

THESIS

**A CASE STUDY ON THE SEVENTH SEMESTER STUDENTS'
PROBLEM OF ENGLISH EDUCATION DEPARTMENT IN
PARTICIPATING TEACHING PRACTICE PROGRAM AT LPBA
(LEMBAGA PENGEMBANGAN BAHASA ASING) IN THE ACADEMIC
YEAR 2021**



BY:

NUR SHOBAH AL FAKHIROH

NIM: 18112210015

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHING TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2022

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YEAR 2021**

THESIS

Presented to the Faculty of Education and Teaching in a Partial
Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

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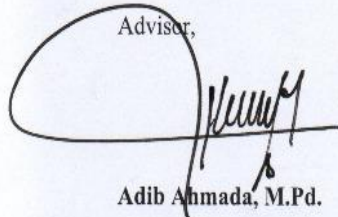
2022

ADVISOR APPROVAL SHEET

This is to certify that the thesis of **Nur Shobah Al Fakhroh** has been approved
by the advisor for further approval by the board of examiners.

Banyuwangi, 1st June 2022

Advisor,

A handwritten signature in black ink, appearing to read 'Adib Ahmada', written over a horizontal line. The signature is stylized and includes a large loop at the beginning.

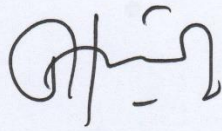
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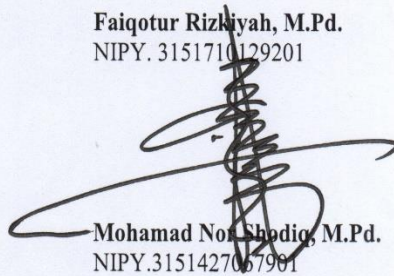
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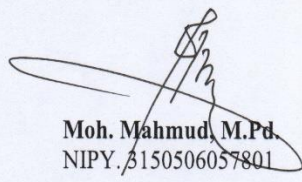
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MOTTO

*" To accomplish great things, we must
not only act but also dream, not only
plan but also believe."*

- Anatole France -



DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

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Declare that:

- a. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
- b. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
- c. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 26th June 2022

Declarator,




Nur Shobah Al Fakhiroh

DEDICATION

I dedicate this thesis to:

My beloved parents **Mr. Mudzakir Basuki** and **Mrs. Yuli Muniah Zahiroh** have supported me in completing this undergraduate education both mentally and materially.

My younger siblings, **Dini Hanifatur Rosyidah** and **Roziq Ahmad Fahmi** encouraged me to finish this course because I was their reference for the spirit to move to a higher level of education.

All teachers, especially lecturers have shared their knowledge with me. Especially for my supervisor **Agus Adib Ahmada** who never gets tired of guiding and correcting all the mistakes I make.

All my dear friends, G.05 room friends, TBIG 2018 friends, **heart friends**. thank you for accompanying this trip, and thank you for wanting to be a place for me to complain about all the difficulties I experienced at the end of this semester.

Without all of you, this is nothing.

ABSTRACT

Shobah, Nur. 2022. *A case study on the seventh-semester students' problems of English education department in participating teaching practice program at LPBA (Lembaga Pengembangan Bahasa Asing) in the academic year 2022*. Thesis. English Education Department. Faculty of Education and Teacher Training. Advisor: Adib Ahmada, M.Pd.

Key Word: Problem, Teaching Practice Program

This research was carried out at an institution in which there is a foreign language development program or more familiarly called the LPBA (Lembaga Pengembangan Bahasa Asing) and the focus of this research is the student teaching practice program. In 2022, teaching practice programs that are usually carried out in formal educational institutions will be transferred to non-formal educational institutions due to the spread of the COVID-19 virus in Indonesia and even throughout the world. This causes 7th-semester students to be unable to carry out teaching practice programs outside the pesantren area. So the solution is to hold a teaching practice program in non-formal education institutions in the Darussalam Islamic boarding school area. Because the teaching practice program in non-formal institutions is new and there will be new activities in it that must include additional activities, this study will discuss the problems of participants in carrying out the teaching practice program for the 2021/2022 school year.

The problem formulation of this research is What are the seventh-semester students' problems in participating in the teaching practice program at LPBA (*Lembaga Pengembangan Bahasa Asing*) at Darussalam Islamic Boarding School in the academic year 2021/2022

This research uses descriptive analysis. To collect data, the researcher classifies the types of data after collecting data according to the procedure, then the writer analyzes the data qualitatively.

The findings of this study conclude that the case study of the problems of 7th-semester students majoring in English education following the teaching practice program at the LPBA (*Lembaga Pengembangan Bahasa Asing*) for the 2022 academic year, including the difficulty of adapting to new people, accessibility of places and others such as the internet and working hours. too much conflict with the main activities in the *pesantren*.

ABSTRAK

Shobah, Nur. 2022. Studi kasus permasalahan mahasiswa semester 7 jurusan pendidikan bahasa inggris mengikuti program praktek mengajar di LPBA (Lembaga Pengembangan Bahasa Asing) tahun ajaran 2022. Skripsi. Departemen Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Keguruan. Penasehat: Adib Ahmada, M.Pd.

Kata Kunci: Permasalahan, Praktik Pengalaman Lapangan (PPL)

Penelitian ini dilakukan pada suatu lembaga yang didalamnya terdapat program pengembangan bahasa asing atau lebih akrab disebut LPBA (Lembaga Pengembangan Bahasa Asing) dan fokus penelitian ini adalah program praktik mengajar mahasiswa. Pada tahun 2022, program praktik mengajar yang biasanya dilaksanakan di lembaga pendidikan formal akan dialihkan ke lembaga pendidikan nonformal karena penyebaran virus COVID-19 di Indonesia bahkan di seluruh dunia. Hal ini menyebabkan mahasiswa semester 7 tidak dapat melaksanakan program praktek mengajar di luar lingkungan pesantren. Maka solusinya adalah dengan mengadakan program praktik mengajar di lembaga pendidikan nonformal yang ada di wilayah Pondok Pesantren Darussalam. Karena PPL di lembaga non formal adalah program baru dan pasti akan ada kegiatan baru di dalamnya yang harus ada tambahan kegiatan maka studi ini akan membahas tentang permasalahan partisipan dalam menjalankan PPL tahun ajaran 2021/2022.

Rumusan masalah dari penelitian ini adalah Apa kendala siswa semester tujuh dalam mengikuti program praktek mengajar di LPBA (*Lembaga Pengembangan Bahasa Asing*) Pondok Pesantren Darussalam tahun ajaran 2021/2022

Penelitian ini menggunakan analisis deskriptif. Untuk mengumpulkan data, peneliti mengklasifikasikan jenis data setelah mengumpulkan data yang sesuai dengan prosedur, kemudian penulis menganalisis data secara kualitatif.

Temuan penelitian ini menyimpulkan bahwa studi kasus permasalahan mahasiswa semester 7 jurusan pendidikan bahasa inggris mengikuti program praktek mengajar di LPBA (*Lembaga Pengembangan Bahasa Asing*) tahun ajaran 2022 diantaranya yaitu masalah susah beradaptasi dengan orang baru, vasilitas tempat dan yang lain seperti internet dan waktu kerja yang terlalu berbenturan dengan kegiatan pokok di *pesantren*.

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish her thesis after a long effort of writing. Peace, blessing, and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib syafa'at, Lc., M.E.I. The Rector of Islamic Institute of Darussalam
2. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education and Teacher Training
3. Zulfi Zumala Dwi Adriani, S.S., M.A. Head of Undergraduate Program in English Education Department
4. Adib Ahmada, M.Pd. as my advisor has given me sincere advice and available guidance during the preparation and completion of this thesis.
5. All lecturers and staff of IAI Darussalam
6. LPBA (Lembaga Pengembangan Bahasa Asing)
7. All of my Family and friends have supported my spirit and have helped me to finish this thesis.

I do expect this thesis gives advantages to the world of education. To improve this thesis, I welcome warmly any constructive suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in their future life. Amiiinn.

