in understanding

what the native speaker said from the video, so that the writer could explain or tell to the students if they asked some questions.

3.6. Speaking

This course consists of teaching oral communications in formal situations. This course helped the writer in explaining the lessons while he was teaching the classes. The writer could speak English correctly because of this course as he also used English while he was explaining the lessons.

3.7. Reading

This course concerns the intrinsic understanding of scientific discourses in literature and linguistics. This course helped the writer in understanding the texts that were put in the English book, *When English rings a bell* and used to be the exercise and presentation for the students. The writer could explain the texts to the students if they asked some question about the topic.

3.8. Translation

This course gives training to the students of this course in order to make accurate translations from various types of text. This course helped the writer in translation the texts that he used in the teaching, presenting and doing the assignments.

3.9. Structure

This course covers the understanding of English structure in upper-intermediate level. This course helped the writer in marking students' works especially grammar. The writer could be a good example for the students using correct grammar while he is writing or speaking for the students.

3.10. Writing

The purpose of this course is to make the students are capable in making papers use correct English grammar. This course helped the writer in writing sentences and

marking the students' writing. The writer could write sentences correctly and meaningfully. So, the writer could deliver the material properly.



CHAPTER IV

CONCLUSION

During the internship, the writer got many new experiences that gave him invaluable knowledge. Being an English teacher was new experience for him. From the internship, he realised that being an English teacher was not easy as there were many things that the writer dealt with. The writer needed to make the teaching procedure plan before he taught the students. If the teaching procedure plan was completed, the writer had to follow the steps. When he taught the students, he got seven points of the evaluation from his supervisor. One of the points was to put a film or video in teaching the topic, *Notice, Caution and Warning* topic to the students. Videos or films are useful tools as they can attract students' attention.

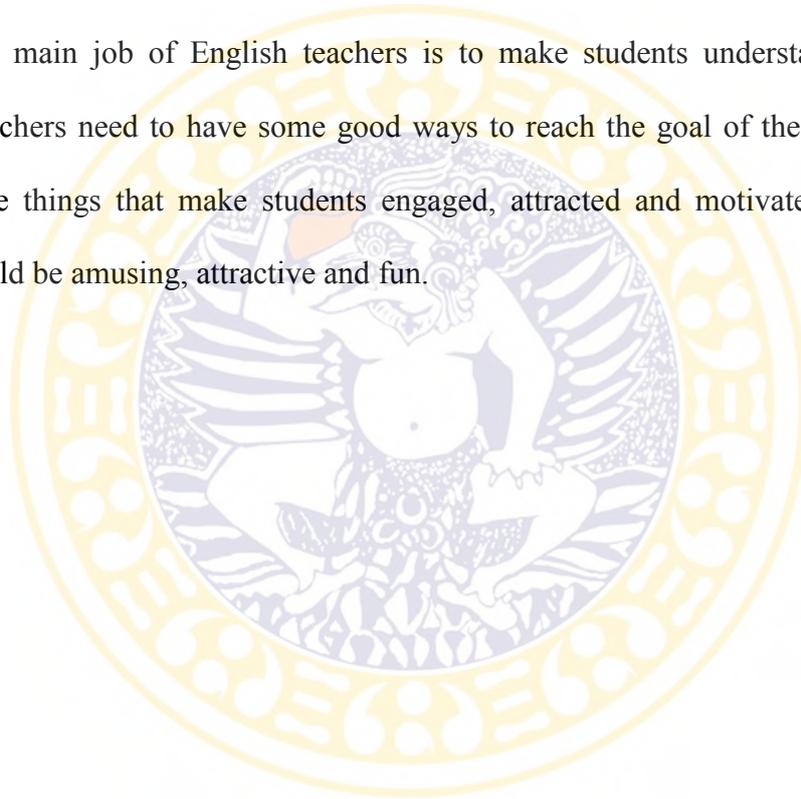
Videos can be used by English teachers to teach students. They are really attractive. They can make teaching activities to be more fun and comfortable. Videos can motivate students to learn English. They have strong effect that can attract the brains, so that students can pay attention to the videos. Videos are not only recommended for English teachers but also other teachers.

