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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS PGRI ADI BUANA SURABAYA**

Kampus I: Jl. Ngagel Dadi III-B/37 Telp. (031) 5053127, 5041097 Fax. (031) 5662804 Surabaya 60234  
Kampus II: Jl. Dukuh Menanggal XII Telp. (031) 8281181, 8281182, 8281183 Surabaya 60234  
<http://fkip.unipasby.ac.id/>

*Unipa Surabaya*

**THESIS REVISION FORM**

Student's Name : Vira Ayu Kartika  
Student's Reg. Number : 165300066  
Department : English Language Education  
Thesis Examination Date : 29 January 2020  
Thesis Title : Indonesian EFL Student Teachers' Experience of Transnational Teaching Practice.  
Examiner 1 : Dr. Dra. Hj. Siyaswati, M.Pd.  
Examiner 2 : Irfan Rifai, S.Pd., M.Pd., Ph.D.

No.	Materials	Examiner 1	Examiner 2
1.	Abstract		
2.	Chapter II (Conceptual Framework)		
3.	Apendix (Transcribe Verbatim)		
4.	Grammar and Punctuation		

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,

Dr. Dra. Hj. Siyaswati, M.Pd.  
NIDN. 0724086601

Examiner 2,

Irfan Rifai, S.Pd., M.Pd., Ph.D.  
NIDN. 0721037702



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS PGRI ADI BUANA SURABAYA**

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Kampus II: Jl. Dukuh Menanggal XII Telp. (031) 8281181, 8281182, 8281183 Surabaya 60234  
<http://fkip.unipasby.ac.id/>

**RECORDS OF THESIS SUPERVISION SESSIONS**

Student's Name : Vira Ayu Kartika  
Student's Reg. Number : 165300066  
Department : English Language Education  
Thesis Title : Indonesian EFL Student Teachers' Experience of Transnational Teaching Practice.

No.	Dates	Materials	Advisor
1.	20 - 11 - 2019	Introduction	
2.	28 - 11 - 2019	Introduction: Revised	
3.	06 - 12 - 2019	Chapter II	
4.	11 - 12 - 2019	Chapter III	
5.	19 - 12 - 2019	Chapter IV: Finding and Discussion	
6.	24 - 12 2019	Chapter IV: Finding and Discussion Revised	
7.	03 - 01 - 2020	Chapter IV: Finding and Discussion Revised	
8.	08 - 01 - 2020	Chapter IV: Finding and Discussion Revised	
9.	10 - 01 - 2020	Chapter V: Conclusion and Suggestion	
10.	15 - 01 - 2020	Abstract	
11.	17 - 01 - 2020	Chapter I, II, III, IV, V.	

The thesis supervisions have been completed on 17 January 2020.

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**Dr. Suharti, S.H., M.Si**  
NIP/NPP.196801031992031003

Advisor,

**Irfan Rifal, S.Pd., M.Pd., Ph.D.**  
NIDN. 0721037702



UNIVERSITY OF SAINT ANTHONY  
(Dr. Santiago G. Ortega Memorial)  
Iriga City

JUNIOR HIGH SCHOOL DEPARTMENT  
S/Y 2018-2019



## SEMI-DETAILED LESSON PLAN IN ENGLISH

### GRADE 10

January 24 & 25, 2019

#### I - OBJECTIVES

At the end of one (1) hour interactive discussion, at least 75% of the students should be able to :

1. identify the elements of the drama, "The Government Inspector".
2. observe the elements of drama in "The Government Inspector" by Nikolai Gogol.
3. summarize the story and make 3 questions with provided answers related to "The Government Inspector".

#### II - SUBJECT MATTER

##### A. Topic

##### The Elements of Drama

Chapter 6 : Rights and Obligation

Lesson 12 Russian Drama "The Government Inspector"

##### B. Reference

Carolina T. Gonzales, Annabelle T. Sim, Angelica C. Valencia, Annabelle M. Bigornia, Pilar R. Yu, Essential English Worktext Literature and Language, pages 352-368

##### C. Instructional Materials

- ✓ Power Point and video presentations explaining about the Elements of Drama, Russian Drama " The Government Inspector" by Nikolai Gogol.

##### D. Values Integration

- ✓ Active and fun-learning during the activity.
- ✓ Honesty and teamwork during play game.
- ✓ Analysis thinking in answering the questions.

#### III - PROCEDURE (4A'S - Activity, Analysis, Abstraction, and Application)

##### A. Daily Routine

The teacher will start the session for the day through the following activities :

- a. Prayer
- b. Greetings
- c. Checking of the attendance
- d. Recalling of the previous lesson

##### B. Activity

## Teaching Plan

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d. Recalling of the previous lesson

### **B. Activity**

the story about The Government Inspector by Nikolai Gogol.

