



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ART
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
MICROTEACHING	8820302148		2	6	25 February 2023
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Nur Chakim, S.Pd.,M.Pd.				Dr. Himmawan Adi Nugroho
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	PLO 2	Demonstrate a good understanding of the concept of learning English from a national and global perspective			
	PLO 4	Plan, carry out and evaluate English instructions effectively and creatively			
	PLO 7	Apply critical thinking and analytical skills to solve English learning problems			
	PLO 8	Demonstrate the oral and written skills in communicating knowledge about English instructions.			
	Course Learning Outcomes (CLO)				
	CLO 1	Demonstrating sincerity and commitment to develop students' attitudes, values and abilities			
	CLO 2	Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities			
	CLO 3	Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language			
	CLO 4	Demonstrating the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities			
	Lesson Learning Outcomes (LLO)				
	LLO 1	Students are able to explain the concept of Microteaching and describe teaching and learning practices			
	LLO 2	Students are able to develop Teaching Kits by illustrating their understanding of : Core competences (KI), Basic competences (KD), indicators, instructional objectives, materials, media, assessment,			

	LLO 3	Students are able to discuss various types of Instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.) and employ them successfully in their own teaching practice.
	LLO 4	Students are able to employ a variety of expressions related to opening and closing lessons, as well as managing students in the classroom
	LLO 5	Students are able to conduct peer teaching at the Junior High School level (SMP)
	LLO 6	Students are able to conduct peer teaching at the Senior High School level (SMA/SMK)
Brief description of the course	Applying English lesson plan in the secondary school levels (junior and senior high schools, vocational schools) through various learning strategies, instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.), and utilizing the expressions of classroom language (expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKll discussion, and managing students in the classrooms) through interactive and effective peer teaching activities which are recorded as an instructional project for the sake of preparing real teaching at schools.	
Study Materials: Learning Materials	Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman.	
References	Main reference:	
	Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman. Tim. (2020). Standard operational procedures of micro-teaching implementation. Surabaya: UNESA	
	Supplementary reading:	
	Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. ____. (2017). Panduan Teknis IV: Instrumen Penilaian Kinerja UKMPPG. Jakarta: Ristekdikti Tim PLP. (2019). <i>Pedoman Pengenalan Lapangan Persekolahan (PLP)</i> . Surabaya: Pusat Pengelolaan Praktik Pembelajaran, LP3M	
Lecturer (s)	NUR CHAKIM, M.Pd.	
Course requirements	Passed the (course/s) of Theories in Learning, School Curriculum and Policy, Approaches and Methods in ELT, Syllabus Design, Testing and Assessment in ELT, Educational Technology in ELT, Innovative Teaching, Developing EFL Materials.	

Meeting	LLO	Assessment	Learning Mode, Learning Method, Assignment, (Time Allotment)	Learning materials (References)	Assessment weight (%)
---------	-----	------------	--	---------------------------------	-----------------------

		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the concept of Microteaching and describe teaching and learning practices	<ul style="list-style-type: none"> - Identifying the purpose of microteaching - Describing the teaching and learning practices 	Spoken	<ul style="list-style-type: none"> • Defining the concept of Microteaching • Demonstrating knowledge related to Microteaching • Explaining the relation between microteaching and real teaching • Conducting a project of peer-teaching started from developing lesson plan until demonstrating peer-teaching with the following steps: <ul style="list-style-type: none"> - identifying the problems - planning the project - scheduling the project - monitoring the progress - assessing the performance - evaluating the project. • Identifying the problems of English instruction in secondary schools (junior/ senior and vocational schools) 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	
2	Students are able to develop Teaching Kits by illustrating their	<ul style="list-style-type: none"> - Identifying indicators - Formulating instructional 	Spoken	<ul style="list-style-type: none"> • Planning the project of peer teaching by developing English lesson plan through: 		Permendikbud tahun 2016. Jakarta: Ristekdikti	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	understanding of : Core competences (KI), Basic competences (KD), indicators, instructional objectives, materials, media, assessment, etc.	objectives - Determining materials - Selecting appropriate approach/ method/ strategy - Selecting learning media - Conducting assessment		<ul style="list-style-type: none"> Identifying indicators Formulating instructional objectives Determining materials Selecting appropriate approach/ method/ strategy Selecting learning media Conducting process and result assessment			
3	Students are able to discuss various types of Instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.) and employ them successfully in their own teaching practice.	- Explaining the concept of instructional models. - Selecting appropriate learning models in teaching practice. - Applying stages of instructional models in teaching practice	Spoken	<ul style="list-style-type: none"> Scheduling the project of peer teaching by dividing the peer teaching performance in two sessions: <ol style="list-style-type: none"> Junior high schools teaching simulation Senior high schools/ vocational schools simulation Explaining the concept of instructional models. Selecting appropriate learning models in teaching practice. Applying stages of instructional models in teaching practice 			

