

**AN EFL PRE-SERVICE TEACHER'S READINESS IN MANAGING
ENGLISH CLASSROOM DURING SCHOOL-BASED TEACHING
PRACTICES**

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**



Conveyed by:

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2024

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this research, which I have written, entitled "EFL Pre-service Teachers' Readiness in Managing English Classes" does not copy other people's work, except for those cited in citations and references as a scientific paper should

Yogyakarta, 13 May 2024

The Writer,



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MOTTO

"Knowledge is an invaluable key to success."

-Albert Einstein

DEDICATION

This thesis is dedicated to my parents, Mr. Basta and Mrs. Tatia who have given me love and full support throughout this process. Then, I am dedicated to my older brother who has given me support. I am also dedicated to myself for being fought and trying to provide the best results throughout this process.

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Yogyakarta, 8 juni 2024

A handwritten signature in black ink, appearing to read 'Nurul Syifatul Aeni', with a long vertical line extending downwards from the end of the signature.

Nurul Syifatul Aeni

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By

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20322056

ABSTRACT

This research aims to investigate the readiness in managing English classes experienced by an EFL pre-service teacher during school-based teaching practices. One pre-service English teacher agreed to participate as a participant in this study. The data were collected through direct interviews. The data were analyzed by following the qualitative data analysis framework from Creswell (2014). The researcher found that based on several experiences this pre-service teacher was ready to manage English classes. However, the participant felt that she was not prepared enough to make lesson plans because she felt it was challenging to allocate appropriate learning time for her students. Several strategies used by the participant to increase her sense of readiness in teaching and managing English classes were: 1) creating a conducive learning environment, 2) facilitating the learning process, 3) improving ethical and moral values, 4) assessing and evaluating student performance, 5) building a network with stakeholder, 6) well-planning and interesting lessons, 7) developing positive relationships in the classroom, 8) motivating students to learn, 9) creating the rules of the classroom, 10) establishing positive discipline in the classroom, and 11) good communication skills of teachers and students.

Keyword: Classroom Management Strategies, English Foreign Language, Pre-service Teacher

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Teaching practice is one of the important programs for students in an education department, especially for final semester students since these final semester students prepare themselves for the real teaching practice. Therefore, preparation for teaching practice has an important role in them as prospective teachers (İnceçay & Dollar, 2012). Thus, thorough preparation can create a great sense of self-readiness. Readiness is the combination of a person's ability and willingness to do a job that indicates a situational need for a different leadership approach to get that job (İnceçay & Dollar, 2012). A teacher's success in maintaining an effective learning environment can be compromised if he or she is not adequately prepared to teach (İnceçay & Dollar, 2012). This does not mean that a teacher's perceived readiness indicates that he or she is ready in reality; however, teachers' feelings of readiness are important to increase their self-confidence (İnceçay & Dollar, 2012). Then, in the educational context, teachers are more likely to engage in tasks and perform successfully when they feel confident and competent (İnceçay & Dollar, 2012).

As quoted by Baker (2002), teachers will be perceived as more prepared to carry out teaching assignments when they have sufficient experience in preparation to create a supportive environment for all students (İnceçay & Dollar, 2012). This means they have more confidence to handle challenging behaviors and situations

coming from the students. Likewise, the leadership role of a teacher is important in developing personal quality, flexibility, and innovation and being able to bring about change (Reza et al., 2021). However, usually in the early years new teachers feel unsure and unprepared in facing the challenges they face in the classroom environment (Reza et al., 2021). Therefore, the teacher must be able to practice teaching methods properly especially in terms of classroom management, teaching language skills, lesson planning, and evaluating student performance (Reza et al., 2021).

Feelings of readiness in teaching also include readiness in managing the class. Pre-service teachers' perceptions of readiness and their beliefs about how they manage their classroom can influence the success of pre-service teachers in a teaching environment. Therefore, the readiness of teachers or pre-service teachers in all conditions that will occur in the classroom is very important. Previous studies have discussed pre-service teacher readiness in teaching and classroom management. Incecay and Dollar (2012) examined classroom management, readiness, and self-efficacy of Turkish pre-service English teachers. The results provide insight into the efficacy and readiness of pre-service teachers in classroom management in real teaching environments. The findings focused on the level of teacher efficacy in certain fields as well as differences in the answers of pre-service teachers and new teachers. From the research findings, it can be shown that, in general, the participating final year pre-service teachers believed that they were ready to teach in school.

Even though there has been much research focusing on pre-service teachers' readiness (i.e., Inceçay & Dollar, 2012; Baş & Sarıgöz, 2018; Kwok, A, 2021), there are few of them discussing pre-service English teachers' readiness specifically in managing their classrooms in the Indonesian context (i.e., Arista et al 2022; Farmasari et al, 2023; Puspayanti, Muhammad & Hadiyanto, 2018; Tutyandari, C, 2020). Therefore, this current study about pre-service English teachers in managing their classrooms, how prepared they are as pre-service teachers to carry out real teaching practices in schools, how prepared they are in managing the classroom environment, and how confident they are in facing classroom management in teaching English during school-based teaching practice is urgent to conduct.

1.2. Identification of the Problems

Discussing the readiness of the pre-service teacher, there are several things that become a challenge when the pre-service teacher does teaching practice, like motivation, experience, and their confidence in teaching practice. One of their motivations is to become an English teacher who is clever and qualified. Based on preliminary studies, the researcher found that thorough preparation before carrying out classroom practice can increase a higher sense of teaching readiness. Apart from that, many provide experiences one of which is like doing teaching practice with friends with different teaching creativity. This is an extraordinary thing for the researcher. The next challenge is self-confidence. Feeling afraid and nervous when doing practice teaching English in front of the class and in front of friends sometimes make self-confidence weak and can mess up what has been prepared for

teaching so that teaching practice does not match what they expected. In addition, a sense of anxiety when going to teaching practices that are often experienced by pre-service teachers, fear of not being able to manage the situation in the classroom, fear of making their students feel uncomfortable, or even fear of not being able to master the material to be taught given to students. This triggers the readiness of each pre-service teacher in managing classrooms, the readiness of pre-service teachers in managing students, arranging learning materials in English and triggering the comfort of both pre-service teachers and students when learning in the classroom.

1.3. Limitation of the Problems

This research focuses on investigating the readiness of pre-service teacher in managing the English classroom during school-based teaching practices at the English education study program at a university in Yogyakarta.

1.4. Formulation of the Problems

This research attempts to answer the following question:

How is a pre-service teacher's readiness in managing English classroom during school-based teaching practices?

1.5. Objectives of the Study

From these problems, the study is conducted to discuss the readiness of the pre-service teacher in managing English classroom during school-based teaching practices.

1.6. Significances of the Study

It is hoped that this research can provide benefits to contribute more to teacher readiness and classroom management. Furthermore, it is hoped that this research can be implemented by the department as an example or teaching material for pre-service teachers in preparing themselves for teaching practice. Then, through reading this research it is also hoped that it can be used as a means of information and reference to facilitate other researchers who have the same context as this study regarding the readiness of pre-service teachers in managing English classes.

CHAPTER II

LITERATURE REVIEW

2.1. Teacher Readiness

According to Park and Son (2020), readiness is the condition of being ready for a particular situation or to do or be involved in something. There are four indicators used to determine the readiness of pre-service teachers by paying attention to their attitudes, efficacy, concern and interest in inclusive classes (Rabi et al., 2018). Awareness of pre-service teacher readiness to teach is a cognitive factor that has the potential to influence their ability to carry out teaching tasks (Kilic, 2020). Thus, how well a pre-service teacher can perform their teaching task is an important predictor of a pre-service teacher's feelings of preparedness (Kilic, 2020). Similarly, one important aspect of teacher quality and effectiveness is how far the level of teacher readiness is in facing the challenges that exist in teaching (Brown, Myers & Collins, 2019). The extent to which teachers' feelings of readiness are determining factors in their instructional decisions, such as classroom management strategies, questioning techniques, and use of time (Kilic, 2020). Teachers can also control their class orientation and behavior, classroom management style, job satisfaction, and burnout levels (Kilic, 2020). That is why a feel of readiness is considered very important for pre-service teachers because it can trigger various factors such as from classroom management to students' success during the learning process. According to Tan and Rodriguez (2016), readiness can be measured through students' ability to: (1) facilitate the development of students'

life skills and careers; (2) create a conducive learning environment; (3) facilitate the learning process; (4) develop a learning implementation plan/lesson plan (RPP) in accordance with the school's vision and mission; (5) develop higher order thinking skills; (6) develop and utilize teaching and learning resources; (7) improve ethical and moral values; (8) assess and evaluate student performance; and (9) build a network with stakeholders.

Furthermore, training programs that combine theory with practice can increase teachers' professional readiness (Kilic, 2020). From the several definitions that have been suggested, teacher readiness can be defined as a readiness of pre-service teachers in facing real practical work by paying attention to several aspects such as classroom management, arrangement of learning materials, management of students, and readiness in facing all the difficulties and challenges that will be faced. The readiness of pre-service teachers is an important thing that must be owned by every pre-service teacher because it can influence the learning process.

2.2. Classroom Management in English Language Teaching Context

According to Driel et al. (2023), classroom management is an important task for every teacher because it has a direct link with student learning processes. Classroom management is an ongoing process in which a teacher must make decisions regarding various situations, such as placing students in the class, choosing appropriate teaching methods, motivating and involving student participation, choosing teaching materials, and dealing with inappropriate behavior, etc (Akbulut & Sadik, 2014). Similarly, Aksoy (2015) defines classroom

management as involving interactions between teachers and groups of students, creating harmonious personal relationships, and finding solutions to problems, taking into account the individual differences between these students. Classroom management can be interpreted as a teacher's effort to regulate student behavior, facilitate interaction between students, and carry out learning activities in the classroom (Driel et al., 2023). Thus, managing the classroom effectively requires struggling with the complex nature of the classroom environment, defined by immediacy, multidimensionality, simultaneous events, and the unpredictability of situations (Driel et al., 2023). However, this is often seen as a big challenge, especially for pre-service teachers (Driel et al., 2023). From the several definitions that have been suggested, the classroom management can be defined as an important task for every teacher because it is directly related to the student learning process which involves various aspects such as methods, motivation, and student handling with the aim of creating a harmonious relationship between students and teachers and finding solutions to problems, taking into account individual differences between students.

