

APPENDICES

Appendix 1



UPH Teachers College

LESSON PLAN

School	: SDH Lippo Village
Subject	: English Language
Semester/Class	: 1 / VIII
Topic	: Narrative Work + Intro to Expository
Date	: August 16, 2021
Time Allocation	: 70 (ST) + 35 (AT) minutes

BIBLICAL CHRISTIAN WORLDVIEW:

Worshipful Expression

Our God is very expressive and creative. As His creation, we were created to reflect God's expression and creativity in various ways. We are given talents, so we should use those talents to create works freely according to our own ideas or imagination.

However, our main goal should be glorifying God through our works.

TEACHING AND LEARNING MATERIAL:

KEY CONCEPTS: creativity, values, critical thinking

ENDURING UNDERSTANDING:

Created according to God's image, it is certain that we also possess creativity and talents as those have been given to us by God. We should be able to reflect God's creativity in our daily life. By creatively utilize narrative works, we can develop our creativity as well as sharing biblical values, either explicitly or implicitly, in a way that people can enjoy and understand it more easily. However, it is important to remember that we need to also be critical in understanding the values of a narrative work. We need to be able to filter and transform any narrative work to be in accordance with the word of God.

ESSENTIAL QUESTIONS:

1. How does a narrative work relevant to our life?
2. How does we take part in reflecting God's creativity in daily life by utilizing narrative?
3. How can we share biblical values through the works of narrative?

CORE COMPETENCE (KI):

2. Demonstrate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, and confident in interacting effectively with the social and natural environment within the reach of the association and its existence.
3. Understand knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related phenomena and occurrences appear on eyes.
4. Try, process, and serve in the realm of the concrete (use, decompose, arranging, modifying, and create) and the realm of abstract (write, read, count, drawing, and composing) according to what is studied in schools and other sources alike in perspective / theory.

BASIC COMPETENCE (KD):

- 3.7 Comparing social functions, text structures, and linguistic elements of several oral and written narrative text by giving and asking for information related to fairy tales, short and simple, according to the context of their use.
- 4.7 Contextually grasp the meaning related to social functions, text structure, and language elements of narrative text, both oral and written, very short and simple, related to fairy tales.

INDICATOR :

1. SWBAT identify and explain the social functions, text structures, linguistics elements of a narrative work. (PPT, Video)
2. SWBAT analyze social function, text structures, and linguistics elements of a narrative work. (Story Mapping)
3. SWBAT identify the differences and similarities between narrative and expository writings. (KWL chart, Mini game)
4. SWBAT show good respect (tolerance, mutual cooperation) during the online teaching and learning. (Self-evaluation Form)

DIAGNOSIS *	• Cognitive	: Students speak intermediate English pretty
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	<p>fluently. They are able to think critically about a topic.</p> <ul style="list-style-type: none"> • Affective : Students are well acquainted with the use of emoji reactions (as sign languages) in the virtual online meeting, most of the students are attentive. • Psychomotor/skill : Students are able to read, write, listen and speak intermediate English.
LEARNING GOALS**	<p>Cognitive:</p> <ol style="list-style-type: none"> 1. SWBAT analyze the social function, structure, and linguistic elements of a narrative work by writing a story map of a short story video “The Princess and The Pea” in groups and share their findings to the class. 2. SWBAT identify the differences and similarities between narrative and expository writings by taking notes on the KWL chart as well as doing a mini game. <p>Affective:</p> <ol style="list-style-type: none"> 1. SWBAT show good respect (tolerance, mutual cooperation) towards teacher and other students during the online teaching and learning (self-evaluation form). <p>Psychomotor:</p> <ol style="list-style-type: none"> 1. SWBAT write a story map of a short story with at least moderate grammar and spelling accuracy.
TEACHING & LEARNING STRATEGY/ METHOD	<p>Teaching & Learning Strategy: <i>game, story map, discussion, technology, think-group-share, k-w-l chart.</i></p> <p>Teaching & Learning Method: <i>Inquiry</i></p>

