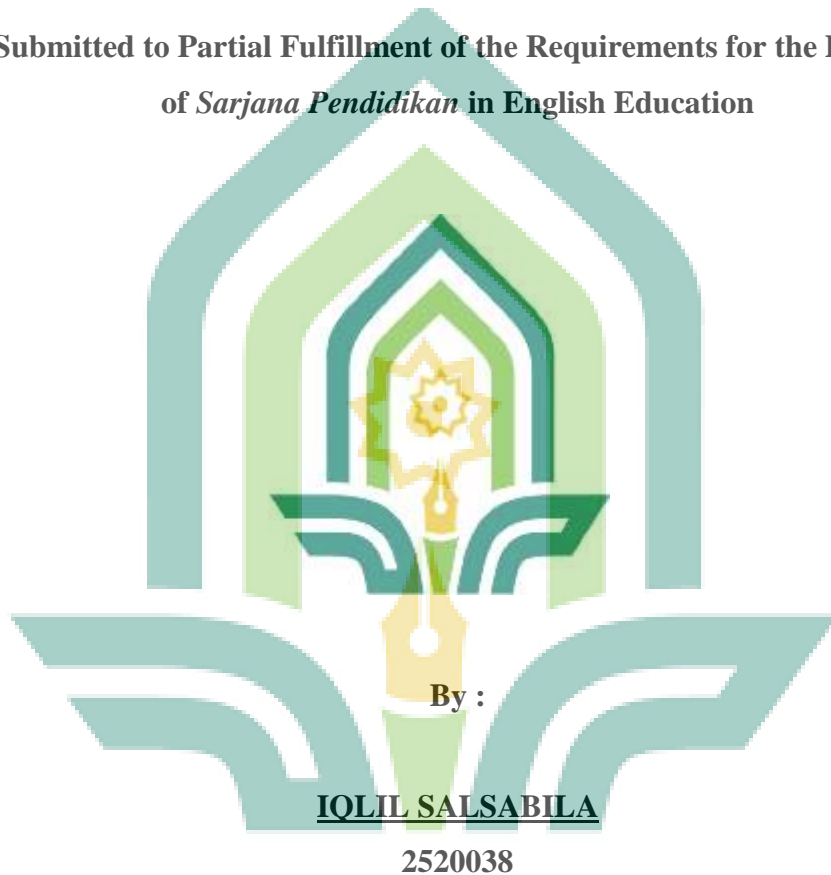


**PRE-SERVICE EFL TEACHERS' STRATEGIES
TO ENHANCE STUDENTS' ENGAGEMENT DURING
TEACHING PRACTICUM**

A THESIS

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



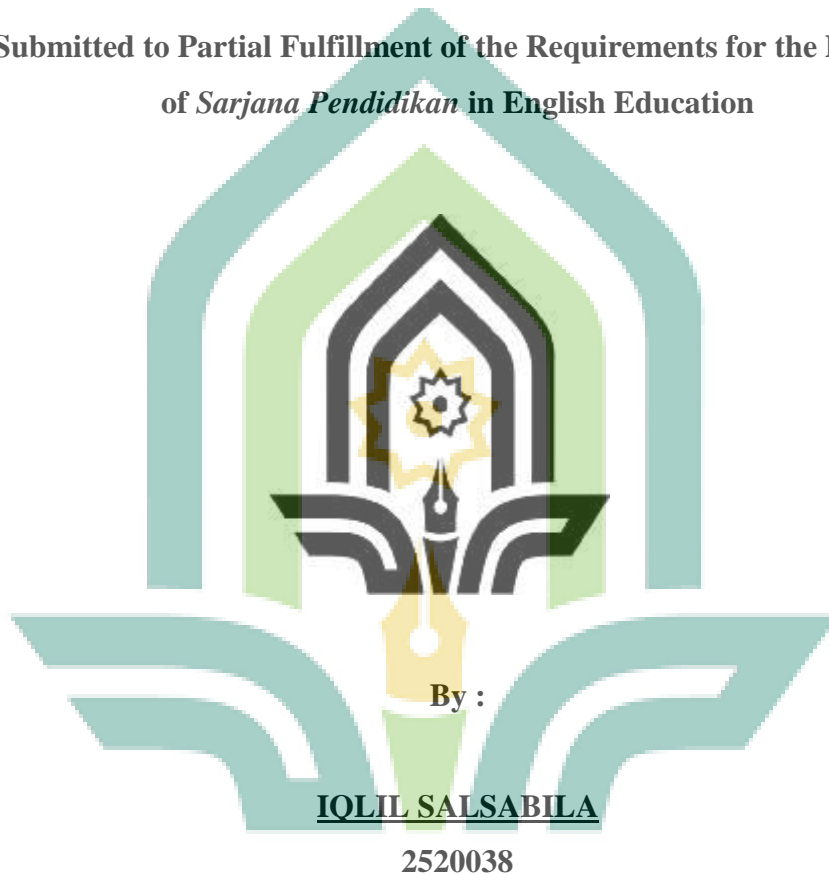
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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By :

IQLIL SALSABILA

2520038

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
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2024

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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)

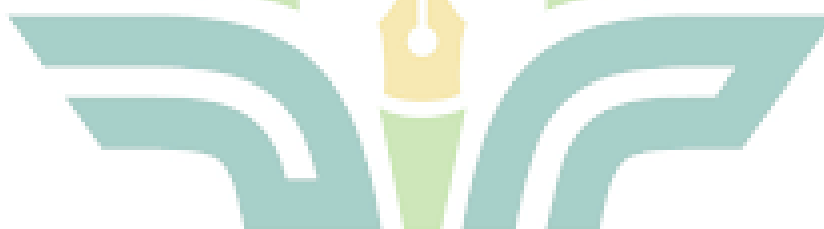


ABSTRAK

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.

Pekalongan, May 25, 2024

Iqlil Salsabila

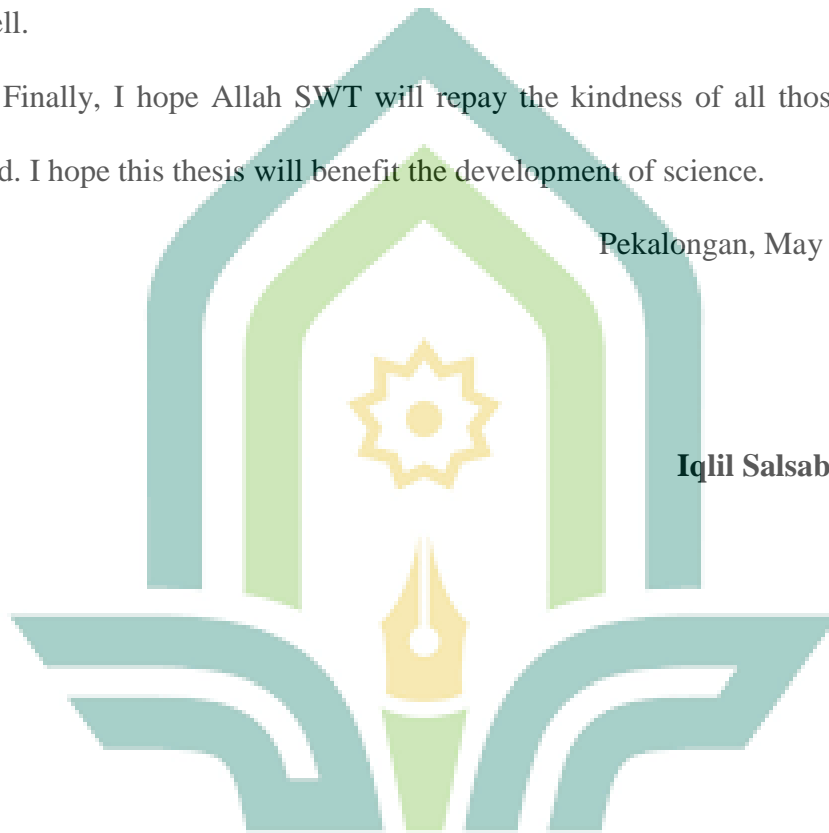


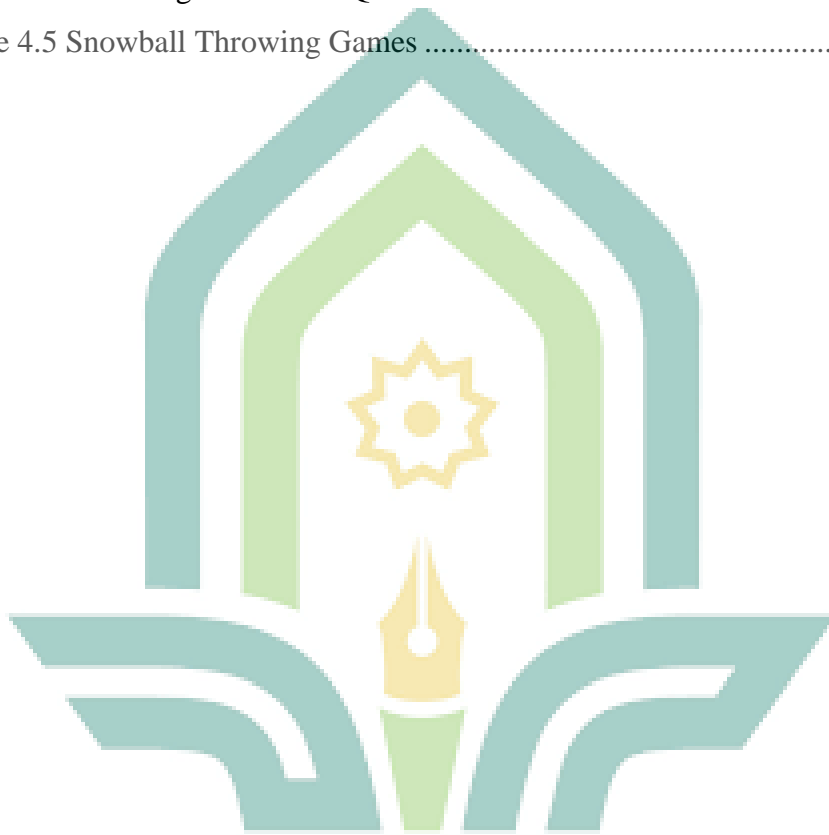
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CHAPTER I

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 Abal 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 II

THEORETICAL BACKGROUND

2.1 Literature Review

2.1.1 The Notions of Student Engagement

Student engagement is a discussion that we often encounter in the world of education. Student engagement is an important element in teaching activities. According to Krause and Coates (2008), student engagement is defined as a series of learning activities where students have a role to be involved and active during learning activities to provide positive learning outcomes. Student engagement is closely related to the result of academic, social, and emotional values (Klem & Connell, 2004).

