



## Appendix 1. Validation Rubric of Questionnaire

### Questionnaire Validation Rubric

Instruction:

Give thick mark (✓) at the alternative answers which you think the best one for the following criteria

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised.  <i>Please use the comments and suggestions section to recommend revisions</i>
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> <li>The statements are direct and specific</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>Only one statement is asked at a time</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>The participants can understand what is being asked</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There is no <i>double-barreled</i> statement (two statements in one)</li> </ul>				✓	
Wordiness	<ul style="list-style-type: none"> <li>Statements are brief</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There are no unnecessary words</li> </ul>				✓	
Negative Wording	<ul style="list-style-type: none"> <li>Statements are asked using the affirmative</li> </ul>			✓		

<b>Overlapping Responses</b>	<ul style="list-style-type: none"> <li>All possibilities are considered</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>There are no ambiguous statements</li> </ul>			✓	
<b>Balance</b>	<ul style="list-style-type: none"> <li>The statements are unbiased and do not herd the participants to a response. The statements are asked using a neutral tone</li> </ul>			✓	
<b>Use of Jargon</b>	<ul style="list-style-type: none"> <li>The terms used are understandable by the target population</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>There are no clichés or hyperbole in the wording of the statements</li> </ul>			✓	
<b>Appropriateness of Responses Listed</b>	<ul style="list-style-type: none"> <li>The choices listed permit participants to respond appropriately</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>The responses apply to all situations or offer a way for those to respond with typical situations</li> </ul>			✓	
<b>Use of Technical Language</b>	<ul style="list-style-type: none"> <li>The use of technical language is minimal and appropriate</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>All acronyms are defined</li> </ul>			✓	
<b>Application to Praxis</b>	<ul style="list-style-type: none"> <li>The statements asked relate to the daily practices or expertise of the potential participants</li> </ul>			✓	
<b>Relationship to Problem</b>	<ul style="list-style-type: none"> <li>The statements are adequate to answer the research question</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>The statements are adequate to obtain the purpose of the study.</li> </ul>			✓	

Simon & White (2011)

**The Criteria of the Score:**

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

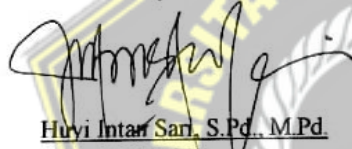
4 = Exceeds Expectations (no modifications needed)

**Score of Validation rubric:**

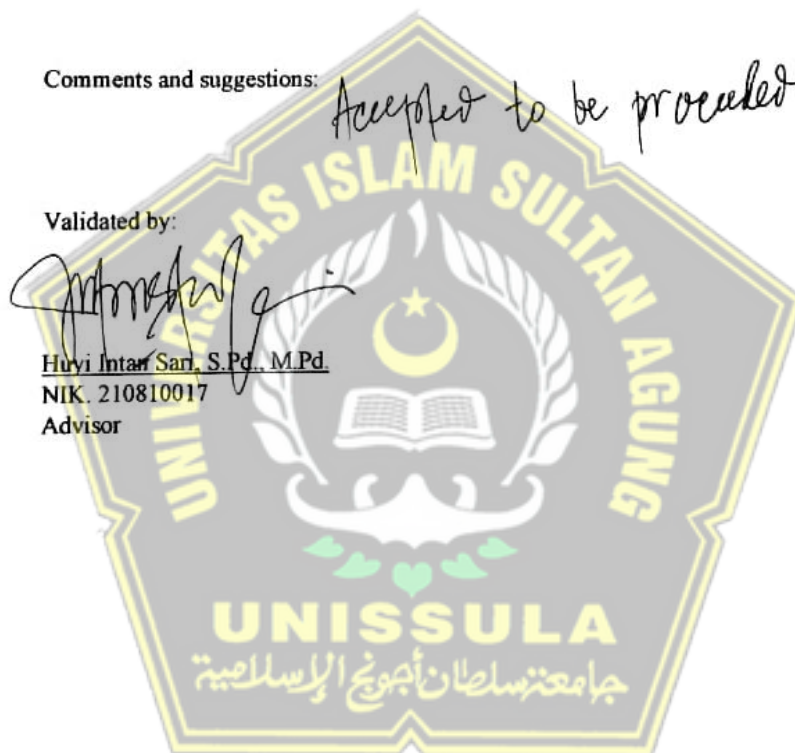
$$\text{Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

**Comments and suggestions:**

*Accepted to be proceeded*

**Validated by:**

Huri Intar Sari, S.Pd., M.Pd.  
NIK. 210810017  
Advisor



## Appendix 2. Research Permission Letter



**YAYASAN BADAN WAKAF SULTAN AGUNG**  
**UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)**  
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**FAKULTAS BAHASA DAN ILMU KOMUNIKASI**

**Bismillah Membangun Generasi Khaira Ummah**

Nomor : 035D.1/FBIK/I/2021 Semarang, 02 Jumadits Tsani 1442 H  
 Lamp : - 25 Januari 2021 M  
 Perihal : Permohonan Izin Mengadakan Penelitian

Kepada : Yth. Dekan FBIK UNISSULA  
 .di-  
 tempat

Assalamu'alaikum Warohmatullahi Wabarokatuh

Dengan in kami menyampaikan bahwa dalam rangka penulisan skripsi/tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami :

Nama : Irani Manasikana  
 NIM : 31801700018  
 Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian dengan judul :  
 "Student Teachers' Perception On Teaching Internship Program in The Development of Pedagogical Competence"

Dengan dosen Pembimbing : Huyi Intan Sari, S.Pd., M.Pd. NIK. 210810017

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak/Ibu untuk bersedia menerima dan mengijinkan mahasiswa tersebut diatas untuk melakukan penelitian ditempat yang Bapak/ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami mengucapkan terima kasih.

