



MY FIRST TIME
TEACHING **ENGLISH**
IN SCHOOL

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Fika Megawati

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My First Time Teaching English in School

Penulis

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Dilarang memperbanyak karya tulis ini dengan suatu apapun tanpa ijin tertulis dari penerbit.

Foreword

This book, **My First Time Teaching English in School**, is one of the products of our institution research on *Analisis Efikasi Diri Mahasiswa Pendidikan Bahasa Inggris pada Program Magang III*. The main part of this book is the compilation of student teachers' stories of their teaching English experiences during accomplishing Teaching Practicum Program (*Magang III*) in different schools. The writings are in the form of recount text (telling past events) that had been selected in terms of language and content. The authors start overviewing the theoretical information about teaching practicum in Indonesian university context. Then, the exploration of the students' experiences were expressed into two types: challenging and frightening. The classification was sorted from the expression or feeling that they put into their full writings. Next, this book collects the pictures of students when they carried out teaching practicum with various poses and partners. In the last part, the authors give conclusion according to the students' stories in this book connected with the theory of Teaching Practicum for Teaching English as a Foreign Language (TEFL).

Finally, we would like to express our gratitude to Universitas Muhammadiyah Sidoarjo that have funded our research through the scheme "**Riset Dasar Institusi**". We also thank the Head of Research and Community Service Institute, The Dean of Faculty of Teacher Training and Education, The Head of English Language Education Study Program of Universitas Muhammadiyah Sidoarjo who have enabled us to carry out the research. Finally, we acknowledge the most significant role of the students of seventh semester Class A1 who allow us to investigate their bad or good experiences through their writings during their Teaching Practicum for this research and book.

Sidoarjo, February 2018

Authors

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CHAPTER I

OVERVIEW

Teaching skill is not a gifted capability. To be able to teach someone, sometimes a teacher needs a quick time and find easy communication in the class, but for the others, it needs a lot of preparation in order to show the expected performance. The development of teaching skill, indeed, requires process, especially experience in addition to the understanding about the concept of teaching itself. For the students who study in teaching education program, they are lucky since the curriculum is designed to prepare them ready to teach by exploring a lot of materials and activities that expose to their teaching skill. The subject that plays important role is Teaching Practicum.

A. TEACHING PRACTICUM

Teaching Practicum refers to experiences that teacher trainees have in the classroom before they take on the full range of responsibilities required for student teaching. Practicum teachers partner with a professional teacher who directs their activities and gives them feedback on any work they do (<https://magoosh.com/praxis/student-teaching-vs-practicum/>). In the context of English Language Teaching (ELT), teaching practicum has been a pivotal part to be introduced and undergone. Different university has different rules and implementation, but they have the same objective to equip the student teacher theoretical (TEFL, Language Assessment, Classroom Management, and so on) and practical knowledge of teaching with the appropriate concept of the English language. Comparing to other practices, teaching foreign language provides different atmosphere for the teacher trainees. In addition, to mastering the way how to communicate in different language, both in spoken and written form, they also need to design

interactive classroom through the target language with the appealing method from their planned teaching instruments.

B. EXPERIENTIAL LEARNING

Kolb's experiential learning theory (ELT) was given by David A. Kolb, who published his model in 1984 was inspired by the work of Kurt Lewin. Lewin was a gestalt psychologist in Berlin. ELT is a method where a person's skill and job requirements can be assessed in same language that is commensurability can be measured. Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Kolb's theory has a holistic perspective which includes experience, perception, cognition and behavior. The learning cycle basically involves four stages, namely: concrete learning, reflective observation, abstract conceptualization and active experimentation. Effective learning can be seen when the learner progress through the cycle. The learner can also enter the cycle at any stage of the cycle with logical sequence.

The first stage is **concrete learning**, where there is encounter of a new experience or reinterpretation of existing experience. Then it is followed by next stage, **reflective observation**, where one reflects on the experience on personal basis. After this is **abstract conceptualization**, where new ideas are formed based on the reflection or could be modifications of the existing abstract ideas. Lastly, **active experimentation** stage is where a learner will apply the ideas to his surroundings to see if there are any modifications in the next appearance of the experience. All this will lead to the next concrete experience. This can happen over a short duration or over a long duration of time. The figure 1 is the illustration of cycles.

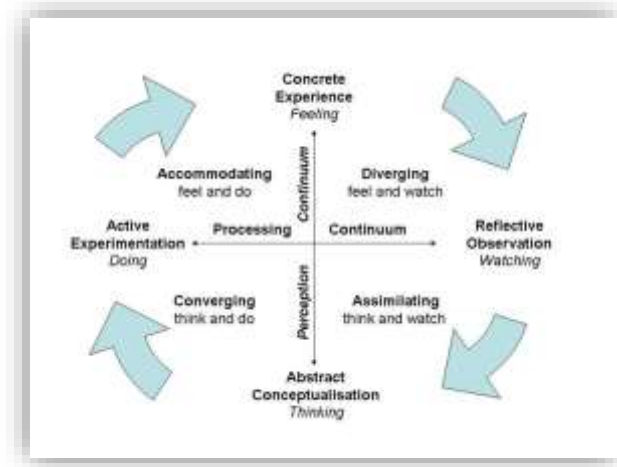


Figure 1. Kolb's Experiential Learning

(https://en.wikipedia.org/wiki/Kolb%27s_experiential_learning).

To know another definition of Experiential Learning, let's see the words of Lewis and Williams (1994, p.5):

“In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.”

Types of Experiential Learning

Experiential learning can be divided into two major categories: field-based experiences and classroom-based learning.

1. Field-based learning is the oldest and most established form of experiential learning, having been integrated into higher education in the 1930s. Field-based learning includes internships, practicums, cooperative education, and service learning (Lewis & Williams, 1994, p.7).

2. Classroom-based experiential learning can take a multitude of forms, including role-playing, games, case studies, simulations, presentations, and various types of group work. Experiential learning in the classroom has been growing in breadth and depth since “Chickering and Gamson recommended ‘active learning’ as one of the seven ‘principles of good practice’ for excellence in undergraduate education” in 1987 (Lewis & Williams, 1994, p.7).

In experiential classrooms, “students can process real-life scenarios, experiment with new behaviors, and receive feedback in a safe environment. Experiential learning assignments help students relate theory to practice and analyze real-life situations in light of course material” (Lewis & Williams, 1994, p. 8).

To help structure classroom activities, Wurdinger suggests Dewey’s “pattern of inquiry.” The reason this pattern of inquiry is so effective is that “thinking occurs not only after an experience but also throughout the entire experience.” The pattern begins with a student’s inquiry into a problem. The student then develops a plan to address the problem, tests their plan against reality, and then applies what they’ve learned to create a solution. The experiential component of this model is the application of knowledge (2005, p. 8). When implementing an activity using the pattern of inquiry, remember that the activity should be student-centered. The activity should be hands-on, and require the students to solve a problem that is relevant to their lives. Student interest is critical—students must be able to design their activity, not feel that it has been assigned to them: “Projects are more meaningful than tests because students must think, plan, and execute their ideas to produce something from their own creativity” (Wurdinger, 2005, p. 13).

C. INSTITUTIONAL SUPERVISOR, SCHOOL-BASED MENTOR, STUDENT TEACHERS

When conducting teaching practicum, there are three interrelated participants in the program. They are institutional supervisor,

school-based mentor, student teachers. Each role will be explained in detailed in the following parts.

a. Institutional Supervisor

Teaching practicum advisor is also called teaching practice and the supervisor has certain responsibilities to support the quality of student teachers' teaching.

- **Role of the Teaching Practice Supervisor**

Your role as a supervisor is to develop the required skills and competencies in the student teacher to enable him/her to function effectively in the basic education classroom.

As a Teaching Practice Supervisor, you are required among other things to be:

- Ⓢ a model in all ramifications
- Ⓢ able to utilize methods and strategies that put the student teachers and their pupils at the center of learning
- Ⓢ knowledgeable in your subject matter and versatile in the facilitation of learning
- Ⓢ a prudent manager of time and resources
- Ⓢ able to plan and design programmes that will facilitate effective teaching practice
- Ⓢ able to use appropriate resources to stimulate and facilitate the development and assessment of teacher trainees during teaching practice
- Ⓢ able to observe and assess student teachers objectively.

- **Core Tasks of the Teaching Practice Supervisor**

- Ⓢ Provide regular on-site observation of student teachers' teaching performance.
- Ⓢ Help student teachers to develop lesson plans which encourage an activity-based approach.
- Ⓢ Assess the student teacher's performance based on pre-established teacher performance standards.
- Ⓢ Interact with student teachers about their teaching experience and their progress.
- Ⓢ Analyze the whole of the student teacher's logbook/diary.
- Ⓢ Conduct seminar classes to prepare student teachers for and evaluate the success of teaching practice.

b. School-based Mentor

This point discusses any information about mentor from the book, entitled **A Reflective Guide to Mentoring and Being a Teacher-Mentor**. Mentor in this context is for beginning teacher or less experienced teacher that give important points to be applied in Pre-Service teacher during Teaching Practice in the School. The term ‘mentor’ is used, in this guide, to describe a knowledgeable, experienced, highly proficient teacher who works with and alongside a beginning teacher or less experienced colleague – quite closely at first but this gradually diminishes as the new teacher becomes more capable and confident.

