

APPENDIX 4

Student Teacher's Self Report

Student Teacher's name : Ianatul Khoiriyah

Home university : Islamic University of Indonesia (UII)



Surat Thani, Thailand

7 August – 5 September 2017

Chapter I

1. School: General Information and Academic Administration

1.1 School profile

Surat Thani School is one of favorite secondary schools in Suratthani province. It locates on 88 Donnok Rd, ตำบลตลาด Amphoe Mueang Surat Thani, Chang Wat Surat Thani Thailand 84000. It is a governmental school which conducts higher education for children around this area. The school has 72 classes in around 20 buildings. It provides complete facilities for students in order to maximize the learning and teaching process. The facilities at the school are such as main yard, laboratories, classroom with full teaching equipment such as microphone, projector, fan or AC, speaker and whiteboard.

The school is managed by the director and the vice directors as well as the staffs. There are three vice directors. They are the vice director for academic, the vice director for administration and the vice director for financial. Moreover, this school also separates department for each subject in different building. There are Department of English, Social Science Department, and Mathematics Department etc.

Surat Thani School has a vision which is Surat Thani school creates students with virtuous behavior, leads international academic standards on a Thai basis, Keeps pace with technology for teachers and professional staff. Governs based on good governance and cooperates all sectors. While the missions are these following:

1. Educate the students to have knowledge in accordance with international standards and an international competitiveness.
2. Encourage students, teachers and staffs in school to have discipline, morals, ethics and good role models.
3. Introduce innovative media and advanced information technology for management system and to manage teaching and learning.
4. Continuously develop the capacity of teachers and personnel to effectively manage their learning in accordance with professional ethics.
5. Organize management system to modernize by the principles of good governance, focus on the participation of all sectors.
6. Encourage students, teachers and educational personnel to value and continue to be Thai according to sufficient economy philosophy.
7. Develop learning resources and environment to facilitate learning management.

In order to achieve those vision and missions above, Surat Thani School manages to use these strategies below:

1. Promote and develop academically attractive students in international competitions.
2. Instill and promote moral discipline to students, teachers and educational personnel.
3. Enhance and promote the use of media, innovation and information technology in management and learning management.
4. Promote supports for teachers and educational personnel to meet the quality criteria, of teacher professional standards.
5. Promote and develop quality management system which is in line with good governance principles.
6. Promote students, teachers and educational value and continue to be Thai according to sufficient economy philosophy
7. Develop a sustainable learning environment and environment that facilitates learning.

Furthermore, the school vision and mission are designed to be simpler in form of school goals as follow:

1. Students are of international standards and international competitiveness.
2. Students, teachers and educational personnel have moral discipline and ethics as good as role model in society.
3. Schools supply and use innovative media and modern information technology for management and learning management.
4. Teachers and educational personnel have the knowledge and ability to perform according professional standards and ethics.
5. The school has a quality management system to be in accordance with good governance principle of all sectors.
6. Students, teachers and educational personnel value and continue to be Thai based on the philosophy of sufficient economy.
7. The school has a learning environment and conducive environment for learning happily.

Some of school motto concerns about Gratefulness, and gratitude. They believe that Gratitude is a sign of good people. The detail contact informations of Surat Thani School are the school website on www.st.ac.th while the school telephone number is 077-287512 / 077-272300 / fax 077-284985 and the email address is surat@st.ac.th.

1.2 School profile Academic support system

The academic matter is in responsibility of the vice director of the school. Surat Thani School offers some various academic supports to all the students. It aims for providing the students help and service in order to develop and improve their academic within their course and professional development. The school has some services for academic support like scholarship for students with need, academic counseling for students, technology resources, library and laboratories, sport facilities like basketball area, internet connection / Wi-fi and many others. The school

management for academic applies technological element into its system. The learning environment at school does quiet the similar. Also, the building design and school environment are quiet supportable for learners with disabilities. The academic support system of Surat Thani School is adequate, good and completed for providing the student's need to make comfortable and efficient yet happy learning.

1.3 School profile Teaching system

The teaching system of Surat Thani School is quiet similar as in Indonesia. The students go to school from Monday until Friday. There is no school at weekend. All the schools in Thailand use periodical system for the whole learning and teaching activities.

HOME: ตารางเรียนของนักเรียน ตารางสอนคุณครู ตารางการใช้ห้องเรียน <http://www.st.ac.th/>

กรุณานำชื่อครูผู้สอนมาใส่ในการ

ตารางสอน สอนนิช อุบลรัตน์ ภาคเรียนที่ 1/2560 โรงเรียนสุราษฎร์ธานี

วัน/เวลา	คาบที่ 1	คาบที่ 2	คาบที่ 3	คาบที่ 4	คาบที่ 5	คาบที่ 6	คาบที่ 7	คาบที่ 8	คาบที่ 9
40 นาที	08:40 - 09:20	09:20 - 10:00	10:00 - 10:40	10:40 - 11:20	11:20 - 12:00	12:00 - 12:40	12:40 - 13:20	13:20 - 14:00	14:00 - 14:40
50 นาที	08:40 - 09:30	09:30 - 10:20	10:20 - 11:10	11:10 - 12:00	12:00 - 12:50	12:50 - 13:40	13:40 - 14:30	14:30 - 15:20	15:20 - 16:10
จันทร์			อ32101 5/10 742			อ32101 5/4 747	อ33101 6/8 512		
อังคาร		อ32101 5/2 734	อ30221 4/8 633			อ33101 6/11 725	ประชุม วิชาการ 1สัปดาห์		ประชุม วิชาการ 1สัปดาห์
พุธ	อ32101 5/8 511	อ30221 4/1 622		อ32101 5/7 746			กิจกรรม ม.ปลาย 1สัปดาห์	อบรม ม.5 /ลูกเสือ	
พฤหัสบดี	อ33101 6/11 725		อ30221 4/1 622			อ32101 5/10 742			
ศุกร์		อ33101 6/8 512	อ32101 5/8 511	ประชุม กลุ่มสาระ 1สัปดาห์		อ32101 5/2 734	อ32101 5/4 747	อ32101 5/7 746	

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The picture above is example of Teacher schedule for one week. The columns show the period while the cells reflect the day of week. There are nine periods every day. Period 1 starts at 8.40 am. The duration for each period is around 50 minutes or 40 minutes when there are some special occasions in the school like mother's day and others. The last period ends at 16.10 in the afternoon. All the periods do not include the morning ceremony that always be held in the school. The morning ceremony always conducts at 50 minutes before the first period. There is a bell that will ring only when the period is about to begin and to end.

