

CHAPTER 2

INTERNSHIP ACTIVITIES

2.1 The General Description of The Company

MI Wahid Hasyim 02 Dau is a private elementary school located in Kucur village, Malang Regency, specifically at Jalan Raya Kucur Krajan number 29. Due to its location, most of the students that attend this school are from Kucur village and the surrounding. Under the surveillance of the Ministry of Religion of Indonesia, this elementary school is different from the other elementary schools (SD). It serves as a localized educational hub, meeting the religious and cultural needs of the residents. The unique curriculum structure reflects the diversity within the Indonesian education system.

In Indonesia, an ordinary elementary school (*sekolah dasar/SD*) – either private or public school - is a school that teaches general subjects with general religion included. But since this is a *Madrasah Ibtidaiyah (MI)* school, they also teach a more complex and in-depth religious subject (Islam) along with the general subject. Being the only MI school in the area is also one of the reasons why most parents in Kucur village, where the majority of the villagers are Islam, enroll their children on this school. Currently, there are one thousand four hundred seventy students in this school which is divided into seventeen classes. Thus, the school's enrollment numbers underscore its significant role in providing education aligned with the preferences of the local community. This indicates the influence of the community on educational choices, emphasizing the importance of religious education within the local context.

2.2 The Activities

In MI Wahid Hasyim 02 Dau, the writer and her team taught English to the students from 3rd grade to 6th grade. Starting on August 2nd up until December 2nd, 2023, the writer and her team were given several tasks such as making a syllabus, preparing class teaching materials (short story, games, verbs, posters, etc.), making a paper sheet question for midterm and semester final exam, and teaching English with the materials that have been provided (books and syllabus).

Teaching Materials

The teaching materials outlined in the appendix provide a comprehensive overview of the English language classes conducted by the writer from August to December. The material encompasses a diverse range of topics and activities, including language fundamentals, grammar concepts, vocabulary building, and various thematic discussions. Noteworthy events include the introduction session, spelling bee competitions, video-making sessions, and midterm exams. The subsequent months feature a structured review period to reinforce previously covered materials. The materials also account for unexpected events such as illness, observation days, and seminar participation. The inclusion of various teaching methods, from answering questions from the book to interactive activities, demonstrates a well-rounded approach to language instruction. The document concludes with a review and last-day session in December, summarizing the writer's comprehensive teaching journey.

Syllabus

On the first day of our internship, Bu Dian, our advisor asked us to make a syllabus which will be used as our guide to teach the students in MI Wahid Hasyim 02 Dau. It was a bit of a surprise for us the interns since we didn't know what kind of materials were needed or what way of teaching would be effective for the students to understand the materials or how far their English skills are. But then Bu Dian gave us the materials needed to teach the students and some suggestions about how to teach the students and how to make the class fun.

Lesson Plan: Article of Clothing

Objective:

Students will be able to identify and categorize different articles of clothing, understand their functions, and express themselves through a creative activity.

Grade Level: Elementary (5th grade)

WEEK 1

Introduction (20 minutes):

1. Begin by reviewing the previous materials.
2. Showing the pictures of the article of clothing on page 47
3. Discuss the names of each item (listening and speaking)

Activity 1 (20 minutes):

1. Write the names of the articles of clothing with its meaning in Indonesian on the whiteboard for reference (on the notebook for the students)
2. The students have to submit the notebook to be checked by the teachers.

Activity 2 (20 minutes):

1. Do the assignment on page 48.
2. The teachers have to mention one of the following pictures and the students have to circle the correct answer.
3. The teachers and the students check the answer together.

Figure 3.1 Lesson Plan

The assignment doesn't have any deadline for when it will be submitted and who's in charge of making the syllabus for each grade, so the writer decided to make the syllabus as the internship progressed to make it easier if any changes were needed. The writer and her teams also decided to split who's in charge of each grade by lottery and the writer got the fifth grade.

Class Teaching Materials

a) Short Story and Class Rules

On Friday, August 4th, 2023, Mrs. Dian gave us an assignment where we had to make a class rule and find twenty short stories with pictures. This assignment was due on Monday, August 7th, 2023. Ghania, Jill, Keiko, and Steven decided to find four short stories for each person while Janice is the one who will make the class rule. The writer decided to submit “Goldilocks and The Three Bears”, “The Tortoise and The Hare”, “The Goose and The Golden Egg”, and “The Dog and The Bone”.


<p>The Tortoise and The Hare</p> <p>A Hare was making fun of the Tortoise one day for being so slow.</p> <p>"Do you ever get anywhere?" he asked with a mocking laugh.</p> <p>"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."</p> <p>The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.</p> <p>The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.</p>		<p>The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.</p> <p><i>Slow and steady wins the race.</i></p>
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Figure 3.2 Short story “The Tortoise and The Hare”

b) Games

To make the class more interesting and less tense, we like to incorporate ice breaking. Usually, we will sing an “ABC song” or play games while waiting for the assignment to be checked by one of the interns or if the class ended earlier than expected and there’s still some time left. The games that we played varied by each pair of teachers. When I was paired with Steven, he would usually play his version of “Simon Says” or Charades. With Ghania, usually, we would play “Ular Naga Panjangnya” where Ghania and I would catch one of the students and then ask them about the materials that we learned earlier. With Janice and Jill, we will play fill in the blanks where we would write an uncompleted word and the students have to write it into a full word. Sometimes the students will get a reward in the form of snacks if they win the game.