Pictures also can motivate students to learn as pictures can give virtual forms that help students in understanding lessons or topics. Pictures are simpler than videos. English teachers don't need LCD Projector to show pictures. They are not only useful for English teachers, but also other teachers. Both videos and pictures can facilitate teaching and learning process and motivate students to learn.

The internship was really helpful for the writer. He has learned how to teach the students, how to explain the lessons to the students, how to deal with various characteristic of the students, and how to draw the students' attentions. Attracting students' attention was really important to success the teaching activities.

The writer is really grateful to SMP AL Hikmah Surabaya for allowing him to do his internship. He got warm welcome from the teachers, the headmaster and the students. To make SMP AL Hikmah Surabaya better is important. The writer wants to give some suggestions that can improve SMP AL Hikmah Surabaya. The writer suggests that the teachers should improve their performances. It will be good. The writer suggests that all the staffs and teachers should keep the kindness and the gentleness on. The other students who do their internships will be comfortable to do their internship.

The main job of English teachers is to make students understand the lessons. English teachers need to have some good ways to reach the goal of the main job. They need to use things that make students engaged, attracted and motivated to learn. The things should be amusing, attractive and fun.



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APPENDICES

APPENDIX 1

Sample of Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VII/2 (dua)
Materi Pokok : Warning, caution and notice
Alokasi Waktu : 2 pertemuan (4 x 40 menit)

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata
 KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> • Belajar Bahasa Inggris dengan sungguh-sungguh • Menghormati guru • Patuh pada guru
2.	2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	Berperilaku jujur selama Pembelajaran.
	2.3. Menunjukkan perilaku tanggung	Mengikuti pembelajaran dengan

	<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3. 3.9. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p>	<p>disiplin.</p> <ul style="list-style-type: none"> • Merespon peringatan dengan tepat. • Mengetahui isi dari <i>notice, warning and caution</i> • Mendeskripsikan <i>notice, caution, warning</i> <p>Menyusun dan melisankan peringatan dengan tepat.</p>
4.	<p>4.11. Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	

C. Tujuan Pembelajaran

1. Siswa dapat merespon *notice, warning, caution* dengan benar.
2. Siswa dapat menyusun dan melisankan *notice, caution, warning* dengan tepat.

D. Materi Pembelajaran

A. Beberapa contoh rambu (*short notice*) dan peringatan (*warning/caution*):

a. Rambu / tanda (*short notice*):

1. *No parking school buses only*
2. *Keep door closed at all times*
3. *Food or Drink prohibited in this area*

b. Peringatan (*warning/caution*):

1. *Caution – Please watch your children*
2. *Caution – Do not handle chemicals without proper protection*
3. *Warning – Pedestrian crossing*

B. Pengertian *Notice, Caution, Warning*:

- *Notice*: Informasi singkat yang bertujuan untuk memberikan informasi, instruksi atau peringatan kepada pembaca maupun kepada semua orang.
- *Caution*: Informasi yang bertujuan untuk memperingatkan kepada pembaca dan semua orang bahaya yang akan menimpanya bila melanggar peringatan (*caution*) tersebut

- *Warning*: Informasi yang memiliki fungsi yang sama dengan *caution* akan tetapi *Warning* digunakan untuk mencegah terjadinya kecelakaan maupun resiko yang bias membahayakan nyawa orang lain.