In the classroom environment, there are complex interactions between students and teachers through various forms of communication such as discussing, speaking, writing, and even involving physical movements such as raising hands and shaking hands (Erdogan & Kurt, 2015). According to Gürçay (2014), it is very important for teachers to understand the importance of being proficient in classroom management. Within the classroom environment, psychological structure has a significant influence on the behavior and interactions of students, as well as on

teachers. This interaction is very important in the teaching-learning process. Teachers are considered as a crucial factor in achieving effective classroom management (Erdogan & Kurt, 2015). Some key aspects of classroom management according to Kurti and Chan (2016) are (1) well-planned and interesting lessons; (2) develop positive relationships in the classroom; (3) motivate students to learn; (4) the rules of the classroom; (5) positive discipline in the classroom; (6) good communication skills of teachers and students.

2.3. Classroom management for pre-service teachers

Classroom management is one of the most important qualifications for teachers to be acquired during pre-service teacher education (Sadik & Sadik, 2013). This is caused by the difficulty of the educational process when the classroom environment is disorganized, resulting in difficulties in learning, disturbed attention, reduced academic achievement, and wasted valuable time in an irregular classroom environment (Sadik & Sadik, 2013). Moreover, in dealing with complex challenges for pre-service teachers as well as experienced teachers in the classroom, the ability to make decisions quickly and effectively is very important. Teachers must be able to make the right decision in dealing with various problems, such as selecting appropriate activities, motivating students, guiding students' learning, evaluating students' performance, and managing the class as a whole (Ching, 2011). Usually, pre-service teachers have a fragmented knowledge base of theoretical knowledge acquired through teacher education and practical knowledge acquired during the internship phase (Driel et al., 2021). Such a knowledge base will develop

into a more tightly connected knowledge network in beginning teachers as their classroom experience increases, and will support their ability to recognize, understand, and make decisions regarding classroom management issues (Driel et al., 2021). From the statement above, it can be concluded that classroom management for pre-service teachers is an important thing that will be done by pre-service teachers for teaching practice where studying classroom management is very important for the survival of students and the success of achieving a teacher's goals in teaching.

2.4. Review of Relevant Studies

Classroom management in teaching English focuses on how much readiness is usually experienced by pre-service teachers. In recent years, many researchers have reported various causes and strategies regarding the readiness of pre-service teachers in the methods that are usually used, such as qualitative and quantitative. In this section, the researcher will explain previous research related to the readiness of pre-service teachers in managing classrooms.

Kilic (2020) did a study entitled “Agile or fragile: Are you ready to teach English? EFL Pre-service Teachers’ Preparedness for Teaching”. In his article, he analyzed the readiness of pre-service EFL teachers to teach which aims to investigate the nature of Turkish EFL pre-service teachers' readiness to teach. This study was conducted by using a qualitative method used using individual interviews with 10 pre-service EFL teachers trained at public universities in Turkey which revealed seven themes namely perceptions of good language teachers, foreseen

challenges, perceived strengths, empowerment factors, perceived weaknesses, inhibiting factors, and suggestions. From the results of the interviews, an interesting finding was that the participants in this study thought little of the important personality traits as characteristics of effective teachers. However, the participants of this study made significant suggestions such as better student teaching systems, more courses that integrate theory with practice, and more opportunities for actual teaching practice to improve teacher education programmes.

Tutyandari (2020) carried out a study on “English Language Pre-Service Teachers’ Sense of Preparedness for Teaching: An Indonesian Case”. This research analyzed the readiness of pre-service teachers in teaching English in the Indonesian context with the aim of exploring the sense of readiness of pre-service English teachers to teach in the Indonesian context. This study uses a mix method to be able to fulfill the objectives of the research and to be able to reach a larger sample and to obtain deeper information from the respondents. The method used by Tutyandari and Caecilia (2020) was quantitative by distributing the questionnaires online. The participants were a group of final year students from a university-based English teacher program in Yogyakarta. In addition to the quantitative method, the qualitative method was also done by the researchers by interviewing 31 students. Then, there were 106 students who responded to the questionnaire. From this study, the results showed that the level of readiness of pre-service teachers varied according to the teaching assignments given. Based on the survey, the highest score was from the technology integration task which means that the participants feel more comfortable when using technology in their teaching practice. However, the

overall descriptive analysis reveals that the lower self-confidence level is due to several key problem factors, including both academic and personal factors that can potentially influence a pre-service teacher's sense of readiness to teach.

Arista et al (2022) carried out a study on “Pre-service Teachers' Perception of Their Competence and Their Readiness for Teaching Profession”. This research analyzed the legitimacy and quality of new teachers in Indonesia with the aim of identifying and discovering pre-service teachers' perceptions about their competency and readiness for the teaching profession. This research used a survey method and used a questionnaire as the instrument. Then, this research carried out a correlational research design to identify the relationship between pre-service teachers' perceptions of competency and their readiness to carry out the teaching profession. The participants used in this research were 67 undergraduate students from Lamongan University, East Java Province, Indonesia. From this study, based on pre-service teachers' perceptions, the results showed that they are ready to teach as a profession based on competence in all their fields. They would feel more confident and ready to face the realities of the teaching environment as a profession by realizing and considering their competence and readiness to teach. This also influenced in improving their quality as teachers. However, based on the results of the correlation test from this research, no relationship was found between perceived competence and the readiness of pre-service teachers towards the teaching profession. Therefore, it can be concluded that there is no correlation between the performance of pre-service teachers and their perceptions of competency and readiness.

Farmasari et al (2023) did a study entitled “Pre-service EFL Teachers’ Language Assessment Literacy Satisfaction and Assessment Preparedness”. This study analyzed how pre-service English teachers (PSET) were satisfied with their language assessment courses and how it related to their level of readiness. The results of this research showed that PSET satisfaction with language assessment courses did not reach an adequate level. However, it was found that they had prepared themselves well to conduct assessments in the teaching internship program (TAP). This research employed a mixed-methods approach. A questionnaire was developed that combined qualitative and quantitative surveys and was distributed to PSETs participating in a three-semester teaching internship program. These participants were third-year students in the Bachelor of English Education program. Sampling was conducted combining convenience and established criteria. Participant information and consent forms were distributed to 56 eligible PSETs, consisting of 18 men and 38 women who were between 20 and 22 years old when they registered for the internship program. Of the 56 participants contacted, 51 confirmed their participation, and 47 (84%) of them returned completed questionnaires.

2.5. Conceptual Framework

This research aims to investigate the preparedness of pre-service teachers in managing English classrooms. This present study will refer to the concept of readiness from Tan and Rodriguez (2016) because it is included in the point of pre-service teacher readiness. Then, as the second reference, this present study will refer

to the aspects of classroom management from Kurti and Chan (2016) because it is included in the point of classroom management.

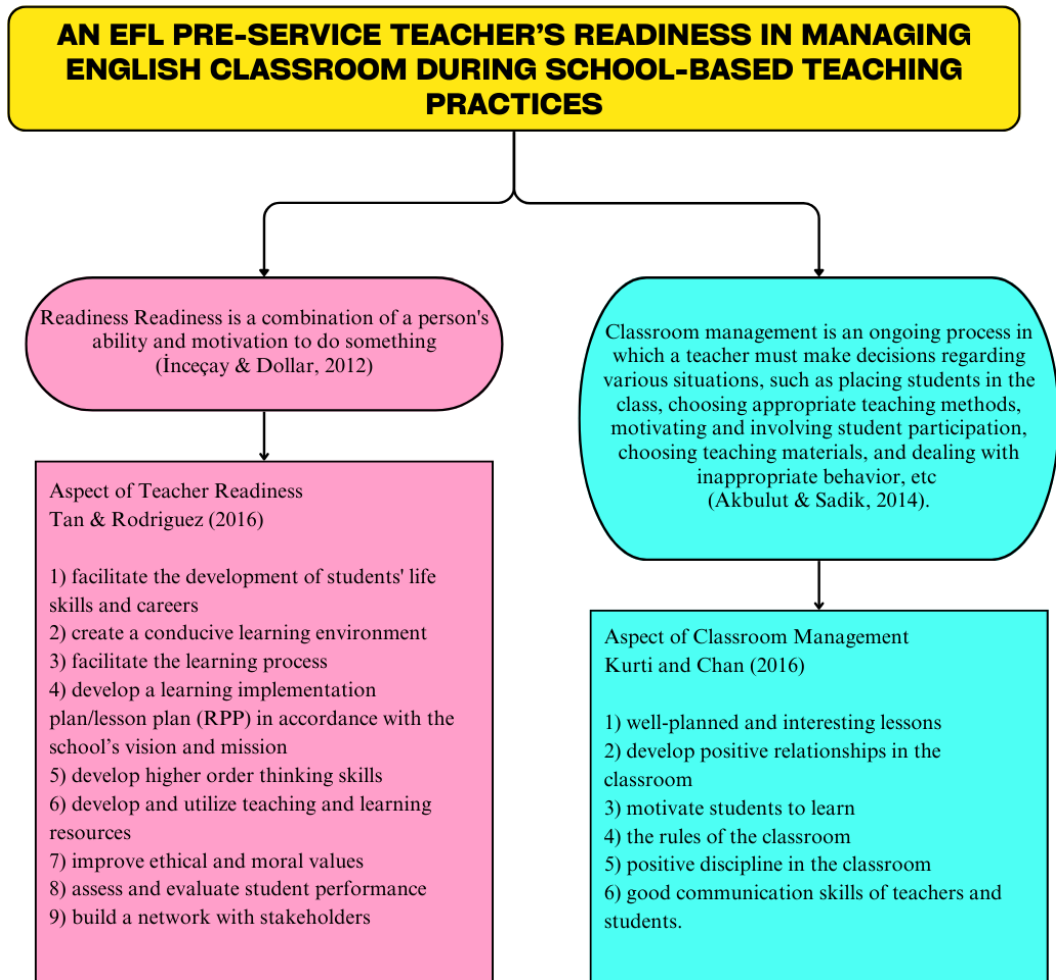


Figure 2.1. Conceptual framework of teacher readiness and classroom management

CHAPTER III

METHODOLOGY

3.1. Research Design

The research design used in this study is a descriptive qualitative research method. According to Nassaji (2015), descriptive qualitative methods are used to reveal the complexity of a learning process by examining the factors that influence it, the understanding, behavior and experiences of each student. Therefore, this design is used as a tool for studying natural phenomena in the context of readiness in managing English classrooms faced by pre-service teachers more deeply.

