

## Appendix B: Condensed Version of Data from Interviews

### Central Theme 1: Challenges Related to Lesson Planning

Dwi	Actually, I found some challenges, for example the text that I assumed was appropriate for them but most of the students couldn't understand the text. So, they just understood the text from the group work, from the explanation from the high achievers ones. So, the problem was only about selecting the text.
Aila	I taught in vocational school so I had to provide the materials which matched their field. This was hard for me because I knew nothing about their world. I mean, the material related to aviation.
Edi	Ok. I felt difficult in searching the trustworthy sources because if I collected the material for my lesson randomly it would not guarantee the material would be good and be appropriate for the students.  And like I said before, I needed to filter the good material for my students and so many things that I needed to consider like the difficulties of the materials, the evaluation, how to evaluate the students by the material, and how to present to the material well.
Dian	I then judged the materials whether they would be appropriate or not...they (the students) said that they didn't understand the materials.
Ario	-
Satria	-

### Central Theme 2: Challenges Related to Classroom Management

#### Category 2.1 Difficulty in Controlling Disruptive Behavior

Dwi	-
Aila	The problem, right? Um, like for example in the class I had a student that usually made noise at class and he also caused the others students to make, like, riot with him. That was like a problem to me.
Edi	-
Dian	It was hard to deal with the noises the students made. It made me difficult to condition the students. They would be quiet for about five minutes then they would be noisy again. That was the problem that I faced.
Ario	They (the students) created lots noises in the classroom
Satria	They tended to make noises, to shout at their friends who

	performed in front of the class.
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### Category 2.2 Difficulty in Managing Class Time

Dwi	Yes, honestly, uh I frequently didn't apply what I had planned in the lesson plan. So, most of my teaching I mostly did 'improvisasi'.  For example I asked the students to write a spoof text but they couldn't write so the solution was I told a spoof in the front of the class. But, actually the objectives that I had provided in the lesson plan were mostly applied in the classroom. But, the time, maybe, for example in the lesson plan I planned it to be in one meeting but in the implementation I had to implement it in two meetings.
Aila	Oh, yeah. Sometimes all activities were not conducted because of lack of time.
Edi	-
Dian	I had difficulties in managing class time like when I thought that the time allocated in my lesson plan would be enough
Ario	-
Satria	Yeah, of course because you know, because in the classroom, we got some unexpected situations so we needed to do the activities longer than what we had planned.

### Central Theme 3: Challenges Related to Communication Breakdown

#### Category 3.1 Difficulty in Interacting with Mentor Teachers

Dwi	Actually I frequently met my mentor teacher. Uh, I didn't find any problem actually, but I just felt that I wasn't guided at that time. She just gave freedom so much, huge freedom.
Aila	-
Edi	-
Dian	Yes. We had a discussion before every meeting. She simply nodded... She infrequently gave comments on the content of the lesson.
Ario	-
Satria	-

#### Category 3.2 Difficulty in Interacting with School Staff

Dwi	-
Aila	-

Edi	-
Dian	-
Ario	-
Satria	Yeah, for example the teacher who got 'kesiswaan', you know, the teacher from 'kesiswaan'; sometimes their rules, what is it, they asked us to do some works that we were really not supposed to do like, I don't know, after the final test, they asked us to help to check the test, something like that.

#### Central Theme 4: Causes of the Challenges Related to Lesson Preparation

##### Category 4.1 Pre-service Teachers' Inability to Adopt Learners' Needs

Dwi	-
Aila	-
Edi	-
Dian	They seemed to enjoy materials related to real life, for example, when I taught procedure text, I taught how to make powdered drink mixes. It was kind of experiment in front of the class. I asked for their help. At that time, I observed that all the students paid attention to the lesson. But when it comes to other materials, it would be hard for them to pay attention.
Ario	-
Satria	-

#### Central Theme 5: Causes of the Challenges Related to Classroom Management

##### Category 5.1 Learners' Low Motivation to Learn English

Dwi	Some of the students, maybe, were not interested in English.  In my field practicum, uh, most of the students had perspective toward English...the perspective of the students was English is difficult.
Aila	-
Edi	Some of the students had low motivation in learning English.
Dian	Students who liked English very much would be exited to learn, exited to ask questions but students who, you know, had low motivation, well, you know.
Ario	But there were some students, one or two students who always skipped the class.
Satria	-

### Category 5.2 Students' Poor Rapports with One Another

Dwi	-
Aila	-
Edi	-
Dian	When they were asked to work with another student, they would say, "Ma'am, I don't want to be paired with him".
Ario	-
Satria	There were several students who always wanted to work with their best friends and sometimes they felt uncomfortable to work with some particular students.