- **Why do we need mentors?**

Having regular access to a classroom mentor is profoundly important to new teachers and their development as proficient teachers. Without mentor support new teachers can flounder and may leave a profession they have spent years studying in order to join. As a mentor you offer beginning teachers an anchor of support in an often challenging, demanding and sometimes chaotic transition from graduate to classroom teacher. Effective mentoring has a formative influence on the practice of beginning teachers and has a significant impact on the level and depth of learning amongst students of early career teachers. Without good mentors the quality of teaching and learning offered by new teachers is demonstrably less effective, new teachers experience more stress and anxiety and may leave the profession - the whole system suffers.

- **The 4Cs: Clarifying, Consulting, Collaborating and Coaching**

'Clarifying' and asking clarifying questions is central to effective mentoring and can help to reveal the kind of support a beginning teacher needs. Effective mentoring depends on listening closely to, and understanding, the person with whom

you are working. Clarifying can be supported by writing down what your colleague says - this will allow you to return to specific comments or observations later that may benefit from further clarification. The goal of the mentor when clarifying is to be fully present for their colleague and to be 'interested rather than interesting'.

Example of question for Clarifying

- Ⓢ When you said... what were you thinking about?
- Ⓢ What makes you say that?
- Ⓢ Could you say a little more about...?

‘Consulting’ the mentor responds to the beginning teacher’s questions or requests for information or ideas, and takes into account a stated (or implied) need for specific knowledge or know how. The mentor, drawing on their broader experience and deeper repertoire of practices, supports their less experienced colleague with options and alternatives to consider, to which they would not otherwise have access. When consulting, the ideas, possibilities and solutions flow from mentor to beginning teacher. The mentor is positioned as ‘the expert’, the ‘giver’ and the person who has the greater knowledge and agency in the relationship.

‘Collaborating’ the mentor engages with their colleague in a shared approach to analysis, problem-solving, decision-making and reflection. Their less-experienced colleague has generally signaled a willingness to engage in joint work and brings their own ideas and possibilities to the collaboration. However, the mentor may also prompt collaborating by asking questions such as: Is this something we could work on together?

Collaborating introduces a greater sense of equality and collegiality into the mentoring relationship, offers opportunities for creative input as it calls for contributions from both mentor and beginning teacher. Collaborating encourages new teachers

to take on greater responsibility (more agency), it fosters joint or negotiated decision-making and readies the beginning teacher for working in teams. Collaborating also leads to a growing sense of self-efficacy and achievement.

‘Coaching’ the monitor supports their colleague through skillful questioning and probing, creating the conditions in which their colleague arrives at their own course of action. When coaching, a beginning teacher is ready to use his or her own evidence and knowledge to decide where to go next. The coach functions as a sounding board, mirroring back their colleague's ideas and possibilities for practice, supporting them through questions they ask rather than offering suggestions or ideas of their own.

c. Student Teachers (Supporting teaching practice: a manual for supervisors and mentors)

Student teachers can be called less experienced teachers in the school. The process of transferring from students to student teachers require a lot of preparation. To have contextual and meaningful impression during the teaching practice in school, they are expected to:

- Ⓢ be neat and tidy, and their attire should be appropriate at all times
- Ⓢ be punctual
- Ⓢ treat any confidential information with the utmost discretion
- Ⓢ adapt to the ethos and organization of the school
- Ⓢ carry out any task given to them by the principal or their mentor as efficiently as possible
- Ⓢ regard their time at the school as a learning opportunity and make full use of it
- Ⓢ be friendly and courteous to the staff, learners, parents, and departmental officials
- Ⓢ conduct themselves professionally at all times.

To create the interconnectedness of the roles of mentors and mentees (student teacher), Ambrosseti (2010) has collected plenty of reference and proposes several roles and the action to be applied.

Table 1 . Role and Action of Mentor

Roles	Action of the mentors
Supporter	<ul style="list-style-type: none"> ● Assists in mentee’s personal and professional development ● Inclusion and acceptance of the mentee Outlines expectations ● Gives honest, critical feedback ● Provides advice during task performance ● Provides protection from unpleasant situations Advocates for the mentee
Role Model	<ul style="list-style-type: none"> ● Assists the mentee by example ● Demonstrates the behaviors of the profession ● Demonstrates tasks ● Sets and maintains standards ● Integrates theory and practice for mentee
Facilitator	<ul style="list-style-type: none"> ● Provides opportunities to perform the task/job ● Allows mentee to “develop their sense of self” ● Provides guidelines and offers support
Assessor	<ul style="list-style-type: none"> ● Provides criteria based grades/ marks on mentees performance ● Makes informed decision on progress
Collaborator	<ul style="list-style-type: none"> ● Uses a team like approach ● Provides a safe environment for the mentee ● Provides feedback ● Engages in mutual evaluation with mentee
Friend	<ul style="list-style-type: none"> ● Acts as a critical friend ● Provides companionship or camaraderie ● Encourages the mentee to try new tasks or challenges ● Provides advice about weaknesses in a constructive manner

Trainer or Teacher	<ul style="list-style-type: none"> ● Provides specific instructions about performing ● Teach basic skills ● Provide resources ● Uses explicit teaching to pass on skills and knowledge
Protector	<ul style="list-style-type: none"> ● Looks after the mentee ● Defends mentees actions ● Raises mentees profile with others ● Shields the mentee from unpleasant situations
Colleague	<ul style="list-style-type: none"> ● Treats the mentee as one who is already part of the profession ● Advocates for the mentee in the organization
Evaluator	<ul style="list-style-type: none"> ● Appraises the mentees progress
Communicator	<ul style="list-style-type: none"> ● Sharing of professional knowledge and skills ● Providing a variety of communication methods ● Provide feedback on progress to further develop learning

CHAPTER I I

TYPES OF STUDENTS' EXPERIENCE DURING TEACHING PRACTICUM



TEACHING PRACTICE AS A FRIGHTENING EXPERIENCE

STORY 1

BIG TROUBLE IN THE BIG WORLD

[\(diyah.ayu2618@gmail.com\)](mailto:diyah.ayu2618@gmail.com)

Being a teacher is not easy. But, if we face it sincerely, it will be easier. For a month, I was in school and I taught 5 times only. The first time, I think that I able to teach well, manage classroom efficiently, and improve students' competence quickly. But, in fact, I'm stressful when I knew the students' behavior. I just said to myself "Be patient, be patient." When I taught, I must be patient to face the students' behavior problems. Regardless, as a good teacher I have to be able to solve every kinds of problems and difficulties. So, do you want to know problems that I faced during teaching? Well, here they are.

First time, I taught 8th grade students of VIII E class. At that time, my students were busy with the class decoration. Actually, I just would like to introduce myself but the situation was not supported, so I continued to teach them. Honestly, I hadn't prepare anything yet, nor materials and media. Then, how their responses? several students pay attention to me, but most of the boys were busy with their own activities, like singing and playing the table as a music. Hmm, I felt they are bored with the materials. The second, the problem came from me is my voice. My voice is too slow, and it kills my energy. I realized that to teach a bunch of students who are crowded every time need louder voice. Unluckily, my voice couldn't be heard. If the students are calm and quiet, my voice might be listened by them. In this case, I need to make them interested in and focus on

during learning process. Not only that, I have to apply the appropriate method based on the students need. So, teaching and learning process will be effective and fun. The last, it was so hurt me. None of them want to do their assignment or assessment that was given. Perhaps, only 5 from 32 students who want to do their task. Even I gave them chance to finish their task at home, they still didn't want to do that. From the problems above, I don't know what I should do. I stated, who wants to get an additional score must finish the assignment or they won't get score anyway. Seriously, I feel failed to be a good teacher. I couldn't make my students be active and obey what I ask to them.

To sum up, become a teacher isn't easy as we think. Of course, we will face some problems during teaching and learning process, such as the students' behavior. So, ***applying the appropriate method or strategies based on the students' need is needed. Also, to be a good teacher, we must have competence to manage classroom, then your classroom will be handled on and learning process runs smoothly without any problems.***

STORY 2
MORE PRACTICE
(nadiasofi31@gmail.com)

When my internship began, I was really excited to meet my new students. But, the feeling was gone suddenly when I really met them in the class. They were really noisy and unmanageable. I tried to get their attention by playing game. Unexpectedly, they were not interested in that. And then, I showed them a movie and then they were quite. ***I realized that teaching is not easy as I see in the class and I need to practice more*** TT_TT . Thank You

STORY 3
I WON' T BE THE REAL TEACHER
(ir.alfarisie@gmail.com)

Level 1

When I came to school, I met my internship advisor. She told me that I've to teach 7 B which is known as EPP class. EPP means English Proficiency Program that has special role in that class. There are 3 EPP classes: 7A, 7B and 8A. The English teacher is forced to speak English while teaching there. Alright, back to my story, I came to the 7B class with my friend. This was our first time enter the class as a preparation for teaching. They welcomed us and be nice. Then, I introduced myself and my friend too. Of course, we spoke English. After that, they commented us because they didn't understand. Oh damn. It was out of my expectation. I told them that their teacher had told us to speak English in their special class. They were denied and made a noise. Uh, I just think I give up for that. I swear, if it is not one of my duty (read: lecture), I'll leave it.

