

Appendix 1. Interview Guideline

“Pre-Service Teachers’ Perceptions on Their Teaching Method Choices”

Research Question	Questions of Interview
RQ 1: What are students’ perceptions about their teaching method used in teaching practice?	<ul style="list-style-type: none">• Metode apa yang digunakan dalam proses belajar mengajar untuk praktikum anda?<ul style="list-style-type: none">a. Sekolah dengan jenjang apa saja yang menjadi tempat pelaksana untuk praktikum anda?b. Apakah tiap sekolah memiliki perbedaan dalam metode ajar?• Kenapa anda memilih metode tersebut untuk praktikum anda?<ul style="list-style-type: none">a. Apa alasan anda memilih metode ajar dengan membedakan tiap jenjang sekolah?• Menurut anda apakah metode ajar yang anda terapkan ini sudah efektif untuk aktifitas belajar mengajar?<ul style="list-style-type: none">a. Apakah metode ajar yang anda pilih sudah mencapai tujuan dari proses belajar mengajar anda?• Apa penyebab keberhasilan/ketidakberhasilan anda dalam pemakaian metode mengajar yang anda pilih?

<p>RQ 2: What factors are influential in choosing teaching methods?</p>	<ul style="list-style-type: none">• Apa saja hal yang menjadi pertimbangan anda dalam memilih metode mengajar?<ol style="list-style-type: none">a. Menurut anda apa saja hal-hal yang mempengaruhi dari segi eksternal dan dari segi internal?b. Apa alasan anda untuk mempertimbangkan hal-hal tersebut?c. Apakah diantara pertimbangan tersebut ada kemungkinan yang tersulit menurut anda? Apa alasan anda?d. Apakah diantara pertimbangan tersebut yang tidak berpengaruh besar dalam pemilihan metode ajar? Apa alasan anda?
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Appendix 2. Coding

Pre-service teachers' perception on their teaching method used in teaching practice		
Point	Translated Statement	Theme
The teaching method used by pre-service teachers	As long as in teaching practice, I usually use PPP cycle method, so I have to explain the lesson in beginning of learning and then I test their ability at the last of learning to know the understanding of the material delivered. (A.1.6)	PPP cycle of teaching method used in teaching practice by pre-service teacher because the role's pre-service teacher is to explain the lesson. (A.1.6)
	I enjoy use that method because not only I understand but the students also happy with the activities by that method. (A.1.7)	The method used in teaching practice makes have fun for pre-service teacher and student. (A.1.7)
	Usually that I often use Task Based Learning of teaching method for Elementary school, Junior high school, and High school. (B.1.3)	Task Based Learning of teaching method used in teaching practice by pre-service teacher. (B.1.3)
	The students can practice the theories or lesson that have been explained, and can improve their abilities. (B.1.4)	The teaching method makes the student can practice and improve the abilities. (B.1.4)
	I use the student center learning method where my role in this	The pre-service teacher as facilitator with use the center

	<p>method is to become a facilitator for student. My task is only to explain a little about the material then I provide a topic or theme that students must discuss with their friends. (C.1.2)</p>	<p>learning method in learning process. (C.1.2)</p>
	<p>My method depends on the activity, so I have chosen the Audiolingualism method and Task Based Learning method. (D.1.3)</p>	<p>The pre-service teacher's method depends on the activity in the classroom. (D.1.3)</p>
	<p>The teaching method used was remaining the same at each school, but with different levels of difficulty, because each school has different students learning capacity. (B.1.1)</p>	<p>The teaching method used at each school with different level students learning capacity. (B.1.1)</p>
	<p>From my experience in teaching practice, the method that I use for practice each school has the same teaching method, because in my opinion is the method used in teaching practice is very effective for students in Elementary school, Junior high school, and High</p>	<p>The teaching method used in each school because that method is effective for students. (C.1.1)</p>

	school. (C.1.1)	
	Basically I use the same method in each school, but I have changed the level of difficulty. (D.1.1)	The pre-service teachers use the same of teaching method in each school and only change the level of difficulty. (D.1.1)
	Never changed the method, only change the level of difficulty of the method. (D.1.2)	The pre-service teacher never changes the teaching method. (D.1.2)
	The change method have a lot of time, so I choose a method that really I like and is suitable for students, so I use it that continuously but with different topics and different levels of difficulties in the learning. (D.1.4)	the selection of teaching method in each school have a lot of time. (D.1.4)
The teaching method improving student English	With the teaching method, we as a teacher can also know the students improve their abilities. (A.1.3)	The teaching methods make the students improve their abilities. (A.1.3)
	The students can practice the theories or lesson that have been explained, and can improve their abilities. (B.1.4)	The students can practice the lesson from the teacher and improve their English. (B.1.4)