Meanwhile, according to Connell (2004), student engagement in learning is how students generate positive emotions, shown throughout the entire learning activity, demonstrated by enthusiastic, optimistic, concentrated, and curious behavior. Regardless of the definition, students who are involved in learning do not just come or excel in academics. However, they also have to make an effort, regulate their behavior, try to exceed, and face challenges in learning (Klem & Connell, 2004).

Students are expected to be able to take action as expected and be actively involved in learning. The extent of student engagement and active participation indicates how good the quality of student participation in planning and implementing learning activities (Cole & Can, 1994).

2.1.2 Strategies to Enhance Student Engagement

Student engagement is a challenge for pre-service EFL teachers who are conducting teaching practicum. The reason is that not only try to get students involved in learning, but this is a measure of the ability of pre-service teachers to make learning that their students are interested and enthusiastic. Several ways can influence the relationship between students and the learning environment.

According to Abla and Freumeni (2019), six strategies can be used to enhance student engagement, among others:

a. Measuring student engagement

Measuring student engagement allows pre-service teachers to understand better how engaged students are in learning. Appleton et al. (2006) stated that measuring students' cognitive and emotional engagement is very important in improving student learning outcomes at school. This method is used so that educators can determine how much student engagement there is during learning to reduce the risk of educational failure.

Several general measures have been used to determine whether students are actively involved during learning, including attendance, test scores, and graduation rates. Most of these measurements only measure the level of achievement but do not measure the level of student engagement during learning, for example, interest in learning, time on assignments, and enjoyment when learning. This is to the

statement that student engagement during learning is influenced by the way of teaching and the way the school is organized (Appleton, 2008). These two things greatly influence students' interest and enjoyment during learning.

b. Focusing on building a relationship

A strong relationship between students and teachers will help enhance student engagement. Pre-service teachers must also continue to strive to understand and implement specific strategies that can support student engagement. The consequences of not involving students in learning are very bad (Claxton, 2007). Pre-service teachers must be able to build strong connections and relationships with their students. According to Cook et al. (2018), small things such as greeting students in a friendly manner when they enter the classroom can warm the atmosphere between students and teachers. Simple actions carried out by teachers with students can create more bonds between teachers and students.

Students are very social and interactive learners. According to Willms et al. (2009), students want to interact with people inside and outside the classroom and school environment. Students want connected and continuous communication. Besides, an open, caring, and respectful relationship between students and teachers is very important to develop and support social and psychological

involvement in learning (Dunleavy & Milton, 2009). That way, students' learning environments will be more connected to each other.

c. Balancing structure and student autonomy

Teaching behavior that supports autonomy can enhance student engagement. This means that motivating teachers provide knowledge and are true collaborators with their students (Reeve, 2016). However, this does not mean that controlling teachers ignore all teaching behavior. Structure refers to providing clear methods to students to achieve the desired educational outcomes. A clear structure can help students develop learning outcomes. Autonomy support and structure are two important aspects of the desire to help students learn. Autonomy and structure support student engagement during the learning process (Jang et al., 2010).

Skinner and Belmont (1993) identified three teacher behaviors that can influence student behavioral engagement: engagement, structure, and autonomy support. To achieve an ideal learning environment, there needs to be a balance between teacher direction and student motivation. Teachers have a clear impact on student engagement, which is influenced by students' perceptions of teachers as seen in teacher behavior.

d. Using technology wisely

Increasingly sophisticated technology can enhance student engagement during learning. Students live in a different world from

the one experienced by their parents. Students are in a society rich in technological developments and changes in education. Pre-service teachers must better understand the younger generation to determine the best way to engage students in learning. Judging from the use of technology in learning, Hayes (2000) notes that new forms of digital media are increasingly drawing children to video games, social media, and alternative ways of learning. Technology can help pre-service teachers explore alternative learning methods to create a paradigm shift in schools. Technology provides accessible and relevant learning material and is a learning tool that increases student engagement. According to Beeland (2002), technology can provide significant potential to meet the needs of students with diverse learning styles and increase student engagement during learning. When technology is used in the learning process, students will likely feel interested and increase their curiosity about what learning will be carried out.

e. Engaging with effective questioning

Giving effective questions is one way that can be done to increase student engagement. Asking questions is often associated with positive interesting behavior, such as motivation, curiosity, and problem-solving. In the context of cognitive engagement, questions have quite an impact. Caram and Davis (2005) say that students like learning as long as they view it as having clear goals. By asking questions, this becomes an opportunity for dialogue between pre-

service teachers and students. Questions from the teacher are a sub-component that has the potential to make classroom learning effective (Smart & Marshall, 2013). Questions from the teacher can encourage students to think, elaborate on their ideas, and provoke students' curiosity. In the context of cognitive engagement, questions must not only include one answer but must be further elaborated to become a stepping stone for students to develop their abilities. Walsh and Sattes (2017) state that quality questions are questions that focus students on important content that is in line with learning standards and objectives, can support one or more learning objectives, can provide students with opportunities to think at an appropriate cognitive level, and are stated clearly and concisely. The more often students ask questions, the more student engagement will increase.

f. Connecting with the real world

Teaching is an activity where you are directly involved in the real world, dealing with various student characters. Teachers also have to consider how they handle students' differences in character. In line with this, students said that the way to make classes interesting was to increase their chances of passing. Bridgeland et al. (2006) said that having connections with the outside world, such as internships, will increasingly connect students to direct events in the outside world. Pre-service teachers must be able to connect school and career, where the two are not opposites. Such as emphasizing that a graduate from a

vocational high school will find it easier to get gainful employment than other high school graduates. This benefit is more pronounced among men (Kemple & Willner, 2008). Such encouragement will make students more involved in class because they have to achieve maximum results to achieve their goals.

2.1.3 Teaching Practicum

The teaching practicum, commonly known as *Praktik Pengalaman Lapangan (PPL)*, is one of the mandatory programs given to final-year students in education study programs (Shalawati & Hadijah, 2018). This teaching practicum plays an important role as it prepares students to enter the real world of teaching and develops their professional abilities in real classrooms (Wallace, 1991).

Teaching practicum program is also designated as a mandatory subject because with this program, pre-service teachers can gain practical experience and can link the theory that has been studied and obtained so far with real practice in the form of teaching students in the classroom (Noguerra & McCloskey, 2017). Pre-service teachers can also develop their skills in planning, selecting, and developing learning materials that will be given to students. According to Prabjandee (2019), pre-service teachers can practice the theory, knowledge, and skills they acquired during their teacher education at universities in teaching practicum.

A teaching practicum program is used as a benchmark for the success of teacher education programs. This educational program

involves many parties, who directly observe how the teaching practicum process is carried out by pre-service teachers. According to Kallstrom and Hamza (2018), the teaching practicum process has three stages: planning, teaching, and reflection. This stage is almost similar to microteaching and is the main part of the teacher education program.

The planning stage is the initial stage in the teaching practicum process, where pre-service teachers design concepts, goals, and objectives for learning and ways to assess student learning outcomes (Diana, 2013). Pre-service teachers determine the learning plan that will be carried out while teaching certain material, and all related matters, such as learning media, learning tools, learning methods, and others, are determined at this stage.

The teaching stage is the second stage or can be said to be the core stage in the teaching practicum process. At this stage, pre-service teachers begin to implement the designs made in the planning stage. Kilic (2010) highlights important pedagogical skills for prospective teachers, such as classroom management, determining appropriate teaching objectives, and teacher questioning. These skills need to be mastered well to create good learning.

The reflection stage is a very important final stage where pre-service teachers review their teaching skills and abilities. Widodo and Ferdiansyah (2020) said that the reflection process is used as a tool to help pre-service teachers develop their experience toward

professionalism in the future. Therefore, it can be said that the reflection stage is more influential than the other stages. Pre-service teachers certainly really need reflection to progress their teaching abilities.

2.2 Previous Studies

Several studies related to teacher strategies for increasing student engagement during the learning process have become references for researchers. First, the most recent study by Amalia (2022) reported that her research aimed to describe student engagement during online English learning. This research was designed as qualitative research using case studies as a research technique and interviews as a data collection instrument. The results state that an effective online learning environment can increase student engagement in digital literacy and independent learning.

Second, another study conducted by Heilporn et al. (2021) stated that their research aimed to encourage student engagement in Blended Learning. The method used was qualitative, which involved conducting semi-structured interviews. The research results emphasize the importance of structured learning by utilizing and integrating synchronous and asynchronous Blended Learning models. In addition, communicating the learning that will take place and building trusting relationships can encourage student engagement. Using digital tools can also encourage student engagement both behaviorally and emotionally.

