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## Appendix 1

### Sample of Interview Transcription

*(Putri, Participant 2)*

*(Indonesia)*

The Researcher: *“ceritain aja mbak gimana pengalaman ngajar di Magang III?”*

Putri : *“Apa kayak hambatannya atau kesulitannya?”*

The Researcher: *“Secara generalnya aja mbak”.*

Putri : *“di Magang 3, pokoknya aku emang suka ngajar emang passionku itu ngajar. Jadi ya menurutku mengajar dimanapun ya entah itu private atau PPL (Program Pengalaman Lapangan) sekolah itu seneng”.*

The Researcher: *“hmm... guru pamongnya gimana?”*

Putri : *“Guru pamongnya enak”.*

The Researcher: *“2 bulan juga mbak ngajarnya?”*

Putri : *“Iya 2 bulan”.*

The Researcher: *“hari pertama ngajar gimana?”*

Putri : *“Hari pertama itu gak langsung ngajar. Jadi Cuma diajak sama guru pamongnya buat liat siswanya, observasi. Terus baru setelah itu kita dikasih contoh rpp terus udah ngajar. Tapi selama ngajar itu tetap dipantau”.*

The Researcher: *“oh... berarti guru pamongnya ikut terus gitu ya?”*

Putri : *“iya ikut. Tapi supaya kita nggak kaku nggak canggung jadi Cuma beberapa menit habis itu ditinggal”.*

The Researcher: *“kadang gitu di tungguin terus ya mbak”*.

Putri : *“iyaa kalau penilaian itu ditungguin terus”*

The Researcher: *“penilaian kan 1 kali ya?”*

Putri : *“eh aku nggak satu kali, beberapa kali”*.

The Researcher: *“oh... terus pas ngajar pertama kali, gimana manage classroomnya?”*

Putri : *“yang pertama karna memang mungkin manage nya ya. Ini kan skala besar kalau aku kan biasanya ngajar private, yang Cuma 1 anak (siswa) atau mungkin paling banyak 5 anak (siswa). Jadi, kalau dalam skala yang lebih besar itu kan sekitar 30 anak ya, kalau me Manage nya ya susah soalnya karakternya anak-anak (siswa-siswa) beda. Kadang ada yang gampang diatur, kadang ada yang susah diatur”*

The Researcher: *“ngajar kelas IPA atau IPS?”*

Putri : *“aku ngajar SMP”*

The Researcher: *“oh...”*

Putri : *“iya SMP, kalau smp mungkin lebih mudah diatur ya. Tapi meskipun itu, ada satu dua siswa yang susah. Tapi masih SMP masih penurut lah. Dan memang yang aku ajar itu ada beberapa kelas, ada yang kelas unggulan 1 kelas, terus yang kelas regular 1 kelas, eh 2 kelas. Aku ngajar 3 kelas pokoknya, yang unggulan 1 sama kelas regular 2. Itu beda-beda”*.

The Researcher: *“ngajarnya kelas berapa mbak?”*

Putri : *“kelas 8 semua. Tapi untuk me managenya, mereka masih bisa diatur kok”*.

The Researcher: *“terus untuk strategi mengajar itu mbak, gimana?”*

Putri : *“umm... strategi mengajar. Kalo dari aku kemarin kita ngajarnya kan per tim kan”*.

The Researcher: *“iya?”*

Putri : *“jadi nggak satu kelas satu anak (mahasiswa). Memang sih satu kelas diajar satu mahasiswa. Jadi kan aku dikasih 3 kelas, jadi satu orang (mahasiswa) tanggung jawabnya satu kelas. Tapi ketika kita ngajar itu nggak sepenuhnya yang satu mahasiswa ini, tapi dibantu juga. Jadi kita kadang ‘team teaching’. Yah kita kasih pertama itu games, tapi games nya itu pakai aplikasi seperti kahoot, terus kadang kita pakai edmodo juga. Jadi sekalian memperkenalkan teknologi juga pada siswa. Terus kita buat games dari PPT tapi itu dibuat seperti video, pakai video soalnya kan masih SMP”*.

