

**THE USE OF ICE BREAKERS BY PRE-SERVICE TEACHERS  
DURING PEER-TEACHING PRACTICUM  
IN PRIVATE UNIVERSITY**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree  
in English Language Education**



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YOGYAKARTA  
2020**

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**THE USE OF ICE BREAKERS BY PRE-SERVICE TEACHERS DURING  
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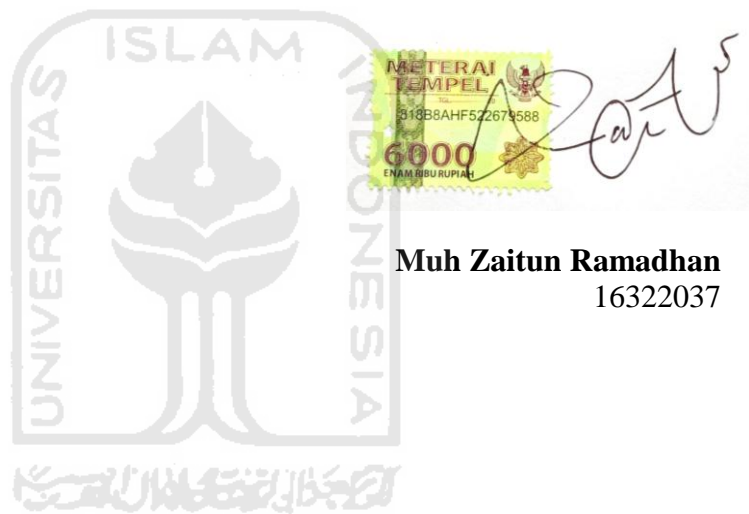


## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, July 18<sup>th</sup>, 2020

The Author,



**Muh Zaitun Ramadhan**  
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## **MOTTO**

Do the Best!

Never Give Up,

*Man Jadda wa Jada*

Be Discipline!

Let's go around the world!



## DEDICATION

*Alhamdulillah Robbil 'Aalamiin.* I dedicate this simple work to the people who have supported and prayed for me, especially my beloved parents, Bungawati Dg. Kanang & Irfan Dg. Gassing, and my great family, Paturusi Dg. Masikki who always helped me in any condition so that this thesis can be finished in this hard situation.



## ACKNOWLEDGMENT

*Alhamdulillahirobbil 'Alamin.* Big thanks to Allah SWT who has given me the big support, hope, and great people around who always supported me so that this thesis can be finished well. *Salam* and *Shalawat* to the best prophet Muhammad SAW, who brought us from the darkness to the lightness. In the process of arranging this thesis, a lot of people have contributed by giving motivation and support. The author sincerely appreciated all their kindness. Also, my gratitude sent for:

1. Islamic University of Indonesia which facilitated and gave all the best to support me during learning something new in Yogyakarta.
2. Faculty of Psychology and Socio-cultural Sciences, especially English Language Education Department which gave me a lot of wonderful experiences and helped me to achieve my dreams.
3. All lecturers and staff of English Language Education Department who taught and transferred not only their knowledge, but also the meaning of life to me. Thank you for being patient, may Allah SWT repay your kindness.
4. My wonderful DPA, Miss Ista Maharsi and my amazing supervisor, Miss Irma Windy Astuti who were patient in guiding me arranged this thesis and giving me great advice of life.
5. My sister, Siti Latifah Nurkhaeriyah. All of my amazing cousins, especially Rezky Amdal, Nurul Qalbi Emba, Ummu Kalsum Arif, Eva

Suryanti and Fitrianti Arif. Then, my beloved aunties, Atika Samsi Dg. Bau, Iriani Samsi, and Sumarni Sikki, who always helped, supported, and accompanied me in arranging this thesis during the quarantine.

6. My best friends of PSH Sektor Jogja, who always accompanied and made me happy in Yogyakarta.
7. My best friend, Aryo Bimo and his mother who was always treated and helped me in Java Island.
8. All of my friends from Batch 2016, English Education Department of Islamic University of Indonesia who accompanied me for 4 years.
9. My wonderful team who have accompanied me in P2A 2017 program, CCES 2018, and SEAMEO SEA-Teacher 2019 project (Andi Putrado and Fatchan Faturrahman) also my friends who accompanied me learning and teaching in the Philippines for a month (Ni Luh Putu Wahyumunika, Ni Luh Putu Desi Budiastini, Selviana Dewi, and Kurnia Permata Hani) Thank you for the unforgettable moments.
10. My cool friends, *Takmir Komisariat* HMI FPSB UII 2019/2020 (Alhidayatul Pratama, Fatchan Faturrahman, and Ahmad Turmudzi Khan) who lived in a haunted house with me for a year. Thank you for the funny and unforgettable moments you guys have made.
11. And all of my friends that I could not mention one by one.



The author realizes that this thesis is far from word “*perfect*”. Therefore, the author is going to appreciate the people who would like to critic, give comments, and suggestions for this thesis.

Yogyakarta, July 18<sup>th</sup>, 2020

The author,

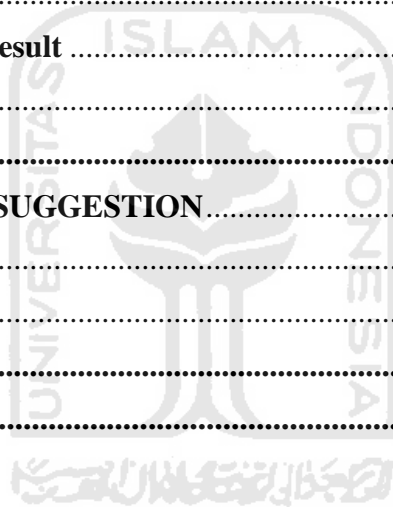


**Muh Zaitun Ramadhan**

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**The Use of Ice Breakers by Pre-Service Teachers**  
**During Peer-Teaching Practicum**  
**In Private University**

**Abstract**

One of the important things which support the learners in learning is ice breakers. This is a fun activity and less serious activity. So this activity is important to apply to the students before beginning the material. The aim of this research is to identify the types of ice breakers that used by pre-service teachers during their peer-teaching practicum in a private university. The purpose of this study is to identify and have more information about the use of ice breakers by pre-service teacher during teaching practicum in Islamic University of Indonesia, especially in English Education Department classes. The data were collected by observing video recording from 3 pre-service teachers during their peer-teaching practicum and each pre-service teacher has 3 peer-teaching cycles. The first cycle is focused on teaching without technology, while the second cycle is focused on teaching with technology, then the third cycle is focused on classroom management. The type of this research is observational study. This study found that pre-service teachers in Islamic university of Indonesia applied 7 aspects of ice breakers during their peer-teaching practicum, namely *opening communication, fostering the interaction among learners, energizing, discussion questions, games, humor, and simple*. Then, the researcher found that *opening communication* was the most dominant in their peer-teaching practicum. All pre-service teachers applied it as their ice breakers.

*Keywords: Ice Breakers, Pre-service Teacher, Peer-teaching Practicum*

# CHAPTER I

## INTRODUCTION

This chapter contains background & rationale, formulation of the study, operational definition of key terms, aims of the study, and significance of the study.

### 1.1. Background of the Study

According to Harmer (2007, p 40) one of the ways to engage students' interest at the beginning of the lesson is by giving them some interesting activities. As interactive and often fun sessions run before the main proceedings, they help students get to know each other and buy into the purpose of the event. Ice breaker or the students used to call it *warming up* is an activity that usually applied before beginning the material that the students will learn in the class. Forbes-Greene (1982) defines ice breakers as "tools" that can be used in fostering the interaction among learners, encouraging "creative thinking", discussing about important assumptions, explaining new topics, and explaining particular information. Ice breakers can be an effective way of starting a class session or team-building event. The ice breakers that researcher meant here is an activity which has correlation with learning or education. The activity can be a game about lesson or material that the students will learn that day. For example if the students will learn about simple past tense that day, the ice breaking activity also supposed to be about simple past tense too.

Yeganehpour & Takkac (2016) found that using ice breakers had a positive effect in improving four factors, namely vocabulary, grammar, pronunciation, and fluency. Then, according to the results of this study, they found that using ice-

breakers facilitates the communication among learners and that is a good way for skipping from language barriers. Besides, the use of ice-breakers makes oral communication among students more easily and by suppressing the problem of linguistic knowledge of silent learners supports their attention and develops the communication among them. In others research of Yeganehpour (2016), she found that participants in the experimental group, who had received the treatments on ice breakers, significantly enhanced better performance in a speaking test.

Furthermore, Darweesh & Aziz (2016) found that the use of humorous language as ice breaker in an L2 learning environment provides a wide range of opportunities for learning a foreign language. Results of this study have indicated that using humor to teach material significantly increases students' overall performance.

Currently research about the use of ice breaker shows the benefits of ice breakers. Kumala (2015) found that the ice breaker made the students felt enjoy, more active, interest and make the students felt motivated to learn English. Then, Sinta (2018) found that based on the qualitative data, the students gave good responses and showed enthusiasm after the use of Ice Breaker strategy in speaking skill.

Thus, the focus of the writer research is to identify and describe what kinds of ice breaker activities that the pre- service teachers apply in the classroom during their peer-teaching practicum in a private university, especially in English Education Department classes. Therefore, the writer is going to observe some pre-service teachers' peer teaching session to get comprehensive information about ice



breakers with observation form then shares the result of his research to English Education Department in a Private University, especially to the lecturers and the writer hopes they are able to evaluate their teaching strategies. Regarding to the previous explanation, this study aims to research the use of ice breakers in a private university in Indonesia.

### **1.2. Formulation of the Problems**

What are the types of Ice Breakers that are used by pre-service teacher during their peer-teaching practicum in Islamic University of Indonesia?

### **1.3. Operational Definition of Ice Breakers for Teaching Practicum**

The title of this research is “The Use of Ice Breakers by Pre-Service Teachers during Peer-teaching Practicum in Private University.” To make the readers understand this study easily, the writer would like to explain the definition of key terms. The key terms of this study are Ice Breakers and Peer-teaching Practicum. Ice breaker is kinds of activity that teachers can make the students relaxed, so that the teaching and learning process are able to run well. Another one is Peer-teaching Practicum. Peer-teaching practicum is an activity that usually student-teachers do in the classroom by teaching their peers or classmates with some rules. They will apply what they have learned in the classroom as their preparation to teach in a real class.

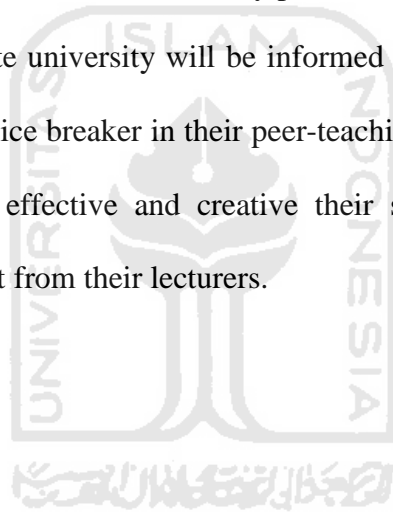
### **1.4. Aims of the Study**

Based on the research problem, the research aims to identify the types of ice breakers that used by pre-service teachers during their peer-teaching practicum in a private university. The researcher will explore the use of ice breakers that used

by some of pre-service teachers when they were doing their peer-teaching practicum in microteaching class. Therefore, the writer will watch their peer-teaching practicum video recordings to collect the data.

### **1.5. Significance of the Study**

The result of this research is expected to be useful for the private university that the researcher will collect the data, especially in English Education Department. Empirically, the department is able to provide a briefing of field practice experience for the students before they perform their field study program. The lecturers of the private university will be informed about how often the pre-service teachers apply the ice breaker in their peer-teaching practicum so that they are going to know how effective and creative their students in applying ice breakers that they have got from their lecturers.



## CHAPTER II

### LITERATURE REVIEW

This chapter presents about related and relevant studies of this research. It also contains theoretical framework that is given in order to make this research more understandable.

#### 2.1. The Characteristic, Roles, and Purpose of Ice Breakers

The term of ice breaker comes from two words, namely 'ice' means that ice has a rigid, cold and hard, whereas 'breaking' means solving. Breaking the ice is 'Ice breaker' so, an ice breaker can be interpreted as an effort to break the atmosphere that is rigid as ice to become more flowing and relaxed, especially in the classroom. The aim is to make the material that is delivered by the teachers can be understood. Subject will be easier to understand by the students matter when the atmosphere is relaxed, comfortable, and friendly. Johnson (2012), mentioned, in just five to fifteen minutes, a properly planned academic ice breaker can reduce student anxiety. There are many viewpoints on ice breaker, here are some of them.

Moreover, Ice breakers can actually make the students more focused. Ice breaker is able to change the students' feeling from boring or sleepy into relaxed and enthusiastic to pay attention to the teacher who speaks in front of the class. It means ice breakers can change the situation and atmosphere in a room, especially in a classroom for learners. Pillai (2007) argued that the purpose of ice breakers as helping new and shy students to strike a conversation by developing

communication skills and breaking cultural barriers among students. Thus, the writer just focused on ice breakers for education.

Dover (2004) considers Ice breakers as "discussion questions" or "interaction activities" that can be used to help learners to learn to speak easily and enjoyably. He believes that developing an environment that decreases students' anxiety, "breaks the ice" between learners and learning with fun activities is the primary goal of the ice breakers.

Furthermore, Varvel (2002) defines ice breaker is an activity used to help individual ease into the group setting. Also, Wright (1999) defines ice breaker as opening communication among students as between teacher and students. All of them agreed that ice breaking is used to interact one each other. And it is able to make the students closer, not only between students, but also between students and teacher.

A seriously rigid learning process without the slightest nuance excitement certainly will be boring quickly. It is known that based on research on the strength of the average human being to continue to concentrate in monotonous situations are only about 15 minutes. Ice breakers are necessary for a successful classroom. Emotionally, ice breakers allow for a student to become connected with school and increases motivation (Kelly, 2004).

Then, Lucy (2012) said our brains cannot be forced to focus for a long time. For convenience, you can use age standards. For example, for 5 years old, time span the optimal focus that can be done is only 5 minutes, for children aged 15 years, the focus time is only 15 minutes.

In addition, Ice breaking is a short activity but has many positive impacts. Johnson (2012), Ice breakers are a perfect teaching tool. In just five to fifteen minutes, a properly planned academic ice breaker can: Engage students mentally and emotionally, Reduce student anxiety, Encourage critical thinking, Create a unified classroom community, Establish positive teacher-student rapport, Bridge economic, social, and cultural boundaries, Introduce a teacher's authority, Promote cooperative behavior, Set the emotional "climate" of the classroom, and Create positive attitudes toward school and learning.

Ice breaker is important and necessary to apply for students in order to smooth learning process. Also ice breaker is a fun activity that all students must be happy if their teacher applies this activity. Ice breaker is a fun activity that can make us more cheerful to start another activity. Ideally all the teaching-learning activities supposed to need ice breaker activity. There are several purposes of ice breaking in language learning, namely: Creating dynamic conditions among students, Eliminating mental distance so that the atmosphere becomes truly relaxed, fluid and flowing, Raising or focus participants on the topic discussion, Removing the dividing barriers between students so that they get to know each other, and Waking them up.

In addition, Pillai (2007) mentions the purpose of ice breakers as helping new and shy students to strike a conversation by developing communication skills and team building, breaking cultural barriers among students, promoting a sense of trust and friendship among them, encouraging, and preparing them to learn by stimulating their minds and/or their bodies.

In conclusion, ice breaker activity is very useful and the great way to start the activities in education, especially in language learning.

## **2.2. Types of Ice Breakers**

Types of ice breaker activity not only always about games, but there are also many other types like words or actions that meaningful or have specific meaning. Kuswara (2004) argued that the types of ice breakers can be in the form of: games, physical actions, teaching instruments, interesting statements, anecdotes, and Accentuating voices. Thus, game is not the only one that can be used as ice breaking for students.

While, according to Jenkins (2001), he believes that ice-breakers have to be simple, i.e. the length of the ice-breaker should not be too long or too short. It means, the duration of the ice breakers does not need much time to be applied because the main purpose of ice breaking is just to make the students motivated to begin the lesson.

Then, Sapp (2007) further states the principles of ice-breakers as:

1. Simple: The simpler, the better.
2. Non-threatening: Ice-breakers should not make people feel uncomfortable.
3. Open ended: The uniqueness of students must be allowed to be expressed.
4. Relevant: The needs of the group and purpose of the lesson must be taken into account in choosing the types of ice-breakers.