Level 2

I got the schedule and I was really surprised. English is placed in the last time, 9-10 on Monday and 5-6 on Friday. What does it mean huh? I am sure in that time the classroom will be out-of-control and YES I AM RIGHT. I didn't have basic in teaching actually and I'd never dreamt to be a teacher. Well, I regret why I took English education major, but life must go on. I taught them about telephone calls. Last night, I prepared the media for teaching. But, in the class, the media wasn't interesting. It was useless. Most of them ignore me. I was sad but I couldn't cry. Nervous feeling has gone. Getting dizzy. Don't know what to do then. In other side, I have to continue the class. So then, I took their attention by using 'hand-sign'. *Alhamdulillah*, they were silent for a while. Then, I gave short explanation about the material and asked them to do the worksheet (from me). I must be grateful for this time because they did it. I finished the class too. Yeah, it was not too bad.

Level 3

Thus the activity that I and my team don't like to do is make lesson plan. We know that it helps us for creating a good learning process, but it takes much time. Again, I wanna give up. Not only lesson plan but also make a syllabus and semester program a.k.a *promes* too. Wow, what they are, I don't know them, thank you very much! One lesson plan consists of 9 meetings. Each meeting needs 40 minutes. A week there are 4 hours for English. Please imagine that. As long as I was a student, I got lot of theories without any practices. I think it's fair when I surprised and thought won't be the real teacher especially in school. When I were in JHS, the curriculum was not difficult as nowadays. In case, the lesson plan for EPP class is totally different from others. Ashes on my head!

Close to the Game Over

They wanted to watch a movie. At first, I said yes. But when I would to lend a projector, was used by other teacher. As a result, they were disappointed. They were ignore me, again. I lose their attention span. I think hard and invite them to play game, counting game. The rule was who lose focus will get the

punishment. Alhamdulillah, it works. This game is like a rescuer. HAHA.

All in all, being a teacher is easy. Everyone can teach someone else, but being a real teacher is hard. You need long process to achieve the goal. You can't sleep well and you must drink milk every day. It helps to control yourself. Once again, you must have a thousand games and jokes, because teacher is not only teach but also entertain the students.

Message for my students:

I know, I am not your real teacher and won't be. But, I thank you for being nice even though you fight all the time.

STORY 4
NO PREPARATION
(fitadwistrini@yahoo.com)

Being a teacher is not easy. But, if we go through it with sincerity, it will be easier. For a month, I was practicing to teach in school. The first time, I would teach well, manage classroom efficiently, and improve students' competence quickly. However, I felt stressful when I knew the students' behavior. ***While I was teaching, I must be patient to face the problems that actually it happened because of students' behavior, and I need to control the class.***

So many problems that I faced when I taught at the school. First time, I taught at seven grade students of VII D class. At that time, students were busy with the class decorated. Actually, I said to them that I just wanted to introduce myself. But in fact, I continued with teaching them. When I taught them at the first time, honestly, I did not prepare anything, nor materials and media. Then, how were their responses? There were some students who paid attention. Most of the male students were busy with other activities, like singing and playing the table as a music. Regardless of those, I conclude that students felt bored with the materials that was shared in the class.

STORY 1

HYPERACTIVE ATMOSPHERE

(anissaindrasari0@gmail.com)

Internship 3 normally starts at Oct, 2nd 2017 but it declines a week because the school conducts midterm test. Although it declines, students of 7th semester still stay in the school to join the school's schedule. There are three English teachers that chosen by the chairman for 9 students of 7th semester. Our advisors in school have to help, service, and give suggestion, critics also motivation for 7th semester students during teaching activities. My advisor is very kind, patient and supportive. Also she gives me suggestion after I taught in her class.

My unforgettable moment when I and my friend taught 8-H, the students did not welcome and were not interested in us. My friend got the first chance to teach, the topic was simple present tense. Almost all of them didn't pay attention to the material. They were deafening and played their gadget. I was afraid if my friend's experience happened to me. And then, I looked for how to get their attention, make them interested in and concentrate while the teacher explaining or giving assignment for them.

Now it's my turn, I taught them in the 2nd week. When I taught, my advisor attended to my class, because she had to give score for my teaching performance. The first activities, I asked them to review the last material. After that, I explained the topic also the objectives must be achieved at the end. I made an appointment with them, if they were noisy during learning process, so they must write 20 sentences of simple present tense. Then, I shared some pictures and I asked them to make positive, negative and interrogative sentence with their group. The last, they spoke loudly about sentences they had written.

On the next teaching, I'd asked them to bring some materials such as *asturo* paper, glue, scissors, and colorful markers. I gave each group some pictures and asked them to patch also write positive, negative and interrogative sentences based on the pictures, and then put it on *asturo*. They had 30 minutes to finish that. I told them if their group submit the task less than 30 minutes, they will get special reward. It was interesting and they were happy. The funny moment, when I warned that the time was up, they defeaning because they won't get the special reward. I've seen that those students have big effort to finish their task if there's a reward. They will try to be cooperated one another and submit their task in time.

In conclusion, I believe that no one was naughty students. They just need something different to take their interest and attention. Commitment is one of important things to be discipline. Especially for class which has hyperactive atmosphere, with commitment they can learn how to manage, to control themselves and the situation. If the situation is quiet, they can learn and fully concentrate to the material and understand it easily.

STORY 2
MY VALUABLE EXPERIENCE
(faretaica@gmail.com)

I took English Department because I wanna be an English teacher. The process become a teacher, I got an opportunity to teach many students in Junior High School. Internship or Magang III, I taught the students of 8-B in SMP Muhammadiyah 2 Taman. Honestly, it was my first time handle one class by myself. It was so crowded until my voice almost lost. I taught English 6 times in a month.

My first day, I was confused what I should do. The teacher asked me to teach directly, because it was time to teach not to introduction. I came to the class and students were awful. Many students didn't wear their shoes. That day was getting bored. The next day on Thursday, I prepared well the lesson also teaching strategy. Luckily, my students were active in my class and they were closer to me as their friends. They weren't ashamed to ask about the difficult lesson. Sometimes, we made some jokes together. In the middle of teaching, I'd got the problems. The first, they were busy with their friends or the other lesson task, so they were ignore me. To overcome this case, when the students talked to others, I sang one row of song that make them claps their hands (*if you really-really happy clap your hands*). After they did it, the class was silent, and I continued my explanation. Other problems was student-trouble-maker. This student was always made noisy. I asked him to come forward, and answered my question using English orally. I think this way was useful.

The other unforgettable moment was my students made a group chat, they thanked me because I'd taught them, and they were really nice. For example, when assesing moment, their real English teacher came to the class and uncommonly they followed my class calmly. They were silent during teaching and learning process. I was so happy. You know, it saves me. The last day,

they were sad even there was one students who crying. They were thankful to me, made wishes for my future, and hoped I can be their real teacher then. It was my impressed experience.

In conclusion, ***I get valuable experience in teaching practicum. I can measure my skills and challenge myself to manage the class also handle the trouble maker.*** Thank you UMSIDA. Thank you my students.

STORY 3
NEW EXPERIENCE
(rizqianairma19@gmail.com)

Unforgettable moment, when I stood in front of the students and attracted their attention. I became a manager of their classroom. I was nervous because the class atmosphere was horrified. I was afraid how if I could not teach them well. However, I ensured I can give material and explain it to all students. And the, I tried to share my knowledge about Present Tense. I played a video in order to help them understand Present tense easily. An animated video that is interesting enough for them gives an example of present tense. They weren't crowded anymore in the class, listened very well. After that, I made a strategy by forming a new group so they can work together in turn. They make positive, negative and interrogative sentences individually, but collected in group. Thus, they can discuss with their friends and it's good to develop their knowledge. That's my experience while teaching 8th grade students.

When I taught in class, there was a student who was crying. I asked him why and his friends told me because his belongings were hidden. Then, I told their friends to return his belongings. Also, anyone who could make this student did the task will get a present. Finally, they tried to persuade this cried-student to do the task. But, I asked them to apologize in advance. At the end, they were done the assignment from me included the cried-boy. That's the experience I'd felt during teaching practicum.

STORY 4
MY LOVELY CLASS
(dewi.akviniha@gmail.com)

This experience during teaching practicum in one of the favorite school in Sidoarjo. In this school there is acceleration class. Also, education for children with special needs or called inclusion. I think when I was in the preparatory phase (micro teaching), in college, was the real stage to face teaching practice as an application of real learning.

October 2nd, 2017, I started my teaching practicum. Unfortunately, the school was in the middle of midterm test week. So that teaching practicum was cancelled until the following weeks. Even though students were tested, we met our advisors who will be a student companion during teaching practicum. I and other students had to make a lesson plan before entered the class. In addition, we were also encouraged to create special learning media.