Banyuwangi, 1st June 2022

Writer

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CHAPTER I

INTRODUCTION

A. Research Background

English has developed for more than 1,400 years in various countries' internal and international communication. Nunan (2003) stated that English takes an important role in international communication and as a medium of knowledge. Related to the Indonesia current curriculum in senior high school, students are anticipated to master four basic skills in English which are Speaking, Writing, Listening, and Reading. These four skills are unified into English learning activities as the competencies that the students must reach. furthermore, many students regard speaking English as stronger than writing or reading it. For illustration, in speaking, the process happens in real-time in which the people are there ahead of us to speak right then. different reading or writing, it must be done concurrently in both the process of thinking and conveyancing. Also, in speaking we cannot change the mistake we made as we can do in writing.

To become an experienced teacher, a student must go through several processes, which have started before entering the tertiary level, starting with kindergarten, then elementary school, junior high school, and high school. it's all a long process that students go through before reaching this stage. To be able to achieve a goal requires an education teacher in this case the Education Personnel Producer Institute (EPPI) In Indonesian, better known as LPTK. Graduates from EPPI are expected to be able and ready to become workers with competent

education that will later print candidates' quality successors. EPPI has a role in preparing teacher candidates who are expected to be able to work professionally to improve the quality of education in Indonesia. EPPI's success in preparing prospective teachers is closely related to the process component of education in educational institutions.

For activities in the seventh semester, students have several assignments to fulfill the final assignment score so that they can complete eight semesters of college in undergraduate courses completely, including fieldwork practices, teaching practice programs, research, and writing the thesis.

Teaching practice program was another word for the *praktik pengalaman lapangan* (PPL) which is carried out by students of the English Education Department. The teaching practice program was a program of activities that aims to develop students as prospective educators and or educational staff. This teaching practice program is one of the course's practices that must be taken by students as one of the requirements in completing a degree as a bachelor of education.

According to Mrs. Zulfi Zumala Dwi Andriani, SS, MA this practice was carried out in non-formal institutions of Islamic boarding schools due to the pandemic factor, formal institutions in foundations for the learning process are also limited, and non-formal institutions have never been used by teaching practice program. And the goal is to start integrating the English education department into the language institution of Islamic boarding schools and mentoring the language institution. Islamic boarding school in everyday language in Indonesia can be called *Pesantren*.

Throughout the history of the teaching practice program, this is the first time that the English education department faculty of education and teaching training Islamic institute of Darussalam conducted a teaching practice program in language institutions, not in educational units. This is very influential on the mindset of student practitioners about what they should do when doing field experience practice. Various kinds of problems will arise during the assignment.

Before going any further, According to Macmillan, the notion of an institution is a set of relations of norms, beliefs, and real values centered on social needs and a series of important and repetitive actions. The researcher will explain what LPBA is. LPBA (*Lembaga Pengembangan Bahasa Asing*) is an institution to develop foreign language skills. There are two foreign languages studied at this institution, English, and Arabic. This institution is a new institution in North female Darussalam Islamic boarding school.

To develop language skills, female students are usually directed to take a dormitory entrance test which is specifically designed to improve foreign language skills. However, now at the women's boarding school north of Darussalam, a foreign language development institution is formed to help learn the basics of the foreign language as a support so that when entering a special foreign language dormitory the participants are not too left behind with participants who are already proficient in foreign languages.

LPBA is a non-formal educational institution, which is not dependent on government regulations. All curriculum activities can be arranged by the institution's management itself. Such as syllabus, modules, or other types of activities that will be held. The course that LPBA organizes is assisted by four

members of the institution. With three English classes with different tutors in each class and one class for Arabic. Which is held every Tuesday and Friday afternoon after the Asr prayer.

Based on the background above, the researcher was interested in conducting research entitled **“A CASE STUDY ON THE SEVENTH SEMESTER STUDENTS’ PROBLEMS OF ENGLISH EDUCATION DEPARTMENT IN PARTICIPATING TEACHING PRACTICE PROGRAM AT LPBA (LEMBAGA PENGEMBANGAN BAHASA ASING) AT DARUSSALAM ISLAMIC BOARDING SCHOOL IN THE ACADEMIC YEAR 2021”**

B. Research Problem

The research problem of this research was What are the seventh-semester students’ problems in participating in the teaching practice program at LPBA (*Lembaga Pengembangan Bahasa Asing*) at Darussalam Islamic Boarding School in the academic year 2021?”

C. Research Objective

The objective of the study was To know the seventh-semester students’ problems with the English education department in participating teaching practice program at LPBA (*Lembaga Pengembangan Bahasa Asing*) at Darussalam Islamic Boarding School in the academic year 2021”

D. Research Significance

The results of the research hopefully will contribute to English teaching and learning, they are:

1. For IAIDA

Because the teaching practice program at this non-formal institution is new this year. Researchers hope that, with the research conducted by researchers, the campus can provide suggestions on what programs will be carried out by student practitioners in non-formal institutions. Because from what the researchers saw, even during the briefing the campus only provided speakers who discussed formal educational institutions. And with this research, it is hoped that the campus can continue to develop teaching practice programs in non-formal institutions with students who are ready to run teaching practice programs at non-formal educational institutions, one of which is the institution chosen by researchers to conduct research.

2. For the next researcher

The researcher hopes that after doing this research, students in the next generation who get the same assignment as the place where this research was conducted can be ready and responsive to everything that will happen, namely problems, doing assignments, and planning a more appropriate time. . And it is also hoped that the

next student will be able to successfully carry out the teaching practice program they are doing.

E. Research Scope and limitation

The object of this research was focused on the participants of the teaching practice program who are stored in the language institution of the North Darussalam Islamic Boarding School. Three participants focus on the practice participant problem.

F. Definition of Key Terms

To explain the key terms used in this study, some explanations are put forward:

1. Problem

According to the website of Merriam webster, the meaning of the problem is a question raised for inquiry, consideration, or solution. So the purpose of this research is to find common ground, in other words, a solution for everything that becomes difficult in the teaching practice activities of this program. because the focal point of this research is the problems faced by seventh-semester students in implementing the teaching practice program, the purpose of this research is to find common ground for these problems. and the first thing to do is to find out what are the student problems, of course, there will be various kinds of problems because this is the first time teaching practice with a program like this has been carried out

2. Teaching Practice Program

According to the Big Indonesian Dictionary (2005: 892) "practice" is the actual implementation of what is called in theory. Meanwhile, according to Komaruddin (2006: 200) "Practice is how to carry out in real situations what is stated in theory". From this definition, we can see that practice is the application of theory in real situations. A teaching practice program is one of the extracurricular activities carried out by students as the form of applying the theory that was obtained in college includes both teaching exercises and educational tasks outside of teaching in a guided and integrated manner to meet requirements for the formation of the educational profession.

Teaching practice is a series of activities programmed for LPTK students, which includes, both teaching exercises as well as training outside of teaching. This activity is an event to form and foster competencies and professional requirements required by the work of the giri or labor other education. The target to be achieved is individual prospective educators who have a set of knowledge, skills, values , and attitudes, as well as behavior patterns behavior required for their profession and competent and appropriate use in the provision of education and teaching. Both at school and outside of school. (Oemar Hamrlik, 2002: 171-172).

Teaching practice carried out by students includes both teaching exercises and educational tasks outside of teaching in a guided and

integrated manner to meet requirements for the formation of the educational profession. Teaching practice is one of the extracurricular activities carried out by students which includes teaching exercises as well as educational tasks outside of teaching in guided and integrated to meet the requirements for the formation of the educational profession.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

1. Problem

a. Definition of Problem

Problem was a word that we often hear in everyday life, no one was spared from a problem that is light or heavy. According to the Big Indonesian Dictionary, a problem is something that must be solved. So the problems faced by participating students from the teaching practice program at LPBA (*Lembaga Pengembangan Bahasa Asing*) are something that must be completed and can be a lesson for participant teaching practice programs in non-formal educational institutions in the following year. In this study, finding problems was very helpful to complement the results of research that focused on problems faced by students of engineering practice programs in non-formal educational institutions.