3.2. Data Preparation

Data preparation discusses several aspects such as participants and setting, type of data used, source of data, and informed consent related to this research.

3.2.1. Participants and Setting

The participant (referred to as Lemon) in this study was one pre-service English teacher. She is an English Education student batch 2020 at a private university in Yogyakarta who has completed both Language Classroom Management (LCM) and Reflective Peer Microteaching (RPM) courses for 14 weeks in the even semester of the 2022-2023 academic year. The researcher chose her because by observing her performance when she was doing in the school-based teaching practice in the classroom, she was ready to teach and manage English

classes. This participant has thorough preparation before and during teaching practice in the classroom. She facilitated the learning process in the classroom by making and preparing the learning media properly and seriously, created a conducive learning environment during teaching practice, and made good use of technology as a learning resource, but she also made use of other learning resources such as making props for teaching materials in the classroom. She evaluated and provided feedback on the performance of her students in the classroom. She also used good English to communicate with her students during teaching practice in the classroom. The participant also has good English skills when teaching in the classroom, and created activities that can attract students to enthusiasm for learning.

3.2.2. Informed Consent

Before carrying out the data collection process, the researcher provided informed consent to the respondent to be filled in as a letter of request for permission to the respondent to ensure her willingness to become a participant in this study. Then, the researcher kept the confidentiality of her identity.

3.3. Data Collection Technique

This research used semi structured interviews conducted once as a form of data collection. The researcher made an appointment with the participant, also called Lemon. Then, provided an explanation of the purpose of the interview and provided a consent form to ensure participant confidentiality in her voluntary participation. The interview was conducted offline or by talking directly with the

participant in the library at a private university in Yogyakarta at around 10.30 am for 36 minutes 53 seconds. Then it was recorded by using a recording application to help the researcher to re-listening, rereading and rechecking in process the data.

Table 3.1. Matrix of Interview

Constructs	Definition	Components	Questions
Readiness	Readiness is the condition of being ready for a particular situation or to do or be involved in something (Park & Son, 2020).	<ol style="list-style-type: none"> 1. Creating a conducive learning environment 2. Facilitating the learning process 3. Developing and utilizing teaching and learning resources 4. Assessing and evaluating student performance 	<ol style="list-style-type: none"> 1. How do you define the readiness for teachers? 2. During your teaching practice, are you always ready to create a conducive learning environment? 3. How do you facilitate the learning process? 4. How do you develop and utilize teaching and learning resources such as technology? 5. How do you assess and evaluate student performance in class? 6. During your teaching practice, do you always feel ready to assess

			and evaluate student performance in class?
Classroom Management	Classroom management is an ongoing process in which a teacher must make decisions regarding various situations, such as placing students in the class, choosing appropriate teaching methods, motivating and involving student participation, choosing teaching materials, and dealing with inappropriate behavior, etc (Akbulut & Sadik, 2014).	<ol style="list-style-type: none"> 1. well-planned and interesting lessons 2. develop positive relationships in the classroom 3. motivate students to learn 4. the rules of the classroom 5. positive discipline in the classroom 6. good communication skills of teachers and students 	<ol style="list-style-type: none"> 1. How do you make the lessons and the activities interesting? 2. How do you build positive relationships with your students in the classroom? 3. Did you motivate your students to learn? When and how? 4. How do you build a discipline environment for your students? 5. Do you feel that you have good communication skills with your students in the classroom? How? Why?

3.4. Data Analysis Technique

The researcher used data analysis for the qualitative data analysis framework from Creswell (2014). Data analysis through the data collection stages of interviews with participants. Then, there are several phases for analyzing

qualitative data according to Creswell (2014). Below are the five phases of the analyzing qualitative data;

Phase 1: Organizing and preparing data for analysis

The researcher transcribed interviews, scanning material, recording interview results, sorting and organizing data into different types according to the source of information.

Phase 2: Reading or view all data

Reflects the overall meaning by providing a general overview of the information. The researcher wrote notes in the margins of transcripts or field observation notes, or notes general thoughts about the data at this stage regarding what participants expressed general thoughts, ideas, over all impression of depth, credibility, and use of the information.

Phase 3: Coding all of the data

The researcher organized data by bracketing chunks (or segments of text or images) and writing words representing a category in the margins. This involves taking text or image data collected during data collection, grouping sentences (or paragraphs) or images into categories, and labeling those categories with a term such as is based on the participant's actual language.

Phase 4: Generating the data

In this phase, the researcher described detailed information about people, places, or events in a setting that can generate codes for these descriptions in order

to design detailed descriptions for case studies, ethnographies, and narrative research projects.

Phase 5: Interpreting the data in qualitative research

The final step is to conclude the findings by asking the participants more in-depth questions and referring back to the conceptual framework.

3.5. Trustworthiness

According to Nowell et al., (2017), there are five concepts of trustworthiness by introducing the criteria of credibility, transferability, dependability, confirmability, and audit trails. Credibility, by re-reading the interview transcripts, the goal is to ensure that the research results can be accepted and trusted by readers. Transferability. The aim is to ensure that the research conducted has relevance and can be applied to future studies. Dependability is a similarity in the results of two studies involving the use of the same method and participants being examined again in a similar context. Confirmability, to ensure that the interpretation and results of research findings are based on what is obtained from the participants, the researcher needs to analyze the data obtained from the participants carefully. Whereas audit trails are the result of research findings that are clear and in accordance with existing evidence.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents research findings and discusses research findings. In this section, the results of this research data were obtained through interviews. Data was coded and collected in sections according to existing themes, to answer research questions and provide a more in-depth discussion about the EFL pre-service teacher readiness in managing the English classroom.

4.1. Findings

In this research, the researcher used interviews as data collection. The researcher conducted direct face-to-face interviews with the participant (also known as Lemon) in the same place. Lemon showed how she was ready to be an English teacher. From the interview, she clearly stated four ways to show her readiness in teaching. Those include: 1) creating a conducive learning environment, 2) facilitating the learning process, 3) assessing and evaluating student performance, and 4) building a network with stakeholders. In addition to her readiness, she also showed some strategies in managing the classroom during school-based teaching practices which include: 1) developing positive relationships in the classroom, 2) establishing positive discipline in the classroom. In the next section, the results are reported and explained further.

4.1.1 Pre-service Teacher Readiness

4.1.1.1 Create a conducive learning environment

Every teacher must be ready to create a conducive learning environment in the classroom. Lemon said that from her teaching practice experience for 2 months, she felt that she had to be ready to create a conducive learning environment. She believed that it was one of the demands she had to carry out at school as a teacher. Therefore, after working on the questions, then she asked her students to double check and asked her students to confirm whether the answer was correct or not. However, every prospective teacher must be ready to prepare the material that would be presented before teaching because that would make it easier to convey the material in class. Therefore, Lemon stated that she always did research before carrying out teaching practice. She said that after she researched and found a new innovation she would adjust whether it will work well or not for her class later. Then, she said that she would prepare the lesson plan completely and in detail according to the guidelines and directions given by the lecturer. Then, Lemon said that she would motivate her students by telling them the benefits and the reasons for the lesson like “So we direct you like this, actually I bring this material so that you know the reasons” and how it would be useful in their life.

“I think it's better to ask them to double check, ask them to confirm whether the answer is correct or not, remembering that sometimes

there are students who are fast in solving questions but the answers are short, like not too long, maybe to prevent this we can make questions from at least 100 words to minimum 200 words, so those are words that can make students not rush in solving questions and also feel challenged and think critically” (TR/CCLE/LEMON/068)

“Previously, it was definitely doing research, that was definitely the first thing I did, when I wanted to do anything in the classroom, it was definitely research first, like when I used this innovation, whether it would work well or not in my class” (CM/WPIL/LEMON/026)

“I will transparently make a RPP that is not half-hearted, yes, I will make a detailed RPP” (CM/WPIL/LEMON/070)

“So we direct you like this, actually I bring this material so that you know the reasons, so let them know that implementing it in real life will be useful” (CM/MSTL/LEMON/038)

4.1.1.2 Facilitate the learning process

Facilitating the learning process is something that must be prepared to become a teacher so that students feel comfortable while learning in the classroom. From the result of the data, Lemon said that as a prospective teacher she must be ready for anything, including facilitating the learning process. She believed that it is something that can support students during the learning process. Then, to facilitate the learning process, instead of using

full English in her class she made it up by using English and Bahasa Indonesia because most of her students did not understand it because it is not their mother tongue.

“When I applied for full English in class, most of them didn't really understand because it's not their first language, so I mixed English-Bahasa Indonesia. When I gave instructions, I used English, but because I looked at them silently, I immediately translated it into Bahasa Indonesia. So they understand both”
(TR/FLP/LEMON/050)

4.1.1.3 Assess and evaluate student performance

Assessing and evaluating student performance is a task that must be carried out by teachers to determine the abilities of each student, therefore every prospective teacher must be ready for that. Lemon's readiness in assessing and evaluating student performance by creating her own version of the rubric in detail according to what needed to make it easier to assess and evaluate students, such as attitude, creativity, critical thinking, etc. However, she said that teachers must have a strong and firm stance in evaluating and assessing their students' performance, and according to her, it would increase student's performance if teachers can implement a strong and firm stance in the classroom.

“When it comes to feedback, I usually look at the way it is assessed, there is already a rubric, so from that rubric, maybe those who are

not included in the target can be given feedback and suggestions can be given” (TR/AESP/LEMON/018)

“...because we ourselves as teachers must have a strong and firm stance in evaluating and assessing student performance” (TR/IEMV/LEMON/020)

4.1.1.4 Build a network with stakeholders

Being teachers, sometimes it is difficult to manage the class and understand the character of the students. Therefore, every prospective teacher must be ready to build networks with stakeholders so we can learn more about teaching. Lemon said that the most difficult part in making a lesson plan is allocating the appropriate time and types of innovation that must be made so that it can be put into practice in the classroom later. Therefore, she asked her lecturers, her senior teachers or people who are more experts in this field regarding how to prepare the correct lesson plans, what must be prepared for teaching and how to respond well to students, etc.