### **C. Analysis**

The students will analyze the elements of Drama in the story The Government Inspector by Nikolai Gogol and summarize it.

### **D. Abstraction**

To check understanding, the students will be instructed to make 3 questions and provided answers with regard to the topic given to each group.

### **E. Application**

The students will summarize the topic by recording the main point in their notebook.

## **IV - ASSIGNMENT**

In your notebook, answer the following questions :

1. How many elements of drama do you know? Mention it.
2. How many characters do you find in the story?
3. Explain about the setting of the story.
4. How do you relate the story with your environment?

*Reference :*

Essential English Worktext Literature  
and Language, pages 352-368

Prepared by:

**Ms. TRIANA MEY LINDA**







A DETAILED LESSON PLAN IN ORAL COMMUNICATION  
STEM 11

I. OBJECTIVES

At the end of the lesson, the students must have:

- a. defined skimming and scanning;
- b. used skimming and scanning in reading exercises; and
- c. developed appreciation on the importance of skimming and scanning

II. SUBJECT MATTER

- a. Topic : skimming and scanning
- b. Reference : Internet  
<https://home.soka.ac.jp/~alex/sokhome06b/intrsp/rspscanskim.html>;  
[file:///C:/Users/di/Documents/sea%20teacher/etf\\_56\\_1\\_pg45-52.pdf](file:///C:/Users/di/Documents/sea%20teacher/etf_56_1_pg45-52.pdf)
- c. Materials : Handout

III. PROCEDURE

TEACHER'S ACTIVITY	STUDENTS' ACTIVITY
<p>a. Prayer Let us make God the center of this day. Volunteer, please lead us to a short prayer.</p>	<p>Lord, thank You for this day. Guide us always. In Jesus' name, Amen.</p>
<p>b. Greetings Good afternoon Grade 11 STEM! Before you take your seats, kindly pick all the litters around and arrange your chairs properly.</p>	<p>Good morning Ms! We are ready to learn, Miss!</p>
<p>c. Checking of Attendance Ms. Secretary, is everyone present today?</p>	<p>(secretary is checking)</p>
<p>d. Checking of Assignments Last meeting, I gave you an assignment. Kindly pass them now.</p>	<p>Yes, here is Miss.</p>
<p>e. Review of the past lesson Can anyone tell me something you've learned from your past lesson?</p> <p>Can anyone mention the 7 types of communicative strategies?</p> <p>Very good!</p>	<p>Yes Miss! We discussed about the 7 types of communicative strategies</p> <p>Yes, (student will raise their hand)</p>
<p>f. Motivation Before we proceed, let's first have an activity. The activity is called "stop the bus"</p>	<p>Mechanism: Students need to listen to the key letter to find:</p>

<p><i>Please read the mechanism</i></p> <p>Are the instructions clear?          Alright, let's start</p> <ol style="list-style-type: none"> <li>1. Find the words that have first letter B</li> <li>2. Find the words that have first letter S</li> <li>3. Find the words that have first letter M</li> <li>4. Find the words that have first letter G</li> <li>5. Find the words that have first letter D</li> <li>6. Find the words that have first letter O</li> <li>7. Find the words that have first letter R</li> </ol> <p>g. Introduction          Does anyone know about scanning and skimming?          When we did the first activity, we also did the scanning method in our mind.</p> <p>h. Handout explanation          Give the students handout "scanning and skimming in reading" and try the example reading passage.</p> <p>i. Discussion          Skim Scan and Run Activity  <i>Please read the mechanism</i></p>	<div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">country</td> <td style="padding: 5px;">verb</td> </tr> <tr> <td style="padding: 5px;">animal</td> <td style="padding: 5px;">fruit</td> </tr> </table> </div> <p>For example find the words that have the key letter B. (Belgium; become; bear; banana).          If you have already found all the words, say "stop the bus" and you can deliver what you have found to all.</p> <p>Yes, Ms!          (student will say stop the bus and deliver the answer)</p> <p>Yes          (Some students will raise their hands)</p> <p>(students will get the handout)</p> <p>Mechanism:</p> <ul style="list-style-type: none"> <li>- Students will work in group and the teacher will show the passages posted on the room.</li> <li>- Students' attention will be directed to the questions</li> <li>- Ask the groups to write the member list in the column</li> <li>- Tell the groups that they will have ten minutes to write down answers to all ten questions;</li> <li>- Before they start, the teacher will remind students that since everyone will be moving around at the same time, checking the texts and returning to their home bases to write down answers, they must be courteous and</li> </ul>	country	verb	animal	fruit
country	verb				
animal	fruit				



**IV. EVALUATION**

1. Show rubric
2. Check the students' output

**V. ASSIGNMENT**

1. Find and bring one interesting article / passage for you.

careful not to run into each other. They must move quickly, efficiently, quietly, and safely (QEQS).