Activity	Procedure	Materials	Time
OPENING Gaining attention Transfer learning goals	<p>Synchronous:</p> <ul style="list-style-type: none"> - Teacher leads the opening part (greeting, learning objectives, agenda). - Students play story generator. (link: https://www.plot-generator.org.uk/) 	Laptop, Gadgets, Internet Connection	20 minutes
PRESENTATION Explain information Use concrete (and non-concrete) examples Check	<p>Asynchronous:</p> <ul style="list-style-type: none"> - (10’) Student read PPT material (provided) about narrative. If students have any question, they can write it down on meeting chat. - (5’) Students watch a video of a fairy tale, “The Princess and The Pea” (link: 	Laptop, Gadgets, Internet Connection	45 minutes

understanding	https://www.youtube.com/watch?v=-IPytbUghpJM <ul style="list-style-type: none"> (20') Students write a story map (word doc provided) of the fairy tale they have watched, in groups (breakout channels/rooms) 		
	Synchronous: <ul style="list-style-type: none"> QnA, sharing, discussion. Students share their story map. 		10 minutes
GUIDED PRACTICE Related with learning materials Tangible actions (e.g. being active) Practice without penalty	(AT): <ul style="list-style-type: none"> Students read article about the differences and similarities between narrative and expository texts. Students write down notes on K-W-L chart. Students do simple individual mini game. (all docs are provided) 	Laptop, Gadgets, Internet Connection	35 minutes
CLOSING A review of the lesson from students The informing of results from the teacher Re-check understanding	<ul style="list-style-type: none"> Students share what they have learned from the lesson and their feedbacks towards today class. Teacher gives feedbacks. Students fill a google form (affective self-assessment) 	Laptop, Gadgets, Internet Connection	5 minutes
INDIVIDUAL PRACTICE Aim of readiness Type, time and feedback			
TEACHER MENTOR'S EVALUATION (Lembar Umpan Balik)			
STUDENT TEACHER			
REFERENCE			

Disusun oleh,
Rika Kristyanti Praba Gracia
01101180016
Pendidikan Bahasa Inggris

Appendix 2



UPH Teachers College

LESSON PLAN

School	: SDH Lippo Village
Subject	: English Language
Semester/Class	: 1 / VIII
Topic	: Narrative Work + Intro to Expository
Date	: August 20, 2021
Time Allocation	: 70 (ST) + 35 (AT) minutes

BIBLICAL CHRISTIAN WORLDVIEW:

Worshipful Expression

Our God is very expressive and creative. As His creation, we were created to reflect God's expression and creativity in various ways. We are given talents, so we should use those talents to create works freely according to our own ideas or imagination. However, our main goal should be glorifying God through our works.

TEACHING AND LEARNING MATERIAL:

KEY CONCEPTS: creativity, values, critical thinking

ENDURING UNDERSTANDING:

Created according to God's image, it is certain that we also possess creativity and talents as those have been given to us by God. We should be able to reflect God's creativity in our daily life. By creatively utilize narrative works, we can develop our creativity as well as sharing biblical values, either explicitly or implicitly, in a way that people can enjoy and understand it more easily. However, it is important to remember that we need to also be critical in understanding the values of a narrative work. We need to be able to filter and transform any narrative work to be in accordance with the word of God.

ESSENTIAL QUESTIONS:

4. How does a narrative work relevant to our life?
5. How does we take part in reflecting God's creativity in daily life by utilizing narrative?
6. How can we share biblical values through the works of narrative?

CORE COMPETENCE (KI):

5. Demonstrate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, and confident in interacting effectively with the social and natural environment within the reach of the association and its existence.
6. Understand knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related phenomena and occurrences appear on eyes.
7. Try, process, and serve in the realm of the concrete (use, decompose, arranging, modifying, and create) and the realm of abstract (write, read, count, drawing, and composing) according to what is studied in schools and other sources alike in perspective / theory.

BASIC COMPETENCE (KD):

- 3.8 Comparing social functions, text structures, and linguistic elements of several oral and written narrative text by giving and asking for information related to fairy tales, short and simple, according to the context of their use.
- 4.8 Contextually grasp the meaning related to social functions, text structure, and language elements of narrative text, both oral and written, very short and simple, related to fairy tales.