“When what I implement doesn't really work well, then I won't use that method anymore, look for the latest innovations, ask more expert teachers and ask senior teachers how they engage their students” (TR/BNS/LEMON/060)

“So actually the difficult part in the RPP is the time allocation part and what kind of innovation to make, so to combat unpreparedness,

I asked experts like this, asked lecturers, asked senior teachers, so I can take stories of their experiences with their permission. Then I can put it into my RPP” (TR/BNS/LEMON/078)

4.1.2 Pre-service Teachers’ Classroom Management Strategies

4.1.2.1 Develop positive relationships in the classroom

One of the things to make the class engaging is that prospective teachers must be ready to develop positive relationships in the class between the teacher and students. Lemon said that she felt challenged when she had to deal with the character of low motivation students because sometimes they did not listen to the teacher as well. To deal with that problem, she approached the students and asked some questions in the beginning of the meeting such as sharing about what learning methods they usually use and what learning methods they prefer for example “what field are you interested in?” or “do you use any specific method or something else to study?”. However, Lemon said that she would always smile and give positive energy to her students, for example, she would always appreciate what her students made even if it's only small things like if her students did not understand then she would reexplain until they understand. Another example is to give a good example to her students, like she spoke politely by using the words "how are you" or asked about their health.

“In the beginning I will use the PDKT method or approach. Maybe ask them questions like “what field are you interested in?” and then

ask them questions like “do you use any specific method or something else to study?”” (CM/DPRC/LEMON/034)

“Try to smile and provide positive energy, always appreciate what they make, even if it's only small things for example, can you explain again? Then I explain again until they understand” (CM/GCST/LEMON/030)

“If I am with my students, I will definitely give a good example. So you can speak politely or for example by using the words “how are you” or asking about their health” (CM/GCST/LEMON/046)

4.1.2.2 Positive discipline in the classroom

Teachers must be ready to create positive discipline in the classroom because this is important in building students' character towards the teacher and fellow students in the classroom. Lemon said that to create positive discipline in the classroom she made a time allocation or time post which will be included in her lesson plan, for example at the beginning 5 minutes is just for introductions or light material or something like a trigger question to start the lessons. Then the rest will be calculated like in a few minutes she makes a presentation then in the next minute what she will make. However, Lemon said that she made a learning contract which contained the rules in the classroom, for example, if the students do not come 3 times out of 14 times at her meeting then the grades would be decreased and this cannot be

tolerated but she also would give her students dispensation as long as it does not happen more than 3 times.

“Eum, I will make that in the lesson plan, the lesson plan includes a time so maybe at the beginning 5 minutes is just for introductions or light material or something like a trigger question to start the lesson. then the rest will be calculated, for example in a few minutes I make a presentation then in the next minute what I will make, so there are time posts” (CM/PDIC/LEMON/068)

“I will make a learning contract, for example if you don't come 3 times out of 14 times at my meeting your grades will decrease and this cannot be tolerated but I will also give you dispensation as long as it doesn't happen more than 3 times. And the learning contract has been mutually agreed upon” (CM/TRTC/LEMON/040)

4.2. Discussions

4.2.1 Pre-service Teacher Readiness

Pre-service teacher readiness is considered an important thing in matters relating to student achievement because mature teaching readiness will help students in the learning process and increase student achievement. Based on the results of the interview conducted by the researcher, the researcher found that the participant's perspective (Lemon) is in line with İnceçay and Dollar (2012). They found in their research that if the teacher is not ready enough to teach, then a teacher's success in maintaining an effective learning environment will be

disrupted. Therefore, this shows that a prospective teacher's feeling of readiness is important for their ability to carry out a behavior.

Based on the results of the interview, the findings on aspects of pre-service teacher teaching readiness are in line with Tan and Rodriguez (2016) who found that the level of pre-service teacher readiness can be measured in several ways, including: 1) facilitate the development of students' life skills and careers, 2) create a conducive learning environment, 3) facilitate the learning process, 4) develop a learning implementation plan/lesson plan in accordance with the school's vision and mission, 5) develop higher order thinking skills, 6) develop and utilize teaching and learning resources, 7) improve ethical and moral values, 8) assess and evaluate student performance, 9) build a network with stakeholders. From the 9 points found by Tan and Rodriguez (2016), the researcher found 4 points that were in line with the participant (Lemon). The first is to ask the students after working on the questions or ask the students to double check to make sure the answer is correct or not. This is in accordance with point 2 who mentioned by Tan and Rodriguez (2016) that measuring the readiness of pre-service teachers in teaching is through how pre-service teachers create a conducive learning environment in the classroom.

The second is instead of using full English in her class, she makes it up by using English and Bahasa Indonesia because most of her students did not understand it because it is not their mother tongue. This is in accordance with what Tan and Rodriguez (2016) who mentioned in point 3 that pre-service teachers must be ready to facilitate the learning process. The third is that Lemon creates her own rubric to see which students have achieved the targets and which have not and so

that she can provide feedback to students who have not achieved the appropriate learning targets. This is in accordance with what Tan and Rodriguez (2016) who mentioned in point 8 that pre-service teachers must be ready to assess and evaluate student performance. Then the last is Lemon always asks more expert teachers and more senior teachers and lecturers regarding things that must be prepared to teach and manage the class well. This is in accordance with what Tan and Rodriguez (2016) who mentioned in point 9 that pre-service teachers must be ready to build a network with stakeholders. On the other hand, a previous study from Kilic (2020) found that pre-service teachers in the Turkey context tend to lack confidence, they tend to be less ready when it comes to their pedagogical skill. Meanwhile, based on the interview in this study, the researcher found that the pre-service teacher in this study did not have problems with confidence, which means that the pre-service teacher was ready with the pedagogical skills that she had.

4.2.2 Pre-service Teachers' Classroom Management Strategies

Pre-service teachers' classroom management strategies are considered important in the learning process in the classroom because this will help the quality of student learning in the classroom according to what students need. Based on the results of the interview, the findings on aspects of pre-service teacher teaching readiness are in line with Mkhasibe and Mncube (2020) who found that what is needed by pre-service teachers is not only to have an understanding of the core theory of classroom management strategies, but they also need to have an understanding of the practical technical realities of the classroom which are

expected to be implemented during teaching practice in the classroom. Therefore, this is very important for pre-service teachers to prepare in managing the classroom.

In general, pre-service teachers' readiness in teaching can not only be seen from their internal readiness, but they also need to prepare for things that will be done before and during the learning process to make it more effective. Based on the results of the interview, the researcher found several aspects found in the participant (Lemon) which were in line with Kurti and Chan (2016) who found that classroom management, especially from a physical and social perspective, is the teacher's responsibility to ensure effectiveness in the success of learning development is by through 6 aspects including: 1) well-planned and interesting lessons, 2) develop positive relationships in the classroom, 3) motivate students to learn, 4) the rules of the classroom, 5) positive discipline in the classroom, 6) good communication skills of teachers and students. From the 6 points found by Kurti and Chan (2016), the researcher found 2 points that were in line with the participants (Lemon).

The first thing that Lemon does is approach her students at the beginning of the learning meeting and ask her students questions such as "*What field are you interested in?*", "*How do you usually study?*" Or "*Is it by memorizing or something else?*" This is in accordance with the aspect mentioned by Kurti and Chan (2016) in point 2 that pre-service teachers must be ready to develop positive relationships in the classroom. The second, Lemon creates a lesson plan with appropriate learning time allocation for each activity during the learning process, for example using the first five minutes for introductions or something like trigger questions to start learning. This is in accordance with the aspect mentioned by Kurti and Chan (2016)

in point 5 that pre-service teachers must be ready to build positive discipline in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

The aim of this research is to determine the extent of pre-service English teachers' readiness in teaching and strategies in managing the classroom during teaching practice. Based on the results of the interview, it is investigated that the participants felt that she was ready to teach and manage the class based on their experience during teaching practices in the classroom. The unpreparedness felt by the participants was in preparing a detailed lesson plan. This is caused by the challenges experienced by participants in arranging and managing the appropriate allocation of time and material according to what will be done in class and can be studied by students well. From the research results, there are several sources that contribute to participants' readiness in managing English classroom base on Tan and Rodriguez (2016) , such as; 1) Create a conducive learning environment, 2) Facilitate the learning process, 3) Improve ethical and moral values, 4) Assess and evaluate student performance, 5) Build a network with stakeholders. Seeing how important it is to have sufficient readiness for pre-service teachers in managing English classes. Therefore, in this research participants used several strategies to increase readiness in managing English classrooms based on Kurti and Chan (2016), such as; 1) well-planned and interesting lessons, 2) develop positive relationships in the classroom, 3) motivate students to learn, 4) the rules of the classroom, 5) positive discipline in the classroom, 6) good communication skills of

teachers and students. Even though the participant experienced some difficulties in preparing to teach, the participant was able to prepare herself well to teach, prepare teaching materials well, and was also able to manage the class well in accordance with the provisions set and according to the students' abilities. This is because the participant is ready enough and able to prepare teaching and manage the class well in accordance with the development of students' abilities.

5.2. Suggestions

Based on the findings of this research, several suggestions are proposed for pre-service teachers who will carry out teaching practice. It is hoped that pre-service teachers will be able to pay attention to preparing an understanding of all aspects of teaching in detail. Apart from preparing from a calm heart and mentality, they also need to understand well all forms of strategies in learning to be able to carry out the learning process well in accordance with the field and student development. With proper understanding, it will increase a sense of readiness to do something. Additionally, another suggestion is proposed to future researchers. It is hoped that future research that will conduct research on similar topics can be carried out with a wider scope, for example, using more than two participants in collecting data to achieve maximum results. Then, future researchers can also research similar topics but probably in the ESP teacher's context or other contexts such as elementary schools. Apart from that, the English Education study program can provide regular teaching training outside of course learning hours, for example by forming a study group consisting of several senior students or alumni of the English education study

program who have learning and teaching experience to share their experiences with pre-service teachers to gain insight and teaching experience before carrying out teaching practice.

