

APPENDIX 2

Document Analysis with Coding
Lesson Plan of Microteaching Subject

Lesson Plan	Meeting	Parts of Lesson Plan	Coding
1	1	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Understand about the topic • Use present tense <p>Specifications</p> <ul style="list-style-type: none"> • The students are be able to understand the topic from teacher's explanation. • The students are be able to fill the gap based on the video that showed. • The students are be able to make a short announcement. • The students are be able to know and use present tense. <p>Preparations</p> <ul style="list-style-type: none"> • The teacher provides media to support learning activities • The teacher introduces about materials that will be learned. <p>Context Classroom</p> <p>Specific Objectives By the end of the lesson, students be able to:</p> <ul style="list-style-type: none"> • Understand about the topic and make a short announcement • Use present tense <p>Macroskill(s) focus: Speaking and Writing Content knowledge: Announcement</p>	

Sociocultural understanding: Knowing how to make an announcement

Learning skills:

- Developing students self-confidence to use English language
- Using target language to achieve communicative purpose

ASSESSMENT

- Explaining main idea from announcement
- Fill the gap based on the video that have showed
- Make short announcement

Teacher Activity

1. Pre-stage

Step 1:

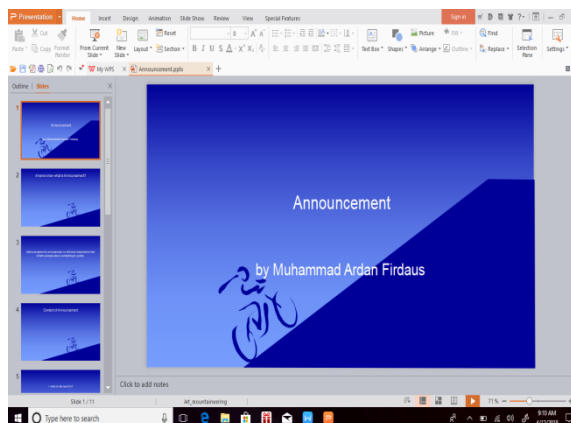
- The teacher applies whispered game
- Teacher introduces the topic of the day

Courseware Material/ Teacher's Material

The teacher shows the definition and the structures of announcement through PPT

DLP/1/M.1-
P.1/TPACK.TK

DLP/1/M.1-
P.1/TPACK.PK



2. While-stage

Step 1:

- The teacher shows the examples of announcement
- The teacher divides the students into groups
- The teacher gives papers to each groups to doing their assignment .

DLP/1/M.1-
P.1/MTE.TC

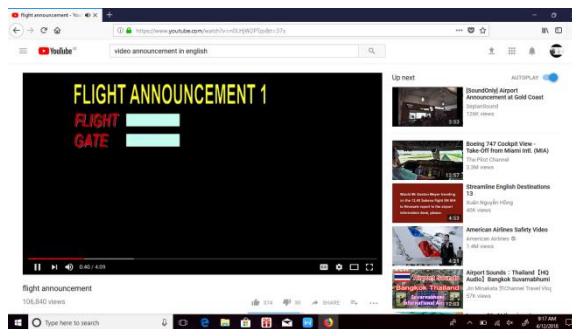
Step 2:

- The teacher shows the example of announcement
- The teacher asks the students to do their assignment (fill the gap) based on the video that have showed before
- The teacher asks the students to make a short announcement

DLP/1/M.1-
P.1/TPACK.PK
DLP/1/M.1-
P.1/MTE.TC

DLP/1/M.1-
P.1/TPACK.CK
DLP/1/M.1-
P.1/MTE.TC

Courseware Material/ Teacher's Material



3. Post-stage

Step 1

- The teacher gives an instruction to the students to come in front of class to introduce themselves .
- The teacher gives an instruction to the students' to summarize all the activity.

MATERIALS

1. Textbook
2. Whiteboard

Learning Objective

At the end of the class all students can/
will be able to:

- Guess the title of poem “Love is a broken car”
- Identify vocabularies meaning of poem “Love is a broken car”
- Interpret the meaning of poem “Love is a broken car”
- Develop a picture into a poem
- Read their own poem

Language Skills:

Reading, writing, speaking

Types of Activities (Procedures)

PRESENTATION/INTRODUCTION/WA
RM UP

2

2

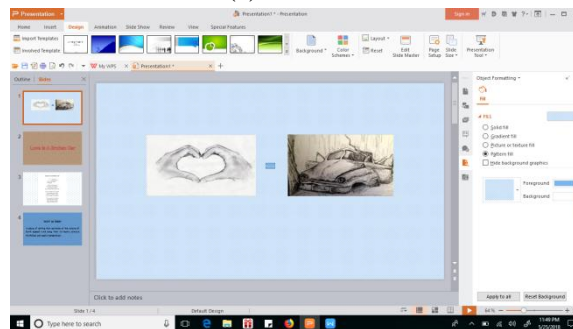
1. Open the class by greetings.
2. Teacher applies guessing pictures.
3. Teacher introduces material of the day – learning poem. (PPT)
For example: The teacher telling the definition of the poem.
4. Teacher will give picture to students (love symbol and broken car picture) and then the teacher ask to the student to guess about the title of the poem that will be discussed in that day.

