

CHAPTER 2

INTERNSHIP ACTIVITIES

2.1 General Description of The Company

SDK Yos Sudarso Kepanjen, led by Principal Christiana Henis Wahyu Utami (S.PdSD), is a renowned institution with the statistical number 102051821041 and NPSN 20518716, linked with Yayasan Karmel/Keuskupan Malang. The school was founded in 1950 on Jl. Punten No. 05, Kepanjen, Kab. Malang, East Java, and is now held by Yayasan Karmel/Keuskupan Malang under Land Deed/Certificate Number 58/5 June 1987. SDK Yos Sudarso operates under building permit number 8/1371/Ph/1392 and last operational permit number 420/2755/421.101/2015, and its grade B certification with a score of 81 is valid until December 31, 2026. The school's aim is to create an institution that shapes generations with personality and academic excellence, instilling a love of culture, the arts, and a sense of responsibility rooted in compassion.

The objective includes developing students' academic ability, fostering self-confidence, encouraging collaboration, establishing moral values, and offering a variety of extracurricular activities like as dance, music/kulintang, martial arts, and scouting. The school attempts to produce an organized, beautiful, and ordered environment that fosters a positive learning and working environment.

SD Katolik Yos Sudarso, known for its holistic approach and communal dedication, goes beyond academic distinction to build well-rounded individuals. For questions or more information, individuals can contact the school via 0341-3904371 or sdkyoskepanjen@gmail.com. The school serves as an example of

academic quality in the region, stressing both intellectual growth and communal wellbeing.



Figure 2.1 The Logo of SDK Yos Sudarso

Figure 1 represents the logo of SDK Yos Sudarso. The symbols in the image have several meanings, each having important importance within the symbolic world of Catholic school education logos. These symbolic components include rich levels of importance that are deeply founded in the Catholic faith and beliefs:

a) Star

In the symbolic framework of Catholic school, the star has several meanings. It is frequently used as a symbol of faith's guiding light, representing heavenly enlightenment and spiritual enlightenment. Within the Catholic faith, the star is identified with Christ as the "Morning Star," symbolizing the divine presence in the educational journey.

Furthermore, the star represents the guiding of the Holy Spirit, highlighting the spiritual side of learning within a Catholic educational system. Furthermore, the star in these logos may represent the pursuit of

knowledge and intellectual brilliance, representing the desire for intellectual illumination and spiritual progress.

b) The Cross

In Catholic school, the cross is a powerful symbol profoundly founded in Christian theology that represents the essential beliefs of the Catholic faith. The cross is most commonly associated with Jesus Christ's crucifixion, and it depicts concepts of sacrifice, redemption, and salvation. The use of the cross in Catholic school logos shows the institution's dedication to developing an educational foundation firmly based on Christian ideals.

The cross is a visible reminder of the Christian ethos that drives the educational purpose, encouraging students to combine academic studies with moral and spiritual growth. It represents the significance of faith, compassion, and selflessness in the learning environment, underlining the Catholic school's commitment to producing students who not only thrive academically but also exemplify the virtues central to their religious beliefs

c) Three Intertwined Rings

The three interconnected rings in Catholic school frequently represent the Holy Trinity, a major theological notion in Christianity. The Holy Trinity is made up of three individuals in one God: the Father, the Son (Jesus Christ), and the Holy Spirit. Each ring represents one of these individuals, and its connectivity depicts the Trinity's unbreakable oneness and equality.

In the framework of Catholic school, the three linked rings emphasize the incorporation of religion and theological concepts within the educational purpose. It serves as a visual reflection of the school's dedication to offering a Christian-based education, stressing the interconnectedness between educational learning and spiritual development. This emblem emphasizes the Catholic school's commitment to instilling a holistic understanding of faith and knowledge in its students.

d) Shield

In Catholic school, a shield is frequently used to signify protection, strength, and faith. The shield's link with protection is consistent with the concept that Catholic schools strive to offer a secure and supportive environment in which students can develop intellectually, spiritually, and personally.