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
4	Students are able to employ a variety of expressions related to opening and closing lessons, as well as managing students in the classroom	<ul style="list-style-type: none"> - Using varieties of expressions related to opening and closing lessons - Applying varieties of expression related to managing students in the classroom - 	Spoken	<ul style="list-style-type: none"> • Using varieties of expressions related to opening and closing lessons • Applying varieties of expression related to managing students in the classroom 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	
5	Students are able to conduct peer teaching at the Junior High School level (SMP)	- Demonstrating peer teaching in Junior High School level (SMP)	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms • Demonstrating peer teaching performance in Junior High School level (SMP) • Identifying strengths and weaknesses of peer teaching 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>practice performed by the students</p> <ul style="list-style-type: none"> Propose possible solutions for the teaching problems Assessing the students simulation practices using the assessment instruments 			
6	Students are able to conduct peer teaching at the Junior High School level (SMP)	<ul style="list-style-type: none"> - Demonstrating peer teaching in Junior High School level (SMP) - Utilizing all expressions of classroom language and classroom management in peer teaching 	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms • Demonstrating peer teaching performance in Junior High School level (SMP) • Identifying strengths and weaknesses of peer teaching practice performed by the students • Propose possible solutions for the 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				teaching problems <ul style="list-style-type: none"> Assessing the students simulation practices using the assessment instruments 			
7	Students are able to conduct peer teaching at the Junior High School level (SMP)	<ul style="list-style-type: none"> Demonstrating peer teaching in Junior High School level (SMP) Utilizing all expressions of classroom language and classroom management in peer teaching 	Spoken	<ul style="list-style-type: none"> Monitoring the progress of peer-teaching performance by developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms Demonstrating peer teaching performance in Junior High School level (SMP) Identifying strengths and weaknesses of peer teaching practice performed by the students Propose possible solutions for the teaching problems Assessing the students simulation 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				practices using the assessment instruments			
8	Students are able to conduct peer teaching at the Junior High School level (SMP)	<ul style="list-style-type: none"> - Demonstrating peer teaching in Junior High School level (SMP) - Utilizing all expressions of classroom language and classroom management in peer teaching 	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms • Demonstrating peer teaching performance in Junior High School level (SMP) • Identifying strengths and weaknesses of peer teaching practice performed by the students • Proposing possible solutions for the teaching problems • Assessing the students peer - teaching practices using the assessment instruments 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
9	Students are able to conduct peer teaching at the Junior High School level (SMP)	<ul style="list-style-type: none"> - Demonstrating peer teaching in Junior High School level (SMP) - Utilizing all expressions of classroom language and classroom management in peer teaching 	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms • Demonstrating peer teaching performance in Junior High School level (SMP) • Propose possible solutions for the teaching problems • Assessing the students peer - teaching practices using the assessment instruments • Conducting Evaluation by Identifying strengths and weaknesses of peer-teaching practices performed by the students 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
10	Students are able to conduct peer teaching at the Senior High School level (SMA/SMK)	<ul style="list-style-type: none"> - Demonstrating peer teaching in Senior High School level (SMA/SMK) - Utilizing all expressions of classroom language and classroom management in peer teaching 	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms • Demonstrating peer teaching performance in Junior High School level (SMA/SMK) • Identifying strengths and weaknesses of peer teaching practice performed by the students • Proposing possible solutions for the teaching problems • Assessing the students peer - teaching practices using the assessment instruments 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques.	