INDICATOR :

5. SWBAT identify and explain the social functions, text structures, linguistics elements of a narrative work. (PPT, Video)
6. SWBAT analyze social function, text structures, and linguistics elements of a narrative work. (Story Mapping)
7. SWBAT identify the differences and similarities between narrative and expository writings. (KWL chart, Mini game)
8. SWBAT show good respect (tolerance, mutual cooperation) during the online teaching and learning. (Self-evaluation Form)

DIAGNOSIS*	<ul style="list-style-type: none">• Cognitive	: Students speak intermediate English
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	<p>pretty fluently. They are able to think critically about a topic.</p> <ul style="list-style-type: none"> • Affective : Students are well acquainted with the use of emoji reactions (as sign languages) in the virtual online meeting, most of the students are attentive. • Psychomotor/skill : Students are able to read, write, listen and speak intermediate English.
LEARNING GOALS**	<p>Cognitive:</p> <ol style="list-style-type: none"> 3. SWBAT analyze the social function, structure, and linguistic elements of a narrative work by writing a story map of a short narrative text “Putri Pinang Gading” in groups and share their findings to the class. 4. SWBAT identify the differences and similarities between narrative and expository writings by taking notes on the KWL chart as well as doing a mini game. <p>Affective:</p> <ol style="list-style-type: none"> 2. SWBAT show good respect (tolerance, mutual cooperation) towards teacher and other students during the online teaching and learning (self-evaluation form). <p>Psychomotor:</p> <ol style="list-style-type: none"> 2. SWBAT write a story map of a short story with at least moderate grammar and spelling accuracy.
TEACHING & LEARNING STRATEGY/METHOD	<p>Teaching & Learning Strategy: <i>game, story map, discussion, technology, think-group-share, k-w-l chart.</i></p> <p>Teaching & Learning Method: <i>Inquiry</i></p>

Activity	Procedure	Materials	Time
<p>OPENING</p> <p>Gaining attention Transfer learning goals</p>	<p>Synchronous:</p> <ul style="list-style-type: none"> - Teacher leads the opening part (greeting, learning objectives, agenda). - Students play story chain games lead by Teacher. (link: https://padlet.com/rikakristyanti/k8wf0vvrieszb6ox) 	Laptop, Gadgets, Internet Connection.	15 minutes
<p>PRESENTATION</p> <p>Explain information Use concrete (and non-concrete) examples</p>	<p>Asynchronous:</p> <ul style="list-style-type: none"> - (10’) Student read PPT material about fiction (narrative). If students have any question, they can write it down on <i>mentimeter</i>. - (5’) Students read a short folk 	Laptop, Gadgets, Internet Connection.	40 minutes

Check understanding	<p>tale, “Putri Pinang Gading” (word document provided by teacher).</p> <ul style="list-style-type: none"> (15’) Students write a story map (word doc provided) of the folk tale they have read, in groups (breakout channels/rooms) <p>Synchronous:</p> <ul style="list-style-type: none"> QnA, sharing, discussion. Students share their story map. 		10 minutes
<p>GUIDED PRACTICE</p> <p>Related with learning materials Tangible actions (e.g. being active) Practice without penalty</p>	<p>(AT):</p> <ul style="list-style-type: none"> Students read article about the differences and similarities between narrative and expository texts. Students write down notes on K-W-L chart. Students do simple individual mini game. (All documents are provided) 	Laptop, Gadgets, Internet Connection.	35 minutes
<p>CLOSING</p> <p>A review of the lesson from students The informing of results from the teacher Re-check understanding</p>	<ul style="list-style-type: none"> Students share what they have learned from the lesson and their feedbacks towards today’s class. Teacher gives feedbacks. Students fill a google form (affective self-assessment) 	Laptop, Gadgets, Internet Connection.	5 minutes
INDIVIDUAL PRACTICE			
TEACHER MENTOR’S EVALUATION (Lembar Umpan Balik)			
STUDENT TEACHER			
REFERENCE			