Assalamu'alaikum Warohmatullahi Wabarokatuh



**Huyi Intan Sari, S.Pd., M.Pd**  
 NIK. 210810017

Tembusan :

1. Yang bersangkutan
2. Arsip.

### Appendix 3. Closed-ended Questionnaire Sheet

#### **RESEARCH QUESTIONNAIRE SHEET**

*STUDENT TEACHERS' PERCEPTION ON TEACHING INTERNSHIP  
PROGRAM IN THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE*

The following is a questionnaire relating to research on student teachers' perception on teaching internship program in the development of pedagogical competence. Therefore, in the midst of your activity, we would like to ask your willingness and participations to fill out the following questionnaire. Please put (✓) on each response you choose in the provided column that is suitable with your opinion. Thank you for your contributions in advance.

#### **RESPONDENT IDENTITY**

Respondent Name :

NIM :

#### **QUESTIONNAIRE LIST**

Please put (✓) on the corresponding column.

Note :

SA = Strongly Agree

A = Agree

D = Disagree

SDA = Strongly Disagree

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I recognize and understand the students well and understand that the stages of development have been reached.				
2	I understand the students' strengths and weaknesses and the factors affecting them.				
3	I know teaching is not just talking and learning is not just				

	listening. I am able to know about what the students want and how they can understand and utilize their knowledge and skills.				
4	As an effective teacher, I invite the students with good conversation and comprehend them. The students respect the differences and follow a variety of teaching activities.				
5	I grasp the definition of curriculum and the nature of curriculum that have been accepted generally.				
6	As curriculum developers, I do not forget the moral aspect of the learning process.				
7	I use books when teaching materials.				
8	I adjust the materials taught by using books that have been standardized by National Education Standards.				
9	As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done.				
10	I know and understand what I teach to students and I prepare instructional methods and media before teaching.				
11	I make preparation before teaching.				
12	I give belief to students and I motivate them to emulate the				

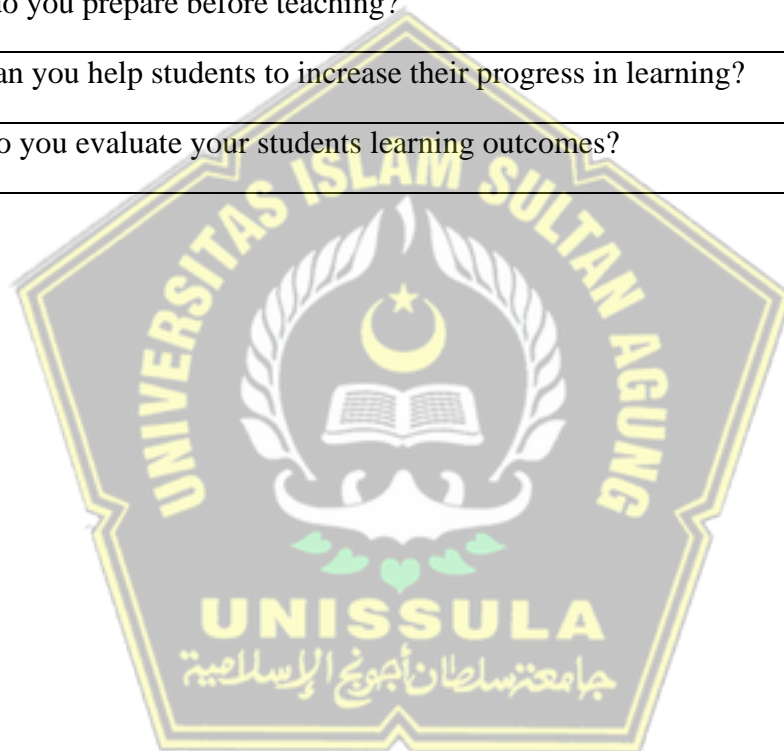
	goodness and the orderliness.				
13	I raise initiative to learn to students because generally they do not understand the importance of learning. Afterwards I ready lessons that attracted the students' curiosity.				
14	I comprehend the students' progress in learning.				
15	I give the students time to ask questions. Then I give feedback on the students' questions.				
16	I make student activity towards what I teach and learning process should involve the students.				
17	I explain to the students about the results should be achieved and the importance of achieving learning objectives.				
18	I have students' documents and information processing to measure the achievement of students' learning outcomes.				
19	I do assessment of learning outcomes by including cognitive, appropriate characteristics, and psychomotor of the subjects.				
20	I provide the services that students need inside and outside the classroom.				



#### Appendix 4. List of Semi Structured Interview Section

##### INTERVIEW QUESTIONS

Questions
What do you recognize and understand in your students?
What do you know about the curriculum and syllabus development?
What do you prepare before teaching?
How can you help students to increase their progress in learning?
How do you evaluate your students learning outcomes?



