

APPENDIX 1: Questionnaire for Collecting the Data



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QUESTIONNAIRE REVISION

Dear friends,

This questionnaire is attempted to fulfill my research about what you have learned in Micro Teaching course, especially on the teaching skills. Kindly, read the instructions before you fill in each part. I will greatly appreciate your consideration and your time to complete the questionnaire. After you complete the questionnaire, kindly return the questionnaire before February 22nd, 2015. I realize your time is valuable one, but I am sure that you want to improve the quality of teacher training as much as I do.

Your responses will be kept confidentially and used for research only. If you have any questions, do not hesitate to contact me at 085731974211, BBM: 2BA4E6E2 or LINE: claradayinta.

Regards, Clara Dayinta.

A. AWARENESS ON THE MICRO TEACHING COURSE TOWARDS TEACHING PRACTICE

Please put a tick (✓) in the column provided which shows your personal belief.

Give some comments on the column provided to show how much you agree or disagree with the statements.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

NO	STATEMENTS	1	2	3	4	COMMENTS
1	Micro Teaching helps me to enhance my confidence in teaching the real classroom.					
2	Micro Teaching gives me opportunity to practice the teaching skills and teaching techniques appropriately before doing my Teaching Practice					
3	The observation of my peers teaching simulation helps me to apply the appropriate teaching skills and teaching techniques in teaching the real classroom.					
4	The teaching skills and teaching technique practiced in Micro Teaching helps me to accustom the appropriate teaching skills and teaching technique in teaching the real classroom.					
5	The lecture and discussion on the components of RPP taught in Micro Teaching help me to develop RPP appropriately in preparing the lesson in the real classroom.					
6	Micro Teaching gives me experience in giving and receiving comments and suggestions on my teaching simulation.					
7	The feedbacks from lecturers and peers help me to evaluate my teaching simulation.					
The teaching skills I practiced in Micro Teaching helps me to :						
8open and close the real classroom properly. (the introduction and closing skill) <i>If your answer are AGREE (3) or STRONGLY AGREE (4), please answer question no. 14.</i>					
9vary the proper movement and gestures in teaching the real classroom. (the stimulus variation skill ¹) <i>If your answer are AGREE (3) or STRONGLY AGREE (4), please answer question no. 15.</i>					
10apply the proper variation in voice, media and materials in teaching the real classroom. (the stimulus variation skill) <i>If your answer are AGREE (3) or STRONGLY AGREE (4), please answer question no. 16.</i>					
11ask and respond the questions in the real classroom properly. (the questioning skill) <i>If your answer are AGREE (3) or STRONGLY AGREE (4), please answer question no. 17.</i>					
12explain the lesson in the real classroom appropriately. (the explanation skill) <i>If your answer are AGREE (3) or STRONGLY AGREE (4), please answer question no. 18.</i>					
13control, handle, and manage the lesson in the real classroom properly. (the classroom management skill) <i>If your answer are AGREE (3) or STRONGLY AGREE (4), please answer question no. 19.</i>					

¹ A teaching skill is used to vary the teacher candidates' specific teaching behavior such as movement, gestures, and variation in voice, media, and materials, and type of interaction in the classroom.

	choosing proper teaching activities in teaching
	arranging the suitable teaching media appropriately
Others, please specify:	

20. Overall suggestions for the improvement of Micro Teaching course:

	choosing proper teaching activities in teaching
	arranging the suitable teaching media appropriately
Others, please specify:	

20. Overall suggestions for the improvement of Micro Teaching course:

APPENDIX 2: Interview Questions

INTERVIEW QUESTIONS

1. Can you identify the top three of the most important activities or teaching experiences of Micro Teaching that you feel the most beneficial in facilitating you to teach the real students?
2. Describe how does the teaching simulation in Micro Teaching enhance your confidence in teaching the real students?
3. Describe how does teaching experiences¹ you get from Micro Teaching support you in teaching the real students properly? Give examples.
4. Describe how does teaching skill² you practice in Micro Teaching support you to apply teaching skill properly? Give examples.
5. What are your suggestions for the improvement of Micro Teaching which later prepares you to Teaching Practice? Give example.

¹ Teaching experiences in Micro Teaching includes opportunity teaching skill, observation peers teaching, the lecture and discussion of lesson plan, the experience of giving and receiving feedback, the evaluation of teaching performance.

² Teaching skill in Micro Teaching includes introductory and closing skill, stimulus variation skill, questioning skill, explaining skill, and classroom management skill.

APPENDIX 3: Interview Transcriptions

THE INTERVIEW

➤ Respondent 1	
The investigator :	<p>Hmm.. Thanks for being corporate to be the interviewee. In this interview, umm.. I will ask you some questions related to my study about umm... "The Role of Micro Teaching Towards Teaching Practice". Um.. your role here is umm.. to be the representative of your friends, so you must answer my questions honestly based on what you have done after taking Micro Teaching and Teaching Practice. Your answer will be kept confidentially and used only for my study. Are you ready?</p>
Respondent 1 :	Yes.
The investigator :	<p>Ok. I will start the first question. Hmm... I'd like you to identify the top three of the most important activities in Micro Teaching that umm... you feel the most beneficial in facilitating you to teach the real students?</p>
Respondent 1 :	<p>The top three of the most important.. umm, I wonder what they are.. Well, hmm.. I think the feedback from the lecturer umm.. (the feedback from) my peers. Hmm.. What else ya?</p>
The investigator :	<p>Try to remember it hmm.. What about what you have been (pausing) practicing in Micro Teaching?</p>
Respondent 1 :	<p>Yeah.. hmm.. teaching skill practice, and the other thing is (pausing) (the lecture and discussion of) the lesson plan format. Umm.. (pausing) I think that's all.</p>
The investigator :	<p>Okay, (pausing) so, the (pausing) Three of the most important activities in Micro Teaching is (pausing) what is it? (pausing) the feedback from your lecturer and your peers, then (pausing) teaching skill practice and the lecture of lesson plan format. Do I miss something?</p>
Respondent 1 :	<p>No, what you have been said is correct. You mentioned it all correctly. Just like what I said.</p>
The investigator :	<p>Okay, ... well,... so, ... can you describe how (pausing) the lecture of lesson plan format support you in teaching the real students properly?</p>
Respondent 1 :	<p>Well, they are (teaching skill and lesson plan format) quite useful, except the feedback.. The feedback I get is very very useful while I teach the real students. hmm.. so, can I explain what I have been doing in Micro Teaching? It'll be easier for me to explain it in that way.</p>
The investigator :	Yes, you can.
Respondent 1 : Ok, well... at our first meeting, we are taught about the new

