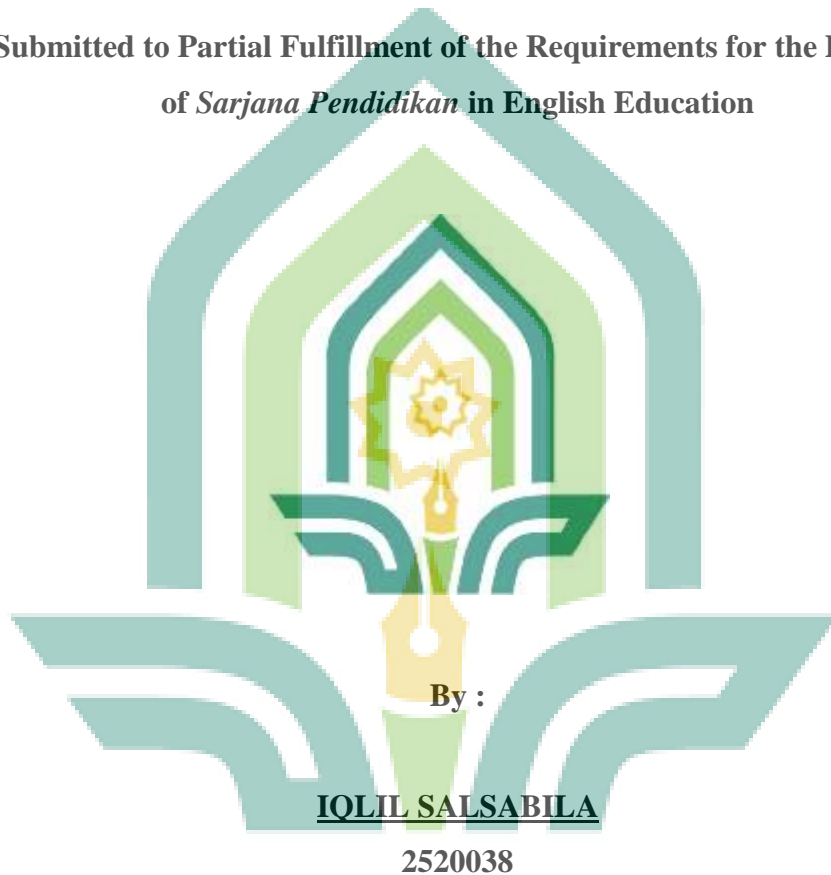


**PRE-SERVICE EFL TEACHERS' STRATEGIES
TO ENHANCE STUDENTS' ENGAGEMENT DURING
TEACHING PRACTICUM**

A THESIS

Submitted to Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



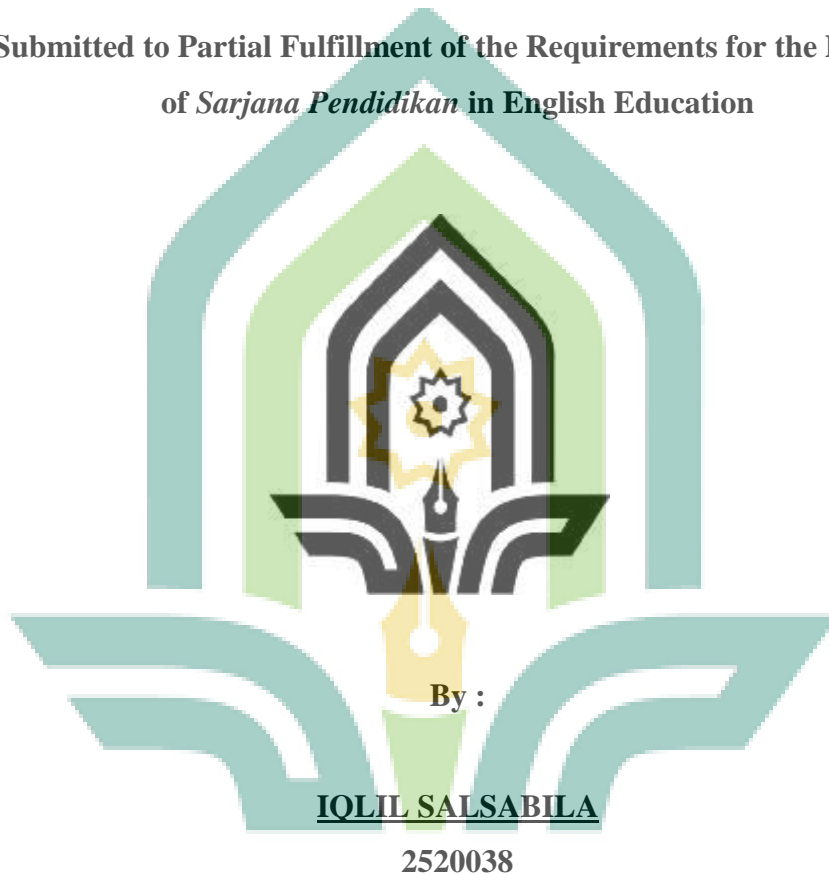
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2024**

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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c/q. Ketua Program Studi Tadris Bahasa Inggris

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Assalamu'alaikum Wr. Wb

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah Skripsi Saudari:

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TEACHING PRACTICUM

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 4 Juni 2024

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MOTTO

“Tuhanmu tiada meninggalkanmu dan tiada (pula) benci kepadamu.”

(QS. Ad Dhuha : 3)

“Allah menaruhmu di tempatmu yang sekarang bukan karena kebetulan, tapi Allah telah menentukan jalan terbaik untukmu, Allah sedang melatihmu untuk menjadi kuat dan hebat. Manusia yang hebat tidak dihasilkan melalui kemudahan kesenangan, dan kenyamanan. Tapi mereka dibentuk melalui kesukaran.”

(Ustadzah Halimah Alaydrus)

“It’s fine to celebrate success, but it is more important to heed the lessons of failure.”

(Bill Gates)

ABSTRAK

IQLIL SALSABILA, 2024. Pre-Service EFL Teacher's Strategies to Enhance Students' Engagement During Teaching Practicum.

Kurangnya keterlibatan siswa sangat mempengaruhi terlaksananya proses pembelajaran. Hal ini sangat penting karena mengacu pada bagaimana kemampuan guru PPL dalam mengelola kelas agar berjalan efektif dan melibatkan semua siswa. Penelitian ini bertujuan untuk mengeksplorasi strategi yang digunakan oleh guru PPL dalam meningkatkan keterlibatan siswa. Desain penelitian ini menggunakan studi kasus. Empat orang guru PPL dipilih sebagai partisipan dalam penelitian. Dalam mengumpulkan data, peneliti menggunakan teknik wawancara semi terstruktur dan observasi melalui rekaman video mengajar selama praktikum mengajar yang telah dilakukan oleh masing-masing partisipan. Kemudian data dianalisis menggunakan analisis tematik. Temuan menunjukkan terdapat enam strategi yang digunakan dalam meningkatkan keterlibatan siswa selama pembelajaran bahasa Inggris, diantaranya; mengukur keterlibatan siswa, menjalin komunikasi yang baik antara guru PPL dan siswa, menyeimbangkan struktur dan otonomi siswa melalui metode pembelajaran kooperatif, mempromosikan media digital sebagai inovasi dalam proses pembelajaran, memberikan pertanyaan evaluasi, dan meningkatkan keterlibatan siswa dengan kegiatan yang menarik. Penelitian ini menyimpulkan implikasi pedagogis tentang bagaimana guru PPL dapat menggunakan strategi untuk meningkatkan keterlibatan siswa dalam pembelajaran bahasa Inggris selama praktikum mengajar.

Kata kunci : Keterlibatan Siswa, Strategi, Guru PPL



ABSTRACT

IQLIL SALSABILA, 2024. Pre-Service EFL Teacher's Strategies to Enhance Students' Engagement During Teaching Practicum.

The lack of student engagement greatly influences the implementation of the learning process. This is very important because it refers to the pre-service teacher's ability to manage the class so that it runs effectively and involves all students. This study explores the strategies pre-service teachers use to increase student engagement. This research design uses a case study. Four pre-service teachers were selected as participants in the research. In collecting data, the researcher used semi-structured interview techniques and observations through video recordings of teaching carried out by each participant. Then, the data was analyzed using thematic analysis. The findings revealed that there were six strategies used to increase student engagement during teaching practicum, including measuring student engagement, establishing good communication between pre-service teachers and students, balancing structure and student autonomy through cooperative learning methods, promoting digital media as an innovation in the learning process, providing evaluation questions, and increasing the engagement of students with exciting activities. This study concludes with pedagogical implications for how pre-service teachers can use strategies to increase student engagement in English learning during teaching practicum.

Keywords: Student Engagement, Strategy, Pre-service Teachers





PREFACE

I want to express my gratitude to Allah SWT, who has bestowed His mercy and grace upon me so that I can complete this thesis. This thesis was written to fulfill one of the requirements for achieving a Bachelor of Education degree in the English Education Study Program at the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. I realize it would be tough to complete this thesis without help and guidance from various parties, from the lecture period to the preparation of this thesis. I want to express my thanks to:

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Finally, I hope Allah SWT will repay the kindness of all those who have helped. I hope this thesis will benefit the development of science.