## Appendix 5. Semi Structured Interview Transcript

### 1. What do you recognize and understand in your students?

- R1 : “That I know from my students, because accidentally I teach class X, they still carry their habits from the old school to high school. During teaching, there are few active students and the others tend to be more silent. Sometimes there are few students who answer, but sometimes there are those who really just answer greetings from the beginning to the end.”
- R2 : “According to my observations, they are averagely a bit lazy when asked to read. If collecting assignments, women are averagely on time, while men sometimes exceed the time limit.”
- R3 : “What I know they always obey, and during the learning process they follow everything. For women students, they seldom respond but mostly listen. For men students, they respond crowdedly and listen to the material but do not understand. For the assignment, they cannot be on time to collect, they still have to be invoiced to collect their homework.”
- R4 : “They are active, critical and easy to understand the material. For example, if someone doesn't understand, he immediately asks. But there are also mischievous students who like to adjust the power point when I display my power point”
- R5 : “Because it is online, it is a bit difficult to understand. What is clear is that there are some who are active, and there are some whom I taught from the beginning but did not attend classes at all.”
- R6 : “In my opinion, I feel that one science class is easy to catch something but they are not very active in class, and the other science class, they are a bit difficult to receive the material, but they want to try to ask via personal chat. Thankfully they are easy to be asked for collecting their homework, at least there are only one or two students who are difficult.”
- R7 : “My students are responsive, for example if they don't understand the material, they will ask me.”
- R8 : “Lots. Starting from the way they learn, understand the lesson, and their attitude, like that. Some of my students are active and some are less active. From my point of view, students who are less active are because they do not participate in the class and there are internet problems. Due to I teach by using full English, they also use full English, that is what I like.”
- R9 : “There are students who can speak English and there are students who cannot speak English. My students are active while studying, focus on the material, if they don't understand, they text me via WA. But the male students are mostly unfocused.”
- R10 : “I don't pay much attention because I teach students online. What I see there are some who obeyed, some are easy, some are serious and attentive, and there are also some who ask but only a few. From the background of the students, their homes are in coastal areas, so there are students who think that it's just a school and some are serious, such as when they submit

assignments, some are on time and some have to be afraid to submit assignments.”

- R11 : “I just could understand my students’ characteristics. Students in class X are difficult to advise and lack discipline, while in class XI and XII, students are somewhat disciplined, diligent, and critical than class X because they are more mature, but most of them have big egos, perhaps because they feel more capable.”
- R12 : “What I know and what I try to understand from my students is their abilities and character. For strengths and weaknesses, I don't think so, because there are some students who actually can do it but prefer to be silent. Because the teaching is not long, so for overall I don't know the strengths and weaknesses, but almost I know it because we also have discussions in WA group.”
- R13 : “Of course they have different abilities. Some can understand it right away, and some don't. Because it's online so there are lazy to pay attention, but there are some who are active too.”
- R14 : “Honestly, I don't understand my students because they are rarely on-cam during learning and most of them only appear when sending assignments.”
- R15 : “What I know and understand is that science class is more obedient, disciplined in submitting assignments, and less stubborn than other classes. But, whether they really understand or not, they rarely ask.”
- R16 : “What I can tell is that students from XI IPA 2 are diligent because they all are girls. They are diligent to collect assignments and join ZOOM. Merely, they rarely ask if they are given the opportunity to ask.”
- R17 : “Actually, I can only know my students and I haven't understood because I teach only through ZOOM and WA GROUP. What I know is if they are asked to join ZOOM they will attend, but only a few have open cameras and those who want to talk. They are diligent in collecting assignments, unfortunately if they don't join ZOOM and don't submit assignments, they don't get permission first.”
- R18 : “So, if they have assignment, only a few do, and the students are just the same. If I explain the material via WA, they listen it but don't respond it.”
- R19 : “That I know from my students is their character. Some are active, lazy, and some are ordinary. Besides that, some are smart, some really don't understand, and some are really curious.”
- R20 : “Few of my students are active, only 2 or 3 students and the others just obey and remain silent. That's if I teach them by using GOOGLE MEET, but if I teach them by using PADLET, they respond a lot. Actually, they are smart.”
- R21 : “Because I don't teach them by using ZOOM all the time, so there are less interaction with students. The students are lazy but tend to move quickly when submitting assignments, even though in the following week they are late to collect again. It's not really consistent actually.”
- R22 : “I think the students can understand what I teach. When teaching, students also pay attention. Yes, it's quite good. There are some who can

communicate in English as well. However, they are still late when submitting assignments.”