Furthermore, the shield may include components such as crosses, Virgin Mary images, or other religious themes, confirming its Catholic identity. The embellishments to the shield highlight the school's dedication to incorporating religious values and teachings throughout the educational experience. The shield represents the school's commitment to protect and develop students by embracing Christian ideals and teachings.

e) Colors

Colors in Catholic school logo sometimes have symbolic meaning, and their interpretations might differ. While exact connotations may vary

depending on a logo's unique design and context, below are some broad interpretations of the colors from SDK Yos Sudarso logo:

1. Black

Black is associated with seriousness, dignity, and reverence. In Catholic iconography, black is frequently used at times of grief or to signify the gravity of specific religious ceremonies.

2. White

White symbolizes purity, brightness, and holiness. It is widely used to symbolize the divine, Christ's purity, and the pleasure connected with Christian holidays such as Easter.

3. Gold

Gold is connected with divine illumination, enlightenment, and the magnificence of God. It might represent the spiritual richness and wisdom gained via Catholic education.

4. Red

The color red represents powerful emotions, passion, and, in many cases, the Holy Spirit. It can also depict Christ's blood, which symbolizes sacrifice and love.

5. Brown

Brown is connected with naturalness, simplicity, and humility. In the context of Catholic education, it may represent spiritual grounding, humility in education, and a connection to the land as part of God's creation.

The description of SDK Yos Sudarso Kepanjen and its logo symbolism demonstrates a strong dedication to Catholic education. Principal Christiana Henis Wahyu Utami leads the school, which is known for its academic brilliance and spiritual direction. The components of the logo, including the star, cross, entwined rings, shield, and selected colors, clearly convey the institution's commitment to provide a well-rounded education based on Catholic ideals. SDK Yos Sudarso continued to develop generations with outstanding academic performance and a feeling of responsibility, serving as a model for smoothly merging knowledge with faith, and setting a high bar for educational achievement in the region.



Figure 12.2 SDK Yos Sudarso Organizational Structure

As shown in figure 2, The organizational framework of SDK Yos Sudarso, Mrs. Christiana Henis Wahyu Utami (S.PdSD), is the Principal. She is responsible for supervising all operational and non-operational aspects of the

school, including management, planning, monitoring, and support duties. The leadership of the principal is critical in guiding the school toward its goals. Homeroom instructors such as Mrs. Aloysia Endang, Mrs. Patricia Suti'ah, Mrs. Yosepha Siswanti, Ms. Catharina Dwi Wijayanti, Mr. Michael Sepyarso, and Mr. Yohanes Wagiman are also important members of the organizational structure. These educators play an important role in classroom learning by delivering curriculum-aligned instruction, developing and carrying out learning programs, assessing student outcomes, and offering necessary advice and counseling. The organizational framework of SDK Yos Sudarso enables a harmonic balance of leadership and instructional responsibilities, laying the groundwork for successful and student-centered educational practices.

2.2 The Activities

This chapter provides an in-depth evaluation of the practical experiences and activities taken during the internship. This chapter aims to provide an in-depth account of the many activities, assignments, and projects completed throughout the internship. The goal of providing a personal account of these activities is to provide readers a comprehensive picture of the practical aspects of the internship.

1. July 31st 2023

We conducted our first visit to SDK Yos Sudarso Kepanjen accompanied by our supervising lecturer. During this visit, we discussed regulations and the scope of activities that we will be undertaking. Together with Mrs. Henis, the headmistress of SDK Yos Sudarso, we designated a coordinator to serve as a

liaison for facilitating the communication of information regarding permits, attendance, schedule changes, and performance evaluations throughout the MBKM program.

2. August 2nd 2023

Further coordination was carried out to determine the scheduling for students engaged in teaching assistance. The schedule distribution is as follows:

1. Small Classes (1, 2, and 3) on Wednesdays and Thursdays; 2. Large Classes (4 and 5) on Mondays and Fridays. Before getting acquainted with the children, we participated in the routine morning exercise activities. The children were quite enthusiastic about introductions but challenging to manage, making it difficult to capture their attention as other members introduced themselves.