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Iqlil Salsabila

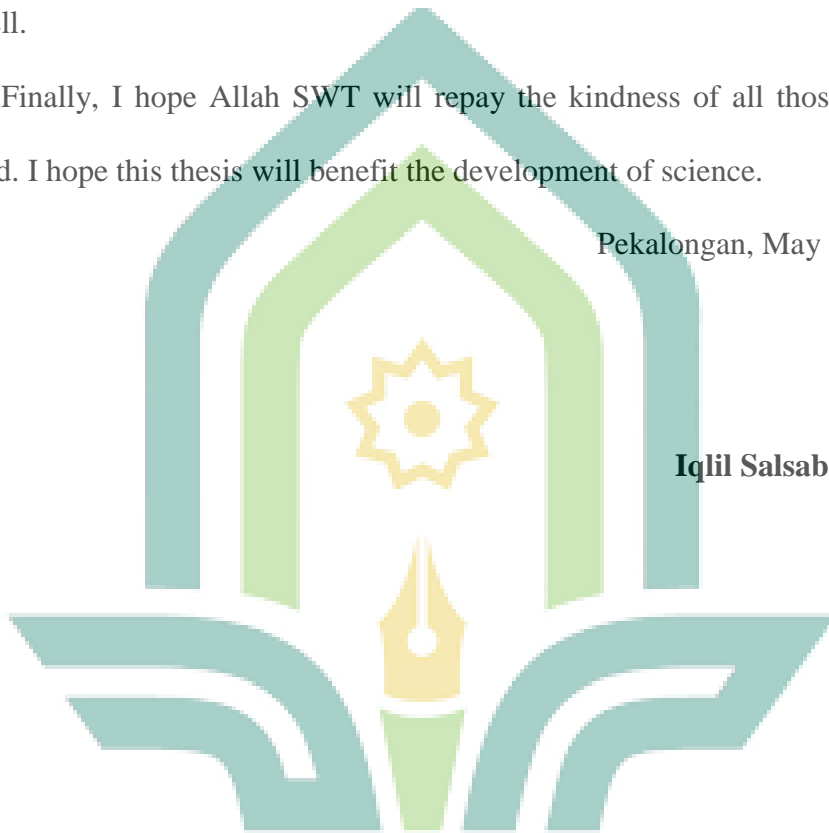


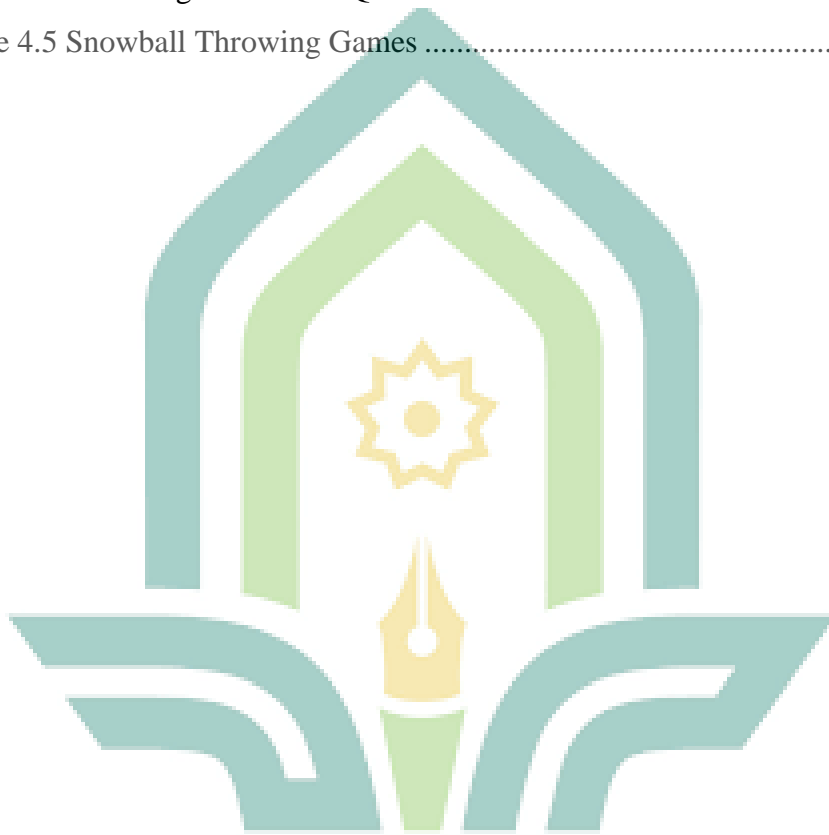
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CHAPTER I

INTRODUCTION

1.1 Background

Recently, student engagement has decreased quite significantly compared to previous years. This can be seen from the decline in school enrollment rates in Indonesia. If allowed to continue, it will become a big challenge in improving education quality. This is because education is a combination of process and product, so the quality of the process must be measured and paid attention to (Yang, 2011). The low success of the learning process in the classroom generally causes a low quality of education. Teachers must try various ways to create learning success, including encouraging student engagement during learning.

According to Bond and Bodenlier (2019), student engagement is generally influenced by contextual variations such as the learning environment and strategies implemented by teachers. Education is a learning process where students actively develop their potential to have the necessary skills (Kalamsi, 2017). This explains that students should participate actively in teaching and learning activities to become independent and face real life. However, education in Indonesia has not been able to realize its goals optimally. One of the obstacles is the lack of effective learning, which is caused by a lack of student engagement in the learning process. This can be seen from facts such as many students who do not attend lessons because they skip class, prefer to play online games, prefer to sleep because lessons are not engaging, do not do

the assignments given by the teacher, tend to be passive, and so on. Based on these things, teachers should pay more attention to the activities provided during teaching and learning.

In the teaching practicum program in the English education department, student engagement is the main thing that pre-service teachers pay attention to. Nemtchinova (2018) said that teaching practicum is a means for pre-service teachers to connect theory and practice with academic knowledge. The success of the educational program that pre-service teachers have obtained is demonstrated by the successful implementation of teaching practicum (Köksal & Genç, 2019). This is both a new thing and a challenge for pre-service teachers because most do not have direct experience teaching in the classroom.

Active participation between teachers and students is essential to achieving learning goals (Italiana, 2012). It can be interpreted that to achieve the expected learning goals, there must be engagement between teachers and students. Student activity in class can stimulate students' desire to develop their talents. Bell and Kahrhoff (2006) state that with active learning, students can build their understanding of knowledge and attitudes through activities during learning. Students are not only passive but also active and try to solve problems together with other students. Furthermore, based on my initiative interviews with supervisor teachers, pre-service teachers still experience obstacles when increasing student engagement due to lack of experience teaching students, lack of ability to manage students in class, lack of confidence in teaching, and not being able to make a connection between theory and practice while teaching

students. These obstacles mean that pre-service teachers cannot carry out learning that makes their students involved.

The role of pre-service teachers in increasing student engagement is not just about how students can be active in learning in the classroom. Gebhard (2009) said that pre-service teachers must understand how to create learning based on their observations regarding student characteristics, students' level of learning readiness, and how to encourage student engagement from various behavioral, emotional, and cognitive aspects of students at school (Reschly et al., 2012). Pre-service teachers are expected to pay more attention to the aspects of student engagement. Likewise, the implementation of learning activities still requires the development of effective strategies to increase student engagement. Therefore, strategic planning in handling classroom management is one of the skills that pre-service teachers must master.

Based on these problems, pre-service teachers struggle to develop strategies to enhance student engagement during classroom learning. Therefore, more in-depth research is needed to examine this problem. Thus, this research explores how pre-service teachers implement strategies to enhance student engagement during teaching practicum.

1.2 Formulation of the Problem

This research aims to answer the following question: “What strategies are used by pre-service EFL teachers to enhance student engagement during teaching practicum?”

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1.3.1 Student Engagement : An activity where students are involved in learning carried out in the school environment to provide quality learning outcomes (Krause & Coates, 2008).

1.3.2 Teaching Strategy : A series of learning plans that include structure, learning objectives, and planned tactics to implement strategies into real action (Stone & Morris, 2010).

1.3.3 Pre-service Teacher : Students accepted and appointed as school members must follow the guidance and direction provided by collaborating teachers (Gallchoir et al., 2019).

1.3.4 Teaching Practicum : A program that provides opportunities for intern teachers to apply the theory they have learned and practice directly in teaching students (Nemtchinova, 2018).

1.4 Aim of the Study

This study aims to describe pre-service EFL teachers' in implementing strategies to enhance student engagement during teaching practicum.

1.5 Significances of the Research

1.5.1 Theoretical Use: This research is expected to strengthen the theory of Aba and Freumeni (2019) regarding strategies to enhance student engagement in the teaching learning process.

1.5.2 Empirical Use: This research offers an empirical view of the strategies used by pre-service teachers to manage classrooms during teaching practicum.

1.5.3 Practical Use : This research can be useful for teachers, students, and future researchers. For teachers, this research will help teachers increase student engagement during the learning process by developing strategies used to handle classroom management. For students, this research can motivate students to be more active and increase their engagement during the learning process, especially in English subjects. Last, for future researchers, this research can provide ideas or illustrations for researching other topics related to student engagement.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The investigation of the strategies used by pre-service EFL teachers to increase student engagement during teaching practicum has shown that there are six strategies for increasing student engagement. The first strategy is measuring student engagement by checking to understand and asking questions about learning material. The second strategy is establishing good communication, where pre-service teachers try to establish direct communication with students through conversations, such as hobbies, favorite songs, etc. The third strategy is balancing structure and student autonomy through cooperative learning methods by applying the group and jigsaw methods. By implementing these strategies, students are closer to the pre-service teacher so that learning becomes more interactive.

The next strategy is promoting digital media as an innovation in the learning process through digital learning media, such as LCD projectors, to display PPTs and learning videos. The fifth strategy is providing evaluation questions when the pre-service teachers finish explaining the material or when closing the lesson. The final strategy is to increase student engagement through interesting activities. Pre-service teachers carry out fun learning activities related to English. This study concludes with pedagogical implications for how pre-service teachers can use strategies to increase student engagement in English learning during teaching practicum. These strategies positively impact

student engagement, such as attracting student curiosity and encouraging all students to be involved in learning.