A week later, it was time for me to teach 7th grade students. At first, I came to the class was very crowded classroom atmosphere. The students with different characters and different intellectual level. I started by introducing myself and in turn with 7-H students. I used visual media which is videos from YouTube. The use of media and methods that had provided were successful. They were very enthusiastic during learning process. And then, I asked them to do the worksheets based on the videos they'd watched. They worked actively. But, not all teaching and learning process runs smoothly. Sometime, there is an obstacle when they do not care and were defeaning. And then, I applied the classroom management that I'd learnt before to overcome students' misbehavior.

The unforgettable experience was I taught without lesson plan. I know it was completely wrong and not professional. I forgot the duty to prepare all teaching needs. The situation was quiet because I did not directly give direction to students. I'd just reviewed the last material and provided questions. The next case was they didn't accept my presence. Maybe just one or two students who welcomed me. However, I kept invite them to talk face to face. I asked the things that might be impressed them. Again, the problem happened when assessed their works. I was afraid that how I assess was fault. And then, I asked my advisor how can she handle her duties as a temporary replacement teacher. She also gave me directions how to deal with students different characteristics.

The moral value is that being a professional teacher is important. Not what the problems we face but how we overcome the problems. It will show your professional attitude. If we feel bored or lazy to teach students, it will be perceived by them.

STORY 5
UNFORGETTABLE EXPERIENCE
(SitiNurAisahPBI@gmail.com)

Internship is a program that should be completed by the college students. In general, the aim of this program is to create the knowledge, skills and professional attitude as a teacher. In this month, I'd done my internship. This program starts from Oct 2nd, 2017 to Oct 31st, 2017. I did my internship at SMPN 1 Candi. This school is near from UMSIDA. I started my internship by teaching 9th grade students, especially 9D class. My teaching schedule was on Wednesday and Thursday. In the first day, I did not teach them because I was a teacher assistant. In the next meeting, I started to teach. I was really nervous when introduced myself. I can say that 9D students is beautiful students at all. When I taught using English, they were confused and did not know what I mean. Hahaha. I used English because SMPN 1 Candi is prioritize school in Sidoarjo. However, I like this class, they were proactive students. The learning process was nice. Frequently, they were asking me questions, answering my questions, or presenting their group discussion result.

On the other hand, there certain students that always being trouble maker. The class became crowded and not conducive. Actually, they are clever boys but may be because of young teacher, so they act arrogantly. For example, when I explained the materials, they did not pay attention. They played and talked anything with their classmates. As a teacher, I gave direction to them to ignore his joking. We must be patient to overcome problem like that. In 9D class, there are 35 students consist of 15 boys and 20 girls. It is the large number of students in one class, so I should speak loudly. If I speak slowly may be there are some students that will not hear anything I said. In a brief, ***I felt happy when I did my internship at SMPN 1 Candi Sidoarjo. Hopefully, I want to be a good teacher when taught my students. I have to improve my skills in order to get better education for my students.***

STORY 6
MY JIGSAW METHOD

(alvionitamercyana@gmail.com)

On the first day of teaching, I went to class 7F and spontaneously the students were surprised. It is caused their English teacher is younger than the real one. Actually I'd less experiences in English teaching whereas their real teacher had already apply various learning methods. I really hoped the students will follow the English learning activities in my class. First week, I applied jigsaw method to increase students focus and keep fascinating. To minimize the time, just one group work which presented. Steps:

- ② Students are grouped into = 4 team members (I modified to 6, because big-sized class students).
- ② Each person on the team is given a different piece of material (2 different questions each team, one simple, one more innovative)
- ② Each person on the team is assigned a part of the assigned material (I omit this, but full group discussion)
- ② Members of different teams who have studied the same section / sub-section meet in new groups (expert groups) to discuss their sub-chapters (this stage is changed to a different matter)
- ② After the discussion completed as a team of experts each member returns to the original group and takes turns teaching their teammates about the sub-chapters they control and each other listens earnestly
- ② Each team of experts presents the results of the discussion (this represents the work of the other group)
- ② Teacher gives evaluation
- ② Closing

Members of different teams on the same topic meet for discussion (expert team) to help each other on the subject matter assigned to them. Then the students returned to their own team to explain what others had learnt before on the expert team. Material selection is based not only on the number of sub-

chapters. It is easily "divided up" for discussion in expert groups. But other important things that should not be forgotten that we should not impose a series of cooperative learning, whatever, in a meeting. There is still plenty of suitable material to be jigsaw. But, we must examine it first, so that our goal is achieved, not vice versa. The advantages of teamwork are the students have to be cooperative, one of cooperative learning skills, and master in depth knowledge than learning individually. Whereas, the disadvantages are the crowded classroom, the weak students possibly rely on clever students, and required a longer time.

STORY 7
INTERNSHIP III
(butet.jolek1@gmail.com)

Internship III is an event for a student in teacher education program to prove and practice what he or she gets in college. This program will be held in a school based on what they studied in the university. For example, if you are a teacher training English education's student, your internship will be held in JHS or SHS. There are so many aspects which counted in internship III; teaching skills, classroom management, and time management. For an English teacher, teaching skills are very important in order to master the material, because if you want to deliver the material, you have to master the whole materials. You must be smart teacher, also be a good facilitator for the class. In K13 the function of a teacher is different. To become a facilitator means you must bait the students to be more active. Teaching skills in internship III is very important, because you will face the real students. In this case you must prepare well in order to get their attention.

As a good facilitator, a teacher must handle the class well. In this program, we must try so hard to manage the class, because nowadays is a globalization era where people can develop themselves so fast, just like my students. They always did something unexpectedly. This is the biggest challenge as a teacher, you must handle 40 people with different mindset and personalities. In case, showing your good personality is the only way to get their respect. As long they respect us, it is easy for us to handle the class even we are alone. Time management is also the biggest challenge for many teachers. Time management sounds like an unimportant problem, but there were so many teachers who failed because they are so underestimate it. The function of it is to measure the using of time in order to giving the material. ***As a good teacher we must know when we shall deliver the material, do ice-breaking, or maybe give a quiz in order to keep their mood.*** In other words, I can conclude that internship III give me so many experiences, so in the future when I become a real teacher, it will be easier for me and my friends.

STORY 8
MY EXPERIENCE IN SCHOOL
(tahnianeka@ymail.com)

When the announcement day, I did not believe that I was chosen to have an internship in SMPN 4 Sidoarjo, because as I know, SMPN 4 Sidoarjo is one of favourite JHS in Sidoarjo. I wonder if I could not complete my duty there, but I tried to believe myself to make a great impression in SMPN 4 Sidoarjo. Through, internship 1 and 2 there is almost nothing of special moment that I got from SMPN 4 Sidoarjo, but then, in internship 3 I had several moment that might not easy to be forgotten.

Firstly, the unforgettable moment, when I tried to communicate with the special student. I taught in the 7th grade which includes 7A - 7D and each classes have different characteristic of 'special student'. In 7A, I met Akbar, he can't hear clearly called deaf. It made me goosebumps when I tried to communicate with him. I must listen carefully to know his answer, even though sometimes I did not understand. In 7B, I met adheyna, she is slow learner. When I tried to communicate with her, she avoided my eyes but now I know how to communicate with her, try to smile on her. In 7C, I met Eza, he is hyperactive. He is really clever on English. His friends told me that his mother is English teacher. Eza could answer correctly the things I pointed, and he could answer an easier question in English, for me, its more than enough. I am really pleased. In 7D, I met Akhdan, he is hippoactive. He always sits in his chair and do not care about the whole class happened. Also, he has six sense. One day, I communicated with him, Akhdan, he just replied with simple answer and smiled widely. Then, I found way to communicate and served the material to special students. I brought some pictures and asked them to mention the name for each pictures.

Secondly, there are several student that was not unforgettable, because I am afraid upon their exam. Those

students are boys, and they sits in the back row seat. When I taught them, the back student whom listened me well are boys. I think, 7 A, B, C and D have the same problem. But, ***when I came closer, they immediately change their behavior and try to listen my explanation. Sometimes, I thought it was funny, but I remember that I have had the same condition if my teacher caught me on conversation.*** Then for the solutions, for those boys whom did not listen my explanation, I tried to asked them a question related to the material and let him replied. To sum up, those are my unforgettable experienced when I taught in the class, especially in 7A-7D. I never think to forget this awesome experienced.

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STORY 9
THE POWER OF CLASSROOM MANAGEMENT
(retnofauziyyah@gmail.com)

Internship 3 normally starts on October 2nd, 2017 but in the first week in SMPN 3 Sidoarjo had PTS or midterm test. The 7th semester students already stay in the school to join with schools' schedule. There are three English teachers that was chosen by the headmaster. Every English teacher guides three UMSIDA students. The duties of our advisor are to guide, help, service, give critics, motivation and suggestion for teaching activities in the classroom. The advisor guides my group is special person, because he is from Batak. He asked us to teach all class that he taught. He teaches 7th, 8th, and 9th classes. In case, I just teach 7th and 8th classes. When I taught them in the classroom, he always attends to my class during learning process.