The Researcher: *“hmm...”*

Putri : *“nah itu diawal sebelum materi buat warm up. Terus ngasih materi, setelah materi itu kita buat games, biasanya dibagi kelompok terus rebutan. Pakai kahoot itu sih, atau kadang edmodo”*.

The Researcher: *“kayak sebelum pelajaran itu ice breaking dulu gitu mbak?”*

Putri : *“iya ice breaking, selalu kaya gitu”*.

The Researcher: *“selalu?”*

Putri : *“umm... kadang nggak ice breaking, kadang juga tanya jawab, pokoknya yang memancing. Kadang juga me-review materi sebelumnya kalau masih related sama materi selanjutnya. Pokoknya gimana membangun suasana menyenangkan dulu, habis itu dikasih materi. Kalau aku sam tim ku kemarin seperti itu”*.



The Researcher: *“terus step mengajarnya, RPPnya gimana? Antara mengajar sama RPPnya gimana?”*

Putri : *“yah itu memang kan RPP dibuat sebagai petunjuk”.*

The Researcher: *“iya”.*

Putri : *“nah tapi disitu nanti di RPP kan bisa jadi ada beberapa improvisasi atau berubah. Atau mungkin ada yang tiba-tiba nggak sesuai di hari itu, yaudah gak perlu plek banget atau sama persis. Cuma nanti arah dan tujuannya sama seperti RPP”.*

The Researcher: *“seringnya step yang apa gitu yang mesti sama dengan RPP?”*

Putri : *“iya itu pasti ada yang sama. Di bagian “menanya” nya pasti ya. Terus kita selalu ngasih bagian yang mengamati, entah itu video atau kita kasih contoh nyata. Misalnya mereka (siswa) lagi belajar ‘greeting card’, nah itu kita bawain contoh greeting card gimana. Kalau kita nggak bawain secara langsung, kita perlihatkan contohnya. Yang selalu ada itu bagian mengamati itu, entah video atau apapun. Terus setelah itu nanti di bagian yang paling sering juga, itu bagian bertanya. Jadi kita menggali dulu siswa tahunya tentang apa atau udah tahu tentang apa dengan materinya. Udah itu aja, dan selalu ada ‘group discussion’. Sama... yah pokoknya kita selalu mengusahakan ada 5M (Mengamati, Menanya, Mencoba, dan lain-lain) itu di pembelajaran”.*

The Researcher: *“terus untuk manage classroom tadi ya, ada kesusahan atau kesulitan nggak?”*

Putri : *“kesusahannya Cuma karna skala besar ya. Jadi kayak kalau dari segi tenaganya, capek teriak-*

*teriaknya aja. Ini masalahnya kalau di kelas yang 'excellent' di kelas bagus, mereka itu kalau menjawab cenderung nggak angkat tangan dulu”.*

The Researcher: *“oh... langsung sahu-sahatan?”*

Putri : *“iya jadi ketika mereka menjawab itu kayak rame banget. Kan misalnya kalau anak ketika terlalu aktif juga susah banget kan diatur. Di suruh ini tapi dia mau ini. Terus kita kan juga harus bisa ngatur, meskipun itu kelas pinter tapi itu kan tingkat pemahaman dan cara menangkap pelajaran itu kan beda-beda. Jadi kadang ada yang memang dia sudah tahu sebelum dijelaskan, tapi kan temennya juga butuh dijelaskan. Tapi kadang nyeletuk-nyeletuk gitu yang udah tahu. Itu sih susahnyanya, nah itu kalau dikelas yang bagus. tapi kalau kelas yang regular, kalau kelas yang regular itu malah kebalikannya, nggak ada yang menjawab kalau ditanya, hehe”.*

The Researcher: *“pasif gitu?”*

Putri : *“iya pasif hmm... jadi haduh. Jadi itu kayak mesti harus di pancing reward.*

The Researcher: *“kayak krik... krik... gitu? Hehe”*

Putri : *“krik... krik... iya betul. Harus di pancing reward dulu, jadi makanya awalnya kan kita pikir ini di kasih apa ya biar anak-anak antusias dulu. biar anak-anak antusias dulu. Emang niat kita itu yah antusias, kan kalau udah dapat antusiasnya itu gampang buat menerima pelajaran”.*