5.2 Recommendations

5.2.1 Pre-service EFL teachers

These findings can be a reference for other pre-service teachers in their efforts to enhance student engagement during teaching practicum. This research also provides additional knowledge for pre-service teachers regarding ways to implement strategies to increase student engagement.

5.2.2 Faculty members

This finding suggests that managers of English education study programs provide more curriculum that equips pre-service teachers before they undertake teaching practicum, such as courses on managing learning in the classroom, classroom management, and developing teacher professional skills. Study program managers can also provide extensive training related to teaching abilities in the classroom.

5.2.3 Future researcher

This research is still limited to strategies for increasing student engagement. Therefore, it is recommended that future researchers explore broader and more diverse topics such as student participation, class interaction, class and time arrangements, and others

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APPENDIX 1

Interview Question (In Indonesian)

- 1) Bagaimana anda dapat mengetahui besar keterlibatan siswa selama proses pembelajaran?
- 2) Bagaimana Anda melakukan pendekatan dengan siswa untuk membuat siswa terlibat ketika proses pembelajaran?
- 3) Menurut anda, apakah pendekatan yang anda lakukan tersebut menjadikan anda lebih dekat dan lebih mudah memahami siswa anda?
- 4) Ketika menyusun RPP, bagaimana metode pembelajaran yang anda terapkan agar siswa termotivasi untuk terlibat dalam pembelajaran di kelas?
- 5) Bagaimana anda menggunakan media untuk menunjang proses pembelajaran?
- 6) Bagaimana cara anda melakukan evaluasi pembelajaran untuk siswa-siswa anda?
- 7) Menurut anda, bagaimana anda melibatkan siswa dengan aktivitas luar untuk membuat siswa lebih aktif ketika proses pembelajaran?



APPENDIX 2

Transcription of the interview (Indonesian Version)

Pre-service Teacher 1 Interview:

Interviewer	Assalamu'alaikum Wr. Wb, apa kabar?
Pre-service Teacher 1	Waalaikumsalam Wr. Wb, alhamdulillah baik sekali.
Interviewer	Mohon maaf bu sudah mengganggu waktunya. Perkenalkan saya Iqlil Salsabila mahasiswa semester 8 jurusan tadrif bahasa inggris. Disini saya ingin mewawancarai anda sebagai narasumber dalam skripsi saya yang berjudul " <i>Pre-service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum</i> ". Apakah anda berkenan untuk saya wawancarai?
Pre-service Teacher 1	Ya. Sangat berkenan.
Interviewer	Baik, terimakasih banyak. Sebelumnya, apakah praktikum mengajar ini merupakan pengalaman pertama anda dalam mengajar siswa?
Pre-service Teacher 1	Praktikum mengajar ini bukan pengalaman yang pertama, namun pengalaman yang kesekian kali. Karena sebelumnya saya pernah ikut <i>Volunteer TBIG Goes to School</i> yang dimana saya harus mengajar siswa di salah satu MI di kota Pekalongan. Saya juga mengajar bimbel di rumah.
Interviewer	Baik. Dalam skripsi saya ini kan berkaitan dengan strategi untuk meningkatkan keterlibatan siswa selama praktik mengajar. Bagaimana anda dapat mengetahui besar keterlibatan siswa selama proses pembelajaran?
Pre-service Teacher 1	Sebenarnya untuk mengetahui seberapa besar keterlibatan siswa ketika proses pembelajaran yaitu dengan <i>checking responding</i> seperti cek pemahaman, terus setiap habis njelasin kita kasih pertanyaan-pertanyaan yang mancing mereka untuk jawab. Jadi kalau mereka bisa njawab berarti mereka aktif terlibat dalam pembelajaran.
Interviewer	Apakah dengan cara itu siswa jadi lebih aktif ketika anda memberi pertanyaan siswa jadi aktif menjawab atau malah ada yang tidak mau menjawab?
Pre-service Teacher 1	Sebenarnya cara itu bisa efektif bisa tidak untuk membuat siswa lebih aktif, karena yang bakal menjawab pertanyaan adalah yang bener-bener memperhatikan, yang kurang memperhatikan pasti akan langsung diam.
Interviewer	Iya betul sekali ya... Selanjutnya, bagaimana cara Anda melakukan pendekatan dengan siswa untuk membuat siswa

	terlibat ketika proses pembelajaran?
Pre-service Teacher 1	Pendekatannya dengan menghubungkan kepribadian secara emosional dulu, kaya kita berusaha SKSD dulu kaya nanyanya diluar pembelajaran lah, kita dekati dulu nanya diluar konteks pembelajaran. Kita bikin diri kita ngrasa fun sama siswanya. Nanti ketika siswanya merasa nyaman sama kita, mereka bakal nyaman buat terlibat.
Interviewer	Dengan pendekatan yang anda lakukan tersebut apakah dengan cara tersebut menjadikan anda lebih dekat dan lebih memahami siswa anda?
Pre-service Teacher 1	Iya. Menurut saya dengan pendekatan yang saya lakukan bisa menjadikan saya lebih dekat dengan siswa, dan siswa jadi tidak sungkan kalo sama saya.
Interviewer	Jadi lebih <i>enjoy</i> ya selama pelajaran.
Pre-service Teacher 1	Iya benar sekali.
Interviewer	Ketika praktikum mengajar kan kita juga menyusun RPP selama pembelajaran. Biasanya dalam menyusun RPP tersebut, bagaimana metode yang anda terapkan supaya siswa lebih termotivasi untuk terlibat dalam pembelajaran?
Pre-service Teacher 1	Untuk metodenya disesuaikan sama materinya. Kebetulan materi yang saya dapat kemarin lebih condong metode ceramah. Jadi saya pakai metode ceramah yang menurut saya metode ini kurang efektif untuk membuat siswa terlibat.
Interviewer	Baik, selanjutnya bagaimana anda menggunakan media pembelajaran untuk menunjang proses pembelajaran?
Pre-service Teacher 1	Kalau media itu pasti setiap pembelajaran kita membutuhkan media. Kebetulan dalam menyusun RPP saya sudah mencantumkan media yang digunakan, tapi pas eksekusinya ternyata fasilitasnya tidak ada. Jadi dikelas ada proyektor, tapi tidak bisa digunakan.
Interviewer	Akhirnya medianya tidak jadi diterapkan ya karena keterbatasan fasilitas.
Pre-service Teacher 1	Iya tidak jadi.
Interviewer	Selanjutnya, dalam pembelajaran dikelas, bagaimana cara anda melakukan evaluasi pembelajaran untuk siswa-siswa anda?
Pre-service Teacher 1	Sebenarnya pertanyaan evaluasi itu digunakan untuk mengukur atau dijadikan tolak ukur pemahaman siswanya itu. Jadi ketika kita habis menjelaskan materi kita beri pertanyaan-pertanyaan atau ketika kita mau menutup kelas, kita kasih pertanyaan lagi untuk mengetahui mereka

	sebenarnya udah paham belum sih, untuk mengevaluasi selama pembelajaran mereka benar-benar paham belum sama pelajarannya. Jadi perlu banget untuk mengevaluasi.
Interviewer	Dari pemberian pertanyaan tersebut, bagaiman respon dari siswanya?
Pre-service Teacher 1	Responnya masing-masing, kaya tadi kalo mereka benar-benar memperhatikan ya mereka bakal gampang buat jawab, tapi kalo mereka kurang meperhatikan jadinya mereka pas ditanya cuma diem gitu.
Interviewer	Apakah setelah itu anda memberikan kesempatan kepada siswa anda untuk merespon, jadi ada semacam <i>feedback</i> antara guru dan siswanya?
Pre-service Teacher 1	Iya pasti. Jadi setiap saya memberikan pertanyaan kepada siswa, saya memberikan kesempatan kepada siswa untuk bertanya, apa yang kurang dipahami. Hal yang saya tangkap itu, kaya misal kita tanya secara umum mereka malu kan, jadi saya kadang nyamperin ke meja meja siswa dan jawabannya pasti tidak. Tapi ketika kita kasih <i>quiz</i> pasti mereka bingung.
Interviewer	Baik, untuk yang terakhir. Apakah ada aktivitas-aktivitas lain diluar pembelajaran untuk membuat siswa lebih aktif dalam pembelajaran?
Pre-service Teacher 1	Ada, yaitu dengan membuat games. Jadi gamesnya seputar pembelajaran. Saya arahkan siswa biar ikut <i>game</i> -nya sehingga mereka bakal lebih aktif dalam pembelajaran. Selain lebih aktif mereka jadi lebih paham dengan pembelajaran. Jadi memodifikasikan materi yang dibakut dengan <i>game</i> , nanti mereka bakal lebih aktif dalam pembelajaran.
Interviewer	Baik, saya kira sudah cukup untuk wawancara kali ini, terimakasih banyak atas kesempatannya karena sudah menjadi narasumber dalam penelitian saya kali ini.
Pre-service Teacher 1	Dengan senang hati.