- R23 : “Their characteristics are different, but the stigma of the most people sees that the students at the school where I do my internship have pretty good attitude. So far, they are good. They are kind and smart, but what are called teenagers, sometimes they are also nosy.”
- R24 : “The first thing that I know is the characteristics of students but it's not too intense because I teach them only online. Some of them are enthusiastic, some are diligent and active to ask questions during class hours, passive, and some are provoked before they want to interact.”
- R25 : “I know what students like and don't like. My students like movies but don't like reading. If there's any assignment, all the female students collect but the boys don't collect it.”
- R26 : “During the learning process, I see that they are comfortable with my class, but again because the situation is online, so they aren't very conducive and communicative. Because it turns out that many students join the class but they don't contribute anything.”
- R27 : “I catch that all students are not equal in ability, some are active, some are not, and some are on their own. If there are any assignment, some are late in collecting and some are long-winded.”
- R28 : “What I know from my students is that they are smart if they really pay attention to the material. Because mostly if they pay attention, their scores will be good. Some are active, some are not, and when asked to answer, students who want to answer are just that. That's why I appoint them to show up. They are responsive, if they can't join the class, they will definitely ask my permission although sometimes they are also unresponsive in groups. So far, they are polite and kind.”
- R29 : “Students are diverse in nature, some are quiet, chatty, funny, and smart. They want to pay attention, and some don't wanna pay attention.”

## **2. What do you know about the curriculum or syllabus development?**

- R1 : “Curriculum development is now using the K13. What I know is that English is not a compulsory subject anymore, even elementary school now has no English subjects. I do not understand the development of the syllabus itself, but I understand which the curriculum and the syllabus are. Incidentally, I teach during the pandemic and from the Ministry of Education and Culture there is a Covid emergency curriculum. So, I use the 2013 curriculum specifically for the Covid emergency.”
- R2 : “The curriculum used in the school is the 2013 curriculum, which it requires students to be more active. ... During teaching, I use books from my tutor teacher.”
- R3 : “My school uses the revised 2013 curriculum. Because it's online, it uses online lesson plan or RPP. ... During teaching, I use notebooks and textbooks from the tutor teacher. The book is already the National Education Standard.”

- R4 : “The curriculum and syllabus used at my school are the 2013 curriculum, which are used before the pandemic. So, the schedule is fixed from 6.30 to 3.30. ... During teaching, I take the material from textbook or the paket book that I borrow from the library, the LKS book is from my tutor teacher, and GOOGLE. Yes, the book has been standardized by National Education Standard.”
- R5 : “I don't understand the curriculum and syllabus. ... During teaching, I search the materials by browsing and using the LKS book from other high schools.”
- R6 : “Because we do the internship during the pandemic, so we have to adjust to the covid emergency syllabus. The previous syllabus has 6 chapters per semester, while the Covid emergency syllabus only has 3 chapters per semester. The time is also tight, from 45 minutes/meeting to 20 minutes/meeting. ... I use paket book as my reference, but 75% I search in google and the rest is from the book.”
- R7 : “The curriculum used is the 2013 curriculum. ... My tutor doesn't give me books, so I use my sister's book. The book also has been standardized by National Education Standards.”
- R8 : “My school uses revised K13 if I'm not mistaken. Certainly, the role of students is more active than the role of the teacher. For the syllabus, both the school and the students have implemented this role. ... I don't use books, so I use the internet as my reference, but after that the material is consulted with the tutor teacher for being corrected.”
- R9 : “I don't know ... I teach the class via GOOGLE CLASSROOM, WA, GOOGLE MEET, and book. The book is from my tutor teacher.”
- R10 : “Yes, I understand the definition. My school uses K13. ... When I teach my students, I use a book from my tutor teacher as my reference and use the internet.”
- R11 : “For the syllabus, actually it is still referring to the revised 2013 curriculum. However, due to the corona condition, the curriculum must be limited, such as the learning time must be reduced. ... Yes, when we teach students, we use book as a reference.”
- R12 : “For the syllabus itself, I actually don't understand it because the syllabus is from the school, so I don't know that it looks like that. For the curriculum, the 2013 curriculum is used ... When I teach, I use books, e-book, and the internet as references, but mostly I look for the materials on the internet. The books have been standardized by National Education Standard because I borrow them from the school library.”
- R13 : “Actually, the curriculum is often changed and the last curriculum is the 2013 curriculum. The 2006 curriculum is more of teacher-centered learning, while the 2013 curriculum is expected to be more student-centered learning. The difference also exists in subjects and extracurricular activities, from compulsory to non-compulsory. ... For the material references, I use LKS book.”