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APPENDICES

Appendix 1

Thematizing Matrix

Constructs	Themes	Code
Teacher Readiness	Facilitate the development of students' life skills and careers	TR/FTD/001
	create a conducive learning environment	TR/CCLE/001
	facilitate the learning process	TR/FLP/001
	develop a learning implementation plan/lesson plan (RPP) in accordance with the school's vision and mission	TR/DLP/001
	develop higher order thinking skills	TR/DHOT/001
	develop and utilize teaching and learning resources	TR/DULT/001
	Improve ethical and moral value.	TR/IEMV/001
	Assess and evaluate student performance	TR/AESP/001
	Build a network with stakeholders	TR/BNS/001
Classroom Management	well-planned and interesting lessons	CM/WPIL/001
	develop positive relationships in the classroom	CM/DPRC/001
	motivate students to learn	CM/MSTL/001
	the rules of the classroom	CM/TRTC/001

positive discipline in the classroom

CM/PDIC/001

good communication skills of teachers and
students

CM/GCST/001

Appendix 2

Coding Matrix

Coding sample	Meaning
TR/FDLC/LEMON/001	TR: Teacher Readiness FDLC: Facilitate the development of students' life skills and careers LEMON: The data from respondent 001: Refers to line from the transcript interview
TR/FLP/LEMON/010	TR: Teacher Readiness FLP: Facilitate the learning process LEMON: The data from respondent 010: Refers to line from the transcript interview

Appendix 3

Transcriptional

Participant: Lemon

Time: 36 minutes 53 second

Date: 13 December 2023

Place: Library

I: Interviewer

P: Participant

sub	line	transcription	coding	codes
I	001	Assalamu'alaikum wr wb.		
P	002	Wa'alaikumussalam warahmatullahi wabarakatuh		
I	003	Sebelumnya Terima kasih atas waktunya langsung aja ke pertanyaannya ada beberapa pertanyaan yang harus dijawab yang pertama adalah Menurut anda apakah anda merasa siap untuk menjadi guru sebagai calon guru?		
P	004	Oke terima kasih ya Mbak Cipa sebelumnya sudah menjadikan saya partisipan dalam pertanyaan untuk survei data dari skripsi anda untuk menjawab pertanyaan nomor 1. Menurut saya untuk menjadi guru itu belum sepenuhnya siap secara pribadi. Kenapa karena		

		<p>saya merasa kaya Kalau saya menjadi guru untuk mengikuti zaman sekarang sebenarnya siap cuman untuk yang kayak memikirkan untuk membuat RPP lesson plan atau yang kayak buat media pembelajaran itu belum sepenuhnya siap sebenarnya jadi harusnya yang kaya Benar mungkin perlu terjun ke lapangan terjun ke sekolah lagi untuk lebih mempersiapkan diri secara mental dan fisik sih menurut saya.</p>		
I	005	<p>Nah selama praktikum mengajar ini, apakah anda selalu siap dalam menciptakan lingkungan belajar yang kondusif dan kalau memang iya bagaimana cara anda dalam menciptakannya?</p>		
P	006	<p>Oke jadi selama PPL kemarin yang di Man 3 Yogyakarta saya 2 bulan PPL di sana Jadi kalau untuk merasa siap nya itu siap gak siap itu harus menciptakan lingkungan belajar yang kondusif. Kenapa itu salah satu presure sama salah satu tuntutan dalam</p>		

		<p>lingkungan sekolah kita sebagai guru di sana Jadi yang kayak harus benar-benar membuat engage student-nya, membuat student-nya termotivasi dalam Mau belajar atau mendengar Materi apa yang kita bawa dan juga kayak membuat siswanya itu merasa wah ini salah satu inovasi terbaik atau inovasi yang terbaru bagi mereka untuk mendapatkan pelajaran pelajaran di zaman sekarang Apalagi saya melihat dari guru-guru mayoga itu pembelajarannya mungkin ada sedikit monoton. Jadi ketika kita datang ya bisa dibilang kita generasi z yang membawa inovasi pembelajaran itu menjadi lebih terbaru seperti adanya SugarCube, ada PPT yang berbentuk lebih menarik untuk dilihat itu tuh bisa menjadi apa ya saya selalu siap untuk menjadikan lingkungan belajar yang kondusif dan inovatif</p>	<p>Create a Conducive Learning Environment</p>	<p>TR/CCLE/LEMON/006</p>
I	007	<p>Oke.. nah itu kan di lingkungan PPL di lingkungan sekolah,</p>		

		tapi kan sebelum itu kan pernah mengajar praktik mengajar di kelas, nah saya itu melihat dan bagaimana cara anda mempersiapkan itu sepertinya well-prepared lah.		
P	008	Ya oke.. sebelumnya sebelum PPL juga saya pernah ngajar di beberapa sekolah di Jogja itu di sekolah x ini kemarin itu dapat kesempatan untuk menjadi tutor English gitu di salah satu kelas internasional mereka untuk menerapkan Cambridge kurikulum jadi untuk sebelumnya kan saya juga belum pernah yang ngajar langsung itu tuh yang baru pertama kali di Jogja nah saya tuh langsung melakukan riset dan bertanya-tanya kepada guru senior terlebih lagi jika mengambil semua apa yang sudah saya dapatkan di waktu di dalam kelas kuliah di kampus saya ambil semuanya saya terapkan saya implementasikan di dalam kelas jadi kalau masalah kesiapan Insya Allah mengambil dari pengalaman yang	Build a Network With Stakeholders	TR/BNS/LEMON/008

		udah pernah diambil saja		
I	009	Oke.. selanjutnya, Bagaimana cara anda dalam memfasilitasi proses pembelajaran selama anda mengajar?		
P	010	Oke.. cara saya dalam memfasilitasi proses pembelajaran itu terlebihnya itu dalam teknologi di zaman sekarang kan fasilitas itu apa-apa teknologi jadi mulai dari pembuatan PPT speaker audio untuk YouTube itu semua sih insya Allah bisa saya fasilitasi sebagai guru yang kayak ready dalam hal apapun karena fasilitas dari proses pembelajaran itu sangat mendukung banget gimana siswanya engage di dalam kelas tertarik atau tidak di dalam kelasnya terhadap fasilitas yang kita berikan	Facilitate the learning process	TR/FLP/LEMON/010
I	011	Oke..selanjutnya apakah anda merasa siap untuk mengembangkan dan memanfaatkan learning resources atau sumber daya belajar mengajar seperti teknologi yang seperti tadi anda sebutkan sebelumnya, Apakah		

		anda siap dan kenapa dan bagaimana cara anda untuk mengembangkan cara untuk mengembangkan learning resources tersebut?		
P	012	<p>oke.. Cara untuk mengembangkannya itu e.. balik ke ke dalam kelas lagi kalau di dalam kelasnya lagi kalau di dalam kelasnya itu student-nya itu itu high motivation mungkin lebih gampang ya untuk menggunakan teknologi karena kadang ada siswa yang Walaupun dia melek teknologi tapi untuk main game saja malas gitu karena student motivation itu nggak ada nah cara kita jadi guru itu harus merasa harus merasa siap dan harus merasa kayak aku bisa menggunakan fasilitas teknologi ini untuk mengembangkan dan memanfaatkan di dalam kelas itu gimana jadi yang kayak benar-benar harus e.. pokoknya sebelum melakukan apapun saya selalu riset membuat ice breaking itu salah satu yang saya dikembangkan di dalam kelas</p>	Well Planned and Interesting Lesson	TR/WPIL/LEMON/012

		menggunakan teknologi		
I	013	Berarti sebelum sebelum mengajar itu anda riset?		
P	014	Iya riset dulu bagaimana jika digunakan untuk kesekian kelas karena kan masing-masing level itu berbeda ya mbak jadi yang kayak misalnya kelas 12 itu tuh ice breaking nya berbeda junior high school berbeda untuk elementary class juga beda.		
I	015	Oke.. selanjutnya bagaimana cara anda dalam menilai dan mengevaluasi kinerja siswa anda dalam kelas		
P	016	Oke untuk menilai dan mengevaluasi kalau untuk menilai saya punya rubrik sendiri jadi misalnya kita buat di dalam kelas Project Based Learning Jadi kalau dalam Project Based Learning itu kan pasti ada target kedepannya membuat apa nah dari penilaian tersebut saya bisa mengambil nilai sikap teamwork nya kayak kerjasama dia di dalam kelompok gimana terus kreativitasnya gimana	Assess and Evaluate Student Performance	TR/AESP/LEMON/016

		<p>terus saya juga bisa melihat dari hal-hal yang kayak pendukung mereka ber critical thinking nya, nah itu bisa dimasukkan ke dalam cara menilai saya tapi yang pertama tuh biasanya akhlak sih mbak sebagaimana walaupun dia pintar tapi akhlaknya minus bagi saya itu berkurang berkurang banget tapi kalau untuk evaluasinya sendiri saya biasanya memberikan pertanyaan beberapa beberapa pertanyaan di dalam kelas sebelum Project selesai jadi kayak mungkin secara pandangan kaca mata mereka atau yang kayak bisa mengevaluasi bagaimana pendapat mereka tentang masalah yang kita buat gitu jadi evaluasinya itu lebih refleksi ke diri mereka sendiri.</p>	Assess and Evaluate Student Performance	TR/AESP/LEMON/016
I	017	Oh.. kalau feedback gimana?		
P	018	Kalau soal feedback itu biasanya saya lihat dari cara menilainya, kan tadi udah ada rubrik, nah dari rubrik itu mungkin yang tidak	Assess and Evaluate Student Performance	TR/AESP/LEMON/018

		<p>masuk ke dalam target bisa diberikan feedback bisa diberikan saran dan suggestion yang kayak lebih oh mungkin bisa di improve apa di bagian kreativitas atau bisa di improve di bagian teamworknya atau di critical thinking ya</p>		
I	019	<p>Selanjutnya selama praktik mengajar ini, apakah anda selalu merasa siap dalam menilai dan memberikan evaluasi serta memberikan feedback dari kinerja siswa di kelas, kenapa gitu?</p>		
	020	<p>Oke Kalau merasa siapnya itu Siap nggak siap harus siap karena kita sendiri sebagai guru harus punya pendirian yang kuat dan tegas dalam mengevaluasi dan menilai kinerja siswa karena kinerja siswa juga akan lebih bagus jika kita pengajarnya itu lebih intens dan lebih engage di kelas karena kadang kita udah semangat banget tapi ada yang siswa nggak terlalu semangat dalam kelas jadi itu bisa masuk ke dalam penilaian-penilaian kita untuk menilai</p>	<p>Improve Ethical and Moral Values</p>	<p>TR/IEMV/LEMON/020</p>

		selama siswa itu kinerja di gimana di dalam kelas.		
I	021	Berarti itu termasuk hal yang penting ya. Selanjutnya Bagaimana cara anda membuat e.. suatu pembelajaran dan aktivitas yang menarik untuk siswa anda di kelas?		
P	022	Iya itu termasuk hal yang penting. Oke kalau untuk yang menarik dan aktivitas yang menarik itu tergantung dengan materi apa yang saya bawa kemarin itu waktu masih di dalam kelas reflektif peer micro teaching saya di ajarin sama dosen saya itu untuk membawa materi prosedur teks itu di mana membuat cara makanan cara ini lah jadi kebetulan saya mengambil prosedur teks tentang membuat makanan atau menyajikan makanan, saya membuat dua materi eh satu materi itu dibagi menjadi dua yaitu prosedur dalam membuat mie ayam dan prosedur dalam membuat hamburger jadi western food sama Indonesian food dibagi dua, nah jadi	Well Planned and Interesting Lesson	CM/WPIL/LEMON/022