Third, a study investigated by Cents-Boonstra et al. (2021) claims that this research aims to explore how teachers can encourage student engagement

in learning. The data collection method was carried out by conducting classroom observations. The results show that the teacher's attitude during learning demonstrates the relationship between motivation and student engagement. Providing support and guidance during learning can increase the intensity of student engagement.

Fourth, one study by Farizka and Cahyono (2021) examined the strategies of faculty members by mapping students' perceptions of their experiences in writing classes with a very interesting environment. The method used was a Likert scale questionnaire and a semi-structured interview guide. The research results show that social learning strategies can foster student engagement well.

Fifth, a study by Ebaid (2019) stated that his research aimed to find ways to increase student engagement in the context of Vocational Education and Training in Australia. The method used was qualitative, conducted through online surveys and qualitative interviews with teachers and students. The results show that fostering relationships between students and teachers can increase student engagement through six factors: communication, responsibility, motivation, adaptive support, trust, and reflection on feedback from students and teachers.

Sixth, the study by Lange (2018) highlighted the most effective teaching strategies to engage fourth-grade elementary school students and compare teaching strategies commonly used in elementary grades and others. The method used in this research is through a survey. The research results show that

teachers implement more learning that involves student interaction and discussion with each other, incorporates role-playing activities, and expands learning opportunities to various locations outside the classroom (field trips).

Although several studies (Amalia, 2022; Farizka & Cahyono, 2021; Heilporn et al., 2021; Cents-Boonstra et al., 2021; Ebaid, 2019; Lange, 2018) have discussed how teachers increase student engagement during learning, but there is still limited research that investigates the pre-service teachers managing strategies in teaching practicum. This research focuses on how strategies are implemented to enhance student engagement. To fill this gap, this research tries to explore the strategies used by pre-service teachers in fostering student engagement in English learning during teaching practicum.

2.3 Conceptual Framework

Based on the literature review and previous research, pre-service teachers can use six strategies to enhance student engagement in the classroom. In this case, pre-service teachers can apply several of the strategies mentioned and choose to know the strategies that are considered to contribute to increasing student engagement. Therefore, this research focuses on pre-service teachers' strategies for enhancing student engagement, especially in teaching practicum carried out by pre-service EFL teachers.

Based on this description, the conceptual framework can be described as follows:

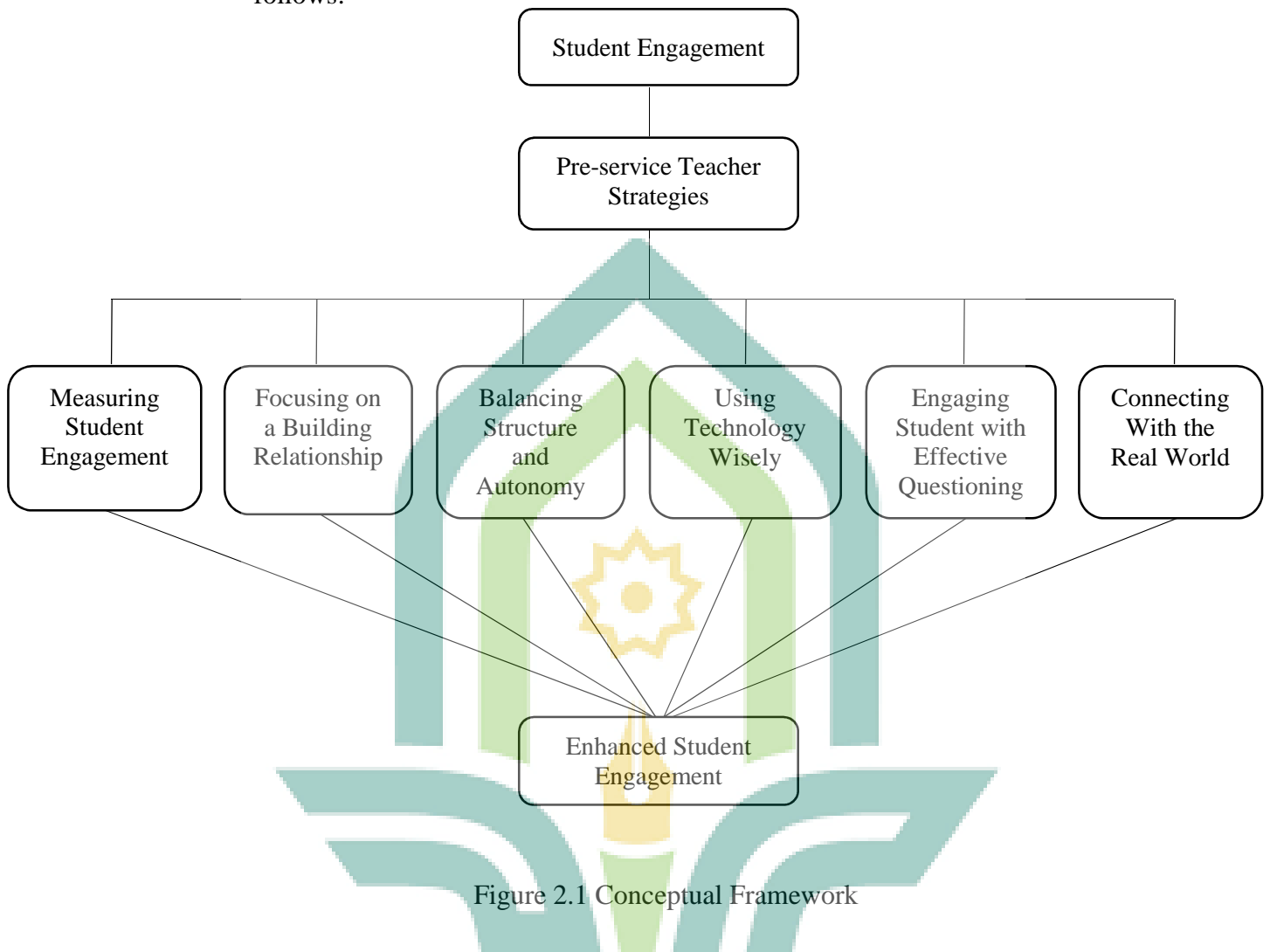


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research discusses how the teaching strategies used by pre-service EFL teachers increase student engagement during teaching practicum. This research was designed as qualitative research, which aims to explore and analyze the data in more depth. According to Lester et al. (2020), qualitative research assists researchers in developing more depth on a particular topic. Qualitative research aims to understand the phenomena experienced by research subjects.

This research uses a case study. A case study is an observational investigations that look at contemporary particularities in real life, especially when the boundaries between phenomenon and context are not visible (Yin, 2003). Case study research is a type of research where researchers explore activities, processes, and conditions in more depth systematically, starting from observation, collecting data, analyzing information, and reporting the results. Therefore, by using a case study, the researcher explored the strategies used by pre-service EFL teachers in increasing student engagement when teaching English during teaching practicum.

3.2 Setting and Participants

This research was conducted at a university in Pekalongan, Central Java, Indonesia. This university was chosen because the English education study program includes micro-teaching courses, teaching and learning strategies,

language classroom management, teaching English to teenagers, and other courses that provide students with knowledge before they carry out teaching practicum.

The research participants were four pre-service teachers of the English education study program. They consisted of male and female pre-service teachers aged 19-23. They were involved as participants because they had participated in the teaching practicum for 45 days and had been declared to have passed it. In addition, the participants were selected based on their teaching experience before carrying out the teaching practicum, such as teaching courses.

Four pre-service EFL teachers voluntarily participated in this research. The four pre-service EFL teachers had different teaching experiences and applied different learning strategies during the teaching practicum. Before conducting the interview, the participants were asked to sign a consent form to participate in this research, and their personal information will be kept confidential. The participants' information is summarized as follows:

No	Name of Participants (Code)	Gender	Age	Description
1.	Pre-service Teacher 1	Female	21 years	She is a pre-service teacher at senior high school. She is 22 years old and has experience teaching courses at the elementary and senior high school levels.
2	Pre-service Teacher 2	Male	22 years	He is a pre-service teacher at senior high school. He is 22 years old and has participated in TBIG volunteers "Goes to school" at the elementary school level.
3.	Pre-service	Female	22 years	She is a pre-service teacher at

	Teacher 3			senior high school. She is 22 years old and has experience teaching in elementary and middle schools. She is still actively teaching elementary school English until now.
4.	Pre-service Teacher 4	Female	21 years	She is a pre-service teacher at junior high school and she is 21 years old. She has participated in TBIG volunteers “Goes to School” at the elementary school level.

Table 3.1 Demographic data of the participants

3.3 Data Collection

This research used the interview method. There are two factors in getting maximum interview results: naturalness and detail (Dornyei, 2007). Creswell (2012) also states that interviews are the most important source in qualitative research to obtain data regarding insight into a person’s experiences and feelings in social life. The researcher used semi-structured interviews by asking open questions about the strategies used by pre-service teachers to enhance student engagement during teaching practicum. The interview with participants 1 and 2 took place on March 12, 2024, the interview with Participant 3 took place on March 24, 2024, while the interview with Participant 4 took place on April 1, 2024. Each participant was interviewed for 30-60 minutes, depending on the questions and situation. Interviews were conducted face-to-face. The participants were surveyed for feedback, and the information was presented honestly. The researcher conducted interviews in Indonesian to avoid misunderstandings and misinterpretations of the information.

Besides, this research also uses observation to collect data. Observation is a collection method through group or individual participation and observation over a long period of time (Moser & Korstjens, 2017). The observation was carried out to collect direct and factual information about the learning process by observing the entire teaching and learning process in the classroom through video recordings of English language teaching during the teaching practicum from each participant. During observation, the researcher observes the learning process, learning techniques and strategies, student engagement, etc.