- A timer will be given on the board. Then start the activity and teacher will monitor the students.

Rubrics	
QEQS	Start
	End
	Correct
	Wrong
(correct x 10)	

*Prepared by:*

**NUR KARIMAH**  
*Student Teacher*

*Checked by:*

**Michelle M. Vegara**

**MinSCAT** *upholds* **Responsibility Involvement Commitment Excellence**

*Cooperating Teacher*

## TRANSCRIBED VERBATIM

**Meza:** “Banyak sih tantangannya, kalo mau di ceritakan dari awal sih, dari flight schedule itu bener2 berantakan banget yg di manila itu. Aku ngerasa kayak bener2 kecewa banget. Soalnya kan aku waktu itu dari Surabaya, transit ke kuala lumpur, nah dari kuala lumpur itu ke manila, manila ke legaspi, nah yg di manila itu delay nya sampek 6 jam, dan ternyata setelah aku tanya2 disana memang sering banget kayak gitu, akhirnya pas pulangnyaitu, karna kita takut delaynya sampek beberapa jam lagi, akhirnya kita beli tiket lagi di legaspi padahal kan udah dibelikan darikampus, tapi karna kita takut jadi kita beli tiket lagi”. (**Meza, Participant 1**)

**Meza:** “Kalo tantangan yg lain nya itu tentang adaptasi di kelas, aku itu saking gemeteran nya ya, sampek dengerin gurunya ngajar itu sampek ga ngerti gak paham gurunya ngomong apa, kayak gila bahasa inggris gurunya jago banget apalagi yg sempet bikin aku mau meneteskan air mata itu guru2 disana itu sama sekali tidak mengklasifikasikan atau naming the student oh ini yg pinter ini yg gak seberapa pinter mereka bener2 diperlakukan sama antara pinter sama yg gak pinter, guru disana itu bener2 kayak ngemong banget gitu lho, jadinya dampaknya bagus ke murid2nya, mereka jadi bener2 gak takut jawab, gak takut mau mengutarakan pendapatnya, jadi mereka bener2 mengekspresikan drrinya, argumen2 yg mereka punya itu selalu tersampaikan gitu soalnya memang gurunya bener2 ngemong, jading ggak beda2in.kalo di indo kan menurutku pribadi sering beda2in, kayak oh ini yg aktif, ini yg gak yaudah biarin, akhirnya berdampak kemurid jadi tambah males. Kalo di filipin itu mereka semua rata baik yg pinter maupun yg gak itu mereka sama2 bisa dan mau mengekspresikan dirinya mengutarakan pendapatnya, mereka bisa speak up apapun yg mereka pikirkan. Mereka juga berani speak up waktu di kelas, jadi kelas itu bias aktif dan bener-bener menyenangkan gitu lho gak boring”.(**Meza, Participant 1**)

**Meza:** “Karna aku dikasih kelas literatur juga kan, kalo disinikan literature di kampus aja masih kayak membahas tentang Cinderella, trus kita cuma cari misalnya orientation, re orientation abis itu klimaks nya apa, resolution nya apa ( struktur teknya) . kayak gitu aja kan tentang alur ceritanya. Nah kalo disana itu gak Cuma tentang itu, mereka itu bahasa inggris literaturnya itu kuno banget gitu lho, selain itu tentang historynya. Tentang sejarah sebuah Negara berat banget itu kan, apalagi aku itu kayak dua kali belajar gitu, yg pertama aku pelajari kata2 sulitnya dulu, aku cari semuanya abis gitu setelah aku tau artinya apa baru aku baca lagi buat mencari tau isinya inti nya itu apa. Jadi kalo waktu literature aku bener2 gak tidur aku, soalnya 1 tema misalnya, tentang karya nya nikolai gogol, history of Ukraine itu aja 1 kali tatap muka itu bias sampek beberapa lembar sampek 11 lembar. Jadi dari 11 lembar itu aku harus nyari tau isinya apa, artinya kata2 susah ini apa. Misalnya kalo di bahasa Indonesia itu kayak cerita hikayat kan kita meskipun tau bahasa Indonesia kita kan susah ya beberapa kata banyak yg kita gak tau kan. Trus grammarnya disana itu gak kayak tenses, kind of tenses, disana itu levelnya sama kayak kita di kampus, kayak dungling modifier kayak gitu2”. (**Meza, participant 1**)