To select or find a specific problem in research according to Borg (1983: 75-82). What you have to do is:

1. Identify the scope of the problem

The step that can be taken is to write down as much as possible the types of studies that will be carried out and

specific aspects that are more interesting after the areas of professional interest have been identified.

2. Work on a research project

Group work is usually concerned with larger and more sophisticated studies than when it is carried out individually and therefore this work involvement tells a lot about the procedure.

3. Reading literature

Reading in the sense of reading is programmed and systematic. Look for the latest references that are relevant to the study then select 2 or more reference books and make a review of the relevant chapters. This reading activity will help narrow attention to one or more specific subtopics.

b. Types of problems

Problems can be classified into three types of problems, namely descriptive, comparative, and associational (Sugiyono, 1994:36-39, Arikunto (1993: 28-31).

1. Descriptive Problem

A descriptive problem is a problem relating to independent variables, namely without making comparisons and connecting between variables.

For example, what is the attitude of the people of the Tegalsari sub-district toward independent family planning?

2. Comparative Problems

A comparative problem is a problem that compares two or more examples.

For example, which teaching practice program is better in non-formal educational institutions and formal education institutions?

3. Associative Problems

This problem combines two or more variables in the form of asymmetrical, causal, or interactive relationships.

2. Teaching Practice Program

a. Definition of Teaching Practice Program

According to the Big Indonesian Dictionary (2005: 892) "practice" is the actual implementation of what is called in theory. Meanwhile, according to Komaruddin (2006: 200) "Practice is how to carry out in real situations what is stated in theory". From this definition, we can see that practice is the application of theory in real situations. *Praktik Pengalaman Lapangan* (PPL) or it can be called the teaching practice program is one of the extracurricular activities carried out by students as the form of applying the theory that was obtained in college including both teaching exercises and educational

tasks outside of teaching in a guided and integrated manner to meet requirements for the formation of the educational profession.

Teaching practice is a series of activities programmed for an educational institution for education personnel students, which includes, both teaching exercises as well as training outside of teaching. This activity is an event to form and foster competencies and professional requirements required by the work of the giri or labor other education. The target to be achieved is individual prospective educators

who have a set of knowledge, skills, values , and attitudes, as well as behavior patterns behavior required for their profession and competent and appropriate use in the provision of education and teaching. Both at school and outside of school. (Oemar Hamrlik, 2002: 171-172).

Teaching practice carried out by students includes both teaching exercises and educational tasks outside of teaching in a guided and integrated manner to meet requirements for the formation of the educational profession. Teaching practice is one of the extracurricular activities carried out by students which includes teaching exercises as well as educational tasks outside of teaching in guided and integrated to meet the requirements for the formation of the educational profession.

b. The Function of Teaching Practice program

This teaching practice activity is very important for students' education, as a provision in entering the world of work. Expected the

experience gained will increase readiness in facing competition and problems faced in the world of work education.

In particular, the teacher practice program according to Hamalik (1993:4) aims to:

- 1) Train teaching skills in the classroom or outside the classroom with the teaching field that is the specialty.
- 2) Train skills in the field of school administration both in general administration and special administration.
- 3) Train prospective teachers to have important social skills in carrying out their duties in the school environment and outside of school

3. Non-formal Institution

a. Definition of Non-formal institution

In line with the learning/education framework throughout life, Paul Lengrand (1984) argues that if the education system prepares someone to face modern challenges, then the system must get out of traditional school functions, which serve as a warehouse/storage and transmitter of the accumulated wisdom of the past.

The following is the definition of a non-formal educational institution:

In law number 20 of 2003 concerning the National Education System it is stated that non-formal educational institutions are educational pathways outside formal education which is conducted in a structured and tiered.

Non-formal educational institutions are institutions of education provided for citizens who do not have time to attend or complete education at a certain level of informal education. (Sulfemi 2019).

The definition of non-formal education is a systematic and continuous organized effort outside the school system, through social relations to guide individuals, groups, and communities to have (effective) social attitudes and ideas to improve the standard of living in the material, social and mental fields in the context of efforts to achieve social welfare. (Hamojoyo 1973)

Niehoff formulated the definition of non-formal education in detail, namely: Non-formal education is defined as our goal which contains a method of assessing the ultimate needs and interests of out-of-school adults and adolescents in developing countries – communicating with them, motivating them on patterns, and related activities that will increase their productivity. and raise their standard of living.

b. The Function of the non-formal institution

Each institution must have its function. For example, non-formal institutions must also have their functions in the scope of education. The function of non-formal education institutions according to Article 26 of the 2003 National Education System Law is as a substitute, addition, and/or complement to formal education to support lifelong education. In paragraph 5, courses and training are

held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, independent businesses, and/or continue their education to a higher level.

B. Previous Studies

Several studies have been conducted to study the problems experienced by students when conducting teaching practice programs in non-formal institutions. Here, the researcher reviews several studies related to this study.

The first research is the research from Dewi mawadati in the year 2015 This thesis uses Indonesian. The meaning of this thesis is ANXIETY IN THE SCRIPTURE OF THE THESIS POST FOLLOWING KKN AND PPL IN THAILAND (2014-2015) IN IAIN TULUNGAGUNG STUDENTS. This study aims to examine the problems of teaching practice program students, and some of the problems faced by students when working on their final project, namely thesis. The similarity with research conducted by researchers is to discuss the problems faced by final semester students. The differences with this research were the problem of the research, in the previous thesis, it is more difficult to write the thesis, while the research in the thesis is more about teaching practice.

The second research from Bahria S in the year 2019 with the title PROBLEMS OF IMPLEMENTATION OF EXPERIENCE PRACTICES FIELD II MADRASAH TEACHER EDUCATION STUDENTS IBTIDAIYAH ANTASARI STATE ISLAMIC UNIVERSITY BANJARMASIN ACADEMIC YEAR 2018/2019. This study aims to

know the problems faced by students in the implementation practice field experience. The similarity with research conducted by researchers is to know problems faced by students in teaching practice programs. And the difference with the research carried out by the researcher is that the research with the title focuses more on formal educational institutions, not non-formal educational institutions as was done by researchers.

The third research from Beni Azwar in the year 2020 with the title EVALUATION OF FIELD EXPERIENCE PRACTICES ON THE IMPACT OF SETTLEMENT CURUP IAIN STUDENT THESIS. This study aims to know the implementation policy changes in tarbiyah faculty field experience practice. The similarity with this research is that they both examine the impact of changes in policy on the implementation of field experience practices. The difference is, that in Beni Azwar's thesis, he examines the implementation time, while the research carried out by the researchers in this proposal examines the place of implementation.

CHAPTER III

RESEARCH METHOD

A. Research Design

At the first point, the researcher would show the research design from this research. This research used a qualitative research approach. Strauss & Corbin (2003) states that qualitative research is a type of research in which the findings are not obtained through statistical procedures or other forms of matter. And according to Bogdan and Taylor (1975) as quoted in Moleong (2009) the qualitative method is a research procedure that organized descriptive data in the shape of written or spoken words of the people and bearings that can be observed. The researcher used a qualitative research design because the researcher wanted to describe the students' problems in the English education department in participating teaching practice program at LPBA (*Lembaga Pengembangan Bahasa Asing*) at Darussalam Islamic Boarding School in the academic year 2021.

B. Research Setting

This is an important point wherein this point the researcher gives you to know the place and time of this research. include the place that the researcher chooses in research so that the reader or further researcher can imagine the background of the place that is the object of research.

In this research, the researcher chooses LPBA (Lembaga Pengembangan Bahasa Asing) at Darussalam Islamic Boarding School. why do researchers research this institution, this institution is a place for researchers to practice field experience for one month.