3.4 Data Validation Technique

This research uses a data validation technique, namely triangulation, to increase the validity of the data. Patton (2001) states that triangulation can strengthen research by combining methods. Triangulation can include several methods, including several data collection methods and several data analyses (Golafshani, 2003). The researcher carry out this triangulation technique to verify the truth between the subject's answers and other data sources.

In this study, the researcher used two types of triangulation. First, triangulate data sources. Triangulation of data sources involves collecting data from different types of people, including individuals, groups, families, and communities, to obtain multiple perspectives and data validation. The researcher used four pre-service teachers to conduct interviews regarding strategies used to increase student engagement. Fontana and Frey (2000) say that the interview method is used as a way to obtain and explore topics in depth.

Second, method triangulation. Triangulation of this method involves the use of several data collection methods about the problem under study (Polit & Beck, 2012). The researcher used interviews and observations via video recordings of teaching from each participant to produce more valid data. By applying these techniques, this research can produce valid and reliable findings, thus contributing to the implementation of strategies to increase student engagement.

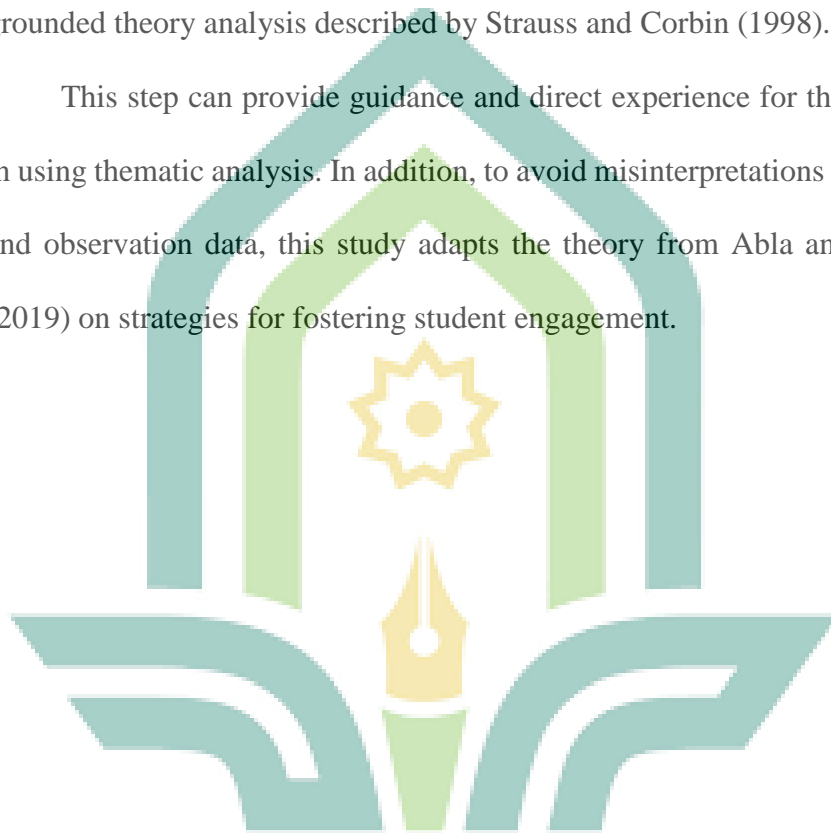
3.5 Data Analysis

The researcher used thematic analysis to analyze the data. Thematic analysis is a technique for finding, analyzing, and presenting patterns (themes) in data. The researcher wrote down the data collected from interviews and observations. To analyze the research in more detail, the researcher read transcripts and watched videos of learning activities repeatedly to find themes.

According to Braun and Clarke (2006), there are five steps involved in listening to the recording repeatedly, transcribing the data, interpreting the data using each participant's words and sentences, communicating whether the data matches the participant's intentions, and establishing the credibility of the data by asking for feedback on the interpretation of the data. Many stages of analytical procedures were carried out in this investigation. Verbatim transcription of participant data into a word processing document is the initial stage of data analysis. Then, each recording is converted into text. To become familiar with this information, the texts are then read and re-read in their entirety. The first step in data reduction and interpretation is text coding. The

text was divided into sections for the first round of coding, and these divisions were often labeled using participants' own words. A hard copy of the text was used for the first categorization. High-level themes were then created by grouping initial codes that had similar ideas. Initial coding was rechecked and relabeled. The coding resembled the open, axial, and selective coding of grounded theory analysis described by Strauss and Corbin (1998).

This step can provide guidance and direct experience for the researcher in using thematic analysis. In addition, to avoid misinterpretations of interview and observation data, this study adapts the theory from Abla and Freumeni (2019) on strategies for fostering student engagement.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

In this chapter, the researcher explains the research results. The data explain the results of the interview and observation process. After collecting data, the researcher analyzed it to obtain results and discuss the pre-service teachers' strategies for increasing student engagement during teaching practicum.

The results of the thematic analysis revealed six themes: measuring student engagement, establishing good communication between the pre-service teachers and the 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 student engagement with interesting activities. Each participant applied various strategies to enhance student engagement during the teaching practicum.

4.1.1 Measuring Student Engagement

The first theme from the data analysis was strategies for measuring student engagement during the learning process. Measuring student engagement can help pre-service teachers determine the level of student engagement in the classroom. The pre-service teachers can find students who are often involved in learning and students who are less involved during learning. This strategy is important because by knowing the level of student engagement, the pre-service teachers can know how to

increase student engagement further. The pre-service teachers have experience measuring student engagement during the learning process.

This is shown through the following data:

“In fact, by checking responses, we can determine how much student engagement is in the learning process. After finishing explaining the material, I ask some questions that can interest students to answer. If they can answer the questions, it means the students are actively involved in learning.” (Pre-Service Teacher 1, Interview, March 12, 2024, Researcher’s Translation)

“One way is by asking questions such as trigger questions. When I explain the material and want to know whether the students understand and follow my learning, I ask trigger questions to determine how much the students understand and follow my learning.” (Pre-Service Teacher 2, Interview, March 12, 2024, Researcher’s Translation)

“In presenting the material, I often intersperse it with a question, for example, “How is the material explained? is it understandable or not?” From there, I see the answers from my students. How were today’s learning and the results of the group discussion. I also see how they discuss when I give group assignments.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher’s Translation)

Based on the interview data, asking questions related to learning material was a strategy they used to measure student engagement during learning. According to the pre-service teachers 1, 2, and 4, asking questions about the learning material can help us find out which students are following the learning that is taking place and can find out whether the students understand the material being presented. This can be seen from how the students respond when the pre-service teachers 1, 2, and 4 ask questions. The pre-service teachers can identify the students who are often or rarely involved during learning through student responses to these questions.

The pre-service teachers can see the students who can answer questions well and the students who cannot answer the questions given. From here, they can find out which students are often involved during learning and who are less involved. Measuring student engagement lets pre-service teachers know what methods can be implemented to improve student learning outcomes.

Apart from that, there are several things that the pre-service teachers do as a follow-up to the lack of student engagement during learning. The pre-service teachers can do various things, including explaining advanced material to students who are less involved during learning. As explained in the following the interview data:

“What I do to students who are not paying attention is give a warning so the student can pay attention properly. Then, I will tell my student to ask his friends to answer the questions that I gave. After that, I will explain the material as feedback from the students’ answers.” (Pre-Service Teacher 1, Interview, March 12, 2024, Researcher’s Translation)

“I think the student does not understand the material that has been discussed. Maybe for the rest, I will provide further explanation of the material discussed by the group.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher’s Translation)

As stated by the pre-service teachers 1 and 4, the follow-up carried out for the less involved students was by providing further explanations of the material so the students understood the material well. The pre-service teacher 1 said she would reprimand students who did not follow the lesson well. This warning aims to make students better in the future. Then, the pre-service teacher 1 also said that if a student could not answer

the question given, the student had to try first by asking a friend. After the questions are answered, the pre-service teacher will explain the material again as feedback on the student's answers. Therefore, the strategy of measuring student engagement allows pre-service teachers to know the size/level of student engagement during learning and relates to how pre-service teachers can reduce the risk of failure in learning, such as lack of student engagement, such as students not wanting to listen to what the pre-service teacher says, choosing to sleep, skipping lessons, etc.

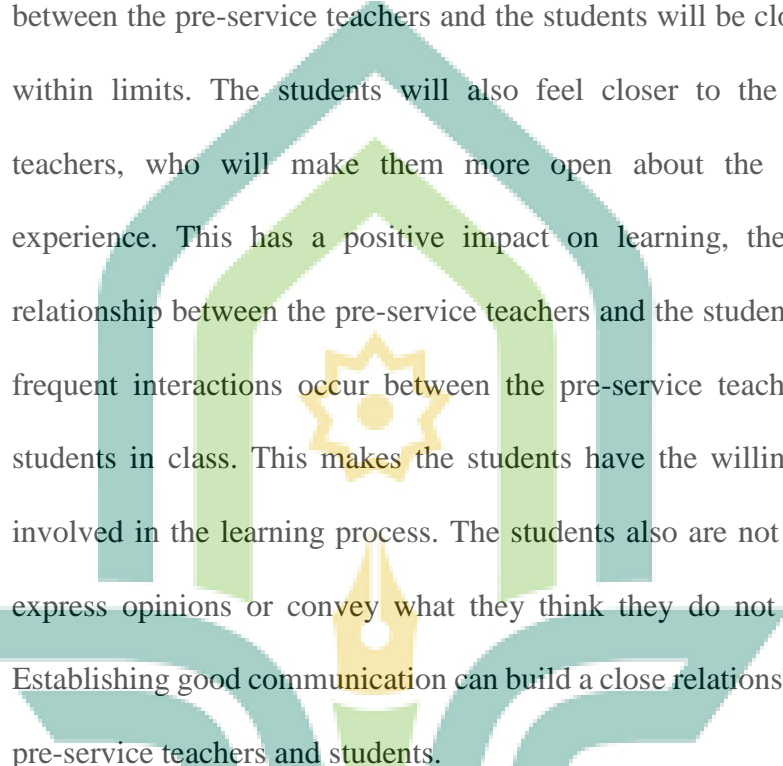
4.1.2 Establishing Good Communication

The second theme is establishing good communication between pre-service teachers and students. In teaching practicum, the pre-service teachers have a short time to adapt to the school environment and must quickly adapt to new things related to teaching practicum. The relationship between the pre-service teachers and their students also needs attention. Therefore, the pre-service teacher strategies for building good relationships with their students need to support this.