11	Students are able to	- Demonstrating peer	Spoken	• Monitoring the progress of peer-		Willis, Jane. 1981.	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	conduct peer teaching at the Senior High School level (SMA/SMK)	teaching in Senior High School level (SMA/SMK) - Utilizing all expressions of classroom language and classroom management in peer teaching		<p>teaching performance by developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms</p> <ul style="list-style-type: none"> • Demonstrating peer teaching performance in Junior High School level (SMA/SMK) • Identifying strengths and weaknesses of peer teaching practice performed by the students • Proposing possible solutions for the teaching problems • Assessing the students peer - teaching practices using the assessment instruments 		Teaching English through English: A Course in Classroom Language and Techniques.	
12	Students are able to conduct peer teaching at	- Demonstrating peer teaching in Senior	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by 		Willis, Jane. 1981. Teaching English	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	the Senior High School level (SMA/SMK)	High School level (SMA/SMK) - Utilizing all expressions of classroom language and classroom management in peer teaching		<p>developing instruments of assessing the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms</p> <ul style="list-style-type: none"> • Demonstrating peer teaching performance in Junior High School level (SMA/SMK) • Identifying strengths and weaknesses of peer teaching practice performed by the students • Proposing possible solutions for the teaching problems • Assessing the students peer - teaching practices using the assessment instruments 		through English: A Course in Classroom Language and Techniques.	
13	Students are able to conduct peer teaching at the Senior High School level (SMA/SMK)	- Demonstrating peer teaching in Senior High School level (SMA/SMK)	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by developing instruments of assessing 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		- Utilizing all expressions of classroom language and classroom management in peer teaching		<p>the expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms</p> <ul style="list-style-type: none"> • Demonstrating peer teaching performance in Junior High School level (SMA/SMK) • Identifying strengths and weaknesses of peer teaching practice performed by the students • Proposing possible solutions for the teaching problems • Assessing the students peer - teaching practices using the assessment instruments 		Language and Techniques.	
14	Students are able to conduct peer teaching at the Senior High School level	<p>- Demonstrating peer teaching in Senior High School level (SMA/SMK)</p> <p>- Utilizing all expressions</p>	Spoken	<ul style="list-style-type: none"> • Monitoring the progress of peer-teaching performance by developing instruments of assessing the expressions of opening and 		Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	(SMA/SMK)	of classroom language and classroom management in peer teaching		<p>closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussion, and managing students in the classrooms</p> <ul style="list-style-type: none"> • Demonstrating peer teaching performance in Junior High School level (SMA/SMK) • Identifying strengths and weaknesses of peer teaching practice performed by the students • Proposing possible solutions for the teaching problems • Assessing the students peer - teaching practices using the assessment instruments 		Techniques.	
15	Students are able to review and evaluate the material covered in the previous 14 sessions to be well prepared for real teaching practice.	<ul style="list-style-type: none"> - Demonstrating peer teaching in Senior High School level (SMA/SMK) - Utilizing all expressions of classroom language 	Spoken	<ul style="list-style-type: none"> • Review all concepts in the previous 14 sessions • Prepare the plan for real teaching practice. • Conducting Evaluation by 		All materials	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		and classroom management in peer teaching		Identifying strengths and weaknesses of peer-teaching practices performed by the students <ul style="list-style-type: none"> • Submit the project in the form of: Teaching kits, Teaching Scenario, PowerPoint Slides and Recorded Peer Teaching. 			