DLP/2/M.2-
P.2/TPACK.TK

DLP/2/M.2-
P.2/TPACK.PK

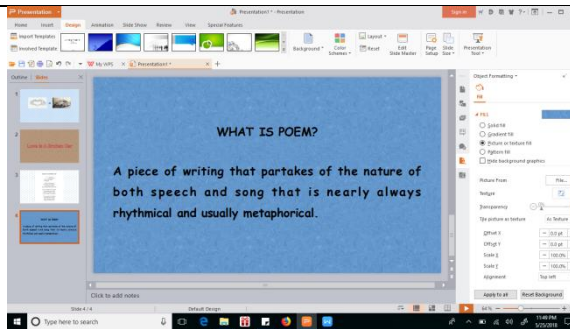
DLP/2/M.2-
P.2/MTE.TC

Material/ Media (s)



DLP/2/M.2/TPA
K.BF

DLP/2/M.2/MTE.
RT



PRACTICE

Step 1: Teacher shows the poem of “love is broken car” (after the student guess the title) and then the teacher asks the some students to read that poem and ask all the students to guess the meaning of vocabularies which contain in the poem.

Step 2: After the students know about the vocabularies, so the teacher asks to the students to interpret the meaning of the poem.

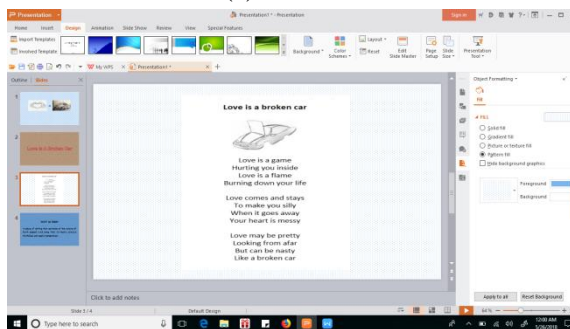
DLP/2/M.2-
P.1/TPACK.TK

DLP/2/M.2-
P.1/MTE.TC

DLP/2/M.2-
P.1/TPACK.CK

DLP/2/M.2-
P.1/MTE.TC

Material/ Media (s)



PRODUCTION

Step 1: The teacher showing a picture (little boy) then the students must makes poem related to the picture that has been given by the teacher.

Step 2: The teacher ask some of the students to read their own poem in front of

DLP/2/M.2-
P.1/TPACK.BF

DLP/2/M.2-
P.1/TPACK.TK

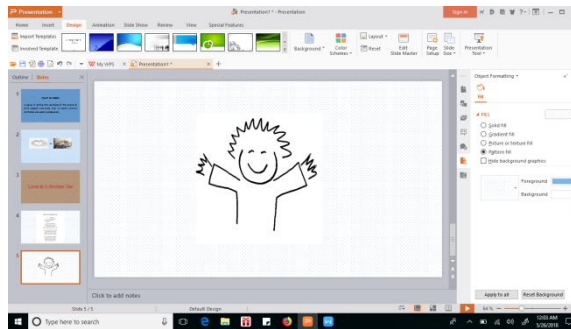
DLP/2/M.2-
P.1/MTE.TC

the class

DLP/2/M.2-
P.1/TPACK.CK

Material/ Media (s)

DLP/2/M.2-
P.1/MTE.TC



A. Competency Standard

Expressing the meaning in written text functional and simple short essay in descriptive form, and recount for interact surroundings environment.

B. Basic Competence

Expressing the meaning in simple short written text functional by using various written language accurately, fluently and thankful for interact in surrounding environment.

C. Indicator

Use and practice speech acts to express opinions, respond to and practice speech acts for opinion and identify various expressions to express/ask for opinions.

3

1

Learning Materials : Asking and Giving Opinion

Asking and Giving Opinion

Asking and Giving Opinion is an expression in English that is used to ask and give opinions about a thing.

Expression Of Asking and Giving

Opinion

Expressing Asking Opinion

Formal

- Do you have any idea?
- Do you have any opinion on ... ?
- Have you got any comments on ... ?
- What is your opinion about ... ?
- What are you feeling about ... ?

Informal

- What do you think of ... ?
- What do you think about ... ?
- What is your idea/opinion?
- How do you like?
- How do you think of (Rani) idea?

Expressing Giving Opinion

Formal

- I personally believe ...
- I personally consider ...
- I personally think/feel ...
- I hold the opinion ...
- Well, personally ...

Informal

- I think it's good/nice ...
- I think that ...
- I think I like it
- In my opinion ...
- In my case ...
- In my mind
- I believe ...
- If you ask me, I feel ...

Activity 1

Watch the video about asking and giving opinion and mention how many asking opinion on the video!

DLP/3/M.1-
P.2/TPACK.TK

DLP/3/M.1-
P.2/TPACK.PK

https://www.youtube.com/watch?v=aFAtPYp_wRg
<https://www.youtube.com/watch?v=qsIK5nH3bSA>
https://www.youtube.com/watch?v=1eq3_m_bSfs

DLP/3/M.1-
P.2/MTE.TC

Activity 2

Make a short dialog based on the word already provided!

DLP/3/M.1-
P.2/TPACK.CK

DLP/3/M.1-
P.2/MTE.TC

Type Of Word

- Cat
- Rabbit
- Bag
- Dress
- Phone
- Hijab
- KPOP
- Justin Bieber
- Ariana Grande
- Yogyakarta

Activity 3

Practice the dialog that has been created with your friends in front of the class!