C. Kosakata: Harus / boleh

1. Have to
2. Must
3. Require
4. Should
5. Allow to
6. Can
7. May

D. Kosakata: Dilarang / tidak boleh

1. Forbidden
2. Ban
3. Prohibited
4. Must not
5. Should not
6. Cannot
7. May not
8. Not allowed
9. Not permitted
10. Do not

E. Metode Pembelajaran

E. Metode ilmiah (*Scientific Approach*)

F. *Three Phased Technique*

F. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 177-189
- www.google.com
- Kamus

G. Media dan Alat Pembelajaran

- Media : Gambar-gambar tanda/rambu dan peringatan dan video rambu
- Alat : Laptop dan LCD Proyektor

H. Langkah-langkah kegiatan Pembelajaran

Pertemuan Pertama

No.	Uraian Kegiatan	Catatan Guru
1.	Kegiatan Awal: (10 Menit) a. Guru bertanya kepada siswa tentang kabar mereka b. Guru menayangkan video tentang	

	<p><i>notices/cautions/warning.</i></p> <p>c. Guru menuliskan beberapa <i>signs</i> dari video dan menanyakan arti dari <i>signs</i> tersebut.</p> <p>d. Guru memberitahu apa yang akan mereka pelajari hari ini.</p>	
2.	<p>Kegiatan Inti: (60 menit)</p> <p>a. Mengamati Guru menampilkan beberapa gambar rambu/tanda dan peringatan kepada para siswa melalui <i>slide show</i></p> <p>b. Menanya</p> <ul style="list-style-type: none"> ○ Guru bertanya kepada para siswa tentang dimana rambu dan peringatan tersebut ditemukan, arti dari rambu dan peringatan tersebut, dan ditujukan kepada siapa rambu dan peringatan tersebut. ○ Siswa mendeskripsikan gambar-gambar rambu dan peringatan tentang tempat, arti dan targetnya. ○ Guru menjelaskan perbedaan antara <i>notice</i> dan <i>caution.warning</i>). <p>c. Mencoba Guru meminta para siswa untuk mengerjakan lembar soal.</p> <p>d. Mengasosiasikan Siswa memberikan <i>notice/caution/warning</i> lain untuk tempat tersebut</p> <p>e. Mengkomunikasikan Guru meminta siswa untuk menjelaskan <i>notice, warning, caution</i> yang dipilih.</p>	
3.	<p>Penutup: (10 menit)</p> <p>a. Guru menyimpulkan materi <i>notice</i> dan <i>Cautions/Warnings</i>.</p> <p>b. Guru menutup pelajaran dengan doa.</p>	

Pertemuan Kedua

No.	Uraian Kegiatan	Catatan Guru
1.	<p>Kegiatan Awal: (10 menit)</p> <p>a. Guru bertanya kepada siswa tentang kabar mereka</p> <p>b. Guru mereview materi pertemuan pertama</p> <p>c. Guru menyampaikan tujuan pembelajaran pada pertemuan kedua.</p>	
2.	<p>Kegiatan inti: (60 menit)</p> <p>a. Mengamati Guru menunjukkan beberapa gambar skenario dan meminta siswa mendeskripsikan gambar skenario</p>	

	<p>tersebut.</p> <p>b. Menanya</p> <ul style="list-style-type: none"> ○ Guru menanyakan manakah yang cocok diberikan untuk masalah tersebut, peringatan (<i>warning/caution</i>) atau pemberitahuan (<i>short notice</i>) ○ Siswa memilih pilihan yang benar ○ Guru memberikan beberapa kosakata yang membantu para siswa menentukan dan membuat <i>notice/caution/warning</i>. <p>c. Mencoba</p> <ul style="list-style-type: none"> ○ Siswa membuat <i>notice/caution/warning</i> di rumah dan sekolah. <p>d. Mengasosiasikan</p> <p>Siswa menyebutkan tempat lain yang sesuai dengan peringatan atau pemberitahuan tersebut.</p> <p>e. Mengkomunikasi</p> <p>Siswa menunjukkan identifikasinya secara lisan dan menentukan apakah itu termasuk dalam <i>short notice</i> atau <i>caution/warning</i>.</p>	
3.	<p>Penutup: (10 menit)</p> <ul style="list-style-type: none"> a. Guru mengevaluasi kegiatan belajar hari ini. b. Guru menyimpulkan materi dan mereview materi. 	

I. Penilaian

1. Pengetahuan

Siswa mendeskripsikan tempat, arti dan target dari tanda-tanda dengan tepat
1 butir soal bernilai 3 poin, maka jumlah keseluruhan nilai pada delapan soal tersebut adalah 24

Nilai : (Jawaban Benar/24) x 100

2. Keterampilan

Siswa dapat memilih peringatan atau pemberitahuan dengan tepat.