	I think it is effective when the students able to answer the question of the task correctly. (B.1.8)	From the students' answer, pre-service teacher assumed that teaching method improve the students' abilities. (B.1.8)
The teaching method makes the students become more active	With this method, the students try to think how to solve the problem, how the students finishing the assignment. (B.1.10)	The students will finish the assignment by using the teaching method. (B.1.10)
	The method what I use during teaching process can help me to direct the students become more active in the learning process. (C.1.3)	Pre-service teacher's teaching method helps students become more active. (C.1.3)
	The teaching method that had been chosen, students can get their turn to participate actively in the classroom. Then the students who are sleepy and not excited in the class still able to express their opinion, and learning activities are also running well. (D.1.6)	The activities of the teaching method make the students to participate actively in the classroom. (D.1.6)
	The students are able to contribute the activities in the class. (C.1.5)	The students have contributed the activities in the classroom. (C.1.5)

	Using the teaching methods make my students more active during the learning process. (C.1.6)	The teaching methods make the students become active in learning process. (C.1.6)
	The students can do the assessment and become more active to participate the learning activities in the class, and most important is they do not feel bored when learning English. (D.1.8)	The teaching methods make the students do the assessment and active to participate in the learning activities. (D.1.8)
The teaching method making learning process more organized	With the certain of the teaching method, we can arrange the material and activities that will we do in the classroom from the method that have been prepared before learning process. (A.1.4)	The teaching method can arrange the material and activities in learning process. (A.1.4)
	Then, it can organize students' learning in classroom. (B.1.14)	The teaching method can organize the learning process. (B.1.14)
	In my opinion, this teaching method is very helpful during the teaching and learning process because it is more organized. (C.1.8)	The teaching method helps pre-service teacher to organize in learning process. (C.1.8)
	The teaching and learning process	The teaching and learning

	is more organized because it only uses one teaching method in a teaching session and it will not confusing for teacher and student. (C.1.13)	process is more organized when the teaching method used in the classroom. (C.1.13)
	It can help us as teachers to organize what we will do in the class with the teaching method. (A.1.2)	The teaching method helps pre-service teacher to organize the learning process. (A.1.2)
The teaching method achieving the learning goals	Success can be seen from how students are able to understand the material and if the method is suitable and it will affect the response of students in the class. (A.1.5)	Succeeded of teaching method is achieving learning goals. (A.1.5)
	The methods help us as teachers to provide guidelines and directions to achieve goals of learning. (A.1.9)	The teaching method helps the teacher to provide the guidelines and achieve the goals of learning. (A.1.9)
	The pre-service teacher can control the conditions in the classroom at the end of learning with the teaching methods. It can be well-suited with the goals of learning.	Pre-service teacher can control the condition in the classroom well that is going to learning goals. (A.1.10)

	(A.1.10)	
	<p>Help me that students are enthusiastic and understand and follow the instructions that I convey. (B.1.9)</p>	<p>The teaching method helps the pre-service teacher to make the students more enthusiastic and understand of the lesson. (B.1.9)</p>
	<p>Pre-service teacher has their goals of learning, and based on my experience it causes a quite reached, such as in elementary school I want the students learn the vocabulary and they did it. (B.1.10)</p>	<p>Pre-service teacher have the learning objective in each his teaching. (B.1.10)</p>
	<p>Using teaching methods during practicum help in achieving the goals of the learning process, because they can participate actively and follow each step of the method. (D.1.7)</p>	<p>The students participate in the class during learning process, which is one of learning objective from the pre-service teacher. (D.1.7)</p>
	<p>The first benefit is we get more attention from the students and the second is the atmosphere in the class is conducive. In addition the lesson will definitely go into them.</p>	<p>The teaching methods make the classroom be conducive. (D.1.11)</p>