5. Energizing: Ice-breakers should excite students according to their level of activity.

In general, there are several forms of Ice Breakers which can be applied in the learning process, namely games, singing, gymnastic, sentence generating spirit, beautiful sentences full of meanings, storytelling, applause, brain gymnastic, humour, and riddles. Thus, there are so many options that teachers are able to use for applying ice breaking activity before beginning the class. Teachers just need to determine which activities that suitable to be used.

### **2.3. The Principled Using Ice Breakers in Learning**

The following are principles of successful ice breakers according to Witkowski (2000):

- a. Objectives: Ice breaking activity must be in line with the material given.
- b. Audience: Ages and abilities of participants must be considered as the important factors.
- c. Time Management: Ice breaking activity may take around 20 minutes.
- d. Control: Control the ice breaking activity. Ice breaking activities are short, fun activities to liven up and to relax the atmosphere.

Also, Sunarto (2012) stated that the use of ice breaking in the learning process needs to consider several principles, namely effectiveness, motivation, synchronized, not excessive, given in the right situation, does not contain sensitive issues, and does not contain pornographic elements.

According to Sapp (2007), he said that there are many important things which need to consider when working with icebreakers:

1. Teachers need to learn what ice breakers work out best according to the age group and number of people.
2. According to the Stress and Wellness Specialists, a successful icebreaker needs step by step instructions and then needs to be demonstrated. Icebreakers are most effective when they are thought out, practiced, and have clear instructions.
3. Not all students will like or want to participate in icebreakers, but it is important to keep in mind that most people do like them and not to be discouraged.
4. Teachers need to read their class; if something is not working the teacher can adjust or try a different approach to an icebreaker.
5. Specialists' stress that a teacher should make sure the room is silent before speaking so that they have full attention of their students. A teacher can use a noisemaker like a drum or a whistle to get the student's attention.

#### **2.4. Strengths and Weaknesses of Ice Breakers**

Ice breaker is a great activity because it has a lot of strengths. Here are some strengths of ice breaker.

Sunarto (2012) stated that the strengths of ice breaking are:

1. Making long time feels fast



2. Bringing pleasant effects in learning
3. Can be used spontaneously or conceptualized
4. Making the atmosphere compact and united

However, ice breaker also has weakness. He also states that although ice breaking has a lot of strengths, it has weakness too. Ice breaker has a weakness, namely: application adapted to the conditions in each place.

### **2.5. The Use of Ice Breakers in Foreign Language Learning**

Mostly the first few minutes of English class is crucial for setting the tone for the whole period, so it is important to start with something fun. EFL students might be coming to the class in tired condition or sleepy-eyed. Furthermore, getting them engaged and energetic will absolutely make them focused on the lesson that they are learning. Kanu (2011) said that ice breakers can be used as openers to motivate learners toward lesson. They can be used in the middle of a session to refresh the situation, reduce the boredom, reload the energy and enthusiasm of the students and get the concentration back. They can also be used at the end of the lesson to confirm or review the material.

According to Flanigan (2011), performing ice breakers in English class will direct students to the good mood of learning. Also appropriate kind of ice breaking activities will make students sure to get the most from their lesson and also, they will have fun.

By performing ice breakers, students will be motivated in the process of their language learning. It will be a great start for the lesson. In the context of creating motivation in EFL students, teacher should maintain different kinds of strategies

and activities for attracting students' attention and making them interested in the lesson so that they will enjoy the learning process. Harmer (2007, p 40) stated that one of the ways to engage students' interest at the beginning of the lesson is by giving them some interesting activities.

There are several studies in EFL contexts that related to the use of ice breaking, namely "*The Use of Ice-Breakers (Two Truths and A Lie) to Improve EFL Learners Speaking Ability*" that conducted by Hariyati (2018). This study aimed at examining the effectiveness of Ice-breakers (Two Truths and A Lie) in teaching speaking of EFL learners. Design of this research was pre-experimental research with pre-test and post-test design. For determining the sample of the study, the researcher used random sampling technique. Considering process and results of this research, the present researcher suggested that Ice-breakers (Two Truths and A Lie) might be used in teaching speaking.

Another study is done by Yeganehpour (2016) "*The Effect of Using Different Kinds of Ice- Breakers on Upper-Intermediate Language Learners' Speaking Ability*". The findings revealed that participants in the experimental group, who had received the treatments on ice breakers, significantly enhanced better performance in a speaking test.

Then, "*Improving Students' Motivation in Learning English through Implementing of Ice Breaker*", A study that written by Kumala (2015). Classroom Action Research method was used in this study. The result of this study, the ice breaker made the students felt enjoy, more active, interest and make the students felt motivated to learn English.

The last, “*Improving Student’s Ability in Speaking Skill by Using Ice Breaker Strategy*”. A study by Sinta (2018). This research was conducted by using Classroom Action Research. Qualitative and Quantitative data were used in this research. The result of this study based on the qualitative data, the students gave good responses and showed enthusiasm after the use of Ice Breaker strategy in speaking skill.

## **2.6. Theoretical Framework**

Ice breakers provide students a chance to interact with each other, not only with the other students but also with the teacher. It will become a session to engage their perspectives about every lesson. Students will be more engaged to the lesson or material that they will learn at the day. Sapp (2007) states the principles of *ice-breakers are simple, non-threatening, open ended, relevant, and energizing*.

In addition, Ice breaker is a short activity but has many positive impacts. Johnson (2012), Ice breakers are a perfect teaching tool. In just five to fifteen minutes, a properly planned academic ice breaker can: Engage students mentally and emotionally, Reduce student anxiety, Encourage critical thinking, Create a unified classroom community, Establish positive teacher-student rapport, Bridge economic, social, and cultural boundaries, Introduce a teacher’s authority, Promote cooperative behavior, Set the emotional “climate” of the classroom, and Create positive attitudes toward school and learning.

The following scheme is made in order to describe the conceptual framework of this research.

**Table 1**  
**The Building Block of Ice Breaker**

No.	Aspects / Components attributed to Ice Breaker	Types of ice breaker	Role(s)	Benefits/ Strengths	Challenges/ Weaknesses	Principled Use/ Application	Purposes/ objectives
	Findings of previous relevant studies						
1.	Dover (2004)		- Discussion - Enjoyably	Decreases students' anxiety		Fun activities	Students can speak easily
2.	Forbes Greene (1982)		- Fostering interaction - Encouraging creative thinking				
3.	Sapp (2007)	- Games - Singing - Gymnastic - Applause - Brain gymnastic - Humor				- Simple - Non-threatening - Open ended - Energizing	
4.	Wright (1999)		Opening communication				



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses about the research methodology that contains research design, setting and participants, data collection technique, data analysis technique, and trustworthiness.

#### 3.1. Research Design

The type of this research is observational study. And the aim of this research is to identify and describe the types of ice breakers. So the researcher chooses observational study design because it facilitates and serves the purpose of the study. An observational study is the one that involve the systematic recording of observable phenomena or behavior in a natural setting (Gorman and Clayton, 2005). The strength of observational study is helping to overcome the discrepancy between what people say and what they actually did. The researcher will get the valid and real data from this design. It means, observational study is the most appropriate research design to find the data that the researcher will find. The researcher will observe by watching nine videos from three pre-service teachers from batch 2016 that are representative of the research topic. Observational study will be directed to the some video recordings of English Education Department students in a Private University in Indonesia. The videos are from their documentation when they did their peer teaching 1-3 in microteaching class.

## **3.2. Setting and Participants**

### **3.2.1. Participants of the Study**

The target participants for this research are only students who have applied ice breaker activity when they were doing their peer-teaching practicum in microteaching class in English Language Education in a private university in Indonesia.

### **3.2.2. Participants Selection**

There were 42 students of English Language Education in a Private University in Indonesia batch 2016 who have taken microteaching class. Those 42 students were separated into 3 different classes. All the students in this class had to do their practicum thrice, namely peer-teaching practicum cycle 1-3. The first cycle, the focused of pre-service teachers is teaching without technology, then the second cycle they will focus on teaching by using technology and the last cycle they will focus on classroom management. Each student was given 15-20 minutes time to do their teaching practicum and recorded by handy cam when they were doing their practicum.

The researcher will only choose 3 from 42 students. These 3 students are chosen due to their use and application of ice breakers in their practicum session. So, the researcher only chooses the students who applied ice breaker in all their teaching practicum. So, the researcher will select those 3 students by selecting their 3 video recordings. The researcher will observe those 3 students by watching their 3 videos. So, the researcher will watch 9 video recordings from 3 selected students.

A purposive sampling procedure is used for selecting the participants in this study. This technique was used to ensure a fairly proportional representation of the variables for the study due to the writer just chooses 3 students who applied the ice breaker activity in their teaching practicum to observe their video recordings from 42 students who have taken microteaching class in English Education Department of a Private University in Indonesia.

### **3.3. Data Collection Technique**

Observation form will be used in this observational study to collect the data while watching video recording of pre-service teachers during their peer-teaching practicum. The writer is going to fill in the 9 observation forms that contain and feature to the construct of writer's research. The writer will observe by watching for 3 - 5 minutes for each video. However, it also depends on the teachers' duration in applying the ice breakers.

During the observation session, the writer will watch the 9 videos carefully and more than once. Those will be helpful in this study so that the data will be considered as detail, valid, and clear enough.

The writer will use the observational checklist as shown in table 2, which presents identified and color-calibrated aspects of ice breakers taken from the previous researches.

### **3.4. Data Analysis Technique**

Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. There are many benefits of thematic analysis, one of them is its flexibility. In this study, the researcher will use thematic analysis to analyze the data.

According to Braun and Clarke (2006), there are six phases of thematic analysis. First phase, make ourselves familiar with our data. It means the data that the researcher will analyze, should be known by ourselves well. Then, the second phase is generating initial codes. This phase then involves the production of initial codes from the data. Codes identify a feature of the data (semantic content or latent) that appears interesting to the analyst, and referring to Boyatzis (1998, p 63), he argued that “the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon”. The third phase is searching for themes. This phase, which re-focuses the analysis at the broader level of themes, rather than codes, involves sorting the different codes into potential themes, and collating all the relevant coded data extracts within the identified themes. The fourth phase is reviewing themes that have been specified. During this phase, it will become evident that some candidate themes are not really themes. It means the themes that founded should be selected to be more specific themes.

Then, the fifth phase will be defining and naming themes. At this point, the researcher then defines and further refines the themes that he will present for his



analysis, and analyses the data within them. And the last phase is producing the report.

### **3.5. Trustworthiness**

Trustworthiness of a research study is important to evaluate its worth in this research. Trustworthiness is defined as the believability of the researcher's findings, i.e. all that the researcher has done in designing, carrying out and reporting the research to make the results credible. Guba & Lincoln (1982), argued that to find a good criteria of distinct qualitative findings, there are four criteria that must be done, namely dependability, credibility, transferability and conformability. Yet, in this research the writer will need to meet just two of them, namely credibility and conformability.

In this research, credibility will focus on the internal validity. The researcher will do some steps, namely rechecking and reading more than once to confirm that the data is valid and based on what the researcher found. Another criteria, is conformability. Conformability is also known as objectivity. It means that the data collection is obtained from the original videos from 3 chosen students who are doing their teaching practicum and not from other videos. Then, this research will be reviewed by the researcher's supervisor that guided and helped him during arranging this research and make decisions about this research.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents all the findings to answer the research questions and discusses. All the data of this research is presented and analysed in the findings and elaborated in discussions.

#### **4.1 Findings**

The data were collected from 9 video recordings of 3 Pre-Service Teachers on 26 and 27 June 2020. Whereas, video itself were recorded when they were doing their peer-teaching practicum in Microteaching class at English Language Education Department building in a Private University in the period 2018/2019. The researcher got the videos by asking the permission to the owner directly and they sent their videos by Google drive file, YouTube, and video file. The duration of the videos is about 20-30 minutes for each video. After the researcher got all the data, the next step were viewing and transcribing the conversation from the beginning video until the stage before starting the lesson material presentation. Then, coding is the next step after transcribing. The last was analyzing the data.

##### **4.1.1 Observation Results**

Here is the result from observational checklist which shown in the previous chapter. The data was gained after watching all the videos, transcribing, reading the transcripts and codifying. All of those were done meticulously and repeatedly. From all aspects of ice breakers in the observational checklist that shown in the previous chapter, there were 7 aspects which the most dominant used by pre-service teacher during their peer-teaching practicum. The following table

will show the result of the 13 aspects attributed to the Ice Breakers from observational checklist from 9 Pre-Service Teachers' videos.

**V1** : Video 1      **V4** : Video 4      **V7** : Video 7

**V2** : Video 2      **V5** : Video 5      **V8** : Video 8

**V3** : Video 3      **V6** : Video 6      **V9** : Video 9

**C1** : Peer-teaching Cycle 1

**C2** : Peer-teaching Cycle 2

**C3** : Peer-teaching Cycle 3

**Table 2**  
*The Result of Observation*

No	Category	Pre-Service Teacher A			Pre-Service Teacher B			Pre-Service Teacher C			Total
		V1	V2	V3	V4	V5	V6	V7	V8	V9	
		C1	C2	C3	C1	C2	C3	C1	C2	C3	
1	Opening Communication	√	√	√	√	√	√	√	√	√	9
2	Fostering the interaction among learners	√	√	√	√	√	√	√	√	√	6
3	Energizing		√		√	√	√		√		5
4	Discussion questions		√	√	√	√	√	√			5
5	Games			√	√	√	√	√			4
6	Humor			√	√	√	√	√			3
7	Simple							√	√	√	3

Based on the table 3, the aspect which the pre-service teacher most used was 'opening communication'. They applied it in all their teaching practicum by using their own ways. Then the second was 'fostering the interaction among learners'. And then there were 'energizing' and 'discussion questions'. After that, there was 'games'. Then, the last were 'humor' and 'simple'.

According to the data above, each pre-service teacher in English Language Education Department in a private university in Indonesia used more than one

aspect as their ice breaker activity. It means ice breaking is able to be applied not only once, but also several times in teaching.

## 4.2 Discussions

There are six dominant aspects that the researcher had managed to identify in this chapter, namely *opening communication*, *discussion questions*, *energizing*, *games*, *humor*, and *simple*.

### a. Opening Communication

This research shows that all pre-service teachers applied ice breaker as their opening communication. It proved by the data transcriptions below.

- PT : “**Morning students**” (OBS/V1/C1/001)  
SS : “Morning...” (OBS/V1/C1/002)  
PT : “Oke, **Assalamu’alaikum Warahmatullahi wab**, sorry, sorry, (students are laughing) saya ulang yah ulang, **Assalamu’alaikum Warahmatullahi Wabarakatuh.**” (OBS/V1/C1/003)  
SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.” (OBS/V1/C1/004)  
PT : “Okay, Okay before we start our lesson today, let’s pray together in silence. Pray, begin... Finished, Thank you! Okay, **how are you today?**” (OBS/V1/C1/005)  
SS : “**Goodddd.**” (OBS/V1/C1/006)  
PT : “**Good, okay. Tiswo? How are you today?**” (OBS/V1/C1/007)  
S : “Eeee, so so” (OBS/V1/C1/008)  
PT : “**So so hehe, okay. Zaitun?**” (OBS/V1/C1/009)  
S : “**I feel bad Sir.**” (OBS/V1/C1/010)  
PT : “**O ah, why?**” (OBS/V1/C1/011)  
S : “**Aaaaa I’m nervous**” (OBS/V1/C1/012)  
PT : “**Okay, good. Okay Aul, how are you today?**” (OBS/V1/C1/013)  
S : “**Good.**” (OBS/V1/C1/014)

- 
- PT : “**Assalamu’alaikum, good morning...**” (OBS/V4/C1/001)  
SS : “**Wa’alaikumsalam, morning...**” (OBS/V4/C1/002)  
PT : “**How are you today?**” (OBS/V4/C1/003)  
SS : “**I’m fine thank you, and you?**” (OBS/V4/C1/004)  
PT : “**Very well. How are you today Boy?**” (OBS/V4/C1/005)  
S : “**I’m fine I’m good.**” (OBS/V4/C1/006)

PT : **“How are you today Miskat?” (OBS/V4/C1/007)**  
SS : **“Good.” (OBS/V4/C1/008)**  
PT : **“Good, wah baiklah, okay.” (OBS/V4/C1/009)**  
S : **“Why you don’t ask me?” (OBS/V4/C1/010)**  
PT : **“How are you Anggi? Are you sleeping well?”**  
**(OBS/V4/C1/011)**  
S : **“Good, Thank you!” (OBS/V4/C1/012)**

---

PT : **“Assalamu’alaikum Warahmatullahi Wabarakatuh.”**  
**(OBS/V6/C3/001)**  
SS : **“Wa’alaikumsalam Warahmatullahi Wabarakatuh.”**  
**(OBS/V6/C3/002)**  
PT : **“Good morning!” (OBS/V6/C3/003)**  
SS : **“Morning.” (OBS/V6/C3/004)**  
PT : **“Morning. Good morning Dewi!” (OBS/V6/C3/005)**  
S : **“Morning.” (OBS/V6/C3/006)**  
PT : **“Morning. Good morning Ai!” (OBS/V6/C3/007)**  
S : **“Good morning Miss!” (OBS/V6/C3/008)**  
PT : **“Okay. How are you today?” (OBS/V6/C3/009)**  
SS : **“Fine.” (OBS/V6/C3/010)**  
PT : **“Fine, aa, How’s your fasting today?” (OBS/V6/C3/011)**  
SS : **“Great” (OBS/V6/C3/012)**

---

Regarding to all the data transcriptions above, all the pre-service teachers always had a small talk and greeted their students to begin the class. All of the pre-service teachers asked all their students’ feeling and some students were asked personally. The responses of the students about their feeling also were different each other, not only good, but sometimes also not good.