The Surat Thani School has different department for each subject. The teaching system of this school adopts a system that allows one teacher to have responsibility for one subject only. The number of teachers in Surat Thani School is a lot. I am not sure the exact number for them. Probably, there are approximately 100 teachers in total. As in English Department, there are different 2 different kind of English teacher. They are Thai English teacher and foreign/native speaker English teacher. The students will learn about English writing and reading skill with the Thai English teacher. Meanwhile, the foreign English teacher will teach them about speaking and listening skill of English. This combination of teacher

for English subject may help students improve their English skill in a better way.

In addition, a teacher in Surat Thani School has to fill the classroom journal after finishing the teaching session. The journal is about the topic, student's attendance and learning outcome. The teacher should write them briefly.

1.4 Materials and other learning sources

The school provides numerous materials and learning sources for the teacher to perform their best teaching style at every activity in the classroom. The English teachers use a variety of resources like internet, video, student's book, game, presentation file and many more for the learning process in the classroom. The majority of English book that used in Surat Thani School are imported from The US publisher or UK. They use the book from MC Graw Hill Education and Oxford for all level. Of course, they select different books for different grades. Each semester they will buy new book. Although, the school gives the materials for teaching, teacher still has freedom to determine the material and be able to create their own material or adapt some material from other sources like internet for their learning activity.



Students book for English Subject

Furthermore, the implementation of technology in some of aspect of teaching and learning process as well as school management has good application in Surat Thani School. As for example, the attendance of students is recorded using computer in the morning. Every student has to scan their ID card before they come inside to the school. Each classroom already set with a projector, microphone and speaker. The school also manage school website to provide information needed regarding the school like teachers' information, daily schedule, student's activities and announcement. The website is www.st.ac.th. The use of technology can promote the very fun and enjoyable learning in the classroom for students in this millennial era.

1.5 Measurement and evaluation system

In similar with high school in Indonesia, the system of evaluation and measurement in Surat Thani School held twice for one semester. One

year there will be two semester. The student will be assessed through mid-term exam and final examination. The students will not be able to join the examination if their attendance less than 80 %. Therefore, they should not absent for too long. The teacher also will give a remedial test for them who do not pass the standard score.

Not only giving the examination, the teachers also do assessment for the students in the classroom. They assess the students and do some quizzes during the process of learning. Every teacher in Surat Thani School has to report the result of student's measurement and evaluation to the Academic Section before the end of semester. The proportion of assessment for English subject is below.

Element of Assessment	percentage
Quizzes	25 %
Authentic assessment (task / group assignment)	25 %
Mid Examination	20 %
Final Examination	30 %

While this following table is the grading system:

Score ranges	Grade
0-49	0 (failed)
50-54	1
55-59	1.5
60-64	2
65-69	2.5
70-74	3
74-79	3.5
80<	4

1.6 Curriculums

Surat Thani School implements the curriculum from Thailand ministry of Education. This is an obligatory for school in Thailand to use the curriculum form the ministry. However, some modification and adaptation as needed is allowed. The curriculum is called The Basic Education Core Curriculum 2001. This curriculum is designed for all subjects in Thailand. This curriculum promotes the communicative approach and students-centered learning style into implementation of teaching as a core of the teaching methods in English subject especially.

Generally the main content of language learning curriculum in Thailand is reflected on these following strands:

1. **Language for Communication:** use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately
2. **Language and Culture:** use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application
3. **Language and Relationship with Other Learning Areas:** use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views
4. **Language and relationship with Community and the World:** use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

Moreover, the curriculum face expansion from four strands mentioned before into seven standards for students in all level of secondary school. Each standard has different indicators for each level. The standard division are:

1. Standard 1.1 Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning.
2. Standard 1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.
3. Standard 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing.

4. Standard 2.1 Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.
5. Standard 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.
6. Standard 3.1 Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.
7. Standard F4.1 Ability to use foreign languages in various situations in school, community and society.
8. Standard F4.2 Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
-	4. Answer questions from listening to sentences , dialogues or simple tales with illustrations.	4. Answer questions from listening to or reading sentences , dialogues or simple tales.	4. Answer questions from listening to and reading sentences , dialogues and simple tales.	4. Tell the main points and answer questions from listening to and reading dialogues and simple tales or short texts.	4. Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.

			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
-	-	4. Choose/specify the topic, main idea and supporting details and express opinions about what has been heard and read from various types of media, as well as provide justifications and examples for illustration.	4. Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

This table is an example of indicators

1.7 Teaching plan (of your major)

I was assigned to teach English Subject in Suratthani School. There were no fixed maximum or minimum for how many time to teach the students in the assigned school from the SEA-Teacher Committee, in this case, Suratthani Rajabhat University as my host university. The Surat Thani School also did not have the requirement minimum standard of teaching for student-teacher. As consequence, at the beginning I decided to teach the students at least four times. The reason was because in my English Department at Islamic University of Indonesia set the minimum teaching practice for students-teacher to do teaching at least 4 time during the field study program.

Chapter II

2. Pedagogical Contents

2.1 Teaching methods

The English Department in Surat Thai School uses a couple of teaching method and strategies to let their student learning English well. According to the curriculum, the teaching methods and strategies should promote the communicative learning approach and students-centered learning. The curriculum is relevant to the post-method era of teaching methodologies. The English teaching processes in Surat Thani School follow the standard of teaching stages. It starts with the warming up activity, then presentation stages, continues with the practice and production stages.

During my observation, most of the teachers were implementing the post-method of teaching methods. The teacher said that they done with student's analysis need at the beginning of semester in order to determine the best teaching method for the students. However in the implementation of teaching, the teacher did not use different way of teaching different students. The teacher used one lesson plan in with only implement one strategy of teaching for all characteristic of students. My mentor told me that sometime, one lesson plan does not work for all students at different class similarly due to the different of student's characteristics.

The teachers at Surat Thani School that I observed generally use these following teaching methods:

- Implementing technology in the classroom: the use computer and projector as well as cellular phone for students are allowed in some classes during the learning process. The teachers are aware that technology can help students learn at their best. Therefore, they do not prohibit the use of technology in the classroom. There are some students who do not use any technology while teaching. They still only depend on student's book.
- Teacher-lecturing style. This method is teacher favorite way to teach students. They will speak a lot about the topic and give limited chance for student to share their knowledge or idea. The main knowledge source in the classroom is the teacher.
- Student's book used all the time. The teacher and student use the book almost every meeting. The teachers try to maximize the student's book in the classroom when learning English.
- Providing audio and visual media. Some visual media like picture and video are used sometime to help the students understand the material effectively. The teachers get the picture or video from either the internet or their own photos.