3. August 4th 2023

During our first teaching session, we delivered a lesson on "Tastes in Foods" to the students. We presented the material using a PowerPoint presentation, interspersed with interactive question and answer segments. Despite our efforts, we encountered challenges in capturing the students' attention and establishing a conducive learning environment during this teaching session. Despite the introduction of appealing multimedia features, students struggled to keep concentration, prompting us to look for new strategies to increase their engagement. We recognized the need to tailor our teaching tactics to the unique circumstances of the class, to make sure the information is both instructive and engaging for the students.

4. August 5th 2023

Students frequently have plenty of spare time while participating in P5 activities. As a result, we were allowed authority to occupy the vacancies with fun games and activities. We prepared various games, including spelling, riddles, Simon Says, and the whispering game. The students were quite enthusiastic about taking part in these games. However, we faced some difficulties, notably in attracting the attention of the children in the larger classes (4, 5, and 6), which proved difficult to manage at times. Despite the students' eagerness to engage in the activities, maintaining focus, especially among the older students, required innovative strategies. Recognizing this, we have been exploring various techniques to make the activities more captivating and tailored to the preferences and dynamics of each class.

5. August 7th 2023

During our teaching session with 4th grade children, we discussed the topic "What Are You Doing?" which included the use of simple present and present continuous tenses. Furthermore, we provided new terminology to help students improve their language abilities. However, we faced difficulties in the classroom, notably in attracting students' attention and creating a suitable learning atmosphere. Despite our attempts to provide compelling information, the problem in keeping students' attention became apparent. Recognizing the need of providing an ideal learning environment, we have been investigating novel approaches to increasing student engagement. To address the issues encountered during this teaching session, it has become necessary to provide activities and interactive aspects that are relevant to the students' interests.

6. August 14th 2023

In commemorating Scout Day, we accompanied the students in participating in a flag ceremony and engaging in games prepared by the scout leaders and accompanying mentors. The event aimed to instill the values of teamwork, leadership, and camaraderie among the students through various activities.

7. August 17th 2023

We attended the ceremonial activities as part of our learning experience, and classes were suspended for the day.

8. August 18th 2023

Classes were postponed for today's learning, and instead of usual lessons, we planned games for the kids. We joined the children during their playing, supervising and coordinating the different activities. Despite various obstacles we were committed to creating a cheerful mood and guaranteeing the children's safety during the play period.

9. August 19th 2023

We continued the previous day's activities, allowing students to engage in activities throughout the end of the school day. The division of events for all classes was arranged as follows: 1. The youngest children (grades 1, 2, and 3) played morning games before taking a break. 2. The older children (grades 4, 5, and 6) spent the afternoon playing water activities before heading home. The day's festivities proceeded successfully owing to the efforts of instructors who helped organize the tournaments.

10. August 21st 2023

Today, we conducted an assessment for the 4th grade students on the material from Chapter 1, "What Are You Doing?" Many students received scores below the passing grade. A remedial session for the first assessment will be held on Monday, August 28, 2023.

11. August 25th 2023

Today, we conducted the first quiz for the fifth-grade students on the topics of food tastes and "quantifiers." Throughout the quiz, the students were restless, and managing them proved to be challenging. The results of Quiz 1 revealed that many students will need to attend a remedial session scheduled for Friday, September 1, 2023.

12. August 28th 2023

Today, a remedial session was held for the first quiz for the 4th grade students. Those who did not attend the remedial were directed to work on a group task, which involved arranging numbers from 1-100 in English. Meanwhile, students participating in the remedial focused on creating sentences in the present continuous and simple present tenses. Throughout the learning process, the students proved challenging to manage; they struggled to stay focused and disrupted their classmates who were diligently working. It was only approaching the breaktime that the students finally settled down when the teacher emphasized that they could not take a break until their tasks were completed. As a result of today's remedial, there are still 2-3 students who have not met the required

scores, and additional remediation will take place on Monday, September 4, 2023.