“I try to get to know my students by asking questions outside of learning, I approach it by asking questions outside of the learning context.” (Pre-Service Teacher 1, Interview, March 12, 2024, Researcher’s Translation)

“I do two-way communication. I approach my students by chatting and joking during and outside of learning.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher’s Translation)

Based on the interview excerpts, pre-service teachers 1 and 4 focus on building relationships by establishing direct communication with their



students through chatting outside the learning context. They try to be close to their students. This communication is carried out both inside and outside learning. They take more approaches outside of learning. When the pre-service teachers have a good relationship with the students, it becomes easier for them to connect with their students. The relationship between the pre-service teachers and the students will be closer but still within limits. The students will also feel closer to the pre-service teachers, who will make them more open about the things they experience. This has a positive impact on learning, the closer the relationship between the pre-service teachers and the students, the more frequent interactions occur between the pre-service teachers and the students in class. This makes the students have the willingness to be involved in the learning process. The students also are not reluctant to express opinions or convey what they think they do not understand. Establishing good communication can build a close relationship between pre-service teachers and students.

The discussion context that pre-service teachers often use to start conversations with their students is usually related to things that the students like. The pre-service teachers attract students' attention by discussing topics that the students like. It can be seen from the data submitted by the pre-services 1 and 4:

“Usually the topics discussed revolve around hobbies or things that students like. For example, fellow K-poppers will discuss things related to K-pop with each other.” (Pre-Service Teacher 1, Interview, March 12, 2024, Researcher’s Translation)

“I usually exchange opinions with my students and tell them about songs we like or movies we like. We discussed it. I also asked what English films and English songs my students liked. Sometimes I also ask whether they study English at home too.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher’s Translation)

From the interview data, it can also be seen that the context often discussed is about things the students like. The pre-service teachers and students will be more connected when the topics they discuss are something they both like. Therefore, frequent communication between the pre-service teachers and the students will make students feel closer to the pre-service teachers. Students will automatically appreciate and listen more when the pre-service teacher explains. This is because a good relationship has been created between the pre-service teacher and the students, which positively impacts student engagement in learning.

This was also found from the results of observations via video recordings of teaching from the pre-service teacher 4 at minutes 03.16 - 04.15. In the video, she can communicate by joking about the subject matter she is explaining. Communication carried out during learning can lighten the atmosphere in the classroom. The pre-service teacher 4 also often interacts with his students when teaching. She explained and tried to get his students to focus on the material being presented.

The following figure shows the communication carried out by the pre-service teacher 4 when explaining the learning material:



Figure 4.1 Communication with Students

Based on Figure 4.1, it can be seen that the pre-service teacher 4 is approaching students to communicate. The communication carried out is in the form of jokes. The pre-service teacher 4 is asking students about questions in the student's book about preferred drinks. The students joked and mentioned various drinks they liked. Having jokes like that will make the learning feel relaxed, and the pre-service teacher 4 can get closer to his students. The relationships between pre-service teachers 4 and their students will become closer. This can directly trigger increased student engagement during learning. Small things such as conversations about things of interest and other topics carried out by pre-service teachers with students can create warmer relationships, thus having a positive impact on student engagement in learning.

4.1.3 Balancing Structure and Student Autonomy through Cooperative Learning Methods

The third theme that emerged was using cooperative learning methods to balance structure and student autonomy. Student autonomy refers to how students are responsible for the learning that will be carried out. The students are free to determine what and how to study. Meanwhile, the structure provided by the service teacher refers to providing clear methods to achieve students' educational goals. In this case, the pre-service teachers apply cooperative learning methods to balance structure and student autonomy. This can be seen in the data below:

“The methods I use are probably mostly group methods. There, I divided into several large groups and gave assignments to be analyzed together. That way, students will participate in discussions and have their assignments.” (Pre-Service Teacher 2, Interview, March 12, 2024, Researcher’s Translation)

“As for learning methods, I often apply the jigsaw method. There, students are asked to discuss material, then after discussing, for example, one group consists of 5 people, then 2 people explain the material, and the other 3 people spread out to listen to material from other groups.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher’s Translation)

Based on the interview vignette, pre-service teacher 2 often uses group methods. He divided them into several large groups and then gave each group a task that had to be analyzed. This method shows that the students are involved in the discussions being held, and of course, this can increase student engagement through discussions. The students not only listen to the material but try to complete the assignments given by

the pre-service teacher 2.

Meanwhile, the pre-service teacher 4 chose to apply the jigsaw method. This jigsaw method is very good for getting all students involved in learning. With the jigsaw method, the pre-service teacher divides the students into several groups, and each student in the group has a task. This is very good to implement. Students will automatically be involved because each has an important role in the group, and this depends on the results they get.

The application of cooperative learning methods can increase student engagement during learning. A well-structured and clear learning method informs students of their duties and obligations. The students will carry out tasks according to their assignments. Apart from that, appropriate learning methods can also improve student learning outcomes. Applying the right method can also make students more enthusiastic about participating in the learning process and involved more often when learning takes place. With the method applied by the pre-service teachers 2 and 4, each student has their duties and obligations. Therefore, all the students will be directly involved in the learning process.

This can be seen in the teaching video recorded by the pre-service teacher 2 in minutes 01.53 - 03.23, where the pre-service teacher divides students into several large groups and gives a task to each group to be analyzed together with each group member. The following picture

presents learning carried out using the cooperative method:



Figure 4.2 Cooperative Learning Method

Based on the figure above, the pre-service teacher 2 gives assignments to each group. Then, each group was asked to analyze the task and do it together with members of other groups. The pre-service teacher 2 needs to control the discussion activities carried out by their students and return their focus when the classroom atmosphere is no longer conducive. With this method, the students will be involved in their discussions. This increases student engagement because students will do each of their assignments. The method provided by pre-service teachers is closely related to how students participate in learning. If the learning method is interesting, students will be more involved during learning. On the other hand, if the method provided by the pre-service teacher is monotonous, students will also be less involved during learning. Therefore, appropriate learning methods greatly influence how the students are engaged during the learning process.

4.1.4 Promoting Digital Media as an Innovation in Teaching Process

The fourth theme obtained from the results of data analysis is the use of digital media as an innovation in the learning process. Digital media is one of the learning media that can increase student engagement. The role of digital media is very important in life. As technology develops, the learning that will be delivered to students becomes more varied. The pre-service teachers can utilize the facilities of the school where they are teaching practicum to be able to apply modern learning media. This can be seen from the following data:

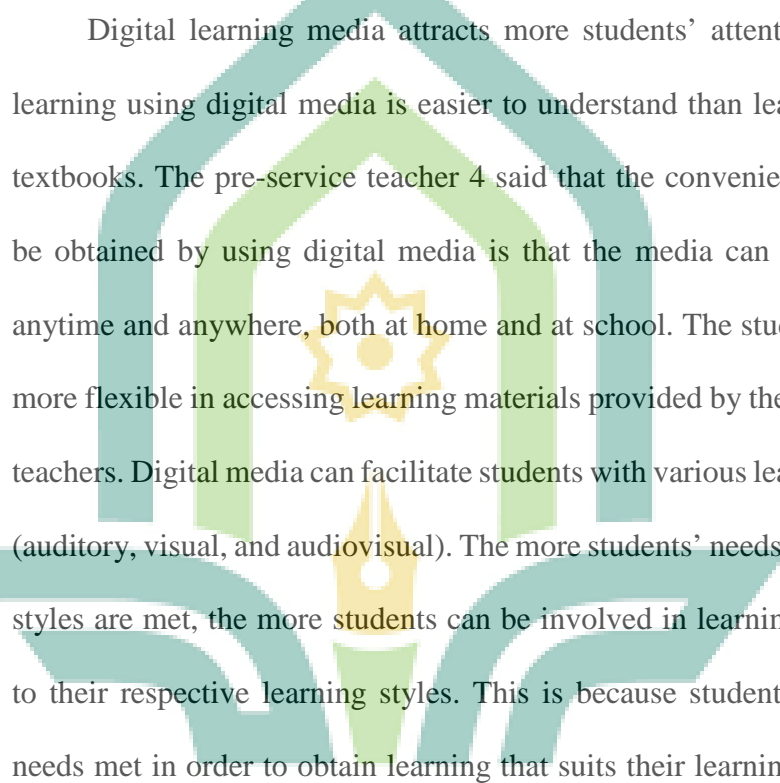
“The media that I used is a projector to show PPT to introduce understanding and so on. Then, I also broadcast videos via YouTube.” (Pre-Service Teacher 2, Interview, March 12, 2024, Researcher’s Translation)

“Sometimes, I use a projector to show videos or games. Because the students can see together.” (Pre-Service Teacher 3, Interview, March 24, 2024, Researcher’s Translation)

“As for media, I often use technological media in my learning. Like laptops and LCD projectors because they are still relevant in today’s digital world. Usually, I show video presentations, 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.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher’s Translation)

Based on the interview data, pre-service teachers 2, 3, and 4 often use technology as learning media in the learning process. The technology that is often used is LCD projectors. Usually, this LCD projector is used to display PPT and videos from YouTube, presentation videos, learning videos, etc. Compared to writing lessons, the students are happier when

pre-service teachers use digital learning media. Based on what the pre-service teacher 2 conveyed, the LCD projector was used to introduce the learning material that would be presented to students. Using an LCD projector, the students can watch together so that all students can see what the pre-service teacher is showing. This is by what was conveyed by the pre-service teacher 3.