Disusun oleh,
Rika Kristyanti Praba Gracia
01101180016
Pendidikan Bahasa Inggris

Appendix 3

Name: Rika Kristyanti Praba Gracia

Mentor's name: Mayrina S. Puspitasari

School: SDH Lippo Village

Subject: English

PROFESSIONAL REFLECTION

Friday, 27th August 2021 marked the day I finished doing the second teaching practicum in SDH Lippo Village. This teaching practicum was an important experience for me as a student-teacher who would become a real English teacher in the near future. Thankfully, I managed to do my duty and responsibility during this PPL 2 quite well. From the beginning when I received teacher induction training up to when I finally had the chance to experience teaching a real classroom, everything went well without any major obstacle or distraction. Since I got placed in SDH Lippo Village, there was no difficulty in holding an online virtual classroom in terms of technicality. All of the students have good access for internet connection and devices. However, there was a few times where I lost internet connection and temporarily kicked out of the online meeting. I was quite flustered but at that time I learned that a teacher needs to be ready for any kind of situation. It would also be better if teachers prepare plan B for every teaching and learning activity.

During the second PPL which I have done for the past two months, I have learned many unforgettable lessons. First of all, I learned that every classroom has

each own dynamics. Classroom A might be more active than classroom B. Activity A might be more suitable for classroom C than classroom A. Not to mention that in every classroom, there are many students with different ability and learning pace. Some students might have already reached the third point but a few of them only reach up to the second point and the rest are still in the starting point. Therefore, it is the teacher's responsibility to be flexible and to adapt quickly with each different variables. Teacher has to have the sensitivity and proper judgement to see which students need more careful attention, which students need more guidance, which activity will suit classroom A better, and so on. It is definitely not an easy job, but this made me also realize that being a teacher is being a life-long learners. True teachers are those who are willing to learn different and finer sorts of knowledge continuously, which they may apply in their classrooms and in their daily lives (Dhaliwal, 2015).

The second lesson I learned is about how a comfortable and friendly environment of a classroom may elevate students' engagement and motivation in learning. The mood of the teacher may influence the students' mood. If the teacher starts the class with excitement and encourages the students to do so, it might help create an uplifting classroom environment. From the feedback I received from the students, it shows students can learn well because they enjoy the lesson. Students like the teaching and learning activity, thus they become fond of the lesson and develop an interest to learn the lesson. Building a good relationship with the students will also affect how students enjoy the teaching and learning process. If the students are comfortable enough to talk to the teacher and other classmates without having anxiety or worry, they will be able to participate actively as well in

the teaching and learning activity. All those which had been mentioned prove the theory which stated that students are more likely to acquire freshly learnt material when they are exposed to positive emotional stimulus (Nielson & Lorber, 2009).

The third lesson I have learned during the second PPL in SDH Lippo Village is how being a teacher is not only about delivering the materials but also many other duties. Learning from my mentor, teacher needs to handle administration as well as other leadership duties. It can be a very busy occupation therefore teachers need to be able to manage their time meticulously and take care of their health. Not only that, but teachers also have the responsibility to be a second parent for the students in which they care for the students' well beings. In SDH Lippo Village there is pastoral care and homeroom time where the teacher can get to know the students more and students can share their problems and difficulties. I also witnessed a time where my mentor spend almost an hour to talk to this one student who wanted to share their problems with her. Even though it was after school and my mentor was very busy during that time, but she was still willing to listen to the student's problem and helped the student. It was very inspiring for me.

Last but not least, I learned a very important lesson during my second PPL in SDH Lippo Village. In Christian education, teachers are called not only to transfer merely knowledge and skills but also values and characters (Kurian & Lamport, 2015). Christian teachers' duty is not only delivering theoretical knowledge of a subject but most importantly guiding student to understand biblical life values that will stay with them for the rest of their lives. During this PPL, I encountered a few times where some of the teachers and staffs show implicit and explicit sexism in and outside the class. My mentor encouraged the students based

on gender stereotypes quite a few times. There was also this seminar for students, but the content is also promoting gender stereotypes for the students. In addition, during the teacher devotion, one of the teacher who led the devotion also promoting gender stereotypes. I realized that this is the reality of an educational institution which is affected and influenced by the sexism culture the country has. Since Indonesia has been a country in which the people believe and uphold patriarchal system and gender stereotypes, therefore, it is not surprising to find sexism happens in school as well.