Firstly, I taught 7-G. Before we started, I told my lesson plan in advance and what the material will be learnt later. When entered the class, the students welcomed. I think the students were so active. I taught "things in the classroom using there are and there is". I played the videos and explained about the materials. Almost all of the students were paid attention and gave many questions for me. Then, I divided them into several group. There were four groups to observe and make sentences based on the pictures in the worksheet. They also discussed it in every group. The 7th grade students are new level. They want to know everything, do not afraid to throw a question and catch it with the true answer.

Second, I taught 8-D. The class environment was silent and boring. Then, I shared material about daily routines using simple present tense. They eyes was on me, because I walked around the class to guide and answer what difficult in the materials. They also clear. I felt is like an actress because they called me over times "Miss, come here, how about this?". This situation was really active.

Third, I taught 8-I. This class is silent. I like this class because all phones put in the cupboard. The learning process

was fascinating. The material was still same, daily routines, using simple present tense. I divided into groups. There are six groups. I also give duty to make daily routines using simple present tense. Then, they presented in front of the class.

Fourth, I taught 8-J. This class was very noisy. Many of the students play handpone, anything and everything, but they were calm. When I taught them, they also paid attention. However, the students didn't give questions because they have low motivation to study in the class. This class was very famous in every teacher. It was special for me. This was my chance to give motivation for the students.

The last, 7- I. The students in this class were calm. My friend got the first chance to teach them and the topic was animals using "there are and there is". Almost of the students paid attention. This is the way to improve their knowledge and creative. Before taught, I and my friend had been asked them to bring some materials such as *asturo*, glue, scissors, and pictures print. We also gave reward to the group that can made this project interesting.

All of the students asked me to teach them everyday. I felt so special. I just laughed. Beside that I was afraid my advisor didn't match with the media was used, because he usually guided me to explain more and more. So then, I followed what my advisor instructions. When he was absent, this was my special chance to make another interesting method. It made my students happy and so active during learning process. One of method is game. Game is one of the ways to make easily to get understanding and makes class so active. Reward is one thing that students like. It is very simple but has special meaning.

In a brief, I believe they were not naughty students. They need something different to be focused on. Especially for class was hyperactive atmosphere, they need more guidance to make them relax. If their feeling happy, I believe that the materials easily understand. Their level still senior high school. Manage class is one of important thing when I teach the students.

STORY 10
EXPERIENCE IS THE BEST TEACHER
(zilaacd@gmail.com)

I didn't have any experiences in teaching. I'd also never being a teacher before. My first experience in teaching when I taught in Micro Teaching class. This internship program become my second experience in teaching. I did the internship at SMPN 2 Jabon. I was really grateful, because the teachers were really kind. They'd never made me confused. They really helped me as long as they can. Before I went to class, as always, one of the teacher advised me and suggestion for teaching, because I would enter her class to replace her position for a month. It was like a miracle, how lucky I am when I entered her class, exactly 8C class. The students followed my instruction nicely. They were quite naughty, but I still couldn't handle them. Sometimes, some boys gave me taunt, but that was cute anyway. I was really enjoyed teaching process. Meeting students. However, I found troublesome at school when I helped my friend to teach in B class of 8th grade. The students were in trouble. Boys and girls were in the same condition. They were naughty, stubborn and difficult to receive instruction and advice. The class was really crowded every time, even when my friend was explaining the material. It was really tiring. The solution was my friend and I had to play movie to stop them making noisy. ***So, my friend and I must think about how to match the material and the movie. That was my challenging experience I'd ever faced.*** Overall, I really enjoyed my internship and I miss the school right now.

STORY 11
MY INTERNSHIP 3 MY ADVENTURE
(istiafdl666@gmail.com)

After passed internships 1 and 2, now I underwent a month internship program at the same school. I had an internship at school which is quite far. Before heading to school, I passed the road behind the LAPINDO hot mud embankment. A year ago, the distance between the embankment and the street was far away, but now the distance was very close. Only about 10 meters from the street. As long as I passed the road, I felt like holding a dike next to the road. Besides, the way I passed to the school through the paddy fields rather quiet a few times. The air is cool and soothing in the morning. On the left of the rice field stretched wide, while on the right I can see the hot mud embankment LAPINDO and center bursts.

In internship 3, I was given the mandate to teach in 8th grade. Exactly in 8A class. I taught that class for 7 times in a month. Various unforgettable memories I experienced with my friends lied on this internship program. Facing the students who are active, innocent, funny, or very naughty. During teaching process, I did not have any significant difficulties, but I just had trouble with the timetable of teaching. It approached the end of the class. So then my students were impatient and asked to go home immediately. When taught, I found some students who I think were the trouble-maker students in class. There were 3 male students who were difficult to do the task, and 2 female who always argue what I told them. But I just continued the class. After 2-3 meetings, they were melted and listened to me and would do the assignment enthusiastically. I love teach them. I was happier because they always picked me up and helped me to bring teaching equipments to their class.

During my internship, I did not teach in 8A only but I also helped to teach in 8B, 8C, 9D, 9E, 9F and 9G. I taught 9th grade students, because my advisor requested me to do so when he had to attend workshop for several days. I got many experiences during teaching them. The 9th grade students were proactive and answered my questions about vocabulary. I also had a funny moment in 9G class. They were very unique and quite different

with another 9th grade class. In 9G class, there were some cute and unique boys. One of them always permit to go to the bathroom just to make her hair looked good everytime. Another moment when the boys visited me and my friends in the library every day. They asked me to teach again in their class. In a day, it might be 5 times they visited us during empty hours or break time. They didn't give up anyway. There was another student who was unique and funny person, Ilham Emir. He always said "kak, let's teach in my class again, then I'll tell my friends to be quiet and listen, I promise. Please teach again in my class". He said that with an innocent but still funny expression. When I was promised to teach his class, he was very excited and enthusiastic and didn't forget to tell his classmates. Unfortunately, my internship program had ended.

I got many experiences here about how to handle students in class, how to live the class, how to make them happy when I teach, how to make them willing to do the task, and so on. I also applied a technology-based learning strategy. I used media that they'd never used in the previous learning process. I played the song and gave them song lyrics flashcard, and they were enthusiastic to listen to the song while singing and answering the questions.

For daily exam, I used an online-based test method. This test I compiled from various sources. Also, I make it by myself, so they didn't have time to cheat and each student get a different question. I think this was effective, considered their effort in learning process before. This exam is in the form of multiple choice or blank space. I gave 10 questions and they also could see their value immediately at the end of their exam. They won't be able to retake their answer, because I called them one by one. Enthusiastic of the students make them get good grades. The average score was 85 to 100. First, I tried a simple technology-based learning like PowerPoint. They were enthusiastic, so then I tried another kind of technology-based learning accordance to the materials. They think it was something new and fun. I also invited them to play games in one meeting. I saw they were excited and enthusiastic about the different learning methods. *Alhamdulillah*.

I always walked around and helped them do the task. It made them more active to throw questions. The last, I conclude

what they'd done during teaching learning process. As long as I see, the students here just loved to get more attention. They actually easy to be noticed and given the understanding during learning. They did not like a speech-method which just listen and then made them feel sleepy and lazy to learn. The teacher have to apply various methods and select one which is matched. At least, the students are happy to learn with you.

STORY 12
MY REWARDING EXPERIENCE
(naufaljaadaelmaula@gmail.com)

An internship is one of the most rewarding experiences I have ever had. It is caused internship program gave me a lot of experiences. Even though the school location was far, but I was happy to do that. The distance about approximately one and a half hours by motorcycle. Almost every morning, the weather is rainy. This was my first challenge. I should leave home whatever the weather. In case, the school I got is an excellent school, because there were special classes which is called EPP class. In this chance, I got 7-C class to be taught for a month. The 7-C class is quite interesting. Actually, I got 7G class, but I couldn't manage the class in the first hour. It is too early for me. I wasn't sure I can come every day in time, then I exchanged the schedule with my friend. The students in 7-C class is the most mature regular class (ranging from 7-C grade up to 7G). I said that because sometimes I also participated in other classes when my friend teaching. The students were easy to be controlled. They didn't act rudely and didn't argue when asked to do something. In addition, they were also active when presented their tasks, whether it was individual and group tasks. That's made me fell like a real educator in that class. Even infrequently I'd to lift my voice to attract them, especially for those who sits in the behind row.

The key to teach, in my opinion, is the patience of the educators. The educator must smile and should not be easily ignited emotionally just because of the act of the students. In case, they were still children and they want to play a lot and have less concentration in certain lesson. That is the challenge for teachers.

Do not be angry with students, love them then automatically they will love us too. Honestly, I am type of person who isn't easy blending in new situation. Some day, one of the student said "Sok Ngartis!". I don't know why, but it sounds

uncomfortable. From that, I learnt how to memorize their names. The students can feel special. Also, I tried to greet them and have a small conversation. Finally, those are my various experiences that we get from this internship program. At the end of my internship, I asked them to write letters contains critics and messages for me.