- R14: "I understand the contents of the curriculum and syllabus, but for differences and changes I don't really understand. ... For references, I mostly use e-book and pdf that support learning."
- R15: "For the syllabus, I don't really know it, and for the curriculum, the school still uses the 2013 curriculum. But I understand what curriculum and syllabus are. ... I use GOOGLE and YOUTUBE as references because the book given by the tutor do not contain the material to be taught."
- R16: "I understand what curriculum and syllabus are, but during the internship 2, the school still use the 2013 curriculum which have not been revised. ... I look for references on the internet because the book from the tutor teacher do not contain the material being taught."
- R17: "For syllabus, I don't really understand, but for curriculum, the school still uses the old curriculum. Yes, I understand what curriculum and syllabus are because the material has been given during lectures. ... I use e-book and GOOGLE for references for making materials. The e-book seems to have a national standard."
- R18: "I know what curriculum and syllabus are. At the school where I do my internship, the 2013 curriculum is used, but I don't know the old one or the revised one. ... When I teach, I use LKS book and internet as references."
- R19: "I know what curriculum and syllabus are. The curriculum used in schools during internships is probably the revised 2013 curriculum. ... For material references, I use LKS book and internet such as GOOGLE and YOUTUBE which support the material that I will teach. The reference book is also national standard."
- R20: "As far as I know, the curriculum and the syllabus between 2019 and 2020 are different. In 2020, all learning is made online because of the pandemic. So, the syllabus is also made shorter because learning should not be long. Yes, I understand what curriculum and syllabus are."
- R21: "I understand with the definition. ... During teaching I use notebook, paket book, and LKS book, and the internet as well."
- R22: "If the development, I don't really follow it, but the current curriculum uses the revised 2013 curriculum, so my school also follows the curriculum. I also don't really understand the syllabus, I only know the definition of curriculum and syllabus. ... For references, I use paket books and LKS. For more, I look for the material on the internet."
- R23: "What I understand is that the curriculum evolves with the times, and one of the factors in the development of the curriculum and syllabus is technology. ... For reference, I often use internet, but sometimes I also use the soft file of the paket book, the e-book. The paket book has the National Education Standard, so the book has a barcode that can be scanned. Then, it will go to the web and you can download the soft file."
- R24: "I don't know the development of curriculum and syllabus, but I know what curriculum and syllabus are because before teaching we have been guided by the tutor teacher. ... I teach students by using module book that I made myself for reference, and the sources I use when making module are also from English books."

- R25 : “The curriculum and syllabus in Thailand are different from Indonesia. In Thailand, the syllabus is from the book. ... When teaching, I use books, a cell phone, and a laptop. The book is from my tutor.”
- R26 : “The curriculum is the teacher's reference in making lesson plans. If I'm not mistaken, the curriculum is the center, the syllabus is made from the curriculum, and lesson plans are made from the syllabus. So, the spearhead is the curriculum. Actually, during the process of making the material, I do not use books as references, but I use the internet.”
- R27 : “I know what the curriculum and the syllabus are. When teaching, my school uses the 2013 curriculum. The system is students must be more active in solving problems, if they cannot solve it, then they will be assisted by the teacher.”
- R28 : “More or less, I know what curriculum and syllabus are. The curriculum is the center. Because it is still general in nature, it's further detailed into a syllabus. The syllabus is from the government and schools. Because I teach during the pandemic, so the school decide to use the covid emergency syllabus. ... The references that I use when teaching are LKS books and paket book, then I develop it by using sources on the internet.”
- R29 : “If the curriculum is a school regulation from the government, the syllabus is a regulation on how to teach students. Yes, understand what the definition of curriculum and syllabus are. ... When I teach, I use LKS from the tutor teacher. It probably has National Education Standard.”

### **3. What do you prepare before teaching?**

- R1 : “Before teaching, I usually prepare materials such as power points or anything else that I will teach later. Then to prepare myself, I prefer to try to understand the material, read the material and put it into practice. We are asked to make RPP or lesson plan first.”
- R2 : “One week before teaching, I prepared lesson plans and methods as well. I teach using video. I make a learning video that is uploaded on YouTube, then I share the link to students.”
- R3 : “Power Point and the main thing is the material. Previously I also made lesson plan. Usually, the method and media I use is Power Point which I present through GOOGLE MEET and GROUP WA. I also make a learning video on YOUTUBE then I share the link with the children. For speaking assignment, I also ask my students to make a video, so, they read the text and be recorded.”
- R4 : “The first thing I prepare is mental because I'm really excited, the second is the material I want to teach, and I read a lot of the material. Yes, I also prepare lesson plans. Because the teaching is online, the method is I explain the material then there is feedback from students. If a student answers a question, I will give him score.”
- R5 : “What I have prepared is a power point if I teach my students via GOOGLE MEET. If I use PADLET, I just prepare the material for myself. Before teaching, I must also make lesson plan.”

- R6 : “The most important things are lesson plan, power point, and then compiling the exercises. Besides power point, I also use POWTOON, and for the media, I has QUIZIZ.”
- R7 : “Preparing materials. For the tools, I use a laptop, list of absences, a module book, and exercises. I make lesson plan too. Because it’s online, I prefer to use Power Point, and for quizzes, I use KAHOOT. I’ve ever made a learning video too.”
- R8 : “Lots. Starting from mental, material maturity such as power point and exercises. From the beginning before making power point and exercise, I make lesson plan. ... I teach students with learning by doing, I often do exercises. Then I only rely on power point, but in the power point, it has completely with poster, materials, and exercises.”
- R9 : “Preparing the video, preparing myself. The video is made by myself which is uploaded on YOUTUBE. Preparing power point and lesson plan RPP as well.”
- R10 : “First is mental, material introduction video, power point, then the task to be given. For lesson plan, I was not asked to make lesson plan, well... asked to make it but the first time only. The media that I often use is a cell phone, because I teach via WHATSAPP. For the method, first introduce the material to be discussed, then enter the material, question and answer, and assign assignments.”
- R11 : “Preparing mental, lesson plans, power point, learning videos, assignment, and voice recordings about the learning. For methods and media, I teach my students online via ZOOM and WA group where I explain the material to students.”
- R12 : “Lesson plan, of course. Lesson plan must be prepared in advance. Then the materials and instruments such as laptop and internet connections. The methods and media that I use are usually learning video where the video is recorded when I explain the material. I make a learning video from POWTOON too.”
- R13 : “The material, teaching sequence like what I want to do today, lesson plan, a module. During teaching I use the lecture method. So, I explain the module which contains 1 page to the students, afterward the students were asked to answer the questions on the spot.”
- R14 : “Mental, lesson plans, materials, and voice notes explaining the material. At that time, we had to use voice note so that students could replay the explanation of the material. The point is as a teacher I only provide explanations and answer students' questions.”
- R15 : “Lesson plans, material, power point, voice note, and video of the opening of the material. I use ZOOM only for opening and greeting the students, then for explaining the materials, I use WHATSAPP.
- R16 : “First is making lesson plans, then materials, learning media, power oint, voice notes, and videos. When teaching, the school itself requires to use ZOOM, but ZOOM is only used at the beginning of class to be absent and greet the students. Then to explain the material, I use WHATSAPP group.”