2.2 Learning materials and innovation

The whole learning materials are prepared by the teachers in Surat Thani School. The teachers use a variety of materials and media to teach the student for English subject. As explained before, the English teacher at Surat Thani School utilize common material and media of teaching such as book, visual media (picture and video), and technology. Related about the innovation, English Department of Surat Thani School differentiates the English teacher. The Thai English teachers will teach only about writing and reading skill as well as the grammar. The foreign English teachers, who mostly come from the native speaker of English countries, will handle the speaking and listening skill for the students.

2.3 Sources of learning and technology

The source of learning in Surat Thani School is many. The main source for learning in English subject is the student's book and the teacher. There is a library at school for students to gain the book for assistance when their student's book does not help them much. Further, the school also provide internet through school Wi-Fi which can be accessed by all of the students and teachers. Students also can benefit a computer room that designed to help them in learning process with good facilities. As for the teacher, there is one copy machine in the English department which gives them access to copy the material or worksheet for free.

2.4 Authentic assessment

The teachers in Surat Thani School do the authentic assessment for the students during the learning process in the classroom. The authentic assessment focuses on what the students learning and how they understand the content of knowledge that has been delivered by the teachers. Additionally, it also assesses how the students implement their knowledge from the classroom into real practice outside the classroom. The authentic assessment contributes 25 % of total students grade.

Chapter III

3. Teaching Plan

3.1 Curriculum

As I mention before that for English subject, the curriculum used the similar Basic Core Curriculum 2001 from the Education Ministry of Thailand. The curriculum was good with the focus on communicative learning approach and attempt to implement the student-centered learning. The detail of curriculum is attached below:

Learning Area of Foreign Languages

Why it is necessary to learn foreign languages

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

What is learned in foreign languages?

The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

- **Language for Communication:** use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

- **Language and Culture:** use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

- **Language and Relationship with Other Learning Areas:** use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

- **Language and relationship with Community and the World:** use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

Learners' Quality

Grade 3 graduates

- Act in compliance with the orders and requests heard; pronounce the alphabet, words, groups of words, simple sentences and simple chants by observing the principles of pronunciation; accurately tell the meanings of the word and groups of words heard; answer questions from listening to or reading sentences, dialogues or simple tales
- Engage in interpersonal communication using short and simple words by following the models heard; use simple orders and requests; tell their needs in simple words; request and give data about themselves and their friends; tell their own feelings about various objects around them or various activities by following the models heard
- Verbally provide data about themselves and matters around them; categorise words according to the types of persons, animals and objects about which they have heard or read
- Speak and make accompanying gestures by observing social manners/culture of native speakers; tell the names and simple terms about festivals/important days/celebrations and lifestyles of native speakers; participate in language and cultural activities suitable to their age levels
- Tell differences concerning sounds of the alphabet, words, groups of words and simple sentences in foreign languages and those in Thai language
- Tell the terms related to other learning areas
- Listen/speak in simple situations in the classroom

- Use foreign languages to collect relevant terms around them
- Are skilful in using foreign languages (with emphasis on listening and speaking) to communicate about themselves, their families, schools, the surrounding environment, foods, beverages and free time and recreation with a vocabulary of around 300-450 words (concrete words)
- Use one-word sentences and simple sentences in conversations as required for situations in daily life

Grade 6 graduates

- Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories
- Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications
- Speak/write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them
- Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/important days/celebrations/lifestyles of native speakers; participate in language and cultural activities in accordance with their interests
- Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais
- Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing
- Use languages to communicate various situations in the classroom and in school
- Use foreign languages in searching for and collecting various data
- Are skilful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and

recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words)

- Use simple and compound sentences to communicate meanings in various contexts

Grade 9 graduates

- Act in compliance with requests, instructions, clarifications and explanations that they have heard or read; accurately read aloud texts, news, advertisements, tales and short verses by observing the principles of reading; specify/write various forms of non-text information related to sentences and texts that they have heard and read; choose and specify the topics, main ideas and supporting details, and express opinions about what they have heard or read from various types of media, as well as provide justifications and examples for illustration
- Converse and write for an exchange of data about themselves, various matters around them, situations and news of interest to society, and communicate such data continuously and appropriately; use appropriate requests, clarifications and explanations and give suitable instructions; speak and write to show needs; offer and provide assistance; accept and refuse to give help; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about what they have heard or read; speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as to provide appropriate justifications
- Speak and write to describe themselves, experiences, news/incidents/various issues of interest to society; speak and write to summarise the main idea/theme or topic identified from the analysis of matters/news/incidents/situations of interest; speak and write to express opinions about activities, experiences and incidents, as well as provide justifications
- Choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; explain about the lifestyles, customs and traditions of native speakers; participate in/organise language and cultural activities in accordance with their interests
- Compare and explain similarities and differences between pronunciation of various kinds of sentences and word orders regarding structures of sentences in foreign languages and in Thai language; compare and explain the similarities and differences between the lifestyles and culture of native speakers and those of Thais and apply them appropriately

- Search for, collect and summarise data/information related to other learning areas from learning sources, and present them through speaking and writing
- Use language for communication in real situations/simulated situations in the classroom, school, community and society
- Use foreign languages in searching/conducting research, collecting and drawing conclusions about knowledge/various data sources from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area in foreign languages
- Are skilful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality)
- Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

Grade 12 graduates

- Observe instructions in manuals for various types of work, clarifications, explanations and descriptions that they have heard and read; accurately read aloud texts, news, announcements, advertisements, poems and skits by observing principles of reading; explain and write sentences and texts related to various forms of non-text information that they have heard or read; identify the main idea, analyse the essence, conclude, interpret and express opinions from listening and reading feature articles and materials for entertainment purpose, as well as provide justifications and examples for illustration
- Converse and write to exchange data about themselves, various matters around them, experiences, situations, news/incidents, issues of interest and communicate them continuously and appropriately; choose and use requests, clarifications, explanations and give instructions; speak and write to show needs; offer and provide assistance; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news/incidents about which they have heard and read; speak and write to describe their own feelings and express opinions about various matters, activities, experiences and news/incidents with proper reasoning
- Speak and write to present data about themselves/experiences/news/incidents, matters and various issues of interest; speak and write about the main idea and theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests; speak and write to express opinions

about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration

- Choose the language, tone of voice, gestures and manners appropriate to the level of the persons, time, occasions and places by observing social manners and culture of native speakers; explain/discuss about lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers; participate in, advise and organise language and cultural activities appropriately
- Explain/compare differences between structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language; analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them with proper reasoning
- Conduct research/search for, make records, conclude and express opinions about the data related to the learning areas from various sources, and present them through speaking and writing
- Use language for communication in real situations/simulated situations in the classroom, school, community and society
- Use foreign languages in searching for/conducting research, collecting, analysing and summarising knowledge/various data from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area/nation in foreign languages
- Are skilful in the use of foreign languages (with emphases on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, interpersonal relationships, free time and recreation, health and welfare, selling and buying, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 3,600-3,750 words (words with different levels of usage)
- Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