STORY 13
MY PRICELESS EXPERIENCE
(rahmaonlyme@gmail.com)

Internship 3 starts on 2nd Oct 2017, but it was declined because the school has PTS or midterm test in the first week. On the next week, I started to teach English and I find some experiences with many students. Oh, it was amazing. There, I had guided by one of English teacher. She is kind and always give suggestion or opinion how to teach well. I like her style. She likes a teenager. She is very easy to communicate with the internship students. She had to give us score how the way we teach in front of the class, and she will warn us if there is problems in teaching process.

In my school, the internship students were divided into three groups. Each group consists of three people. Here are my partners: Anissa and Rizqiana. We always try to be attractive and communicative with all students. We taught 5 classes: 8F, 8G, 8H, 8J and 8C. I taught in 8F class. I felt like have chemistry with this class. The students were unique. Sometimes they were calm or noisy, but their body language showed their excitement during learning process.

Day by day passed in a month. We'd gotten much knowledge. Firstly, we know how to make lesson plan accordance to the syllabus. And then, we create media which must be appropriate with them. After that we make daily test to measure their skill since we taught them.

There is an interesting experience when taught them. I taught simple present tense using video and worksheet. Then, I got a suggestion from my advisor that the students group had to be changed every day. And then, I changed their group by counting 1-6. After that, they will seat based on their group number. I asked them to create name for their group creatively. They looked so glad. The 8F class has a unique characteristic; they always show togetherness and play *karawitan and banjari*.

I hope this Internship can give advantages for university students in the future. It gives a lot of moral values. Internship program encourages you all to be a good teachers and educators.

STORY 14

“My First English Teaching in the School” (d.murfita@yahoo.co.id)

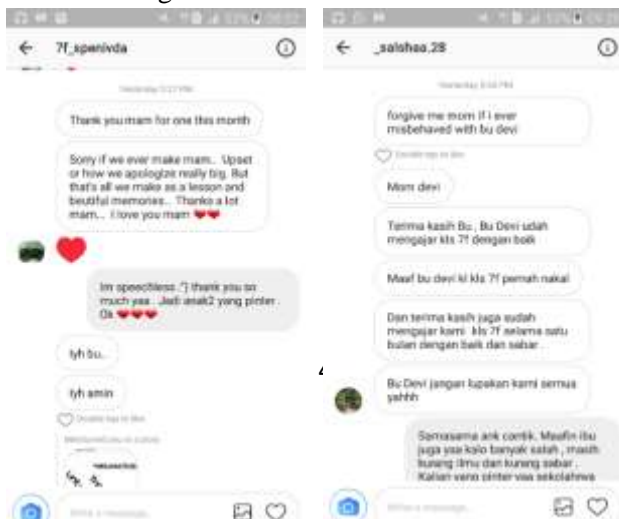
Before I tell you my teaching story, I will tell you a story. Did you know? That I never want to be a teacher, I thought being a teacher is never gave me a beneficial for me to get some money and make me rich. I never dreamed as a teacher. Then, I took this major in English Education Study Program. Everything did so well and I still didn't want to be a teacher. I took this major, because I want to study in English skill more. So I did it. Day by day, I passed all of semester and I must did Internship or some people called it “PPL” in 7th semester. I really felt so confused what I should do, even though I already took microteaching subject but I really felt confused and nervous. Because I have to teach the real students. I was afraid that I did misspell and everything that make me more afraid of. I searched in Google, I streamed from You-tube too. I searched for many references how to teach Junior High School. Maybe you think that I was over nervous, but the reality I was. I never felt nervous like this and I think I seems foolish for a while. Because I never have teaching experience before. In internship, we were divided into some groups. Ainun, Desy and I were in 1 groups. The teacher gave us the schedule of teaching. I was so surprised that I knew there are so many classes which we had to teach. Fortunately, we got 7th grade of Junior High School. There are 7-F, 7-G, 7-H and 7-I. In the first day, the teacher told us that in 7-F, there is a student who has disabilities.

For your information, the school accepts students who have disabilities. The program is new for some state junior high school. Maybe only in SMP Negeri 4 Sidoarjo which implement the program. After the teacher told and gave us the instructions, she asked to us for introducing ourselves to the classes in the first day. I tried to know and observe the classes. Everything worked so well, maybe it was still introducing. In the beginning, the classes were conducive. In the second weeks, there some difficulties that I found. Some difficulties are how to face the trouble maker and make the class was conducive. The most

trouble maker class is 7-F. I almost gave up if I taught that class. Ainun and Desy felt the condition same with me. For 7-G, 7-H, and 7-I were still conducive and easy to make them understand. It was different with 7-F. The name of the trouble makers in 7-F is Bryan and Bintang. They are so naughty but they are clever enough. When I accompanied Desy to give 7-F daily examination. The class was so annoying for me. I tried to let them did anything they want. Bintang “The Trouble maker” didn’t do the exam and he was rolled up in front of the class. Finally, the class was so noisy and I think this is the most annoying class ever. I didn’t say anything to them. I wrote down something on white board. I wrote that everyone that make noisy in the class, I will wrote down the name and I will give the name to the Vice of headmaster. After I wrote down those sentences, the students were quiet and did the examination well. There was touching story when I teach. After I took picture together with 7-F because the internship almost finished, I left the class, but there was a students who waited me near the class’ door. He is 7-A’s students. He is a students who has a disabilities. He waited me so long just for “hand-kissing” with me. My heart felt so touched. Honestly, I couldn’t keep my tears down. Maybe another people see this things is so unimportant. But this thing was so priceless moment I think. Now, I have another mindset about teacher.

I was so grateful that I have a chance to be a teacher for a while. In internship, I got some life value. I knew that everything couldn’t be bought by money. Money is not a measure to life happily. Until, you were surrounded by love is more than everything.

This is a direct message from 7-F class



STORY 15

I am A Happy Teacher (ainunmursidah22@gmail.com)

When internship began, I said *Alhamdulillah*. I was very happy. On October 2nd, 2017 I and team went to the school. The headmaster and teachers welcomed us warmly. The situation of the school did not change at that time. This school has *jargon* "SEKOLAH SANG JUARA". Moreover, the students have to be mastered on many skills. Here, the writer got an opportunity to teach 7G, 7H, 7I, 7F classes.

The first day, I felt nervous because this was my first experience of real teaching. Days passed, I began feel comfortable in the school area. The students welcomed us. They were also interested in English subject. So then I was easy to present the materials for them. Besides, they were not compare me with other teacher, so I can be more confident to teach English. Here, we like their real teacher.

The students of 7G, 7F, 7H, 7I have their own characteristics. In order to get successful learning process, I prepared a new method, strategy and media to teach English. I'd like to know how interesting English subject for students in 7G, 7H, 7I, 7F. Moreover, I'd to teach in 7G class. The students had good characteristics. They were care one another. Their solidarity was good, and they were creative too. They were enthusiastic to compete with other groups. Here I just become a facilitator.

I am happy because I can approach to them. However, I was sad because the internship had done and I couldn't meet them again.

STORY 16

Teaching in Internship III

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Internship III was the first time for me to teach English. I'd completed this at SMP Muhammadiyah 2 Taman. In a month, I just taught twice in a week. I was guided by the real English teacher there. She asked me to make syllabus, lesson plan and media before teaching. I was asked to teach 8G. I taught every Monday and Thursday. I prepared the interesting media that could make the students were not bored and followed the learning process. The material that was taught was about greeting card. I prepared the media such as PowerPoint and printed pictures.

I was shocked when I entered the class. The class was full, because they were 45 students. The students were also very noisy. However, it did not make me lazy to teach. Contrary, I was really enthusiast to teach them. To catch their attention, I said, "Hello", and they answered "Hi". I repeated that when they were noisy. Thus, they could pay attention to me and followed my explanation. I explained the material about greeting cards. I showed some examples of greeting cards and I asked them to read loudly. After that, I asked them to find the generic structure of the greeting cards. Some of the students still did not understand. Therefore, I asked them to do in groups. There was a group that consisted of 5 boys. That group did not understand the material so that I explained again to that group. After that, the next day I gave them flash card. The flash cards were used to make greeting card in group. They created the greeting cards with the theme that I gave. They created it in group. They made the colorful greeting card. After that, they submitted the greeting cards. When I read the greeting cards one by one, I found different cards. One of the groups made invitation. I smiled and told them that their cards were not what I mean. That was invitation not greeting cards. So, I asked them to make greeting card again. Other greeting cards were good and colorful.

The interesting one, when I asked them to answer the questions, they gathered to the smart student and cheated. I smiled when saw it. Then, I asked them to come back to their seats. That was their activity when they felt difficult to do the task. I remember cheating when I was in school.

The last day I taught, I gave them daily test. I guided the class orderly. I prohibited them to cheat. I asked them to do their test by themselves. Finally, the result of test were good. They could get 100, 90, 80 and 70. I thought that the result was good. After that, they wrote their impression about me, how I taught them, how I explained the material and others. They wrote everything that they wanted to write about me. Then, we took pictures together. I took picture with both boys and girls. I was very happy because I could meet and teach them.