- R17 : “I prepare power point, materials, lesson plans, and learning videos related to the material. I teach my students through ZOOM and WA GROUP only. First, the learning video is shared on WA GROUP, after that I distribute the power point and I explain each slide through voice note.”
- R18 : “Because I teach via WA, I prepare power point, voice notes to explain the material, learning videos related to the core lessons to be discussed, and lesson plans.”
- R19 : “The preparations are like introductory greetings, absence, motivation, lesson plans, materials, and power point. During teaching, I use ZOOM and WA. I use ZOOM Only for introductions and absences, while to explain the material, I use power point via WA.”
- R20 : “Usually I prepare power point, materials, notes and media for teaching, mental and physic. I also prepare lesson plans. I prepare the lesson plans, teaching materials, method, everything.”
- R21 : “Before teaching, I prepare lesson plan first, then power point. In the power point, there are video and picture. I have never made a learning video because it is not recommended by the tutor teacher, so apart from using PPT and ZOOM, the tutor advises to record material explanations.”
- R22 : “Usually, I prepare material, mental, lesson plan and power point. I have ever made a learning video but the video is in the form of power point while I’m explaining.”
- R23 : “Lesson plan. And the most enthusiastic is when I make power point. Then there is also TIKTOK because I ask them to create a task using TIKTOK.”
- R24 : “First is mental, then mood. I also learn material so that I can master the material in the module. Lesson plan must be prepared as well. The methods and media that I often use are videos from YOUTUBE and power point as well.”
- R25 : “Materials or content to be taught, making lesson plans. Sometimes I use power point and movie.”
- R26 : “The first must be mental, then device, internet, and material. I make power point, and every power point, I prepare a video related to the material.”
- R27 : “A week before teaching, I prepared lesson plans and materials, started from power point, exercises, the answers, assessment, and teaching programs or methods.”
- R28 : “What I prepare before teaching is mental, lesson plans, teaching materials, and power point. I prepare all of them with the guidance and direction of my tutor teacher. Previously, I also have to learn to master the material. The method and media that I often use are a laptop. I teach through GOOGLE MEET by using power point. The teaching methods are discussion and lecture because of discovery learning. I also prepare exercises.”
- R29 : “Preparing the material, then I also prepare everything if I will teach. The lesson plans were prepared a week before teaching, so when I will teach, I just prepare the material, provide explanation and assignment.”

#### 4. How can you help students to increase their learning progress?

- R1 : “I encourage them so that they won’t be ashamed to answer such as asking the meaning of words and their categories, because what I notice in each class there are only few students who want to answer. Before I close the class, I definitely give students time to ask questions. For example, the class is over and they still don't understand then they will ask. For assignment, I never give them assignment, but I always ask questions during the learning process. Then at the last meeting, I give a quiz.”
- R2 : “10 minutes before the lesson ends, there is question and answer session. Sometimes if they still don't understand, so they ask me in WA. Then there are tasks. The tasks are simple, such as multiple choice, filling in, and writing letters. Yes, I provide motivation too.”
- R3 : “Giving support. I motivate my students that English isn’t difficult. I give them vocabs that they don’t know and ask them to read often, so each meeting, they take turns reading the text that I give them to practice speaking as well. Then, I also often give assignment and pre-tests. The job is to write and practice speaking.”
- R4 : “I see from their scores of the first, second, and third tests, whether their scores are increase or not. At the end of the meeting, I give time for students to ask questions, if they are shy, they can text or call me, I also give motivation so that the students are interested in learning.”
- R5 : “By giving assignment and time to ask questions during lessons. The students can text me also when the time is up. I give motivate as well.”
- R6 : “First, I definitely give them motivation, then give them time to ask questions. But so far, if there are students who have texted me, I always answer them.”
- R7 : “It's simple, so for example, if someone doesn't understand, they can ask in a direct group or Personal Chat. Providing exercises and quizzes as well.”
- R8 : “At the end of each lesson, I always give them time to ask questions and remind them to ask questions outside the classroom if there is something they still don't understand. Always motivating them so they are not lazy.”
- R9 : “Giving assignment when the material has been presented.”
- R10 : “The first is giving motivation, assignment and exercises, then giving time to ask questions after delivering the material. If there are no questions, they can ask via Personal Chat.
- R11 : “I always give students time to ask questions at the end of the lesson and assignment.”
- R12 : “I usually look at their scores because every meeting I give them exercise. If there are students who do not understand the material, I will definitely text them privately. I’ve ever given motivation at the end of the lesson.”
- R13 : “Helping my students to answer questions. Sometimes I provide material links for them to study. If they have difficulties, I allow them to ask questions during or outside the class. I always tell them that the achievement target is like this, so at the end I will ask them to do this. Unconsciously I also give motivation to them.”