The Researcher: *“terus yang strategi mengajar tadi kan ice breaking, itu ada kesulitan juga nggak?”*

Putri : *“umm... kalau ice breaking sih nggak karna kan sekarang banyak banget sumber-sumber, kayak*

*video-video di YouTube, terus kita juga sebenarnya gampang buat kuis online kan, atau games itu kan udah banyak aplikasinya”.*

The Researcher: *“terus respon anak-anak (siswa) gimana mbak?”*

Putri : *“kalau anak-anak (siswa), karna memang disekolah yang tempatku magang itu hampir jarang banget guru menggunakan LCD, hampir jarang guru memberi games. Bukan hampir sih, yah hampir tidak pernah loh atau mungkin tidak pernah kali ya. Cuma mengandalkan buku K13 (Kurikulum 2013) dari pemerintah. Sedangkan aku udah biasa menggunakan LCD di praktek mengajar sebelumnya. Jadi, ketika mereka di kasih PPT (PowerPoint) atau dikasih games online yang sebelumnya mereka nggak pernah, itu mereka tertarik”.*

The Researcher: *“oh... langsung antusias tapi ya?”*

Putri : *“iya”*

The Researcher: *“bukannya kayak bertanya-tanya gitu, games apa ini, gitu mungkin?”*

Putri : *“nggak, malah mereka itu kalau sudah selesai kelas, itu ke ruangan anak Magang III buat nanya cara buat gini itu gimana. Soalnya memang di sekolahku itu guru nggak pake PPT (PowerPoint)”.*

The Researcher: *“tapi setiap kelas ada LCDnya?”*

Putri : *“iya, ada LCDnya tapi LCD yang portable. Kalau yang dikelas unggulan ada LCDnya, tapi di kelas regular itu nggak. Mungkin terbatasnya fasilitas itu yang membuat kebanyakan guru disitu nggak atau jarang menggunakan LCD tapi lebih mengandalkan buku dari pemerintah”*

The Researcher: *“terus soal step-step mengajar tadi, ada kesulitan nggak?”*

Putri : *“kesulitan untuk step-step mengajarnya itu... yang di bagian apa ya... hmm menurutku nggak sih kalau step-stepnya. Nggak begitu sulit, cuman mungkin di bagian ya itu tadi, kan mengamati dulu ya. Ada kan anak dia tuh peka jadi ketika di beri contoh greeting card, dia udah tahu. Oh ini... ini... ini... jadi ketika ditanya itu nggak krik... krik... masalahnya itu kalau siswa yang pasif itu ditanya itu Cuma gini, ‘oh’. Nah terus di bagian misalnya emm... bagian mencoba. Mencoba kan biasanya kita pasti banyak kegiatan-kegiatan untuk men-drill materinya ya. Nah biasanya itu kalau kerja kelompok, yang ngerjain itu Cuma 1 orang (siswa), yang lainnya itu nggak bekerja. Sementara, ketika di kasih latihan individu itu susah karna memang kan kerjanya disuruh kelompok biar mereka saling berbagi informasi. Terus, mereka itu vocabnya memang nggak begitu bagus. Maksudnya bukan nggak begitu bagus, maksudnya bahasa inggris mereka belum terlalu fasih banget. Jadi kalau kita menjelaskan itu masih terkadang bukan dominan English malah dominan bahasa Indonesia. Kayak baca petunjuk di soal pun itu mereka masih kadang susah, maksudnya itu kadang nggak tau”.*

The Researcher: *“mungkin karna masih SMP juga sih”*

Putri : *“iya”.*

The Researcher: *“nah dari semua itu, ada kesulitan, ada yang sesuai rencana. Nah sebelumnya, kan ada Magang II, itu juga kan belajar tentang manage classroom dan sebagainya, apalagi RPP kan?”*

Putri : *“iya...”*

The Researcher: *“nah itu apakah Magang II berpengaruh penting dalam praktek di Magang III?”*

