This book, My First Time Teaching English in School, is one of the products of our institution research on Analisis Efikasi Diri Mahasiswa Pendidikan Bahasa Inggris pada Program Magang III. The main part of this book is the compilation of student teachers' stories of their teaching English experiences during accomplishing Teaching Practicum Program (Magang III) in different schools. The writings are in the form of recount text (telling past events) that had been selected in terms of language and content. The authors start overviewing the theoretical information about teaching practicum in Indonesian university context. Then, the exploration of the students' experiences were expressed into two types: challenging and frightening. The classification was sorted from the expression or feeling that they put into their full writings. Next, this book collects the pictures of students when they carried out teaching practicum with various poses and partners. In the last part, the authors give conclusion according to the students' stories in this book connected with the theory of Teaching Practicum for Teaching English as a Foreign Language (TEFL).
My First Time Teaching English in School

Penulis
Fika Megawati, M.Pd.
Yuli Astutik, M.Pd.
Sultoni, M.T.

Diterbitkan oleh
UMSIDA PRESS
Jl. Mojopahit 666B Sidoarjo
ISBN: 978-979-3401-90-4
Copyright © 2018.
Authors
All rights reserved
Foreword

This book, *My First Time Teaching English in School*, is one of the products of our institution research on *Analisis Efikasi Diri Mahasiswa Pendidikan Bahasa Inggris pada Program Magang III*. The main part of this book is the compilation of student teachers’ stories of their teaching English experiences during accomplishing Teaching Practicum Program (*Magang* III) in different schools. The writings are in the form of recount text (telling past events) that had been selected in terms of language and content. The authors start overviewing the theoretical information about teaching practicum in Indonesian university context. Then, the exploration of the students’ experiences were expressed into two types: challenging and frightening. The classification was sorted from the expression or feeling that they put into their full writings. Next, this book collects the pictures of students when they carried out teaching practicum with various poses and partners. In the last part, the authors give conclusion according to the students’ stories in this book connected with the theory of Teaching Practicum for Teaching English as a Foreign Language (TEFL).

Finally, we would like to express our gratitude to Universitas Muhammadiyah Sidoarjo that have funded our research through the scheme *“Riset Dasar Institusi”*. We also thank the Head of Research and Community Service Institute, The Dean of Faculty of Teacher Training and Education, The Head of English Language Education Study Program of Universitas Muhammadiyah Sidoarjo who have enabled us to carry out the research. Finally, we acknowledge the most significant role of the students of seventh semester Class A1 who allow us to investigate their bad or good experiences through their writings during their Teaching Practicum for this research and book.

Sidoarjo, March 2018
Authors
TABLE OF CONTENTS

FOREWORD ......................................................................................................... iii
TABLE OF CONTENTS ...................................................................................... iv

CHAPTER I OVERVIEW
A. Teaching Practicum ................................................................. 1
B. Experiential Learning .............................................................. 2
C. Institutional Supervisor, School-Based Mentor, Student Teachers ................................................................. 4

CHAPTER II TYPES OF STUDENTS EXPERIENCE DURING TEACHING PRACTICUM

A. A FRIGHTENING EXPERIENCE ................................................. 14
   • Big Trouble in the Big World ........................................... 14
   • More Practice ............................................................. 15
   • I Won’t be The Real Teacher ..................................... 15
   • No Preparation .......................................................... 18

B. A CHALLENGING EXPERIENCE .............................................. 19
   • Hyperactive Atmosphere ............................................ 19
   • My Valuable Experience ............................................ 21
   • My New Experience .................................................. 23
   • My Lovely Class ........................................................ 24
   • My Unforgettable Experience .................................. 25
   • My Jigsaw Method ...................................................... 27
   • Internship III ............................................................. 29
   • My Experience in School .......................................... 30
• The Power of Classroom Management .............. 32
• Experience is the Best Teacher ...................... 34
• My Internship 3, My Adventure .................... 35
• My Rewarding Experience .......................... 38
• My Priceless Experience ............................ 39
• My First English Teaching in The School .......... 42
• I am a Happy Teacher ................................ 43
• Teaching in Internship III ............................ 44
• My Experience in Internship III .................... 45
• The Unforgettable Moment ......................... 47
• Teaching Needs a Process ............................ 48
• Students also Need Affection ....................... 49
• Many Lessons in Internship III ...................... 54
• The Memorable Event ................................ 52
• My Internship III Story ............................. 54
• My Costly Experience at Internship III .......... 55
• My Third Internship Experience ................... 57

CHAPTER III LIST OF PICTURES ........................................ 59

CHAPTER IV CONCLUSION ................................................. 68

REFERENCES ................................................................. 70

ABOUT THE AUTHORS ...................................................... 71