- R14 : “Usually, I give a list of irregular vocabulary and find a pdf for their study material. In addition, I give assignment, exercises, and time to students to ask questions.”
- R15 : “I give my students exercises and time to ask questions. For example, if they text me privately, I will give them motivation too.”
- R16 : “If there are students who ask questions on WHATSAPP, I will definitely answer them. I also provide assignments and exercises.”
- R17 : “Since many of them still misspelled, I help them to correct. I give exercises to be submitted for every meeting.”
- R18 : “I give exercises. Otherwise, students will not study. Besides that, I also give the students time to ask questions and motivate them. The motivation is by luring high scores for those who immediately collect assignment.”
- R19 : “I usually help my students by giving Q&A section. After explaining, I give time to ask. If they still don't understand, I will explain them the material again, if they understand, I will give them exercises.”
- R20 : “After I explain the material, I usually ask them to remember what they just learned. After the lesson, I give easy assignment. If they don't attend class and don't submit assignment, I text them via WHATSAPP. Yes, I give time to ask questions, both during class videos and private chat. I also give them motivation.”
- R21 : “So, after I give the material, I always ask them to text me if they have any questions. Yes, I also give exercises and assignment in every meeting. I have also given motivation before starting the class.”
- R22 : “Giving motivation to students and after explaining the material, I give time to ask questions. I also give exercise and assignment. The questions are taken from LKS book and paket book.”
- R23 : “Motivation. The motivation is from NETFLIX. Also, I share the song on SPOTIFY and then at the next meeting I ask them what new vocab they got from the song. I give assignment and invite my students to discuss too, if there is someone wants to ask, I will answer it.”
- R24 : “I usually text them one by one, if there is something that is not clear, the material can be asked. PPL's job as a teacher is to motivate students. Before ending the class, I gave the students time to ask questions. I provide exercises to be discussed together because we are not able to give assignment during pandemic actually.”
- R25 : “Giving assignment and time to ask questions, and also motivation.”
- R26 : “Because the teacher is a media for student to learn, so as much as possible I become a means to make students easier to learn such as giving time to students to ask questions and give exercises.”
- R27 : “I usually give time to ask questions and time to finish on their correcting questions. Every class, I also provide easy exercises, the system is a direct question and answer in class.”
- R28 : “I often give some exercises to be answered together. Afterwards, I give the task. Before I end my class, I also give time for students to ask questions, they can text in WA GROUP or private chat if they have question. I have ever given motivation.”

R29 : “I just give them assignment. Yes, I also give time to ask questions and they can ask questions outside the class because I don't use ZOOM every meeting, so they can text via WA. The policy of the school is also to use WA only. Otherwise, I make a learning video. I've ever given them motivation but at the end of the internship.”

### **5. How do you evaluate your students learning outcomes?**

R1 : “The first is from their presence, then from their liveliness in the class. I have a small note to record the active students. I just found out the ability of each student from their test scores because they are very passive. Apart from judging in the cognitive aspect, I also give score in the moral aspect.”

R2 : “For example, I give assignment to students, in the next meeting I give feedback. If there any problem when doing the assignment, we will discuss it together. ... Yes, I also have a student information document from the beginning of the meeting. Apart from assessing in the cognitive or knowledge aspect, I also assess in the attitude of how they treat the class.”

R3 : “By looking at their assignment. From their tasks, it can be seen which students are really listening and which are not. Because there is practical assignment, I assess from the aspect of knowledge and practice, besides that it is also attitude.”

R4 : “For example, during video conference, if there are students who can answer questions, I will give them additional points. I have other notes especially for their assignment and tests to recap their scores. There isn't moral score.”

R5 : “I get an assignment analysis sheet from tutor teacher, so from the beginning of the meeting to the end, the whole scores will be seen. There is practice score too. The practice is when doing a daily test. Since the material is poem, I ask them to read the poem and video it.”

R6 : “For evaluation, what can be done is to make exercises by using KAHOOT, QUIZIZ, GFORM to find out whether they understand or not. After that we create a form from EXCEL which contains lists of their scores. For the scores, I assess from the aspect of knowledge and morals.”

R7 : “I use the quiz. So, through the quiz, I can assess the extent to which students understand the chapters that have been studied. For the assessment, there are aspects of knowledge, skills, and attitudes/morals.”