Putri : *“oh... penting banget untuk teori. Karna di Magang II kan kita yang pertama belajar buat RPP, silabus, prota, promes, dan lain-lain juga kan ya. Tapi yang paling sering itu silabus dan RPP sama LKPD. Itu penting banget, karena memang akan kepakai. Selain itu, kita juga setiap Magang II itu practice kan, teaching practice, teaching practice, teaching practice terus. Jadi menurutku memang penting, jadi ketika kita sudah ngajar sungguhan, itu bener-bener berpengaruh”.*

The Researcher: *“nah itu kan buat kayak bahan-bahannya ya?”*

Putri : *“iya...”*

The Researcher: *“nah penting banget kan menurut mbak, kalau untuk manage classroom pas ngajar di Magang II sama manage classroom di Magang III itu gimana?”*

Putri : *“itu beda, karna kan di Magang II kita ngajar temen kampus. Dan itu mahasiswa, dan mahasiswa beda karakternya sama siswa, seperti di kelas beneran di Magang III. Meskipun ada micro teaching, tapi micro teachingnya Cuma satu kali dan jumlahnya itu tidak sesuai, jauh beda kan sama jumlah kelas asli. Dan waktunya kan mepet jadi kita tidak bisa bener-bener ngerasain ngajar di kelas asli. Ya itu sih yang sulitnya itu memang, tapi kan itu tergantung adaptasi soalnya ada orang yang sulit gitu kalau gugup kalau banyak orang, ada yang nggak. Tapi memang Magang II kalau bagian RPP iya penting, tapi bagian-bagian untuk me manage kelas itu menurutku, hmm... iya sih itu sulit. Soalnya kan mahasiswa sendiri”.*

The Researcher: *“iya soalnya kan ngajar. Seumpama gitu ya, yang paling penting kan manage classroom tadi, strategi mengajarmu gimana, terus step-step mengajarmu gimana, lancar atau nggak. Gimana siswanya biar menangkap apa yang kita bicarakan gitu kan. Jadi gimana antara Magang II sama Magang III?”*

Putri : *“iya, menurutku bermanfaat Magang II itu buat mempersiapkan Magang III”.*

The Researcher: *“itu untuk teorinya gitu kah?”*

Putri : *“ya teorinya”*

The Researcher: *“untuk practicenya?”*

Putri : *“untuk practicenya itu masih gak begitu berpengaruh. Hanya kita latihan menjelaskan tapi kita gak tau yang dijelaskan paham atau nggak”.*

The Researcher: *“kan aku fokusnya ke Magang III, jadi focus ke prakteknya aja. Yang membedakan praktek di Magang II sama praktek di Magang III apa?”*

Putri : *“umm... yang itu tadi, pastinya participanturnya yah”*

The Researcher: *“iya?”*

Putri : *“kalau di Magang II kan sesama mahasiswa. Kalau Magang III kan siswa asli atau bener-bener siswa itu yang situasinya beda”.*

The Researcher: *“berarti yang buat beda yang diajari sama situasi gitu?”*

Putri : *“iya yang diajari”*

The Researcher: *“beda atau bagaimana?”*

Putri : *“beda banget. Kalau mahasiswa kan pada dasarnya mereka udah tau, jadi ketika kita pura-pura bertanya,*

*“do you understand?” aku Tanya apa mereka pasti bisa. Tapi kan kalau siswa belum tentu, seperti itu”.*

The Researcher: *“terus, dari semua itu kan memang ada manfaatnya ada yang nggak. Focus ke prakteknya aja, kalau memang Magang II nggak berpengaruh pada praktek di Magang III, solusinya apa agar praktek di Magang III itu lancar gitu?”*

Putri : *“hmm... solusinya apa yah biar praktek di Magang III lancar”.*

The Researcher: *“karna kan kadang nggak semua orang bisa manage kelas gitu mbak”*

Putri : *“iya itu nggak semua orang bisa manage nya”*

The Researcher: *“kalau punya kahlian ngajar sih nggak masalah, yak an?”*

Putri : *“iya soalnya kan nggak semua orang biasa menjelaskan ya. Itu karna memang aku kebetulan juga udah pernah ngajar private, 3 tahun kan sebelum Magang III itu, jadi ini mungkin udah biasa. Ya menurutku sih kalau memang, hmm... ini kita dari segi manage kelasnya ya? Yang perlu sih solusiku gimana caranya si guru itu, dia bisa dulu menarik perhatian atau membangun motivasi siswa dulu buat belajar. Itu sih yang paling penting, gimana caranya menarik perhatian siswa, setelah siswa tertarik kan lebih mudah jadi lebih antusias. Solusiku sih itu dulu, apa motivation nya itu dulu yang dibangun”.*