	<p>dalam dua hal itu saya buat kaya di dalam kertas karton terus saya print warna dan bisa dipegang secara fisik jadi menariknya yaitu di situ siswa ter-engage sama warna-warna yang sudah saya print bentuk warnanya tuh bentuk kaya selada terus bentuk tomat mereka merasa wah jarang ada yang guru mengeprint dan di tempel ke karton dalam bentuknya gitu jadi yang kayak langsung gitu loh jarang jadi yang kaya mereka engage dan semangat untuk maju ke depan, di situ saya menyuruh mereka untuk berdiri sesuai urutan hamburger nya apa saja mulai dari selada kah rotinya kah atau tomatnya atau gimana nah jadi disuruh pokoknya kita tuh harus yang kaya membuat apapun jadi menarik gitu jadi mulai dari media itu harus benar-benar penting banget dan segimana menariknya itu bakal membuat siswa yang akan menjadi semangat di dalam kelas nggak hanya mendengarkan PPT lalu mengerjakan soal</p>		
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I	023	Nah itu kan tadi yang diceritakan Itu kan untuk yang prosedur teks, nah bagaimana kalau untuk yang materi-materi yang lain apakah dipersiapkan seperti itu juga atau ada cara lainnya kaya oh aku mau yang lebih menarik nih dari yang sebelumnya.		
P	024	Bisa itu pernah kemarin pas PPL saya ngajar bawa news item, news item itu kan berarti akhirnya menjadi news anchor atau pembawa acara, di dalam kelas tersebut hanya dikasih waktu 5 minggu untuk membuat Project news anchor video untuk anak-anak siswanya. Nah jadi saya buat di pertemuan dua pertama itu pemberian struktur, definisi, linguistic features, sama kayak definisi apa sebenarnya news item itu, di minggu kedua baru saya ceritakan project apa yang akan dibuat di minggu ke-3 konsultasi, minggu ke-4 baru konsultasi lagi, minggu ke-5 baru presentasi video	Well Planned and Interesting Lesson	CM/WPIL/LEMON/024
			Well Planned and Interesting Lesson	CM/WPIL/LEMON/024

		<p>tersebut. Nah jadi sebenarnya inovasi inovasi itu dan hal-hal yang lain itu tergantung materi akan kita bahwa setiap materi itu bisa saja dijadikan menarik banget asal kita jadi guru yang uptodate guru yang tidak apa ya tidak mager untuk membuat hal-hal yang menarik dalam kelas karena kemarin saya ada buat sugarcube dimana mereka memberi setelah presentasi video mereka memberi compliment atau pujian kepada kelompok-kelompok lain yang mana di Indonesia jarang banget mendapat pujian kan nah ketika mereka mendapat pujian mereka merasa wah karya aku di hargain gitu jadi mereka menarik banget di dalam kelas.</p>		
I	025	<p>Oke biasa biasanya nih, biasanya tuh anda melakukan apa i mean like sebelum persiapan seperti apa yang anda lakukan sebelum mengajar untuk membuat suatu pembelajaran dan aktivitas yang menarik seperti tadi itu?</p>		

P	026	Oke.. sebelumnya tuh pastinya doing research, itu pasti riset pertama, saya melakukan apapun di alam kelas itu pasti riset dulu yang mana yang kaya kalau misalnya saya menggunakan inovasi dalam kelas ini bakal bekerja dengan baik atau tidak di kelas saya terlebih lagi Inovasi atau pembelajaran media pembelajaran yang saya bawa itu di kelas-kelas tertentu mungkin yang kelasnya high motivation, low motivation karena kadang di high motivation mereka merasa wah sudah pintar terus merasa nggak mau mendengarkan guru nah itu gimana caranya itu harus reset dulu kalau di low motivation riset juga gimana cara apa ya engage mereka di dalam kelas.	Well Planned and Interesting Lesson	CM/WPIL/LEMON/026
I	027	Kalau persiapan untuk medianya seperti apa?		
P	028	Kalau persiapan dari medianya itu sebenarnya dari niat sendiri ya Mbak karena dari media apapun tuh bisa saja dari Sticky Note itu bisa	Well Planned and Interesting Lesson	CM/WPIL/LEMON/028

		<p>jadi media kalau kayak karton karton kecil gitu dibagi-bagikan Itu juga bisa atau yang kayak bisa membuat game dari digital juga bisa atau menggunakan website tertentu untuk membuat mereka menarik untuk mendengar materi yang kita bawa.</p>		
I	029	<p>Oke.. bagaimana cara anda dalam membangun hubungan yang positif dengan siswa anda?</p>		
P	030	<p>Selalu tersenyum, itu di dalam kelas itu soal tersenyum harus membawa apa ya positive vibes gitu loh jadi walaupun kita punya masalah di luar tapi ketika berhadapan dengan siswa usahakan jangan membawa negatif dari luar itu kedalam karena mereka juga nggak apa ya bukan tanggung jawab mereka kan untuk yang itu jadi usahakan di dalam kelas untuk tersenyum memberikan energi yang positif dan selalu meng-apresiasi apa yang mereka buat walaupun hanya</p>	<p>Develop Positive Relationship in The Classroom</p> <p>Good Communication Skills of Teachers and Students</p>	<p>CM/DPRC/LEMON/030</p> <p>CM/GCST/LEMON/030</p>

		sekecil apa ya mbak saya ini nggak ngerti boleh dijelasin ulang nggak? Dijelasin ulang sampai mereka ngerti karena itu salah satu tugas dari kita sebagai guru.		
I	031	Oke nah selain energi yang positif seperti senyum tadi itu biasanya kan kalau siswa kan dia walaupun kita udah senyum kita udah happy kita udah kayak fun di dalam kelas tapi mereka tetap entah itu ngantuk entah itu malas belajar, nah bagaimana menanggapi siswa yang seperti itu?		
P	032	Oke sebelumnya kita kan sebagai guru punya hak dan kuasa di dalam kelas jadi kalau mereka walaupun kita udah berusaha keras untuk membuat mereka semangat untuk belajar tapi ternyata nggak ada yang kayak tetap tiduran tetap yang kayak nggak mau ngapa-ngapain itu tuh bisa di engage dengan kerja kelompok jadi diisi dengan kerja kelompok masukkan dia ke kelompok yang pintar biar yang pintar nanti meng engage dia, menyuruh dia		

		melakukan sesuatu gitu.		
I	033	Tapi ini untuk siswa yang seperti itu kan nggak jarang ya nah bagaimana sih anda itu untuk menghadapi siswa yang seperti itu?		
P	034	Sebenarnya untuk menghadapi siswa yang low moivation itu lumayan challenging ya banget banget karena gimana kita biasanya tuh ngomong aja nggak bakal didengar gitu kan mereka yang bakal yang kayak antusias sama dunia mereka sendiri nah biasanya itu akan di awal-awal saya akan menggunakan metode PDKT itu pendekatan mungkin kita tanya mas atau mbak nya anak muridnya itu tertarik di bidang apa terus tanya pendekatan yang kayak kamu belajarnya itu biasanya bagaimana metode yang menghafal kah atau yang jago bicara kadang ada anak yang yang malas itu karena dia jarang ditunjuk mbak karena jarang ditunjukkan dia nggak males lah nggak usah gitu padahal ketika di	Develop Positive Relationship in The Classroom	CM/DPRC/LEMON/034

	<p>kita di kita suruh dia untuk ngomong di depan mereka bisa gitu jadi kita sebagai guru tuh bukannya yang kaya nggak siap untuk menghadapi itu cuman lebih merasa tertantang supaya membuat murid tersebut merasa wah aku di kelas diperlukan jadi biasanya saya menggunakan bukan menggunakan bahasanya lebih apa ya melihat murid yang low motivation sebagai leader karena kadang mereka menjadi leader bisa gitu mereka bisa mengatur teman-teman yang ribut misalnya saya minta tolong kayak misalnya namanya siapa gitu Rangga, Rangga minta tolong ya kamu saya percaya, beri dia kepercayaan bonding itu kepercayaan ke mereka kalau kamu bisa mendiamkan atau menenangkan teman-teman yang ribut. Nah Ketika saya suruh dia alhamdulillah kelasnya nurut gitu atau misalnya di suruh ini buku belum dibagi tolong dong minta tolong dibagikan ke teman-temannya, ini dibangun building trust gitu.</p>	<p>Develop Positive Relationship in The Classroom</p>	<p>CM/DPRC/LEMON/034</p>
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I	035	Oke selanjutnya apakah anda memotivasi siswa anda untuk belajar kapan dan bagaimana?		
P	036	Oke untuk masalah motivasi itu biasanya yang kaya apa ya mba karena kadang materi yang kita bawa pun butuh beberapa minggu atau beberapa waktu untuk dapat mereka mengerti nah saya juga memposisikan diri saya sebagai diri mereka dimana nggak semua siswa itu satu hari hanya mendapat satu pelajaran tapi banyak pelajaran dan mungkin mereka di jam pelajaran pertama yang bakal semangat atau di jam terakhir dan bakal sudah ngantuk jadi cara memotivasinya itu lebih ke membuat nggak papa kalau belum paham banget terus lebih membuat mereka pakai kata-kata word affirmation gimana yang kayak Kalau belum ngerti boleh ditanya ulang kalau belum paham boleh di kulik-kulik lagi jangan sungkan untuk bertanya sama saya jadi motivasinya itu	Motivate Student to Learn	CM/MSTL/LEMON/036

		nggak nge push mereka kalau misalnya nggak dibuat nggak eh jangan jangan di push jadi yang kaya lebih diarahkan atau bahasa itu saya pernah mendengar namanya tuh scaffolding jadi diarahkan mereka sebenarnya tujuan mereka tuh kemana gitu belajarnya jadi diarahkan kenapa mbak sama mas belajar ini supaya tahu apa itu.		
I	037	Nah biasanya anda itu melakukan hal itu kapan pada saat apa entah setelah ice breaking kah atau sebelum kah atau saat pembelajaran?		
P	038	Itu biasanya berlangsung ketika saya melihat anak-anak murid itu udah agak mager untuk ah nggak ah mager banget ini jadi kita arahkan kaya kalian ini sebenarnya saya membawakan materi ini supaya kalian tahu kalau ini ini ini jadi kasih tahu mereka kalau implementasinya di real life itu bakal berguna jadi motivasinya tuh lebih oh ternyata iya ya digunakan ya gitu.	Motivate Student to Learn	CM/MSTL/LEMON/038