DLP/3/M.1-
P.2/MTE.TC

Expressing Asking Opinion

Formal

- Do you have any idea?
- Do you have any opinion on ... ?
- Have you got any comments on ... ?
- What is your opinion about ... ?
- What are you feeling about ... ?

Informal

- What do you think of ... ?
 - What do you think about ... ?
 - What is your idea/opinion?
 - How do you like?
-

-
- How do you think of (Rani) idea?

Expressing Giving Opinion

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- I personally believe ...
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Informal

- I think it's good/nice ...
- I think that ...
- I think I like it
- In my opinion ...
- In my case ...
- In my mind
- I believe ...
- If you ask me, I feel ...

Responding Opinion

- I think so
- That's right
- It's true
- I don't think so
- If I may say so
- I disagree
- I can't say that
- I agree
- Mmmm, maybe, but ...
- That's a good idea

A. Competency Standard

The students are able to understand the meaning of the text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

B. Basic Competence

3.7. Students are able to analyze social

functions, text structures, and linguistic elements in simple descriptive texts about famous people, sights and historical buildings, in the context of their use.

4.9. Students are able to edit oral and written descriptive texts, simple, about people, places of interest, and famous historical buildings, with due regard to social functions, text structure, and linguistic elements that are true and contextual.

4.10. Students are able to develop simple descriptive oral and written texts about people, places of interest, and famous historical buildings, taking into account the objectives, structure of the text, and linguistic elements, correctly and in context.

A. Indicator

- a. Students are able to identify generic structure and language features of descriptive text.
- b. Students are able to make a draft of descriptive text writing about classmates.
- c. Students are able to write a subject introduction that contains an introduction about someone to be described.

Learning Materials :

Descriptive text

Descriptive text is a text that describes a particular person, place or thing. Its purpose is to describe and reveal a particular person, place, or thing.

The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- a. Identification is an introduction, a general description of a topic.
- b. Description is to contain the special characteristics possessed by the object, place, or person described.

Descriptive Text Characteristics

- a. Using simple present tense.
- b. Use Noun
- c. Use kinds of adjective
- d. Using verb attribute, like be (am, is, are).
- e. Just focus on one such object.
- f. Provides a detailed explanation such as shape, colour, texture, character, properties, and so on the material object being discussed.

What is the difference between report text and descriptive text?

The difference is the recount text explains something in general, while the descriptive text describes something specific.

DLP/4/M.2-
P.2/TPACK.TK

Activity 1

Students are asked to read examples of descriptive text about people!

DLP/4/M.2-
P.2/MTE.RT

DLP/4/M.2-
P.2/TPACK.PK

Activity 2

Students are required to compile a descriptive text with the images available!

DLP/4/M.2-
P.2/MTE.TC

DLP/4/M.2-

	P.2/MTE.TC
Activity 3 Students are required to create a descriptive text based on the picture!	DLP/4/M.2- P.2/TPACK.CK
	DLP/4/M.2- P.2/MTE.TC
	DLP/4/M.2/TPA CK.BF
	DLP/4/M.2/MTE. RT