3.2 Teaching plan related of your major

Regarding my plan of teaching, I would like to teach English subject because my major is English Education. The level of students that I preferred was senior high school students with level of English proficiency A1- B1. Reading skill and speaking skill were my favorite skill to teach the students because I am quite good on it. In Surat Thani School, I was instructed to teach the M4/grade 10 and M5/grade 11 Students. My mentor gave me the curriculum as guidance to make the lesson preparation. Concerning about the topic, I should follow the students' book given by my mentor. My mentor allowed me choosing the

material as my preferable as long still in the book and in-line with the curriculum.

During the program of SEA-Teacher Project for about one month, I made three lesson plans. The details about my lesson plan are here:

First Lesson Plan



SEA-TEACHER
Project batch 4
5 August – 2 Sept 2017



LESSON PLAN

School	: Suratthani School	Unit Title	: TV Around the World
Subject	: English	Topic	: Direct and Indirect
		Object	
Grade	: Mathayom 5 / Grade 11	Skill	: Grammar
Meeting	: 1	Time	: 50 Minutes

A. Learning Objectives

After learning this lesson, students will be able:

1. To use direct and indirect object in the correct sentence
2. To mention the direct and indirect object in the sentence

B. Language Form (Grammar)

- Direct and Indirect Object

C. Language Function (Grammar integrated with writing skill)

- Using grammar for writing a story

D. Instructional Activities

Stage 1: Lead In / warming up			
Activity	Materials/Media	Instructional Language	Time
1. Teacher open the class by greeting, asking the absence and		<i>Hello, good morning students. How is your feeling? Do you feel good or not today? I hope you are feeling nice.</i>	5 minutes

condition		<p><i>Does someone absence today?</i></p> <p><i>All right, before we start our lesson, I would like to show you a short episode of movie first. Please pay attention carefully.</i></p> <p><i>Next I will ask you some questions.</i></p> <p><i>Is that clear enough?</i></p> <p>*Lead In question:</p> <p><i>What is the video about?</i></p> <p><i>Where do you usually find this kind of video?</i></p> <p><i>Do you remember what the actor said?</i></p>	
2. The teacher play a video about a commercial TV ads in the class			

Stage 2: Main Activity / Presentation

Direct object	
Noun / pronoun that receive the action verb	A noun / pronoun to answer the question “ what? ” or “ whom? ”

Indirect object	
Noun / pronoun to tell to or for whom the action is done	A noun / pronoun to answer the question “ <i>to whom?</i> ”, “ <i>for whom?</i> ”, “ <i>for what?</i> ”.

Indirect Object

TO	FOR
<p>When the indirect object is receiving something</p> <p>Verbs → Lend, bring, confess, take, sing, show, write, pay, sell, send, promise, give, hand, offer</p>	<p>When the indirect object is benefitting from kind of help</p> <p>Verbs → cook, find, keep, make, order, reserve, get, buy, book, build, leave</p>

Activity	Materials/Media	Instructional Language	Time
<p>1. The teacher asks one student to write a sentence from the video in the blackboard.</p> <p>2. The teacher informs the students about the main topic of learning in this meeting</p> <p>3. The teacher explains briefly about the grammatical content</p>	<p>Black Board</p> <p>video</p> <p>PowerPoint</p>	<p><i>Ok Now, Anyone please help me to write a sentence from the video here.</i></p> <p><i>Thank You</i></p> <p><i>Students, please look at the sentence. Do you know where is the subject, predicate and the object of this sentence?</i></p> <p><i>That's right. So we are going to learn about direct and indirect object.</i></p> <p><i>Do you have any idea about it? What is direct object?</i></p> <p><i>What is indirect object?</i></p> <p><i>Ok. Now, listen up carefully.</i></p> <p><i>1. Direct object is a noun/pronoun that</i></p>	<p>15 minutes</p>

		<p>receives the action verb. It is the answer for question “What?” and “Who?”</p> <p>Here are some of the examples:</p> <ul style="list-style-type: none"> - Desi enjoyed the film so much - She took a picture of So Jong Ki - Jane won the beauty contest <p>2. As for the indirect object, it refers to noun/pronoun which tells to or for whom the action is done.</p> <p>The example:</p> <ul style="list-style-type: none"> - My Boss gave me the TV schedule - Paul repaired his TV - They handed us the music concert tickets <p>Moreover, for the indirect object we usually used to or for.</p> <p>To is used when the indirect object is receiving something.</p> <p>As example:</p> <ul style="list-style-type: none"> - My friend wrote a letter to me - Marcel showed a Cartoon channel to his sister - Rio gave a popcorn to them 	
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<p>4. The teacher checks the students' understanding about the topic</p> <p>5. The teacher gives exercise for students when they are understood about the topic</p>		<p><i>Then, we used for when the indirect object is benefiting from some kind of help.</i></p> <p><i>Example :</i></p> <ul style="list-style-type: none"> - <i>The song writer made a song for his friend</i> - <i>The actor was leaving the city for us.</i> - <i>They find a new agency for her</i> <p><i>Alright, do you have any question so far?</i> <i>Do you understand it?</i></p> <p><i>If there is no question, let's do the exercise for 5 minutes ahead.</i> <i>So, what should you do?</i> <i>Yes. You can start to work now.</i></p>	
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Direction: Circle each direct object. Underlined the indirect object

1. Kim Bum made us the costume for the show
2. My friend June bought them chips and soda for the party
3. Ken thanked me for my help
4. Her mom gave her a gift
5. Nathan told him the best movie
6. The newscasters reported an accident this morning
7. The news informed us about the new regulation
8. Billy brought me a copy of music albums

Put the sentences in the correct column!