13. September 1st 2023

Today, a Catholic prayer session was conducted at SDK Yos Sudarso, so before starting our teaching session, we participated in the prayer activity. After the prayer, we entered the classrooms and prepared the necessary materials for the remedial session. The remedial focused on "Quantifiers," with 5 students participating. The rest of the students were given assignments to prepare for the upcoming lesson next Friday. Throughout the remedial activity, the students were quite lively, engaging in discussions to ask for answers, and some even resorted to copying from each other. After a joint correction session, none of the students passed the remedial, prompting the scheduling of Remedial 2 for next Friday.

14. September 4th 2023

Today, we delivered a lesson on "Numbers" for the 4th grade students. The material covered basic numbers, teen numbers, and tens. The aim was for the students to understand numbers in English and find the correct answers for mathematical operations in English. At the end of the lesson, we assigned group tasks to assist them in preparing for the quiz next Monday.

15. September 11th 2023

Before starting today's lesson, as usual, we participated in the routine flag ceremony at SDK Yos Sudarso Kepanjen. After the ceremony, we promptly prepared quiz questions in the form of a PowerPoint presentation for the students

to work on. The material tested today was about "Numbers," covering basic numbers, tens, teens, and hundreds. There were 20 questions, all of which were fill-in-the-blank. During the quiz, the initial situation in the class was still relatively calm and under control, but as it progressed, the students became lively and started asking each other questions. The situation was manageable with the help of my colleague, but the students couldn't be completely calm while taking their quiz. The results of this quiz showed that 5 students need to attend remedial, and 2 students need to retake the quiz. The remedial and retake will be conducted on Monday, September 18, 2023.

16. September 18th 2023

Today, remedial and makeup sessions were held for Chapter 2 because the previous Monday, some students did not take the quiz due to their absence. For those who did not attend remedial, an introductory assignment for Chapter 3 was given, involving finding challenging words that would be used for their new vocabulary. During the activities, there were still instances of students cheating and talking to each other, disrupting those who were seriously working on their tasks. At the end of the lesson, there were still 2 students who needed remedial, and they were immediately given the remedial questions found in the English workbook.

17. September 22st 2023

Today, a preparatory exam for the 5th grade mid-term test was conducted. We provided 30 multiple-choice questions and 5 fill-in-the-blank questions. Throughout the activity, some students struggled to maintain calmness, engaging

in discussions to find answers. Some students also inquired about translations of the questions and answers. The classroom situation was highly uncondusive, prompting us to separate some students sitting together. After the activity concluded, we promptly corrected their exam papers, and several students will need to attend remedial sessions scheduled for Saturday.

18. September 23rd 2023

Today, due to the absence of P5 activities, I engaged the 4th grade students in an in-depth study session to prepare them for the October mid-term exams. The topic I covered focused on constructing sentences using the tenses they have previously learned. Throughout the session, the students showed enthusiasm, and some of them demonstrated proficiency in creating their own sentences, despite having limited vocabulary. Towards the end of the lesson, I assigned a group task to practice creating sentences individually, with the condition that sentences should not be identical within each group.

19. September 25th 2023

We conducted an assessment covering chapters 3 and 4 for the 4th-grade students as a conclusion to the chapters in preparation for the mid-term exams on October 2nd . These chapters included topics related to household items and rooms, as well as various activities that can be done at home. In this assessment, I emphasized questions requiring the students to construct sentences as a practice tool. This was particularly important because some students are still not fluent in creating sentences using the simple present tense. The results of today's assessment indicated that many students need to participate in remedial sessions.

Upon reviewing the answers, it was observed that numerous students made mistakes in the "rearrange these sentences" section.