Digital learning media attracts more students' attention because learning using digital media is easier to understand than learning using textbooks. The pre-service teacher 4 said that the convenience that can be obtained by using digital media is that the media can be accessed anytime and anywhere, both at home and at school. The students can be more flexible in accessing learning materials provided by the pre-service teachers. Digital media can facilitate students with various learning styles (auditory, visual, and audiovisual). The more students' needs for learning styles are met, the more students can be involved in learning according to their respective learning styles. This is because students have their needs met in order to obtain learning that suits their learning styles and interests. Digital media also makes students more interested in learning. Therefore, digital media is considered very effective in increasing student engagement, as seen from students' enthusiasm when participating in learning compared to other media.

Apart from that, by using digital media such as projectors, the pre-service teachers can deliver material visually and audio-visually. This

can reduce students' feelings of boredom in learning. Most students will feel bored when they are bored. Some students may also be sleepy and not follow lessons well. These factors make the students less involved during learning. Pre-service teachers must, of course, be able to think about solutions to these problems. Therefore, to avoid this, the pre-service teachers must be able to apply good strategies as well. One way is by utilizing digital learning media.

Apart from that, based on the results of observations through teaching video recordings carried out by pre-service teacher 3, it was found that pre-service teacher 3 used digital media, namely an LCD projector, to display learning videos. This is found at minutes 7.44-9.10. The following image shows the learning process carried out by the pre-service teacher 3 in using digital learning media.

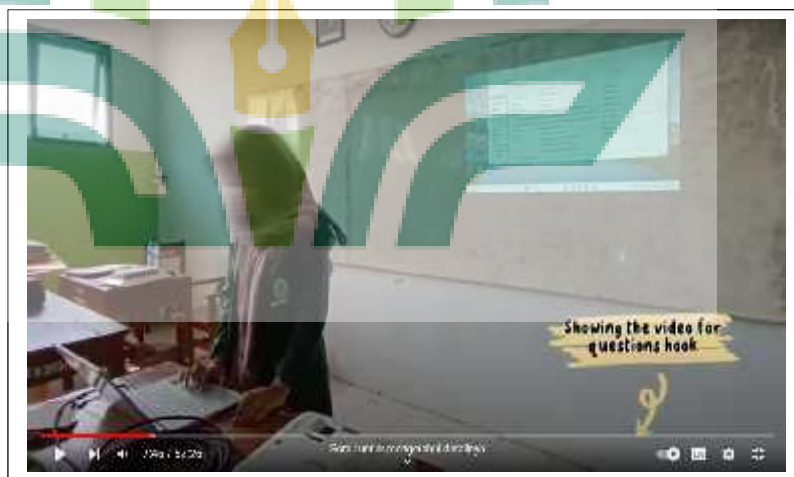


Figure 4.3 The Use of Digital Learning Media

It can be seen from the picture that pre-service teacher 3 uses a projector to show learning videos about procedure text, where the

learning videos are displayed with animations that attract the students. Using this media, the students can also see and analyze what they are watching. Even when the video was finished being shown, students were asked to watch it again to re-understand the content contained in the video shown on the projector screen. Using digital media like this dramatically increases student engagement, where the students feel interested in what is displayed and want to know more about the content in the learning video. Digital media is an effective strategy that can enhance student engagement because of its attractiveness, which makes students curious about learning using digital media.

4.1.5 Providing Evaluation Questions

The fifth theme that emerged was providing evaluation questions from pre-service teachers for students during learning. Providing evaluation questions for students can also be used to increase student engagement. This evaluation question determines student understanding by focusing on the learning objectives. This can be seen from the following data results:

“Evaluation questions are used to measure student understanding. So when I finish explaining the material, I ask questions, or when I am about to close the class, I ask more questions to determine whether the students understand. This question is also used to evaluate whether students understand the lesson during learning. So this question is essential to evaluate students.” (Pre-Service Teacher 1, Interview, March 12, 2024, Researcher’s Translation)

“This benefits the students. I can find out how much the students understand and also evaluate myself as a pre-service teacher. Is the method used appropriately because students have different understanding abilities? So evaluation questions can be used for student evaluations and also evaluations for pre-service teachers.”

(Pre-Service Teacher 2, Interview, March 12, 2024, Researcher's Translation)

“Because I know my students' understanding has reached. Sometimes, the students' capacities are not the same in one class. The evaluation that I do takes the form of asking questions. If there are students who cannot answer, then I will ask the student personally. This question is for evaluation of everything that has been learned in class.” (Pre-Service Teacher 3, Interview, March 24, 2024, Researcher's Translation)

“In my opinion, it is essential because it measures students' understanding, whether they understand or not, and as feedback from the material that has been taught. For example, from enrichment, quizzes like that.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher's Translation)

Based on the interview excerpts, it can be seen that evaluation questions can be used to determine student understanding. This question is asked when the pre-service teacher has provided and explained the lesson material to students. As stated by pre-service teacher 1, she gave evaluation questions when she finished explaining the material or was about to close the lesson. From there, the pre-service teacher 1 can determine whether the students understand the lesson.

Meanwhile, pre-service teacher 2 explained that having these evaluation questions could directly benefit students. The pre-service teachers can determine how much the students understand the learning material. Evaluation questions can also be used to evaluate students and pre-service teachers. This statement is supported by the pre-service teacher 3, who said that the capacities possessed by students are not the same. This is based on the different backgrounds and students' understanding abilities. Apart from being used to determine students'

understanding, it can also be used to evaluate pre-service teachers in providing students with an understanding of learning material.

Besides that, the pre-service teacher 4 said that the evaluation questions given to students were used to measure student understanding and as student feedback on the material that had been taught. These evaluation questions can also take the form of enrichment or quizzes, depending on the type of questions each pre-service teacher wants to give. Of course, the more often the pre-service teachers give evaluation questions to their students, the more student engagement will increase. Students must answer questions given by their pre-service teacher, and they will automatically be involved in the ongoing learning.

Pre-service teachers must know how to ask their students evaluation questions so they do not feel afraid to answer. With these evaluation questions, the students can be more active instead of feeling afraid to answer.

“For example, if I ask, students will feel embarrassed. Thus, I sometimes go to the students’ desks.” (Pre-Service Teacher 1, Interview, March 12, 2024, Researcher’s Translation)

“Of course, I have to know my students. To minimize unwanted things, I have to know how to ask questions. Usually what I do is call the student’s name and then ask a question.” (Pre-Service Teacher 2, Interview, March 12, 2024, Researcher’s Translation)

The pre-service teachers must know the character of the students they teach to determine effective ways to give evaluation questions to their students. According to the pre-service teachers 1 and 2, giving evaluation questions can be relaxed. The pre-service teacher 2 said one

way was to call each student's name. When a student's name is called, the pre-service teacher knows the student. In this way, students will immediately answer the questions because it is clear who they are targeting to answer them. Meanwhile, the pre-service teacher 1 prefers to go to the student's desk. This method seems relaxed and does not scare students because pre-service teacher 1 approaches the students, so it does not seem scary.

With evaluation questions, there will also be feedback between teachers and students. If the student feels that the question cannot be answered, the teacher will provide feedback by providing further explanations to understand the student better. Apart from that, evaluation questions enable students to think more critically about the learning material presented. This has an impact on how engaged students are during the learning process. Students who pay serious attention to the pre-service teacher's explanation can answer each evaluation question well. Of course, this encourages students to be more involved during learning. If students want to be able to answer evaluation questions, students must pay close attention during the learning process. This makes students more involved so that they can answer the evaluation questions given by the pre-service teacher.

Based on the teaching video conducted by pre-service teacher 3, it was found that pre-service teacher 3 gave evaluation questions to his students, which were carried out while reviewing the material they had

studied previously. This can be found at minutes 4.25-7.23, shown in the following image:



Figure 4.4 Providing Evaluation Questions

In the video recording, it can be seen that the pre-service teacher 3 asked students questions regarding last week's learning material. Several students were seen answering questions given by the pre-service teacher 3. By going around, the pre-service teacher 3 asked students questions randomly so that the pre-service teacher 3 could find out the student's understanding of the learning material that had been taught. Several students felt confused when answering the questions given by the pre-service teacher 3. However, the students could answer the evaluation questions after being given the keywords. With evaluation questions, students will be involved in learning to answer questions given by the pre-service teacher.