This research was conducted from March 28, 2022, until April 1, 2022. To explain the activities carried out by researchers and the place where the research is carried out as well as the place for interviews. Below, the researcher has prepared a table to make it easier for readers to understand all the activities carried out by researchers while conducting research at LPBA.

Table 3.1

NO	DATE	ACTIVITIES
1	27/2/2022	Interview via e-mail with Mrs. Zulfi
2	28/3/2022	Interview with Ummi Salamah
3	1/4/2022	Interview with khumaidah maskuroh
4	3/4/2022	Composing data
5	4/4/2022	Type the data that has been collected

6	15/4/2022	Fix data
---	-----------	----------

C. Research Subject

The research subject is the source where the data is obtained. In this connection Suharsimi Arikunto (1998) argues that when researchers use interviews in collecting data, the source of the data is called respondents, that is, those who respond to or answer the researcher's questions, both written and oral questions. The subject of this research was the student who participated teaching practice program at LPBA, those were Ummi Salamah, and Khumaida Maskuroh.

D. Data Source

The data sources in this study were taken from the results of interviews with Mrs. Zulfi Zumala Dwi Adriani the head of the English education department, and two seventh semester students who became participants in the teaching practice program at the LPBA (Foreign Language Development Institute), namely Khumaidah Maskuroh and Ummi Salamah.

The interview with the head of the education program aims to find out the reasons why the teaching practice program for this period was carried out in non-formal educational institutions and what the objectives of the program were.

Interviews with participants in teaching practice programs aimed to find out what problems they experienced while on duty. Because the core discussion of this research is what are the problems experienced by seventh-semester students during teaching practice programs in non-formal educational institutions.

E. Procedure of Data Collection

This part consists of the types of data, techniques of data collection, research instruments, and data analysis used in the research

1. Types of Data

This research uses qualitative research. The qualitative data was in the form of words or descriptions of the teaching and learning process. These data were gained through some means such as interviews, documentation, questionnaires, and observations. The researcher used two instruments observation, and interview.

2. Data Collecting Procedures

To collect qualitative data, the researcher used two techniques of collecting data. Furthermore, those techniques will explain in the following:

a) Observation

Observation shows a study carried out intentionally, purposefully, systematically, planned and the right goals to be achieved by observing and recording all events and

phenomena and referring to the terms and rules in research or scientific work. The results of scientific observations, explained by heart, are precise and accurate and are not allowed to be added or subtracted and made up by researchers as desired (Prof. Heru).

In this observation activity, the researcher uses the type of participant observation, where the observer is actively involved in the observer activity.

b) Interview

The interview was a dyadic communication process with a purpose and purpose serious questions designed to exchange behavior and involve a question-and-answer process. What is meant by the process, in this case, is the occurrence of a dynamic process that interacts with each other alternating with some of the variables involved where the degree of system/structure does not too certain (flexible). What is meant by dyadic is that the interview or the interview is an interaction between two parties (individual to individual) not more than two parties namely the interviewer (the interviewer) and the interviewee (the interviewee) (Anon n.d.).

An informant from the interview is, a member of the teaching practice program in LPBA in the year 2021, there are Khumaida Maskuroh and Umami Salamah. They will

be the core informants because the focus of this research lies on the participants of the teaching practice program at LPBA. As for the supporting informants, the researcher added Mrs. Zulfi Zumala Dwi Adriani, SS, MA, and Mrs. St. Mutmainah S.Pd as the head of the institution from LPBA.

To find out the problems of the teaching practice program students while on duty, the researcher prepared several questions for interviews to know the exact answers from the participants in detail. These questions include:

1. What are the problems during the teaching practice program?
2. Why could it be a problem?
3. What are the problems with the facilities provided?
4. What makes working timeless?
5. Is there no additional time to replace the time spent on activities?

F. Data Analysis

After the data are collected, the researcher classified them based on the problem statement and then analyzed them qualitatively so that all data can be used to answer the research questions systematically and the conclusion to specific facts.

The steps which are by the researcher to analyze the data are as expressed by Miles & Huberman (1994), named:

1. Data Reduction

In this step, the researcher conducted selection and attention focused on simplifying, abstracting, and transforming hard data achieved. Qualitative data could be reduced and transformed in a lot of ways. They were selection and summary or paraphrase.

2. Displaying the Data

Data display is seen by Miles & Huberman as a set of structured information and gives the possibility of drawing conclusions and taking action. They also see that the most frequent form of display data for qualitative research data is narrative text. Looking at displays helps the researcher to understand what is happening and to do something-further analysis or caution on the understanding.

3. Conclusion Drawing/Verifying

Imam Gunawan (2014) states that conclusion drawing/verifying is an activity of formulating research results that answer the focus of research based on the data analysis results. The conclusion is presented in the descriptive form of the research study.

G. Data Validity

In qualitative research, there are so many techniques that can be used.

a. Credibility

The concept of validity in qualitative research that is often used is credibility. Credibility becomes important when questioning the quality of the results of a qualitative study. The results of qualitative research are said to have a high level of credibility which lies in the success of the study in achieving its goal of exploring problems or describing settings, processes, social groups, or patterns of interaction that are plural/complex. Guba and Lincoln (1998) add that a high level of credibility can also be obtained if the participants know exactly what they are going to tell. To check the validity of the research data, you can do member checks and triangulation.

1) Member check

It is the respondent's activity to re-examining the field notes that the researcher provided, in the form of the results of observations and interviews, so that the data provided is more in line with what was meant by the respondent, after being examined, improvements are made by adding or subtracting. After that, the respondent signed and it was known by the madrasah manager.

The purpose of this member check is for respondents to check the truth of the data they provide so that the data obtained can be trusted. Nasution (1988: 112) states that the data must be acknowledged and accepted as true by the information source, and then the data must also be justified by other sources or informants.

2) Triangulasi

Is the process of checking the veracity of information by digging up information from various parties, so that the research results can be trusted. Thus the purpose of this triangulation is to verify or confirm information. The triangulation carried out in this study was carried out in two forms, namely source triangulation and method triangulation. Source triangulation was carried out by digging up the same data from several sources, while method triangulation was carried out by digging up the same data through observation, interviews, and documentation studies.

b. Transferability

Transferability is a term that can replace the concept of generalization of data in quantitative research, namely the extent to which the findings of a study conducted in a particular group

can be applied to other groups (Streubert & Carpenter, 2003; Graneheim & Lundman, 2004).

The transferability of qualitative research cannot be judged by the researchers themselves but by the readers of the research results. If the readers can understand the context and focus of the research, then the research results have high transferability (Bungin, 2003; Morse, Barrett, Mayan, Olson, & Spiers, 2002).

c. Dependability

The term reliability in qualitative research is known as dependability. This concept is also often another consideration in assessing the scientificity of a qualitative research finding.

According to Brink (1991), three types of tests/tests can be performed to provide a value for the reliability/dependability of qualitative data, namely:

1) Stability

Can be assessed/tested when asking identical questions from a participant at different times and produces the same answer.

2) Consistency

Consistency can be assessed if the interview scripts or list of questionnaires used by the researcher can produce participant answers that are integrated with the questions asked.

3) Equivalence

Can be tested by using alternative forms of questions that have the same meaning in a single interview to produce the same data or by assessing the agreement between the observations of two researchers.

d. Confirmability

Streubert and Carpenter (2003) explain that confirmability is a process of examination criteria, namely the way or steps researchers take to confirm the results of their research. The way that qualitative researchers often use to confirm their research results is by reflecting on their research results in related journals, peer reviews, consulting with expert researchers, or by presenting their research at a conference to get a lot of input for perfect research results.

From the information above, in validating the data, the researcher used the triangulation technique. Because in the triangulation technique researchers can easily process data from interviews and observations because the data needed in this technique is only data from observations and interviews.

CHAPTER IV

FINDING AND DISCUSSION

A. **Research Finding**

The description of the finding was based on the data from the researcher's observation and interview answers.