The Researcher: *“karena mungkin ada anak terlalu enjoy di Magang II, terus kaget di Magang III itu gimana?”*

Putri : *“iya, ya karna respon, kan kalau di Magang II ketika kita menjelaskan diem aja soalnya memang*

*mahasiswa sama temen-temen kita tau lagi di uji, apalagi dilihatin dosen. Tapi kalau di situasi di kelas asli ketika kita menjelaskan tidak gimana ya, kayak sediam-diamnya itu pasti ada aja yang tanya-tanya, kayak “apa maksudnya ini Miss?” Jadi mungkin ketika kita ngomong sebentar dipotong lagi dengan pertanyaan, akhirnya harus diulang kayak gitu. Jadi memang beda, jadi kita juga harus bisa merespon siswa, kayak gitu sih”.*

The Researcher: *“hmm... solusinya itu tadi aja yah mbak?”*

Putri : *“iya menurutku solusinya yang pertama harus di bangun motivasi siswa itu dulu. Terus yang kedua, jadi guru juga harus emm... bisa menangani situasi itu. Jadi mau kita menjelaskan kemudian tiba-tiba ada siswa yang bertanya gitu ya, itu kan nggak mungkin juga harus di cuekin, tapi kita bisa bilang “oh iya nanti selanjutnya dijelaskan” atau bisa dijawab tapi singkat aja”.*

The Researcher: *“lebih merespon siswa gitu kah?”*

Putri : *“iya, bisa jadi juga. Jadi kan kalau di Magang III kalau mahasiswa kan biasanya menjelaskan terus siswa bertanya dibiarin aja, tapi kan sebenarnya itu juga nggak boleh. Jadi harus di respon juga. Itu solusinya. Terus solusi yang lain juga karna kan kalau kita di Magang II kita menjelaskan terus, itu kan teaching centre. Sementara kalau kita sudah mengaplikasikan dikelas kan itu sudah student centre. Jadi memang kita menjelaskan tapi nggak terlalu, biarkan siswa yang menemukan sendiri. Discovery itu kan, biar siswa sendiri yang menemukan jawabannya, jadi memang beda kalau di Magang II kita nggak bisa kayak gitu soalnya itu temen kita. Tapi kalau di Magang III, memang siswanya yang kita tuntut buat aktif”.*



## Appendix 2

### Sample of Interview Transcription

(Putri, Participant 2)

(English)

The Researcher: "Just tell me, how about your teaching experience in *Magang III*?"

Putri : "What are the obstacles or difficulties?"

The Researcher: "Just generally, sis".

Putri : "in *Magang III*, anyway I really like teaching, my passion is in teaching. So, for me, teaching in everywhere whether it's private or teaching practicum in the school, I always happy".

The Researcher: "hmm ... what about the tutor teacher?"

Putri : "The tutor is good".

The Researcher: "also 2 months for teaching?"

Putri : "Yes, 2 months".

The Researcher: "What is the first day teaching?"

Putri : "The first day was not immediately taught. So, just invited by my tutor to see the students, observation. After that, we were given an example of lesson plan. But as long as the teaching is still monitored".

The Researcher: "oh ... does it mean that the tutor teacher keeps going?"

Putri : "Yes, come along. But, only a few minutes then left. So that we are not stiff and not awkward".

The Researcher: "Sometimes it is always waiting, right?"

Putri : "Yes, if the assessment is awaited"

The Researcher: "Evaluate once, right?"

Putri : "eh, I have not once, but several times".

The Researcher: "oh ... then when you taught on the first, how to manage the classroom?"

Putri : "the first thing that make difficult to manage classroom because of big scale. While I usually teach in teaching private for small scale, there is one student or probably a maximum of about 5 students. So, there are almost 30 students in big scale that must I teach. It was difficult to manage because the characteristics of each students is different. Sometimes the students easy to controlled, but sometimes difficult to control"

The Researcher: "you have taught in IPA or IPS class?"