Nilai : (Jawaban benar/15) x 100

3. Sikap

a. Jujur

Jujur (Honesty)	Selalu jujur dalam melaksanakan kegiatan pembelajaran dan mengerjakan tugas	3
	Kadang jujur dalam melaksanakan kegiatan pembelajaran dan mengerjakan tugas	2
	Tidak jujur dalam melaksanakan kegiatan pembelajaran dan mengerjakan tugas	1

b. Disiplin

Disiplin (Discipline)	Hadir dan mengumpulkan tugas tepat waktu	3
	Hadir tepat waktu, tapi mengumpulkan tugas tidak tepat waktu	2
	Hadir dan mengumpulkan tugas tidak tepat waktu	1

➤ **Konversi Nilai Sikap** (Skor Siswa : 6) x 100 = Skor Akhir

Surabaya, 4 Pebruari 2016

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Drs. Bambang Misdianto

Riehan Hanburhanda

APPENDIX 2

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.9. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), sesuai dengan konteks penggunaannya.</p> <p>4.10. Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat</p>	<p>Teks (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), lisan dan tulis</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • Fungsi Sosial Menjaga ketertiban dan keselamatan pribadi dan publik. • Struktur teks Menyebutkan tujuan dan informasi rinci dari: <ol style="list-style-type: none"> Instruksi: <i>Read the report carefully. No students should</i> 	<p><u>Masing-masing menggunakan procedure yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk yang menggunakan Bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut. • Mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). • Tingkat kelengkapan dan keruntutan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). • Tingkat ketepatan unsur kebahasaan tata Bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, 	4 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/trans aksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti <ul style="list-style-type: none"> ➢ www.dailyenglish.com ➢ http://americanenglish.state.gov/files/ae/resource_files ➢ http://learnenglish.britishcouncil.org/en/

<p>pendek dan sederhana</p> <p>4.11. Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi social struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution – Very hot water. Danger, 240 volts. Slippery when wet. Warning – Dangerous chemicals.</i></p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> 1) Kata dan tata bahasa yang lazim digunakan dalam instruksi, 	<p>(<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dari berbagai sumber termasuk internet, film, koran, majalah, buku, buku teks, dsb.</p> <ul style="list-style-type: none"> • Memberikan komentar dan pandangannya tentang fungsi (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), ketetapan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi social, struktur teks, dan unsur kebahasaan, antara (a) instruksi (<i>instruction</i>), (b) tanda atau rambu 	<p>peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</p> <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar 	<p>➤ http://www.google.com/</p>
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	<p>rambu, dan peringatan dari sumber-sumber otentik</p> <p>2) Ucapan, tekanan kata, intonasi</p> <p>3) Ejaan dan tanda baca</p> <p>4) Tulisan tangan</p> <ul style="list-style-type: none"> • <i>Topik</i> Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama. • <i>Multimedia</i> Layout dan dekorasi yang membuat tampilan teks lebih menarik 	<p>(<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dalam Bahasa Inggris dengan yang ada dalam Bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi social, struktur teks, dan unsur kebahasaan dari (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi social, struktur teks, dan unsur 	<p>sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis, membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk instruksi, tanda atau rambu, dan tanda peringatan. • Menganalisa (a) 		
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		<p>kebahasaannya.</p> <ul style="list-style-type: none"> • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya. <p>Menalar/mengasosiasikan</p> <ul style="list-style-type: none"> • Membandingkan fungsi social, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan fungsi social, struktur teks, dan unsur kebahasaan 	<p>instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata.</p> <p>Keterampilan:</p> <ul style="list-style-type: none"> • Observasi:(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami dan menghasilkan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. • Portofolio kumpulan hasil analisis dan masukan mengenai karya peserta didik 		
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		<p>dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Membuat lebih banyak (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dalam Bahasa Inggris untuk fungsi sosial 	<p>dalam bentuk berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>). (c) tanda peringatan (<i>warning/caution</i>) yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik.</p>		
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		<p>nyata di kelas, sekolah, dan rumah.</p> <ul style="list-style-type: none"> • Berupaya berbicara secaralancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan Permasalahan yang dialami dalam membuat (a) instruksi (<i>instruction</i>), (b) tanda aau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dan menuliskannya dalam jurnal belajar sederhana dalam Bahasa Indonesia. 			
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APPENDIX 3