4.1.6 Increasing Student Engagement with Interesting Activities

The final theme from the data analysis was implementing exciting activities that could significantly increase student engagement. Learning activities are prevalent during the learning process. Most students respond positively when the pre-service teachers do relaxing activities in class. The activities carried out include playing games, singing together, or watching films but are still related to English. The pre-service teachers can use this learning activity to determine how students understand the material provided and connect students with direct practice in real life. This can be seen from the following data:

“Yes, namely by making games. The game is about learning. I gave direct to students to take part in the games so that they will be more active in learning.” (Pre-Service Teacher 1, Interview, March 12, 2024, Researcher’s Translation)

“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 3, Interview, March 24, 2024, Researcher’s Translation)

“An activity that I often do is watching films with my students, such as English films or icebreakers in English. Of course, students become happier and more active during learning.” (Pre-Service Teacher 4, Interview, April 1, 2024, Researcher’s Translation)

As can be seen from the interview data, the pre-service teachers carry out learning activities to make their students more involved during learning. This activity is a relaxing activity but is still linked to learning English. Implementing this activity makes students feel more enthusiastic about participating in learning. This activity also gets all

students involved. Even though it seems relaxed, it is very effective for practicing students' English skills. Of course, this activity positively impacts the learning process, where all students are involved and actively participate in learning. Apart from that, the pre-service teachers can provide direct practice of the material that has been explained. This can determine how students understand the material they have captured and the actual practice of explaining it. According to pre-service teacher 1, learning activities that can increase student engagement include creating games around learning. The pre-service teacher 1 directs students to get involved in the games. She explained first how the technical implementation of the game was and then gave directions. From these games, it can be seen that the students understand the material and apply it directly in actual practical activities.

Meanwhile, pre-service teacher 3 said that the activity she implemented involved singing along with songs in English. This activity is an activity that requires much time but makes students more enthusiastic. Of course, all students are also involved in this activity. With this activity, the pre-service teacher 3 can determine students' pronunciation skills in speaking English. The pre-service teacher 3 also tells the correct and appropriate pronunciation if incorrect pronunciation is found. Apart from increasing student engagement, this can also provide more knowledge in aspects of speaking. The pre-service teacher 4 stated that watching ice-breaking films or videos in English could increase

student engagement. The pre-service teachers can see the students' enthusiasm in understanding the storyline and the video's meaning. Students feel interested in the video and will try to find out the story's content by understanding the characters in the film/video.

The results of this data showed that pre-service teachers can enhance student engagement through learning activities that are still linked to English language learning. The pre-service teachers keep students practicing English with relaxed learning activities and connecting students through practice. Interesting activities implemented during learning involve all students during the learning process. Students tend to be happier when they are not given learning material. They will feel happy because they do not have to study. However, providing this activity cannot be separated from the learning material. The activities carried out are activities that still include English in their application, so students can play while learning. In general, having activities outside of learning, such as games, will involve all students. Student engagement is the main thing when implementing a learning activity.

This can be found in the pre-service teacher 1 teaching video at minutes 6.08-13.03. Pre-service teacher 1 applies snowball throwing games in teaching material about elliptical construction. Learning activities through games make students more enthusiastic about learning. The following image shows activities through games during learning:



Figure 4.5 Games Snowball Throwing

The pre-service teachers apply learning with snowball throwing games. In these games, all the students must be involved. The pre-service teacher 1 prepares questions about the material they are studying and then forms them into a ball. Every student who gets the ball must be able to answer the questions given. All the students were enthusiastic because they tried to avoid being hit by the ball. Learning interspersed with games makes learning more exciting and less monotonous compared to learning that always uses textbooks. Students are also more involved during learning and feel comfortable in receiving learning.

4.1 Discussion

4.2.1 Increasing Student Engagement by Measuring Student Engagement in the Learning Process

Based on the research results, the level of student engagement is an important thing that pre-service teachers need to know. Measuring student engagement is the main thing that needs to be done before

implementing other strategies. Measuring student engagement not only helps pre-service students know how intense their engagement is during the learning process. It also helps pre-service teachers know which students are classified as active and passive during learning. The first step that pre-service teachers must take is to find out the level of student engagement. Then, pre-service teachers can determine further actions based on the level of student engagement. Directly, this is related to students' efforts in pursuing the knowledge they want to master, intensity, and persistence in engagement in academic, social, and extracurricular activities to achieve academic success (Zapata et al., 2022).

Measuring the level of student engagement is carried out by checking student understanding through asking questions. From asking these questions, pre-service teachers can immediately identify students who are classified as active and passive during learning. This can be seen in the students' abilities when they receive questions from the pre-service teacher. Students who can answer questions from the pre-service teacher indicate that the student is following the learning. Meanwhile, students who cannot answer questions indicate that the student is not listening and paying attention to the lesson.

This finding is in line with Appleton (2006), who stated that measuring students' cognitive and emotional abilities has a great influence on improving student learning outcomes. Pre-service teachers can find out how students understand the material that has been explained

and how it is related to students' cognitive abilities. This student understanding greatly influences student learning outcomes. Students who understand learning well will find it easier to understand questions related to their understood material. Students who have a good understanding can answer questions well, too. A pre-service teacher must be able to condition his students to have high engagement during learning. This is also follows the opinion of Reschly (2010), who states that when students are involved, the context (facilitator) will provide feedback or support that can encourage student engagement.

Pre-service teachers, as facilitators for their students, of course, provide feedback that has an impact on student engagement. This feedback is in the form of an action that encourages students to be more active during learning. Actions taken by pre-service teachers on this finding are to provide advanced material to passive students so they can truly understand the material being explained. Pre-service teachers also provide opportunities for students who cannot answer questions and do not understand the material to ask other friends first. With this, students can become active in asking their friends. This indicates that passive students become more active with the encouragement given by the pre-service teacher. Pre-service teachers can equalize the understanding of all their active and passive students. This means that pre-service teachers contribute greatly to increasing student engagement to ensure students can be more active and understand learning to achieve good learning

outcomes.

The further action taken by the pre-service teacher is to provide further material so that passive students can truly understand the material being explained. So pre-service teachers can equalize the understanding of all their students. This means that pre-service teachers contribute greatly to increasing student engagement to ensure students can understand learning to achieve good learning outcomes.

4.2.2 Building Good Communication to Increase Student Engagement

Communication between pre-service teachers and students is necessary to increase student engagement. For example, pre-service teachers start conversations with students by asking about topics outside the learning context. Such communication can build a good relationship between the two. Building good communication also aims to create a bond between pre-service teachers and students. They can connect and be comfortable in their behavior. Pre-service teachers must be able to make efforts to become close to their students. When entering a new environment, the most important thing that needs to be developed is creating a feeling of comfort when you are in the same environment. This also includes emotional engagement, where pre-service teachers and students feel comfortable participating in the learning process. This aligns with the opinion of Bierman et al. (2008), who revealed that children's emotional engagement impacts school readiness and academic achievement. Communication is an important thing that must be

established well to create a feeling of comfort during learning.

Apart from that, communication between pre-service teachers and students during learning must be carried out frequently. Even though pre-service teachers only communicate a little, it greatly impacts students. Students may not feel awkward meeting with pre-service teachers and dare to convey something during learning. This finding aligns with the statement of Cook et al. (2018) that small things like greeting students in a friendly manner when they enter the classroom can improve the atmosphere between students and teachers. The relationship between pre-service teachers and their students greatly influences student behavior when participating in learning. The more interactions created, the more comfortable students will feel. In these findings, it is known that pre-service teachers communicate by asking students about their hobbies, where the context of their conversation is outside of learning. Students feel enthusiastic when talking about topics they like. Students are very interactive and want to interact with others inside and outside the classroom and school (Willms et al., 2009). This is because pre-service teachers are teachers who temporarily replace their original teachers, so in a short time, they must create an atmosphere and learning environment that supports students in being more involved. This is by the opinion of Dunleavy and Milton (2009), who states that an open, attentive, and respectful relationship between students and teachers is very important to support social and psychological involvement in learning. Students

will be more involved in learning when a good relationship is established between pre-service teachers and students. Thus, good communication between pre-service teachers and students can improve the relationship between the two, thus encouraging students to be involved and not be reluctant to express their opinions or thoughts during learning.

4.2.3 Enecting Cooperative Methods in Balancing Structure and Student Autonomy

Pre-service teachers have an important role in determining learning methods for students. Understanding student character is something that needs to be mastered by pre-service. Motivating teachers provide knowledge and are true collaborators with their students (Reeve, 2016). This means that every pre-service teacher must be able to understand the characteristics of students so that it can be a guide for pre-service teachers in implementing learning methods. Learning methods are strategies that can increase student engagement. Applying appropriate methods will positively impact engagement during the learning process. Learning methods are closely related to students' cognitive involvement, impacting learning outcomes.

Providing clear learning methods can help students improve learning outcomes, as well as how students respond to the learning provided by pre-service teachers. This aligns with the opinion of Skinner and Belmont (1993) that three behaviors that can influence student behavioral engagement are involvement, structure, and autonomy

support. Hence, the relationship between Autonomy concerns how students respond to what they will learn, and structure concerns the provision of clear methods. Based on the findings, pre-service teachers try to increase student engagement through cooperative methods. This method requires students to be involved in the learning process, where learning focuses more on problem-solving. Each student is responsible for solving problems so that all students will, of course, be involved in the following learning. Providing clear learning methods is important to supporting student engagement during the learning process (Jang et al., 2010). The learning method used by pre-service teachers and this research makes students more active because they frequently interact with friends and pre-service teachers to obtain information that can help them complete the assignments given. Students will automatically be actively involved in learning. Therefore, it can be concluded that this cooperative method is very effectively applied to increase student engagement during the learning process because students have their roles and tasks in solving problems obtained from the assignments given by the pre-service teacher.

4.2.4 Fostering Student Engagement through Digital Media

Using digital media as increasingly sophisticated technology contributes to the learning process. Pre-service can utilize digital media to increase student participation and engagement in learning. This aims to encourage students to explore learning from various sources. Do not

just depend on the learning material provided by the pre-service teacher.