Putri : "I have taught Junior High School"

The Researcher: "oh ..."

Putri : "Yes, junior high, if junior high school may be easier to manage, right. But beside that, there are one or two students that are difficult. But they are still Junior High School, it is still obedient. And indeed there are several classes I have taught, there are excellent classes, 1 class, then regular classes, 1 class, eh 2 classes. I was teach 3 classes, one excellent class and 2 regular classes. It's different ".

The Researcher: "How many classes do you teach?"

Putri : "all classes are 8<sup>th</sup> grade. But for management, they can still be regulated. "

The Researcher: "Then for teaching strategies, how about that?"

Putri : "umm ... teaching strategies. From me, we taught it per team."

The Researcher: "yes?"

Putri : "So, it's not one class of one student teacher. Indeed, one class is taught by one student teacher. So I was given 3 classes, so one student teacher had responsibility in one class. But, when we taught, it is not entirely one of these student teachers, but also assisted. So, we sometimes 'team teaching'. On the first, we give a game, but the game is using an application like *kahoot*, sometimes we also using *edmodo*. So, all to introduce technology to students. Then we make games from *PPT* or PowerPoint, but it made like video, we use video because my students are still *SMP* (Junior High School)".

The Researcher: "hmm ..."

Putri : "well, it's at the beginning before the material, just for warm up. Then, I give the material, after that we make a games, usually divided into groups. Using *kahoot*, or sometimes using *edmodo*".

The Researcher: "for example before the lesson is start, it was ice breaking first or?"

Putri : "yes, ice breaking, always like that".

The Researcher: "always?"

Putri : "umm ... sometimes it was not using ice breaking, sometimes it was using question and answer, anyway which is interesting. Also, sometimes reviewing previous material if it is still related to the next material. Anyway, how to build a pleasant atmosphere

first, after that I give material. I was like that with my team”.

The Researcher: "Then, how do you teach it, how about the lesson plan? How was between actual teaching and the lesson plan?"

Putri : "Well, indeed the lesson plan was made as a guide".

The Researcher: "yes".

Putri : "well, but later on in the lesson plan, if in lesson plan, there is an improvisation or changing. Or probably if suddenly there is not as the expectation in the day of teaching, the actual practice can be changed from lesson plan, but still in the purpose of lesson plan".

The Researcher: "What are the most frequent steps that should be the same as the lesson plan?"

Putri : "Yes there must be something in common. For example, in the part of "asking", that's for sure same as lesson plan. Then we always give the observing part, whether it was a video or we give a real example. For example, the students are learning 'greeting cards', so we bring examples of how greeting cards is. If we don't bring it directly, we show an example. What's always there is the observing part, whether it's video or whatever. After that, also in the most frequent part, that's the "asking" part. So we dig first the students know what or already know about the material. That's all, and there's always a 'group discussion'. Like ... well, we always try to have 5M (Observing, Asking, Trying, etc.) in learning".

The Researcher: "then, to manage the classroom earlier, is there any difficulty or difficulty?"

Putri : "The trouble is only because of the large scale huh. So like in terms of energy, just tired of screaming. The problem is, if in the excellent class, the students tend to not to raise their hands first when they answer my questions".

The Researcher: "oh ... immediately respond?"

Putri : "Yes, so, when they were answer, it was like so crowded. it becomes difficult to manage when students are too active. He was told to do this, but he wants this. Then we also have to be able to set, even though it is smart class but that is the level of understanding and how to capture the lesson is different. So sometimes there are indeed those who already know before they are explained, but their friends also need to be explained. But sometimes it is that which I already know. That's hard, well, in a good class. But, if in the regular class. It was inversely proportional, there is no answer if I ask, hehe".

The Researcher: "so passive?"

Putri : Yes passive hmm ... so huh. So, it must be rewarded.

The Researcher: "Like *krik... krik ...* so? Hehe"

Putri : *krik... krik ...* yeah right. The reward must be given first, so at first we thought about what we were giving, so that the students would be enthusiastic. My intention is to get enthusiasm from students. If I get their enthusiasm, it will be easier for them to receive the lesson".