20. September 29th 2023

Today, we conducted an educational English game for the 5th grade students. The game's content covered quantifiers and vocabularies that the students have learned from chapters 1 to 3. Throughout the activity, we faced challenges due to the school's inadequate network connection, resulting in not all students being able to join on time. Additionally, due to limited computers, we had to divide the students into two groups to facilitate their participation in the game.

21. October 2nd 2023

We monitored the first examination for the 4th grade class, then during the second class period, we were asked to monitor the 5th grade exam. We had no difficulties because there were teachers who aided us in supervising the students during the exam.

22. October 9th 2023

On this day, I presented a learning material in the form of an educational English film. Through this film, the students were required to take note of new vocabularies they encountered. At the end of the film, they would write reflections regarding the movie they had watched. Throughout the activity, the students were quite enthusiastic about learning in a different way. However, on several occasions, they engaged in conversations with each other, causing a lack of focus on watching the film.

23. October 16th 2023

Today, I continued the learning activity of watching an educational English film with the 4th grade students. Throughout the learning session, the students thoroughly enjoyed the film they watched. I reminded them to take note of any new vocabulary they encountered in the film through the subtitles. However, there were some students who disrupted the film session by being noisy and talking among themselves. During the vocabulary discussion session, there were also students who did not take any notes at all.

24. October 20th 2023

After completing the exams, we invited the 5th grade students to watch a film as a means of entertainment and learning English vocabulary encountered in the film. The children were given the opportunity to vote on which film they would like to watch. Once the voting results were determined and the film began playing, the students immediately started talking, creating a noisy atmosphere in the classroom. They did not pay attention to the chosen film, prompting a temporary pause to wait for them to settle down.

25. October 23rd 2023

Today, we conducted an exam to evaluate the students' understanding of the new vocabularies they acquired through the film. Throughout the activity, many students struggled to comprehend what was being asked in the questions, even though clear instructions were provided. The children found it challenging to translate the words given in the questions, despite the fact that the questions covered the material discussed the previous Monday. In the end, most students

scored below the minimum passing grade, except for one, and the rest had to take a remedial exam using the workbook exercises.

26. October 30th 2023

Today, I reviewed the lesson on Chapter 5 due to the students' scores falling below the minimum passing grade. In this review session, we revisited the translation exercises from English to Indonesian. I divided the students into several groups for the vocabulary translation task. Initially, they were reluctant to join specific groups, but eventually, we managed to handle it well when they determined their groups using a roulette wheel.

27. November 6th 2023

Today, I collected the assignment scores for Chapter 6. In the previous week, I had divided the students of the 4th grade into three large groups, to which assignments were assigned. The task involved noting challenging words in Chapter 6, which would later be translated collectively during the learning session. While working on the assignment, some students still lacked focus and engaged in conversations, while others wasted time playing and blamed each other within their groups. The class concluded, and despite the non-conductive learning environment, I managed to input the scores.

28. November 10th 2023

We provided the material for Chapter 5, which is the last topic for this semester, to the 5th grade class. However, due to limited time caused by a ceremony commemorating Heroes' Day, we had to change the plan and conduct an examination instead. The students were tasked with solving problems from

the workbook to be discussed and graded. While working on the assignment, many students talked to themselves and did not pay attention, requiring us to convey the task information twice.

29. November 13th 2023

On this day, I conducted an assessment for Chapter 6 for the 4th grade students. The evaluation included testing the students' ability to recall items found in the kitchen, bathroom, and dining room, along with their skill in arranging random words into coherent sentences. There was a significant improvement in this assessment, as only 3 out of 17 students received scores below the minimum passing grade.

30. November 20th 2023

On this day, I invited the 4th grade class to watch a movie together as a reward for their commendable performance in the Chapter 6 assessment last week. Many students opted for a horror film, prompting me to download it beforehand. While watching the film, the students engaged in conversations with each other, creating a disturbance that disrupted the focus of other students who were trying to watch.