Pre-service Teacher 2 Interview

Interviewer	Assalamu'alaikum, selamat pagi.
Pre-service Teacher 2	Waalaikumsalam, selamat pagi.
Interviewer	Sebelumnya mohon maaf mengganggu waktunya. Perkenalkan saya Iqlil Salsabila mahasiswa semester 8 jurusan tadris bahasa inggris. Disini saya ingin mewawancarai anda sebagai narasumber dalam skripsi saya yang berjudul " <i>Pre Service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum</i> ". Apakah anda berkenan untuk saya wawancarai?
Pre-service Teacher 2	Berkenan.
Interviewer	Kalau boleh tau, apakah praktikum mengajar ini merupakan pengalaman pertama anda dalam mengajar siswa?
Pre-service Teacher 2	Kalo untuk mengajar secara tertata tersusun dan resmi, ini memang baru pertama kali. Kalo mengajar non formal seperti bimbel itu sudah pernah.
Interviewer	Baik. Dalam skripsi saya ini kan berkaitan dengan strategi untuk meningkatkan keterlibatan siswa selama PPL. Bagaimana anda dapat mengetahui besar keterlibatan siswa selama proses pembelajaran?
Pre-service Teacher 2	Salah satunya dengan memberikan pertanyaan-pertanyaan seperti pertanyaan pemantik ya. Mungkin ketika kita menjelaskan materi untuyk mengetahui apakah siswa itu memhami atau dapat mengikuti pembelajaran yang kita lakukan, kita bisa berikan pertanyaan pemantik untuk mengetahui seberapa besar siswa paham dan mengikuti pembelajaran kita. Kemudian untuk mengetahui keterlibatan siswa, menurut saya pembelajaran tidak bisa <i>teacher centries</i> ya jadi harus <i>student centries</i> , jadi apa yang kita ajarkan kita fokuskan kepada siswa. Tidak hanya kita menjelaskan saja tanpa melibatkan siswa. Jadi menurut saya model pembelajarannya harus <i>student centries</i> jadi siswa terlibat besar dalam pembelajaran.
Interviewer	Selanjutnya bagaimana anda melakukan pendekatan denagn siswa untuk membuat siswa lebih terlibat ketika proses pembelajaran.
Pre-service Teacher 2	Karena kita sebagai guru tamu ya atau <i>guest teacher</i> tentunya sebelumnya sudah ada guru bahasa inggris disitu. Yang saya lakukan pada saat itu memulai dari perkenalan, karena kalau first impression siswa kepada kita sudah bagus, nantinya siswa akan senang dan mengikuti pembelajaran dengan baik. Di awal pertemuan pertama saya melakukan perkenalan satu persatu dan mengaitkan dengan bahasa inggris. Artinya ketika

	kita melakukan perkenalan bukan hanya sekedar perkenalan saja, perkenalan itu adalah awal, dan ketika first impression siswa terhadap kita bagus, harusnya kedepannya tidak menjadi masalah.
Interviewer	Apakah dengan pendekatan yang anda lakukan tersebut bisa menjadikan anda lebih dekat dan lebih memahami siswa-siswa anda?
Pre-service Teacher 2	Kalau lebih dekat saya rasa iya, tapi untuk memahami siswa belum ya, karena proses PPL itu terlalu singkat. Saya sendiri mendapat jatah masuk ke kelas hanya 2 minggu, kalo memahami siswa dengan waktu yang singkat, mungkin teman-teman PPL juga merasakan, saya rasa belum bisa untuk memahami siswa secara mendalam.
Interviewer	Terus dalam menyusun RPP, tentunya kita sudah menyusun rencana ya. Bagaimana metode yang anda terapkan dalam proses pembelajaran untuk membuat siswa lebih terlibat?
Pre-service Teacher 2	Harusnya metode pembelajaran entah saat membuat RPP atau realnya harusnya sudah tidak <i>teacher centries</i> . <i>Teacher centries</i> juga bisa menjadi baik tetapi tergantung apa yang akan kita sampaikan. Menurut saya kalo yang kita sampaikan cocok dengan <i>student centries</i> maka kita gunakan <i>student centries</i> kalo materi yang akan kita ajarkan cocok dengan <i>teacher centries</i> maka kita gunakan <i>teacher centries</i> . Jadi tergantung siswanya seperti apa, materi, media nya seperti apa, baru kita bisa menentukan metode yang akan digunakan.
Interviewer	Disamping metode pembelajaran, bagaimana anda menggunakan media pembelajaran untuk menunjang proses pembelajaran?
Pre-service Teacher 2	Untuk pertanyaan ini, disetiap pertemuan kebetulan saya mendapat untuk menjelaskan teks naratif, disitu saya menggunakan media dengan mencetak sebuah komik. Dan isinya seperti naratif itu apa, contoh dari narative seperti apa. Jadi itu media yang saya gunakan setelah minggu pertama saya menggunakan media seperti PPT dan lain-lain untuk mengenalkan pengertian dan lain-lain kemudian saya juga menayangkan video melalui youtube. Kemudian di minggu kedua contohnya menggunakan komik.
Interviewer	Dari media-media tersebut, menurut anda mengapa menggunakan media itu penting dalam pembelajaran?
Pre-service Teacher 2	Penting, karena media itu sebagai sarana menyampaikan materi ya. Kalau tidak ada jembatannya antara materi yang akan kita sampaikan kepada siswa maka akan susah misal kita mau menyampaikan materi narative tapi kita tidak punya media seperti PPT dan media contoh komik, dll. Maka cara penyampaiannya saya rasa akan menjadi sulit. Tapi kalau kita punya medianya akan lebih mudah bagi guru untuk

	menjelaskan di kelas.
Interviewer	Bagaimana anda melakukan evaluasi pembelajaran untuk siswa-siswa anda?
Pre-service Teacher 2	Tentunya setiap guru ingin <i>feedback</i> dari siswa-siswa. Nah salah satunya dengan cara kita mengevaluasi bagaimana pemahaman siswa terhadap materi yang kita berikan. Ini memberi manfaat ke siswanya, kita bisa mengetahui seberapa paham siswanya, mungkin juga sebagai evaluasi gurunya apakah metode yang digunakan sudah tepat dengan kemampuan pemahaman siswa yang berbeda-beda tentunya. Jadi bisa digunakan untuk evaluasi siswa dan juga evaluasi untuk gurunya.
Interviewer	Apakah dengan memeberikan pertanyaan-pertanyaan tersebut siswa jadi lebih aktif atau malah takut karena menghindari?
Pre-service Teacher 2	Menurut saya itu tergantung bagaimana kita memberikan pertanyaan saja sih, tentunya kita tahu siswa kita. Untuk meminimalisir hal yang tidak kita inginkan, kita harus tau cara bagaimna cara kita memberi pertanyaan, atau memanggil nama siswa dan memberi pertanyaan seperti itu.
Interviewer	Selanjutnya, bagaimana anda melibatkan siswa dengan aktivitas luar untuk membuat siswa lebih aktif ketika proses pembelajaran?
Pre-service Teacher 2	Seperti tadi si, paling Cuma dengan metode yang digunakan tidak <i>teacher centries</i> akan membuat siswa lebih aktif, dan kita tidak bisa memprediksi apa yang terjadi dikelas. Mungkin ada siswa yang bosan dengan materi yang kita bawakan. Nah ketika kita menemui siswa-siswa seperti itu mungkin kita harus dapat mengatasinya. Misal contohnya kita sedang menjelaskan di depan dan ada siswa yang tidak memperhatikan, kita bisa sapa dia dan tanya dia supaya dia kembali fokus mengikuti pembelajaran yang kita sampaikan.
Interviewer	Baiklah, saya rasa semua pertanyaan sudah terjawab dan terimakasih banyak karena sudah berkenan menjadi narasumber dalam penelitian saya kali ini.
Pre-service Teacher 2	Baik sama sama.

Pre-service Teacher 3 interview:

Interviewer	Assalamu'alaikum Wr. Wb, apa kabar?
Pre-service Teacher 3	Waalaikumsalam Wr. Wb. Alhamdulillah baik sekali.
Interviewer	Mohon maaf mengganggu waktunya. Perkenalkan saya Iqlil Salsabila mahasiswa semester 8 jurusan tadaris bahasa inggris. Disini saya ingin mewawancarai anda sebagai narasumber dalam skripsi saya yang berjudul " <i>Pre-service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum</i> ". Apakah anda berkenan untuk saya wawancarai?
Pre-service Teacher 3	Ya. Sangat berkenan.
Interviewer	Baik, terimakasih banyak. Sebelumnya, apakah praktikum mengajar ini merupakan pengalaman pertama anda dalam mengajar siswa?
Pre-service Teacher 3	Bukan pengalaman pertama karena sebelum PPL aku sudah pernah ngajar di SD dan di SMP/MTs. Di SD itu sekitar 2 tahun dan MTs paling sekitar setengah tahun
Interviewer	Bagaimana anda dapat mengetahui seberapa besar keterlibatan siswa selama proses pembelajaran?
Pre-service Teacher 3	Untuk tahu seberapa besar mereka terlibat dalam proses pembelajaran, ya okelah aku tetep mengikuti arahan dari guru pamong, aku ngajar seperti biasa memakai metode yang sekiranya enak jadi nanti aku bisa melihat mereka tuh yang tertarik seberapa dan yang tidak seberapa. Jadi aku bisa memikirkan next meeting bakal gimana gitu.
Interviewer	Berarti cara yang anda lakukan untuk tahu seberapa besar itu mengikuti arahan dari guru pamong atau bagaimana?
Pre-service Teacher 3	Bukan, jadi guru pamongku ga yang harus pake ini, tapi aku yang harus kreatif juga untuk memakai metode yang kita rasa cocok untuk tahu seberapa besar siswa itu terlibat.
Interviewer	Baik, selanjutnya bagaimana anda menerapkan pendekatan untuk membuat siswanya lebih terlibat selama pembelajaran?