The Researcher: "Then, you told that the teaching strategy was ice breaking, was there a problem or not?"

Putri : "umm ... ice breaking? I don't think so, because right now there are so many sources, like videos on YouTube, then we actually easy to make online quizzes, or games that already have lots of applications".

The Researcher: "and then, how is the response of the students?"

Putri : "For students, because, indeed in the school where I teach, it is almost rare for teachers to use LCD, almost there is no teachers that give a game. Almost never or probably never. It's only rely on Curriculum 2013's books from the government. Whereas I used to use LCD in my previous teaching practice. So, when they were given PPT (PowerPoint) or online games that they never had, they were interested".

The Researcher: "oh ... immediately enthusiastic?"

Putri : "yes"

The Researcher: "Instead of asking questions, what kind of game is this, like that?"

Putri : "No, instead, when they have finished class, they go to the room of the *Magang III* children to ask how to do this. Because, teachers do not use PPT (PowerPoint) in my partner school.

The Researcher: "But, does every class have LCD?"

Putri : "Yes, there is LCD but the potable LCD. There is LCD in an excellent class, but not in the regular class. Maybe the limited facilities that make most teachers in there do not or rarely using LCD, but rely more on books from the government".

The Researcher: "Then, about the teaching steps, did you have any difficulties?"

Putri : Difficulties for the teaching steps ... what part is it ...  
hmm I don't think it's the steps. It's not that difficult, just maybe in that part of the day before, just observe first. There is a child he is sensitive so when given a sample greeting card, he already knows. Oh this ... this ... this ... so when you ask that it's not cricking ... cricking ... the problem is if the passive student is asked it's just like this, 'oh'. Well then on the part for example emm ... the try section. Trying to do it, we usually do a lot of activities to drill the material. Usually, usually when working in groups, the only people who work on it are students, the others don't work. Meanwhile, when given an individual training it is difficult because it is true that the work is told by the group so that they share information. Then, those vocabularies aren't that great. The point is not not so good, it means that their English is not very fluent. So, as a teacher, sometimes when we explain the lesson, it was not dominant in English, even in Bahasa Indonesia. For example, sometimes they still difficult to read a clue in assessment. I mean that sometimes they do not know about what they read".

The Researcher: "Maybe it's still in Junior High School?"

Putri : "yes".

The Researcher: "Well, all of that, there are difficulties, some are according to plan. Previously, there was *Magang II* right? But it also learned about managing classrooms and so on, especially RPP right? "

Putri : "yes ..."

The Researcher: "Now is it that *Magang II* has an important influence in practice in *Magang III*?"

Putri : "oh... that is very important for theory. Because in *Magang II*, we already learned about how to make lesson plan, syllabus, and any other learning media. But, the most commonly used are syllabus and lesson plan, also student worksheet. That is so important because it will be useful. In addition, in *Magang II*, we also practice right, teaching practice, teaching practice, teaching practice continues. So I think it's important, so when we really teach, it's really influential ".

The Researcher: "Now that's for the ingredients, isn't it?"

Putri : "yes ..."

The Researcher: "Well, it's really important according to you, for classroom management, when you practice in *Magang II* and when you practice in *Magang III*, how about that?"

Putri : "that's different, because in *Magang II*, we teach our friends as student teachers. And student teachers have different character with students in the real classroom, like the real classroom in *Magang III*. Although there is micro teaching, but micro teaching is only one time and the number is not appropriate, it is far different from the number of original classes. And the time is tight so we can't really feel taught in the original class. Yes, that's the difficulty, indeed, but it depends on adaptation because there are people who are difficult, if they are nervous, if there are many people, there are those who don't. But indeed *Magang II* if the RPP part is important, but the parts to manage the class in my opinion, hmm ... yes that's difficult. The problem is students themselves ".

The Researcher: "Yes, the problem is teaching. For example, yes, the most important thing is to manage the classroom,



what is your teaching strategy, and what are the steps for teaching you, smooth or not. How can the students catch what we are talking about right? So what about *Magang II* and *Magang III*? "

Putri : "yes, in my opinion it is useful for *Magang II* to prepare for *Magang III*".