	curriculum .. I mean 2013 curriculum.. then, we get some explanation about the components of 2013 lesson plan and the lesson plan format. During the explanation of 2013 lesson plan we can ask to our lecturer. After the explanation ends we are taught about how to open and close the class properly, how to stand up in front of the class (teaching skill), and how to dress properly... like a real teacher. I feel that it is very useful before we go to teach the real students.... you know, when I am in TEFL and TEYL class I've never been taught about these ones. (In TEFL and TEYL class) I only practice the teaching techniques but here (in Micro Teaching) I practice both of them (teaching skill and technique) so I feel more prepared in teaching the real students.
The investigator	: Hmm I think I can see your point through your answer.. But, I want to ask you.. related to your answer before.. you say that you feel more prepared in teaching the real students.. Is it the same with you are more confident in teaching them (the real students)? Can you describe it?
Respondent 1	: ... It is not like that. I disagree with you if you consider my answer is the same with confidence. I just feel more prepared when I first come to the school field but when I have my first teaching performance in my Teaching Practice, I feel anxious. I am afraid of what I have already practiced in Micro Teaching – such as teaching skill – are not fit to be applied in the real classroom. That is the reason why Micro Teaching might not increase my confident in teaching the real students.
The investigator	: Ok, I see what you fear teaching skill you practice might not suitable in teaching the real students who are different from your peers.
Respondent 1	: Exactly, that's what I am trying to say. (pausing) I am just afraid when I apply teaching skill I practice in Micro Teaching, I cannot handle the real students. That's what I am afraid the most.
The investigator	: (pausing) well, Now, I clearly see what you mean. Then, can you describe how the feedback is useful for you in facing the real students?
Respondent 1	: Hmm.. After we teach about how to open and close the class, how to dress properly and etc., we do the lottery. The lottery is used for the order of our teaching performance. After we get the order of our teaching performance, we get the copy of e-book which later can be used to compose our teaching-learning materials. That's the first meeting. On the second meeting, there are two people who do the teaching performances based on the order we get from the lottery. While the other two of our

	<p>peers will be the observer. The two people who will be the observers are my peers who do the next teaching performance. The lecturer has decided in the first meeting. The observer is administered to give the feedback and the score of teaching performance. My other peers are my students. As long as the observers observe the teaching performance, they notice what the performers have been doing. Whether the performers do it properly or improperly. The observers make necessary notes to the part they want to criticize on the teaching performance which later will help them to mention their suggestion on how the performers should perform certain teaching skill properly. The observers mention their feedback in detail and even give an example how to perform teaching skill properly. Then, the lecturer gives more detail explanation in performing certain teaching skill properly. When I do my first teaching performance in teaching the real students, I remember what my peers and lecturer have commented on my teaching performance. As I remember the feedback, I feel the difference in teaching the real students. For example, when I ask the real students to work in group or in pair, They (the real students) are more pleased to learn the lesson I teach when they use the media I prepare. Their comprehension on the materials I teach also better.</p>
The investigator :	<p>That's good for your development of teaching skill. Then, can you describe (pausing) how teaching skill you practice in Micro Teaching support you (pausing) to perform teaching skill properly in teaching the real students?</p>
Respondent 1 :	<p>Yeah.. Hmm.. What makes teaching skill I practice in Micro Teaching is helpful for teaching the real students is because the lecturer gives us the detail description before we perform our teaching skill in front of our peers. That makes us be aware of what we should do in our teaching performance. When I do my teaching performance in front of my peers I feel that I can do better in front of the real students. And that's what really happened when I teach the real students. Even though before I do my teaching performance to the real students I feel hesitate whether the real students will understand my lesson or not. I just do it like what I have practiced in Micro Teaching as a result the lesson runs smoothly. Of course, I need to adjust teaching skill I practice based on the classroom situation and the students knowledge level. For example, when I want ask one of the real students about what I have been explained. I should consider the students ability in answering my questions. What I mean by the students ability is the fast learners or the</p>

	slow learners. I should be aware of each student's abilities in order to not discourage the other students who have different ability. I just want to show that even though the real students have different abilities in learning the lesson, they can do the same things like the other students do. It may be motivate the slow learners to learn the lesson.
The investigator	: Well, this will be my last question... Do you have any suggestions regarding to all the discussion we have today? Give example.
Respondent 1	: There is one thing that Micro Teaching should be improved. When I face the real classroom you know, I might not that confident to teach the real students even I ever think that I feel hesitate whether teaching skill or techniques I practice doesn't appropriate in teaching them. Therefore, may be the lecturer can invite someone who has done Micro Teaching and Teaching Practice and ask her to share their problems in facing the real students. It will make us be more aware of the situation in real classroom which later help us to practice teaching skill that suitable for teaching the real students.
The investigator	: Wow, that's a really nice suggestion and I hope your suggestion will be accepted by the syllabus creator of Micro Teaching. Thank you for your nice sharing.
Respondent 1	: Your welcome. I hope my answers will help you to have better testimony for your thesis.

➤ Respondent 5

The investigator	: I will ask you some questions related to my study about "The Role of Micro Teaching Towards Teaching Practice". Your role here is to be the representative of your friends, so you must answer my questions honestly based on what you have done after taking Micro Teaching and Teaching Practice. Your answer will be kept confidentially and used only for my study. Are you ready?
Respondent 5	: Yes.
The investigator	: Ok. I will start the first question. (pausing) Well, I'd like you to identify the top three of the most important activities in Micro Teaching that you think the most beneficial in facilitating you to teach the real students.
Respondent 5	: Umm, okay. I think those are the lecture and discussion of 2013 lesson plan format, the feedback from the lecturers and peer, and teaching skill practice.
The investigator	: Can you explain in what way the lecture and discussion of the