Greeting is the simplest and easiest aspect of ice breaking which all the teachers applied during their teaching. It supported by Wright (1999), he was saying that ice breaker as opening communication among students as between teacher and students. Other than that, small talk is also a part of opening communication that the pre-service teachers applied in the class. These activities are able to make the students feel free to show their feeling so that teachers can

understand their students' feeling at the beginning of the class. Van Lier (1988) as cited in Jasmine (2004), saying that participants in small talk are free to show their individuality and creativity within a loose kind of *frame*, or sets of rules for talk.

### ***b. Energizing***

Below are the examples of students who were excited in ice breaking stage based on the data result.

PT : "Adib, Tiswo. Okay. Yup eeee today we would like to watch a video" (OBS/V2/C2/011)

S : "Yayyy.. Video!" (OBS/V2/C2/012)

---

PT : "Okay guys emm well we would like to play a game first." (OBS/V4/C1/020)

SS : "Ohh, Yes!" (OBS/V4/C1/021)

PT : "Are you excited?" (OBS/V4/C1/022)

S : "Yes!" (OBS/V4/C1/023)

---

PT : "Alright, alright students, before we start lesson, let's play game!" (OBS/V5/C2/017)

SS : "Uhhhhhhh...." (OBS/V5/C2/018)

PT : "Do you excited?" (OBS/V5/C2/019)

SS : "Yes!" (OBS/V5/C2/020)

---

PT : "Okay, now before we go to the material, let's play a game, it's called, 'Gojek Rider'" (OBS/V6/C3/022)

SS : "Yeyyy." (OBS/V6/C3/023)

---

Based on the data above, we can see that there are some kinds of expressions to show that the students were exciting. Start from the first transcription, the teacher said that he wanted to show his students a video. Then, his students were happy to hear it. And the second and third transcriptions show

that the teacher always asked her students that they were excited or not. And all her students' answers were "yes!" Then, the last transcription shows that the students were happy after hearing that they were going to play a game.

One of the important aspects of the use of ice breaker is it must energize the students. Sapp (2007) he stated that one of the principles of successful ice breakers is *energizing*: Ice-breakers should excite students according to their level of activity. It means students have to excite during the ice breaking stage. Rodrigues (1982) says that teachers need an activity to break the ice – turn up the temperature and ensure that they will create an environment that is not only fun, but allows the students to be energized and motivated at the same time.

### *c. Discussion Questions*

The transcriptions below are the data result of activity that includes *discussion questions*.

- PT : "Well. What do you feel after..." (OBS/V2/C2/015)  
S : "Sad." (OBS/V2/C2/016)  
S : "Very poor." (OBS/V2/C2/017)  
PT : "Very poor, sad and emotional, emotional. Well, I would like to ask some questions about the video like, actually what is the topic about?" (OBS/V2/C2/018)  
SS : "About bullying." (OBS/V2/C2/019)  
PT : "Yes right! It tells about bullying. And then, what happens? About the video, yes Vika please!" (OBS/V2/C2/020)  
S : "He (Bully) is bad" (OBS/V2/C2/021)

- 
- PT : "Okay, guys could you mention ee what the ingredients of Kolak? Apa?" (OBS/V3/C3/047)  
S : "Banana," (OBS/V3/C3/048)  
PT : "Adib? Kolak ingredients in my video" (OBS/V3/C3/049)  
S : "Water" (OBS/V3/C3/050)  
PT : "Water okay, and then Fairus, could you mention what other ingredients?" (OBS/V3/C3/051)  
S : "Susu." (OBS/V3/C3/052)

---

In the first transcription, the teacher showed a video to his students before he asked some questions to them. The students then answered it with different answers. And then in the second transcription, the teacher asked his students about the ingredients of Kolak. The teacher also tried to ask some students personally by mentioning their name.

Discussion question is discussing a question activity that given by the teacher. This aspect is also usually applied by teachers as ice breaker. Dover (2004) considered Ice breakers as "discussion questions" or "interaction activities" that can be used to help learners to learn to speak easily and enjoyably. It means, this aspect will trigger the students to speak up, especially for students who are shy or passive during the lesson. Besides, the aim of this aspect is to make the students able to interact to each other. Forbes-Greene (1982) defines icebreakers as "tools" that can be used in fostering the interaction among learners.

#### *d. Games*

The aspect that students like most is game. Game is a fun activities which is able to make the students relaxed and enjoyed. This is a short simulation that involved students to have fun in a short time. Transcriptions below show the use of games as ice breaking in PBI UII.

PT : Okay then. **Do you like to eee play a game? Please open your smartphone. (OBS/V3/C3/029)**

---

PT : "Okay guys emm well we would like to play a game first."  
(OBS/V4/C1/020)

SS : "Ohh, Yes!." (OBS/V4/C1/021)

PT : "Are you excited? "(OBS/V4/C1/022)



S : “Yes!” (OBS/V4/C1/023)  
S : “No!” (OBS/V4/C1/024)  
S : “Depend on the game.” (OBS/V4/C1/025)  
PT : “Depend on the game. So, in this board you can see the board here, there are three boards..” (OBS/V4/C1/026)  
S : “Owh, sudah ditulis, kapan ditulisnya? Wow” (Noisy) (OBS/V4/C1/027)  
PT : “Air terjun! ssssh when I say air terjun then you have to silent. Okay. So, **this game is about finding verb two**, not finding your jodoh yah. (OBS/V4/C1/028)

---

PT : “Alright, alright students, before we start lesson, let’s play game!” (OBS/V5/C2/017)  
SS : “Uhhhhhhhh..... (OBS/V5/C2/018)  
PT : “Do you excited?” (OBS/V5/C2/019)  
SS : “Yes!” (OBS/V5/C2/020)  
PT : “So, in this game, in this game, you are the group A, you are the group A, and you are the group B. So, **I will give you three picture of someone maybe it can be e celebrity, or an influencer, or maybe e an actor**, like that. (OBS/V5/C2/021)

---

PT : “Okay, now before we go to the material, let’s play a game, it’s called, ‘Gojek Rider’” (OBS/V6/C3/022)  
SS : “Yeyyy.” (OBS/V6/C3/023)

---

Based on the transcription above, in the first transcription shows that the pre-service teacher asked his students that are they like to play a game then asked them to open their smartphone. While in the second, third, and last transcription, the teacher always asked her students to play game before starting the lesson. The game that the students were playing was *finding verb two*. While in the third transcription, the game that the students played was *guessing* some incomplete pictures. Then, in the last transcription, the game was called *Gojek Rider*.

Harmer (2007, p 40) indicated that one of the ways to engage students’ interest at the beginning of the lesson is by giving them some interesting

activities. Then, Kuswara (2004) argued that one of the types of ice breakers is games.

*e. Humor*

The following transcriptions are the example of the use of humor as ice breaking in teaching learning.

S : “Cooked nya ilang Miss!” (OBS/V4/C1/045)  
PT : “**Cooked nya ilang, siapa yang belum masak?**” (Students are laughing) (OBS/V4/C1/046)  
SS : “Lalu Miss!” (OBS/V4/C1/047)

---

PT : “Jogja, so this is Jogja maps right. And then this one, and then ee, and then how do you, how do you say when you are want to the Beringharjo. Beringharjo in here yah. In Jogja such as far away. You are from UII and then you go, you go out, **go long this street.**” (OBS/V6/C3/036)  
S : “**Go long.**” (Students are laughing) (OBS/V6/C3/037)  
PT : “Go straight, go straight. And turn left, turn right, turn left or turn right? Turn left or turn right? Turn?” (OBS/V6/C3/038)  
SS : “Turn right.” (OBS/V6/C3/039)

---

Based on the first dialogue above, when the teacher was reviewing her students’ work together on the whiteboard, her students said that there was missing word. So, that student asked her teacher that that word was missing. Then, the teacher repeated the missing word and asked her students with funny question. In the other side, in the second dialogue, there was a time that the teacher mentioned funny words that made her students laughed due to the words were strange and unique enough.

Humor is kinds of funny words, sentences, or actions which is able to make the students smile or even laugh. According to Kuswara (2004), the types of ice breakers can be in the form of: games, physical actions, teaching instruments,

interesting statements, anecdotes, and accentuating voices. This aspect is able to help students to find their identity and knowing themselves (Sapp, 2007). So, they are going to be confident during the learning process. In the other side, the students will be able to feel relax and not too serious, so that they are able to enjoy the learning.

#### *f. Simplicity*

The following transcriptions are includes the use of simplicity aspect on ice breaking stage.

PT : “Okay, ehm first of all please pay to, pay attention to my mouth and listen carefully. Okay, and.. please answer my question ah, after my, after I ask you. Okay, eee I am a singer, I have, I have a band, the name of my band is Kangen Band. (Students are laughing) Who am I?” **(OBS/V7/C1/014)**

S : “Andika!!” **(OBS/V7/C1/015)**

PT : “Andika. Good job! Okay another, another is.. I am an actor, actor, I was a singer, my name, the name of my group singer is Cowboy Junior..” **(OBS/V7/C1/016)**

S : “Iqbal, Iqbal!” **(OBS/V7/C1/017)**

PT : “Nice, you are right! Wow. Okay, thank you thank you. Eee can you guess what will we learn today?” **(OBS/V7/C1/018)**

PT : “Okay, before we learn about this one, ee want you, if I say countable, countable noun you should raise your right hand.” **(OBS/V8/C2/018)**

SS : “Owh alright.” **(OBS/V8/C2/019)**

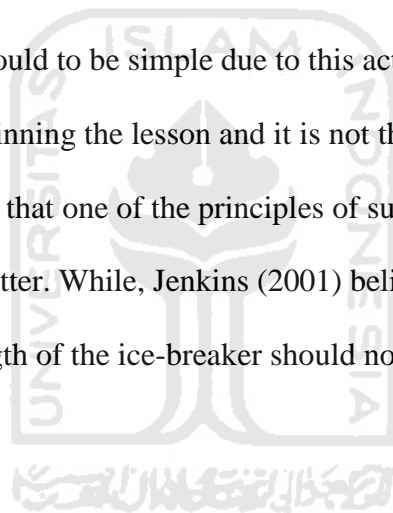
PT : “Right. If I say uncountable noun, left hand, for example if I say “table” countable noun. Right. Countable is right hand. Okay, okay, ready? Ready? Ready? Yes. Eee “sugar” sugar, emm okay okay okay. How about “chair”, “money”, money, money, money. (Students are laughing) alright alrgiht, okay okay. Okay, today we are going to learn about Quantifiers, quantifiers, have ever heard about...” **(OBS/V8/C2/020)**

SS : “Not yet!” **(OBS/V8/C2/021)**

PT : “Okay, sorry, sorry! Okay!” **(OBS/V8/C2/022)**

The two transcriptions above show that the ice breaking activities that the teacher applied were simple. In the first transcription, the teacher just did a small activity, namely instructing his students to guess who am I after he described the characteristics of the people that he wanted to describe. The characteristics that the teacher mentioned were easy so that the students could guess it easily without thinking hard. Then, the second transcription shows that the teacher just asked his students to raise their right hand when he said countable noun and left hand for uncountable noun.

The ice breaker should to be simple due to this activity is just a warming up for students before beginning the lesson and it is not the main stage of the learning. Sapp (2007) said that one of the principles of successful ice breakers is *Simple*, the simpler, the better. While, Jenkins (2001) believes that ice-breakers have to be simple, the length of the ice-breaker should not be too long or too short.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter shows about the conclusion of the finding of this research and also recommendations from the writer for further research and the implementation about the use of ice breaking in the future, especially in a Private University that researcher have researched.

#### **5.1 Conclusion**

This research is about the use of ice breaking in Pre-Service Teacher during their teaching practicum. The writer found that there are many kinds and types of ice breaking that had been used in teaching practicum of pre-service teachers in a private university. Some aspects that the writer had found are *opening communication, discussion questions, energizing, games, humor, simple, brain gymnastic, applause, singing, and gymnastic*. From the ten aspects which identified, the writer found six the most dominant aspects. And from the six aspects the most dominant aspect was *opening communication*. This categories applied by all pre-service teachers in all their 3 cycles teaching practicum.

#### **5.2 Suggestion**

According to the findings of this research and after considering the data result, the writer would like to provide some suggestions. The first is the lecturers should introduce and teach more types of ice breaking activity to the students start from in the beginning of the semester. Furthermore, the students or pre-service

teacher will learn about it step by step. Then the second, lecturers should apply any kind ice breaking activities in every lesson.



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## APPENDICES

### Appendix 1

#### Data Transcription

#### Pre-Service Teacher A

#### Video 1 (Cycle 1)

**Place** : Microteaching Class 2018/2019 at PBI UII building

**Duration** : 21, 36 minutes

**PT** : Pre-Service Teacher

**SS** : Students

**S** : Student

- 001 PT : "Morning students.."  
002 SS : "Morning..."  
003 PT : "Oke, Assalamu'alaikum Warahmatullahi wab, sorry, sorry, (students are laughing) saya ulang yah ulang, Assalamu'alaikum Warahmatullahi Wabarakatuh."  
004 SS : "Wa'alaikumsalam Warahmatullahi Wabarakatuh."  
005 PT : "Okay, Okay before we start our lesson today, let's pray together in silence. Pray, begin... Finished, Thank you! Okay, how are you today?"  
006 SS : "Gooddddd."  
007 PT : "Good, okay. Tiswo? How are you today?"  
008 S : "Eeee, so so"  
009 PT : "So so hehe, okay. Zaitun?"  
010 S : "I feel bad Sir."  
011 PT : "O ah, why?"  
012 S : "Aaaaa I'm nervous"  
013 PT : "Okay, good. Okay Aul, how are you today?"  
014 S : "Good."  
015 PT : "Okay, Very good. Okay, who's absent today?"  
016 S : "Vezir! Vezir!"  
017 PT : "Aa?"  
018 S : "Vezir Sir! Vezir" (while laughing)  
019 PT : "Oh yeah."  
020 S : "Kurnia Ilahi!"  
021 PT : "Okay, Thank you! And Fiqri right?"  
022 SS : "Yesss! Yes"  
023 PT : "Yeah, today we would like to, okay please, we would like to learn about eee Narrative Story and..."  
024 S : "Apa Sir?"  
025 PT : "Narrative Story."  
026 S : "Oo Narrative Storyyy"  
027 PT : "Okay, let me... eh sorry yeah" (students are laughing and noisy)  
028 SS : "Ssst..."  
029 PT : "Stop. Okay, please guess what the picture about, okay?"  
030 SS : "Yes Sir!"