Pre-service Teacher 3	Sebenarnya kalo secara umum gaada. Jadi kalo aku masuknya ke kelas yang biasa-biasa aja ya pendekatannya juga biasa-biasa aja. Tapi aku pernah masuk ke kelas yang isinya dari kelaurga broken home. Jadi pas aku masuk kelas mereka itu nangis. Ada yang izin ga ikut pelajaran, ada yang bolos-bolos ke kantin. Jadi aku berusaha menjadi bestienya mereka. Berusaha mendekati tapi ga yang serius, supaya mereka aku itu ga cuman sekedar gurunya mereka tapi aku juga bisa jadi teman mereka. Akhirnya mereka juga percaya sama aku dan terbuka untuk cerita ke aku. Jadi dari pendekatan tersebut, mereka merasa lebih deket sama aku, kadang juga beberapa anak dengan keinginannya sendiri mau belajar ke ruang PPL gitu.
Interviewer	Apakah dengan pendekatan tersebut menjadikan anda lebih dekat dengan siswa?
Pre-service Teacher 3	Ya, sangat dekat. Karena aku mendekati dan tidak menempatkan diri hanya sebagai guru saja jadi mereka merasa dekat dengan kita. Kalo kita mau nurunin sedikit saja senioritas kita, mereka akan lebih terbuka dan anggep kita ada. Otomatis waktu kita ngajar mereka bakal lebih dengerin apa yang kita samapaikan. Karena kita sudah kenal dan menjalin koneksi yang bagus gitu.
Interviewer	Baik, dalam menyusun RPP, bagaimana metode yang anda terapkan untuk membuat siswa lebih terlibat dalam proses pembelajaran?
Pre-service Teacher 3	Metodenya lebih ke <i>game</i> atau metode yang lebih ke praktek. Jadi karena mereka SMK mereka itu jarang banget nulis, dan lebih ke penerapan ke kehidupannya mereka. Jadi kaya kemarin narrative text, kita kaitkan dengan sekolahnya mereka atau ke kehidupan mereka sehari-hari. Jadi kita dituntut sama guru pamongnya untuk menyelipkan bahasa inggris di kehidupan sehari-harinya mereka gitu.
Interviewer	Disamping menggunakan metode tersebut, bagaimana anda menggunakan media pembelajaran untuk menunjang proses pembelajaran?
Pre-service Teacher 3	Bisa dibilang karena kita di SMK swasta favorit jadi untuk fasilitasnya sangat komplit. Selama mengajar disana, aku hampir gapernah mengeluarkan alat apapun. Misal mau ngajar pake PPT, mereka punya banyak proyektor dan lain-lain. Jadi benar-benar lengkap, kita mau pake apapun seperti camera SLR, tripot, sound, proyektor itu ada semua. Karena kita juga kurmer, kita tidak boleh pake teks terus dan kita dituntut untuk pake teknologi semaksimal mungkin.
Interviewer	Jadi dari media-media tersebut, media apa yang membuat siswa anda lebih tertarik mengikuti pembelajaran?

Pre-service Teacher 3	Menurutku seperti biasanya, media proyektor kadang untuk menayangkan video atau games. Karena supaya mereka juga bisa melihat secara bersama-sama. Karena aku juga fokus speaking dan listening, mereka yang lebih suka berbicara aku suruh bikin teks dan di translate mereka bisa. Mereka yang suka nyanyi aku suruh nyanyi bahasa inggris. Jadi kita selipin bahasa inggris ke dalam apa yang mereka sukai seperti itu.
Interviewer	Oh begitu, jadi enak ya. Untuk pertanyaan selanjutnya, dalam pembelajaran di kelas, bagaimana cara anda melakukan evaluasi pembelajaran untuk siswa-siswa anda?
Pre-service Teacher 3	Karena biar kita tahu mereka sudah sampai mana, kadang sekelas tidak sama dan kapasitas mereka tidak sama. Ada yang di dalam kelas mereka itu seperti dibully, nah disitu aku kaya bilang bahwa semuanya bisa, kita bisa semua. Evaluasi yang aku lakukan bentuknya seperti aku kasi pertanyaan, kalo misal mereka ada yang belum bisa jawab, maka aku tanyain dia secara personal, kenapa dia belum bisa jawab. Karena kita tanya secara personal, maka mereka lebih pd untuk ngungkapin <i>difficulties</i> -nya dalam apa akhirnya aku kasi semisal kata kunci atau apa seperti itu. Baru nanti ganti ke siswa yang lain. Dan pertanyaan ini buat evaluasi dari semua yang sudah dipelajari.
Interviewer	Berarti dengan adanya pertanyaan seperti itu, jadi ada <i>feedback</i> yang baik antara siswa dengan guru?
Pre-service Teacher 3	Bener banget, sangat bagus dan dari semua kelas itu yang paling lumayan mungkin kelasku, karena memang siswa-siswanya nurut dan mudah diajar.
Interviewer	Oke untuk pertanyaan terakhir, bagaimana anda melibatkan siswa dengan aktivitas luar untuk membuat siswa lebih aktif selama pembelajaran?
Pre-service Teacher 3	Saya memberi aktivitas seperti bernyanyi bersama tapi lagunya dalam bahasa inggris. Saya memberi aktivitas itu karena saya memiliki 4 jam pelajaran yang sangat panjang. Aktivitas tersebut bisa melatih bagaimana pelafalan bahasa inggris siswa dan sebisa mungkin membiasakan siswa untuk sering berbicara dalam bahasa inggris walaupun sedikit.
Interviewer	Baik sangat panjang sekali ya wawancara kali ini. Saya rasa cukup untuk wawancara kali ini. Terimakasih banyak atas kesempatannya sudah berkenan menjadi narasumber dalam penelitian saya.
Pre-service Teacher 3	Sama sama, dengan senang hati bisa membantu penelitian skripsi ini.

Pre-service Teacher 4 Interview

Interviewer	Assalamualaikum Wr. Wb
Pre-service Teacher 4	Waalaikumsalam Wr. Wb
Interviewer	Perkenalkan saya Iqlil Salsabila mahasiswa semester 8 jurusan tadaris bahasa inggris. Disini saya ingin mewawancarai anda sebagai narasumber dalam skripsi saya yang berjudul " <i>Pre-service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum</i> ". Apakah anda berkenan untuk saya wawancarai?
Pre-service Teacher 4	Ya. Sangat berkenan
Interviewer	Baik, terimakasih. Kita langsung saja ya. Apakah praktikum mengajar ini merupakan pengalaman pertama anda dalam mengajar siswa?
Pre-service Teacher 4	Tidak. Sebelumnya saya sudah pernah mengajar di SD selama satu bulan.
Interviewer	Selanjutnya dalam skripsi saya ini kan berkaitan dengan strategi untuk meningkatkan keterlibatan siswa selama PPL. Bagaimana anda dapat mengetahui besar keterlibatan siswa selama proses pembelajaran?
Pre-service Teacher 4	Kalau dari saya, saya melihat dari unjuk kerja sih, misal dalam menyampaikan materi kan saya selingi dengan sebuah pertanyaan semisal bagaimana materinya paham tidak? Kalau dari situ saya melihat jawaban dari siswa saya menurut mereka bagaimana pembelajaran hari ini, serta dari hasil diskusi kelompok saya juga melihat dari bagaimana mereka diskusi. Tentunya saya juga melakykan komunikasi secara langsung untuk mengetahui seberapa besar pemahaman siswa tersebut.
Interviewer	Selain dari yang sudah anda sebutkan, ada cara lain yang anda gunakan untuk mengetahui seberapa besar siswanya itu terlibat ketika pembelajaran?
Pre-service Teacher 4	Dalam diskusi kan pastinya ada presentasi ya, nah dalam presentasi itu saya memberikan pertanyaan kepada setiap kelompok. Misal dalam kelompok ada 5 anak maka saya memberikan 5 pertanyaan untuk setiap kelompok tersebut dan setiap anak juga harus menjawabnya seperti itu.
Interviewer	Lalu, kalau ada yang tidak bisa menjawab maka apa yang anda lakukan?
Pre-service Teacher 4	Ya saya anggap dia belum paham dengan materi yang sudah mereka diskusikan. Jadi mungkin untuk selebihnya saya akan memberikan materi lebih lanjut tentang materi yang di diskusikan oleh kelompok tersebut.

Interviewer	Baik, selanjutnya bagaimana anda menerapkan pendekatan dengan siswa untuk membuat siswanya lebih terlibat selama pembelajaran?
Pre-service Teacher 4	Kalau dari saya sih komunikasi dua arah ya. Saya suka bercanda dengan siswa saya selama pembelajaran berlangsung maupun diluar pembelajaran. Disitu juga saya nilai kalau oh anak ini ternyata aktif juga ya seperti itu, dan misal ada yang diajak komunikasi tapi dia Cuma diem, mungkin saya lebih membutuhkan pendekatan khusus seperti mendekati mereka dengan duduk disamping kursi mereka. Selain itu saya juga menyeleksi siswa yang sering berpendapat dikelas maupun tidak, seperti itu.
Interviewer	Dengan pendekatan yang anda lakukan tersebut apakah bisa menjadikan anda lebih dekat dengan siswa dan lebih memahami siswa-siswa?
Pre-service Teacher 4	Ya, tentu saja dari pendekatan tersebut saya lebih dekat dan lebih paham bagaimana karakter siswa tersebut.
Interviewer	Selanjutnya dalam menyusun RPP, bagaimana metode pembelajaran yang anda gunakan untuk membuat siswa lebih terlibat selama pembelajaran di kelas?
Pre-service Teacher 4	Kalau untuk metode pembelajaran, saya sering menerapkan metode jigsaw. Disitu siswa disuruh untuk berdiskusi sebuah materi, lalu setelah berdiskusi misal satu kelompok terdiri dari 5 orang, maka 2 orang sebagai penjelas materi dan 3 orang lainnya menyebar untuk mendengarkan materi dari kelompok lain. Nah selain itu mereka juga punya tanggung jawab masing-masing. Yang bertugas mendengarkan mereka punya tugas untuk menjelaskan kembali apa yang telah mereka peroleh kepada teman satu kelompoknya, seperti itu. Dengan metode seperti itu siswa jadi lebih aktif karena mereka punya tugasnya masing-masing. Disamping itu juga ada metode lain yaitu games menggunakan proyektor. Selama saya menggunakan metode itu alhamdulillah murid-murid saya menjadi sangat aktif sekali dan saya sangat senang. Jadi mereka sangat antusias dalam menanggapi games tersebut.
Interviewer	<i>Games</i> seperti apa yang anda terapkan yang bisa membuat siswanya lebih antusias?
Pre-service Teacher 4	<i>Games</i> -nya itu seperti kita memberikan teka teki. Kita suruh siswa menemukan <i>vocabulary-vocabulary</i> di dalam sebuah huruf acak. Disitu saya memberikan <i>vocabulary</i> sesuai dengan materi yang saya ajarkan. Misal saya mengajar teks prosedur maka saya memberikan <i>vocabulary</i> sesuai isi teks prosedur dan saya memberikannya sesuai jumlah anggota kelas saya. Jadi semua ikut terlibat mencari dan