This finding aligns with Beeland (2002), who said that technology can provide significant potential to meet the needs of students with diverse learning styles and increase student engagement during learning. Digital media can facilitate students' interests and learning styles, both auditory, visual, and audio-visual. The media often used by pre-service teachers is a projector. Pre-service teachers can provide material from PPT, YouTube, or other sources through a projector. This is also in line with Hayes (2000) opinion that new forms of digital media are increasingly attracting children to video games, social media, and alternative ways of learning. Using digital media in learning is the best strategy for increasing student engagement. Judging from the findings, almost all pre-service teachers use digital media, namely projectors, in learning. The result is that students are more enthusiastic when learning using a projector. Students were even asked to repeat the material in the form of videos. Additionally, in a recent paper entitled "Unleashing the Future: Educators "Speak up" about the Use of Emerging Technology for Learning" (2010), teachers report technology increases factors of student engagement – including cognitive, affective, behavioral, academic, and social. The use of digital media not only improves behavior but also improves learning outcomes because students remember the lessons given more easily. Learning using this technology attracts students' attention and curiosity. By implementing varied media, pre-service

teachers can minimize monotonous media to reduce student boredom.

4.2.5 Giving Evaluation Questions during the Learning Process

One of the strategies pre-service teachers use to enhance student engagement is by giving evaluation questions to students. This evaluation question relates to the material provided by the pre-service teacher. With evaluation questions, pre-service teachers can determine how students understand the learning material. Harari and Covington (1981) said that as students progress from elementary to secondary levels, their self-esteem depends on their ability to compete. Students' ability to compete is a means of achieving good learning outcomes. Apart from that, evaluation questions are also used to evaluate pre-service teachers regarding how they provide an understanding of whether or not the expected results have been achieved. Thus, it can be used as an evaluation tool for pre-service teachers to develop better learning skills in the future.

Giving evaluation questions aims to determine student understanding. Students have their capacities, so their abilities are also different. Therefore, by knowing students' understanding, pre-service teachers are expected to be able to determine an approach that suits their students' abilities. This finding is supported by Walsh and Sattes (2017), who stated that quality questions can allow students to think at an appropriate cognitive level and state clearly and concisely. Pre-service teachers tend to ask evaluation questions at the end of the lesson. This is so that pre-service teachers know how students are involved during

learning. Students actively involved in learning can easily answer evaluation questions compared to students who ignore learning.

This is also in line with the opinion of Smart and Marshall (2013), who state that questions from the teacher are a sub-component that has the potential to make classroom learning effective. Giving this question can stimulate students' desire to think about the answers to the questions given by the pre-service teacher. Pre-service teachers can also elaborate on the questions that have been given so that students become more involved in answering the questions given. This means that the teacher cannot only ask one question because fewer students will answer the question given. Pre-service teachers ask students lots of questions so that students can become more involved in learning. Apart from that, evaluation questions are also used to evaluate pre-service teachers. This is because pre-service teachers can know how the material is captured and understood by their students so that pre-service teachers can improve subsequent learning to be better.

4.2.6 Providing Interesting Activities During the Learning Process

Providing fun activities can make students feel enthusiastic about participating in learning. Student responses in implementing this activity were also good. Most students do not like learning and only understand the material. However, students also need direct application of the material taught. Activities such as games have a positive impact on student engagement. Pre-service teachers must be able to relate these

games to learning material. Activities such as singing together and watching films can also improve students' English skills. With this activity, students not only play but also learn the material presented in the game.

This new finding is in line with Tan Ai Lin, Ganapathy, and Kaur (2018), who stated that game-based learning and gamification must be used to provide opportunities for students to be fully involved in learning activities. Providing game-based activities can increase students' focus on the activities they are doing and reduce students' feelings of frustration in learning (Oliveira et al., 2023). With game activities, students will focus on being able to play games, and automatically, students will be fully involved in learning. Likewise, when singing and watching films, students must focus on the song lyrics or storyline shown in the English film. Besides that, apart from doing fun activities, students can also practice their English language skills, such as pronunciation and grammar, especially students' speaking skills. Wiggins (2016) said that game-based learning is used to improve student mastery in the context of teaching and learning. This is related to mastery of the material presented by the pre-service teacher. Learning with game activities linked to English makes students understand more about the material they are studying because they are directly involved in the game. Besides that, this can provide the view that learning English is fun.

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 tadrис 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 keluarga 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 dekat 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, tripod, 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

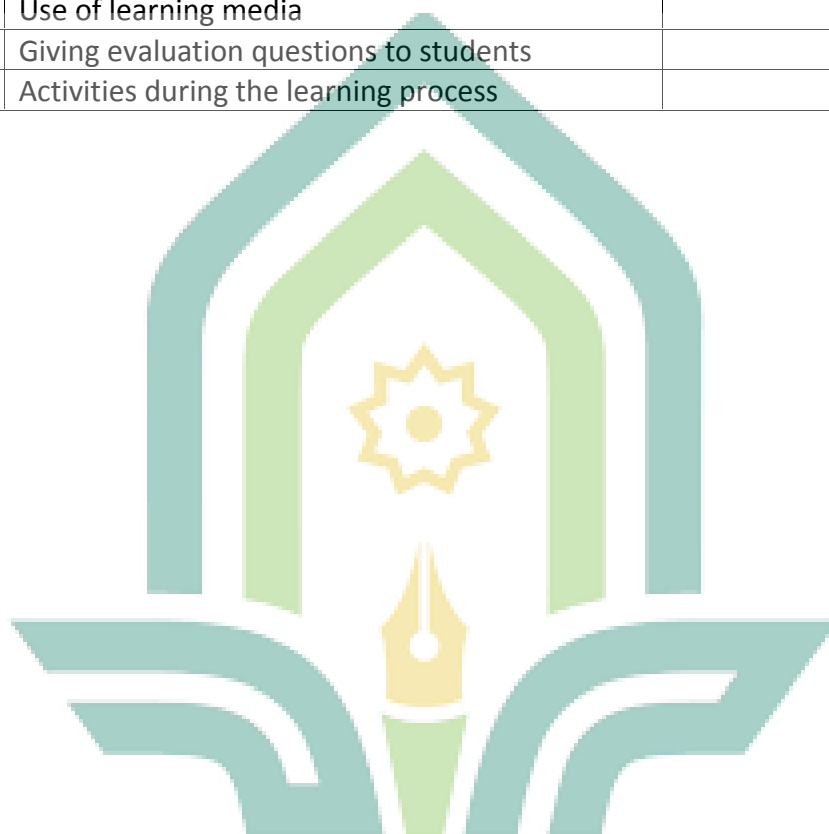
Interviewer	Assalamualaikum Wr. Wb
Pre-service Teacher 4	Waalaikumsalam Wr. Wb
Interviewer	Let me introduce myself: Iqlil Salsabila, an 8th-semester student majoring in English. I want to interview you as a resource person for my thesis entitled "Pre-service EFL Teachers Strategies to Enhance Students 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-It is</i> 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	Metooode pembelajran yang diterapkan oleh guru prajabatan 2 adalah dengan membentuk siswa menjadi beberapa kelompok besar dan memberikan tugas kepada masing-masing kelompok.

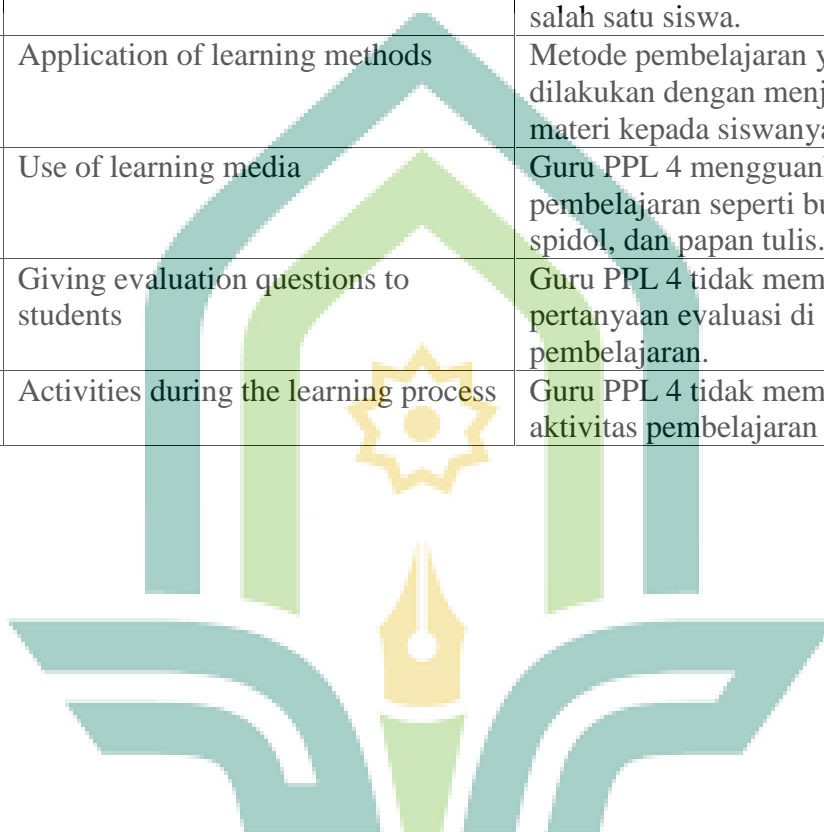
4.	Use of learning media	Guru PPL 2 menggunakan media pembelajaran seperti lembaran kertas tentang recount text, papan tulis, dan spidol.
5.	Giving evaluation questions to students	Guru PPL 2 tidak memberikan pertanyaan evaluasi setelah memberikan materi pembelajaran.
6.	Activities during the learning 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.



CURRICULUM VITAE

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