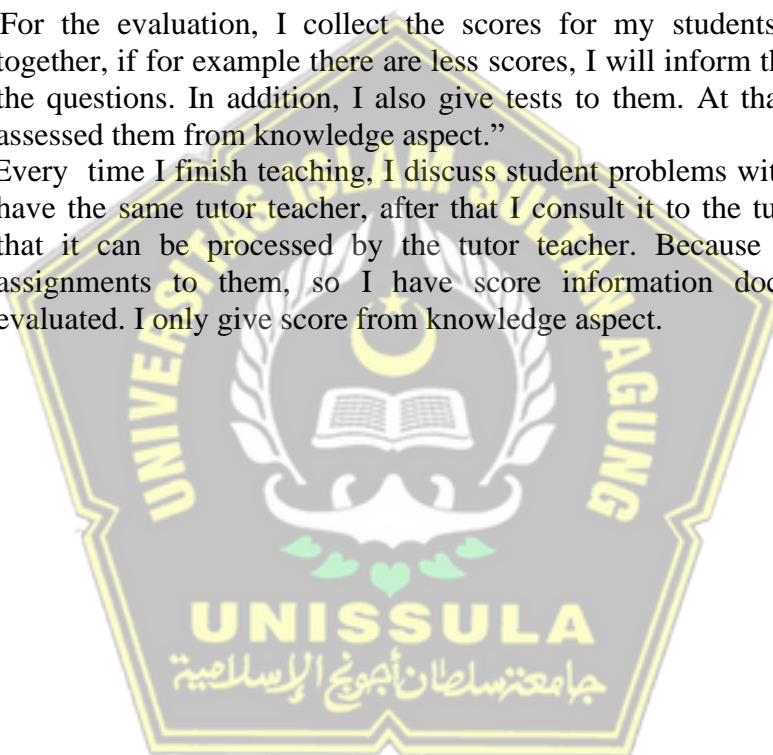
R8 : “I see from the scores of their assignments and their attitude during class such as they are active or not and respect each other or not.”

R9 : “Giving assessment of their homework that has been done. Practical assessment is also like making an application letter.”

R10 : “To evaluate my students, I use a quiz, so I have a student information document. The score is also not seen from right or wrong but from who is the fastest to collect. Hence, it belongs to the moral aspect because it involves their responsibility to collect assignments. Those who do not submit assignments are also notified to collect the assignment immediately.”

- R11 : “I evaluate from their presence and scores. For their scores, I assess them in terms of knowledge, morals, and practice.”
- R12 : “I automatically give a test to evaluate their abilities. What I assess is not only knowledge but also morals and practice. For moral, I don't give score in the form of a number but + score which I will add to the overall score. I also tell my students about KKM that they must achieve, if there is a score that is less than the KKM, I will announce them in order to take remedial.”
- R13 : “After finishing the questions, we correct it together, so everyone can discuss. ... Apart from the knowledge assessment, I provide a practical assessment as well. So, student information documents like the notes, I have it.”
- R14 : “Usually, I see from the scores of their assignment. If there is a score that is less, I ask the students to do it again. The assessment I give honestly is only knowledge.”
- R15 : “Always using a quiz. So, I have score information to evaluate.”
- R16 : “If there is assignment, we correct it together in the group. ... The assignment recaps, the scores, and the attendance list, I have them to be evaluated. The score I give is not only the score of knowledge, but also practice and morals.”
- R17 : “After collecting the assignments, I give them the answer key of the assignment so they can evaluate the answers by themselves. Because there are assignments collected, so I have student information as well to be evaluated.”
- R18 : “Giving exercises, after that the scores will be evaluated. In addition, I also inform students about the results that must be achieved, for example, if there is a score that is less, they can take remedial. I assess them by his knowledge and morals.”
- R19 : “I evaluate them by using exercises or tests to find out how far they understand the material. From the exercises, I will give score. And I also give them motivation. Apart from the knowledge score, I also give score from the moral aspect.”
- R20 : “I give them 2 tests, namely reading poetry and multiple choice tests. So, I have all their scores, remedials, and questions. The scores I give are the score of knowledge and practice, for the moral aspect, it is assessed by tutor teacher if I'm not mistaken.”
- R21 : “For me, for example, if there's any assignment, it will be corrected together. If correcting together, there must be someone who helps answer, the student who helps answer, I will give him point. So yes, I have a student information document too. The score is based on knowledge and moral.”
- R22 : “I give questions and assignment to make a video speaking about descriptive text. So, the assessment is seen from knowledge and practice. There is also a moral assessment. The assignment scores, video score, and small notes about my students, I have them.”
- R23 : “I make the scores to be an EXCEL file document for a report. The scores that I give is the scores of knowledge, practice, and moral.”

- R24 : “I haven't had time to evaluate students because I haven't given them a test.”
- R25 : “I inform students of the results they need to achieve and I have document information or scores to be evaluated.”
- R26 : “I give a Q&A session, if no one asks, I will ask them to see how much attention they paid to the material. Of course, I also give exercises both oral and written. For the assessment, I do not assess them the moral aspect.”
- R27 : “For the evaluation, I report directly to my tutor teacher, both in terms of scores and absences. So, I have a student information document because the tutor teacher asked me to do the KKM. Its score is knowledge and morals.”
- R28 : “For the evaluation, I collect the scores for my students to put them together, if for example there are less scores, I will inform them to rework the questions. In addition, I also give tests to them. At that time, I only assessed them from knowledge aspect.”
- R29 : “Every time I finish teaching, I discuss student problems with friends who have the same tutor teacher, after that I consult it to the tutor teacher so that it can be processed by the tutor teacher. Because I also assign assignments to them, so I have score information document to be evaluated. I only give score from knowledge aspect.”



## Appendix 6. Documentation