	menemukannya.
Interviewer	Kedengarannya sangat menarik sekali ya. Bagaimana anda menggunakan media untuk menunjang proses pembelajaran?
Pre-service Teacher 4	Kalau media, saya sering menggunakan media teknologi dalam pembelajaran saya. Seperti laptop, dan LCD proyektor karena masih relevan di dunia digital saat ini. Biasanya saya menampilkan video presentasi, video pembelajaran dari YouTube, dan permainan interaktif untuk memberikan pengalaman belajar yang lebih menyenangkan bagi siswa. Media ini juga dapat diakses kapan saja, baik di rumah maupun di sekolah.
Interviewer	Untuk pertanyaan selanjutnya, bagaimana cara anda melakukan evaluasi untuk siswa selama pembelajaran?
Pre-service Teacher 4	Menurut saya, dememberikan pertanyaan evaluasi untuk mengukur pemahaman siswa apakah mereka paham atau tidak dan sebagai feedback dari materi yang telah diajarkan. Misalnya dari pengayaan, quiz seperti itu.
Interviewer	Dari pertanyaan yang diberikan tersebut apakah terdapat feedback yang baik antara guru dengan siswanya?
Pre-service Teacher 4	Selama saya mengajar selalu mendapat feedback yang baik, entah itu pertanyaan yang mengecek pemahaman mereka selalu menjawab paham. Lalu jika saya memeberikan pertanyaan terkait materi yang sudah saya ajarkan, mereka bisa menjawab dengan benar seperti itu.
Interviewer	Baik, untuk selanjutnya bagaimana anda melibatkan siswa dengan aktivitas luaruntuk membuat siswa lebih aktif saat pembelajaran?
Pre-service Teacher 4	Aktivitas nya saya sering menampilkan film kepada mereka, seperti film bahasa inggris atau film <i>ice breaking</i> seperti itu dalam bahasa inggris. Tentunya mereka menjadi senang dan lebih aktif selama pembelajaran. Apalagi menggunakan teknologi. Pada pembelajaran yang sering saya lakukan dengan menggunakan teknologi mereka akan lebih senang selama pembelajaran. Hal-hal yang menyangkut games dan film itu membuat mereka lebih semnagat dalam mengikuti pembelajaran.
Interviewer	Baiklah, saya kira cukup untuk wawancara kai ini. Terimakasih sudah berkenan menjadi narasumber dalam penelitian saya kali ini.
Pre-service Teacher 4	Sama-sama. Senang juga bisa membantu anda dalam penelitian kali ini.

Transcription of the Interview (English Version)

Pre-service Teacher 1 Interview

Interviewer	Assalamu'alaikum Wr. Wow, how are you?
Pre-service Teacher 1	Waalaiikum salam Wr. Wb, Alhamdulillah baik sekali.
Interviewer	Sorry, ma'am, for interrupting your time. Let me introduce myself: Iqlil Salsabila, an 8th-semester student majoring in English. I want to interview you as a resource person for my thesis entitled "Pre-service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum." Would you like me to interview you?
Pre-service Teacher 1	Yes. Very pleased.
Interviewer	OK, thank you very much. Previously, was this teaching practicum your first experience teaching students?
Pre-service Teacher 1	This teaching practicum is not my first experience but my umpteenth. I have been there before. Volunteer TBIG Goes to School, where I had to teach students at one of the MIs in Pekalongan City. I also teach tutoring at home.
Interviewer	Good. My thesis is related to strategies to increase student involvement during teaching practice. How can you determine the level of student involvement during the learning process?
Pre-service Teacher 1	Actually, to find out how much involvement students have in the learning process, we check their responses, like checking understanding. Then, after every explanation, we ask questions that encourage them to answer. So, if they can answer, it means they are actively involved in learning.
Interviewer	Is that how students become more active when you ask questions, so they actively answer, or do some of them not want to answer?
Pre-service Teacher 1	This method may or may not be effective in making students more active because those who will answer questions are those who are paying attention; those who are not will immediately become silent.
Interviewer	Yes, that is right... Next, how do you approach students to get them involved in the learning process?
Pre-service Teacher 1	The approach is to connect the personality emotionally first, like we try to SKSD first, like asking questions outside of learning, we first approach asking questions outside the context of learning. We make ourselves feel like we have fun with our students. Later, when students feel comfortable with

	us, they will be comfortable being involved.
Interviewer	With your approach, does this make you closer and understand your students better?
Pre-service Teacher 1	Yes. My approach can bring me closer to the students, and they will not feel embarrassed when they are with me.
Interviewer	So more enjoy yes during lessons.
Pre-service Teacher 1	Yes, exactly.
Interviewer	When teaching practicum, we also prepare lesson plans during learning. Usually, when preparing a lesson plan, what methods do you apply so that students are more motivated to be involved in learning?
Pre-service Teacher 1	The method is adjusted to the material. Coincidentally, yesterday's material was more inclined towards the lecture method, so I used that method, which, in my opinion, is less effective in getting students involved.
Interviewer	OK, how do you use learning media to support the learning process?
Pre-service Teacher 1	If it is media, then every lesson we learn needs media. Incidentally, in preparing the RPP, I included the media used, but when executing it, it turned out that the facilities were not there. So there is a projector in the classroom, but it cannot be used.
Interviewer	In the end, the media was not implemented due to limited facilities.
Pre-service Teacher 1	Yes, that is not the case.
Interviewer	Next, in classroom learning, how do you evaluate learning for your students?
Pre-service Teacher 1	Evaluation questions are used to measure or benchmark students' understanding. So when we have finished explaining the material, we ask questions, or when we want to close the class, we ask more questions to find out whether they understand or not, to evaluate during the lesson whether they understand the lesson or not. So, it needs to be evaluated.
Interviewer	From asking these questions, what was the response from the students?
Pre-service Teacher 1	Like before, their respective responses would be easy for them to answer if they were paying attention, but if they were not, they would keep quiet when asked.

Interviewer	Do you give your students a chance to respond after that so there is some feedback between teachers and students?
Pre-service Teacher 1	Yes, for sure. So, whenever I ask students a question, I allow them to ask what they do not understand. What I've noticed is that, for example, if we ask questions in general, they're shy, right? So, I sometimes approach students' desks, and the answer is no. But when we have quizzes, they must be confused.
Interviewer	OK, for the last one. Are there other activities outside of learning that can make students more active in learning?
Pre-service Teacher 1	Yes, namely by making games. So, the games are about learning. I directed the students to come along with games so that they would be more active in learning. Apart from being more active, they became more aware of learning. So, modify the material provided with the game, and later, they will be more active in learning.
Interviewer	OK, that is enough for this interview; thank you for the opportunity to be a resource in my research this time.
Pre-service Teacher 1	With pleasure.

Pre-service Teacher 2 Interview

Interviewer	Assalamualaikum good morning.
Pre-service Teacher 2	Walaikumsalam, good morning.
Interviewer	First of all, I apologize for interrupting your time. Let me introduce myself: Iqlil Salsabila, an 8th-semester student majoring in English. I want to interview you as a resource person for my thesis entitled "Pre-Service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum." Would you like me to interview you?
Pre-service Teacher 2	Pleased.
Interviewer	If I may know, is this teaching practicum your first experience in teaching students?
Pre-service Teacher 2	This is the first time I have taught in an organized and formal manner. I have also done non-formal teaching, like tutoring.
Interviewer	Good. My thesis is related to strategies to increase student involvement during PPL. How can you determine the level of student involvement during the learning process?

Pre-service Teacher 2	One way is by asking questions like trigger questions. Maybe when we explain the material to find out whether students understand or can follow our learning, we can ask trigger questions to determine how much students understand and follow our learning. Then, to find out student involvement, in my opinion, learning cannot be done. Teacher centries, yes, so you have to student centries, so what we teach, we focus on students. We don't just explain without involving students. So, in my opinion, the learning model must be student-centered so students are highly involved in learning.
Interviewer	Next, how do you approach students to make them more involved in the learning process?
Pre-service Teacher 2	Because we are guest teachers, yes guest teachers, of course, there had been an English teacher there before. At that time, I started with an introduction because if the student's first impression of us were good, then the students would be happy and follow the lesson well. At the beginning of the first meeting, I made introductions individually and related them in English. This means that when we make an introduction, it is not just an introduction; the introduction is the beginning, and when the students' first impression of us is good, it should not be a problem in the future.
Interviewer	Can the approach you take make you closer and understand your students better?
Pre-service Teacher 2	If it is closer, I think yes, but I cannot yet understand the students because the PPL process is too short. I was allocated only two weeks to go to class. If I understand the students in such a short time, maybe my PPL friends also feel that I do not think I can understand the students in depth.
Interviewer	We have already prepared a plan to continue preparing the RPP. What methods do you apply to get students more involved in the learning process?
Pre-service Teacher 2	The learning method should be either when making lesson plans or not, in reality, teacher centers. Teacher centries can also be good, but it depends on what we will convey. In my opinion, we say suitable student centers, so we use student centers. If the material we will teach is suitable for teacher centers, then we use teacher centers. So, depending on what the students are like, the material, and the media, we can determine the method to use.
Interviewer	Apart from learning methods, how do you use learning media to support the learning process?