- 031 PT : “Okay, this one. Can you guess it?”  
 032 SS : “Yeahhh, No no” (Noisy)  
 033 PT : “Ah? It’s a girl?”  
 034 S : “Wonderwoman?” (Students are laughing)  
 035 PT : “Oh, This one!”  
 036 S : “Timun Emas!”  
 037 PT : “Yeahhhh Zaitunnnn! Amazing!”  
 038 S : “Golden Timunnn”  
 039 PT : “Berikutnya... anyone can guess?”  
 040 S : “Bawang putih bawang merah!”  
 041 PT : “Wowww Amazing! (Students are surprised and giving applause) and last one. What’s....”  
 042 SS : “Malin Kundanggggg! Putri Duyung...”  
 043 PT : “Very good, (noisy) very good, very good! Malin Kundang. Have you ever watched about story of... Have you ever watched about Malin Kundang story?”  
 044 SS : “Yesss! Yessss!”  
 045 PT : “Where is the story from?”  
 046 S : “Sumatera Barat!”  
 047 PT : “Right!”  
 048 S : “Wuih seratus!”  
 049 PT : “Amazing! Ehhehe and what is the capital city of Sumatera Barat?”  
 050 S : “Yes, of course!”  
 051 PT : “What is the capital city?”  
 052 S : “Padang!!”  
 053 PT : “What is the traditional food from Padang?”  
 054 S : “Rendang!!!!”  
 055 PT : “Yes, amazing! (noisy) udah sarapan blum? Udah sarapan?”  
 056 SS : “Blummmmmm.”  
 057 PT : “Abis kelas sarapan yah ke kantin”  
 058 SS : “Oke Pak!”  
 059 PT : “Bayar sendiri tapi” (Students are laughing)  
 ===== the end =====

### Pre-Service Teacher A

#### Video 2 (Cycle 2)

- Place** : Microteaching Class 2018/2019 at PBI UII building  
**Duration** : 22, 52 minutes  
**PT** : Pre-Service Teacher  
**SS** : Students  
**S** : Student

- 001 PT : “Assalamu’alaikum Warahmatullahi Wabarakatuh...”  
 002 SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh...”  
 003 PT : “Well, Morning students...”

004 SS : “Morninggg. Morning Sir...”  
005 PT : “How’s life?”  
006 SS : “Great! Very good!”  
007 PT : “Great. Very good. Okay, ee before we start our lesson today, let’s pray together in silence. Pray, begin... finished. Okay, who’s absent today?”

008 S : “Aulllllll”  
009 PT : “And then?”  
010 SS : “And then... Adib, Tiswo.”  
011 PT : “Adib, Tiswo. Okay. Yup eeee today we would like to watch a video”

012 S : “Yayyy.. video!”  
013 PT : “And please pay attention carefully to the video ee like where is the place, who is and what happen. Okay please pay attention (showing the video)”  
(The video is playing)  
(Music is playing)  
Bully : What did I tell you about coming back here? Did you hear me nerd?  
Victim : Just leave me alone.  
Bully : Watch yourself punk. Everyone in this room wants you to die.  
(Sad music)  
Girl : Look at this one (showing her smartphone to her friend)  
(School bell rings)  
Bully : School just ended. Why are you leaving so early? What’s the matter? Is pretty boy sad? Why don’t you just go home and never come back? This school is for people who actually have a brain. We don’t need you. You’re just wasted space.”  
(Sad music)

014 S : “Aaaa”  
(Gunshot)  
(Video ended)

015 PT : “Well. What do you feel after...”  
016 S : “Sad.”  
017 S : “Very poor.”  
018 PT : “Very poor, sad and emotional, emotional. Well, I would like to ask some questions about the video like, actually what is the topic about?”

019 SS : “About bullying.”  
020 PT : “Yes right! It tells about bullying. And then, what happens? About the video, yes Vika please!”  
021 S : “He (Bully) is bad”  
022 PT : “Oh yeah right. That’s help. And then where is the place ee it take?”

- 023 SS : "School, Cambridge, and victim's house."  
 024 PT : "Good. And do you think ee Bullying is a serious issue in school?"  
 025 SS : "Yes"  
 026 PT : "Yes. Okay. And did this video change your awareness about Bullying?"  
 027 S : "Sorry?"  
 028 PT : "Did this video change your awareness about Bullying?"  
 029 S : "Hmm Yes."  
 030 PT : "Yes. (Students are laughing) and last one. Do you think it is necessary to educate people on issue in Bullying?"  
 031 SS : "Yes!"  
 032 PT : "Well."

===== the end =====

### Pre-Service Teacher A

#### Video 3 (Cycle 3)

**Place** : Microteaching Class 2018/2019 at PBI UII building

**Duration** : 30, 27 minutes

**PT** : Pre-Service Teacher

**SS** : Students

**S** : Student

- 001 PT : "Hello students!"  
 002 SS : "Hello Sir!"  
 003 PT : "Okay, Assalamu'alaikum Warahmatullahi Wabarakatuh."  
 004 SS : "Wa'alaikumsalam Warahmatullahi Wabarakatuh."  
 005 PT : "Okay, how's your life? Ama?"  
 006 S : "Good!"  
 007 PT : "Good. Okay. Ee Zaitun?"  
 008 S : "Excellent!"  
 009 PT : "Excellent Wohh, Amazing."  
 010 S : "Yeahhh"  
 011 PT : "Okay, e Fifin? How's your life?"  
 012 S : "Great!"  
 013 PT : "Okay amazing. Then, okay. Ee before we start our lesson today let's pray together okay Bismillah... please come on!"  
 014 SS & PT: **"Bismillahirrahmanirrahim rodhitubillahi robba wabil islamidiyna wabimuhammadinnabiyah warasula robbi zidni 'ilman warzuqni fahman, Aaminn."**  
 015 PT : "Okay, Thank you! So, how's your ee fasting? Ee Vika? Vika, hallo, are you okay? Okay, how's your fasting?"  
 016 S : "Good."  
 017 PT : "Good, okay. Ee Poy? How's your fasting?"  
 018 S : "Good."

- 019 PT : “Good, excellent. Okay. Eee okay guys, I would like to sing a song for you and I would like to divide you ee into two sides and Fifin please to get ee come in the right side. I divide you in the right side and left side okay. If I say ee for example “Ramadan tiba Ramadan tiba (students are singing and laughing) okay. Ee for example Ramadan tiba Ramadan tiba Ramadan tiba Ramadan tiba, tiba-tiba Ramadan.. gitu yah okay. Okay (students are laughing) okay, it’s okay. Yoo let’s start, one, two, three... Ramadan tiba Ramadan tiba Ramadan tiba ayo mumpung semangat nih come on okay, guys halloo...”
- 020 S : “Dangdut aja Sir!”
- 021 PT : “Dangdut? Later okay please come on eee together is okay. One, two, three... Ramadan tiba Ramadan tiba Ramadan tiba Ramadan tiba, tiba-tiba Ramadan (while clapping hands) tiba-tiba Ramadan.(students are laughing) Okay, give applause for us! (Applause) Eee I have ee a video, for you, this video.... Wait a minute okay there is ee... okay this video is eee talk about e some foods or menu for Ramadan okay. You can pay attention... (Students are noisy while teacher is preparing the video) okay, hello... okay please pay attention to the video I would like to ask some questions.”
- 022 SS : “Okay.”
- 023 PT : “Nia, please! Yaya! Please pay attention. Okay, thank you! Yes thank you to the video. So, can you mention ee some of foods ee in the video. Adib?”
- 024 S : “Pisang Ijo”
- 025 PT : “Pisang Ijo! Yes, do you like it Pisang Ijo?”
- 026 S : “Very like”
- 027 PT : “Okay, Ama?”
- 028 S : “Eee... Es buah nggak sih?”
- 029 PT : “Okay, Guys guys guys okay. Pay attention. I will respect you if you respect me, okay? Okay then, do you like to eee play a game? Please open your smartphone. Open your smartphone please guys. Yaya, (laughing) where is your smartphone? smartphone, Eee this one! A smartphone. Where is it?”
- 030 S : “Ee I don’t bring it.”
- 031 PT : “Really? Okay, you can join with Zaitun okay? Okay it’s okay. Fairus, Vika. Fairus, do you hear me? (students are laughing) please open your smartphone. Okay guys please open your smartphone okay and type... ee Fifin, Nia please, come on! Please open your smartphone, once again this is my last time to ask you okay, please open your smartphone and then type [www.menti.com](http://www.menti.com)”
- 032 S : “Type in where?” (All laughing)

- 033 PT : “Yes, in that web, this one. Okay, Type [www.menti.com](http://www.menti.com) it’s different okay. Just enough to [www.mainty.com](http://www.mainty.com) okay mainty no, mainty, mainty .mainty letter, okay.”
- 034 S : “[www.menti.com](http://www.menti.com)”
- 035 PT : “Yes right! Nia, please open Nia! Can I help you? Okay please type [www.menti.com](http://www.menti.com) how about you Poy? [www.menti.com](http://www.menti.com). Good. Fifin please hey. Okay good. Vika how about you? Okay all done. Fairus? Yes good. Zaitun?” (Noisy and students are laughing)
- 036 S : “I’m shy to use”
- 037 PT :” Why??? It’s your smartphone right?”
- 038 S : “I’m shy, I’m shy with Yaya.”
- 039 PT : “Okay Yaya you can help Zaitun to open the..”
- 040 S : “Fifin! (Students are laughing)”
- 041 PT : “Ee come on guys! (laughing) Okay, please ee okay (students are laughing) if you ee please pay attention to your friends okay. Okay please, you can type eee the number 5,1,7,0,44. Okay. Ah? yeah type the code. Where is mainty.com?”
- 042 S : “Ini?”
- 043 PT : “Yes. Try! Type code 5170 and 44. Ronymas, how about you? Yes and then okay, Adib. Oh yeah okay wait okay. Then, okay please, okay then, okay you have to type like what is your favorite ee food or menu for Ramadan okay. Everyone! Please, hallo. Have you done?”
- 044 SS : “Yes done, Sir.”
- 045 PT : “Okay (all laughing) Okay everyone please. Done? Ama? Okay. Ramen, Pisang Ijo, Puding forlyfe, come on come on. Ada Pisang Ijo, Es Buah okay, come on come on. Kak Nia? (Laughing) Oh okay, Yes. [www.menti.com](http://www.menti.com) yes right. And submit the code number 517044. Just submit what is your favorite food. Okay. Are you serious? Who likes Kolak Tikus?”
- 046 SS : “Adibbb.” (Students are laughing)
- 047 PT : “Okay, then, who is Puding for lyfe? What’s meaning? Okay. Thank you everyone! Okay, then I would like to show you ee one of my video just in my youtube channel. Just watch my video just in my youtube channel. Please pay attention to the step and word. (Video is playing) “Ramadan Ramadan Ramadan...” Okay well, thank you guys. Okay, guys could you mention ee what the ingredients of Kolak? Apa?”
- 048 S : “Banana,”
- 049 PT : “Adib? Kolak ingredients in my video”
- 050 S : “Water”
- 051 PT : “Water okay, and then Fairus, could you mention what other ingredients?”
- 052 S : “Susu.”
- 053 PT : “Susu. What is Susu? in English. Can you repeat?”
- 054 S : “Milk. Milk.”

055 PT : “Milk, Okay good. Okay, okay there is ee also some of the ingredients and also there is ee steps of how to make Kolak. Yaya! Please okay. What’s wrong with you? Okay please pay attention to me, okay! All of you, Fairus! Please! Fifin! Well. Okay, today we would like to learn about procedure text.”

===== the end =====

**Pre-Service Teacher B**

**Video 4 (Cycle 1)**

**Place** : Microteaching Class 2018/2019 at PBI UII building

**Duration** : 21, 00 minutes

**PT** : Pre-Service Teacher

**SS** : Students

**S** : Student

001 PT : “Assalamu’alaikum, good morning...”  
 002 SS : “Wa’alaikumsalam, morning...”  
 003 PT : “How are you today?”  
 004 SS : “I’m fine thank you, and you?”  
 005 PT : “Very well. How are you today Boy?”  
 006 S : “I’m fine I’m good.”  
 007 PT : “How are you today Miskat?”  
 008 SS : “Good.”  
 009 PT : “Good, wah baiklah, okay.”  
 010 S : “Why you don’t ask me?”  
 011 PT : “How are you Anggi? Are you sleeping well?”  
 012 S : “Good, Thank you!”  
 013 PT : “Okay. So, before we start the lesson, e I will check the attendance first. Who is absent today?”  
 014 S : “Diah Ratu.”  
 015 PT : “Do you know where?”  
 016 S : “Bolos Miss.”  
 017 PT : “Bolos (Students are laughing) Astaghfirullah, anybody else?”  
 018 S : “Nggak ada Miss.”  
 019 PT : “Oh nggak ada, Okay. Ssttt before we start the class, let’s pray together. Pray, begin. Aaminn.”  
 020 PT : “Okay guys emm well we would like to play a game first.”  
 021 SS : “Ohh, Yes!”  
 022 PT : “Are you excited? “  
 023 S : “Yes!”  
 024 S : “No!”  
 025 S : “Depend on the game.”  
 026 PT : “Depend on the game. So, in this board you can see the board here, there are three boards..”  
 027 S : “Owh, sudah ditulis, kapan ditulisnya? Wow” (Noisy)



- 028 PT : “Air terjun! ssssh when I say air terjun then you have to silent. Okay. So, this game is about finding verb two, not finding your jodoh yah. So, in this game ee you see the, the, the color, what is the verb, is it the verb one?”
- 029 SS : “Yeah, yess!”
- 030 PT : “And then I will divide it these flashcards, these cards into your island. So, your island must be consists of five students. 1,2,3,4,5, you can go to the right yeah. 1,2,3,4,5, the others can go to the another island because... (noisy) so, in the one island, there must be consists of five students. So, Dinda, Anggi, Vira can go to the island. (noisy). 12345, 12345. Okay after that I will divide it, divide it the card. You can see the card what is the verb? Is it verb two or verb one?”
- 031 SS : “Verb two!”
- 032 PT : “So can you mention what is the verb, this one. Okay this one”
- 033 SS : “Cook.”
- 034 PT : “Cook, yeah. So, so, what listen to me. So when I say, so when I say you should have to mention verb one you can borrow this verb, cook it cooked, you are group B. (noisy) I will choose. You are group A, B and C. So, (students are noisy) group C, group B and group A. if you are group C, you put this verb in here. That’s fine.”
- 035 S : “Miss, ini kok nggak berwarna? (Noisy)”
- 036 PT : “Air terjun! Ssssh. Okay, okay are you get it the instruction?”
- 037 SS : “Yes Miss!”
- 038 PT : “Okay, are you ready?”
- 039 SS : “Yes!!!”
- 040 PT : “Okay. Let’s start the game! (Students are moving and very noisy) Arga are you okay?”
- 041 S : “Yes I’m okay”
- 042 PT : “Are you sleeping well?”
- 043 S : “Yes I’m sleeping.”
- 044 PT : “Okay.” (Students are laughing)
- 045 S : “Cooked nya ilang Miss!”
- 046 PT : “Cooked nya ilang, siapa yang belum masak?” (Students are laughing)
- 047 SS : “Lalu Miss!”
- 048 PT : “Okay, okay. Right now, we correct together okay. Number one is go,so the verb two is?”
- 049 S : “Went!”
- 050 PT : “Went, excellent Della! Eat?”
- 051 SS : “Ate!”
- 052 PT : “Ate. Arrive?”
- 053 SS : “Arrived!”
- 054 PT : “Arrived. Spend?”
- 055 SS : “Spent!”
- 056 PT : “Spent. Cook? Tadi yah Lalu udah masak yah. Visit?”

- 057 SS : “Visited!”  
 058 PT : “Visited. Meet?”  
 059 SS : “Met! “  
 060 PT : “Met. Win?”  
 061 SS : “Won!”  
 062 PT : “Won. Okay everybody is excellent. Alright. So, now we would like to make a short sentences. Make a short sentences from the verb. So, one, ate. Della, what are you eating in this morning?”  
 063 S : Eeeee... Lays  
 064 PT : “Lays. So, the sentence might be “Della ate, ate what?”  
 065 S : “Lays.”  
 066 PT : “Rice.”  
 067 S : “Lays! Chiki!” (Students are laughing)  
 068 PT : “Lays in this morning” okay. So, the sentence is “Della ate Lays in this morning” Nah, this Della as subject, ate is?”  
 069 SS : “Verb,”  
 070 PT : “Lays is?”  
 071 SS : “Object.”  
 072 PT : “In the morning is?”  
 073 SS : “Time!”  
 074 PT : “So, the second sentence ee Fahma (Students are laughing) So you can say the sentence like this. “Fahma met Syuga Opah last week? Last year?”  
 075 S : “Last week.”  
 076 PT : “Last week. Okay you can see from both of sentence this is use past sentences. This sentence tell e past experience. So, this would be e related to the topic that e learning today. Can you just guess it?”  
 077 SS : Past tense.  
 078 PT : “Past tense, yes. The types that used past tense?”  
 079 SS : “Recount”  
 080 PT : “Recount. Great excellent! So, we are going to, we are going to learn about recount, yeah.”

===== the end =====

### Pre-Service Teacher B

#### Video 5 (Cycle 2)

- Place** : Microteaching Class 2018/2019 at PBI UII building  
**Duration** : 19, 35 minutes  
 PT : Pre-Service Teacher  
 SS : Students  
 S : Student

- 001 PT : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”  
 002 SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”  
 003 PT : “Good morning everyone!”

