

Appendices

Appendix 1. Interview guideline

Title: Student teachers' Perception about Reflective Practices during Internship Program at Islamic Private University in Yogyakarta

Research questions:

What are the perceptions about reflective practice among student teachers of English Language Education Department of a private university?

Questions:

1. Feedback seperti apa yang diberikan oleh supervisor?
2. Berdasarkan pengalaman kamu, manfaat dari feedback itu apa aja sih?
3. Manfaat melakukan feedback sebagai alat untuk reflection apa sih ?
4. Apakah kamu melakukan reflection setelah mengajar? Kalo iya, gimana cara kamu melakukan reflection setelah mendapatkan feedback?
5. bagaimana perasaan kamu setelah kamu mendapat feedback dan harus melakukan tindak lanjut?

Appendix 2. Axial and Selective Coding.

Axial and Selective Coding

**Student teachers' Perception about Feedback as a Means of Reflective Practices
during Internship Program**

The importance of feedback as a tool for reflection		
Points	Theme	Translated Statement
Improve teaching skill	Feedback can improve the teaching skill	"To make the teaching skill better in the future, the objectives are in accordance with the SK and KD (Standar Kompetensi and Kompetensi Dasar) from the government" (Ice bear.6).

	<p>Student be more flexible in teaching</p>	<p>"so, after graduated from ELED and become a teacher, I can be a teacher who is not monotonous can be more flexible in teaching" (Panda.2)</p> <p>"I also can improve my teaching skill" (Panda.3)</p> <p>"Because it can improve the teaching skill" (Charlie.4).</p>
<p>Know students' characteristics</p>	<p>Student teachers knows the students' characteristics.</p>	<p>"Then, knowing on which level are the students understanding, so there are so many benefits from the feedback" (Panda.5).</p> <p>"Hmmm, knowing the students' characteristics.</p>

	<p>Student teachers knows the type of students.</p>	<p>Knowing students characteristics when teaching" (Panda.6).</p> <p>“The second is, can be more understand the type of students” (Charlie.8).</p>
<p>Understand the class condition</p>	<p>Student teachers understands more the class condition.</p>	<p>“Then, during the teaching process, I can be more understand the class condition” (Grizz.5).</p> <p>“Hmm probably the teaching skill, for</p>

		example about how to grab students' attention to us" (Charlie.9).
Tools for evaluation	Feedback can be tools for teaching evaluation	"The important thing about feedback is that we can evaluate the way we teach" (Charlie.5).
Learn from others.	Student teachers can learn from others.	<p>We can get a new perspective from someone that more expert, in this case, is the supervisor.</p> <p>(ice bear, 11)</p> <p>To know our weaknesses from other perspectives.</p> <p>Because, when conducting self-reflection the result will be different. For example from feedback, we know that our weaknesses are</p>

	<p>Student teachers can learn from others perspective.</p> <p>(Charlie, 12)</p>	<p>A, B, C, D, E but if there is no feedback we just know A, B as our weaknesses. (Panda,10)</p> <p>So I can learn my teaching from what others said about my teaching.</p> <p>(Charlie, 12)</p>
<p>Improve the knowledge</p>	<p>Student teachers can be more understand with their own weaknesses through feedback than doing self-reflection.</p> <p>(Grizz, 9)</p>	<p>So, by feedback, we more understanding about what should be done and improve than doing the reflection on our own.</p> <p>(Grizz,9)</p> <p>“Because, the activities that we want to conduct can be easier because the supervisor give us a</p>

		suggestion about what should we do”(Grizz, 3)
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The type and topic of feedback		
Student teachers get written feedback	Student teachers get written feedback (Ice bear, 13)	So the supervisor write the feedback over my RPP or lesson plan (ice bear, 13)
Student teachers get oral feedback	Student teachers get an oral feedback	<p>After that, the supervisor informs the feedback orally starts from the beginning of the class until the end of the class. (Panda,13)</p> <p>Then, after teaching, the supervisor gather all the student teachers together and supervisor give the</p>

		<p>feedback orally.</p> <p>(Grizz,11)</p> <p>Hmm, I got an oral feedback. (Charlie, 14)</p>
<p>Student teachers conduct a pairs feedback</p>	<p>Student teachers conducts the feedback individually.</p>	<p>So, the supervisor calls the name one by one to give the feedback about the RPP or lesson plan.</p> <p>(Ice bear, 14)</p> <p>So the teacher usually come to the class and observe the student teachers one by one.</p> <p>(Panda,14)</p>