1. I recorded it _____ you
2. Alberto wrote a letter _____ Ella
3. He confessed his identity _____ her
4. She kept reading the letter _____ herself

5. He cooked meals _____ her
6. He bought a beautiful ring _____ her
7. He even sent flowers _____ her
8. He would never do that _____ her

To	For
	John reserved a drink for her (example)

Stage 3 : Practices			
Activity	Materials/Media	Instructional Language	Time
1. The teacher asks students to check their answer together	worksheet	<i>So, have you finished?</i> <i>Let's check the answer together.</i> <i>Good. What is the answer for number 3.</i>	15 minutes
2. The teacher gives students other exercise.		<i>For the next activity, please do with your group consist of 10. You need to put the sentence in the correct column. I will give you 10 minutes to finish it.</i> <i>Is that clear?</i>	
3. The teacher asks one student of each groups to come forward to show their works		<i>If your groups have finished with the task, please put it on the blackboard.</i>	
Stage 4 : Production			
Activity	Materials/Media	Instructional Language	Time
1. The teacher gives instruction to	Students book exercise	<i>Then, still with your group, please complete the paragraph with</i>	15 minutes

<p>work in the group to complete the paragraph using the direct and indirect object.</p> <p>2. The teacher asks students to submit their works.</p>		<p><i>sentence using direct and indirect object. The sentence should be based on the picture.</i></p> <p><i>Do you got it.</i></p> <p><i>I'll give you another 5 minutes to it.</i></p> <p><i>Alright, the time is up. Please submit your task right now. It is okay if you have not finished. Just give your work to me</i></p> <p><i>Thank you</i></p>	
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Stage 5 : Closing and Review/reflection

Activity	Materials/Media	Instructional Language	Time
<p>1.The teacher ask students to review the lesson shortly</p> <p>2.The teacher closes the class with greeting</p>		<p><i>So, what we have learned to day?</i></p> <p><i>What is direct object? What is indirect object?</i></p> <p><i>When we use to for indirect object/</i></p> <p><i>Ok. Thank you for today. I hope you enjoyed our meeting. See you in next class.</i></p>	5 minutes

Materials / Resources

- www.youtube.com
- www.busyteacher.com

Assessment

Using formative assessment (monitor students during the process of learning)

1. Oral reflection in the end of class by asking “what have you learned today?”
2. Portfolio, instructing students to submit their writing task

Suggestions / Comments**Teacher Identity:**

Name : Ianatul Khoiriyah

Univ. : Islamic University of Indonesia

Second Lesson Plan

SEA-TEACHER
Project batch 4
5 August – 2 Sept 2017

**LESSON PLAN**

School	: Suratthani School	Unit Title	: Take My Advice
Subject	: English	Topic	: Modal “Should”
Grade	: Mathayom 4 / Grade 10	Skill	: Reading Comprehension
Meeting	: 1	Time	: 50 Minutes

E. Learning Objectives

After learning this lesson, students will be able:

3. To identify the content of text (main idea)
4. To identify some detail information from the text
5. To give suggestion based on the problem in the text

F. Language Form (Reading Comprehension)

- Modal “Should”

- G. Language Function** (Reading skill integrated with grammar and writing skill)
- Giving advice for a certain problem based on a text

H. Instructional Activities

Stage 1: Lead In / Pre- Reading Activities			
Activity	Materials/Media	Instructional Language	Time
1. Teacher open the class by greeting, asking the absence and condition 2. The teacher shows picture and asks questions to students.	Pictures	<i>Hello, good morning students.</i> <i>How is your feeling? Do you feel good or not today? I hope you are feeling nice.</i> <i>Does someone absence today?</i> <i>Ok. I have pictures here. Let's take a look.</i> *Lead In question: <i>What is the picture about?</i> <i>Do you like chocolate bar, cake, drink, and ice cream?</i> <i>How much chocolate do you have every week?</i> <i>Do you think it is bad that some children eat a lot of chocolate?</i>	5 minutes

Stage 2: Main Activity / Presentation

Subject +	Should / Should not +	Verb1	Compliment/Object
Example: <ol style="list-style-type: none"> 1. Tania should try to eat fruit 2. Stella should buy another food 3. Her family should not give her a lot of chocolate 			

Activity	Materials/Media	Instructional Language	Time
<p>3. The teacher asks students and writes two sentences in the black board</p> <p>4. The teacher informs the students about the main topic of learning in this meeting</p> <p>5. The teacher explains briefly about the grammatical content</p>	<p>Black Board</p> <p>PowerPoint</p>	<p><i>Ok. Now please imagine someone who eats chocolate a lot every day. What does the word to describe her/him?</i></p> <p><i>Yes, Exactly. Addiction.</i></p> <p><i>He is addicted to chocolate. She has an addition of chocolate.</i></p> <p><i>Could you mention some other thing that people may be addicted to?</i></p> <p><i>That's right. We will learning about giving suggestion using modal "should"?</i></p> <p><i>Anyone know how to use should?</i></p> <p><i>Do you know the formula?</i></p> <p><i>Yes. Take a look at this sentence.</i></p> <p><i>Here is the word "should". This is called subject, predicate and object/compliment right?</i></p> <p><i>So the formula is S+ "should"+ Verb + Compliment/Object</i></p>	<p>15 minutes</p>

6. The teacher checks the students' understanding about the topic		<p><i>Alright, do you have any question so far?</i> <i>Do you understand it?</i></p> <p><i>If there is no question, Ok. Now you are going to read a text about Cheryl who has addiction to chocolate. Read carefully for 5 minutes and then answer this question on the PowerPoint?</i></p> <p><i>So, what should you do?</i> <i>Yes. You can start to work now.</i></p>	
7. The teacher asks students to read a short article			

Practice 1

1. What is the letter about?
2. What is the main idea of 3rd paragraph in the letter?
3. How much chocolate that Cheryl eats for one day?
4. In your opinion, who is she writing to?

Practice 2

Are the following sentences True or False?