004 SS : "Good morning Miss!"

005 PT : "How are you today?"

006 SS : "I'm fine thank you, and you?"

007 PT : "Oh I'm really fine, thank's. How are you Miskat?"

008 S : "Good."

009 PT : "Good. Good. How about Ai, how are you?"

010 S : "Alhamdulillah, luar biasa, Allahu Akbar."

011 PT : "Good, Excellent okay. So, before we start the lesson, let's pray together. Pray begin. Aamin. Okay, let me check the attendance first yah. Is there any absent today?"

012 SS : "Diah, Agustina, Ratu." (Noisy)

013 PT : "Why is she absent today?"

014 S : "Diah bolos Miss!"

015 S : "Dating Miss!"

016 PT : "Ooh bolos."

017 PT : "Alright, alright students, before we start lesson, let's play game!"

018 SS : "Uhhhhhhhh....."

019 PT : "Do you excited?"

020 SS : "Yes!"

021 PT : "So, in this game, in this game, you are the group A, you are the group A, and you are the group B. So, I will give you three picture of someone maybe it can be e celebrity, or an influencer, or maybe e an actor, like that. Then, ee the rules of the game, listen to me carefully, rule of the game, you, ee, every group have one person to answer the question, right. So, so you are have, and then when you want to answer the question, then you have to raise your hand first and then answer the question. So, if there is ee if there is no group to listen and follow the rules, then... (Noisy) right. Do you understand?"

022 SS : "Yes Miss!"

023 PT : "Okay, are you ready?"

024 SS : "Yes!"

025 PT : "Okay, just follow yah. Who, can you imagine?"

026 SS : "Ta ta..."

027 PT : "Ya yaa"

028 S : "Atta Halilintar!"

029 PT : "Yeahhhhhh." (Students are laughing)

030 S : "Ashiappp, ashiappp."

031 PT : "Okay, picture number two. Get ready! Okay, do you know this?"

032 S : "Siapa ituu" (Noisy)

033 PT : "Yaaaa great! (Noisy) similar nggak, similar nggak? Okay, the sec, third picture. (Noisy) who? (Students are screaming) sssh one, shhh one, one two three! Okay Savira!"

034 S : "Deddy Cobuzier! (Noisy) oh my God! Kayak kodok!" (Students are laughing)

- 035 PT : “Okay, who is he?”  
 036 SS : “Deddy Cobuzier!”  
 037 PT : “Okay and then the first picture is Atta Halilintar. Do you know Atta Halilintar? (Noisy) what is color, what is his hair color?”  
 038 SS : “Greennn!”  
 039 PT : “Green. Ee how about his nose?”  
 040 S : “Pointed.”  
 041 PT : “Pointed. Yeah! (Noisy) okay. What about is he tall or short?”  
 042 S : “Short! (Noisy) he is ugly.”  
 043 PT : “He is ugly? What about his eyes? (students are laughing) okay”  
 044 S : “Alay, alay. He is alay!”  
 045 PT : “Okay. So, tadi katanya Atta have what? Has green hair (very noisy) do you know what we are going to learn today?”  
 046 SS : “Yes!”  
 047 PT : “What is that?”  
 048 SS : “Describing people!”  
 049 PT : “Yaaaaaa. Excellent! So... (Noisy) You are all excellent!”
- ===== the end =====

**Pre-Service Teacher B**  
**Video 6 (Cycle 3)**

- Place** : Microteaching Class 2018/2019 at PBI UII building  
**Duration** : 20, 56 minutes  
**PT** : Pre-Service Teacher  
**SS** : Students  
**S** : Student

- 001 PT : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”  
 002 SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”  
 003 PT : “Good morning!”  
 004 SS : “Morning.”  
 005 PT : “Morning, good morning Dewi!”  
 006 S : “Morning,”  
 007 PT : “Morning. Good morning Ai!”  
 008 S : “Good morning Miss!”  
 009 PT : “Okay. How are you today?”  
 010 SS : “Fine.”  
 011 PT : “Fine, aa, how’s your fasting today?”  
 012 SS : “Great”  
 013 PT : “Great. Masih pagi yah so is still morning. So, before we start the class, let’s pray together. Please Hanif lead the prayer.”  
 014 S : “Okay everyone before we start our lesson, let’s pray together. Pray begin.. Amin.”  
 015 PT : “Okay. Thank you Hanif! Okay guys. So, is there any absent today? Is there any absent today?”  
 016 SS : “Diah! Agus, Tina, Ratu”

017 PT : "Absent why, why she is absent? Sick, or..."

018 S : "Lagi ngedate!"

019 PT : "Lagi ngedate, Okay. Okay."

020 S : "Nggak boleh gitu."

021 PT : "Yes, nggak boleh."

022 PT : "Okay, now before we go to the material, let's play a game, it's called, 'Gojek Rider'"

023 SS : "Yeyyy."

024 PT : "Okay, everyone. So, you are, you are, you are divided into two groups. This is group A and this one is group B. Excuse me! (Students are laughing) Okay, okay. You are not, okay guys. I have one more this class, I have rules, listen to me carefully! No handphone allowed, No quit allowed, No cheat-chat allowed because this is classroom, and then if you are not obey to the rules, you only have three changes and if you, you, e if you... (Noisy) so, we have rules. No food, no cheat-chat. You only have three changes and if you doing three things, you can go outside. Listen to me, there are, there are two maps. This is group A and this is group B right. There are two maps, you can see (noisy) this is, this is map A, and this is the map B, this is map A and this is the map B. You find, find the places, find five places and draw the line, understood? Find the places and draw the line with marker"

025 SS : "Ya."

026 PT : "Okay. I will divide it, this is for this group and then this one is for this group. Ya, okay. You only have, the fastest group, the fastest group to draw this line is the winner. So, I count one, two, three! In maps A, there are Beringharjo, Mandala Krida, Taman Sari and in maps B, bis bus station and.... Yeahh. Just like that. (Noisy) are you done, are you finished? Okay, if you done, you can.. yes. (Noisy) No drawing."

027 S : "Bagus ya Miss yah. Miss! Liat aku, liat aku!"

028 PT : "Yes, so beautiful but you can draw later yah." (Noisy)

029 S : "Gojek, Gojek."

030 PT : "Who is done, who is done, who is done first? Group B? Okay give applause to group B! (Applause) So, can I see? Can I see the group B?"

031 S : "U see one thousand." (Students are laughing)

032 PT : "Attention! Okay guys. What do you see in the picture? Where is the maps, where is the maps?"

033 S : "Jakarta!"

034 PT : "No. You can see Mandala Krida, where is Mandala Krida, where is Beringharjo? What city of in the maps?"

035 S : "Jogja!"

036 PT : "Jogja, so this is Jogja maps right. And then this one, and then ee, and then how do you, how do you say when you are want to the

- Beringharjo. Beringharjo in here yah. In Jogja such as far away. You are from UII and then you go, you go out, go long this street.”
- 037 S : “Go long.” (Students are laughing)
- 038 PT : “Go straight, go straight. And turn left, turn right, turn left or turn right? Turn left or turn right? Turn?”
- 039 SS : “Turn right.”
- 040 PT : “Right, yes! Great! After that go straight, then turn left. And then, go fast until this one and then turn left. So, this one is near the... what is it, so, when you say you want to... when you say you want to give direction you can say what is it go? Turn left, right. Go straight, go fast and on. Alright, so now what we learn today is asking and giving direction.”

===== the end =====

### Pre-Service Teacher C

#### Video 7 (Cycle 1)

**Place** : Microteaching Class 2018/2019 at PBI UII building

**Duration** : 18, 42 minutes

**PT** : Pre-Service Teacher

**SS** : Students

**S** : Student

- 001 PT : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”
- 002 SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”
- 003 PT : “Good afternoon students.”
- 004 SS : “Afternoon, Sir.”
- 005 PT : “Are you okay today?”
- 006 SS : “Yeah, Yes.”
- 007 PT : “Ee Yaya? How do you feel?”
- 008 S : “Ee me?”
- 009 PT : “You look so sad, why this happened to you?”
- 010 S : “I haven’t breakfast”
- 011 PT : “Eee I hope you, you will better after breakfast.”
- 012 S : “Oh thank you sir!”
- 013 PT : “Okay eee before we start our class today, let’s pray together. Pray begin, Finished.”
- 014 PT : “Okay, ehm first of all please pay to, pay attention to my mouth and listen carefully. Okay, and.. please answer my question ah, after my, after I ask you. Okay, eee I am a singer, I have, I have a band, the name of my band is Kangen Band. (Students are laughing) Who am I? “
- 015 S : “Andika!!”
- 016 PT : “Andika. Good job! Okay another, another is.. I am an actor, actor, I was a singer, my name, the name of my group singer is Cowboy Junior..”
- 017 S : “Iqbal, Iqbal!”

- 018 PT : “Nice, you are right! Wow. Okay, thank you thank you. Eee can you guess what will we learn today?”
- 019 S : “Singer?”
- 020 S : “Job!”
- 021 S : “Describe?”
- 022 S : “Describing people!”
- 023 PT : “Nahh, good job! (Applause) So, today we are going to learn about Describing People.”

===== the end =====

### Pre-Service Teacher C

#### Video 8 (Cycle 2)

**Place** : Microteaching Class 2018/2019 at PBI UII building

**Duration** : 21, 17 minutes

**PT** : Pre-Service Teacher

**SS** : Students

**S** : Student

- 001 PT : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”
- 002 SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”
- 003 PT : “Good afternoon students!”
- 004 SS : “Afternoon, Sir!”
- 005 PT : “How’s life today?”
- 006 S : “Good!”
- 007 S : “Awesome!”
- 008 S : “Excellent!”
- 009 PT : “Fifin, How’s life?”
- 010 S : “Happy.”
- 011 PT : “Aa, happy, always happy. Ronymas why?”
- 012 S : “Nice.”
- 013 PT : “Nice! Nice, nice, nice what. Okay, Ee ehem last meeting, we learn about, we have learned about Countable Noun and Uncountable Noun.”
- 014 SS : “Yaa”
- 015 PT : “Countable Noun is ee things that we can count with numbers but Uncountable Noun is we cannot, yes.”
- 016 SS : “Yaa”
- 017 PT : “Okay, e before beginning the thee material, let’s start, let’s start our lesson today by praying. Pray, begin. Aaminn.”
- 018 PT : “Okay, before we learn about this one, ee want you, if I say countable, countable noun you should rise your right hand.”
- 019 SS : “Owh alright.”
- 020 PT : “Right. If I say uncountable noun, left hand, for example if I say “table” countable noun. Right. Countable is right hand. Okay, okay, ready? Ready? Ready? Yes. Eee “sugar” sugar, emm okay okay okay. How about “chair”, “money”, money, money, money.

(Students are laughing) alright alright, okay okay. Okay, today we are going to learn about Quantifiers, quantifiers, have ever heard about...”

021 SS : “Not yet!”

022 PT : “Okay, sorry, sorry! Okay!”

===== the end =====

### **Pre-Service Teacher C**

#### **Video 9 (Cycle 3)**

**Place** : Microteaching Class 2018/2019 at PBI UII building

**Duration** : 30, 54 minutes

**PT** : Pre-Service Teacher

**SS** : Students

**S** : Student

001 PT : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”

002 SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”

003 PT : “Morning students!”

004 SS : “Morning, Sir!”

005 PT : “How are you today?”

006 S : “Great.”

007 S : “Good.”

008 S : “Excellent.”

009 PT : “Excellent, Fiqri are you happy today?”

010 S : “Emm lagi... yah gitu deh Pak.”

011 PT : “You have to be strong. Heni, how are you today?”

012 S : “Emm, I’m good.”

013 PT : “Yah, Emm Aul, Aul, how are you today? Eee Syahrul are you happy today? Okay students, are you happy today?”

014 SS : “No, Yeahh.”

015 PT : “Really? Okay, now I need your participation to do what I say, what I will say. If I say clap your hands, it means you have to clap your hands once, okay! Vika, you may put that first. If I say clap your hands it means you have to clap your hands once, okay, ee I try, clap your hands! (clapping hands) okay, clap your hands! (clapping hands) okay, listen to me. If you’re happy and you know it clap your hand! (clapping hands) if you’re happy and you know it clap your hands (clapping hands) Okay, thank you! Ee now I’m going to ee show two videos and I need you to pay attention to the video that I will show you and before that ee I’ll give you this... So, this video is about eee ee, pay attention, this video about someone, who is looking for something in this classroom. So, someone who is looking for something in this classroom and I need you to pay attention to the video and ee help him to find what he is looking for, okay, do you understand? Ee Heni, maybe you should put your smartphone you and Vika too. This is the final... okay pay



attention to the video... (Video is playing) okay, now if you found it, you may write on the paper that I gave you last time. Just write what do you think about the Mr. Spy is looking for. I will replay it again, pay attention. (Video is playing) okay, you may write on the paper. Okay, done? Ee if I, you may raise your paper, okay Aul, that's good, so the correct is CCTV, the correct is CCTV."

016 SS : "Haaa?"

017 PT : "Because the size is small, the, the, the, the shape is rounded enough and the, the color is black and white. Okay let's move to the second. (Video is playing) okay, write, okay Vika, what is that?"

018 S : "Digital O'clock"

019 PT : "Okay, that's good, good point! Okay let's ee begin our lesson today by reciting Basmalah and pray together, okay pray begin. Okay Aamin. Okay, ee today we are going to learn about 'Adjective'."

===== the end =====

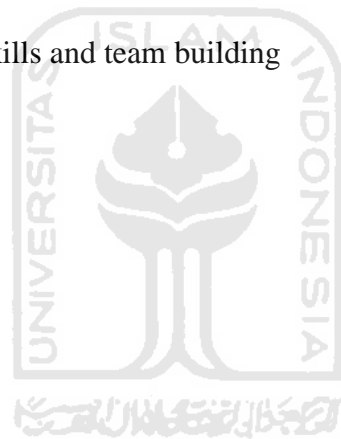


**Appendix 2**  
**Observational Checklist**

No	Aspects / Components attributed to Ice Breaker	Types of ice breaker	✓	Role(s)	✓	Benefits/ strengths	✓	Challenges/ weaknesses	✓	Principled Use/ Application	✓	Purposes/ objectives	✓
	Findings of previous relevant studies												
1.	Dover (2004)			- Discussion - Enjoyably		Decreases students anxiety				Fun activities		Students can speak easily	
2.	Forbes Greene (1982)			- Fostering interaction - Encouraging creative thinking									
3.	Sapp (2007)	- Games - Singing - Gymnastic - Applause - Brain gymnastic - Humor								- Simple - Non- threatening - Open ended - Energizing			
4.	Wright (1999)			Opening communication									



- ✓ : Yes (Pre-service teacher applied the aspect)
- Yellow : Teacher asks some questions to discuss.
- Bright Green : Decreasing students' anxiety
- Turquoise : Energizing the students
- Pink : Simple ice breaker
- Blue : Singing activity
- Red : Engaging students interest at the beginning of the lesson
- Teal : Clapping/Applause
- Green : Brain Gymnastic
- Violet : Open ended
- Dark Red : Developing communication skills and team building
- Dark Yellow : Humor
- Gray-50% : Physical actions
- Gray-25% : Fun Activities



**Appendix 3**  
**Categorizing the Data**

<b>INFORMATION OF THE OBSERVED VIDEO</b>			
Name of Pre-Service Teacher: A			
Class/ Section of the Class: Microteaching Class (Cycle 1)			
Duration of the Video/ Section: 21,36 Minutes			
Date of Observation: 26 June 2020			
<b>Time</b>	<b>Class Activity</b>	<b>Researchers' Notes/ Comments</b>	<b>Coding for Themes</b>
<i>Minutes 1 -2' into the lesson section (Greetings and praying)</i>	T : "Morning students.." SS : "Morning..." T : "Oke, Assalamu'alaikum Warahmatullahi wab, sorry, sorry, (Students are laughing) saya ulang yah ulang, Assalamu'alaikum Warahmatullahi Wabarakatuh."	The teacher greeted his students and he was a little bit nervous. ...	
	SS : "Wa'alaikumsalam Warahmatullahi Wabarakatuh."	The teacher asked his students to pray together. He led the pray. ...	
	T : "Okay, Okay before we start our lesson today, let's pray together in silence. Pray, begin... Finished, Thank you! Okay, how are you today?"	The teacher asked his students about their feeling. ...	