### Category 5.3 Institutional Act

Dwi	<p>I had to teach under, what is under...under, yeah, low achievers I mean. Low achiever students.</p> <p>Okay, actually in the group, there was always at least one talented student in English.</p> <p>Yes, you know, at the beginning of the class, I found some students were very good at English.</p>
Aila	Their English was not the same. Some of them were good enough and some of them were poor. I just had to adapt to communicating, like if I spoke too slow many students would protest. I had a really smart student in English. I can say that he was troubled but... you know, like the other ones were right here and he was so smart about here (demonstrating students' diverse English skills using hands).
Edi	I think the tenth grade had so many outstanding students. They were able to catch my lesson easily; of course there were also some students who are low achievers.
Dian	The high achiever students' English were very good but there were some students who had really poor English.
Ario	There was this class that consisted of many, many high achievers in English, almost half of the students. They were very interested in learning English. And for the other class, the class was very noisy because the school teachers said that the class was 'special' because some of the students came from low grade elementary schools. So, it was hard for me to deliver the materials and it was hard for them to understand the materials.
Satria	I mean, this major had lots of, we can say, smart students and the other one had more less smart students. So, when I taught in one class, you know, it was very easy to communicate with them, it was very easy to deliver the materials, it was very easy to do

	activities with them. But for the other class, sometimes it got a little more difficult because, you know, the abilities of the students were different.
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#### Category 5.4 Psychological Anxiety

Dwi	-
Aila	-
Edi	And then, I couldn't give strict rules to the students. Maybe I hadn't had enough boldness.
Dian	Uh, if only I was stricter the students might show discipline-behaviors.
Ario	-
Satria	-

#### Category 5.5 Knowledge Barrier

Dwi	Another weakness is my vocabulary. Some of the students asked me, "What is the English of this...?" Sometimes, I didn't know the vocabulary.
Aila	-
Edi	-
Dian	-
Ario	I always tried to give examples, but not all of..., maybe, their questions couldn't be answered by me.
Satria	-

#### Central Theme 6: Causes of the Challenges Related to Communication Breakdown

Dwi	[She didn't give much...] ...meaningful advice for me.
Aila	-
Edi	-
Dian	She infrequently gave comments on the content of the lesson.
Ario	-
Satria	They asked us to do some works that we were really not supposed to do like, I don't know, after the final test, they asked us to help to check the test, something like that



### Central Theme 7: Strategy to Overcome the Challenges Related to Lesson Preparation

Dwi	I just tried to discuss it with my fellow student teachers. I asked their suggestion, their advice.
Aila	And I also asked my mentor.
Edi	Um, there was no special resolution but I tried to consult to my mentor teacher and then, just like that. And actually the two classes of eleventh grade were taught by another pre-service teacher and I also asked some help from him.
Dian	-
Ario	-
Satria	And, you know, sometimes I consulted with my mentor teacher and she gave encouragement on how to solve that so I consulted with my mentor teacher, my fellow student teachers from the same major, even from the different major. That's I think was how I coped with those.