		lesson plan will be beneficial for you?
Respondent 5	:	Well, before UTS (mid-term examination), 2013 lesson plan format for teaching junior high school is taught by our lecturer. The lecturer prepares a slide which contains the details of the lesson plan format. Each week, the lecturer explains each details of the lesson plan format, and of course, there are question and answer session in which each of us could ask about the details which we didn't understand. Then, before UAS (final examination), we were taught about the lesson plan format utilized for senior high school.
The investigator	:	Well, I see how useful is that for you in preparing the teaching-learning materials at the school field. So, what you meant is that the lecture and discussion of lesson plan are useful for you in adjusting the lesson plan during your Teaching Practice.
Respondent 5	:	Yes, that's exactly what I meant, so during my Micro Teaching I had experienced making proper lesson plan based on the current curriculum at that moment – K13. When I had my Teaching Practice, I did not feel any anxiety in developing lesson plan because the school used the same lesson plan like I had made in Micro Teaching.
The investigator	:	Anyway, I clearly get your point now. But, since it's very helpful for you, can you give me the reason about your answer in the questionnaire, "Agree"?
Respondent 5	:	Hmm, well that's because only few changes in the components of the lesson plan. But, still I make the appropriate lesson plan which means based on 2013 curriculum.
The Investigator	:	Okay, that's good for you. Then, what about your teaching skill practice in Micro Teaching? In what way does it benefit you in applying your teaching skill in the real classroom?
Respondent 5	:	Well, actually not all the teaching skill I practiced in Micro Teaching is appropriate to be applied in teaching the real students. I adjust certain teaching skill. For example, I have to speak clearly and loudly to make the students (real students) pay attention to my explanation. It's different from my Micro Teaching. Because of the number of the students I taught in Micro Teaching, I did not need to have a really loud voice to make my peers concentrate to my explanation. Teaching skill that I practiced in Micro Teaching help me to vary the interaction between students. The teaching-learning activities became more lively and attractive when I asked the students to work in pairs or in group. The students were more active in asking questions even in answering the questions from their friends. While I used some media like card games, the students were interested to try to play the game.

	<p>Not only that what certain teaching skill like I manage how to eye contact to the students (real students) and use appropriate gestures while I was doing Teaching Practice in order to be applied in certain materials.</p> <p>When my friends did their teaching simulation, I found out that the teaching skills – the way of speaking, the way of opening and closing the class, and etc. – we practiced were beneficial and important. Those teaching skills later will help us to run the lesson in the real classroom smoothly</p>
The Investigator :	<p>That's good. You can accustom and apply your teaching skill in teaching the real students. Then, in what way the feedback from the lecturers and peers in Micro Teaching benefits you in teaching the real students?</p>
Respondent 5 :	<p>Hmm.. Actually, I only get the feedback from my peers. It is because the time for feedback session is only several minutes, may be around 5 to 10 minutes thus, my lecturer summarizes what my peers suggest. However, I think I get enough suggestion from my peers because I can apply some suggestions in teaching the real students. And the suggestion is quite effective to be used. For example, when I do my teaching performance in Micro Teaching, I apply a game to make my peers have better understanding to my explanation. Before I start the game, I read the instructions first. The feedback session begins after I have finished my teaching performance. Then, one of my peers suggests that it's better to ask them about what they should do after giving several instructions. When I remembered what my peers suggested in Micro Teaching, I applied their suggestion in teaching the real students. It was really beneficial for me because I did not need to repeat my instruction over and over again.</p>
The Investigator :	<p>Wow, that's nice seeing you can instruct your students properly. The feedback is useful for you since it can be applied in teaching the real students. From what you have been shared, I think Micro Teaching is a good program for preparing you as teacher candidates, but can you describe which part of Micro Teaching that needs to be improved and to be maintained in preparing you to Teaching Practice?</p>
Respondent 5 :	<p>Well, I think all parts of Micro Teaching are good, except this one, classroom management skill. Classroom management skill I practice in Micro Teaching is useless. What I mean is classroom management skill doesn't help in handling, controlling, and managing the teaching-learning activities in teaching the real students. Teaching the real students is really tough and challenging to be dealt with because the real students</p>

	sometimes enjoy themselves in talking with their friends while I was explaining. I think it would be better if the teaching performances done in Micro Teaching could have such beneficial experience.
The Investigator :	Can you specify more about “having such beneficial experience” in Micro Teaching or can you give examples related to that?
Respondent 5 :	So what I mean is when I was teaching in the real classroom, I had some students busy talking one to another, the others went to the toilet without my permission. It's quite difficult in handling and controlling unexpected things in the real class. Therefore, it should be better if Micro Teaching can do the same situations happened in the real class, I will suggest the lecturer who leads Micro Teaching to command some of my peers who become the observers to busy talking or playing with their desk mates while I explain the lesson. But, the lecturer should keep in mind that she gives order to my peers before I do my teaching performance in front of the class. So, I will not know the situation of the class during my teaching performance.
The Investigator :	Okay, so what do you mean is that the situation of your class during your teaching performance has been set up by your lecturer before you do your teaching performance. Hmm.. that means you would not know what kind of classroom situation you will face. Is that what you mean?
Respondent 5 :	Exactly, I've been trained to handle and control the unexpected classroom situation in Micro Teaching, so I think I can handle the unexpected classroom situation happens in the real class.
The Investigator :	Your suggestion is good for the sake of teaching skill practice in Micro Teaching. Umm.. This will be my last question ... do you have any other suggestions regarding all the discussion we have today? If there is any, you can say it here before we end this interview session.
Respondent 5 :	Umm.. I guess Umm.. yeah, I guess that's all because all the components of Micro Teaching are great already since I can apply the knowledge and skill I got in Micro Teaching. Hmm, yes I guess that's all.
The Investigator :	Ok, that's very nice of you, thanks for your time and corporation. I hope your suggestion will be accepted by the syllabus creator of Micro Teaching, especially teaching skill practice. I think, this is the end of our interview. Thank you.

➤ Respondent 11	
The investigator :	I will ask you some questions related to my study about “The Role of Micro Teaching Towards Teaching Practice”. Your role here is to be the representative of your friends, so you must answer my questions honestly based on what you have done after taking Micro Teaching and Teaching Practice. Your answer will be kept confidentially and used only for my study. Are you ready?
Respondent 11 :	Yes, I am ready.
The investigator :	Hmm.. my first question is... can you identify the top three of the most important activities or teaching experiences of Micro Teaching that you feel the most beneficial in facilitating you to teach the real students
Respondent 11 :	Hmm.. I think they are the (experience of giving and receiving) feedback, the practice of teaching skill, and peer observation.
The investigator :	You said that Micro Teaching give you opportunity to practice your teaching skill. Can you describe more detail how teaching skill you practiced in Micro Teaching support you to apply teaching skill in front of the real students? You can give example if it is needed.
Respondent 11 :	I strongly agree with the statement mentioned in the questionnaire. Since I practiced to present the material using appropriate teaching skills and techniques, I later applied them in my Teaching Practice. In Micro Teaching, the lecturer made us free to choose what teaching technique and skill we wanted to be applied in teaching in front of peers. Then, we did our teaching simulation based on what we planned such as teaching technique and skill. The practice helped me to apply suitable teaching skill and technique in teaching the real students. I could adjust which teaching skill and technique is suitable for the students' characteristics. For example, when there were some students made noise, I just came near them. Then, they suddenly did their task I gave. It was more effective than I stood up in front of the class to ask all the students to remain silence.
The investigator :	Well, that's great. The practice of teaching skill in Micro Teaching really helped you to apply what you have practiced in front of the real students.
Respondent 11 :	Yes, it did. Moreover, when I finished my teaching performance in Micro Teaching class, all of my peers were asked by the lecturer to give some feedback on my teaching performance. The feedback included the weaknesses and strengths in my teaching. For example, when I wrote on the