- | | |
|---|-------|
| 1. Cheryl loves chocolate so much | True |
| 2. Cheryl is the middle child in her family | |
| 3. She is a mother | |
| 4. Sarah is one of her sisters | |
| 5. Cheryl feels ill if she stops eating chocolate | |
| 6. She feels both good and bad after eating chocolate | |
| 7. It's very easy to buy chocolate | |
| 8. Her family doesn't give her any help | |

Stage 3 : Practices			
Activity	Materials/Media	Instructional Language	Time
<p>4. The teacher asks students to compare the answer</p> <p>5. The teacher gives students exercise 2.</p> <p>6. The teacher gives feedback and discuss the answer together with students</p>	<p>PowerPoint</p> <p>Worksheet</p>	<p><i>Ok. Let's see what your answer is.</i></p> <p><i>Good.</i></p> <p><i>For the next activity, please read again the text. After that, do the exercises 2. Please decide if the sentences are True or False.</i></p> <p><i>Is that clear? You do it for 5 minutes ahead</i></p> <p><i>Ok. The time is up. Let's check together the answer. Number 1, Do you think it is true or false?</i></p> <p><i>Ok. Excellent. Number 3... etc.</i></p>	10 minutes

Stage 4 : Production			
Activity	Materials/Media	Instructional Language	Time
<p>3. The teacher gives instruction to work in the group of 4 to write a letter back to Cheryl. The students have to come up with some idea/solution to help Cheryl.</p>	Worksheet	<p><i>Alright. I will group you. This four is group 1 and this is 2... etc</i></p> <p><i>Ok. With your group please write a letter back for Cheryl which provides idea to help her.</i></p> <p><i>Do you got it.?</i></p> <p><i>I'll give you another 10 minutes to do it.</i></p>	16 minutes

4. The teacher asks students to submit their works.		<p><i>Students, Please submit your group assignment to me. We ran out of time.</i></p> <p><i>Thank you</i></p>	
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Stage 5 : Closing and Review/reflection

Activity	Materials/Media	Instructional Language	Time
3.The teacher asks students to review the lesson shortly		<p><i>So, what we have learned to day?</i></p> <p><i>What is the formula to use modal should in giving suggestion?</i></p>	5 minutes
4.The teacher closes the class with greeting		<p><i>Ok. Thank you for today. I hope you enjoyed our meeting. See you in next meeting.</i></p>	

Materials / Resources

- www.google.com
- www.onestopenglish.com

Assessment

Using formative assessment (monitor students during the process of learning)

1. Oral reflection in the end of class by asking “what have you learned today?”
2. Portfolio, instructing students to submit their writing task and the exercise

Suggestions / Comments

Teacher Identity:

Name : Ianatul Khoiriyah

Univ. : Islamic University of Indonesia

Third Lesson Plan



SEA-TEACHER
Project batch 4
5 August – 2 Sept 2017



LESSON PLAN

School	: Suratthani School	Unit Title	: The Art of Advertising
Subject	: English	Topic	: Tourism Attraction (Language in Context)
Grade	: Mathayom 4 / Grade 10	Skill	: Listening Skill
Meeting	: 1	Time	: 50 Minutes

I. Learning Objectives

After learning this lesson, students will be able:

6. To identify some details information in the advertisement video or audio
7. To answer questions (5W1H) related to the detail information from advertisement video
8. To communicate the detail information to other

J. Language Form (Listening Skill)

- Listening for detail information (5W1H: What, Where, When, Why and How)

K. Language Function (Listening skill integrated with writing skill)

- Using the detail information from ads video to make simple ads poster

L. Instructional Activities

Stage 1: Lead In / Pre- Reading Activities			
Activity	Materials/Media	Instructional Language	Time
3. Teacher open the class by greeting, asking the absence and condition	Tourism advertorial Poster	<i>Hello, good morning students. How is your feeling? Do you feel good or not today? I hope you are feeling nice.</i>	5 minutes
4. The teacher shows poster and asks questions to students.		<i>Does someone absence today?</i> <i>Ok. I have pictures here. Let's take a look.</i> *Lead In question: <i>Do you what is the poster about?</i> <i>Is an advertisement?</i> <i>How many kinds of advertisement do you know?</i>	

Stage 2: Main Activity / Presentation

Listening for Details

- Listening for details is listening to get the specific information / details information
- The detail information is about 5W1H (What, Where, Who, Why and How)

Activity	Materials/Media	Instructional Language	Time
8. The teachers writes student's answer and highlights the video advertisements in the black board	White Board, Marker	<i>Ok. These are some kinds of advertisement that you know. For the video advertisement, or when there is a video, what kind of activity that we do?</i> <i>Yes, watching. We also do</i>	10 minutes

<p>9. The teacher informs the students about the main topic of learning in this meeting</p> <p>10. The teacher explains briefly about the grammatical content</p> <p>11. The teacher asks questions related the video.</p> <p>12. The teacher checks the students' understanding about the topic.</p>	<p><i>listening, right?</i></p> <p><i>Today, we are going to learn about "Listening for detail".</i></p> <p><i>Do you know about it? What is listening for details?</i></p> <p><i>Yes. Listening for detail is listening to get the specific information in the video or audio.</i></p> <p><i>The specific information is used to answer the questions (5W1H). Do you know 5W1H? Yeah, they are what, where, when, who, why and how.</i></p> <p><i>Then, let's see the example. I will play a video. You should pay attention. Here it is.</i></p> <p><i>So, from the video, What is it about? Where is the video take place?</i></p> <p><i>Alright, do you have any question so far?</i></p> <p><i>Do you understand it?</i></p>
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Practice 1

1. Where is the location of Meos Mansar?
 - a. NTB b. West Papua c. Papua New Guinea
2. Why the government set a village as tourist attraction?
 - a. There are a lot of tourist visit the village
 - b. In order to provide extra income

- c. Because it is beautiful
3. How many tourism villages in the Province?
a. Seventeen b. Eighteen c. Nineteen
4. How many hours needed to arrive in Meos Mansar from the capital of Raja Ampat?
a. One hour b. one and half hours c. two hours
5. What do the local women in the community make there?
a. String bag and hat b. Shoes and clothes c. Batik

Stage 3 : Practices			
Activity	Materials/Media	Instructional Language	Time
7. The teacher instructs the students to do the practice 1.	Computer, Speaker, Projector Worksheet	<i>Ok, Now let's do the exercise 1. Answer the questions based on the video again. Please listen carefully; You may take some note if you want.</i>	10 minutes
8. The teacher gives feedback and discuss the answer together with students		<i>Is that clear? What should you do?</i> <i>Ok. The time is up. Let's check together the answer. Number 1, What is the answer? Ok. Excellent. Number 3... etc.</i>	

Stage 4 : Production			
Activity	Materials/Media	Instructional Language	Time
5. The teacher gives instruction to work in the group of 8 to make a poster based on the information from the advertisement video.	Worksheet	<i>Alright. Now. Please make a group consist of 8 members. Our next activity will be a group work. Then Seat with your group, please.</i> <i>The instruction is You should make a simple advertisement poster based on the detail information in the video that I will later. When I play the video,</i>	20 minutes

6. The teacher asks students to submit their works.		<p><i>Please listen carefully and make some notes. It might help you.</i></p> <p><i>Do you understand what are going to do? What is it?</i></p> <p><i>Ok. I will give you 15 minutes to make your poster. You can start after the video finish.</i></p> <p><i>It seems the time is running out. For the submission, please upload your advertisement poster on your Instagram account and tag me. So I can check it there.</i></p>	
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Stage 5 : Closing and Review/reflection

Activity	Materials/Media	Instructional Language	Time
3.The teacher asks students to review the lesson shortly		<p><i>So, what we have learned today?</i></p> <p><i>What is listening for details? What The detail information are about?</i></p>	5 minutes
4.The teacher closes the class with greeting		<p><i>Ok. Thank you for today. I hope you enjoyed our meeting. See you in next meeting. Bye-bye</i></p>	

Materials / Resources

- https://www.youtube.com/watch?v=79qjW_1E7s8
- <https://www.youtube.com/watch?v=CB70skVw3nU&t=89s>
- www.youtube.com

Assessment

Using formative assessment (monitor students during the process of learning)

3. Oral reflection in the end of class by asking “what have you learned today?”
4. Portfolio, instructing students to submit their practice 1 and poster task.