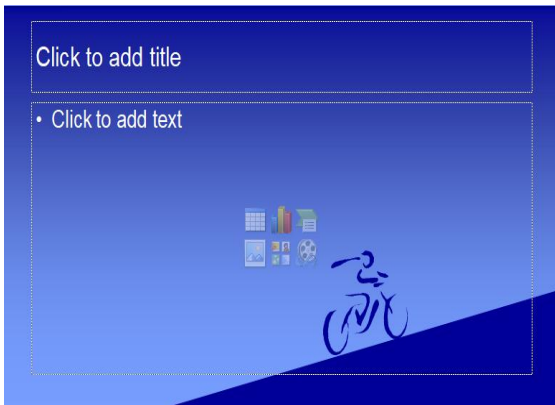
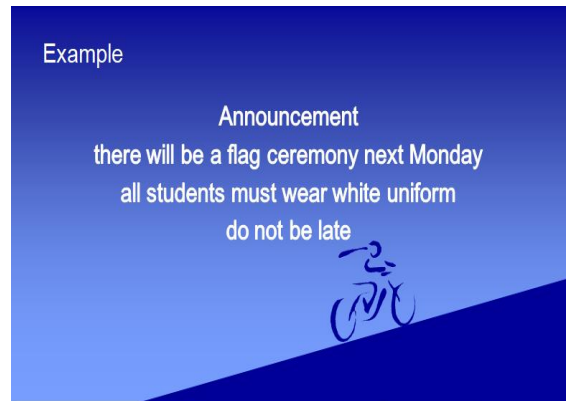
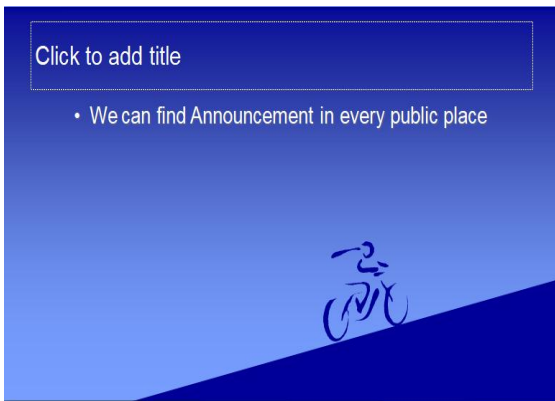
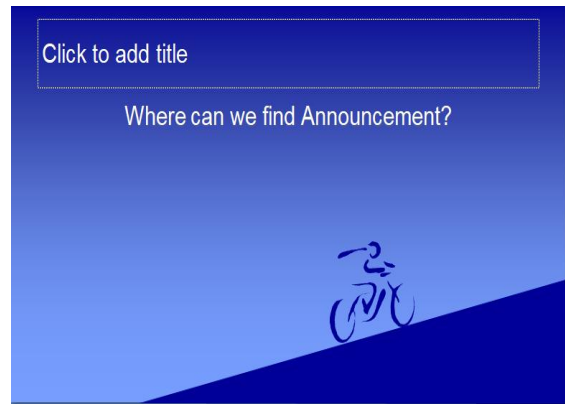
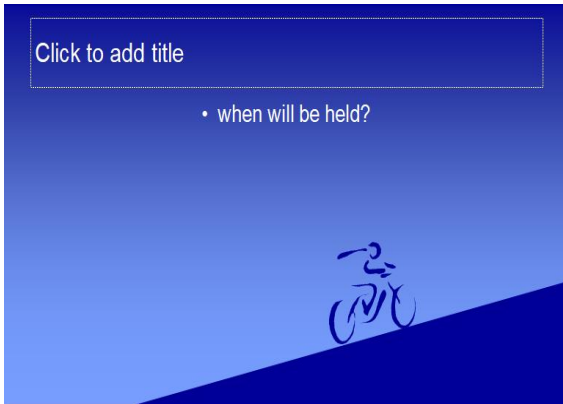
Code	Notes
DTM/1/M.1-P.1/TPACK.TK DTM/1/M.1-P.1/MTE.TC	The students were asked to : - Watch the video and fill the gap
DTM/1/M.1-P.1/TPACK.CK DTM/1/M.1-P.1/MTE.TC	- Please make short announcement with your group
DTM/2/M.2-P.1/TPACK.CK DTM/2/M.2-P.1/MTE.TC DTM/2/M.2-P.1/TPACK.BF DTM/2/M.2-P.1/MTE.RT	The students were asked to : - Guess the meaning of the poem!
DTM/2/M.2-P.1/TPACK.PK DTM/2/M.2-P.1/MTE.TC DTM/2/M.2-P.1/TPACK.BF	- Make a poem related to the picture of “LITTLE BOY”!
DTM/2/M.2-P.1/MTE.TC	- Read the poem in front of the class!
DTM/3/M.1-P.2/TPACK.TK DTM/3/M.1-P.2/MTE.TC DTM/3/M.2-P.2/TPACK.BF	The students were asked to : - Watch the video about asking and giving opinion and mention how many asking opinion on the video!

-
- | | |
|--|--|
| DTM/3/M.1-P.2/TPACK.CK
DTM/3/M.1-P.2/MTE.TC | - Make a short dialogue based on the word already provided! |
| DTM/3/M.1-P.2/MTE.TC | - Practice the dialogue that has been created with your friends in front of the class! |
| DTM/4/M.2-P.2/TPACK.CK
DTM/4/M.2-P.2/MTE.TC
DTM/4/M.2-P.2/TPACK.BF
DTM/4/M.2-P.2/MTE.RT | The students were asked to :
- Create a descriptive text! |
-

A. Power Point Presentation Slides

The following table describes the content of each slide in the presentation:

Slide Row	Slide Column	Content
1	1	Announcement by Muhammad Ardan Firdaus
1	2	Anyone know what is Announcement? • Click to add text
2	1	Click to add title Announcement is an important or informal statements that inform people about something in public.
2	2	Content of Announcement
3	1	Click to add title • who is the text for?
3	2	Click to add title • what is the event?



B. Worksheet 1

Watch the video and fill the gap

1. Flight =

Gate =

2. Flight =

Gate =

3. Flight =

Gate =

4. Flight =

Gate =

5. Flight =

Gate =

6. Flight =

Gate =

7. Flight =

Gate =


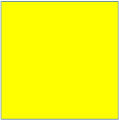



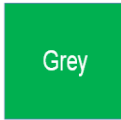






8. Flight =






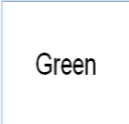
Gate =

C. Worksheet 2

Please make short announcement with your group

D. Power Point Presentation Slides

					
<small>PLEASE MENTION THAT BOX BASED ON THE TEXT INSIDE THE BOX</small>					
					

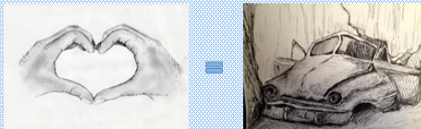
<small>PLEASE MENTION THAT BOX BASED ON THE TRUE COLOR</small>		
		
		

WHAT IS POEM?

A piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery.