Figure 3.3 Playing “Ular Naga Panjangnya”

c) Verbs and Adjectives Sheets/Posters

On November 4th, 2023, Mrs. Dian asked us to make verbs and adjectives sheets or posters. Each of us has to type and design the posters to make it interesting and fun to learn and then print them with the size of a calendar. The verbs and adjectives that we have to make are comparison verbs, adjectives, daily verbs, possessive adjectives and possessive pronouns, and daily conversation about imperative and interrogative sentences. The writer decided to make the possessive adjectives and possessive pronouns poster/sheet.



Figure 3.4 Verbs and Adjectives Sheet/Posters

Paper Sheet Questions for Midterm and Semester Final Exam

From September 21st until September 27th, 2023, MI Wahid Hasyim 02 Dau was conducting their midterm exam. Due to this, on September 6th, 2023, each of us has to start making a paper sheet question for the midterm exam based on the grade that we were in charge of along with the answer key and it is due by September 11th, 2023. Because the writer was in charge of the fifth grade, the writer had to make twenty multiple choice questions and fifteen essays, which in

the latter, five numbers of questions were created by Janice. The materials start from the beginning of the semester to the middle semester, which consists of around three chapters. Later, after the exam was done, we had to check and grade each of the papers based on the grade that we were in charge of and give it to Mrs. Dian on October 10th, 2023.

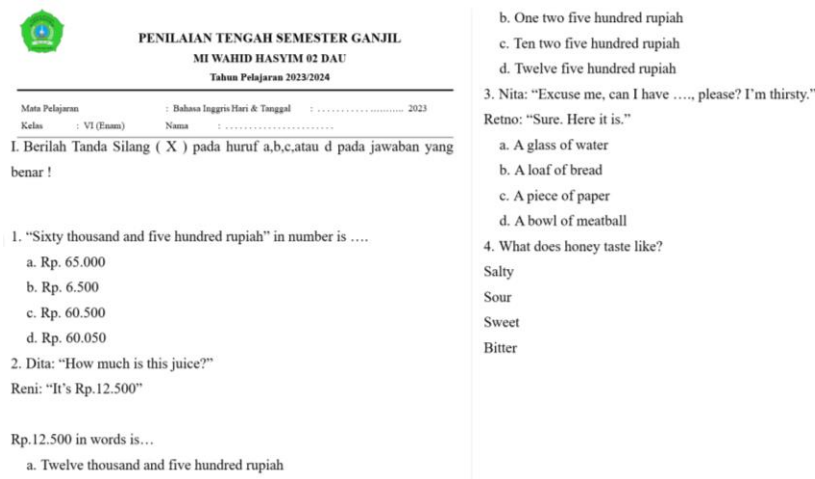


Figure 3.5 Midterm Paper Sheet Questions

The semester final exam was held from December 4th to December 9th, 2023. We were asked to make the paper sheet question on November 22nd and have to finish it by November 27th, 2023. All of the requirements are still the same with the midterm sheet paper, except that the materials have to cover from the beginning to the last materials of the semester which consist of 6 chapters in total. We also gave the answer key to Mrs. Dian when we submitted the paper sheet questions since we wouldn't be the ones who would check and grade the students' final exam of the semester because our internship ended on December 2nd, 2023.

class was pretty uncoordinated and had a huge gap in English skills compared to the students in 6B. We were a bit overwhelmed and drained because we had to translate every single word to every student while also trying to manage the class. At the end of the class, we were asked by Mrs. Dian about the first-day experience and we discussed it.



Figure 3.8 First week of teaching

We taught in MI Wahid Hasyim 02 Dau starting from August 2nd to December 2nd, 2023. At first, we were also asked to teach English in MTs Wahid Hasyim Dau as well, but after some consideration and discussions, we decided to just focus only on MI Wahid Hasyim 02 Dau. We taught five days a week, from Monday to Saturday except for Friday and Sunday. The working hours differ every single day, but we usually finish before noon since we were only teaching the English class.

Table 3.1 Teaching Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7.10-8.00 AM	3C (Keiko & Ghania)	5B (Steven & Ghania)	6A (Steven & Keiko)		-	
8.00-9.00 AM		5C (Janice & Jill)		4A (Jill & Janice)	-	
9.30-10.30 AM	3B (Janice & Steven)		6B (Random)	4B (Steven & Keiko)	-	3A (Ghania & Jill)
10.30-11.30 AM		5A (Steven & Keiko)		4C (Ghania & Jill)	-	

The interns were divided into pairs to teach each class by lottery. The pair of teachers was randomized so each class has a different combination pair of teachers. We taught English based on the books that were given to us by Mrs. Dian and added some materials ourselves that were needed but not included inside the books.



