

# **APPRENTICESHIP REPORT AT SDK YAHYA**

SDK Yahya, as one of the Christian education institution has good reputation. Moreover, it has a strong commitment in English teaching. This has encouraged me to choose SDK Yahya as the place for doing an apprenticeship in order to apply my knowledge in English, which I acquired during my study in D3 English program Maranatha Christian University.

Furthermore, from the apprenticeship, I expect to earn more experience in handling actual class while the learning process takes place. This focuses on teaching creatively so that the students will not feel bored. Therefore, I can gain more knowledge on teaching in front of the class.

SDK Yahya was established on 10 August 1964 and was led by Mrs. Tjan Inghoen. SDK Yahya is divided into two locations, in jalan Progo no.4, for the students in 1-3 grades and in jalan Banda no.34, for students in 4-6 grades. SDK Yahya has 22 classes that are equipped with good facilities such as classrooms and the school premises.

At present, Mrs. Daisy Gunawan runs SDK Yahya with the help of 31 teachers. The teachers are concentrated in 3 areas which are homeroom teachers, subject teachers, and extracurricular teachers. English teachers in SDK Yahya are as subject teachers. In teaching, they are equipped with teaching aids such as, notebooks and exercise books, blackboard, chalks, eraser, photographs, alphabets and pictures of animals on the wall. These can support the learning of English, in addition to the teaching material in the textbook.

As a reputable institution, SDK Yahya has good relationship between departments internally and externally. English teachers are considered as subject teachers that have to make a lesson plan and syllabus of their teaching. By this, the homeroom teachers could know what those teachers teach. The English teachers are responsible to the curriculum department to have their lesson plans and syllabus examined and after that, the curriculum department gives that syllabus into the headmistress to be approved. If there are any mistakes, that syllabus will be given back to the subject teachers and they have to correct it. After everything finished, the curriculum department will keep that syllabus as a preference for the next semester.

In this apprenticeship, I was given the chance to become the English teachers' assistant, who helped them when the learning process was taking place in the classroom. As the result, I could directly apply my knowledge in teaching English for primary school students in particular and class management in general.

In addition, there are some qualifications to be an English teacher in SDK Yahya. Those qualifications are graduates from D3 from any kind of major, minimum GPA of 2,75, one year experience in teaching, good abilities in working with team, nice appearance and good attitude, and good discipline.

During the one-month apprenticeship, I have done several activities such as preparing teaching aids and assisting English teachers in the class. Furthermore, I also helped students by handling the students for understanding the material, marking students' answers and home works, supervising students in the English test, teaching in front of the classroom to act as a real English teacher in the actual class, and making questions for the test.

The main task as an assistant of English teachers in the first day is to observe the way the English teachers deliver the material to the students.

I learn how to act as a real teacher when teaching in front of the class. The next day, I have given the chance to teach in front of the classroom. I have asked to teach by the particular English teacher and I have given the liberty to deliver the material in my own style.

In addition to the routines, I able to develop the four basic skills in English, speaking, writing, listening and reading. I use listening for listening students', teachers' questions and requests'. I use speaking for answering the questions from the teachers and students. When the students have a test, I also have to write a questions and texts on the blackboard in this case use my writing skills. Furthermore, students also have dictation lesson, so in this time I use my reading skills to read some texts for the students.

I also have learnt about how to deliver the English material in creative ways but still can be understood by the students, for example through games, songs, movies. As a result, they still can learn English in a fun way through the game itself. I gain more knowledge by knowing more about how the real education world is like. Moreover, I can learn to handle the class when the learning process is taking place and how to be a real English teacher in the class.

After the apprenticeship, I have my job evaluation, which has given by the supervisor of SDK Yahya. From that evaluation, I know about my performance during the apprenticeship. I am able to apply some of the theories from teaching subjects, which are Teaching English as a foreign Language and Psychological Approach to Teaching and Teaching English for Young Learners. From that three subjects I learn how to handle students' emotion, styles of teaching, and characteristic that can help me to create a good atmosphere in the class when the learning process is taking place.

For this, I feel helped by that knowledge so that I have good result in my job evaluation and I am ready to enter the real education world. On the other hand, I still have weaknesses to communicate in English. I still need to improve my grammar, especially in combining words into good sentences.

After the apprenticeship, I feel more confident in working as an English teacher in the future. I also become more enthusiastic to apply my ability better to communicate, socialize with the colleagues and to be creative in teaching especially when I am going to work as an English teacher.