1. The Seventh Semester Students' Problems of English Education Department in Participating Teaching Practice Program at LPBA

Seventh-semester students are students with a final odd semester. wherein this semester they start holding final activities such as Community Service Program and technical practice programs, this semester they start for actual field practice before they enter the real world of work, without any help from the lecturer or assessment from the student lecturer.

In this case, the researcher conducts research at a foreign language development institution or commonly known as LPBA (Lembaga Pengembangan Bahasa Asing).

The researcher started by interviewing the head of the IAIDA education program by asking the reason why this year's teaching practice program was carried out in non-formal educational institutions, which was more precisely carried out in course institutions, and what was its purpose.

And as explained by Mrs. Zulfi, the reason why seventh-semester students were assigned teaching practice programs to non-formal institutions was that at that time the pandemic was still rampant, and formal educational institutions in Darussalam were limited and non-formal institutions had never been used for teaching practice programs. and the purpose of this teaching practice is to start integrating the English education department faculty of education and teaching training study program into the Islamic boarding school language institution and mentoring the foreign language institution.

Then, after interviewing the head of the study program, the researcher conducted interviews with two participant teaching practice programs located at LPBA (Lembaga Pengembangan Bahasa Asing), namely Ummi Salamah and Khumaida Maskuroh. Why only they were asked for information this research discusses the problems they experience as participants in teaching practice programs in non-formal institutions.

Teaching practice program for seventh-semester students English Education Department Faculty of education and teaching training Islamic institute of Darussalam. It is carried out for one full month with a student work office located in the former office of security and order. With activities: blind syllabus, modules, and attendance of course participants at LPBA.

2. The problem of teaching practice program in LPBA (Lembaga Pengembangan Bahasa Asing)

In the following, the researcher will describe the answers from the participants after conducting the interview.

a. What are the problems during the teaching practice program?

According to Ummi Salamah and Khumaidah Maskuroh, their difficulty lies in the difficulty of adapting, the lack of facilities they get, the lack of working time given, and the absence of previous sources to make the modules requested by the institution in the participant teaching practice program.

b. Why could it be a problem?

The reason Ummi Salamah and Khumaidah Makuroh complained about the problems they experienced during the teaching practice program was that, when they experienced it all, they reaperienced difficulties and worked more to complete all the tasks that were their responsibility during the training practice program and had to be completed at the end of the activity teaching practice programs.

c. What are the problems with the facilities provided?

The lack of facilities meant by Ummi Salamah and Khumaidah Maskuroh here is the limited internet facilities because the teaching practice program is located within the pesantren environment. And the non-fixed place of work for

teaching practice program students, which is meant here, is basecamp, so they have to move from place to place and that hinders the process of working on assignments.

d. What makes working timeless?

Because Ummi Salamah and Khumaidah Maskuroh are in the same foundation, their answer is the same which makes their lack of working time is that there are pesantren activities that must be prioritized. Like the study of the Book of Al-Barzanji.

e. Is there no additional time to replace the time spent on activities?

According to Ummi Salamah, although a lot of their time is taken up by the existence of pesantren activities which are prioritized, they do not get additional time to complete their tasks properly. So they collect them collect assignments on time but it is not satisfying.

And the following is a form of details from the interview with the participant:

This is the answer from Ummi Salamah. This interview was conducted on March 28, 2022, and was located in the second-floor room above the student cooperative, at the residence of Mrs. Nyai Hj. Handharyatul Masruroh, after reciting the book of *Shohih Bukhari* The answer from Ummi Salamah regarding the problems faced by seventh-semester students during the teaching practice program carried out in non-

formal educational institutions while being a participant was the problems she faced during the teaching practice program at LPBA, including the difficulty of processing what material would be included. into the syllabus, the timing of activities because LPBA is a *pesantren* institution which of course must also think about the activities held by the *pesantren*.

This is the answer from an interview with Khumaidah Maskuroh. This interview was conducted on April 1, 2022, and took place in front of the IAIDA campus classroom after the ESP (English for Specific Purpose) course by Mr. Adib Ahmada, M.Pd. Answers from Khumaida Maskuroh about the problems she faced while doing the teaching practice program including the facilities that are occupied by the institution are inadequate when compared to students who carry out teaching practice programs informal educational institutions such as high school, junior high school, or even Madrasah. and according to khumaida maskuroh what makes it difficult is to generalize the lessons in making modules, because the participants are not original from the course. Moreover, this institution is a new institution, so participants start from scratch without any examples of the syllabus in the previous period.

The following are the problems found by researchers during observation:

In the first week of teaching practice activities, this program went quite well, maybe the only problem was adapting to the workplace and matching the thoughts of one member with another. Because teamwork requires cohesiveness and alignment of thoughts. The report assignments must also be done together and must be in line so that when they are done alone and then combined, it will increase the length of time they work on the task. And this week the tasks that will be carried out by the participants are explained by the head of the institution. including making modules, syllabus, and attending course members. And the official inauguration of the duties of the participants with an introduction to the LPBA management and distribution of business cards as students of the teaching practice program at LPBA (*Lembaga Pengembangan Bahasa Asing*). The name card is used to make it easier for participants to access the institution's office. Like using institutional equipment, let's say computers or media in the institution such as guide books.

In the second week, there was a boarding school holding an activity to recite the book of *al-Barzanji* to commemorate the birthday of the prophet which was followed by all students of the Darussalam Islamic boarding school for 1 full week. Automatically, the working hours of practical students are cut off. Initially, there was an additional hour in the morning at 8 o'clock, so there was no additional hour because at that hour there was an hour for reciting which was located in the prayer room. You don't have to follow it, but if there is an excessive void of meaning, a fine

will be imposed. Be a participant, don't dare to skip this recitation and choose to reduce additional hours.

According to one participant, there was one time, approximately in the third week of the teaching practice program. One of the caretakers of the Islamic boarding school held a wedding reception. Because most of the IAIDA (Institute Agama Islam Darussalam) students are students at the Darussalam Islamic boarding school. And seventh-semester students automatically become students who are considered seniors, so some of them at this event were assigned to be on the committee to make this event a success. So when this event lasted for three full days, all participants in the teaching practice program at LPBA were not on duty either during working hours or just gathered together to discuss their work outside of working hours.

And from the two answers, there are several solutions. Starting from looking for the answers on several websites about modules for English courses, how to manage the course syllabus, and when you feel it is not enough to just search on the internet or even guide books from other courses, you will discuss it with your supervisor, tutor or head. even though the institution.

Every week the participants are assigned to attend the LPBA (Lembaga Pengembangan Bahasa Asing) course members. That is every Tuesday and Friday afternoon after the Asr prayer. Because the number of participants is only three people and five classes need to be checked,

the participants check the attendance of members by dividing their work, so they attend one class for one person and some get one class for two or one class for two people.

And every week, teaching practice program students must report the results of their work to the field supervisor or commonly called the DPL (*Dosen Pembimbing Lapangan*).