	whiteboard, I was blocking the students' view. Then, in the feedback session, my peers suggested to do the proper gestures in order to not block the view of the students. As I remembered what I experienced, it always tells me what to do on my next teaching performances and cover the weaknesses occurred in the previous performance. I recognized my strengths and weaknesses on my teaching performances not only from my peers and lecturer, but also from the observation form that was prepared by the lecturer. The observation form contains the activities I should do during my teaching performance. Those observation forms were filled by my peers who pretended to be my students during my teaching performances. I could recognize what aspect I had not achieve which later I should improve and what aspect I had already achieved which I should keep up later.
The investigator :	Well, that's great. Then, you said earlier that peer observation is one of the most beneficial teaching experiences in facilitating you to teach the real students? Can you describe it in more detail? You can give examples if you want.
Respondent 11 :	Do you mean peer observation?
The investigator :	Yes, that one. Can you give more detail explanation about it?
Respondent 11 :	Well, I think through observing my friends teaching simulation, I learned to recognize the suitable teaching skills and techniques in order to conduct the lesson well.
The investigator :	Well, that's great to see you could recognize which teaching skill or techniques that suits to be applied in teaching the real students. Now, do you have any suggestions for the improvement of Micro Teaching to prepare you to Teaching Practice?
Respondent 11 :	Hmm.. I think what I have experienced in Micro Teaching was great, so I think it should be maintained for the next period.
The investigator :	Yeah, that's also happened to the other students I have interviewed with.. Well, it was nice sharing. Thank you for cooperation and time. I hope you have a nice day.

➤ Respondent 3	
The investigator :	I will ask you some questions related to my study about "The Role of Micro Teaching Towards Teaching Practice". Your role here is to be the representative of your friends, so you must answer my questions honestly based on what you have done after taking Micro Teaching and Teaching Practice. Your answer will be kept confidentially and used only for my study. Are you ready?
Respondent 3 :	Yes.
The investigator :	Ok. The first question I want to ask is the top three of the most important activities in Micro Teaching that you feel the most beneficial in facilitating you to teach the real students. Can you mention them?
Respondent 3 :	Um, well.. (pausing) the feedback (pausing) the observation of peers and (pausing) teaching skill practice.
The investigator :	You say that teaching skill practice benefit you in teaching the real students. Can you describe how teaching skill practice supports you in teaching the real students? You can give example if you need.
Respondent 3 :	Well it's just ... It helps me to practice my teaching skill and technique appropriately. For example, I fond of lively classroom situation where my peers are attracted on the lesson I teach. Therefore, I usually vary the media and interaction I make during teaching-learning activities to maintain the real students' attention in learning the lesson. I prepare a lot of media such cards, boxes, pictures, posters and etc. When my peers use the media, I instruct them to work in group or in pairs. At the feedback time, my peers tell me that they really enjoy the lesson until the lesson ends. They do not realize that they are still studying the lesson. Moreover, my lecturer also says my strength in using and varying media and interaction should be maintained. Then, I do the same thing in my Teaching Practice. Since I recognize my strength in teaching using and varying media and interaction, I prepare a variety of media. The various media can be used to work in pairs or groups, the teaching-learning activities become attractive for the real students to learn. The real students enjoy the teaching-learning activities until it ends and I am relieved the real students can grasp the lesson through the media I prepare.
The investigator :	It's nice to see the strategies to keep your real students attention by using the media you use. I think your strength in teaching make you confident in teaching the real students.
Respondent 3 :	Yes, of course.

The investigator	:	Can you describe how the teaching performance in Micro Teaching makes you confident in teaching the real students?
Respondent 3	:	Hmm.. (pausing) Micro Teaching did increase my teaching confidence while I taught in the real classroom since I experienced how to manage my time in order to finish the lesson on time, apply some teaching skill I already practiced, and utilized suitable teaching techniques. All in all I had already planned based on the topic lesson in teaching in front of my peers.
The investigator	:	Well, that's really good for you. Hmm.. After I listen to opinion on Micro Teaching, do you think Micro Teaching needs improvement? If there is any, can you give your suggestion for the improvement of Micro Teaching?
Respondent 3	:	I think what I have experienced in Micro Teaching is great but I think the lecture about 2013 lesson plan is too brief. The brief explanation makes me a little bit difficult in making the lesson plan based on 2013 curriculum. The difficulty happens when I have my Teaching Practice. Some components are different from what I learn in Micro Teaching and it's really difficult to adjust with the one used in the school (where I have my Teaching Practice).
The investigator	:	So, what you mean is since it is new curriculum and new format of lesson plan, the time to lecture the lesson plan should be extended to have better understanding in making the lesson plan.
Respondent 3	:	Yes, that's what I mean. ... If the lecture of lesson plan is extended, I will not have difficulty to make the lesson plan.
The investigator	:	Yeah, that's also happened to the other students I have interviewed with.. Well, it was nice sharing. Thank you for cooperation and time. I hope you have a nice day.

➤ Respondent 25

The investigator	:	I will ask you some questions related to my study about "The Role of Micro Teaching Towards Teaching Practice". Your role here is to be the representative of your friends, so you must answer my questions honestly based on what you have done after taking Micro Teaching and Teaching Practice. Your answer will be kept confidentially and used only for my study. Are you ready?
Respondent 25	:	Yes.

The investigator	: Ok. I will start the first question. Hmm... I'd like you to identify the top three of the most important activities in Micro Teaching that you feel the most beneficial in facilitating you to teach the real students?
Respondent 25	: Um, well.. the top three of the most important... Let me remember first.. (pausing) Ok, I think the top three are the (lecture of) lesson plan format, when I give my peer feedback on his/her teaching performance, I also receive feedback from them. The last is (pausing) teaching skill practice.
The investigator	: How does the lecture of lesson plan support you in teaching the real student? Give examples.
Respondent 25	: Before all of the students in my class do teaching performance in front of peers in turn, the lecturer explains about 2013 curriculum and the components of 2013 lesson plan. It is different from the lesson plan we make in previous lesson. The lecturer says that most of schools at that time use 2013 lesson plan, so she (the lecturer) gives guidance how to make 2013 lesson plan based on 2013 curriculum. After the lecturer explains the components of 2013 lesson plan, the students may ask questions related to 2013 lesson plan. When I do my first teaching demonstration the lecturer gives feedback on my lesson plan, the lecturer says that mine is good but it (the lesson plan I make) still needs to be improved. The feedback of the lesson plan I make in Micro Teaching class helps me to know the mistakes in lesson plan which I make and create an appropriate one for teaching the real classroom, including the teaching-learning activities. Then, when I make my lesson plan for teaching the real students, fortunately I do not make any mistakes in my lesson plan.
The investigator	: Well that's good to see you not make the same mistake in making the lesson plan during your Teaching Practice. Hmm.. then can you describe how does your experience in giving and receiving feedback support you in teaching the real students properly?
Respondent 25	: After I have my teaching performance in my Micro Teaching class, my peers suggest the proper strategies in delivering complex instruction. The suggestion is useful because I think I get better in delivering the complex instruction. As I remember what my peers suggest and comment on my teaching, I become more aware of what I have to strengthen and what I have to improve in delivering complex instruction. When I want to give feedback on my peer teaching performance, I observe the teaching-learning activities he/she