➤ **Assessment Blue-print**

1. not use
2. Slightly effective
3. Moderately effective
4. Very effective
5. Extremely effective

Indicator	Forms	Items	Scoring					Weight (%)
			1	2	3	4	5	
To demonstrate skills how to open the lesson	Spoken	1. Pre activities A. Preparing students physically and						25%

Indicator	Forms	Items	Scoring					Weight (%)
			1	2	3	4	5	
To demonstrate skills how to teach main materials	Spoken	<ul style="list-style-type: none"> mentally B. Motivating students C. Activating students' prior knowledge D. Stating learning objectives E. Stating scope of materials 						50%
To demonstrate skills how to close the lesson	Spoken	<ul style="list-style-type: none"> 2. Main activities <ul style="list-style-type: none"> A. Material mastery <ul style="list-style-type: none"> 1) Presenting main materials 2) Explaining concept based on real life B. Model/ approach/ strategy <ul style="list-style-type: none"> 1) Implementing active learning 2) Developing positive attitude 3) Using media and ICT 4) Assessing learning process 5) Managing the classroom 6) Using appropriate language 7) Social sensitivity 8) Showing good personality 9) Assessing learning results 3. Post Activities <ul style="list-style-type: none"> A. Summarizing the materials B. Conducting reflection and follow up 						25%

STUDENT'S REFLECTIVE PRACTICE

Course: Microteaching
Lecturer: Fauris Zuhri

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	First, we discussed about the lesson plan. We made the lesson plan first then it was reviewed by my lecture. After making the revision, I took my video of delivering my material. Before having midterm test, I practice to d microteaching in front of the class and was reviewed by my lecture also gave feedback on my performance.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	I made my best lesson plan and did a practice again and again, so my atmosphere when teaching will be good. I practiced in front of mirror, so I could reflect myself and detected my inappropriate gesture, body language, or expression. Sometimes, I asked for my friend's help to assess my performance and told me which part I should change. I also can ask for my classmate's help to give review on my performance.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions	Yes, I did. My actions has been proved that it helped me to reach what I want. The implications of my actions on myself is I become open-minded to receive constructive feedback from my lecturer and friends. It also gives benefit for my friend because when assessing me, they could give an inspiration whether in material, my way to deliver the material, the ice breaking I provide, or others. I think if I did other actions, it would not give me the same satisfaction toward my result. Another way to improve my action is looking for microteaching video competition, so I could get many insight about how to do a good microteaching.

	<p>have given me the same result? Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?</p>	<p>I learn that being confidence and practice more are ways to improve myself. I think I would try to ask for feedback from much more people, so I could get many insight. No need to change, just add additional action that is possible to do like search for any references videos.</p>

STUDENT'S REFLECTIVE PRACTICE

Course: Microteaching

Lecturer: Fauris Zuhri

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	In this course, first, we learned about how to do the teaching, what the aspects that we have to be concerned, and the things that we should not do while teaching. Then, we have to create the learning plan for teaching with the template that has been provided by the lecturer. After that, we have to practice by recording ourselves' teaching practice, then upload it to Google Classroom, and our lecturer will give the feedback when in offline class.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ul style="list-style-type: none"> - We discussed the topic with the lecturer in the class. - We were given the provided template of teaching plans - We chose the basic competencies that we want for practice. - We were recording our teaching practice then uploaded it to the Google Classroom - When in the offline class, our lecturer gave the feedback also friends too.
Results	Did I accomplish what I wanted? Did my actions accomplish	Actually, I don't have much expectations to this material, I just thought about how I could know to do the great teaching as the teacher. This material got my expectation enough and I could practice well and the template was helping me.

	<p>what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?</p>	<ul style="list-style-type: none"> - I learned that we have to practice over and over if we wanna be the good teacher or just being well enough to do it. - Based on my progress in this material, I thought, I still need any improvement especially for my ability to interact with the students.

STUDENT'S REFLECTIVE PRACTICE

Course: Microteaching
Lecturer: Fauris Zuhri

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	The classroom was divided into groups to present certain topics each week. Once the groups were done with the presentation, we focused on teaching practice as the assessment for the mid-term and end-term tests.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ul style="list-style-type: none"> - I discussed the material topic with my classmates - I presented the topic as a group - I chose the basic competencies that I want for the mid-term and end-term tests. - My classmates and I were helping each other to play roles as students. - The reason why we did that was simply helping each other to accomplish the course in order to get the best outcome.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar	I honestly do not have any expectation during the class. If I can describe my accomplishment on this course, it would be 7/10. I did all of the assignments and I always submitted them on time. It is just that my performance was not that good.

	<p>situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?</p>	<ul style="list-style-type: none"> - I learned that it takes time to be a good teacher and teaching is not that easy - I thought that my performance on this course was not that good, I need to improve some things, such as the way I deliver the material, the choice of words, the body language, etc.