- Diction : the choice and use of words and phrases in speech or writing.
- Rhyme : correspondence of sound between words or the endings of words.
 - Rhythm : beat metter
- Imagery : visually descriptive or figurative language

1. Poem is to be read for its "message,"
2. Poem is to be read for its "message,"
3. The message is to be found by treating the words as symbols which naturally do not mean what they say but stand for something else,



Love is A Broken Car

Love is a broken car



Love is a game
Hurting you inside
Love is a flame
Burning down your life

Love comes and stays
To make you silly
When it goes away
Your heart is messy

Love may be pretty
Looking from afar
But can be nasty
Like a broken car

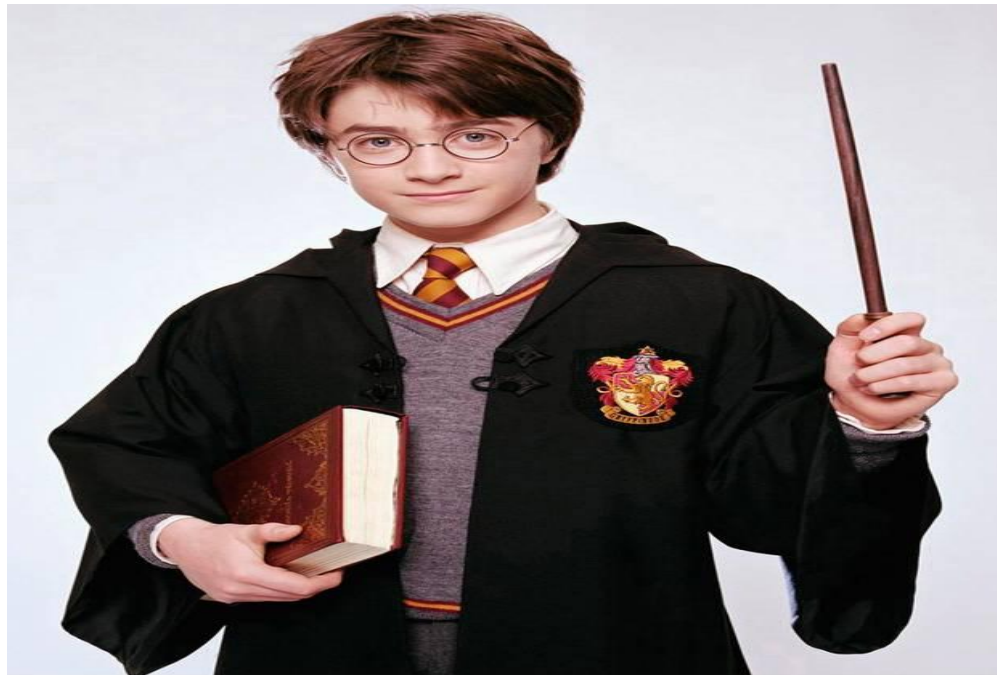


E. Video



F. Games pictures

Who Am I?



Who Am I?



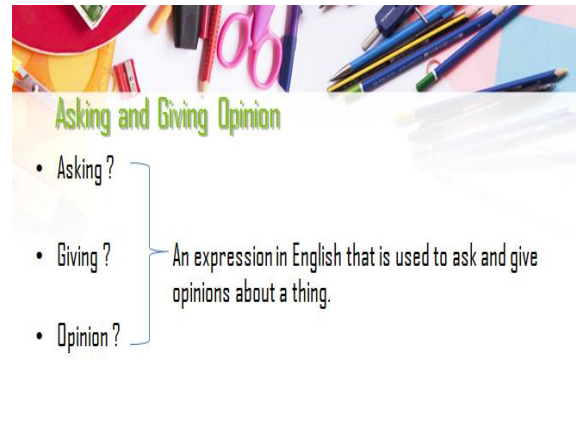
Who Am I?



Who Am I?



G. Power Point Presentation Slides



Expression Of Asking and Giving Opinion

Expressing Asking Opinion

Formal	Informal
Do you have any idea?	What do you think of ... ?
Do you have any opinion on ... ?	What do you think about ... ?
Have you got any comments on ... ?	What is your idea/opinion?
What is your opinion about ... ?	How do you like?
What are you feeling about ... ?	How do you think of (Rani) idea?


Expressing Giving Opinion

Formal	Informal
I personally believe ...	I think it's good/nice ...
I personally consider ...	I think that ...
I personally think/feel ...	I think I like it
I hold the opinion ...	In my opinion ...
Well, personally ...	In my case ...
	In my mind
	I believe ...
	If you ask me, I feel ...



Responding Opinion

I think so
That's right
It's true
I don't think so
If I may say so...
I disagree
I can't say that
I agree
Mmm, maybe, but ...
That's a good idea




Watch the video about asking and giving opinion and mention how many asking opinion on the video!



Make a short dialog based on the word already provided!

Type Of Word
Cat
Rabbit
Bag
Dress
Phone
Hijab
KPOP
Justin Bieber
Ariana Grande
Yogyakarta



Practice the dialog that has been created with your friends in front of the class!



THANK YOU ☺

H. Worksheet

Descriptive Text

Panda is a bear native to south central China. It is easily recognized by the large, distinctive black patches around its eyes, over the ears, and across its round body. Though it belongs to the order Carnivora, Panda's diet is over 99% bamboo.