Suggestions / Comments**Teacher Identity:**

Name : Ianatul Khoiriyah

Univ. : Islamic University of Indonesia

Chapter IV

4. Observation on Teacher(s)

4.1 Planning for teaching

The first week of this SEA-Teachers project was observation. I did some observations in several classes. I observed my mentor classes, Teacher Kookai's Class and Teacher Ed's Class. The classes that I observed were mostly English subject classes except the class of Teacher Ed. Teacher Ed is a science teacher for grade 6 or Mathayom 1. The observed classes varied from grade 10 or Mathayom 4 to grade 12 or Mathayom 6. My mentor teaches English subject for only the reading and writing skill. The students learn about other two skills which are listening and speaking with the native English speaker Teachers.

The first day of observation was on Teacher Mee's class. It was M4/1 class. The teacher taught about writing a paragraph especially punctuation. The class was good. The teacher gave them some exercise and did vocabulary building activity as well. According to my observation, my mentor did not have much preparation for teaching. He got the planning for teaching in short time. He did use or read the lesson plan before or when he taught the students. He just came in the classroom and started to teach the students using the book and his computer. Probably, he memorized it already or he got used to teach the students.

4.2 Preparing lessons and materials

The materials that used in the classroom by Teacher Mee were mostly easy to make or to get. My mentor would always prepare the lesson material before going to the classroom. The English teacher used materials such as power point presentation, worksheet, student's book and video. In every meeting, the teacher would use different material to teach different topic. As an example, my mentor used student's book and power point presentation to teach the student of Mathayom 4 about writing a paragraph. He started by giving explanation and example first and then asked student to work with their student's book. The student's book provided some practice about the topic that been taught.

4.3 Teaching in class

Teachers in Surat Thani School implemented different way of teaching in the classroom. Some were being good teachers and others were being strict or cool teachers. The English teachers were the kind teacher. Their class would be relaxing class for the students because the teacher

would not give them such a home work to do after the school. My mentor was one of them who did all the activities for English learning in the classroom only. He encouraged the students to learn English in fun way.

My mentor started the class with warming up activities. Then he opened simple discussion with the student by asking some questions about the topic. He did a building vocabulary activity for students sometime. A brief explanation about the topic was there to give the student understanding. Activities for practice were done afterwards. My mentor would wrap all material in a conclusion from the students.

4.4 Measurement and Evaluation

During my observation, my mentor did not give some assessment for students. He did not score students works during the learning process. Once, he was giving remedial test for student who did not pass the mid-term examination in class M4. He checked all students' works in the classroom. The students also submitted their work on Teacher Mee's desk at the office. The evaluation process in Surat Thani School held twice in a semester. There would be mid and final examination to measure student's ability and knowledge.

Chapter V

5. Teaching Practice

5.1 Procedures of teaching

Before I discussed about the teaching procedures, I would talk about the number of teaching practice that I have done in Suratthani School. I did the teaching six times in total with different classes as well as various topics. There were two levels of class that I taught. It was Mathayom 4 and Mathayom 5. They were similar with grade 10 and grade 11. I taught two classes for grade 10 and three classes for grade 11. The grade 10 students that I taught were Mathayom 4/1 and Mathayom 4/8. As in grade 11, I taught the Mathayom 5/7, Mathayom 5/10 and Mathayom 5/4.

The procedures of teaching followed these four steps: 1) Making Lesson Plan, 2) Lesson plans Consultation, 3) Preparing the materials and 4) Teaching the class. I would like to explain the step one by one as briefly as I could. It began with making the lesson plan. Before the process of making lesson plan, my mentor gave me the curriculum and students book that been used for English subject in Surat Thani School. He mentioned that I should study it first before start making the lesson plan. Then, I was instructed to select the class and the topic that I would like to teach as my favor. There was no template for the lesson plan given from Teacher Mee. Therefore, I had a freedom to make the lesson plan based on certain format. Step 2 concerned about the approval from my mentor regarding my lesson. My lesson plan should be accepted and checked by Teacher Mee from the beginning before applying it into the classroom. I consulted my lesson plan through email and offline. I printed the lesson plan and gave it to him to check personally for offline consultation. It needed one day for him to read my lesson plan and to give comment about it. The next step is teaching the class

5.2 Time management and organizing activities

The period of each subject in Surat Thani School is 50 minutes. The teacher should be well-prepared so he/she could manage the time effectively. I tried to manage the allocated time in the lesson plan as effective as possible. I divided the time into 5 main categorizations. The first 5 minutes would be warming up followed by presentation stages for 15 minutes. The next 10 minutes was practice stage for students. The rest were 15 minutes for production and 5 minutes for the closing. I was unable to implement this division on the first meeting. I could manage the time and organize the activities quite well after the first meeting.

5.3 Problem-solving

There were several problems occurred during my teaching practices. I would make it sum it up into some points as following.

- **Language Barrier.**
This was the most challenging part about teaching students in Thailand. The students seemed hardly to understand English. This probably because that the medium of instruction that been used in Thai School for English subject is Thai and English with proportion 70% Thai and 30 % English. In order to cover this problem, I was trying to speak slowly and selected the easy English words when I taught the students in the classroom. Not only that, I repeated my words more than twice to help students get the point of what I was saying. Somehow it was helpful but it took times a lot.
- **Time allocation and classroom management**
The class in Surat Thani was considered as big class because it consists of approximately 40 students. Classroom management was concerning for student teachers like me. To handle all students, I had to be active, sensible and a bit strict. It made the student kept pay attention to the material in the classroom. Regarding time, during my first teaching, I was not familiar to handle 40 students in 50 minutes. My lesson plan could not meet the allocate time. I missed the production stage when the bell rang over. At first, I did not use the proper strategies. However, I managed to handle the students with the similar time on my second, third until sixth of teaching. I found out the strategies that worked on them effectively.
- **Technical Problems**
I faced technical problem when I taught M4 students. I planned to use my laptop to show the students some video and presentation about the material. Unfortunately, there was no connector available that I could use in the class. Thanked to my students that helped me by lending it from another class. Another problem was my laptop did not work all of sudden when I was about to start the class. Then, I covered it by changing the lesson plan a bit. I change the media from using computer to present the material, I used the whiteboard instead. A teacher should prepare some plans for teaching just in case the first plan does not work, there still another plan ready to choose.