31. November 27th 2023

On this day, I administered the final assessment for the 4th grade students as the last form of grade collection for them. While working on the test, the students were well-behaved and attentive to instructions. Unfortunately, four students were absent with permission, preventing the assessment for them, and it needed to be rescheduled by the class teacher. The overall results of the

assessment were satisfactory, although there were still two students who needed to take a remedial exam. Thus, our internship activities at SDK Yos Sudarso Kepanjen concluded.

Aside from the entries in the the logbook, the intern participated in a variety of activities throughout their time at SDK Yos Sudarso Kepanjen. These activities offering a full assessment of the intern's participation in various educational programs. The following summary highlights key activities that summarize the intern's contributions and depth of the intern's experiential participation in improving the educational landscape at SDK Yos Sudarso Kepanjen:

1. P5 Activity (Pancasila Student Profile Strengthening Project)



Figure 2.23 P5 Activity

The SDK Yos Sudarso P5 Activity, also known as the Pancasila Student Profile Strengthening Project, is an important aspect of the school's instructional framework that extends beyond conventional school hours and is often held on Saturdays. This extracurricular activity has a primary goal: to assist learners'

overall development in accordance with the Pancasila learner profile. The P5 project aims to develop key character traits in students that extend beyond academic achievement. These character traits include cultivating unwavering faith and piety toward the Almighty, embracing global diversity, promoting cooperation (gotong royong), instilling self-reliance, developing critical thinking skills, and encouraging creativity.

2. Student Scores Input

The process of inputting 4th grade students' scores into the school's grading system is done with commitment and precision. Beyond its logistical role, this method functions as a complete evaluation tool, allowing instructors to assess individual and group academic achievement. The thorough processing of student results is critical to creating a culture of openness and accountability inside the educational institution. Using systematic recording and analysis, educators may customize instructional tactics to unique learning requirements, enabling a responsive and student-centered approach to education.

Table 2.1 List of students

NO URUT	NAMA SISWA	BAB 1		BAB 2		BAB 3	
		TUGAS	ULANGAN	TUGAS	ULANGAN	TUGAS	ULANGAN
1	Alexandra Louisa Thevira	80	85	95	95	95	90
2	Amora Valentin Febriana PH	80	80	95	80	95	80
3	Anggun Putri Pratama Siregar	80	80	95	89	95	90
4	Arjuna Joseph Gegung	80	100	95	90	95	80
5	Arya Bayu Pamungkas	80	80	95	80	95	80
6	Audriea Nathania Fayyola K	80	80	95	80	95	90
8	Bryan Edsel Geoffrey	80	85	95	80	95	85
10	Florenza Putri D Simanjuntak	80	80	95	89	95	80
11	Gabriel Bong	80	95	95	89	95	80
12	Hana Christabel Caroline K	80	100	95	86	95	100
13	Jones Jevan Manahwang	80	80	95	80	85	80
14	Kaila Nathania Christy	80	90	95	80	95	90
15	Kasih Karunia Djokaho	80	80	95	97	95	85
16	Mikhael Bong	80	95	95	100	95	80
17	Pither Benytan Effendy	80	80	95	93	95	80
19	Rafael Avelro Harimurti Junior	80	95	95	80	95	80
20	Yohanes Gabriel Tanjuyaya	80	80	95	89	95	85

3. Lesson Planning

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
KURIKULUM MERDEKA	
Oleh: Jonathan Richard. A.B.	
Kelas/Semester	: IV / 1
Mata Pelajaran	: Bahasa Inggris
Materi Pembelajaran	: Verb-ing dan Tenses
Alokasi waktu	: 3 x pertemuan (2 x 35 menit)
A. Tujuan Pembelajaran	
1. Peserta didik dapat mengidentifikasi dan menjelaskan kegiatan sehari-hari menggunakan verb-ing dan tenses dalam Bahasa Inggris.	
2. Melalui kegiatan diskusi dan tanya jawab, peserta didik dapat mengidentifikasi tenses yang digunakan dalam sebuah kalimat.	
3. Melalui kegiatan diskusi, peserta didik dapat membuat kalimat dalam Bahasa Inggris menggunakan tenses yang sudah dipelajari.	