		I conduct the feedback one by one. (Charlie, 14)
Student teachers conduct group feedback	Student teachers conducts the group feedback.	Together with the other student teachers. (Grizz, 12)
Teaching process	<p>There many feedbacks that I have got from my supervisor, the first is about the RPP/lesson plan (Ice bear.1)</p> <p>The eee feedback that usually given by supervisor is feedback on RPP/lesson plan (Grizz.1)</p> <p>The feedback is usally about the whole teaching. So more into the learning process (Panda.1)</p>	<p>Student teachers gets the feedback about RPP. (Ice bear.1)</p> <p>Student teachers gets the feedback about RPP. (Grizz,1)</p> <p>Student teachers gets feedback about the learning process. (Panda,1)</p>

	<p>If I am not mistaken, is about technique, about the tendency of using English rather than Bahasa Indonesia. (Charlie.2)</p> <p>Feedback about content is usually about the activities. (Grizz.2)</p>	<p>Student teachers gets the feedback about the use of English and Bahasa Indonesia. (Charlie.2)</p> <p>Student teachers gets the feedback about the teaching activities. (Grizz.2)</p>
Classroom management	I often get the feedback about the way I manage the class. (Charlie.1)	Student teachers gets the feedback class management. (Charlie.1)
English knowledge	The second feedback is about teaching material (Ice bear.2)	Student teachers gets the feedback about teaching material. (Ice bear.2)

	I was wrong in using grammar, if I am not mistaken, that was criticized by the teacher but not too much. (Charlie.3)	Student teachers gets a little bit feedback about grammar. (Charlie.3)
Teaching media	The third feedback is about the teaching media (Icebear.3)	Student teachers gets the feedback about teaching media. (Ice bear.3)

The student teachers' implementation towards feedback as a tool for reflective practice		
Point	Theme	Translated Statement
Check and analyze the feedback.	Student teachers checks the supervisor's feedback and analyzes it. (Ice bear, 12)	I check the written feedback from the supervisor and then analyze the feedback. (Ice bear, 12)
Record and highlight the important points	Student teachers records the feedback and writes	So, I record the supervisor's feedback and

	<p>the important points on sticky notes. (Panda, 12)</p> <p>Student teachers writes and highlights the important points of the feedback to know the weaknesses better. (Charlie, 13)</p>	<p>I play repeatedly, then I write the important points on the sticky notes so I can remember the points and start reflecting. So the notes can help me to conduct the reflection. (Panda, 12)</p> <p>write the feedback and highlight the important parts so I know where my weaknesses are. (Charlie, 13)</p>
<p>Student teachers discusses with peers.</p>	<p>Student teachers asks friends that were right and discuss the solution. (Grizz.7)</p>	<p>I ask my friends who were right or not given feedback. I ask them to explain and I try to correct. If I don't get the correction then I ask for</p>

		<p>the other friend opinion.</p> <p>(Grizz.7)</p>
<p>Student teachers recalls the memory of teaching.</p>	<p>Student teachers recalls the feedback notes then connect them to the observation. (Charlie.11)</p> <p>Student teachers recalls the memories of teaching and observes how peers teach. (Grizz, 10)</p>	<p>First, I was like to recall my memory. For example, the voice is less loud or about the material, I analyzing that stuff and I usually would take a note the feedback, whether it is about time management or the others, then I read the note and recall when I observe my supervisor.</p> <p>Then I was like connect between them.</p> <p>(Charlie.11)</p> <p>I recall my memories of the way I teach. Then, I also observe peers that have better teaching during teaching practice</p>

		and analyze them. (Grizz, 10)
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Student teachers' feeling when receiving feedback and do the reflection		
Point	Theme	Translated Statement
Feel helped and confused	<p>Student teachers feels helped when receiving feedback. (Icebear.10)</p> <p>Student teachers feels helped when receiving feedback. (Grizz, 8)</p>	<p>My feeling when I got feedback is I feel helped. I feel helped in improving my teaching to make it better in the next meeting and also feel helped to know about my mistake better (Ice bear.10)</p> <p>I feel helped because it also can improve my teaching too.</p> <p>(Grizz, 8)</p> <p>I feel helped because I can improve my teaching skill. I also feel a little bit confused,</p>

	<p>Student teachers feels helped and confused.</p> <p>(Charlie.12)</p>	<p>because I feel that it is already fit the supervisor suggestion but it turns out it was still lacking.</p> <p>(Charlie.12)</p>
<p>feel challenging</p>	<p>Student teachers feels it challenging when receiving feedback.</p> <p>(Panda, 11)</p>	<p>It is challenging because I get something that has not I tried before. (panda, 11)</p>

Participant 1: Icebear

Participant 2: Panda

Participant 3: Grizz

Participant 4: Charlie