	(D.1.11)	
Difficulties of pre-service teachers using the teaching method	The difficulty when I explain the material is that sometimes the students do not pay attention, because they are bored with my method in teaching. (A.1.12)	Sometimes, the teaching methods make a bore for students. (A.1.12)
	When I deliver material, sometimes the students are indifferent to our explanations because we are new people to them in class. (A.1.13)	One of the difficulties is that pre-service teacher is a new person in the class. (A.1.13)
	The difficulty is that every student in the school has a different mindset, skill and comprehension. (B.1.11)	The other is every student have different mindset, skill and comprehension. (B.1.11)
	The difficulty for me is when I have to control every student in the group, so from that I know which students are active and inactive during the learning process. (C.1.9)	The difficulty for pre-service teacher is control every student in the group ought to make the students active. (C.1.9)
	Then, another difficulty is how to make students more active than usual. (C.1.10)	Another difficulty is making the students more active. (C.1.10)
	The difficulty on me is coming from the students' selves, because	The difficulty of pre-service teacher is coming from

	they always ask for repetition of the material that is delivered when students pay less attention or listen. (D.1.10)	students selves when do not pay attention to the lesson. (D.1.10)
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The factors that influence in choosing teaching method		
Student	The student ability is very influential because the method is based on students' needs in achieving learning goals. (A.2.2)	The factor of student abilities and students' needs in choosing the teaching method. (A.2.2)
	Then from the factor of the students are the student learning, the student need, and the student ability. (B.2.3)	The factor of student such as student need and student abilities. (B.2.3)
	My consideration in choosing of teaching method is the first on student ability. (C.2.1)	The factor of students such as the students' abilities. (C.2.1)
Teacher	The teacher's ability also contributes to the selection to the	The factor of teacher ability in choosing the teaching

	<p>selection of methods because the teacher is an important role, if the teacher does not master the method, it will make difficult for students to understand what the teacher teaches. (A.2.3)</p>	<p>method. (A.2.3)</p>
	<p>And another factor is the factor of my own, when I use that method I have to give my knowledge and the ability of the teaching method that I will use. (B.2.5)</p>	<p>The factor of capable teacher in learning such as the teacher abilities. (B.2.5)</p>
	<p>I choose this method because it was a method that I understood. (D.2.1)</p>	<p>The teaching method chosen based on teacher understanding. (D.2.1)</p>
	<p>The method that I applied into the class must be in accordance with my abilities. (D.2.4)</p>	<p>The factor of capable teacher in learning is must be in accordance with the teacher abilities. (D.2.4)</p>
Facilities	<p>While choosing the teaching method according to the situation and learning environment, for example when there facilities are complete such as projector and laptop, then audio-lingual method</p>	<p>The teaching method chosen depends on facilities in the classroom. (B.2.1)</p>

	<p>can be used in the classroom.</p> <p>(B.2.1)</p>	
	<p>First is the factor of facilities in school such as a classroom. (B.2.2)</p>	<p>The factor of facilities such as a classroom. (B.2.2)</p>
Learning goals	<p>The methods help us as teachers to provide guidelines, directions to achieve goals of learning. So with the method, the teacher can control the conditions in the classroom and the end of learning can be in accordance with the goals of learning. (A.2.5)</p>	<p>The teaching method chosen depends on teacher's goals of learning. (B.2.4)</p>
	<p>And beside the student needs, also the learning objective. (B.2.4)</p>	<p>The factor of learning goals such as learning objectives. (B.2.4)</p>
Learning materials	<p>Another factor that is the selection of method is adapted to the type of material because not all methods are in accordance with the material. (A.2.1)</p>	<p>The factor of learning material in choosing the teaching method. (A.2.1)</p>
	<p>The other factor is the selection of method adapted to the type of material because not all methods are in accordance with the material.</p>	<p>The teaching methods have to balance with the material. (A.2.4)</p>

	(A.2.4)	
	Second is adjusting with the material of learning. (C.2.2)	The factor of material such as adjusts the material into teaching method. (C.2.2)
	The consideration in choosing the teaching method is the first is certainly the level of difficulty, the second is the language used, and the third is the topic have adjust whether for beginning or advanced. (D.2.2)	The factor of material such as the level of material is difficult or easy. (D.2.2)
Time allocation	Of course it is also about time, because the method like games can usually be done if there are a lot of students and enough time. (D.2.3)	The factor of the allocation in timing of learning is to adjust the activities plan with the allocation timing. (D.2.3)