I	039	Jadi mereka sadar gitu kalau itu memang penting untuk mereka gitu ya. Selanjutnya bagaimana cara anda membangun lingkungan yang disiplin nih untuk siswa anda di dalam kelas?		
P	040	Oke untuk disiplin saya pasti di pertemuan pertama jika saya menjadi guru saya akan membuat learning contract jadi learning contract itu secara transparan juga apa yang bakal mereka dapat apa yang bakal mereka apa ya kayak learning contract misalnya kamu tidak datang di 3 kali dalam 14 kali pertemuan di saya nilai kamu akan segini dan ini tidak bisa ditolerir gitu misalnya nah karena tapi saya juga bakal mengasih dispensasi misalnya beberapa kali nggak datang dalam kelas saya tapi tidak lebih nah itu udah di learning contract itu udah di tandatangani lah dan disetujui sama apa yang sudah saya sampaikan ke mereka jadi disiplinnya itu mereka tahu kalau	Positive Discipline in The Classroom The Rules of The Classroom	CM/PDIC/LEMON/040 CM/TRTC/LEMON/040

		<p>misalnya saya enggak datang lebih dari tiga kali nilai saya bakal berkurang nah itu mereka sudah tahu dari awal jadi untuk melanggar itu pasti mereka mikir kayak oh iya ya kalau misalnya aku kurang eh lebih dari tiga kali nilai bakal berkurang gitu jadi terus kalau misalnya masuk ke dalam kelas disiplinnya itu lebih ke apa ya mungkin pakaian juga sopan santun etitudo bicara akhlak di dalam kelas waktu guru menyampaikan mendengarkan terus membantu temannya itu tuh bagus banget untuk mendisiplinkan mereka jadi di awal saya pasti membuat learning contract ke mereka secara transparan dan learning nilai mereka jadi nilai itu bakal tahu kenapa bisa dapat 80 karena rubrik sudah saya berikan.</p>		
I	041	<p>Tapi untuk membuat seperti tadi contohlah classroom rules gitu kan terus itu membuatnya anda sendiri yang membuat atau memang berkolaborasi dengan siswa?</p>		

P	042	<p>Kalau misalnya learning contract itu biasanya saya buat dulu sendiri nanti pas sudah disampaikan ada berapa poin yang bakal saya rembukan kepada siswa lagi kalian setuju nggak kalau saya membuat ini atau saya bilang atau mau dikurangi jatahnya jadi di dalam learning contract itu masih ada diskusi yang bisa tawar-menawar.</p>	Develop Positive Relationship in The Classroom	CM/DPRC/LEMON/042
I	043	Tapi itu berlaku hanya di dalam kelas saat masa pembelajaran?		
P	044	Pada saat awal pembelajaran saja dan selama saya masuk ke situ.		
I	045	Oke selanjutnya, apakah anda merasa memiliki kemampuan komunikasi yang baik dengan siswa Anda di kelas?		
P	046	<p>Kalau personally saya merasa kalau apa ya membangun hubungan yang kayak eh kalau kayak gitu tuh balik ke diri sendiri ya mbak karena kita tuh berbahasa juga kadang yang kalau sama murid pasti mencontohkan yang baik kasih mencontohkan yang</p>	Good Communication Skills of Teachers and Students	CM/GCST/LEMON/046

		<p>kayak kita tuh panutan mereka guru yang digugu dan ditiru gitu. Jadi kalau bisa berbahasa yang sopan kalau misalnya yang kayak menggunakan apa kabar kak sehat untuk yang kecewek atau yang ke cowok kayak apa kabar bang panggil mereka kayak merasa wah aku juga dianggap bukan hanya sebagai anak siswa murid tapi juga sebagai teman, teman cerita diskusi juga bisa.</p>		
I	047	<p>Nah gimana sih cara anda untuk melakukan komunikasi yang baik selain kaya menyapa kayak seperti tadi untuk dalam proses pembelajaran berlangsung itu?</p>		
P	048	<p>Oh oke jadi tuh biasanya mereka kan eh sering ya tanya-tanya ke depan bu ini nggak ngerti b aku ini boleh diulang nggak nah saya itu balesnya kayak yang mana yang nggak ngerti kak? Ih, kok belum ngerti sih gitu terus saya jelasin terus saya berikan mereka kayak kata-kata apa ya lebih ke pujian gitu misalnya mereka sudah ngerti kita tanya yang</p>	<p>Good Communication Skills of Teachers and Students</p>	<p>CM/GCST/LEMON/048</p>

		<p>kakak sudah ngerti atau belum yang mana yang belum sini ibu jelasin lagi jadi mereka tuh nggak merasa ah ntar aku nanya jadi yang kayak takut kita kan dulu saya jujur sebagai siswa untuk bertanya takut karena saya takut salah di awal jadi saya tidak menciptakan lingkungan yang under pressure di dalam kelas tapi malah yang lebih diskusi.</p>		
I	049	<p>Jadi membuat mereka supaya tidak takut untuk bertanya gitu ya, Kemudian, selama anda melakukan teaching practice nih di kampus maupun pada saat PPL yang di lapangan apakah anda menggunakan bahasa Inggris sepenuhnya di dalam kelas?</p>		
P	050	<p>Oke untuk fluent in English in the class itu sebenarnya tergantung sama muridnya Ketika saya apply full English in class most of them nggak not really understand karena it's not their first language kan jadi kaya yang lebih saya mix english-indo waktu saya berikan instruksi saya pakai bahasa Inggris tapi</p>	<p>Facilitate the learning process</p>	<p>TR/FLP/LEMON/050</p>

		<p>karena mereka saya lihat diem aja langsung saya translate ke Indonesia jadi mereka paham keduanya dan biasanya instruksi-instruksi small thing yang kayak may i have to go to the restroom? itu pakai bahasa Inggris atau misalnya telat sebelum buka pintu tuh harus yang kaya akan sorry miss i'm late, may i seat? Nah small instruction itu kalau bisa saya terapkan pakai bahasa Inggris agar lebih terlatih.</p>		
I	051	<p>Tapi kalau untuk asking question gitu nggak harus pakai Bahasa Inggris?</p>		
P	052	<p>Nggak harus pakai bisa bahasa Inggris tapi kalau bisa bahasa Inggris.</p>		
I	053	<p>Berarti sekali lagi tidak mengharuskan gitu ya? Oke eum setelah melakukan pembelajaran materi yang panjang nih di kuliah di kampus terus juga di PPL di lapangan dan juga ada pengalaman-pengalaman di luar yang untuk mengajar secara langsung menurut anda apakah anda ini merasa</p>		

		semakin siap atau malah menjadi kurang siap setelah melakukan banyak pengalaman tersebut untuk menjadi guru ya as a pre-service teacher.		
P	054	Oke personally setelah melakukan PPL atau beberapa kegiatan di luar sana yang terkait dengan mengajar dan mengajar lebih membuat saya tahu ternyata jadi guru itu tidak semudah yang kita bayangkan yang mana menjadi guru itu harus memiliki apa ya mengikuti zaman dimana anak-anak sekolah itu kan makin pintar digital jadi kita sebagai guru juga harus yang kayak mengikuti nah untuk kesiapan itu sudah siap-siap saja cuman untuk sepenuhnya siap saya masih memikirkan yang kayak bagaimana membuat lesson plan yang bakal inovasi bagi mereka jadi untuk kesiapan dalam kah saya sepenuhnya siap 100% Insya Allah tapi untuk yang membuat lesson plan nya media pembelajaran itu mungkin lebih kaya wah itu sebenarnya yang berat di point jadi guru gitu.		

I	055	Jadi setiap pertemuan harus ganti karena sampai harus ganti dan kita harus memikirkan kembali cara untuk itu engage student nya.		
P	056	Itu yang kaya challenging banget jadi kalau untuk siap 100% belum sepenuhnya untuk jadi guru tapi untuk mengajar insya Allah bisa.		
I	057	Tapi untuk membuat RPP dan segala macam atau itu kan biasanya kan dari riset terlebih dahulu ya kan nah setelah melakukan itu mungkin anda merasa lebih siap gitu ya?		
P	058	Iya karena kan saya juga yang kayak mikir kalau misal udah pernah diimplementasikan pasti bakal ada feedback-nya bisa saya masukkan ke lesson plan saya jadi inovasi terbaru.		
I	059	Biasanya setelah mengajar itu anda melakukan feedback kepada diri anda? bagaimana caranya?		