Panda has luxuriant black-and-white fur. Adults measure around 1.2 to 1.9 m long, including a tail of about 10–15 cm, and 60 to 90 cm tall at the shoulder. Males can weigh up to 160 kg, and Females (generally 10–20% smaller than males) can weigh as little as 70 kg, but can also weigh up to 125 kg. Average adult weight is 100 to 115 kg.

Panda has a body shape typical of bears. It has black fur on its ears, eye patches, muzzle, legs, arms and shoulders. The rest of the animal's coat is white. Although scientists do not know why these unusual bears are black and white, speculation suggests that the bold colouring provides effective camouflage in their shade-dappled snowy and rocky habitat. Panda's thick, wooly coat keeps it warm in the cool forests of its habitat.

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in the archipelago: Wangiwangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever. There are many reasons why I call Wakatobi as the best diving sites ever.

First, the reefs in Wakatobi diving are unlike others in the region because of the dry climate and uplifted limestone. This means Wakatobi is an exceptionally clean environment due to the lack of soil erosion. Second, being a national park, fishing is strictly limited and the reefs of Wakatobi are protected.

These superb reefs are supported and protected by the local fishing communities who obtain a fair share of the income generated by Wakatobi dive tourism in exchange for adopting more sustainable practices, such as leaving large stretches of reef completely untouched.

Third, Wakatobi is located at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Gili is derived from Sasak language (Lombok Island native tribal language) which means small island. Actually there are several Gili / dykes around the island of Lombok, yet there are three dykes that are known by tourists, namely Gili Trawangan, Gili Air and Gili Meno.

Among the three dykes, the Gili Trawangan is the largest, well-known and the most complete amenities. Gili Trawangan is located in the northwest of the island of Lombok. Administratively, Gili Trawangan includes in the territory of the village of Gili Indah, West Lombok, West Nusa Tenggara province.

Gili Trawangan has several beaches with very beautiful views. Most beaches have blue toska and clear sea water. The sand there is also soft with white color. On the west side of the island, you can get the beach atmosphere which is quiet and calm enough.

But there, the sand is slightly coarser than the sand of the beach which is in the southeast of the island. Even though, this island looks pretty green with many pine trees, acacia, and coconut trees that beautify the shoreline.

Muhammad Tulus Rusydi was born in Bukit Tinggi, Sumatra Barat, August 20th, 1987. He is 27 years old. He is a singer and song writer from Indonesia. Besides, he is also an architect who graduated from Parahyangan Catholic University, Bandung.

He started his career by singing at several jazz music community and campus events in Bandung. During his study at university, Tulus had ever joined in Sikuai Band.

His first album was handled by a producer named Ari Renaldi. It was distributed by Demajors and released by his own recording company, Tulus Record, in September 2011.

His songs, Sewindu, Teman Hidup, Kisah Sebentar, Tuan Nona Kesepian, dan Jatuh Cinta, became on the top of chart in all radios throughout Indonesia.

Rolling Stone Indonesia magazine honoured Tulus as Editor's Choice: Rookie of the Year in 2013. His first album had also been in the first rank of Rolling Stone chart in January and February, 2012.

Prambanan Temple or also known as Lara Jonggrang Temple is the largest Hindu temple complex in Indonesia. It is precisely located in about 17 km northeast of Yogyakarta city, Central Java.

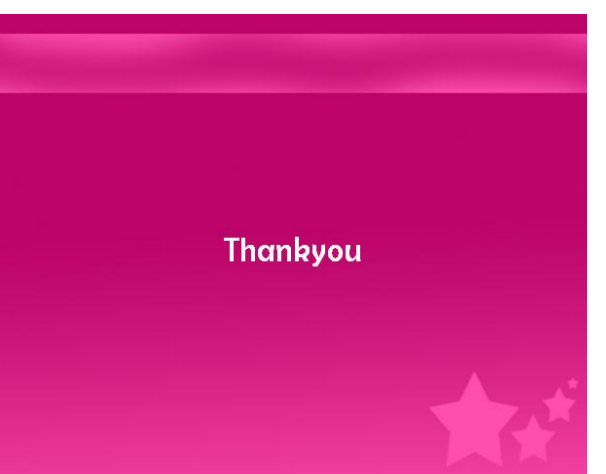
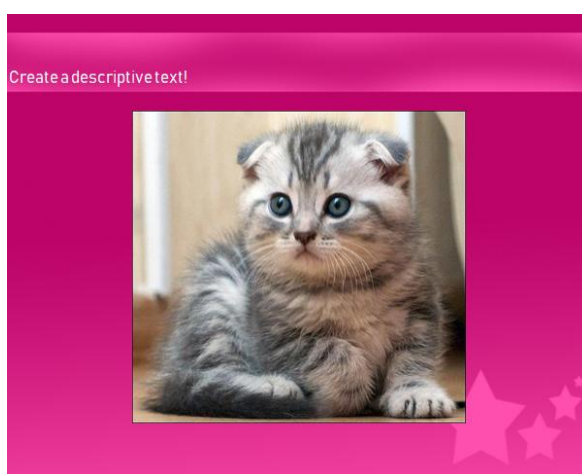
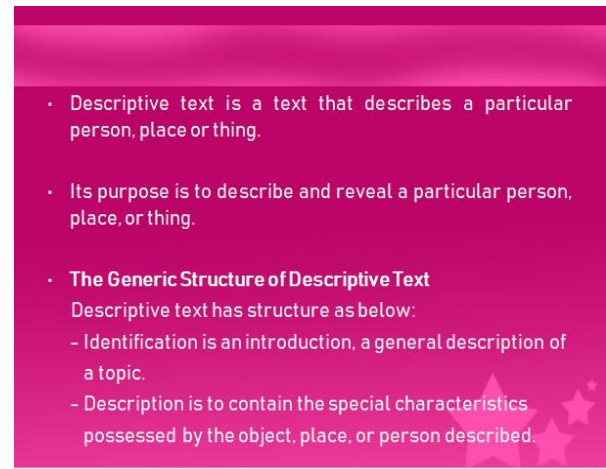
It was built in 9th century during the reign of Sanjaya dynasty and dedicated to the three main Hindu Gods or Trimurti; Brahma, Vishnu, and Shiva. Its greatness and magnificence attracts many visitors from around the globe every year.