	leads to recognize which should be improved and which should be maintained. To make me easier in giving feedback, I write notes which contain the parts of teaching performance should be improved and suggestion to improve my peer teaching performance. When I give my peer feedback, I describe the situation that might be happened in the real class. Even though I haven't taught the real students at that time, I presume the real students are more challenging to be dealt with.
The investigator :	Well, that's very nice, especially when you describe the situation that might be happened in the real classroom. It will help your peer to figure out what they should do to face the real students later in Teaching Practice. Is that what you mean?
Respondent 25 :	Yes, definitely. If I do not describe the situation in the real classroom, my peer will not be that aware. Sometimes, the lecturer does the same thing as I do in delivering feedback. The lecturer wants to encourage his/her students that they can do better in teaching the real students.
The investigator :	It sounds great. Then, I will ask the next question.. so you get experience in making 2013 lesson plan and in giving and receiving feedback which benefit you to teach the real students.. Then, what about teaching skill you practice in front of your peers? Can you describe how teaching skill practice supports you in teaching the real students properly? Give example to support your answer.
Respondent 25 :	<p>Hmm... I think one of the most important in teaching the real students is how to open and close the class. Yeah, it's because I believe that the beginning of lesson leads good ending. It really happens while I teach the real students. When I do my teaching performance in teaching the real students, I apply all the strategies in opening the lesson like show a picture in a slide based on the topic of the lesson, state what the aim of studying the topic lesson is, then I try to make a connection between what the students have already learned and the material we are going to learn. (pausing) To end the lesson I review what I have taught by asking certain students which can help me to check whether they (the real students) really pay attention on my lesson or not. To check how far they understand the lesson I taught, I give certain students question related to the lesson. As soon as I recognize how far they (the real students) grasp the lesson, I give them homework to jog the real students' memory. When I use all the skills, I feel more confident.</p> <p>I really see the benefit of teaching skill I practice when I apply all the questioning skills are mentioned in the questionnaire in my PPL. When I have my PPL, I am aware that as a teacher I</p>

		require to perform suitable teaching skills, especially the questioning skill. I apply all of them because I think that those questioning skills really facilitate me to question my students appropriately.
The investigator	:	After you have done teaching performance, can you describe how the teaching performance in Micro Teaching enhances your confident in teaching the real students?
Respondent 25	:	When I teach in the real classroom, I trust in my own competences as a teacher. Then, what happened is I can teach properly and face many unexpected things, for example: control some students who talk with their friends and handle some students who walk around the class while I teach the lesson in the real class. I just can't believe it myself that Micro Teaching has important role in increasing my teaching confidence.
The investigator	:	That's good that you have high confident in teaching the real students. Now, after I listen to your sharing I think Micro Teaching supports you a lot in teaching the real students, but I want to ask you.. Does Micro Teaching need to be improved? Can you give suggestion for the improvement of Micro Teaching?
Respondent 25	:	Hmm.. I think.. There is one (the thing which needs to be improved).. The one that needs to be improved is classroom management skill. Actually, it is not a problem for me because my students I have in my Teaching Practice are the discipline ones. I just think about my peers who may have disobedient students, so my peers will have difficulties in handling and controlling their students. Therefore, I have suggestion what if the peers who will be our students in Micro Teaching class were the ones attend different Micro Teaching class. For example, I attend Micro Teaching A class. When I do my teaching performance, my students are the ones in B or C or D class. (pausing) I suggest that way because the unexpected situation might be happened when I teach them. The unexpected situation happens because I never have experience teaching them (my peers from other classes).
The investigator	:	I think what you have suggested is a good idea. Hmm.. (pausing) May be do you have another suggestion for the improvement of Micro Teaching?
Respondent 25	:	I think all I have experienced in Micro Teaching is good because it (the knowledge and skill) help me to teach the real students properly.
The investigator	:	Well.. If that's your answer, I will end this interview. Thanks for your nice sharing and for your time and cooperation while doing interview.

APPENDIX 4: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 1

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 1					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1		1			
Respondent 2			1		
Respondent 3				1	
Respondent 4				1	
Respondent 5			1		
Respondent 6				1	
Respondent 7			1		
Respondent 8			1		
Respondent 9				1	
Respondent 10			1		
Respondent 11			1		
Respondent 12			1		
Respondent 13				1	
Respondent 14			1		
Respondent 15				1	
Respondent 16			1		
Respondent 17			1		
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21				1	
Respondent 22				1	
Respondent 23			1		
Respondent 24			1		
Respondent 25				1	
TOTAL	0	1	13	11	25
TOTAL PERCENTAGES	0%	4%	52%	44%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	4%		96%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

**APPENDIX 5: Calculating the Percentage of the Teacher
Candidates' Perceptions on Item 2**

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 2					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3				1	
Respondent 4				1	
Respondent 5			1		
Respondent 6				1	
Respondent 7				1	
Respondent 8		1			
Respondent 9				1	
Respondent 10				1	
Respondent 11				1	
Respondent 12			1		
Respondent 13				1	
Respondent 14				1	
Respondent 15				1	
Respondent 16				1	
Respondent 17			1		
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21				1	
Respondent 22				1	
Respondent 23			1		
Respondent 24			1		
Respondent 25				1	
TOTAL	0	1	8	16	25
TOTAL PERCENTAGES	0%	4%	32%	64%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	4%		96%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 6: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 3