Figure 3.9 Fifth-grade English book

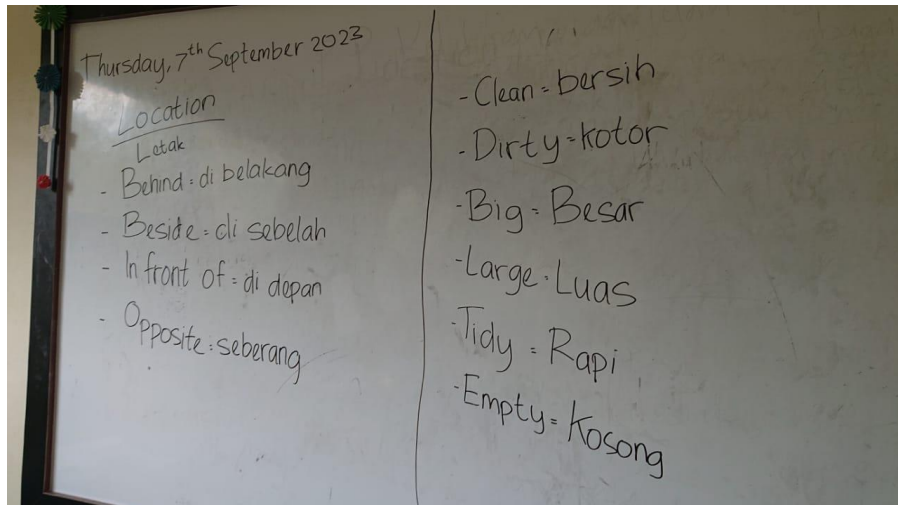


Figure 3.10 The added necessary materials

We were teaching the class ourselves without the supervision of Mrs. Dian. The classes were left fully to us to teach and manage. At first, it was hard especially because the children would not listen to us and only listen to Mrs. Dian. But at the end of the internship, even though it was not getting easier, we just got used to it and did a better job at teaching and managing the class compared to the first few weeks with the lack of technology. Every once in a while, Mrs. Dian would go to our class to watch for a few minutes and leave. Sometimes, she would give us suggestions or ideas on how to make the class more varied and interesting.

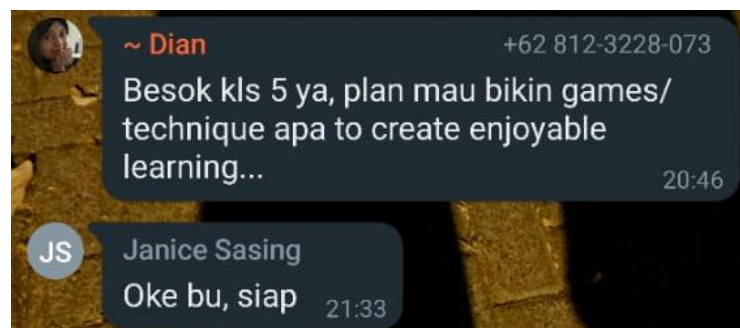


Figure 3.11 Mrs. Dian gave us suggestions.

Because the class was left to us fully, we found that the class was more relaxed and free and the students seemed more comfortable around us. At first, it was awkward for both the students and the teachers, to the point where the students were too shy to raise their hands or ask about the materials even though they didn't understand. But after quite some time we were able to work on our teacher-student relationship. The ways we like to do this is by playing games or other activities to bond with the students. One of them is by giving them rewards, treats, or extra points after they reach a certain goal that we set. After doing that several times, the students seemed a lot more comfortable and not scared around us anymore. Sometimes, they would even come to us to ask about us, the teachers, or tell stories about themselves showing that the students are comfortable with us.



Figure 3.12 Students drawing on the blackboard during free time

2.3 The Problems

Even though the internship program in MI Wahid Hasyim 02 Dau has already been held successfully, problems also appear. As an intern, the problem that the writer wants to highlight the most is how the students in MI Wahid Hasyim 02 Dau have a hard time learning vocabulary. Based on the writer's observation, here are some of the problems related to MI Wahid Hasyim 02 Dau students' difficulties in learning vocabulary:

a. Lack of exposure.

Different from the children that went to a school or live in Malang city where the exposure to the English Language is high, the students in MI Wahid Hasyim 02 Dau do not experience the same thing due to its remote location and poor signal of the internet. Not to mention, English is not one of their daily languages and the only time they ever use, hear, and learn English is during English class, which only happens once a week.

b. Lack of support from the environment and motivation.

While some of the students seemed to be enthusiastic about learning English and showed some potential, they were not able to make a significant improvement due to a lack of support from their surroundings. Based on what Mrs. Dian said and the writer's observation from other teachers, most parents that enroll their children in MI Wahid Hasyim 02 Dau, wanted their children to focus learning on the in-depth religion subject instead of other subjects. Even some of the teachers who were in charge of watching the class during midterm and semester final exams, according to the students, helped them to do their exams. The lack of technology in the school and in the Kucur village itself makes it hard for students to learn English comfortably.