STORY 17
MY EXPERIENCE IN INTERNSHIP
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I had experience when did internship for a month. I did the internship in SMP Muhammadiyah 2 Taman. The classes were chosen randomly. I got 7A students as my students. The 7A class was the special class. It only consists of about 20 students. I was very happy when I got that class. The material that I taught was Simple Present Tense. Before I taught English in the class, I had prepared for syllabus, lesson plan, media, and students' assessment. After I had prepared those, I ready to teach English in the class. I only taught twice in a week, Tuesday and Thursday. However, other days I helped my friends to teach in the class. The first time I entered the 7A class, the students were busy to do something. I told my name to them, and they also asked some questions to me. They were excited when I came to the class. After that, I called their names one by one in order to know their names and faces. Then, I started to teach English. When teaching English, the students could answer my questions easily and I considered that they were smart and diligent. They could understand the material fast. Maybe it was because 7A was special class and also consisted diligent students, so they could easily understand the material.

In teaching English, I used some media to help in learning process such as *ppt*, video, and flashcards. Those media were used in different days. When I explained the material, I used ppt. I created *ppt* which was colorful and interesting in order to the students did not get bored easily. Video was used when I taught about conversation. They were very happy when I played the video to them. Maybe it was the first time they watched video in the class together. By using the appropriate video, the material could be understood well. The students answered the questions in group after watching video. Almost all of the answers were right. ***Thus, I considered that using appropriate media can help the students to understand the material.***

The last day I taught, I played video about daily conversation which contained animated picture. They only watched the cartoon together. They were really enjoyed watching it. There were some students sat on the chairs and others sat on the floors. While watching video, they asked many questions related to the video. They asked about the vocabulary that they did not understand. I also told them about the tense that was used in that video. It was about simple present tense.

I had made flash cards before I taught the last day. I made them because I wanted to ask the students to write their impression about my teaching. All of the students wrote their impressions and submitted to me. I read the impressions and they were surprising me. All of their writing could be as my motivation after teaching in the school. ***I was very impressed teaching English in 7A. It was the best experience in the whole of my life.***

STORY 18

The Unforgettable Moment **(aldiekoprasetyo@gmail.com)**

In this writing, I would like to share my experience in teaching practicum. I did teaching practicum at SMP Negeri 4 Sidoarjo. This practicum was the opportunity for the college students to develop their ability in teaching. I applied all materials that I'd ever studied, such as how to make lesson plan, how to make an assessment, how to manage students, which the appropriate media to choose, and so on. So that I want to tell my first unforgettable story in teaching practicum.

First of all, it was not my first experience in teaching but I was interested in teaching at SMP Negeri 4 Sidoarjo. The most interesting moment was when I taught the students who had special needs. It was not easy to teach them. Therefore, I must be patient to teach them. Here, I'd to exchange knowledge with the students, not only they learn from me but also I learn from them, especially those special needs students. Even though, they had the weakness, but in learning activity, they were smarter than others.

The second, I got trouble when made lesson plan. Making lesson plan was really complicated for me. I did not really understand about lesson plan. I thought that the most important thing was how the students understood what I'd explained. But, lesson plan was the important part for the teacher to do, so I learnt with my friend how to make lesson plan. From this experience, I could make lesson plan. I realized that I really needed lesson plan before I went to the class and teach smoothly. By lesson plan, I could do the steps that was planned before.

The third, there were so many teacher in SMP Negeri 4 Sidoarjo. They gave special opportunity to us. In that school I got not only experience but also friends. I was not teaching them as student but as a friend. That made the students relax when I

taught them. So many things that I got from it. I was very thankful could be their teacher and also their friend. I would remember this moment.

To sum up, it was so unforgettable experience in real teaching that I'd ever got in life. In addition, I as a teacher had to understand well how to make lesson plan. Being teacher is not about explaining, doing assignment and giving homework. But, the most important thing is how to make students understand the material that teacher explained. Do not forget to behave well and being good leader for the students. SMP Negeri 4 Sidoarjo is great school, so many things I got from this school.

Hopefully, I could be a teacher there. I should continue my passion to teach them in the class. Thank you.

STORY 19

Teaching Needs a Process

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During my last intership at school, many benefits I got. This program also gave me experiences, especially when I faced the class problems. Further, it helps me to create a powerful reason for my research, and as a preparation to become a professional teacher. I had the opportunity to teach 7th class. In my first day, I felt really nervous because it was my first time. I tried to control my feelings. First, I introduced myself and I asked the students to introduce themselves one by one. I felt very happy, because they all looked very enthusiastic.

In the next days, I began to teach them. This is challenging. Every student has different characteristics. Therefore, as a teacher, I have to be able to control them according to their own characteristics. At first, I was confused because I did not know the students' characteristics. There are students who were silent, focus, make joke with their friend, read novels, sleep, permit to bathroom, and many more. I tried to enjoy it and every meeting I tried to keep smile for them. *Alhamdulillah. All in all, with this internship 3, I am grateful for getting a lot of useful things as my provision when I become a teacher later 'InshaAllah'. and I can learn how to manage classroom well.*

STORY 20
Students also Need Affection
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Some of my friends did internship 3 in JHS. Whereas, I and team did in secondary vocational school (STM) is dominated by male students. Well, SMK 2 Taman. Since the first internships, I was always optimistic. This internship would be challenging. I taught two classes: X Multimedia class and XI TITL (electricity) class. Maybe you can imagine what would be their response if they were taught by a teacher who were not too old from them. They didn't paid attention to me. They made joke over times. At least, we can calculate how many times they are focused on the subject. With 40 students in X class and 27 students in XI class. I was really confused how manage the condition of class well. When we stucked, they laid down in the class and *enjoy life*. pfft.

The unique thing from the learning process when they worked on the tasks, they borrowed his friend's pen and alternated each other. It means that one pen used by many students. I'd to be prepared for them. Finally, I lend my stationary for them. For teaching experience in class XI TITL was the students who attended the class just little, because they also did internship in some companies based on the school program. I presented the material about passive voice. I'd spent my voice when taught them. Even they look underestimate me, but I realized that we have to be total in all aspects.

An educator had to know each student's characteristics. Then, I decided to make group task. Although by groups, there are more engrossed with his own. I forced them to join a group whose members are still lacking. As a result, when finished, there are two or three students who did not participate in the study groups. I preferred to use discussion method, because I could walk around from one group to another group. It was to anticipate students who did not participate in working groups, and to facilitate those who want to ask questions. For me, it was as an approach between educators and students. I often asked them

"which one is difficult for you?" and did not hesitate to give an example. Their pronunciation on simple vocabulary also, sometimes, was still wrong such as pronounce word "green force."

After providing the material, I asked them to do group activities. But some of them still ignore it. I was not satisfied with the group's assessment, then I tried to give another task which is make the active voice and passive voice within 3 to 5 sentences. From the internship 3 experience, ***we cannot face them angrily without intellectual act. I mean, we can face them with affection.***

STORY 21

Many lessons in Internship

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The internship started on October 2nd - October 31st, 2018. I got new experience and learnt something new here. As a teacher I should prepared the lesson plan first. This activity helps the teacher easy to explain the material because activity in classroom has been arranged in lesson plan. In the first meeting, I was very powerful because I would learn to face the real students in the real place directly, classroom. I started to greet the students, introduce and explain the material. Sometimes what we wrote in lesson plan did not suitable with the reality, we often face unexpected accident.

In this school, I taught on 9th grade students, the material is about text procedure. To explain the material the writer used text book and media to help the students understand more. Actually, I wanted to play the video about "How to make sandwiches" but the school do not have supported tools, such as LCD. So then, I explained it directly. I also did mini practicum in the last meeting. This activity, to know how far the students understand the language features of text procedure. Sometimes I should have extra energy to make the students follow the learning activities. It was difficult. In fact, their desire were very powerful to learn English. They had good knowledge in English. They could make an example of text procedure, and presented to their friends about the steps. This class was full of enthusiasm when did practicum. The students prepared all the needs. The class ended with mini-test. At least, now they understood what text procedure is. As a teacher, we should know how to face different characteristics, how to be a good teacher, how to use media appropriately and how to control our emotion when faced the students. The writer has so many experiences. This internship is very useful to prepare the prospective teacher to be a good teacher. ***Teaching is not only convey the materials but also how to make the listeners understand it.***

STORY 22

The Memorable Event

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In this writing, I would like to share my first experience in teaching practicum. I did teaching practicum at a vocational school in Sidoarjo with full of boy students. When I did the real teaching, of course, I had to have the background knowledge that I'd ever got in my college such as making lesson plan, assessment, preparing media, mastering the material and managing the students. Those are that I had to apply in my real teaching. Sometimes, what I had learnt in my college was not easy as I thought. So, telling my first experience teaching in teaching practicum was so unforgettable moment.

First of all, it was my first experience in real teaching. I was really nervous to teach them because I taught where the all classes were full of the boy students. Before the day of my schedule in teaching, I was thought "how if/to" all day long, and asked the suggestion from my friends. I thought how manage them, what the assignment that I must give, how they could understand from my explanation, and how the way they wanted to do my assignment that I gave to. I was really stressful to think about that. Then, the day of my teaching, all was well-prepared. Before I entered the room, I said *bismillah*. I expected all was run well. So here, in my first experience in real teaching, I just wanted to share my knowledge about English to them. Be honest, I was not trying to be their teacher, but I was trying to be their friend. By this way, I could handle and communicate closely to them.