Moreover, I can see the different ways of learning for students in the “small classes” and the “big classes”. The students in “small classes” are the students in the first until third classes. In those classes, they learn English through games and by repeating sentences, which are said by the teachers while the game was played. This is made possible because the materials are simpler than those in the “big classes”. Consequently, teachers in the “small classes” have an important role in supporting the students to learn the materials. In addition, the materials in the “small classes” are not as much as those in the “big classes”.

On the contrary, student in the “big classes” which are starting from the fourth until sixth grade have to be more active if they want to master the materials and gain a good mark. This is because the teacher only delivers the material in brief explanation and after that move to another material because most of material have to be discussed in the classroom.

The students have to train to learn independently with little guidance from the teachers. In this opportunity I want to give my suggestion for SDK Yahya. I suggest that SDK Yahya provides language laboratory for the students, which is completed

with computer, DVD, and radio cassette player. Nowadays, when teaching uses sophisticated technology, teachers need to equip themselves well.

For the example, the teachers have to be able to use modern teaching aids such as computer, DVD and radio cassette player. In doing so, students can enjoy more benefit in learning English through interesting way such as movies, songs and the multimedia while motivating them to study English independently. The students are not only learning English subject but also learn about technology development.

After this apprenticeship programme the students who are graduating from D3 English Program have prepared for work. Yet in this opportunity, I want to give some suggestions for D3 English program such as offering suitable places for apprenticeship. So far there are no apprenticeship places that need an interpreter, but actually the students from D3 English program are prepared with that skill. Consequently, D3 English program should find an apprenticeship place where an interpreter is needed. Moreover, D3 English program should give more flexible time for apprenticeship because at the moment students have to follow the institution's schedule. As a result the students have found some problems to manage their time to write their apprentice report.

*Appendix 1*

## **LESSON PLAN**

Subject : grammar

Topics : preposition (on, in, under, at)

Levels : 3<sup>rd</sup> grade of primary school in SDK Yahya

Age : 9-10 years old

Aim : In the end of this lesson, the students will be able to master and use these preposition in appropriate sentence.

Time : 40 minute

Technical of teaching:

Appetizer :

- The teachers greet the students and tell about the game they will play at that time. The game is called “where did I put my pencil case” the teachers will explain how to play the game.
- Firstly, the teacher will ask one student to go outside the class while she hides the pencil case anywhere inside the class for example : on the rack with some help from her students who are in the class
- After a few minutes, the student who was outside the class will enter the class and start to find the pencil case with his/her friend’s help. Another student will lead him to find the pencil case by saying” it’s hot” when he is very close to the place, they also say “it’s warm” when he is quite close to the place, his friend will say “it’s cold”.

- When he finds the pencil case, the teacher will ask him where he have found it. The student has to answer it in English with some help from the teacher, a repetition will be asked by teacher as long as the student does not speak in a right pattern.

This game will be played for several times involves the use of it prepositions (on, in, under, at). 15 minutes

Main dish : the teacher will explain more details about those for prepositions and asking some questions to check whether the students have already understood to use those preposition.

Dessert : for closing the session, the teacher will give some roles about the four kind of preposition taught.

Teaching Aids : a pencil case, chalks, notebook, English book

Source : Learning by doing by Dra. Kasihani, M.A, Ph.D., dkk.

*Appendix 2*

## **LESSON PLAN**

Subject : conversation and grammar  
Topics : personal identity and possessive pronoun  
Level : 4<sup>th</sup> grade of primary school in SDK Yahya  
Age : 10-11 years old  
Aim : In the end of this lesson, students can tell about their personal identity such as name, age, address, and telephone number. Moreover, student can ask their friends information using English language.  
Time : 80 minute

Technical of teaching:

Appetizer :

- Greet the students (5 minute)
- The teacher will explain how to introduce their selves based on the book. There will be a discussion about that lesson in the textbook.
- The teacher will also teach grammar related to this dialogue for instance (simple present, preposition used in explaining their address). (20 minute)
- The teacher will explain how to use possessive pronoun as it will be used in a dialogue that will be practiced in the next session. (5 minute)



Main Dish :

- The class will be divided into two big groups of students and will be lead by one teacher. In each group, there will be pair's conversation. They will practice the dialogue on the book. They have to use sort sentences written on the book to help them "manage" their conversation. After getting their partners personal identity they have to change their partner to get others. (20 minutes)
- After that, the teacher will check each pair by asking about their personal identity and asking their partner's personal identity so the teacher will know whether the students have understood the material that day. (15 minutes)

Dessert:

The teacher will give some exercise in the textbook about address, the nationality and occupation. (15 minutes)

Teaching aids : chalks, microphone, exercise book, English textbook.

Source : English for elementary school textbook

## EVALUATION FORM

PARTS	COMMENTS