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 3					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1		1			
Respondent 2		1			
Respondent 3			1		
Respondent 4			1		
Respondent 5			1		
Respondent 6			1		
Respondent 7		1			
Respondent 8			1		
Respondent 9				1	
Respondent 10			1		
Respondent 11				1	
Respondent 12			1		
Respondent 13			1		
Respondent 14		1			
Respondent 15			1		
Respondent 16			1		
Respondent 17			1		
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21				1	
Respondent 22			1		
Respondent 23		1			
Respondent 24			1		
Respondent 25				1	
TOTAL	0	5	14	6	25
TOTAL PERCENTAGES	0%	20%	56%	24%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	20%		80%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 7: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 4

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 4					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3				1	
Respondent 4				1	
Respondent 5		1			
Respondent 6			1		
Respondent 7			1		
Respondent 8			1		
Respondent 9				1	
Respondent 10			1		
Respondent 11				1	
Respondent 12			1		
Respondent 13			1		
Respondent 14			1		
Respondent 15				1	
Respondent 16			1		
Respondent 17		1			
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21			1		
Respondent 22				1	
Respondent 23			1		
Respondent 24			1		
Respondent 25			1		
TOTAL	0	2	15	8	25
TOTAL PERCENTAGES	0%	8%	60%	32%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	8%		92%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 8: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 5

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 5					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3			1		
Respondent 4				1	
Respondent 5			1		
Respondent 6			1		
Respondent 7	1				
Respondent 8		1			
Respondent 9			1		
Respondent 10				1	
Respondent 11			1		
Respondent 12		1			
Respondent 13				1	
Respondent 14		1			
Respondent 15			1		
Respondent 16		1			
Respondent 17				1	
Respondent 18			1		
Respondent 19			1		
Respondent 20			1		
Respondent 21		1			
Respondent 22				1	
Respondent 23			1		
Respondent 24			1		
Respondent 25				1	
TOTAL	1	5	13	6	25
TOTAL PERCENTAGES	4%	20%	52%	24%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	24%		76%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;
YES : Responses 3 and 4.

APPENDIX 9: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 6

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 6					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3			1		
Respondent 4				1	
Respondent 5			1		
Respondent 6			1		
Respondent 7			1		
Respondent 8			1		
Respondent 9			1		
Respondent 10			1		
Respondent 11				1	
Respondent 12		1			
Respondent 13				1	
Respondent 14			1		
Respondent 15				1	
Respondent 16			1		
Respondent 17			1		
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21				1	
Respondent 22				1	
Respondent 23			1		
Respondent 24				1	
Respondent 25				1	
TOTAL	0	1	14	10	25
TOTAL PERCENTAGES	0%	4%	56%	40%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	4%		96%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree
GENERAL PERCEPTIONS: NO : Responses 1 and 2;
 YES : Responses 3 and 4.

APPENDIX 10: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 7

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 7					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1				1	
Respondent 2			1		
Respondent 3				1	
Respondent 4				1	
Respondent 5				1	
Respondent 6				1	
Respondent 7			1		
Respondent 8			1		
Respondent 9			1		
Respondent 10				1	
Respondent 11				1	
Respondent 12			1		
Respondent 13				1	
Respondent 14				1	
Respondent 15				1	
Respondent 16				1	
Respondent 17			1		
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21				1	
Respondent 22				1	
Respondent 23		1			
Respondent 24				1	
Respondent 25				1	
TOTAL	0	1	7	17	25
TOTAL PERCENTAGES	0%	4%	28%	68%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	4%		96%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 11: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 8

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 8					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3				1	
Respondent 4				1	
Respondent 5			1		
Respondent 6			1		
Respondent 7		1			
Respondent 8			1		
Respondent 9				1	
Respondent 10				1	
Respondent 11				1	
Respondent 12		1			
Respondent 13				1	
Respondent 14		1			
Respondent 15				1	
Respondent 16				1	
Respondent 17		1			
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21			1		
Respondent 22				1	
Respondent 23			1		
Respondent 24		1			
Respondent 25				1	
TOTAL	0	5	8	12	25
TOTAL PERCENTAGES	0%	20%	32%	48%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	20%		80%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 12: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 9

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 9					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2		1			
Respondent 3				1	
Respondent 4			1		
Respondent 5		1			
Respondent 6				1	
Respondent 7		1			
Respondent 8			1		
Respondent 9			1		
Respondent 10			1		
Respondent 11				1	
Respondent 12		1			
Respondent 13			1		
Respondent 14			1		
Respondent 15		1			
Respondent 16		1			
Respondent 17		1			
Respondent 18			1		
Respondent 19			1		
Respondent 20				1	
Respondent 21			1		
Respondent 22			1		
Respondent 23			1		
Respondent 24			1		
Respondent 25				1	
TOTAL	0	7	13	5	25
TOTAL PERCENTAGES	0%	28%	52%	20%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	28%		72%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 13: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 10

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 10					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3				1	
Respondent 4				1	
Respondent 5			1		
Respondent 6				1	
Respondent 7				1	
Respondent 8			1		
Respondent 9			1		
Respondent 10			1		
Respondent 11				1	
Respondent 12			1		
Respondent 13				1	
Respondent 14		1			
Respondent 15				1	
Respondent 16		1			
Respondent 17			1		
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21				1	
Respondent 22			1		
Respondent 23			1		
Respondent 24		1			
Respondent 25			1		
TOTAL	0	3	12	10	25
TOTAL PERCENTAGES	0%	12%	48%	40%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	12%		88%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree
GENERAL PERCEPTIONS: NO : Responses 1 and 2;
 YES : Responses 3 and 4.

APPENDIX 14: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 11

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 11					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2		1			
Respondent 3			1		
Respondent 4			1		
Respondent 5		1			
Respondent 6			1		
Respondent 7			1		
Respondent 8			1		
Respondent 9				1	
Respondent 10			1		
Respondent 11				1	
Respondent 12		1			
Respondent 13			1		
Respondent 14			1		
Respondent 15				1	
Respondent 16				1	
Respondent 17		1			
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21			1		
Respondent 22				1	
Respondent 23			1		
Respondent 24			1		
Respondent 25				1	
TOTAL	0	4	13	8	25
TOTAL PERCENTAGES	0%	16%	52%	32%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	16%		84%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree
GENERAL PERCEPTIONS: NO : Responses 1 and 2;
 YES : Responses 3 and 4.