	<p>SS : “Gooddddd.”  T : “Good, okay. Tiswo? How are you today?”  SS : “Eeee, so so”  T : “So so hehe, okay. Zaitun?”  SS : “I feel bad Sir.”  T : “O ah, why?”  SS : “Aaaaaa I’m nervous”  T : “Okay, good. Okay Aul, how are you today?”  SS : “Good.”  T : “Okay, Very good. Okay, who’s absent today?”  SS : “Vezir! Vezir!”  T : “Aa?”  SS : “Vezir Sir! Vezir” (while laughing)  T : “Oh yeah.”  SS : “Kurnia Ilahi!”  T : “Okay, Thank you! And Figri right?”  SS : “Yesss! Yes”  T : “Yeah, today we would like to, okay please, we would like to learn about eee Narrative Story and”  SS : “Apa Sir?”  T : “Narrative Story.”  SS : “Oo Narrative Storyyy”</p>	<p>The students had their own answer to answer their teacher’s question.  ...  The teacher rewarded his students who answered his question. Then asked the students that who did not attend that day.  ...  Students mentioned who were absent that day.  ...  Teacher appreciated his students who answered his question.  ...  Teacher told the students that they will learn about Narrative Story. He held some pictures to show to his students.  ...  One of students asked the teacher to repeat what they will learn.</p>	<p><b>Opening Communication</b></p>
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<p>Minutes 3-4' into the lesson section (Warming up)</p>	<p>T : "Okay, let me... eh sorry yeah" (students are laughing and noisy)  SS : "Ssst..."  T : "Stop. Okay, please guess what the picture about, okay?"  SS : "Yes Sir!"  T : "Okay, this one. Can you guess it?"  SS : "Yeahhh, No no" (Noisy)  T : "Ah? It's a girl"  SS : "Wonderwoman?" (Students are laughing)  T : "Oh, This one!"  SS : "Timun Emas!"  T : "Yeahhhh Zaitunnnn! Amazing!"  SS : "Golden Timunnn"  T : "Berikutnya... anyone can guess?"  SS : "Bawang putih bawang merah!"  T : "Wowww Amazing! (Students are surprised and giving applause) and last one. What's..."  SS : "Malin Kundanggggg! Putri Duyung..."  T : "Very good, (noisy) very good, very good! Malin Kundang. Have you ever watched about story of..."</p>	<p>The teacher did not realize that the picture (on a paper) that he should hide, already seen to the students for a moment.  ...  Teacher then showed a half of the picture to the students then asked his students to guess what the picture is about.  ...  Students were exciting to guess the picture and try to mention their best answers.  ...  The teacher showed 3 pictures to his students and appreciated the students who were able to guess the pictures correctly.  ...  He also improved his students' knowledge by asking some questions</p>	<p><b>Fun activities</b></p> <p><b>Fostering interaction</b></p>
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	<p><i>Have you ever watched about Malin Kundang story?"</i></p> <p>SS : "Yesss! Yessss!"</p> <p>T : "Where is the story from?"</p> <p>SS : "Sumatera Barat!"</p> <p>T : "Right!"</p> <p>SS : "Wuih seratus!"</p> <p>T : "Amazing! Ehhehe and what is the capital city of Sumatera Barat?"</p> <p>SS : "Yes, of course!"</p> <p>T : "What is the capital city?"</p> <p>SS : "Padang!!"</p> <p>T : "What is the traditional food from Padang?"</p> <p>SS : "Rendang!!!"</p> <p>T : "Yes, amazing! (Noisy) udah sarapan blum? Udah sarapan?"</p> <p>SS : "Blummmmmmm."</p> <p>T : "Abis kelas sarapan yah ke kantin"</p> <p>SS : "Oke Pak!"</p> <p>T : "Bayar sendiri tapi" Sstudents are laughing)</p>	<p><i>about the picture that he had shown.</i></p> <p>...</p> <p>Teacher asked his students a question as a feedback from his last question about the picture.</p> <p>...</p> <p>Then, he asked his students to have a breakfast after the class and paying by their students' money.</p> <p>...</p>	
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**INFORMATION OF THE OBSERVED VIDEO**

Name of Pre-Service Teacher: A  
 Class/ Section of the Class: Microteaching Class (Cycle 2)  
 Duration of the Video/ Section: 22,52 Minutes  
 Date of Observation: 26 June 2020

Time	Class Activity	Researchers' Notes/ Comments	Coding for Themes
<p>Minute 1' into the lesson section                      (Greetings and praying)</p>	<p>T : "Assalamu'alaikum Warahmatullahi Wabarakatuh..."                      SS : "Wa'alaikumsalam Warahmatullahi Wabarakatuh..."                      T : "Well, Morning students"                      SS : "Morninggg. Morning Sir..."                      T : "How's life?"                      SS : "Great! Very good!"                      T : "Great. Very good. Okay, ee before we start our lesson today, let's pray together in silence. Pray, begin... finished. Okay, who's absent today?"                      SS : "Aulllllll"                      T : "And then?"                      SS : "And then... Adib, Tiswo."</p>	<p>Teacher greeted the students then asked their feeling.                      ...                      Teacher asked his students to pray together in silence.                      ...                      The teacher asked who was absent.                      ...</p>	<p><b>Opening Communication</b></p>
<p>Minutes 2-5' into the lesson section (Warming up)</p>	<p>T : "Adib, Tiswo. Okay. Yup eeee today we would like</p>	<p>The teacher then told his students that</p>	



	<p>to watch a video”</p> <p>SS : “Yayyy.. video!”</p> <p>: “And please pay attention carefully to the video ee like where is the place, who is and what happen. Okay please pay attention (showing the video)”</p> <p>(The video is playing)</p> <p>(Music is playing)</p> <p>“Bully : What did I tell you about coming back here? Did you hear me nerd?”</p> <p>Victim : Just leave me alone.</p> <p>Bully : Watch yourself punk. Everyone in this room wants you to die.</p> <p>(Sad music)</p> <p>Girl : Look at this one (showing her smartphone to her friend)</p> <p>(School bell rings)</p> <p>Bully : School just ended. Why are you leaving so early? What’s the matter? Is pretty boy sad? Why don’t you just go home and never come back? This</p>	<p>they were going to watch a video.</p> <p>...</p> <p>One of the students was happy to hear the instruction from the teacher.</p> <p>...</p> <p>Teacher gave some instructions before he showed and played the video.</p> <p>...</p> <p>The students were focus on watching the video.</p> <p>...</p>	<p><b>Energizing</b></p> <p><b>Engaging students interest at the beginning of the lesson</b></p>
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	<p><i>school is for people who actually have a brain. We don't need you. You're just wasted space."</i></p> <p><i>(Sad music)</i></p> <p>SS : "Aaaa"</p> <p><i>(Gunshot)</i></p> <p><i>(Video ended)</i></p> <p>T : "Well. What do you feel after..."</p> <p>SS : "Sad."</p> <p>SS : "Very poor."</p> <p>T : "Very poor, sad and emotional, emotional. Well, I would like to ask some questions about the video like, actually what is the topic about?"</p> <p>SS : "About bullying."</p> <p>T : "Yes right! It tells about bullying. And then, what happens? About the video, yes Vika please!"</p> <p>SS : "He (Bully) is bad"</p> <p>T : "Oh yeah right. That's help. And then where is the place ee it take?"</p> <p>SS : "School, Cambridge, and victim's house."</p> <p>T : "Good. And do you think ee Bullying is a serious issue in</p>	<p><i>One of students was screaming when she knew that the boy in the video wanted to shot himself.</i></p> <p>...</p> <p><i>The teacher asked some questions about the video to the students.</i></p> <p>...</p> <p><i>Students answered the questions one by one.</i></p> <p>...</p> <p><i>The teacher asked his students' opinion about Bullying.</i></p> <p>...</p>	<p><b>Discussion</b></p> <p><b>Fostering interaction</b></p>
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	<p><i>school?"</i></p> <p>SS : "Yes"</p> <p>T : "Yes. Okay. And did this video change your awareness about Bullying?"</p> <p>SS : "Sorry?"</p> <p>T : "Did this video change your awareness about Bullying?"</p> <p>SS : "Hmm Yes."</p> <p>T : "Yes. (Students are laughing) and last one. Do you think it is necessary to educate people on issue in Bullying?"</p> <p>SS : "Yes!"</p> <p>T : "Well."</p>	<p><i>The teacher forgot to appreciate a student after answering his question.</i></p> <p>...</p>	
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**INFORMATION OF THE OBSERVED VIDEO**

Name of Pre-Service Teacher: A  
 Class/ Section of the Class: Microteaching Class (Cycle 3)  
 Duration of the Video/ Section: 30,27 Minutes  
 Date of Observation: 26 June 2020

Time	Class Activity	Researchers' Notes/ Comments	Coding for Themes
<i>Minutes 1-2' into the lesson section (Greetings and praying)</i>	<p>T : "Hello students!"</p> <p>SS : "Hello Sir!"</p>	<i>Teacher greeted the students and asked some of them about their feeling.</i>	<b>Opening Communication</b>

	<p>T : “Okay, Assalamu’alaikum Warahmatullahi Wabarakatuh.”</p> <p>SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”</p> <p>T : “Okay, how’s your life? Ama?”</p> <p>SS : “Good!”</p> <p>T : “Good. Okay. Ee Zaitun?”</p> <p>SS : “Excellent!”</p> <p>T : “Excellent Wohh, Amazing.”</p> <p>SS : “Yeahhh”</p> <p>T : “Okay, e Fifin? How’s your life?”</p> <p>SS : “Great!”</p> <p>T : “Okay amazing. Then, okay. Ee before we start our lesson today let’s pray together okay Bismillah... please come on!”</p> <p>SS &amp; T : “<b>Bismillahirrahmanirrahim rodhitubillahi robba wabil islamidiyna wabimuhammadinnabiyah warasula robbi zidni ‘ilman warzuqni fahman, Aaminn.</b>”</p> <p>T : “Okay, Thank you! So, how’s your ee fasting? Ee Vika? Vika, hallo, are you okay? Okay, how’s your fasting?”</p>	<p>...</p> <p>From the 3 students that the teacher had asked, one student said that he was good, one student was great, and another one was excellent.</p> <p>...</p> <p>The teacher then asked his students to pray together not in silence, but a little bit loudly.</p> <p>...</p> <p>Teacher came closer then asked two of his students about how was their fasting.</p> <p>...</p>	
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	<p>SS : “Good.”</p> <p>T : “Good, okay. Ee Poy? How’s your fasting?”</p> <p>SS : “Good.”</p>	<p>All of them said that their fasting were good.</p> <p>...</p>	
<p>Minutes 2-15’ into the lesson section (Warming up)</p>	<p>T : “Good, excellent. Okay. Eee okay guys, I would like to sing a song for you and I would like to divide you ee into two sides and Fifin please to get ee come in the right side. I divide you in the right side and left side okay. If I say ee for example “Ramadan tiba Ramadan tiba (Students are singing and laughing) okay. Ee for example Ramadan tiba Ramadan tiba Ramadan tiba Ramadan tiba Ramadan.. gitu yah okay. Okay (Students are laughing) okay, it’s okay. Yoo let’s start, one, two, three... Ramadan tiba Ramadan tiba Ramadan tiba ayo mumpung semangat nih come on okay, guys halloo...”</p> <p>SS : “Dangdut aja Sir!”</p> <p>T : “Dangdut? Later okay please come on eee together is okay. One, two, three... Ramadan tiba Ramadan tiba Ramadan</p>	<p>The teacher divided the student into two islands then sang a famous song together.</p> <p>...</p> <p>Teacher explained how to sing the song together with different lyrics for each island.</p> <p>...</p> <p>Students were singing while the teacher was explaining and singing the song.</p> <p>...</p> <p>Teacher started to give the instruction to start singing but unfortunately the students were not cooperative enough.</p> <p>...</p>	<p><b>Singing</b></p> <p><b>Applause</b></p>

	<p>tiba Ramadan tiba, tiba-tiba Ramadan (while clapping hand) tiba-tiba Ramadan.(students are laughing) Okay, give applause for us! (Applause) Eee I have ee a video, for you, this video.... Wait a minute okay there is ee... okay this video is eee talk about e some foods or menu for Ramadan okay. You can pay attention... (Students are noisy while teacher is preparing the video) okay, hello... okay please pay attention to the video I would like to ask some questions.”</p> <p>SS : “Okay.”</p> <p>T : “Nia, please! Yaya! Please pay attention. Okay, thank you! Yes thank you to the video. So, can you mention ee some of foods ee in the video. Adib?”</p> <p>SS : “Pisang Ijo”</p> <p>T : “Pisang Ijo! Yes, do you like it Pisang Ijo?”</p> <p>S : “Very like”</p> <p>T : “Okay, Ama?”</p> <p>SS : “Eee... Es buah nggak sih?”</p> <p>T : “Okay, Guys guys guys okay. Pay attention. I will respect</p>	<p>The teacher decided directly to sing a song together while clapping hands.</p> <p>...</p> <p>Seemingly the students were not connected enough to this activity. So, they did not fully enjoy the activity.</p> <p>...</p> <p>Then, the teacher tried another activity, namely showing a video about foods or menu for Ramadan.</p> <p>...</p> <p>Teacher tried to control the students and gave them some instructions that his students should do while watching the video.</p> <p>...</p> <p>Teacher reminded the two students</p>	<p style="text-align: right;"><b>Humor</b></p>
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	<p>you if you respect me, okay? Okay then, do you like to eee play a game? Please open your smartphone. Open your smartphone please guys. Yaya, (laughing) where is your smartphone? smartphone, Eee this one! A smartphone. Where is it?"</p> <p>SS : "Ee I don't bring it."</p> <p>T : "Really? Okay, you can join with Zaitun okay? Okay it's okay. Fairus, Vika. Fairus, do you hear me? (students are laughing) please open your smartphone. Okay guys please open your smartphone okay and type... ee Fifin, Nia please, come on! Please open your smartphone, once again this is my last time to ask you okay, please open your smartphone and then type <a href="http://www.menti.com">www.menti.com</a>"</p> <p>SS : "Type in where?" (All laughing)</p> <p>T : "Yes, in that web, this one. Okay, Type <a href="http://www.menti.com">www.menti.com</a> it's different okay. Just enough to <a href="http://www.mainty.com">www.mainty.com</a> okay mainty no, mainty, mainty .mainty letter, okay."</p> <p>SS : "<a href="http://www.menti.com">www.menti.com</a>"</p>	<p>who did not pay attention to the video. ...</p> <p>After showing the video, teacher asked some questions related to the video. ...</p> <p>The teacher still tried to manage his students or 'break the ice' by offering a game to the students. ...</p> <p>Step by step, the teacher had already broken the ice by doing some funny talks and interaction with his students. ...</p>	<p><b>Games</b></p>
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	<p><i>T : “Yes right! Nia, please open Nia! Can I help you? Okay please type <a href="http://www.menti.com">www.menti.com</a> how about you Poy? <a href="http://www.menti.com">www.menti.com</a>. Good. Fifin please hey. Okay good. Vika how about you? Okay all done. Fairus? Yes good. Zaitun?” (Noisy and students are laughing)</i></p> <p><i>SS : “I’m shy to use”</i></p> <p><i>T :” Why??? It’s your smartphone right?”</i></p> <p><i>SS : “I’m shy, I’m shy with Yaya.”</i></p> <p><i>T : “Okay Yaya you can help Zaitun to open the..”</i></p> <p><i>SS : “Fifin! (students are laughing)”</i></p> <p><i>T : “Ee come on guys! (laughing) Okay, please ee okay (students are laughing) if you ee please pay attention to your friends okay. Okay please, you can type eee the number 5,1,7,0,44. Okay. Ah? yeah type the code. Where is mainty.com?”</i></p> <p><i>SS : “Ini?”</i></p> <p><i>T : “Yes. Try! Type code 5170 and 44. Ronymas, how about you? Yes and then okay, Adib. Oh yeah okay wait okay. Then, okay please, okay then, okay</i></p>	<p><i>Teacher explained then gave some instructions about how to play the game.</i></p> <p><i>...</i></p> <p><i>He asked the students to use their smartphone as a requirement to play the game. In the other hand, the smartphone had to connect with the internet.</i></p> <p><i>...</i></p>	
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	<p>you have to type like what is your favorite ee food or menu for Ramadan okay. Everyone! Please, hallo. Have you done?"</p> <p>SS : "Yes done, Sir."</p> <p>T : "Okay (all laughing) Okay everyone please. Done? Ama? Okay. Ramen, Pisang Ijo, Puding forlyfe, come on come on. Ada Pisang Ijo, Es Buah okay, come on come on. Kak Nia? (laughing) Oh okay, Yes. <a href="http://www.menti.com">www.menti.com</a> yes right. And submit the code number 517044. Just submit what is your favorite food. Okay. Are you serious? Who likes Kolak Tikus?"</p> <p>SS : "Adibbb." (students are laughing)</p> <p>T : "Okay, then, who is Puding for lyfe? What's meaning? Okay. Thank you everyone! Okay, then I would like to show you ee one of my video just in my YouTube channel. Just watch my video just in my YouTube channel. Please pay attention to the step and word. (video is playing) "Ramadan Ramadan</p>	<p>The teacher went around the class to check the students who had not understood yet about how to play the game.</p> <p>...</p> <p>The teacher then continued explaining the instruction, namely showed the code to enter the game.</p> <p>...</p> <p>Then, the students were asked to type a food name especially Ramadan food for each student as their name in the game.</p> <p>...</p>	<p><b>Fostering interaction</b></p> <p><b>Discussion</b></p>
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	<p><i>Ramadan...” Okay well, thank you guys. Okay, guys could you mention ee what the ingredients of Kolak? Apa?”</i></p> <p>SS : <i>“Banana,”</i></p> <p>T : <i>“Adib? Kolak ingredients in my video”</i></p> <p>SS : <i>“Water”</i></p> <p>T : <i>“Water okay, and then Fairus, could you mention what other ingredients?”</i></p> <p>SS : <i>“Susu.”</i></p> <p>T : <i>“Susu. What is Susu? in English. Can you repeat?”</i></p> <p>SS : <i>“Milk. Milk.”</i></p> <p>T : <i>“Milk, Okay good. Okay, okay there is ee also some of the ingredients and also there is ee steps of how to make Kolak. Yaya! Please okay. What’s wrong with you? Okay please pay attention to me, okay! All of you, Fairus! Please! Fifi! Well. Okay, today we would like to learn about procedure text.”</i></p>	<p><i>After playing the game, teacher showed one more video on his YouTube channel and asked his students to pay attention to the video.</i></p> <p>...</p> <p><i>Students are asked to answer some questions about the video.</i></p> <p>...</p> <p><i>The teacher asked his students about how to make one of food that mentioned in the video.</i></p> <p>...</p> <p><i>Teacher then told the students that they were going to learn about “Procedure Text”.</i></p> <p>...</p>	
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**INFORMATION OF THE OBSERVED VIDEO**