Pre-service Teacher 2	For this question, at every chance meeting, I had to explain a narrative text. There, I used the media by printing a comic. The contents were like what narrative is and examples of what kind of narrative. So that's the media I use. After the first week, I used media such as PPT and others to introduce understanding and so on. Then, I also showed videos via YouTube. Then, in the second week, I used comics, for example.
Interviewer	Of these media, why do you think using media is essential in learning?
Pre-service Teacher 2	It's important because the media is a means of conveying material. If there is no bridge between the material that we are going to convey to students, it will be difficult. For example, if we want to convey narrative material but don't have media such as PPT and comic example media, etc., I think the way to convey it will be difficult. But if we have the media, it will be easier for teachers to explain in class.
Interviewer	How do you evaluate learning for your students?
Pre-service Teacher 2	Of course, every teacher wants to get feedback from students. One way is to evaluate how students understand the material we provide. This benefits the students; we can find out how much the students understand, perhaps also as an evaluation for the teacher on whether the method used is appropriate for the students' different understanding abilities. So, it can be used for student evaluations and evaluations for teachers.
Interviewer	Do students become more active by asking these questions, or are they afraid because they avoid them?
Pre-service Teacher 2	I think it depends on how we ask questions. Of course, we know our students. To minimize things we don't want, we have to know how to ask questions or call students' names and ask questions like that.
Interviewer	Next, how do you involve students with outside activities to make students more active during the learning process?
Pre-service Teacher 2	Like before, at least not with the method used, teacher centres will make students more active, and we cannot predict what will happen in class. Maybe some students are bored with the material we present. So, when we encounter students like that, we may be able to deal with them. For example, if we are explaining in front of and there is a student who is not paying attention, we can greet him and ask him questions so that he can focus again on following the lesson we are conveying.
Interviewer	OK, I think all the questions have been answered. Thank you very much for agreeing to be a resource in my research this time.
Pre-service Teacher 2	You are welcome.

Pre-service Teacher 3

Interviewer	Assalamu'alaikum Wr. Wow, how are you?
Pre-service Teacher 3	Waalaikumsalam Wr. Wb. Alhamdulillah very good.
Interviewer	Sorry to disturb your time. Let me introduce myself: Iqlil Salsabila, an 8th-semester student majoring in English. I want to interview you as a resource person for my thesis entitled "Pre-service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum." Would you like me to interview you?
Pre-service Teacher 3	Yes. Very pleased.
Interviewer	OK, thank you very much. Previously, was this teaching practicum your first experience teaching students?
Pre-service Teacher 3	This is not my first experience because I had taught at elementary school and SMP/MTs before PPL. It is about two years in elementary school, and MTs, at most, are about half a year.
Interviewer	How can you find out how engaged students are during the learning process?
Pre-service Teacher 3	I will continue to follow the tutor's instructions to find out how much they are involved in the learning process. I teach as usual using a method that feels good, so later, I can see which ones are interested and who are not. Then, I can think about what the next meeting will be like.
Interviewer	Does that mean how you do it to find out how much you are following the tutor's instructions or what?
Pre-service Teacher 3	No, my tutor does not have to use this, but I also have to be creative in using methods that we feel are suitable to determine how much the students are involved.
Interviewer	OK, how do you apply an approach to make students more involved during learning?
Pre-service Teacher 3	Actually, in general, there is not any. So, the approach will also be ordinary if I go to an ordinary class. However, I once went to a class where people came from broken home families. So when I entered class, they were crying. Some are not allowed to attend lessons; some skip to the canteen. So I try to be their best friend. They are trying to be close but not severe so that I am not just their teacher, but I can also be their friend. Finally, they also believed in me and were open to telling me. So, from this approach, they feel closer to me; sometimes, some

	children, with their desires, want to study in the PPL room.
Interviewer	Does this approach make you closer to students?
Pre-service Teacher 3	Yes, very close. Because I approach and do not position myself as just a teacher, they feel close to us. If we want to lower our seniority, they will be more open and accept that we exist. Automatically, when we teach, they will listen more to what we have to say because we already know each other and have a good connection.
Interviewer	OK, what methods do you apply to prepare lesson plans to make students more involved in the learning process?
Pre-service Teacher 3	The method is more like a game or a more practical method. Because they are in vocational school, they rarely write and are more interested in applying it to their lives. Like yesterday's narrative text, we relate it to their school or their daily lives. So, our tutors require us to incorporate English into our daily lives.
Interviewer	Apart from using these methods, how do you use learning media to support the learning process?
Pre-service Teacher 3	You could say that because we are at a favorite private vocational school, the facilities are very complete. While teaching there, I rarely took out any tools. For example, if you want to teach using PPT, they have many projectors. So it is complete; we want to use an SLR camera, tripod, sound, or projector; it is all there. Because we are also former, we are not allowed to use text all the time, and we are required to use technology as much as possible.
Interviewer	So, from these media, what media makes your students more interested in learning?
Pre-service Teacher 3	In my opinion, projectors are sometimes used to show videos or games, as usual, so they can also see together. Because I also focus on speaking and listening, I tell those who prefer speaking to make texts, and they can translate them. For those who like to sing, I tell them to sing in English. So we insert English into what they like like that.
Interviewer	Oh, I see. So it's delicious, huh? For the next question, in classroom learning, how do you evaluate learning for your students?
Pre-service Teacher 3	Because so we know where they have reached, sometimes they are not in the same class, and their capacities are not the same. There are those in their class who feel like they are being

	bullied, so I was saying that everything is possible; we can all do it. The evaluation that I carry out asks me a question; if, for example, they cannot answer something, then I ask them personally why they cannot answer it yet. Because we asked personally, they were more willing to reveal its difficulties. Ultimately, I give it something like keywords or something like that. Then, I changed to another student later. This question is used to evaluate everything that has been learned.
Interviewer	This means that if there is a question like that, there is feedback and a good relationship between students and teachers.
Pre-service Teacher 3	It is really, really good. Of all the classes, the best is probably mine because the students are obedient and easy to teach.
Interviewer	OK, for the last question, how do you involve students with outside activities to make them more active during learning?
Pre-service Teacher 3	I provide activities such as singing together, but the songs are in English. I did that activity because I had 4 hours of very long lessons. This activity can train students' English pronunciation and, as much as possible, get students used to speaking English often, even if a little.

Pre-service Teacher 4 Interview

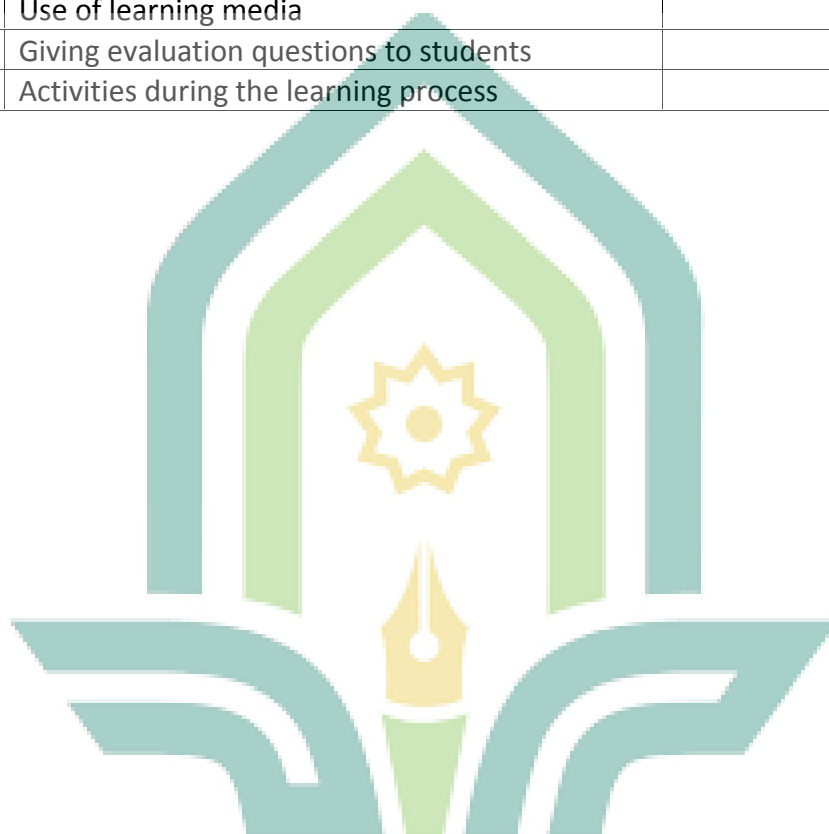
Interviewer	Assalamualaikum Wr. Wb
Pre-service Teacher 4	Waalaikumsalam Wr. Wb
Interviewer	Let me introduce myself: Iqlil Salsabila, an 8th-semester student majoring in English. I want to interview you as a resource person for my thesis entitled "Pre-service EFL Teachers Strategies to Enhance Students Engagement During Teaching Practicum." Would you like me to interview you?
Pre-service Teacher 4	Yes. Very pleased
Interviewer	Okay, thank you. Let us get straight to it, OK? Is this teaching practicum your first experience teaching students?
Pre-service Teacher 4	No. Previously, I taught in elementary school for one month.
Interviewer	Next in my thesis is a chapter on strategies to increase student involvement during PPL. How can you determine the level of student involvement during the learning process?
Pre-service Teacher 4	I look at the performance; for example, when delivering the material, I interpret it with a question, such as how do you understand it? From there, I see the answers from my students,