**Rami:** “Untuk fasilitas dari sekolah yg aku ajar yang di lab school smp sma, kalo menurutku tempatnya itu lebih baik di Indonesia banget. Karena dari sisi fasilitas contohnya dari tempat duduk atau meja mereka itu pake plastik kayak pas waktu kita kondangan itu lho tapi dia itu bedanya itu si meja jadi satu sama simeja itu. Kan to much better di indoneisa lah. Tapi ya memang lebih baik di Indonesia, tapi mereka kebersihannya oke bagus. Soalnya apa aku kesana gak pernah ada kayak sampah sampe berserakan”.(**Rami, participant 2**)

**Rami:** “Adobtabiltity ya, jadi bagaimana kita belajar untuk beradaptasi dengan pendidikan yg ada disana pertama dengan student yang akan kita hadapi di kelas kayak gitu. Karena kita kayak ada

beda gitu sih beda level, kayak smp sma. At first sangat nervous banget yaa, soalnya kan kayak nanti muridnya kayak gimana ya, songong gak, bakal paham gak sama yg aku sampaikan, bakal masuk gak waktu aku menjelaskan materinya. Apa yg aku berikan kemereka tuh paham gak kayak gitukan the most important thing kalo kita mengajarkan. Kayak mereka bias atau memahami apa yg kita ajarkan gitu.” (**Rami, participant 2**)

**Putay:** “Perbedaannya itu pertama dari segi materi dan kurikulumnya beda, kalo disini kan pake K13, kalo disana masih pake k12. Nah K12 nya disana itu pun level kesulitannya udah jauh. Kalo kita masih belajar grammar, mereka udah practical. Langsung belajar tentang seni dan sastra kayak kita kuliah gitu loh. Kalo disana itu belajar linguistic itu sejak SMP. Materi literature udah beda. Nah disana itu udah ada public speaking, langsung debate, langsung presentasi. Trus bahkan itu mereka sudah ada materi essay writing. Itu kita kan kalo di Indonesia kita dapetin pas kuliah toh. Kita disuruh bikin essay, dikasih topiknya, terus kita bikin thesis statement”. (**Putay, participant 3**)

**Putay:** “harus cari buku referensi. Nah, mereka itu materinya udah kesitu padahal mereka masih SMP. Jadi waktu disana itu aku berasa jadi dosen karena mengajar materi kayak kita waktu kuliah disini. Kalo materi kita disini SMP SMA masih belajar grammar kan, kalo disana udah nggak belajar gitu lagi, udah lebih dari itu. Mereka udah bikin argumentative essay, mereka bikin essay itu udah banyak dan harus ada sumber bukunya. Dan mereka itu lebih banyak ke praktek2 nya. Entah itu praktek speaking, praktek menulis itu mereka langsung praktikum2 gitu”. (**Putay, participant 3**)

**Putay:** “Kalo darisegi siswanya otomatis ya beda banget, disana kan emang udah ESL, jadi mereka itu udah gak ada yang namanya ngartiin ini itu, mereka udah full English yang lancer banget. Background knowledge nya itu udah beda. Kalo SMP disini kan

mereka ngomong bahasa inggris aja banyak yang belum bias lancar kan. Terus, disini itu kalo ada teks apa gitu masih mengartikan dulukan. Kalo disana udah gak gitu. Mereka itu ngomongnya lancar banget dan kalo ada kalimat atau teks itu udah langsung paham tanpa perlu di artikan lagi. Karna English bagi mereka is a second language”. **(Putay, participant 3)**

## PERSONAL DOCUMENTATION









DATE

Kyline E. Recaña.

Agree  
Polygamy

Agree, because the more the merrier. Polygamy is having a lot of wife it seems that they having polygamy because they want to meet another one and more he really find the true love of who is better on love, and i think ~~having~~ <sup>finding</sup> another wife is the freedom of some man who is ~~poor~~ <sup>poor</sup> ~~poor~~ wife is super strict.

<p><u>Agree</u></p> <ul style="list-style-type: none"> <li>- the more the merrier</li> <li>- it's okay it's allowed by 1<sup>st</sup> wife / religions</li> <li>- it's okay as long as the husband can be fair, responsible to both wife</li> <li>- The husband don't like the 1<sup>st</sup> wife</li> <li>- way of finding the true love</li> </ul>	<p><u>Disagree</u></p> <ul style="list-style-type: none"> <li>- make poverty</li> <li>- hurt the wife heart</li> <li>- wives will fight each other</li> <li>- Children will jealous</li> <li>- it cause population becoming bigger causing poverty.</li> <li>- it can hurt the woman and lower the woman dignity.</li> </ul>
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