Prambanan Temple was built on a four-square plane. Each plane is separated by four walls with four large gates on the middle as the entrance. The whole temple complex is divided into three major zones; the outer, middle, and inner zone.

The outer zone is an open space and the bottommost terrace of the temple. The second area is the middle zone where hundreds of small temples were standing. The last area is the inner zone.

It is the holiest and highest terrace of the temple. There are three major temples of Shiva, Vishnu, and Brahma that are standing on the inner zone, together with three small temple of their animal vehicle.

I. Power Point Presentation Slides



J. Pictures

Panda



Wakatobi Island



Gili Trawangan



Prambanan Temple



Famous Singer



I. EFL pre-service teacher's Self Reflection on Teaching Practice

Participant A

▼ Home About me My teaching experience My teaching-learning philosophy	Reflection >
	Cycle 2
	My Reflective
	<p>This is my second chance to practice my teaching skill in this class and I'm not too nervous like the cycle before. and I also feel so happy because this cycle the lecturer allowed me to apply ICT and I delivered the materials through power point, that's very helpful. In this cycle I choose to teach announcement to be the topic in my teaching practice in Microteaching subject. The lecturer gave us 20 minutes to do our teaching practice and I thought that time was quiet enough. And in this cycle I had 3 objectives to my students, there are students will be able to understand about the topic from teacher's explanation, fill the gap based on the video that showed and make a short announcement and the focus was on listening and writing.</p>
	<p>Well, I used whispered game to start my class and the game runs well but I forgot to gives the students the complete rules, so while doing this game the class situation was little bit crowded. Then I try to explain the material clearly by showing them video of the examples of announcement and it's very helpful because the students accept it. For the next activity, I divided the students into groups for doing the first assignment and I ask them to do fill the gap assignment by listen the audio first. The audio was explained about the kind of announcement at the airport and they were very excited to do this assignment.</p>
<p>Finally, the last assignment for that day it was the students makes announcement in group and the representative of each group must come forward to read the announcement aloud and the other have to listen the person that going read the announcement.</p>	
▼ Practice Teaching Classroom information Practice teaching cycles	
▼ Reflection Cycle 1 Cycle 2 Cycle 3	
Sitemap	

▼ Home About me My teaching experience My teaching-learning philosophy	Reflection >
	Cycle 3
	My Reflective
	<p>Cycle 3, it was my last teaching practices in Microteaching subject and I'm so confident with my self because I have learned many evaluation from previous cycle. This cycle also allowed me to use the kind of ICT and surprisingly there were so many roles so that there were so many students characteristic like the clever student, kind student, silent student, naughty student, crowded student and student was sleep in the class. It was not very challenging for me because I have learned classroom management before, and I had so many ways to solve it.</p>
	<p>This cycle I choose poem as the topic of the class, I teaches the senior high school student year 11 and the focus of the learning activity was on reading, writing and speaking. I also had many objectives of my teaching practices there were student will be able to guess the meaning of the poem, identify vocabularies meaning of the poem, interpret the meaning of the poem, develop the picture into a poem and the last read their own poem. To begin the learning activity, I start with playing color box with my students and they were pretty excited with the games also engage the students. Then, I explain the material with showing them about the definition of poem but they had to guess first, after that I explained clearly.</p>
<p>Next, while I explained the material there were many students that distracted my focus, so directly I remind them to focus on me because if they were not focus and pay attention they would get bad score. After I remind them about that, directly they pay attention and followed the learning activity nicely. For the production activity, I ask the students to make the poem with their own language and their own imaginations. They were excited about this production activity, because when I ask them to come forward and read their own poem, so many students mention their name like "me sir" and rise their hand.</p>	
▼ Practice Teaching Classroom information Practice teaching cycles	
▼ Reflection Cycle 1 Cycle 2 Cycle 3	
Sitemap	

Participant B

Home

▼ Personal
About Me
My Teaching-learning Philosophy

▼ Practice Teaching (Teaching / Lesson Plan)
Class Information (Microteaching Class)
Practice Teaching Cycles

▼ Reflections Of My Practice Teaching
Cycle 1
Cycle 2
Cycle 3

Sitemap

Reflections Of My Practice Teaching >

Cycle 2

B. Cycle 2

NOTE: Describe no: 1-7 and no. 8 in terms of what **went well** and what **needed to be improved (what would I do differently)**