P	060	Iya caranya itu saya melakukan oh ternyata tadi di kelas muridnya menggunakan apa yang saya beri ketika apa yang saya implementasikan tidak begitu berjalan dengan baik maka untuk kedepannya saya nggak akan menggunakan itu lagi, mencari inovasi terbaru, bertanya kepada yang lebih expert bertanya kepada guru yang mungkin sudah senior gimana cara mereka meng engage student nya mungkin cara mereka juga yang kayak wah ternyata iya ya bisa ya gitu.	Build a Network With Stakeholders	TR/BNS/LEMON/060
I	061	Kalau untuk masalah waktu yang ada di kelas misalnya oh berarti saya cuma dikasih waktu 90 menit?		
P	062	Eum itu bakal saya buat di RPP, RPP itu kan ada mencantumkan waktu jadi mungkin di awal akan saya apa ya akan manajemen itu di awal 5 menit cuman perkenalan pembawaan materi yang ringan-ringan saja atau yang kaya pertanyaan pemantik untuk memulai	Positive Discipline in The Classroom	CM/PDIC/LEMON/068

		<p>pelajaran nah ter lebihnya yang selebihnya Itu akan saya lebih apa ya mbak hitung kalau misalnya di jam menit ke sekian saya membuat presentasi di jam berikutnya apa yang akan saya buat, jadi ada pos-pos waktunya jadi untuk 90 menit membawakan satu materi di pertemuan pertama menurut saya itu cukup.</p>		
I	063	<p>Tapi pernah nggak sih mbak kayak misalnya sudah di alokasikan waktu di RPP sekian sekian sekian seperti contoh misalnya untuk eum mengisi soal atau asesmen diberi waktu 60 menit tapi siswa ini tidak selesai nah itu apa yang anda lakukan?</p>		
P	064	<p>Saya tetap masuk ke dalam kedisiplinan yang tadi mbak jadi kalau sudah setuju di awal itu nggak bisa diubah kalau 60 menit 60 menit harus dikumpul tidak ada toleransi karena di awal sudah diberitahu 60 menit bakal waktunya untuk mengerjakan soal.</p>		
I	065	<p>Kalau misalnya yang menjelaskan soal</p>		

		<p>misalnya menjelaskan soal itu hitunglah 30 menit nah, tapi karena di fase question and answer kayak tanya jawab mereka banyak nih yang nanya otomatis itu kan akan melebihi waktu kita dalam menjelaskan kembali nah itu gimana itu kalau waktunya lebih kan nanti malah berkurang?</p>		
P	066	<p>Kalau misalnya dalam question and answer mereka belum mengerti atau belum paham biasanya hal itu akan saya apa ya kan saya kurangi karena apa karena kalau misalnya mereka bertanya dan belum paham kenapa kan semuanya sudah saya berikan pasti saya sebagai guru bukan yang tiba-tiba ngasih soal bukan yang tiba-tiba yang kita hari ini ada ulangan atau apa nggak saya bakal ngasih gambaran minggu depan kita ada latihan soalnya sekian dari bab sekian kalian pelajari minggu depan sudah langsung jadi tegas dari awal tidak akan ada banyak pertanyaan di tengah ujian itu membuat kedisiplinan siswa saya</p>		

		siap untuk menjadi ikut ujian.		
I	067	Oke kalau itu kan tadi kalau waktu nah sekarang gimana nih kalau misalnya oh maaf tadi kekurangan waktu ya kalau misalnya gimana kalau kelebihan waktu kayak misalnya contoh asesmen selama 60 menit tapi siswa lebih cepat mengerjakannya?		
P	068	Nah itu menurut saya lebih bagus meminta mereka untuk mengecek ulang, meminta mereka untuk memastikan itu jawabannya benar atau enggak , dan melihat apa ya kadang ada siswa yang cepat siap tapi jawabannya pendek-pendek yang kaya tidak terlalu panjang mungkin untuk apa ya untuk mencegah hal itu terjadi kita dibuat soalnya itu bisa membuat minimal 100 kata minimal 200 kata jadi itu kata-kata yang bisa membuat siswa nggak terlalu cepat menyelesaikan dan juga tidak hanya apa ya tidak hanya ah 1 baris bisa jawabannya nggak tapi kita berikan mereka waktu eh	Create a Conducive Learning Environment	TR/CCLE/LEMON/068

		berikan mereka limit untuk memberi jawaban 100 kata, 150 kata jadi mereka juga merasa challenge dan critical thinking itu digunakan gitu.		
I	069	Oke selama 90 menit ini. katakanlah anda itu selesai kurang dari 90 menit semuanya sudah selesai biasanya itu sebelum penutupan apakah anda menyiapkan materi sebelumnya yang diluar itu maksudnya kayak aku ini kalau misalnya waktunya memang masih lebih banyak kemudian aku bakalan kasih tahu lagi gitu?		
P	070	Kalau misalnya untuk ujian atau menyelesaikan latihan sudah selesai menurut saya tidak perlu menambahkan lagi karena saya tahu sendiri kalau mengerjakan soal itu kita sendiri ya untuk mengerjakan soal aja mumet jadi mungkin lebih yang kaya saya kasih istirahat dulu boleh minum atau makan dulu nggak perlu yang kayak mendapatkan materi lagi karena balik yang ke tadi saya secara transparan yaitu	Well Planned and Interesting Lesson	CM/WPIL/LEMON/070

		<p>ketika guru memberikan saya seperti buku panduan kemudian saya akan membuat RPP panduan tersebut yang tidak tanggung-tanggung ya yang akan membuat RPP secara rinci dan apa ya mbak kayak rpp-nya tuh tahu jam sekian akan mendapatkan ini, jam sekian akan mendapatkan ini makanya saya sebelum membuat RPP saya akan reset dulu di minggu pertama ini membawa materi ini bakal pas atau enggak jadi siswanya juga merasa nggak ter-under pressure dan ilmunya itu nyangkut di mereka.</p>		
I	071	<p>Jadi memang anda sudah mempersiapkan RPP dengan sebaik mungkin agar bisa sesuai dengan waktunya gitu kan tapi apakah anda pernah mengalami hal seperti itu seperti halnya tadi kelebihan waktu atau malah kekurangan waktu?</p>		
P	072	<p>Pernah, itu pernah banget saya waktu itu itu sebenarnya masih banyak dan saya yang kaya ah ini abis ini ngapain gitu kan nah</p>		

	<p>saya kebetulan karena di situ tuh teacher agency jadi kita sebagai guru kan kita punya apa ya atonmi di dalam kelas kuasa sendiri saya langsung membuat kegiatan yang kaya ice breaking tadi atau sugarcube dimana bisa menambahkan hal itu menjadi tambahan jadi sebenarnya alokasi untuk mengasih evaluasi di jam terakhir menjadi di jam tengah tapi evaluasi itu harus tetap di akhir karena kan di akhir pelajaran ya kalau evaluasi nah gimana untuk mengisi kekosongan waktu ini saya menggunakan ice breaking sugarcube untuk apa ya untuk mencegah hal yang evaluasi itu menjadi maju ke depan jadi kita sebagai guru tuh harus punya teacher agency harus punya pedagogi yang apa ya yang luas secara apa ya secara menjadi guru tuh yang kaya harus sigap oh kalau nggak bisa ini harus plan B kalau nggak bisa plan B plan C jadi yang kayak punya kesiapan punya rencana backup rencana apa ya kayak yang kita tuh nggak bisa oh ya udahlah</p>		
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		<p>nggak usah abis ini jam kosong saya nggak pernah mau menerapkan jam kosong kalau memang materi belum selesai jadi kalau bisa kelas itu akan dialokasikan secara tepat dan waktunya kalau tambahan waktu ada kasig kegiatan lain yang masih bersangkutan dalam materi kita.</p>		
I	073	<p>Nah untuk backup plan itu berarti anda setiap kali mengajar anda pasti selalu menyediakan backup plan?</p>		
P	074	<p>Kadang iya kadang nggak pernah di pertemuan PLP pertemuan terakhir Project itu saya yang sama sekali yang kayak seharusnya waktunya cukup tapi ternyata kelebihan nah disitu saya langsung tiba-tiba mendapatkan ide untuk membuat sugarcube yang compliment tadi jadi yang kayak anak-anaknya juga wah Iya ya belum pernah dapat compliment saya hanya memberikan sticky notes dan meminta mereka untuk memuji sama teman-temannya ntar di papan tulis ditempel tapi</p>		

		dalam saya gambar bentuk balon udara jadi di dalam balonnya itu akan ditempel sticky notes dan itu menjadi kaya hal tertarik bagi mereka dan itu menjadi tambahan waktu untuk mengisi kekosongan sebelum evaluasi.		
I	075	Menarik, tetapi selama pengalaman anda dalam mengajar ini kan anda sudah berpengalaman entah di PPL entah di luar tidak hanya di dalam kelas saja gitu ya, menurut anda eum hal yang memang anda merasa seperti saya tu siap banget nih jadi guru gitu itu di mana selain di ya saya mengajar siap gitu tapi di RPP nggak siap.		
P	076	Saya merasa di persiapan media nggak tahu kenapa saya kalau mempersiapkan media itu harus yang totalitas harus yang merasa kalau anak murid mendapatkan ini mereka bakal senang jadi membuat niat membuat media pembelajaran itu harus benar-bener yang kayak perfect nggak tahu ya saya merasa kalau misalnya saya memberi media pembelajaran yang		

		perfect saya merasa puas apa yang sudah saya kerjakan jadi kalau bisa ngeprint ngeprint nggak papa kalau bisa di gunting-gunting nggak papa saya suka dan saya personally suka yang kayak kreativitas gitu jadi hal itu bukan yang berarti memberatkan saya jadi malah seneng.		
I	077	Jadi malah seneng gitu kan karena bermain, Nah kalau untuk yang ketidaksiapan itu kan tadi masalah RPP dan modul atau segala macam itu nah bagaimana cara anda untuk bisa kayak aduh aku nih nggak siap tapi ya harus ku lakuin.		
P	078	Oke jadi sebenarnya kalau RPP tuh beratnya itu mbak yang alokasi waktu itu terus membuat inovasinya itu apa nah untuk melawan ketidaksiapan itu saya bertanya kayak gini expert, bertanya kepada dosen dosen bertanya kepada guru-guru senior jadi cerita pengalaman mereka itu bisa saya gunakan bisa saya ambil dengan izin mereka juga untuk saya	Build a Network With Stakeholders	TR/BNS/LEMON/078

		<p>tuangkan ke RPP tersebut jadi siap nggak siap emang harus siap dan apa ya kayak harus berani ngambil langkah juga dan jangan yang kayak aku nggak sih terus langsung menyerah kenapa nggak siap kenapa orang lain bisa kenapa aku nggak jadi yang kayak orang lain sama-sama makan nasi aku juga makan nasi kenapa aku buat RPP yang inovasinya lebih nggak bisa.</p>		
I	079	<p>Memotivasi diri sendiri gitu ya, menarik sekali sebenarnya udah banyak nih yang kita obrolin dari mulai pengalamannya aku juga so interested terima kasih atas cerita pengalamannya sepanjang ini dan membantu saya. Wassalamu'alaikum wr wb.</p>		
P	080	<p>Makasih juga ya mba, Wa'alaikumsalam wr wb.</p>		