Following the first paper which I wrote about promoting gender equality in the classroom as well as all the sexism acts which I witnessed during the second PPL, thus I designed my lesson plan to be able to bring students into an understanding of gender equality. Nduagbo stated that one of the way to teach students about gender equality is by engaging them to analyze and discuss about gender inequality, stereotypes, biases, discriminations, prejudices in daily situations as well as familiarizing them to characters or public figures which challenges those gender prejudices (2020). Fortunately, I was able to teach narrative using lesson materials which contain message about equality. I encouraged the students to analyze and discuss about gender inequality and how it should have been. The responses from the students were quite good and some of the students have successfully gotten the message even before I explained it to them. It happened during the story map activity where one of the group mentioned the moral value of the story which they got was to treat others equally regardless of their gender, statuses, backgrounds, etc. I was relieved and satisfied to see the students learn this

life values well because I believe every act of sexism must be discouraged and even eliminated for the brighter future of this nation.

In conclusion, my second teaching practicum in SDH Lippo Village went well from the beginning to the end. I learned many valuable lessons which will be beneficial for my professional development as a future teacher. This practicum also reminded me to always rely on God and ask for God's guidance. From this PPL, I gain a commitment to always never stop learning and improving to be a better individual and prepare myself to be a good and influential Christian teacher in the future.

REFERENCES

- Dhaliwal, M. (2015). Teachers becoming lifelong learners. *The Business & Management Review*, 5(4), 259–264.
- Kurian, G., & Lamport, M. (2015). *ENCYCLOPEDIA OF CHRISTIAN EDUCATION*. London: Rowman & Littlefield.
- Nduagbo, K. C. (2020). How Gender Disparities Affect Classroom Learning. *ASCD Express*, 15(22). Retrieved from www.ascd.org/ascdexpress
- Nielson, K., & Lorber, W. (2009). Enhanced post-learning memory consolidation is influenced by arousal predisposition and emotion regulation but not by stimulus valence or arousal. *Neurobiology of Learning & Memory*, 92, 70–79. <https://doi.org/10.1016/j.nlm.2009.03.00>

Appendix 4

Name: Rika Kristyanti Praba Gracia

Mentor's name: Mayrina S. Puspitasari

School: SDH Lippo Village

Subject: English

TEACHING REFLECTION 3

I taught the students about narrative. Compared with the previous teaching, this time it went smoother. In the previous teaching, I had a problem with the starter activity in which I thought it was not fun and engaging enough to gain students' interest. Due to that reason, I decided to revise the lesson plan. The result showed that the students seemed to enjoy the latest learning activity more which meant I quite succeeded. Other than that, I felt very satisfied because I could see the students were more active this time. I think that could happen because the ones I taught were the students from my mentor's homeroom. I have become closer with them since I meet them every weekday. That made me realize the fact that the relationship between teacher and students is very important since it affects how the students become more comfortable in participating during the teaching and learning activity.

When I was teaching the students this time, I felt calmer and more relax than how I felt before. There was no trouble with the internet connection which probably was the reason why since the last self-contained teaching I was a little panicked because of the trouble with internet connection distracted the teaching and learning activity. However, I also felt a little unsatisfied because I again did not pay careful

attention with the time allocation. I mistook the time which resulted in less discussion session. However, since the majority of the students seemed to understand the material quite well, I think it was not a big mistake whatsoever. My mentor also said the same thing. Needless to say, I still have to improve my attention in the time allocation for the future teaching opportunities.

There was one very important thing happened during the lesson which made me feel very glad. Since the lesson material I gave students was implicitly related with equality and women empowerments, I was expecting them to notice and share opinions about it. To my surprise, they really did. Two of five groups could grasp the message about equality themselves before I could even guide them into it. The group which I chose to present their discussion result shared about how from the story (since I taught narrative work) we can learn to treat everyone equally regardless of their gender, appearances, and status. I was very proud of them. This experience encourages me even more to guide students in understanding about equality especially gender equality since the issue of sexism still exist very noticeably in today's world. As Christian teachers, it is important to guide and teach students important values in school to help them to grow to be a mature, open-minded, and wise individuals.

To conclude, it is safe to say that I fairly succeeded in teaching the students with a few minor errors. It is such a meaningful experience for me, and it helps me to improve myself more in teaching. For the next teaching opportunities, I am committed to be a teacher who can help the students not only grasp the theory of a topic but most importantly they can learn important values which last a lifetime.