Figure 2.4 Lesson Planning

Developing a lesson plan for 4th grade students at SDK Yos Sudarso exemplifies a proactive and careful approach to curriculum preparation and instructional planning. These activities go beyond the norm, requiring careful curation and construction of instructional resources to ensure alignment with curricular objectives and the specific requirements of 4th grade students. Lesson planning (RPP) is a strategic undertaking that involves painstakingly detailing the pedagogical tactics, learning goals, and evaluation methodologies for each instructional session. This method displays the educators' dedication to pedagogical quality while also serving as a road map for providing successful and interesting classes.

2.3 The Problem

The path to understanding English for young learners is rarely linear, especially in a classroom filled with 4th graders' varied needs and aspirations. This chapter delves into the practical barriers that exist between these students with

enthusiasm and their English objectives. We begin by exploring the complex nature of various student needs, emphasizing the differences in methods of learning, prior knowledge, and cultural backgrounds that require individualized education. Furthermore, we provide insight into the resource and time constraints that frequently hinder the English learning environment. A scarcity of engaging materials, particularly those that cater to different learning styles, might dampen the spark of inquiry and limit effective language acquisition. Furthermore, the demands of a dense curriculum can leave little room for specialized attention, worsening existing issues and impeding effective support for struggling students. This chapter intends to shed light on the complex issues of building a healthy English learning environment for different 4th graders at SDK Yos Sudarso Kepanjen by deconstructing these connected challenges.

A. Diverse Student Needs

Addressing the diverse learning habits of students at SDK Yos Sudarso Kepanjen poses a challenge for the interns, as they encounter individuals with varying levels of English comprehension and proficiency. The diversity of learning styles across the student body is visible, with some students actively participating via focused listening and note-taking, while others communicate their understanding through other ways, such as sketching instead of traditional writing. Although the latter group's desire for visual expression is appropriate, it poses a time limitation in providing complete teaching approaches to meet the diverse demands of all students. As a result of this variability, a flexible teaching

approach that recognizes individual competence levels is required, hence increasing the overall efficacy of the intern's instructional strategies.

B. Limited Resources and Time

a. Lack of Engaging Materials

The inadequacy of instructional materials in SDK Yos Sudarso Kepanjen exacerbates the absence of diverse and stimulating activities for students caused by a lack of appealing English learning tools. The scarcity of engaging resources limits the variety of teaching approaches that can be used, potentially reducing the general efficiency of language acquisition in fitting students' different learning styles and preferences. The institution's primary source of teaching materials is student worksheets, which frequently have limited educational content. Furthermore, there are conflicts between the content of these worksheets and the curriculum or lesson objectives they are supposed to fit with. For example, in Chapter 1 of the worksheet, students are asked to write simple present and present continuous phrases, but the worksheet fails to explain or guide them through this process. This disparity presents a challenge for the intern, forcing a more creative approach to adapt or augment the worksheet material to make it better connected with the curriculum and thus more interesting for the students.

b. Time Constraints for Individual Attention

The duration limits integrated into the SDK Yos Sudarso Kepanjen curriculum provide significant challenges in adapting to each student's

specific needs, consequently limiting the planned instruction for language and personal skill development. With English sessions only available once a week and lasting only 1 hour and 10 minutes within a 2-hour subject block, the time constraint is a significant impediment to successful learning. This compressed timeframe is insufficient for students to grasp the complexities of the language, which is exacerbated by disturbances generated by some students who fail to focus during class. The frequent interruptions, which take around 5 to 10 minutes each time, make it even more difficult for the intern to devise efficient techniques to assist student learning within these time constraints. Due to the restricted teaching time and accompanying issues in creating a suitable learning environment, the effort to serve varied learning requirements and assure language acquisition progress faces significant obstacles.