Assessment Sheet



**FORMULIR PENILAIAN MAGANG
MAHASISWA PROGRAM STUDI D3 BAHASA INGGRIS
FAKULTAS VOKASI
UNIVERSITAS AIRLANGGA**

NAMA MAHASISWA: Riehan Hanburhanda NIM: 121310113088
MATA KULIAH : Internship

No.	Faktor Penilaian	Prosentase	Skor	NILAI (Skor X Prosentase)
1	Kemampuan	30%	90	27
2	Sikap dan Perilaku	20%	98	19,6
3	Penampilan	10%	97	9,7
4	Disiplin	10%	100	10
5	Tanggung Jawab	10%	100	10
6	Kerjasama	10%	100	10
7	Inisiatif	10%	95	9,5

Jangka Waktu : 01 Februari 2016 s.d. 29 Februari 2016
Tempat : SMP AL HIKMAH SURABAYA

Jumlah	95,8
Grade	A

Surabaya, 29 Februari, 2016

SKOR	GRADE	KETERANGAN
≥ 75	A	Sangat Baik Sekali
70,0 – 74,9	AB	Baik Sekali
65,0 – 69,9	B	Baik
60,0 – 64,9	BC	Cukup Baik
55,0 – 59,9	C	Cukup
45,0 – 54,9	D	Kurang
< 45	E	Kurang Sekali

Mengetahui
Koordinator Program Studi,
Moerhayati Ika Putri, M. A.
197807162005012002

Penilai / Supervisor,
Eko Agus Widjaja

*) Nilai dianggap sah apabila ada keterangan tertulis ataupun stempel dari lembaga / tempat pelaksanaan PKL

Internship Letter

**SURAT KETERANGAN**

No. : 9/PI.Ket.Mhs/SMP/XII/2015

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini Kepala SMP Al Hikmah Surabaya, menerangkan bahwa Mahasiswa yang tersebut di bawah ini :

Nama : **Riehan Hanburhanda**
 NIM : **121310113088**
 Program Studi : **D3 Bahasa Inggris**
 Fakultas/Program : **Fakultas Vokasi**
 Perguruan Tinggi : **Universitas Airlangga Surabaya**

Telah melaksanakan Mata Kuliah Internship (Magang) di SMP Al Hikmah Surabaya mulai tanggal 1 Pebruari sampai dengan tanggal 29 Pebruari 2016.

Adapun total penilaian magang mahasiswa yang bersangkutan adalah :