The second, it was my challenge to face them. Here, I had to have positive thinking to myself in order to build my self-confidence. I tried to believe in myself that I could share my knowledge to them, and I could control my nervous. When I entered the room, then I gave them explanation about the material, of course, they were so crowded. Then I tried to give them the question including the topic. After that, they could answer my question. I gave them the worksheet that had been done by the group. They did what I was asking. *Alhamdulillah*, all the steps were run well.

The third, they were so funny because of their cultures. When I did teaching practicum, I found two cultures that they always did in the classroom. The first culture was about pen which a pen was for four students or more. I often saw the students was doing the assignment that I gave, while others were doing nothing. So, I asked them about what were you waiting for?, then they answered that they were waiting for pen. And the second culture was about Friday was free book. It was my turn to teach. When I asked them to open the book, then they answered that they did not bring any books, because it was Friday, and on Friday, they went home earlier. This the reason why they did not bring book. So, I thought that these cultures had stucked on them.

To sum up, it was so incredible experience in real teaching that I could not forget. Before do teaching, make sure that you can be calm, be positive, be good attitude and be friendly. ***Do not forget to say Bismillah in doing the first activity, and say Hamdalah after all are done.***

STORY 23
MY INTERNSHIP III STORY
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When I heard it, I felt curious. I asked to my friends that ever felt it. They told me that was the best experience and moment which never been forgotten. Finally, I joined in internship III and I felt the different feeling from internship I and II. In this chance, I had to teach the real student in SMPN 2 Jabon and I shocked. Although I'd ever tried to teach my friends in the class. I was shocked because I could believe that I became a teacher. I had to teach students who had many kinds of characteristics and I'd never been known before. I tried to enjoy the moment.

For the first meeting, I felt nervous because I didn't know them and their characteristics, but I tried to control it. To be calm, I tried to be acquainted with them and they gave a good response. Finally, I knew each of them although it was not well. In the second meeting, I prepared myself and the material to teach them about a time. They were very enthusiastic in learning process and it made me energetic to teach them.

Day per day was passed. Finally, I knew them well and we became a friend. I was so happy because I could be closer with them. In the next meeting, I was surprised with my students because they became active students. I used a point to keep them active in class and they were very happy to hear that. I collected all of points that they got and I gave some gift for students who always be active students in class. And the method of point and gift was successful, because the active student always increased in the class.

In the last meeting, I called some students who got many points and became active students in the class. One by one, they came in front of class with curious and unbelievable face. They asked to me "Why did we here, sir?" I just kept smile and said "Don't be worry." They felt confused and after I finished calling some of them, I gave them some gift. They smiled directly at that time. I asked them "What did you feel?" and they replied "I was happier than before." After that I asked them to share their feeling to their friends in class and I said to all of students "If you want to know what your friends felt, be active students." I also said "Don't

see what gift is, but see how to get it and how your teacher appreciate you." At that time, I felt that I was like a real teacher who gave some motivation for students. It was a special moment that I ever felt.

Last, I knew that internship III was the best experience and a moment that had never been forgotten in my life. From the experience, I had a bravery to teach students that I'd never known before. That's all about my story when I was in the internship program. I thank to UMSIDA who has created it.

My Costly Experience at Internship (fachri.prastian@gmail.com)

This is my first experience of teaching at school. Although it was just internship, but I'd do my best for this costly opportunity. My internship was in a state Junior High School. Thankfully, it is so near from my campus. I actually felt quite nervous when the internship began on October 2, 2017. Therefore, I prepared everything I need when I wanted to come in to class. Although I'd to manage my time well, because I also had lectures in the evening. I must enjoy this situation. It was also tiring experience in this semester. Here, I was given a responsibility to handle and teach 9th grade students, 9E class. For the first time, I assumed that I would be difficult to handle and manage the class. Moreover, I would explain the students hardly for making them understand about the material I taught. But, in fact, they welcomed me, familiar, and kind. The unforgettable experience I still remembered up to now is when I came to the class, they were respectful. They always pray before the lesson begins in addition to always greet me although I had not greeted them yet, and also participate in learning process.

Although the class is very good for me, but there were problems when I taught them. The problem was they were not brave enough to present their teamwork result. Therefore, I'd to find out the solution to make them brave. I called their name and I asked them to presentation. In this internship, I tended to make groups, because it was more effective than individual task. Their real English teacher recommended me to do so in order to let the students having discussion about the material they learning. Another problem, they were very crowded. Well, I decided to make them focus on me with my own way. I stood up in front of the class and gazed them for a while, so they became silent soon. Finally, I could continue the lesson later. Those are the experiences which I could not get on my campus.

For those experiences above, I do agree that ***internship is needed by university students because they have to know the real situation and condition. They may not have a seat only at the college and just learn the theory of learning and***

teaching process, they have to know the fact. They have to know how to manage the real class and students. They also have to know the problem they will face when becoming a teacher and they have to learn how to find the solution to solve the problem.

STORY 25

My Third Internship Experience

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This is my third internship experience. I felt it was different from the previous internship. Why is it different? Well, here, I was required to teach and feel how to be a good teacher in reality. Also, I gained some new experiences when I taught my students. Actually, I found some challenges and difficulties while teaching there. For example, how to present the materials, manage the situation in class, and design the appropriate lesson plan.

The first difficulty happened when I presented the materials. The students didn't interested in, because they'd thought English was very difficult. Therefore, I was challenged to make English as fun lesson and easily understand. I created many ways to deliver the materials using innovative media, such as games. It could make them happy while learning English.

The second, managing classroom and controlling students' misbehavior. Some people think it is caused of their social background. The majority of their parents are fishermen and farmers, so that their educational character was not too good and consequently made them misbehave in school. However, I didn't agree with that. I believed they just need our attention. Sometimes, they act impolitely towards their teacher, because they assumed their teacher as their friend. They also spoke dirty words when talked to the other people. That's why I'd challenged to change their mindset and characteristics to be better and polite. I tried to be closed with them by being their friend. Not only English but also character education that must be taught for them in learning process. I taught them how to speak politely, remind them the consequences if they break the rules.

The last, designing lesson plan that must accordance to students' needs. Here, most of the students need special attention from the teacher. Besides, K-13 curriculum asked the students to be proactive. In fact, in this school, the teacher still played as main role. Teacher-centered is available here. Therefore, I tried to create an innovative and meaningful media in order to make learning activity run smoothly. It also helped the students to understand the material easily. In brief, if you want to be a good teacher try to be wise in every situations. Trying to find a good way to solve each problems in class.

CHAPTER III

LIST OF PICTURES DURING TEACHING PRACTICUM



“Teacher and students were formally getting group photo”

“Of course, there was funny version”





**“My students and I”
He said.**



**“Students were practicing English
conversation in front of the class”**



**learning process
quietly serious”**



“Senior teacher and Muhammadiyah teachers’ candidate were getting along by taking group photo.”



“Teacher conducted the learning process using PowerPoint.”



“Teacher and students were having group selfie.”



“Teacher were explaining students’ question.”



“Teacher were answering students’ question.”



“Students were having discussion time.”



“Students were having discussion time, again.”



“Having group photo in free time”



“Having group presentation about daily routine.”



“Wefie with young learners.” She said.



“THUMBS UP!”
They shout hysterically.



**“Students were practicing
the procedure text.”**



“It’s time for plating.” He said.



“Me and my students”

CHAPTER IV

CONCLUSION

Teaching Practicum in internship III is hands-on experience for teacher candidates. The feelings commonly found when the student teachers conducted their first English Teaching practicum are nervous, afraid, stressful, unconfident, confused, and tired. After they passed several days or weeks in that program to adapt the condition of the school, especially to the classes they were assigned to handle, most of them started feeling comfortable with the situation and got closer with the students as well as the school-based mentors. When the student teachers prepare to go to school for the internship III program, they have to be ready both mentally and physically. Mental preparation starts from being confident with what they will do before entering the class. Reading a lot of references, sharing with peers, and discussing institutional supervisor or school-based mentors effectively lower the pressure. Different characteristics of students in behaving and learning challenge the teacher candidates to find the appropriate way in classroom management, especially troublemakers. The tight schedule to attend campus for some lectures in the evening also colors their story. One day for a lot of activities train them to be a multitasking student. Physical preparation deals with appropriate appearance in dressing based on the school and religion regulation. Wearing polite outfits in conducting classroom instruction is believed to support the teacher's confidence. Punctuation in the school is also crucial since the deadlines the student teachers were working for someone else, not themselves like they do in college.

One of the points that needs to highlight is the way in building good communication. Good communication is important to maintain the relationship between the student teachers and the

school-based mentors, the students, the officials, and school administrative officers. This situation is also very helpful for them to build positive interaction in order to get meaningful experience, including the data for accomplishing internship report. No matter what happens, their experiences have left many lessons about the reality in school life that will be memorized for their future. Better teaching performance is always expected, indeed.

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