	according to how they learned today, and from the group discussion results, I also see how they discussed. Of course, I also communicate directly to find out how much the student understands.
Interviewer	Apart from what you have mentioned, are there other ways that you use to determine the students' engagement in learning?
Pre-service Teacher 4	Of course, there is a presentation during the discussion, so I ask questions to each group. For example, if there are five children in a group, I ask five questions to each group, and each child must also answer them.
Interviewer	Then, if someone cannot answer, then what do you do?
Pre-service Teacher 4	Yes, I assume he does not understand the material they have discussed. So, maybe I will provide further material about the material discussed by the group for the rest.
Interviewer	OK, how do you apply an approach with students to make students more involved during learning?
Pre-service Teacher 4	From my point of view, communication is two-way, yes. I like to joke with my students during and outside of learning. There, I also assess that, oh, this child turns out to be active too, yes, like that. For example, if someone is communicating with me but stays silent, maybe I need a more memorable approach, such as approaching them by sitting next to their chair. Apart from that, I also select students who often express opinions in class or not.
Interviewer	With this approach, can you get closer to your students and understand them better?
Pre-service Teacher 4	Yes, of course, this approach has made me closer and helped me understand more about the student's character.
Interviewer	Next, when preparing the lesson plan, what learning methods do you use to get students more involved in class?
Pre-service Teacher 4	As for learning methods, I often apply the jigsaw method. There, students are asked to discuss the material. Then, after discussing, for example, one group consists of 5 people, two people explain the material, and the other three people spread out to listen to material from other groups. Apart from that, they also have their responsibilities. Those in charge of listening must explain what they have learned to their group mates. With this method, students become more active because they have their tasks. Besides that, there is also another method, namely games using a projector. While using this method, thank God my students became active, and I was

	thrilled. So they were very enthusiastic about participating in these games.
Interviewer	<i>Games:</i> What do you implement that can make students more enthusiastic?
Pre-service Teacher 4	<i>Games-</i> It is like we are giving a puzzle. We ask students to find <i>vocabulary vocabulary</i> in a random letter. There, I provide vocabulary according to the material I teach. For example, if I teach a procedure text, I will give it <i>vocabulary</i> according to the contents of the procedure text, and I will give it according to the number of members of my class. So everyone is involved in looking for and finding it.
Interviewer	Sounds very interesting, yes. How do you use media to support the learning process?
Pre-service Teacher 4	Regarding media, I often use technological media, such as laptops and LCD projectors, in my learning because they are still relevant in today's digital world. Usually, I show presentation videos, learning videos from YouTube, and interactive games to provide a more enjoyable learning experience for students. This media can also be accessed at any time, both at home and at school.
Interviewer	For the next question, how do you evaluate students during learning?
Pre-service Teacher 4	In my opinion, giving evaluation questions measures students' understanding, whether they understand or not, and as feedback on the material that has been taught. For example, from enrichment, quizzes like that.
Interviewer	From the questions given, is there good feedback between the teacher and the students?
Pre-service Teacher 4	As long as I teach, I always get good feedback. Whether it is questions to check to understand, they always answer, and I understand. Then, if I ask questions related to the material I have taught, they can answer correctly.
Interviewer	OK, how do you involve students in outside activities to make them more active during learning?

APPENDIX 3**Observation Guidelines**

No.	Observation Aspect	Result
1.	Benchmarks for student engagement during the learning process	
2.	Student Approach	
3.	Application of learning methods	
4.	Use of learning media	
5.	Giving evaluation questions to students	
6.	Activities during the learning process	



APPENDIX 4

Observation Notes

Pre-service Teacher 1 Observation

No.	Observation Aspects	Result
1.	Benchmarks for student engagement during the learning process	Guru PPL 1 bertanya kepada siswa apakah masih mengingat materi yang diberikan pada pertemuan sebelumnya. Tetapi siswa tidak merespon pertanyaan tersebut.
2..	Student Approach	Guru PPL 1 mendekati siswa dengan bercanda ketika pembelajaran sehingga pembelajaran terlihat lebih santai
3.	Application of learning methods	Metode pembelajaran yang dilakukan oleh guru PPL 1 adalah dengan menuliskan materi dan menjelaskan materi kepada siswanya di depan kelas.
4.	Use of learning media	Guru PPL 1 menggunakan media yang disediakan oleh sekolah, seperti papan tulis dan spidol.
5.	Giving evaluation questions to students	Guru prajabatan tidak memberikan pertanyaan evaluasi
6.	Activities during the learning process	Guru PPL 1 menerapkan snowball throwing games. Siswa terlihat antusias dan mengikuti game tersebut dengan baik

Pre-service Teacher 2 Observation

No.	Observation Aspects	Result
1.	Benchmarks for student engagement during the learning process	Guru PPL 1 tidak menggunakan strategi ini.
2..	Student Approach	Guru prajabatan 2 mendekati siswa dengan bercanda dan membicarakan topik tentang mata pelajaran yang tidak disukai oleh siswa.
3.	Application of learning methods	Metode pembelajaran yang diterapkan oleh guru prajabatan 2 adalah dengan membentuk siswa menjadi beberapa kelompok besar dan memberikan tugas kepada masing-masing kelompok.

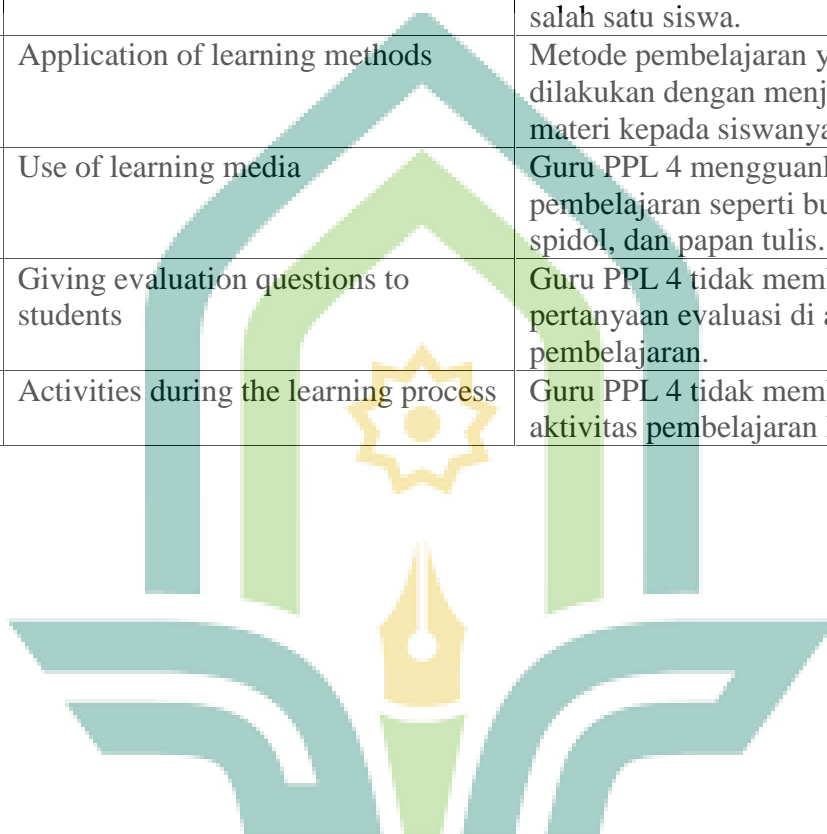
4.	Use of learning media	Guru PPL 2 menggunakan media pembelajaran seperti lembaran kertas tentang recount text, papan tulis, dan spidol.
5.	Giving evaluation questions to students	Guru PPL 2 tidak memberikan pertanyaan evaluasi setelah memberikan materi pembelajaran.
6.	Activities during the learning process	Guru PPL 2 menerapkan pembelajaran student centries. Pembelajaran lebih berpusat pada siswa, bagaimana siswa disuruh lebih berani untuk mengungkapkan ide di dalam kelas.

Pre-service Teacher 3 Observation

No.	Observation Aspects	Result
1.	Benchmarks for student engagement during the learning process	Guru PPL 3 memberikan pertanyaan kepada siswa terkait materi yang telah mereka pelajari dan membahas bersama-sama.
2..	Student Approach	Guru PPL 3 tidak terlihat melakukan pendekatan dengan siswanya
3.	Application of learning methods	Guru PPL 3 menerapkan metode pembelajaran project based learning. Dalam pembelajaran tersebut, siswa diberi suatu tugas untuk membuat mading terkait teks prosedur
4.	Use of learning media	Guru PPL 3 menggunakan LCD proyektor untuk menayangkan video tentang teks prosedur dan menayangkan PPT pembelajaran terkait materi teks prosedur.
5.	Giving evaluation questions to students	Guru PPL 3 memberikan pertanyaan evaluasi kepada siswanya dengan membahas materi yang telah mereka bahas untuk mengetahui apakah siswa memahami materi pembelajaran pada hari itu.
6.	Activities during the learning process	Guru PPL 3 tidak memberikan aktivitas pembelajaran lain.

Pre-service Teacher 4 Observation

No.	Observation Aspects	Result
1.	Benchmarks for student engagement during the learning process	Guru PPL 4 tidak melakukan kegiatan yang dapat mengukur keterlibatan siswa.
2..	Student Approach	Guru PPL 4 melakukan komunikasi dua arah dengan siswanya. Mereka bercanda tentang minuman kesukaan dari salah satu siswa.
3.	Application of learning methods	Metode pembelajaran yang dilakukan dengan menjelaskan materi kepada siswanya.
4.	Use of learning media	Guru PPL 4 menggunakan media pembelajaran seperti buku teks, spidol, dan papan tulis.
5.	Giving evaluation questions to students	Guru PPL 4 tidak memberikan pertanyaan evaluasi di akhir pembelajaran.
6.	Activities during the learning process	Guru PPL 4 tidak memberikan aktivitas pembelajaran lain.



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