The syllabus which will be described in the appendix was one of the results of the work of teaching practice program students at LPBA (*Lembaga Pengembangan Bahasa asing*). The syllabus is one of the problems faced by practical students at LPBA. This job is relatively easy, according to their field supervisor. because the syllabus of the course institution does not have to refer to the curriculum set by the minister of education. Because what refers to the minister of education is the syllabus for formal education such as elementary, junior high, or high school. At the time of the formation of this syllabus, there was often an overhaul. Because when the syllabus was finished and shown to the head of the institution, it turned out that there was a date that had to be changed because it collided with the schedule of activities to be carried out by the *pesantren*.

picture 4.1 course participant attendance activities



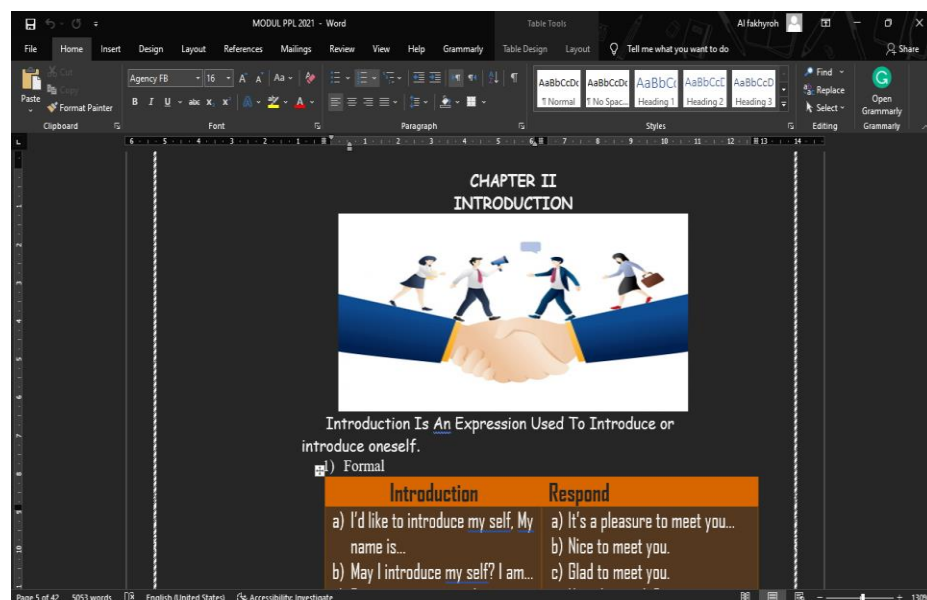
In the picture, it can be seen that the seventh-semester students who are participants in the teaching practice program at LPBA are carrying out additional activities to add assessment points from the head of the institution who is the supervisor of this program's teaching practice activities. This activity is carried out twice a week, namely on Tuesday and Friday where today there is a language course activity.

According to the informant, in the interview activities that have been carried out, the informant also said that apart from working on the syllabus. Seventh-semester students are given the task of forming a module book with material that has been determined by the head of the institution. With the following materials:

1. Greeting and Parting
2. Introduction
3. Asking and Offering Help
4. Telling Time

5. Directions
6. Narrative Text
7. Descriptive Text
8. Sentence
9. Part of Speech
10. Simple Present Tense
11. Short Expression
12. Extra Part (Master of Ceremony)

The following is a form of the syllabus that has been made by students participating in the teaching practice program at LPBA.



Picture 4.3 snippet of the teaching practice program student module

Judging from the picture above, it can be said that in making this module the participants had a lot of difficulties. The form of the module is still too simple in its formation because basically the participating students

have never attended and there is not even a graphic design professional in their study program. And they are required to make their work.

B. Discussion

After all of the needed data are completed, they are analyzed based on the findings of the data that were presented before, the data will be explained as follows:

1. The Seventh Grade Students' Problems of English Education Department in Participating Teaching Practice Program at LPBA

a. The teaching practice program materials provided

From the observations made after the interview, the participants were given tasks at the beginning of the meeting. The task is given at once by the head of the institution which is then carried out periodically. the participants can ask something related to the task of the teaching practice program the tutor or to the head of the institution who is in charge of them when carrying out the teaching practice program.

b. Participant activity when on duty

Based on interview observations, it can be seen that the time used to complete the task with material from the head of the institution to the participant is for one month and do one face-to-face and guidance through e-mail with field supervisors. Allocation of time It includes participants completing the task,

conducting discussions with fellow friends and tutors, and discussing with field supervisors.

2. The problem of teaching practice program in LPBA (Lembaga Pengembangan Bahasa Asing)

Based on interviews with resource persons, they stated that they were quite active in doing their assignments, they sent their work every week, but some days the participants were unable to be active because they had problems working time due to other activities that took up their working time. with cottage activities that should be prioritized. and they also said the most common problem he had was an internet connection. They need an internet connection, due to the problem that sometimes participants do not have book sources, so they have to look for other sources on the internet, which at the time of conducting PPL the facilities were very limited. Related to the research of Yudi Ardian (2021) in Kulliyatul Muballighin Islamiyyah Al-Ishlah Bondowoso the internet can be used to condition things that cannot be controlled.

Another problem faced by teaching practice program students or commonly referred to as PPL (Praktik Pengalaman Lapangan) is the difficulty of adapting, this is because of who the people who become their partners work because not everyone can get along and can socialize easily and get along with people they just

know. Though adapting is very important to do because when people can adapt to their environment they can create very good situations for themselves and those around them. For example, if teaching practice program students can adapt easily they will immediately do their work quickly and accurately because they are familiar with and comfortable with the conditions and situations that exist in the teaching practice program. This problem is also related to the results of Siti Nurfaidah's research (2018) which explains that prospective teachers will try to change the negative emotions that arise into positive emotions by making adaptation efforts to the new environment which is expected to help them socialize more easily.

Efforts to adapt to a new place to change negative emotions into positive emotions are part of the socialization-related learning process initiated by Reio. This process includes how teachers or prospective teacher students proactively find out the information they need to resolve the uncertainty they will face in a new environment by observing and consulting with tutors and supervisors to meet the demands of becoming a teacher.

CHAPTER V

CONCLUSION

A. Conclusion

From the research findings, it can be seen from the results of this study that the teaching practice program students practice for one full month in non-formal educational institutions under the auspices of the Darussalam Putri Utara Islamic boarding school which is better known as the LPBA (Lembaga Pengembangan Bahasa Asing) in this institution to help its members learn to develop foreign languages. . Namely Arabic and English. The material is given at the beginning of the meeting with the head of the institution.

The problems faced by the teaching practice program students are the difficulty of adapting to new people, the lack of resources for making modules because the institution occupied is a new institution that has never had its module, lack of work facilities such as the internet and a workspace that is not sedentary and times that clash with pesantren activities which must be prioritized.

B. Suggestion

This study would like to provide suggestions regarding seventh-semester students' problems with the English education department in participating teaching practice program at LPBA (Lembaga Pengembangan Bahasa Asing).

1. Suggestions for LPBA (Lembaga Pengembangan Bahasa Asing)

To add more adequate facilities for students who practice in their institutions such as internet facilities. because the success of the practitioner will have a positive effect on the institution where he practices. and more provide more room to adapt. and providing special time by requesting permission from the authorized institution to grant permission to increase working time.

2. Suggestions are addressed to lecturers or other parties who have the authority to develop learning systems, for example, as preparing students if they will be placed in non-formal educational institutions. So that students can better understand the material and the person in charge of the participant at his assigned place can supervise other things besides the participants.

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APPENDIX

INTERVIEW WITH HEAD OF EDUCATION PROGRAM

Al fakhyroh <alfakhyroh83@gmail.com> Min, 27 Feb 08.39 ☆ ↶
kepada Zulfi ▾

Assalamu'alaikum miss..
maaf sebelumnya mengganggu.
miss saya mau tanya,
kenapa untuk ppl tahun ini untuk mahasiswa santri putri di laksanakan di lembaga non formal pondok pesantren?

...

Zumala Adriani Min, 27 Feb 09.46 ☆ ↶
kepada saya ▾

Mksdnya ppl tahun 2021 kemarin?

1. Krn pandemi
2. Lembaga formal di yayasan untuk proses pembelajaran jg terbatas
3. Lembaga non formal belum pernah dipakai ppl

Zulfi Zumala
Prodi Tadris Bahasa Inggris
IAI Darussalam Blokagung Banyuwangi

Al fakhyroh <alfakhyroh83@gmail.com> Sen, 28 Feb 11.02 ☆
kepada Zumala ▾

oh nggg miss satu lagi,, kalau tujuan ppl d lembaga sendiri itu apa ya miss

...

Zulfi Zumala Sen, 28 Feb 11.54 ☆
kepada saya ▾

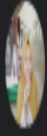
lebih ke mulai mengintegrasikan antara prodi tbig ke lembaga bhs pesantren, dan pendampingan ke lembaga bhs

Zulfi Zumala Dwi Andriani
Institut Agama Islam Darussalam Blokagung Banyuwangi
08563615140

...