5.4 Classroom management

The classroom management was quite problematic to handle a novel teacher or student teacher like me who had no much experience in teaching. The class at Surat Thani School mostly set using square seat arrangement where the teachers' desk is in front of class. The class

consisted of around 40 students. There were no periodical changes for seat arrangements. The students would seat at their position all the semester. Also, some students in certain class were active and talkative. Students brought their hand phone into the class, so they used their phone either to play game or chatting with friend of them.

Responding of that, as for my strategies of classroom management, I had to walk around classroom sometime in order control the student on the track of learning. I would approach or ask the students who played their cellular phone or chatting something not related to the topic with friends. I also commanded the student to seat with their friends when they did group assignment. Checking students understanding about the instruction and material were done during the assisting process. I used to come near students when they were doing the task and asked question. In Addition, I gave students some compliments as reward for students who did the assignment well. Both verbal and non-verbal rewards were there for students.

Chapter VI

6. Summary and Suggestions

6.1 Purposes of practicum

This practicum of teaching for student teacher has several purposes to be achieved over this program. The following are the general aims of this teaching practicum:

- To enable pre-service student teachers to develop their skills and pedagogy
- To encourage the pre-service student teachers to practice their English skills
- To allow the pre-service student teachers to gain a broader regional and world view

In overall, the practicum is purposing student teachers like to prepare our self about professionalism, English skill, knowledge of pedagogy and view of regional and world in order to a good teacher in the future. The experiences from this program would offer me so much advantage about teaching and other things.

6.2 Procedures of practicum

The first step to join this beneficial practicum was registration. I registered myself to the selected committee at my university which was my department. After following all the selection process and completing all required documents, I got selected to join this program in Thailand. There was orientation session from the SEAMEO for all the participants before departure. My university also did pre-departure orientation to give me and my friends some brief knowledge about the dos and donts as participant of this program. Arriving in Thailand, I was assigned at Surat Thani School with other participant from another university and country.

This program divided all the activities into 4 sessions during one month. The first week of this practicum was observation session where I have to be familiar with the school system, the students, the teachers, the academic management and more. The second and the third week were the teaching practices session. All sea-teacher participants had to teach the students after their lesson plans consulted and approved by their mentor. I taught student grade 10 and 11 for 6 times in total. The last week of this practicum was evaluation or seminar. The seminar was conducted at Suratthani Rajabhat University which was my host university. I presented about my teaching experience in Surat Thani School, so did all participant. Finally, after completing all sessions, the whole participant came back to their country with lots of knowledge and story to be shared.

6.3 Outcomes of practicum

This practicum was determined to bring outcome for all parties related with. As for both host university and home university, through this program, it could build and strengthen corporation between them as well as it could provide opportunity for their students and increase the quality of campuses. Then, as for the school which accepted student teacher to do practice teaching there, it might give knowledge, perspective and contribution for students or the teachers at the school because the student teacher probably brought a new different culture and way of teaching.

Moreover, for the participant like me, this practicum provided me quite a lot of outcome. After joining this program, I become the new version of me. I realized that there still so many things to do and lots to learn for me to be a qualified teacher in the future. I got to understand other culture especially Thailand culture and people. My English skill was improved much. I understood the students' characteristic and how to deal them more also be familiar with the education system in Thailand School. My understanding about pedagogy and teaching increased. The last, I knew me better than before. I would like to share my entire story during my stay with others. My experiences would benefit me, my friend, my department and my university.

6.4 The challenges of practicum

In particular, the biggest challenge for me during this program was language barrier. We know that language is an important key that enable us to communicate with other. I only understand in English or Bahasa Indonesia. When I was in Thailand, I used English of course for daily communication. However, there were many people who still unable to speak or understand of English in Thailand. My students were facing difficult to understand my material when I taught them. It was hard to communicate with Thai people. Furthermore, halal food was also bit problematic. I could find them but there were no much choices available. I consumed similar menu every day during my stay in Suratthani.

Another challenge that I found was related about the school environment of my department at Surat Thani School during this program. I was not really sure about what was exactly going on there. However, the student teachers including me did not feel so welcomed by all of people in that department sometime. I did know the name of all teachers there although I was there for approximately one month. There were no conversation between sea-teacher and Thai teachers occurred there, except with the mentor of ours. I and my friends were okay with that. I tried to keep doing well an enjoyed my stay at Surat Thani School.

6.5 Overall impression

I would to thank a lot for giving me chance to join this program. I learned many things and met many new people. I got to know Thailand culture and cuisines. In Surat Thani School, the students were friendly and lovely while some of the teachers at school were humble and kind-hearted. It was amazing to experience all of those at once from this program. I enjoyed my days a lot during this program because I could learn and had so much exciting moment and challenging activities with my new friends in Suratthani, Thailand. My overall impression about this program is wonderful, worth-trying, incredible and unforgettable. I hope more people would join this program in the future.

6.6 Suggestions for future improvement

My suggestions for this program is that whether the committee of SEA-Teacher Project or The host university should set the standard of how many times for the student teachers have to teach the student at assigned school. This standard would not give troubles and disadvantage situation for both the participant and the committee or the school of practicum. One of my friends did the teaching practice for about 20 times in two weeks. It was sure good for her but it was also a burden and tiring for her. She even did not have enough time to take a rest because she should prepare for teaching nearly every day. In contrast, in another situation, my friend was only given 3 times to teach students. What an imbalance.

I also suggest that it is better and helpful for sea-teacher participants to have someone who could help or assist them solving some of their problems that might occur during their stay whenever it is needed. During my stay, our buddies from Suratthani Rajabhat University were helpful but not so much. I and my friend asked some help to them but unfortunately they often could not give a hand due to some reason. We ended up by solving our problems by our own or asking our students to show us some solutions. It was challenging though, but if there is someone, it was sure will be much easier for the participant.