1. My Stages of Teachings (*Presentation-Practice-Production*) ---> In the presentation in the second cycle, I feel pretty good from the first cycle. I did not feel lacking in presenting material related to Asking Questions and Opinions. Because in this second cycle I add the material so that the students can better understand from the previous one. At the practice stage, I feel sufficient in explaining and giving assignments to be done by students.
2. My Teaching Method(s) ---> In the second cycle, my teaching method has started using power points, I added videos as additional material and then I added there was a little game in the beginning, to warm up. The students felt enjoying the game I was giving, and it made me feel better than the previous cycle.
3. My Classroom Management & Students' Engagement ---> Classroom management in my second cycle is pretty good at controlling all students. No students crowded on their own or any other and student involvement in this lesson they were quite active and followed from the start of the class entrance until the end of the class.
4. My Teaching Materials ---> My teaching material in the second cycle is almost the same as the first cycle because it is still in the same material. I give a choice of a word to each group from the name of the person, the animal, the goods, the place and the type of music then the students do and make a short dialogue and then in front of the class.
5. My Mastery of the Lesson (Topic/ Target Language) ---> In this second cycle I feel that I have mastered the target language and the topic in this lesson is better than in the first cycle. Because in the first cycle I felt less prepared for everything.
6. My Technology Integration ---> I integrated technology in the second cycle quite well, it's just that there is a problem when I want to display a video that contains an example dialog.
7. My Achievement of Lesson Objectives ---> Achievement of my learning goals in the second cycle has been achieved as I expected. Students can understand the lesson and can make short dialogue and practice it.
8. My Growth & Progress (Cycle 1 à Cycle 2) ---> Growth in the second cycle of the first cycle, in the second cycle I added a little learning material so that students better understand. My progress in this second cycle, I can deliver the material clearly and the students understand what I say so no students ask because they feel confused.

Home

▼ Personal
About Me
My Teaching-learning Philosophy

▼ Practice Teaching (Teaching / Lesson Plan)
Class Information (Microteaching Class)
Practice Teaching Cycles

▼ Reflections Of My Practice Teaching
Cycle 1
Cycle 2
Cycle 3

Sitemap

Reflections Of My Practice Teaching >

Cycle 3

C. Cycle 3

NOTE: Describe no: 1-7 and no. 8 in terms of what **went well** and what **needed to be improved (what would I do differently)**

1. My Stages of Teachings (*Presentation-Practice-Production*) ---> In the presentation in the third cycle, I felt much better than the first and second cycles, I felt good in delivering the learning material clearly related to descriptive text material. When I give practice to students, I feel quite satisfied because students understand and can do the job I give correctly.
2. My Teaching Method(s) ---> In the third cycle, my teaching method still uses the power point to facilitate me in delivering the material. I showed a picture to students to then make descriptive text with their group. Then, in practice I give different images to each group, then I give the descriptive text at random and then the students are set up correctly. At this stage, students feel they enjoy what they do.
3. My Classroom Management & Students' Engagement ---> Classroom management in the third cycle I feel tired and challenged in controlling some students. Because some students there are noisy themselves, the streets around the classroom, and also there are just silent when in order to answer.
4. My Teaching Materials ---> My study material in the third cycle is about descriptive text. I showed a picture to students to then make descriptive text with their group. Then, in practice I give different images to each group, then I give the descriptive text at random and then the students are set up correctly. At this stage, students feel they enjoy what they do.
5. My Mastery of the Lesson (Topic/ Target Language) ---> In this third cycle I feel that I have mastered the target language and topics in this lesson much better than in the first and second cycles.
6. My Technology Integration ---> I integrated technology in the third cycle quite well.
7. My Achievement of Lesson Objectives ---> Achievement of my learning goals in the third cycle has been achieved as I expected. Students can understand the lesson and can make a short descriptive text.
8. My Growth & Progress ---> Growth in the third cycle of the first and second cycle, in the third cycle I feel better in teaching this material. My progress in the third cycle is very clear. It may be necessary to add in terms of the material to make it easier to understand and add clarity regarding the material.

II. The EFL Pre-service Teachers' Grades in Microteaching Class

Class D

No	practice 1	practice 2	practice 3	Gsites	TOTAL	GRADE
1	75	75	80	80	77.5	A/B
2	75	85	80	65	77.5	A/B
3	80	90	90	85	87	A
4	70	80	70	75	74	B+
5	70	75	85	75	77	A/B
6	80	75	85	80	80	A-
7	80	90	85	70	82.5	A-
8	80	80	75	80	78.5	A/B
9	85	85	85	80	84	A-
10	0	85	85	65	64	B-
11	80	85	85	85	84	A-
12	75	75	85	75	78	A/B
13	70	80	80	85	79	A/B
14	70	85	85	80	81	A-
15	85	85	90	85	86.5	A
16	75	85	90	80	83.5	A-
17	70	75	80	70	74.5	B+
18	85	85	80	80	82.5	A-
19	75	85	85	75	81	A-
20	80	80	85	60	77.5	A/B
21	75	85	90	80	83.5	A-

Participant A

Grades			Total
Teaching Practice			
1	2	3	
75	85	90	A-

Participant B

Grades			Total
Teaching Practice			
1	2	3	
75,4	80	77	A/B