Name of Pre-Service Teacher: B

Class/ Section of the Class: Microteaching Class (Cycle 1)

Duration of the Video/ Section: 21,00 Minutes

Date of Observation: 27 June 2020

Time	Class Activity	Researchers' Notes/ Comments	Coding for Themes
<p>Minutes 1 -2' into the lesson section (Greetings and Pray)</p>	<p>T : "Assalamu'alaikum, good morning..."                      SS : "Wa'alaikumsalam, morning..."                      T : "How are you today?"                      SS : "I'm fine thank you, and you?"                      T : "Very well. How are you today Boy?"                      SS : "I'm fine I'm good."                      T : "How are you today Miskat?"                      SS : "Good."                      T : "Good, wah baiklah, okay."                      SS : "Why you don't ask me?"                      T : "How are you Anggi? Are you sleeping well?"                      SS : "Good, Thank you!"                      T : "Okay. So, before we start the lesson, e I will check the attendance first. Who is absent today? "</p>	<p>The teacher greeted her students and there were two of students were asked personally.                      ...                      There was a student who was jealous due to the teacher did not ask her about her feeling.                      ...                      The teacher checked the attendance and asked who was absent.</p>	<p><b>Opening Communication</b></p>

	<p>SS : "Diah Ratu."  T : "Do you know where?"  SS : "Bolos Miss."  T : "Bolos (students are laughing) Astaghfirullah, anybody else?"  SS : "Nggak ada Miss."  T : "Oh nggak ada, Okay. Ssttt before we start the class, let's pray together. Pray, begin. Aaminn."</p>	<p>...  The student's answers made the teacher surprised.  ...  Teacher led her students to pray.  ...</p>	
<p>Minutes 2 -11' into the lesson section (Warming up)</p>	<p>T : "Okay guys emm well we would like to play a game first."  SS : "Ohh, Yes."  T : "Are you excited? "  SS : "Yes!"  SS : "No!"  SS : "Depend on the game."  T : "Depend on the game. So, in this board you can see the board here, there are three boards.."  SS : "Owh, sudah ditulis, kapan ditulisnya? Wow" (Noisy)  T : "Air terjun! ssssh when I say air terjun then you have to silent. Okay. So, this game is</p>	<p>Teacher asked the students that they would like to play a game.  ...  Teacher explained rules of the game.  ...</p>	<p><b>Games</b>  <b>Energizing</b></p>

	<p><i>about finding verb two, not finding your jodoh yah. So, in this game ee you see the, the, the color, what is the verb, is it the verb one?"</i></p> <p>SS : "Yeah, yess!"</p> <p>T : "And then I will divide it these flashcards, these cards into your island. So, your island must be consists of five students. 1,2,3,4,5, you can go to the right yeah. 1,2,3,4,5, the others can go to the another island because... (noisy) so, in the one island, there must be consists of five students. So, Dinda, Anggi, Vira can go to the island. (noisy). 12345, 12345. Okay after that I will divide it, divide it the card. You can see the card what is the verb? Is it verb two or verb one?"</p> <p>SS : "Verb two!"</p> <p>T : "So can you mention what is the verb, this one. Okay this one"</p> <p>SS : "Cook."</p> <p>T : "Cook, yeah. So, so, what listen to me. So when I say, so when I say you should have</p>	<p><i>Teacher divided her student in some groups. One group must be 5 students.</i></p> <p>...</p> <p><i>Teacher explained rules of the game.</i></p> <p>...</p> <p><i>Teacher divided the member of the group.</i></p> <p>...</p>	
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	<p>to mention verb one you can borrow this verb, cook it cooked, you are group B. (noisy) I will choose. You are group A, B and C. So, (students are noisy) group C, group B and group A. if you are group C, you put this verb in here. That's fine.”</p> <p>SS : “Miss, ini kok nggak berwarna? (noisy)”</p> <p>T : “Air terjun! Ssssh. Okay, okay are you get it the instruction?”</p> <p>SS : “Yes Miss!”</p> <p>T : “Okay, are you ready?”</p> <p>SS : “Yes!!!”</p> <p>T : “Okay. Let's start the game! (students are moving and very noisy) Arga are you okay?”</p> <p>SS : “Yes I'm okay”</p> <p>T : “Are you sleeping well?”</p> <p>SS : “Yes I'm sleeping.”</p> <p>T : “Okay.” (Students are laughing)</p> <p>SS : “Cooked nya ilang Miss!”</p> <p>T : “Cooked nya ilang, siapa yang belum masak?” (Students are laughing)</p> <p>SS : “Lalu Miss!”</p> <p>T : “Okay, okay. Right now, we</p>	<p>One of students asked why the flashcard had no color.</p> <p>...</p> <p>The game has started.</p> <p>...</p> <p>Students moved quickly, showed that they were very exciting.</p> <p>...</p> <p>The teacher moved around to control her students' activity.</p> <p>...</p> <p>Sometimes the teacher told some jokes</p>	<p><b>Fun Activities</b></p> <p><b>Fostering interaction</b></p> <p><b>Humor</b></p> <p><b>Discussion</b></p>
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	<p><i>correct together okay. Number one is go,so the verb two is?"</i></p> <p>SS : <i>"Went!"</i></p> <p>T : <i>"Went, excellent Della! Eat?"</i></p> <p>SS : <i>"Ate!"</i></p> <p>T : <i>"Ate. Arrive?"</i></p> <p>SS : <i>"Arrived!"</i></p> <p>T : <i>"Arrived. Spend?"</i></p> <p>SS : <i>"Spent!"</i></p> <p>T : <i>"Spent. Cook? Tadi yah Lalu udah masak yah. Visit?"</i></p> <p>SS : <i>"Visited!"</i></p> <p>T : <i>"Visited. Meet?"</i></p> <p>SS : <i>"Met! "</i></p> <p>T : <i>"Met. Win?"</i></p> <p>SS : <i>"Won!"</i></p> <p>T : <i>"Won. Okay everybody is excellent. Alright. So, now we would like to make a short sentences. Make a short sentences from the verb. So, one, ate. Della, what are you eating in this morning?"</i></p> <p>SS : <i>Eeeee... Lays</i></p> <p>T : <i>"Lays. So, the sentence might be "Della ate, ate what?"</i></p> <p>SS : <i>"Lays."</i></p> <p>T : <i>"Rice."</i></p> <p>SS : <i>"Lays! Chiki!" (Students are laughing)</i></p>	<p><i>to her students.</i></p> <p><i>...</i></p> <p><i>The teacher evaluated the result of her students' activity. She did it together with her students on the whiteboard.</i></p> <p><i>...</i></p> <p><i>The teacher appreciated her students' work.</i></p> <p><i>...</i></p> <p><i>The teacher guided her students to make sentences from the verb that they</i></p>	
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	<p>T : “Lays in this morning” okay. So, the sentence is “Della ate Lays in this morning” Nah, this Della as subject, ate is?”</p> <p>SS : “Verb,”</p> <p>T : “Lays is?”</p> <p>SS : “Object.”</p> <p>T : “In the morning is?”</p> <p>SS : “Time!”</p> <p>T : “So, the second sentence ee Fahma (students are laughing) So you can say the sentence like this. “Fahma met Syuga Opah last week? Last year?”</p> <p>SS : “Last week.”</p> <p>T : “Last week. Okay you can see from both of sentence this is use past sentences. This sentence tell e past experience. So, this would be e related to the topic that e learning today. Can you just guess it?”</p> <p>SS : “Past tense.”</p> <p>T : “Past tense, yes. The types that used past tense?”</p> <p>SS : “Recount.”</p> <p>T : “Recount. Great excellent! So, we are going to, we are going to learn about recount,</p>	<p>used in the last activity. ...</p> <p>During the game, the students enjoyed all the activities. ...</p> <p>Students were given some explanations about the use of “past tense”. ...</p> <p>The teacher rewarded her student who answered her question correctly. Then she told her students that they will</p>	
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	<i>yeah.”</i>	<i>learn about “recount”.</i> ...	
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<b>INFORMATION OF THE OBSERVED VIDEO</b>			
Name of Pre-Service Teacher: B			
Class/ Section of the Class: Microteaching Class (Cycle 2)			
Duration of the Video/ Section: 19,35 Minutes			
Date of Observation: 27 June 2020			
<b>Time</b>	<b>Class Activity</b>	<b>Researchers’ Notes/ Comments</b>	<b>Coding for Themes</b>
<i>Minute 1’ into the lesson section (Greetings and pray)</i>	<p><i>T : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”</i></p> <p><i>SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”</i></p> <p><i>T : “Good morning everyone!”</i></p> <p><i>SS : “Good morning Miss!”</i></p> <p><i>T : “How are you today?”</i></p> <p><i>SS : “I’m fine thank you, and you?”</i></p> <p><i>T : “Oh I’m really fine, thank’s. How are you Miskat?”</i></p> <p><i>SS : “Good.”</i></p> <p><i>T : “Good. Good. How about Ai,</i></p>	<p><i>Teacher greeted the students.</i></p> <p>...</p>	<p><b>Opening Communication</b></p>

	<p>how are you?"</p> <p>SS : "Alhamdulillah, luar biasa, Allahu Akbar."</p> <p>T : "Good, Excellent okay. So, before we start the lesson, let's pray together. Pray begin. Aamin. Okay, let me check the attendance first yah. Is there any absent today?"</p> <p>SS : "Diah, Agustina, Ratu." (Noisy)</p> <p>T : "Why is she absent today?"</p> <p>S : "Diah bolos Miss!"</p> <p>S : "Dating Miss!"</p> <p>T : "Ooh bolos."</p>	<p>Teacher led the pray then checked the attendance.</p> <p>...</p>	
<p>Minutes 1 -10' into the lesson section (Warming up)</p>	<p>T : "Alright, alright students, before we start lesson, let's play game!"</p> <p>SS : "Uhhhhhhhh....."</p> <p>T : "Do you excited?"</p> <p>SS : "Yes!"</p> <p>T : "So, in this game, in this game, you are the group A, you are the group A, and you are the group B. So, I will give you three picture of someone maybe it can be e celebrity, or an influencer, or maybe e an actor, like that. Then, ee the rules of the game, listen to me carefully, rule of the game, you, ee, every group</p>	<p>Teacher told her students that they are going to play a game.</p> <p>...</p> <p>The students are happy to hear what the teacher said.</p> <p>...</p> <p>Teacher then divided the students into two big groups then explained the instruction of the game.</p> <p>...</p>	<p><b>Games</b></p> <p><b>Energizing</b></p>

	<p>have one person to answer the question, right. So, so you are have, and then when you want to answer the question, then you have to raise your hand first and then answer the question. So, if there is ee if there is no group to listen and follow the rules, then... (Noisy) right. Do you understand?"</p> <p>SS : "Yes Miss!"</p> <p>T : "Okay, are you ready?"</p> <p>SS : "Yes!"</p> <p>T : "Okay, just follow yah. Who, can you imagine?"</p> <p>SS : "Ta ta..."</p> <p>T : "Ya yaa"</p> <p>SS : "Atta Halilintar!"</p> <p>T : "Yeahhhhhh." (Students are laughing)</p> <p>SS : "Ashiappp, ashiappp."</p> <p>T : "Okay, picture number two. Get ready! Okay, do you know this?"</p> <p>SS : "Siapa ituu" (Noisy)</p> <p>T : "Yaaaa great! (Noisy) similar nggak, similar nggak? Okay, the sec, third picture. (Noisy) who? (Students are screaming) sssh one, shhh</p>	<p>The teacher told the students that if they wanted to answer, they had to raise their hand first.</p> <p>...</p> <p>Teacher would disqualify the group that did not follow the rules.</p> <p>...</p> <p>Teacher started the game by showing uncompleted picture in LCD projector.</p> <p>...</p> <p>Students were exciting to guess who was in the picture.</p> <p>...</p> <p>Teacher enjoyed playing the game with her students.</p>	<p><b>Energizing</b></p>
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	<p><i>one, one two three! Okay Savira!</i></p> <p>SS : <i>“Deddy Cobuzier! (noisy) oh my God! Kayak kodok!” (Students are laughing)</i></p> <p>T : <i>“Okay, who is he?”</i></p> <p>SS : <i>“Deddy Cobuzier!”</i></p> <p>T : <i>“Okay and then the first picture is Atta Halilintar. Do you know Atta Halilintar? (Noisy) what is color, what is his hair color?”</i></p> <p>SS : <i>“Greennn!”</i></p> <p>T : <i>“Green. Ee how about his nose?”</i></p> <p>SS : <i>“Pointed.”</i></p> <p>T : <i>“Pointed. Yeah! (noisy) okay. What about is he tall or short?”</i></p> <p>SS : <i>“Short! (noisy) he is ugly.”</i></p> <p>T : <i>“He is ugly? What about his eyes? (students are laughing) okay”</i></p> <p>SS : <i>“Alay, alay. He is alay!”</i></p> <p>T : <i>“Okay. So, tadi katanya Atta have what? Has green hair (very noisy) do you know what we are going to learn today?”</i></p> <p>SS : <i>“Yes!”</i></p> <p>T : <i>“What is that?”</i></p>	<p>...</p> <p>The teacher improved the game by asking all about the pictures that she used in the game.</p> <p>...</p> <p>The students are very excited to answer all questions about the picture that had been shown.</p> <p>...</p> <p>Some students even mentioned the negative side from one of the pictures.</p> <p>...</p> <p>Teacher then asked her students to guess what they are going to learn</p>	<p><b>Energizing</b></p>
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	<p>SS : “Describing people!”</p> <p>T : “Yaaaaaa. Excellent! So... (noisy) You are all excellent!”</p>	<p>after playing the game.</p> <p>...</p> <p>Students answered the questions correctly and full of spirit.</p> <p>...</p> <p>Teacher then rewarded all her students.</p>	
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<b>INFORMATION OF THE OBSERVED VIDEO</b>			
Name of Pre-Service Teacher: B			
Class/ Section of the Class: Microteaching Class (Cycle 3)			
Duration of the Video/ Section: 20,56 Minutes			
Date of Observation: 27 June 2020			
<b>Time</b>	<b>Class Activity</b>	<b>Researchers' Notes/ Comments</b>	<b>Coding for Themes</b>
Minutes 1 -2' into the lesson section (Greetings and pray)	<p>T : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”</p> <p>SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”</p> <p>T : “Good morning!”</p> <p>SS : “Morning.”</p> <p>T : “Morning, good morning Dewi!”</p>	<p>The teacher greeted her students.</p> <p>...</p> <p>Teacher asked about how their fasting was.</p> <p>...</p> <p>Teacher asked her students to pray</p>	