APPENDIX 15: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 12

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 12					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3			1		
Respondent 4			1		
Respondent 5		1			
Respondent 6			1		
Respondent 7			1		
Respondent 8			1		
Respondent 9				1	
Respondent 10			1		
Respondent 11				1	
Respondent 12			1		
Respondent 13			1		
Respondent 14			1		
Respondent 15				1	
Respondent 16				1	
Respondent 17		1			
Respondent 18			1		
Respondent 19				1	
Respondent 20				1	
Respondent 21			1		
Respondent 22				1	
Respondent 23			1		
Respondent 24			1		
Respondent 25				1	
TOTAL	0	2	15	8	25
TOTAL PERCENTAGES	0%	8%	60%	32%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	8%		92%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 16: Calculating the Percentage of the Teacher Candidates' Perceptions on Item 13

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 13					
RESPONDENT	RESPONSES				
	1	2	3	4	
Respondent 1			1		
Respondent 2			1		
Respondent 3			1		
Respondent 4				1	
Respondent 5		1			
Respondent 6				1	
Respondent 7				1	
Respondent 8			1		
Respondent 9			1		
Respondent 10			1		
Respondent 11				1	
Respondent 12			1		
Respondent 13			1		
Respondent 14		1			
Respondent 15				1	
Respondent 16				1	
Respondent 17		1			
Respondent 18			1		
Respondent 19			1		
Respondent 20				1	
Respondent 21			1		
Respondent 22				1	
Respondent 23			1		
Respondent 24	1				
Respondent 25			1		
TOTAL	1	3	13	8	25
TOTAL PERCENTAGES	4%	12%	52%	32%	100%
GENERAL PERCEPTIONS	NO		YES		
TOTAL PERCENTAGES OF GENERAL PERCEPTIONS	16%		84%		100%

Notes: 1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree

GENERAL PERCEPTIONS: NO : Responses 1 and 2;

YES : Responses 3 and 4.

APPENDIX 17: Calculating the Percentage of the Teacher Candidates' strategies of INTRODUCTORY Skill on Item 14

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 14				
RESPONDENT	RESPONSES			
	1	2	3	
Respondent 1			1	
Respondent 2			1	
Respondent 3	1	1	1	
Respondent 4	1			
Respondent 5	1			
Respondent 6		1		
Respondent 7			1	
Respondent 8			1	
Respondent 9		1		
Respondent 10	1			
Respondent 11		1	1	
Respondent 12			1	
Respondent 13		1	1	
Respondent 14			1	
Respondent 15		1		
Respondent 16		1	1	
Respondent 17				
Respondent 18		1	1	
Respondent 19			1	
Respondent 20	1			
Respondent 21	1	1	1	
Respondent 22			1	
Respondent 23	1	1		
Respondent 24			1	
Respondent 25	1	1	1	
TOTAL	8	11	16	
TOTAL PERCENTAGES	32%	44%	64%	

Notes: 1: Singing a song or showing slide; 2: Stating the objective of the lesson; 3: Relating the previous material to the new material; 4: The others strategies.

APPENDIX 18: Calculating the Percentage of the Teacher Candidates' strategies of CLOSING Skill on Item 14

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 14			
RESPONDENT	STRATEGIES		
	1	2	3
Respondent 1	1		
Respondent 2		1	
Respondent 3	1		1
Respondent 4		1	
Respondent 5	1		1
Respondent 6		1	
Respondent 7	1		1
Respondent 8		1	
Respondent 9		1	1
Respondent 10	1		
Respondent 11	1	1	
Respondent 12	1	1	
Respondent 13	1		
Respondent 14	1		
Respondent 15	1		
Respondent 16	1	1	
Respondent 17		1	
Respondent 18	1		
Respondent 19		1	1
Respondent 20	1	1	1
Respondent 21	1	1	1
Respondent 22	1		
Respondent 23	1		1
Respondent 24		1	
Respondent 25	1	1	1
TOTAL	17	14	9
TOTAL PERCENTAGES	68%	56%	36%

Notes: 1: Reviewing the learning materials; 2: Giving oral test; 3: Giving homework relevant to the content lesson; 4: The others strategies.

APPENDIX 19: Calculating the Percentage of the Teacher Candidates' strategies of GESTURES Variation Skill on Item 15

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

ITEM 15			
RESPONDENTS	STRATEGIES		
	1	2	
Respondent 1	1	1	
Respondent 2			
Respondent 3	1	1	
Respondent 4		1	
Respondent 5			
Respondent 6	1		
Respondent 7			
Respondent 8			
Respondent 9	1	1	
Respondent 10			
Respondent 11	1	1	
Respondent 12			
Respondent 13	1		
Respondent 14	1		
Respondent 15			
Respondent 16			
Respondent 17			
Respondent 18		1	
Respondent 19	1	1	
Respondent 20	1	1	
Respondent 21	1	1	
Respondent 22		1	
Respondent 23	1	1	
Respondent 24		1	
Respondent 25	1	1	
TOTAL	12	13	25
TOTAL PERCENTAGES	48%	52%	100%

Notes: 1: using eye contact; 2: pointing to media or object.

APPENDIX 20: Calculating the Percentage of the Teacher Candidates' strategies of MOVEMENT Variation Skill on Item 15

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

RESPONDENT	STRATEGIES	
	1	2
Respondent 1		
Respondent 2		
Respondent 3	1	1
Respondent 4	1	
Respondent 5	1	
Respondent 6		1
Respondent 7		
Respondent 8		
Respondent 9		1
Respondent 10	1	
Respondent 11		
Respondent 12		
Respondent 13		
Respondent 14		
Respondent 15		
Respondent 16		1
Respondent 17		
Respondent 18		1
Respondent 19		
Respondent 20	1	
Respondent 21	1	1
Respondent 22		
Respondent 23	1	1
Respondent 24		
Respondent 25		1
TOTAL	7	7
TOTAL PERCENTAGES	28%	28%

Notes: 1: walking towards or away from the learners; 2: striding in the classroom.

APPENDIX 21: Calculating the Percentage of the Teacher Candidates' strategies of INTERACTION Variation Skill on Item 16

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

RESPONDENT	STRATEGY
	1
Respondent 1	
Respondent 2	
Respondent 3	1
Respondent 4	
Respondent 5	1
Respondent 6	
Respondent 7	
Respondent 8	
Respondent 9	1
Respondent 10	
Respondent 11	1
Respondent 12	1
Respondent 13	
Respondent 14	
Respondent 15	
Respondent 16	
Respondent 17	1
Respondent 18	1
Respondent 19	1
Respondent 20	1
Respondent 21	1
Respondent 22	
Respondent 23	1
Respondent 24	
Respondent 25	1
TOTAL	12
TOTAL PERCENTAGES	48%

Notes: 1: Asking the learners to work in a small group of 4-5 or asking the learners to work in pairs properly

APPENDIX 22: Calculating the Percentage of the Teacher Candidates' strategies of MEDIA Variation Skill on Item 16

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

RESPONDENT	STRATEGIES			
	1	2	3	4
Respondent 1	1			1
Respondent 2	1			
Respondent 3	1		1	1
Respondent 4	1			
Respondent 5	1	1	1	1
Respondent 6	1			
Respondent 7		1	1	1
Respondent 8	1			
Respondent 9	1		1	
Respondent 10	1			
Respondent 11			1	1
Respondent 12	1		1	1
Respondent 13	1			
Respondent 14				
Respondent 15	1	1		
Respondent 16				
Respondent 17	1	1	1	
Respondent 18	1		1	1
Respondent 19	1	1	1	1
Respondent 20	1		1	
Respondent 21	1	1	1	1
Respondent 22		1	1	
Respondent 23	1		1	1
Respondent 24				
Respondent 25	1	1	1	1
TOTAL	19	8	14	11
TOTAL PERCENTAGES	76%	32%	56%	44%

Notes: 1: Getting the learners involved in the use of the media for teaching-learning properly; 2: Switching the media used in teaching the lesson appropriately; 3: Using proper media and suitable media in teaching the lesson; 4: Combining the proper media and suitable media in teaching the lesson.