Jumlah	Grade
95,8	A

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

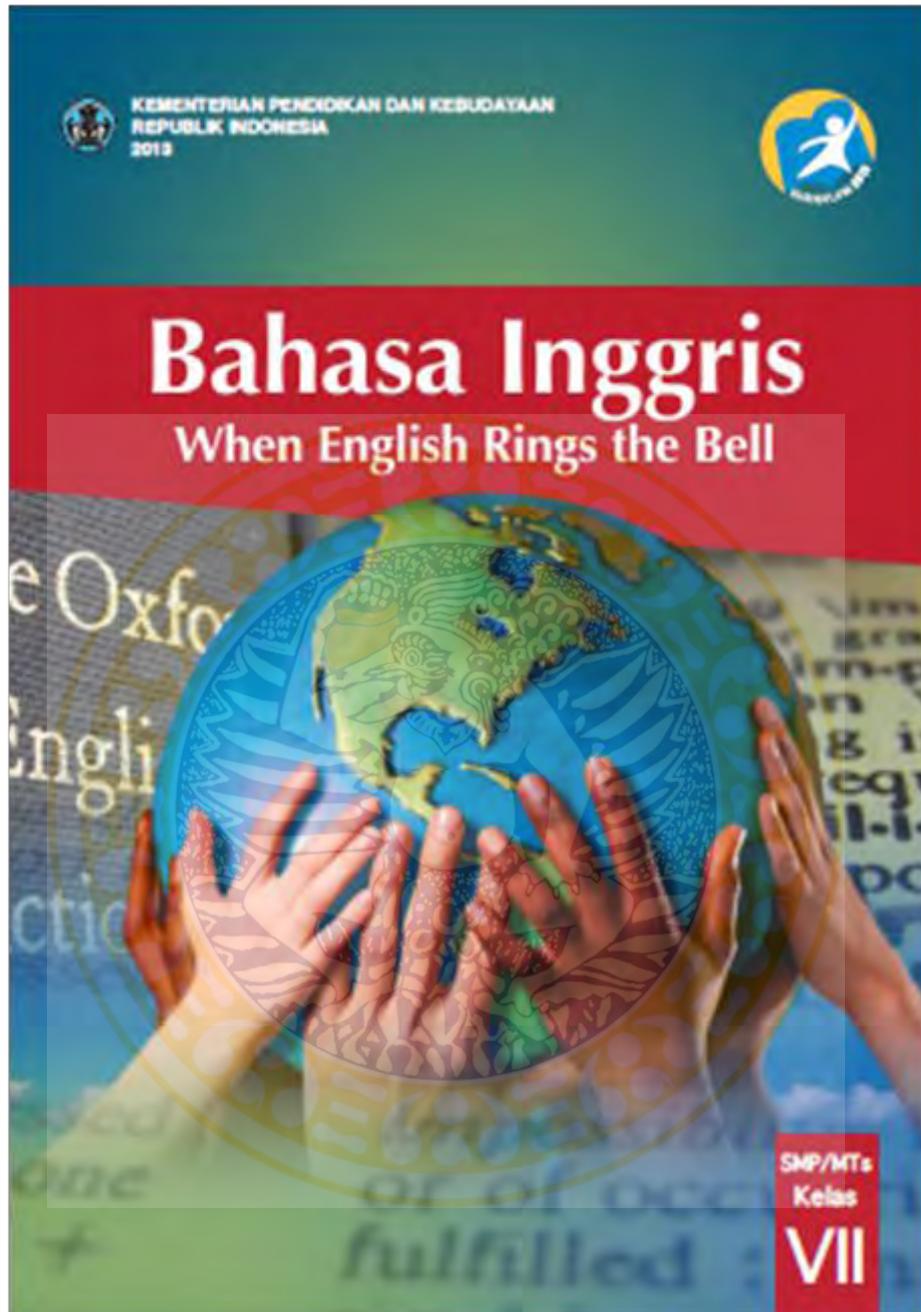
Surabaya, 18 Maret 2016



Drs. Bambang Misdianto
Kepala Sekolah

SEKOLAH MENENGAH PERTAMA
 Jl. Kebonsari Elveka V Surabaya 60233 Telp. +6231- 8288228, Fax. 8282752
 www.alhikmahsby.com, Email : humas@alhikmahsby.com

Supplementary Book



APPENDIX 4



BIOGRAPHICAL SKETCH

His name is Riehan Hanburhanda. He has one brother, and He is the older one. He lives in Plemahan 9 no 24, Surabaya. His friends call him “Riehan”. In 2007, he studied in SDN Kedunggoro V/310. Then, he continued to SMP Praja Mukti Surabaya. When he was as a senior high school student, He studied in SMA Negeri 19 Surabaya.

He likes English since he was in Senior high school. In SMA Negeri 19 Surabaya, he joined English club, SMANEXIX ENGLISH COMMUNITY (SEC). As his love to English, he wanted to take English major when he was as college student. Then, he is accepted in Universitas Airlangga in the major he likes, English Diploma Program. He also likes watching movies in theatre, reading novels, and hanging out with my friends.