The Researcher: "Is that for the theory?"

Putri : "yes the theory"

The Researcher: "For the practice?"

Putri : "For practice it is still not so influential. Only we practice explaining but we don't know what is understood or not".

The Researcher: "I focused on *Magang III*, so just focus on the practice. What distinguishes the practice in *Magang II* is the same practice in *Magang III*? "

Putri : "umm ... that was before, surely the participant is well"

The Researcher: "yes?"

Putri : "In *Magang II* you are fellow students. If the *Magang III* is the original student or the student is really the situation is different "

The Researcher: "means that what makes a difference is taught in the same situation?"

Putri : "yes taught"

The Researcher: "different or what?"

Putri : "Very different. Basically, students know, so when we pretend to ask, "do you understand?" I ask if they can do it. But if it's a student it's not certain, like that.

The Researcher: "Then, of all of them there are benefits, some don't. Just focus on the practice, if indeed *Magang II* has no effect on the practice in *Magang III*, what is the solution so that the practice in *Magang III* is smooth like that? "

Putri : "hmm ... what's the solution, so that the practice in *Magang III* will be smooth"

The Researcher: "Because sometimes not everyone can manage the class like that"

Putri : "yes, not everyone can understand it"

The Researcher: "If you have the skills to teach, it doesn't matter, right?"

Putri : "Yes, the problem is that not everyone is used to explaining yes. That's because I happen to have also been taught private, 3 years before *Magang III*, so this might be normal. Yes, in my opinion, if indeed, hmm ... this is in terms of managing the class, huh? What needs to be done is how the teacher works, he can first attract attention or build student motivation first to learn. That's the most important thing, how to attract the attention of students, after students are interested it's easier to be more enthusiastic. The solution was, what the motivation that built first'.

The Researcher: "Because there might be student teachers who enjoy it too much in *Magang II*, then what about shocking in *Magang III*?"

Putri : "Yes, yes, because of the response, it was in *Magang II* when we explained silence because the

students and our friends knew about the test, let alone seen by the lecturer. But if in a situation in the original class when we explain it doesn't work, like in silence there must be some who ask questions, like "what does this mean Miss?" so. So it's different, so we also have to be able to respond to students, like that anyway.

The Researcher: "Hmm ... that's all of your solution?"

Putri : "Yes, I think the solution must first be the motivation of the students first. Then the second one, so the teacher must also emm ... be able to handle the situation. So we want to explain, then suddenly there are students who ask questions, right? It's also not possible to be ignored, but we can say "oh yes, later it is explained later" or can be answered, but only briefly ".

The Researcher: "Is it more responding to students?"

Putri : "yes, it could be also. So in *Magang III*, if students usually explain, then students just ask, but it's not allowed either. So it must be responded too. That is the solution. Then the other solution is also because if we in *Magang II* we continue to explain, that's teaching center. Meanwhile, if we have applied the class, it is already a student center. So indeed we explain but not too much, let students find themselves. Discovery is not it, let students themselves find the answer, so it is different if in *Magang II* we can't be like that because that's our friend. But in *Magang III*, the students we demand are active.



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Thesis Title : Reflection of Student Teachers on Their  
Teaching Practicum: A Narrative Inquiry  
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1.	Introduction		
2.	Abstract		
3.	Conclusion and Suggestion		

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

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No.	Dates	Materials	Advisor
1	20-11-2019	Introduction	
2	28-11-2019	Introduction: Revised	
3	06-12-2019	Chapter II	
4	13-12-2019	Chapter III	
5	19-12-2019	Chapter IV: Findings and Discussion	
6	24-12-2019	Chapter IV Findings and Discussion Revised	
7	04-01-2020	Chapter IV Findings and Discussion Revised	
8	07-01-2020	Chapter IV Findings and Discussion Revised	
9	11-01-2020	Chapter V: Conclusion and Suggestion	
10	15-01-2020	Abstract	
11	17-01-2020	Completed chapter I, II, III, IV, V	

All thesis supervisions have been completed on 21<sup>st</sup> of January 2020

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