APPENDIX 23: Calculating the Percentage of the Teacher Candidates' strategies of VOICE Variation Skill on Item 16

➤ Total Percentage: $\frac{\text{Total of each response}}{25} \times 100\%$

RESPONDENT	STRATEGIES	
	1	2
Respondent 1		
Respondent 2		
Respondent 3	1	
Respondent 4		
Respondent 5	1	1
Respondent 6		
Respondent 7		
Respondent 8		
Respondent 9	1	
Respondent 10		
Respondent 11	1	1
Respondent 12	1	
Respondent 13		
Respondent 14		
Respondent 15		
Respondent 16		
Respondent 17	1	
Respondent 18	1	
Respondent 19	1	1
Respondent 20	1	1
Respondent 21	1	1
Respondent 22	1	1
Respondent 23		
Respondent 24		
Respondent 25	1	1
TOTAL	12	7
TOTAL PERCENTAGES	48%	28%

Notes: 1: Speaking English with clear and proper loud voice; 2: Varying the appropriate intonation to emphasize important points in your explanation

APPENDIX 24: Calculating the Percentage of the Teacher Candidates' strategies of QUESTIONING Skill on Item 17

➤ Total Percentage: $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 17						
RESPONDENT	STRATEGIES					
	1	2	3	4	5	6
Respondent 1	1		1			1
Respondent 2						
Respondent 3			1	1	1	1
Respondent 4	1					
Respondent 5						
Respondent 6	1					
Respondent 7		1	1		1	1
Respondent 8				1		
Respondent 9			1	1		1
Respondent 10				1		
Respondent 11		1	1		1	1
Respondent 12						
Respondent 13						1
Respondent 14	1		1	1		1
Respondent 15				1	1	
Respondent 16	1	1	1	1	1	1
Respondent 17						
Respondent 18	1	1	1	1	1	1
Respondent 19		1		1	1	1
Respondent 20	1	1	1	1	1	1
Respondent 21	1	1	1	1	1	1
Respondent 22		1			1	1
Respondent 23	1	1		1		1
Respondent 24						1
Respondent 25	1	1	1	1	1	1
TOTAL	10	10	11	13	11	16
TOTAL PERCENTAGES	40%	40%	44%	52%	44%	64%

Notes: 1: asking learners by using words that are appropriate for learners cognitive level; 2: Motivating the learners to ask questions; 3: Asking the question to certain learners in turns by naming them; 4: Giving opportunities to the learners to ask questions by pausing or by asking about the lesson content; 5: Giving proper feedback; 6: Responding the learners question appropriately.

APPENDIX 25: Calculating the Percentage of the Teacher Candidates' strategies of EXPLAINING Skill on Item 18

➤ **Total Percentage:** $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 18						
RESPONDENT	STRATEGIES					
	1	2	3	4	5	6
Respondent 1	1	1			1	1
Respondent 2	1					
Respondent 3	1	1		1	1	1
Respondent 4		1				
Respondent 5						
Respondent 6		1				
Respondent 7	1		1			
Respondent 8		1				
Respondent 9	1	1	1		1	1
Respondent 10		1				
Respondent 11	1	1		1	1	1
Respondent 12	1	1	1	1	1	1
Respondent 13		1				
Respondent 14	1	1	1		1	1
Respondent 15	1		1			
Respondent 16	1	1	1		1	1
Respondent 17						
Respondent 18	1	1		1	1	1
Respondent 19	1	1		1	1	1
Respondent 20	1	1		1	1	1
Respondent 21	1	1	1	1	1	1
Respondent 22	1	1	1	1		
Respondent 23				1	1	1
Respondent 24	1	1		1	1	1
Respondent 25	1	1	1	1	1	1
TOTAL	17	19	9	11	14	14
TOTAL PERCENTAGES	68%	76%	36%	44%	56%	56%

Notes: 1: Using clear, concrete, and specific examples to help explain the material; 2: Explaining the learning materials in simple and clear English; 3: Monitoring the learners' responses during the explanation; 4: Monitoring the learners' responses during the explanation; 5: Explaining the teaching material systematically.

APPENDIX 26: Calculating the Percentage of the Teacher Candidates' strategies of CLASSROOM MANAGEMENT Skill on Item 19

➤ Total Percentage: $\frac{\text{Total of each response}}{25} \times 100\%$

QUESTION ITEM 19						
RESPONDENT	STRATEGIES					
	1	2	3	4	5	6
Respondent 1	1	1	1			1
Respondent 2				1		
Respondent 3	1		1	1	1	1
Respondent 4		1				
Respondent 5						
Respondent 6			1			
Respondent 7		1		1	1	
Respondent 8		1				
Respondent 9	1		1			1
Respondent 10			1			
Respondent 11	1		1	1		1
Respondent 12	1	1	1	1	1	1
Respondent 13	1					1
Respondent 14						
Respondent 15	1	1	1			1
Respondent 16	1	1	1	1	1	1
Respondent 17						
Respondent 18	1	1	1	1	1	1
Respondent 19	1		1	1	1	1
Respondent 20	1	1	1	1	1	1
Respondent 21	1	1	1	1	1	1
Respondent 22	1	1	1			1
Respondent 23	1		1	1	1	1
Respondent 24						
Respondent 25	1	1	1	1	1	1
TOTAL	15	12	16	12	10	15
TOTAL PERCENTAGES	60%	48%	64%	48%	40%	60%

Notes: 1: Managing my time appropriately in teaching; 2: Encouraging learners to learn more about the learning materials; 3: Managing teacher-student interaction and student-teacher interaction, and students-students interaction appropriately; 4: Choosing proper teaching activities in teaching; 5: Arranging the suitable teaching media appropriately