↶ Balas ➡ Teruskan

INTERVIEW WITH PARTICIPANT



khumaidah maskuroh 31 Mar, 11.13

kesulitanku pas ppl jelase tentang are2 soale basic mereka kan bukan asli kursusan dadi untuk menyama ratakan pelajaran dalam pembuatan modul iku sulit

terus juga kita kan bener2 dari awal maksudnya kan gk ono silabus sama sekali kan y iku apah di arahne neng ndi bingung

SYLLABUS OF PARTICIPANT TEACHING PRACTICE PROGRAM

4.1 Syllabus

Syllabus

Mata pelajaran : Bahasa Inggris

Kelas : speaking

Tahun pelajaran : 2021/2022

A. Kompetensi Inti

KI 1: Menghayati dan menghargai agama yang dianutnya

KI 2: menghayati dan menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya

KI 3: mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, memodifikasi, membuat) dalam ranah abstract (menulis, membaca, menghitung, mengarang, menggambar) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Indicator	Materi pokok	pembelajaran
1.1 Memahami ungkapan ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	Ucapan salam (greetings) pada saat bertemu dan berpisah (parting) digunakan secara tepat	Greetings and parting ✓ Good morning. ✓ How are you? ✓ I'm fine, thanks ✓ See you later goodbye.	<ul style="list-style-type: none"> • Listening –About material of greetings, and parting • Speaking -saying greeting and parting
1.2 Mempraktikkan ungkapan-ungkapan greeting dan parting Bersama teman	Ucapan salam (greeting) beserta responnya dan ucapan perpisahan beserta responnya	Greeting : <ul style="list-style-type: none"> • How are you? • How is it going? • How are you Respond: <ul style="list-style-type: none"> • I'm very well. • Thanks • No problem • Very well thanks Parting:	Practice: <ul style="list-style-type: none"> • Mempraktikkan greeting dan parting Bersama teman di depan kelas

		<ul style="list-style-type: none"> • Goodbye • Bye-bye • Take care your self • Be seeing you Respond: <ul style="list-style-type: none"> • Goodbye • Bye-bye • Thanks • Fine 	
1.3 Mengidentifikasi kata-kata dalam introduction formal beserta responnya	Ungkapan-ungkapan yang digunakan dalam introduction formal yang tepat penggunaannya	Formal introduction: <ul style="list-style-type: none"> • I'd like to introduce my self, My name is... • May I introduce my self? I am... Respond: <ul style="list-style-type: none"> • It's a pleasure to meet you... • Nice to meet you. • Glad to meet you. 	Listening: <ul style="list-style-type: none"> • Mendengarkan materi formal introduction yang di sampaikan oleh tutor Speaking: <ul style="list-style-type: none"> • Mencoba melafalkan formal introduction yang tepat
1.4 Memahami kata-kata yang biasa di gunakan dalam informal introduction beserta responnya	Ungkapan-ungkapan yang di gunakan dalam introduction informal yang tepat penggunaannya	Informal introduction: <ul style="list-style-type: none"> • Have we met before?my name is... • I don't think we have met?my name is... Respond: <ul style="list-style-type: none"> • Glad to meet you • Happy to meet you? 	Speaking: Melafalkan ungkapan-ungkapan informal introduction beserta responnya secara bergantian di luar kelas (outdor)
1.5 Evaluasi akhir Bulan			•
1.6 Memahami tentang apa itu asking help	Ungkapan-ungkapan yang di gunakan untuk asking help beserta responnya	asking help: <ul style="list-style-type: none"> • Can you help me? • Could you please give me hand? • Would you like to help me? Respond:	Listening: <ul style="list-style-type: none"> • Mendengarkan materi tentang asking help Speaking: <ul style="list-style-type: none"> • Mempraktikkan asking help Bersama teman

		<ul style="list-style-type: none"> • Okay • Yes, I can • Okay no problem 	
1.7 Memahami tentang offering help	Ungkapan-ungkapan yang biasa di gunakan untuk offering help	<p>Offering help:</p> <ul style="list-style-type: none"> • May I help you? • May I give you a hand? • Shall I bring you a pillow? <p>Respond:</p> <ol style="list-style-type: none"> a. Yes please b. I'd like it very much c. No thanks 	<p>Listening:</p> <ul style="list-style-type: none"> • Menyimak materi yang di sampaikan tutor tentang offering help <p>Speaking:</p> <p>Menirukan dan menyebutkan ungkapan-ungkapan dalam offering help</p>
1.8 Memahami cara menyebutkan waktu dalam Bahasa inggris (telling time)	Menyebutkan cara menyebutkan waktu di dalam Bahasa inggris (telling time)	<ul style="list-style-type: none"> • 2:00-it's two o'clock. • 2:05-it's five past two • 2:15-it's quarter past two • 2:30-it's half past two 	<p>Listening:</p> <ul style="list-style-type: none"> • Menyimak penyampaian materi oleh tutor tentang telling time <p>Practice:</p> <ul style="list-style-type: none"> • Mencoba menulis telling time dan mempraktikkannya satu-satu
1.9 Mengidentifikasi arah-arah dalam Bahasa inggris (direction)	Menyebutkan arah-arah dalam Bahasa inggris (direction)	<ul style="list-style-type: none"> • North=utara • South=selatan • West=barat • East=timur 	<p>Listening:</p> <ul style="list-style-type: none"> • Menyimak penyampaian materi oleh tutor tentang direction <p>Practice:</p> <ul style="list-style-type: none"> • Membuat teks peta dalam Bahasa inggris
1.10 Evaluasi akhir Bulan			
1.11 Mengidentifikasi tentang apa itu narrative text	Menyebutkan pengertian narrative text	<p>Pengertian narrative text:</p> <ul style="list-style-type: none"> • Narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problem. 	<p>Listening:</p> <ul style="list-style-type: none"> • Menyimak materi tentang narrative text oleh tutor

<p>1.12 Memahami tentang Apa saja generic structure narrative text</p>	<p>Menjelaskan tiap-tiap generic structure narrative text</p>	<p>Generic structure:</p> <ul style="list-style-type: none"> • Orientation • Complication • Resolution • Re-orientation/coda 	<p>Practice:</p> <ul style="list-style-type: none"> • Membuat narrative text dan membacaknya di depan kelas
<p>1.13 Mengetahui apa itu descriptive text</p>	<p>Menjelaskan pengertian descriptive text</p>	<p>Pengertian descriptive text:</p> <p>Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.</p>	<p>Listening:</p> <ul style="list-style-type: none"> • Menyimak materi yang di sampaikan oleh tutor tentang descriptive text
<p>1.14 Mengidentifikasi generic structure descriptive text</p>	<p>Menyebutkan dan Menjelaskan tiap-tiap generic structure of descriptive text</p>	<p>Generic structure of the descriptive text:</p> <ul style="list-style-type: none"> • Identification • Description 	<p>Listening:</p> <ul style="list-style-type: none"> • Menyimak materi yang di sampaikan tutor tentang generic structure of descriptive text
<p>1.15 Mengidentifikasi karakteristik descriptive text</p>	<p>Menyebutkan karakteristik descriptive text</p>	<p>Characteristics Descriptive Text:</p> <ul style="list-style-type: none"> • A text that uses the simple present tense • It contains several attribute verbs, such as be (am, is, are) • A text that only focuses on one object. • Use an adjective or adjective. • The writing uses very interesting language. 	<p>Tes tulis:</p> <ul style="list-style-type: none"> • Membuat contoh descriptive text tentang pesantren
<p>1.16</p>			