	<p>SS : "Morning,"  T : "Morning. Good morning Ai!"  SS : "Good morning Miss!"  T : "Okay. How are you today?"  SS : "Fine."  T : "Fine, aa, how's your fasting today?"  SS : "Great"  T : "Great. Masih pagi yah so is still morning. So, before we start the class, let's pray together. Please Hanif lead the prayer."  SS : "Okay everyone before we start our lesson, let's pray together. Pray begin.. Aamin."  T : "Okay. Thank you Hanif! okay guys. So, is there any absent today? Is there any absent today?"  SS : "Diah! Agus, Tina, Ratu"  T : "Absent why, why she is absent? Sick, or..."  SS : "Lagi ngedate!"  T : "Lagi ngedate, Okay. Okay."  SS : "Nggak boleh gitu."  T : "Yes, nggak boleh."</p>	<p>together by pointing one of her students to lead the pray.  ...  Teacher appreciated the student who led his friends to pray.  ...  Teacher checked the attendance.  ...  The teacher told her students that they are going to play a game.  ...</p>	<p><b>Opening Communication</b></p>
<p>Minutes 2 -9' into the lesson section (Warming up)</p>	<p>T : "Okay, now before we go to the material, let's play a game, it's called, 'Gojek Rider'"</p>	<p>The teacher told her students that they are going to play a game.  ...</p>	<p><b>Games</b></p>

	<p>SS : “Yeyyy.”</p> <p>T : “Okay, everyone. So, you are, you are, you are divided into two groups. This is group A and this one is group B. Excuse me! (Students are laughing) Okay, okay. You are not, okay guys. I have one more this class, I have rules, listen to me carefully! No handphone allowed, No quit allowed, No cheat-chat allowed because this is classroom, and then if you are not obey to the rules, you only have three changes and if you, you, e if you... (Noisy) so, we have rules. No food, no cheat-chat. You only have three changes and if you doing three things, you can go outside. Listen to me, there are, there are two maps. This is group A and this is group B right. There are two maps, you can see (noisy) this is, this is map A, and this is the map B, this is map A and this is the map B. You find, find the places, find five places and draw the line, understood? Find the places and draw the</p>	<p>Students are happy after hearing that they would play a game. ...</p> <p>Students are divided into two big groups. ...</p> <p>Teacher then explained some rules that the students had to obey during playing the game. ...</p> <p>Teacher gave the instructions about the game. ...</p>	<p><b>Energizing</b></p>
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	<p><i>line with marker”</i></p> <p>SS : “Ya.”</p> <p>T : “Okay. I will divide it, this is for this group and then this one is for this group. Ya, okay. You only have, the fastest group, the fastest group to draw this line is the winner. So, I count one, two, three! In maps A, there are Beringharjo, Mandala Krida, Taman Sari and in maps B, bis bus station and.... Yeahh. Just like that. (Noisy) are you done, are you finished? Okay, if you done, you can.. yes. (Noisy) No drawing.”</p> <p>SS : “Bagus ya Miss yah. Miss! Liat aku, liat aku!”</p> <p>T : “Yes, so beautiful but you can draw later yah.” (Noisy)</p> <p>SS : “Gojek, Gojek.”</p> <p>T : “Who is done, who is done, who is done first? Group B? okay give applause to group B! (applause) So, can I see? Can I see the group B?”</p> <p>SS : “U see one thousand.” (students are laughing)</p> <p>T : “Attention! Okay guys. What do you see in the picture? Where</p>	<p><i>Students responded the instructions.</i></p> <p>...</p> <p><i>Teacher shared the papers that her students will use for the game.</i></p> <p>...</p> <p><i>The game was starting.</i></p> <p>...</p> <p><i>While the game was playing, the teacher explained what her students should do to make sure that they had understood.</i></p> <p>...</p> <p><i>Some students were drawing and did not contribute to the group.</i></p> <p>...</p> <p><i>Teacher then gave them explanation that the time was playing game, not others activity.</i></p> <p>...</p>	
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	<p>is the maps, where is the maps?"</p> <p>SS : "Jakarta!"</p> <p>T : "No. You can see Mandala Krida, where is Mandala Krida, where is Beringharjo? What city of in the maps?"</p> <p>SS : "Jogja!"</p> <p>T : "Jogja, so this is Jogja maps right. And then this one, and then ee, and then how do you, how do you say when you are want to the Beringharjo. Beringharjo in here yah. In Jogja such as far away. You are from UII and then you go, you go out, go long this street."</p> <p>SS : "Go long." (Students are laughing)</p> <p>T : "Go straight, go straight. And turn left, turn right, turn left or turn right? Turn left or turn right? Turn?"</p> <p>SS : "Turn right."</p> <p>T : "Right, yes! Great! After that go straight, then turn left. And then, go fast until this one and then turn left. So, this one is near the... what is it, so, when you say you want to... when</p>	<p>Teacher asked the group's work that had finished the game first then showed to all students.</p> <p>...</p> <p>The students were asked about the picture that shown by the teacher.</p> <p>...</p> <p>Teacher guided her students in making direction from the map that attached on the small whiteboard.</p> <p>...</p> <p>Teacher entertained her students with funny words.</p> <p>...</p> <p>Teacher then asked the students about how to get a location from determined location.</p> <p>...</p> <p>Teacher appreciated her students who</p>	<p><b>Discussion</b></p> <p><b>Fostering interaction</b></p> <p><b>Humor</b></p> <p><b>Discussion</b></p>
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	<p><i>you say you want to give direction you can say what is it go? Turn left, right. Go straight, go fast and on. Alright, so now what we learn today is Asking and Giving Direction.”</i></p>	<p><i>answered the correct direction. ...</i></p> <p><i>Teacher told the students that they were going to learn about ‘Asking and Giving Direction’.</i></p> <p><i>...</i></p>	
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<b>INFORMATION OF THE OBSERVED VIDEO</b>			
Name of Pre-Service Teacher: C			
Class/ Section of the Class: Microteaching Class (Cycle 1)			
Duration of the Video/ Section: 18,42 Minutes			
Date of Observation: 27 June 2020			
<b>Time</b>	<b>Class Activity</b>	<b>Researchers’ Notes/ Comments</b>	<b>Coding for Themes</b>
Minute 1’ into the lesson section (Greetings and pray)	<p><i>T : “Assalamu’alaikum Warahmatullahi Wabarakatuh.”</i></p> <p><i>SS : “Wa’alaikumsalam Warahmatullahi Wabarakatuh.”</i></p> <p><i>T : “Good afternoon students.”</i></p> <p><i>SS : “Afternoon, Sir.”</i></p> <p><i>T : “Are you okay today?”</i></p> <p><i>SS : “Yeah, Yes.”</i></p>	<p><i>Teacher greeted his students by asking their feeling.</i></p> <p><i>...</i></p> <p><i>The teacher was worried after seeing one of his students looked sad. Then he asked him why he is sad.</i></p> <p><i>...</i></p>	<p><b>Opening Communication</b></p> <p><b>Fostering interaction</b></p>

	<p>T : "Ee Yaya? How do you feel?"</p> <p>SS : "Ee me?"</p> <p>T : "You look so sad, why this happened to you?"</p> <p>SS : "I haven't breakfast"</p> <p>T : "Eee I hope you, you will better after breakfast."</p> <p>SS : "Oh thank you sir!"</p> <p>T : "Okay eee before we start our class today, let's pray together. Pray begin.., Finished."</p>	<p>The teacher led the pray in silence.</p> <p>...</p>	
<p>Minutes 1 -2' into the lesson section (Warming up)</p>	<p>T : "Okay, ehm first of all please pay to, pay attention to my mouth and listen carefully. Okay, and.. please answer my question ah, after my, after I ask you. Okay, eee I am a singer, I have, I have a band, the name of my band is Kangen Band. (Students are laughing) Who am I? "</p> <p>SS : "Andika!"</p> <p>T : "Andika. Good job! Okay another, another is.. I am an actor, actor, I was a singer, my name, the name of my group singer is Cowboy Junior.."</p> <p>SS : "Iqbal, Iqbal!"</p> <p>T : "Nice, you are right! Wow. Okay, thank you thank you.</p>	<p>Teacher gave his students some instructions to do a simple activity.</p> <p>...</p> <p>Teacher told his students some characteristics and asked them to guess it.</p> <p>...</p> <p>Students were answering the question together while laughing.</p> <p>...</p> <p>The teacher appreciated the students who were able to guess correctly.</p> <p>...</p> <p>Teacher then asked his students to guess what they will learn.</p>	<p><b>Simple</b></p> <p><b>Brain gymnastic</b></p> <p><b>Discussion</b></p> <p><b>Fostering interaction</b></p>

	<p><i>Eee can you guess what will we learn today?"</i></p> <p>S : "Singer?"</p> <p>S : "Job!"</p> <p>S : "Describe?"</p> <p>S : "Describing people!"</p> <p>T : "Nahh, good job! (Applause) So, today we are going to learn about Describing People."</p>	<p>...</p> <p><i>Students then guessed correctly what they will learn that day.</i></p> <p>...</p> <p><i>Teacher appreciated the students.</i></p> <p>...</p>	
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#### INFORMATION OF THE OBSERVED VIDEO

Name of Pre-Service Teacher: C

Class/ Section of the Class: Microteaching Class (Cycle 2)

Duration of the Video/ Section: 21,17 Minutes

Date of Observation: 27 June 2020

Time	Class Activity	Researchers' Notes/ Comments	Coding for Themes
Minute 1' into the lesson section (Greetings and pray)	<p>T : "Assalamu'alaikum Warahmatullahi Wabarakatuh."</p> <p>SS : "Wa'alaikumsalam Warahmatullahi Wabarakatuh."</p> <p>T : "Good afternoon students!"</p> <p>SS : "Afternoon, Sir!"</p>	<p><i>The teacher greeted his students and asking about their feeling.</i></p> <p>...</p>	<p><b>Opening Communication</b></p>

	<p>T : "How's life today?"  SS : "Good!"  SS : "Awesome!"  SS : "Excellent!"  T : "Fifin, How's life?"  SS : "Happy."  T : "Aa, happy, always happy. Ronyms why?"  SS : "Nice."  T : "Nice! Nice, nice, nice what. Okay, Ee ehem last meeting, we learn about, we have learned about Countable Noun and Uncountable Noun."  SS : "Yaa"  T : "Countable Noun is ee things that we can count with numbers but Uncountable Noun is we cannot, yes."  SS : "Yaa"  T : "Okay, e before beginning the thee material, let's start, let's start our lesson today by praying. Pray, begin. Aaminn."</p>	<p>The teacher reviewed the lesson that his students had learned last week.  ...  Teacher made sure that his students still remember their lesson last week.  ...  Teacher led the pray in silence.  ...</p>	
<p>Minutes 2 -3' into the lesson section (Warming up)</p>	<p>T : "Okay, before we learn about this one, ee want you, if I say countable, countable noun you should rise your right hand."</p>	<p>The teacher asked his students to do a simple role play before beginning the lesson.  ...</p>	

	<p>SS : "Owh alright."</p> <p>T : "Right. If I say uncountable noun, left hand, for example if I say "table" countable noun. Right. Countable is right hand. Okay, okay, ready? Ready? Ready? Yes. Eee "sugar" sugar, emm okay okay okay. How about "chair", "money", money, money, money. (Students are laughing) alright alright, okay okay. Okay, today we are going to learn about Quantifiers, quantifiers, have ever heard about..."</p> <p>SS : "Not yet!"</p> <p>T : "Okay, sorry, sorry! Okay!"</p>	<p>The students were exciting to do that simple and easy role play.</p> <p>...</p> <p>The teacher forgot to give rewards to his students.</p> <p>...</p> <p>Students were told that they were going to learn about 'Quantifiers'.</p> <p>...</p>	<p><b>Simple</b></p> <p><b>Gymnastic</b></p> <p><b>Energizing</b></p>
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<b>INFORMATION OF THE OBSERVED VIDEO</b>			
Name of Pre-Service Teacher: C			
Class/ Section of the Class: Microteaching Class (Cycle 3)			
Duration of the Video/ Section: 30,54 Minutes			
Date of Observation: 27 June 2020			
Time	Class Activity	Researchers' Notes/ Comments	Coding for Themes

<p><i>Minute 1' into the lesson section (Greetings)</i></p>	<p>T : "Assalamu'alaikum Warahmatullahi Wabarakatuh."  SS : "Wa'alaikumsalam Warahmatullahi Wabarakatuh."  T : "Morning students!"  SS : "Morning, Sir!"  T : "How are you today?"  SS : "Great."  SS : "Good."  SS : "Excellent."  T : "Excellent, Fiqri are you happy today?"  SS : "Emm lagi... yah gitu deh Pak."  T : "You have to be strong. Heni, how are you today?"  SS : "Emm, I'm good."  T : "Yah, Emm Aul, Aul, how are you today? Eee Syahrul are you happy today? Okay students, are you happy today?"  SS : "No, Yeahh."</p>	<p><i>The teacher greeted his students and asked about their feeling.</i></p> <p>...</p> <p><i>Teacher motivated his student who was not good enough.</i></p> <p>...</p> <p><i>The teacher asked his students that are they happy that day.</i></p> <p>...</p>	<p><b>Opening Communication</b></p>
<p><i>Minutes 2 -7' into the lesson section (Warming up and pray)</i></p>	<p>T : "Really? Okay, now I need your participation to do what I say, what I will say. If I say clap your hands, it means you have to clap your hands once,</p>	<p><i>Teacher gave instructions about the small activity that they will do for a moment.</i></p> <p>...</p>	<p><b>Simple</b></p>

	<p><i>okay! Vika, you may put that first. If I say clap your hands it means you have to clap your hands once, okay, ee I try, clap your hands! (clapping hands) okay, clap your hands! (clapping hands) okay, listen to me. If you're happy and you know it clap your hand! (clapping hands) if you're happy and you know it clap your hands (clapping hands) Okay, thank you! Ee now I'm going to ee show two videos and I need you to pay attention to the video that I will show you and before that ee I'll give you this... So, this video is about eee ee, pay attention, this video about someone, who is looking for something in this classroom. So, someone who is looking for something in this classroom and I need you to pay attention to the video and ee help him to find what he is looking for, okay, do you understand? Ee Heni, maybe you should put your smartphone you and Vika too. This is the final... okay pay</i></p>	<p><i>Teacher asked his students to clap their hands directly after he said the words.</i></p> <p>...</p> <p><i>Students were clapping their hands after hearing their teacher sang a simple song.</i></p> <p>...</p> <p><i>The teacher tried another activity to give to his students.</i></p> <p>...</p> <p><i>The teacher will show 2 videos and gave his students instructions about what they were going to do during showing the video. Then, teacher gave a small piece of paper to all students</i></p> <p>...</p> <p><i>The video had already started playing.</i></p>	<p><b>Applause</b></p> <p><b>Applause</b></p>
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	<p>attention to the video... (Video is playing) okay, now if you found it, you may write on the paper that I gave you last time. Just write what do you think about the Mr. Spy is looking for. I will replay it again, pay attention. (Video is playing) okay, you may write on the paper. Okay, done? Ee if I, you may raise your paper, okay Aul, that's good, so the correct is CCTV, the correct is CCTV."</p> <p>SS : "Haaa?"</p> <p>T : "Because the size is small, the, the, the shape is rounded enough and the, the color is black and white. Okay let's move to the second. (Video is playing) okay, write, okay Vika, what is that?"</p> <p>SS : "Digital O'clock"</p> <p>T : "Okay, that's good, good point! Okay let's ee begin our lesson today by reciting Basmalah and pray together, okay pray begin. Okay Amin. Okay, ee today we are going to learn about "Adjective"."</p>	<p>...</p> <p>The teacher replayed the first video once more.</p> <p>...</p> <p>Some students raised their paper, but only one who was correct. Unfortunately, the teacher forgot to appreciate her.</p> <p>...</p> <p>Teacher gave explanation why the answer of their friend was correct.</p> <p>...</p> <p>Teacher then showed the second video.</p> <p>...</p> <p>One student raised her paper directly to answer the question.</p> <p>...</p> <p>Teacher then appreciated her.</p> <p>...</p> <p>The teacher just led the pray, because he forgot to pray together in the beginning of the class, especially after greetings.</p> <p>...</p>	<p><b>Brain gymnastic</b></p>
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