### Central Theme 8: Strategy to Overcome the Challenges Related to Classroom Management

#### Category 8.1 Establishing Good Rapports with the Learners

Dwi	I always gave the same attention to each of the students. So I knew all of the students' names. So, when they lost focus I asked their name, "Hey, be serious please", like that.  Maybe, I had close relationship with them they would feel sorry for me.
Aila	I don't know, maybe I could be close with the students.  We'd got chemistry, you know –chemistry. I liked them and maybe the liked me too. So when you like each other it will be easier for you to deliver the material.
Edi	-
Dian	-
Ario	First, I should know the very disobedient students. I should know the names. When he or she disturbed the others I always approached them, I asked him or her something. And I also tried to always move around the classroom. And of course, saying something with loud voice.
Satria	So, basically I had a good relationship with the students so, sometimes, and even after months I finished doing the field practicum, some tried to communicate with me, asked about the materials, they wanted to ask something about English, or asked

	about anything else. So, basically, I had built a good relationship with the students.
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### Category 8.2 Creating Engaging Instructions

Dwi	<p>First one, I gave or I presented a picture in front of the class. The picture was definitely interesting for them, for their world and they gave response. And after that, I gave song, song lyrics. There were some missing lyrics there. It was just for ...</p> <p>Yes, after listening to the music, I gave some difficult vocabularies. After that, I asked them to memorize the vocabularies, how to pronounce it, what is the meaning of the vocabularies. And after that, I proceeded to the next stage, listening to a dialogue.</p>
Aila	<p>Well, I was told to use context in teaching material, for example, well I actually taught in a vocational school so that the materials were mostly the expressions or making the letter so that the context that I provided to them was like, uh, making a role play that they might face in their future job.</p> <p>I remember the material for reading was itinerary.</p>
Edi	<p>Uh, ok, in my teaching practice, actually, I applied so many direct teaching, lecture-like teaching. So, for me, maybe if I took myself to the students' point of view maybe they would get bored. I knew that. So, I only tried to make something that was not boring but that was repeated in the next day.</p>
Dian	<p>They seemed to enjoy materials related to real life, for example, when I taught procedure text. I taught how to make powdered drink mixes. It was kind of experiment in front of the class.</p> <p>Um, since they seemed to enjoy playing games, I think at the beginning of a lesson it would be better to have games. Then, we would discuss something and do evaluation for the confirmation section.</p> <p>For teaching speaking, I usually employed chain-question based on the topic that we were going to cover. If we were not going to play a game, I would show something such as what we were going to do.</p> <p>They were asked to listen to a song. This was exiting for them. After that, the filled the blank from the song or they were asked to listen to dialogues.</p>
Ario	<p>Actually I applied many games, such as vocabulary games and</p>

	<p>other activities which triggered students to move and I also asked them to deliver a speech and tried to, uh, interact with each other like having discussion. So, my explanations of the material but the activities such as discussion were widely-conducted.</p> <p>Other strategy, uh, I made some groups and I asked them to do something, for example in teaching procedure text I asked the students to make something and practice it. Almost every meeting I asked the students to come forward to read a text or perform the materials, for example in teaching speaking, like introducing oneself. In every meeting there was always performance from the students.</p>
Satria	<p>In learning English, they liked games very much and the activities that enabled them to move around, kinesthetic, right? So, sometimes I provided some games and sometimes the games needed the students to move around. I mean, they were needed to go to the front of the class or they were needed to go to students on the other side so I think that was because they were still teenagers and they were enthusiastic so we need to make them motivated for something like fun things. Sometimes we just played role-play in the classroom and actually the students, what is it, liked it very much.</p>

### Category 8.3 Building Individual Qualities

Dwi	I always made sure that the students could pay attention to me because my voice is high.
Aila	<p>My voice was not really loud. My expression was kind of flat.</p> <p>My gestures and my facial expression were flat. My supervisor said that I should show more passion in teaching.</p>
Edi	-
Dian	I don't think so (my voice was clear).
Ario	And of course, saying something with loud voice.
Satria	<p>So, yes, they said that I had a clear and loud voice so the students at the back row could hear and they could get along in the learning process. And I could manage them quite well and I didn't get panic easily, you know, when, for example some unexpected moments came up I didn't get very panic, "What should I do?" but I could adapt with the conditions. I think those are, I can consider, my strengths.</p>

### Central Theme 9: Strategy to Overcome the Challenges Related to Communication Breakdown



Dwi	I just tried to discuss it with my fellow student teachers. I asked their suggestion, their advice.
Aila	-
Edi	-
Dian	-
Ario	-
Satria	We had some friends who could be mediator.