Syllabus

Mata pelajaran : Bahasa Inggris
Kelas : Grammar
Tahun pelajaran : 2021/2022

A. Kompetensi Inti

KI 1: Menghayati dan menghargai agama yang dianutnya

KI 2: menghayati dan menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya

KI 3: mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, memodifikasi, membuat) dalam ranah abstract (menulis, membaca, menghitung, mengarang, menggambar) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi dasar	Indicator	Materi pokok	pembelajaran
1.1 mengetahui apa itu sentence	Mendeskripsikan tentang apa itu sentence	Pengertian sentence: <ul style="list-style-type: none">• adalah sekumpulan kata yang terdiri dari paling sedikit satu subject (pokok kalimat) dan satu predicate (sebutan kalimat/kata kerja) dan mengandung pengertian yang sempurna.	<ul style="list-style-type: none">• menyimak materi yang di sampaikan oleh tutor tentang sentence• bertanya jawab tentang materi yang telah di sampaikan
1.2 mengidentifikasi tentang unsur-unsur sentence	Mendeskripsikan tiap-tiap unsur sentence	Unsur-unsur sentence: <ul style="list-style-type: none">• subject• predicate• object• complement• adverb	<ul style="list-style-type: none">• menyimak materi yang di sampaikan tutor tentang unsur-unsur sentence• membuat contoh

			tentang sentence
1.3 mengidentifikasi tentang part of speech	Mendeskripsikan tiap-tiap part of speech	Part of speech: <ul style="list-style-type: none"> • language • letter • word • phrase • clause • sentence 	<ul style="list-style-type: none"> • menyimak materi yang di sampaikan oleh tutor • bertanya jawab tentang materi yang di sampaikan
1.4 mengidentifikasi apa saja kelas kata dan mengetahui apa itu kelas	Menyebutkan apa saja kelas kata dan menjelaskan sebagian dari kelas kata	Kelas kata: <ul style="list-style-type: none"> • Pronoun • Adjective • Noun • Conjunction • Adverb • Verb • Interjection • Preposition Penjelasan: <ul style="list-style-type: none"> • Pronoun • Adjective 	<ul style="list-style-type: none"> • Menyimak materi yang di sampaikan oleh tutor • Bertanya jawab tentang materi yang di sampaikan • Membuat contoh dari kelas kata yang sudah di jelaskan
1.5 mengetahui apa itu pengertian tiap-tiap kelas kata	Menjelaskan kelas kata melanjutkan materi sebelumnya	<ul style="list-style-type: none"> • Noun • conjunction 	<ul style="list-style-type: none"> • Menyimak materi yang telah di sampaikan tutor • Bertanya jawab tentang materi yang telah di sampaikan • Membuat contoh kelas kata yang telah di jelaskan
1.6 mengetahui apa itu pengertian tiap-tiap kelas kata	Menjelaskan kelas kata melanjutkan materi sebelumnya	<ul style="list-style-type: none"> • Adverb • verb 	<ul style="list-style-type: none"> • Menyimak materi yang telah di sampaikan tutor • Bertanya jawab tentang materi yang telah di sampaikan • Membuat contoh kelas kata yang telah di jelaskan
1.7 mengetahui apa itu pengertian tiap-tiap kelas kata	Menjelaskan kelas kata melanjutkan materi sebelumnya	<ul style="list-style-type: none"> • Interjection • preposition 	<ul style="list-style-type: none"> • Menyimak materi yang telah di sampaikan tutor • Bertanya jawab

			<p>tentang materi yang telah di sampaikan</p> <ul style="list-style-type: none"> • Membuat contoh kelas kata yang telah di jelaskan
1.8 evaluasi			
1.9 mengetahui apa itu tenses	Menjelaskan tentang tenses dan memberikan contohnya	<p>Pengertian tenses:</p> <ul style="list-style-type: none"> • Tenses adalah perubahan kata kerja yang di pengaruhi oleh waktu dan sifat kejadian <p>Contoh:</p> <ul style="list-style-type: none"> • I eat rice everyday • I am eating rice now • I have eaten rice • I ate rice yesterday 	<ul style="list-style-type: none"> • Menyimak materi yang di sampaikan tutor tentang tenses • Bertanya jawab tentang materi yang di sampaikan tutor
1.10 mengetahui apa itu kalimat verbal dan nominal	Menjelaskan tentang apa itu kalimat verbal dan kalimat nominal	<p>Kalimat verbal:</p> <ul style="list-style-type: none"> • Suatu kalimat yang bagian terpentingnya adalah kata kerja (predikat) <p>Kalimat nominal:</p> <ul style="list-style-type: none"> • Yaitu kalimat yang tidak mempunyai kata kerja dan bagian terpentingnya yaitu adanya "TOBE" 	<ul style="list-style-type: none"> • Menyimak materi yang telah di sampaikan oleh tutor • Bertanya jawab tentang materi yang di sampaikan • Membuat contoh kalimat verbal dan nominal
1.11 mengetahui apa itu simple present tense dan present continuous	Menjelaskan tentang simple present tense dan present continuous	<p>Simple present tense:</p> <ul style="list-style-type: none"> • Adalah waktu yang di gunakan untuk menyatakan kebiasaan, kebenaran umum, kemampuan 	<ul style="list-style-type: none"> • Menyimak materi yang telah di sampaikan tutor • Bertanya jawab tentang materi yang telah di sampaikan • Membuat contoh tentang materi

		<p>atau kejadian saat ini.</p> <p>Present continuous: Adalah waktu yang di gunakan untuk menunjukkan suatu kejadian yang sedang terjadi di waktu sekarang atau kejadian yang bersifat sementara.</p>	yang telah di sampaikan
1.12 mengetahui tentang apa itu present perfect dan present perfect continous	Menjelaskan tentang apa itu present perfect dan present perfect continous	<p>Present perfect:</p> <ul style="list-style-type: none"> • Adalah waktu yang di gunakan untuk menyatakan suatu kegiatan yang telah selesai di lakukan secara sempurna, <p>Present perfect continous:</p> <ul style="list-style-type: none"> • digunakan untuk menyatakan kegiatan yang telah di lakukan di waktu lampau tapi sampai sekarang masih di lakukan (proses penyelesaian). 	<ul style="list-style-type: none"> • Menyimak materi yang telah di sampaikann tutor • Bertanya jawab tentang materi yang telah di sampaikan • Membuat contoh tentang materi yang telah di sampaikan
1.13 evaluasi			



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Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Dosen Pembimbing : **Adib Ahmada, M.Pd**

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Adapun judul penelitiannya adalah:

A Case Study on the Seventh Grade Students' Problems of English Education Department in Participating Teaching Practice Program at LPBA in the Academic Years 2021

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 27 Maret 2022

Dekan

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Benar-benar telah mengadakan penelitian di lembaga kami dengan penulisan studi pendahuluan yang berjudul "*A Case Study On The Seventh Grade Students` Problems Of English Education Departement In Participating Teaching Practice Program At LPBA (Lembaga Pengembangan Bahasa Asing) In The Academic Year 2021* " untuk memenuhi salah satu persyaratan dalam menyelesaikan Program Sarjana Pendidikan.

Demikian surat keterangan ini kami buat, untuk sedapatnya dipergunakan sebagaimana mestinya.

Blokagung, 02 Juni 2022

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PROGRAM STUDI S1 TADRIS BAHASA INGGRIS

PERIODE 20212

JUDUL A Case Study on the Seventh Semester Students Problems of English Education Department in Participating Teaching Practice Program at LPBA Lembaga Pengembangan Bahasa Asing in the Academic Years 2021



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	31 Mei 2022	31 Mei 2022	Bimbingan bab 5	Ke 8
2	20212	05 April 2022	05 April 2022	Bimbingan bab 4	Ke 7
3	20212	10 Maret 2022	10 Maret 2022	Analisis data penelitian	Ke 6
4	20212	24 Februari 2022	24 Februari 2022	Persiapan ambil data penelitian	Ke 5
5	20212	02 Februari 2022	02 Februari 2022	Bimbingan bab 3	Ke 4
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ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2022 ADVISOR APPROVAL SHEET This is to certify that the thesis of Nur Shobah Al Fakhriroh has been approved by the advisor for further approval by the board of examiners. Banyuwangi, 1st June 2022 Advisor, Adib Ahmada, M.Pd. NIPY 315093008860 AGREEMENT This is to certify that the thesis of Nur Shobah Al Fakhriroh has been approved by the board of

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