Chapter Four

Finding and Discussion

This chapter presented the finding and discussion of this study. This study aimed to reveal the supervising teachers' perceptions on pedagogical competence of EED of UMY's student-teachers in an internship program. The perceptions covered EED of UMY's student-teachers' competence in understanding characteristic of students; EED of UMY's student-teachers' competence in mastering teaching theories and principle; EED of UMY's student-teachers' competence in developing lesson plan; EED of UMY's student-teachers'competence in conducting teaching activity; EED of UMY's student-teachers' competence in using technology; EED of UMY's student-teachers' competence in facilitating students to actualize students' potential; EED of UMY's student-teachers' competence in communicating to students; EED of UMY's student-teachers' competence in conducting assessment and evaluation; EED of UMY's student-teachers' competence in utilizing the assessment and evaluation result; and EED of UMY's student-teachers' competence in doing teaching reflection.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Understanding the Characteristic of Students

The first purpose of this study was to know the perception of supervising teachers on EED of UMY's student-teachers' competence in understanding the characteristic of students. The researcher found that supervising teachers had different perceptions on EED of UMY's student-teachers' competence in

understanding the characteristic of students. Firstly, one participant mentioned that EED of UMY's student-teachers were good in understanding the characteristic of students. Then, the other participants said that EED of UMY's student-teachers had different abilities in understanding the characteristic of students.

Finding 1: EED of UMY's student-teachers were good in understanding the characteristic of students. Candra mentioned that EED of UMY's student-teachers had no problem in understanding the characteristic of students. It was because the gap between EED of UMY's student-teachers and students age at that school was not too wide. He said, "I think there was no problem on the understanding of EED of UMY's student-teachers about the characteristic of students, because their age gap was not too wide". Moreover, Candra also mentioned that EED of UMY's student-teachers were easy to understand the characteristic of students. They only need two meetings for observations to identify the characteristics of their students. He said, "After some meeting, maybe only two meetings for observations, then they know which students who hyperactive, stolid, calm and other kind of characters".

Finding 2: EED of UMY's student-teachers had different abilities in understanding the characteristic of students. Four participants mentioned that EED of UMY's student-teachers had different abilities in understanding the characteristic of students. Firstly, Eni said that all EED of UMY's student-teachers need different time and process to understand the characteristic of

students. Some of EED of UMY's student-teachers only need two meetings, while the others need three meetings to understand the characteristic of students.

The other participant, Berta said that EED of UMY's student-teachers had different abilities in understanding the characteristic of students. Although there was one EED of UMY's student-teacher who was easier to understand the characteristic of students, most of EED of UMY's student-teachers stated that they were difficult to understand the characteristic of students. Berta also said that understanding the characteristic of students was not easy because they needed long time and process. Unfortunately, EED of UMY's student-teachers only had few meetings to conduct the internship program, so they did not have enough time to understand the characteristic of students. This condition influenced their performance in managing the classroom. Berta mentioned that EED of UMY's student-teachers had low ability in managing the classroom because they did not understand the characteristic of students well. She said, "Based on my own observation, when I guide them in teaching, most of them were difficult to understand the characteristic of students, so they had low ability in managing the classroom".

The next participant, Ani also said that EED of UMY's student-teachers had different abilities in understanding the characteristic of students. Some EED of UMY's student-teachers tried to understand the characteristic of students, but the others did not care. They used appropriate teaching methods when they understand students' characteristic well. Ani said, "Student-teachers use teaching methods that appropriate for the students. For example when students too often

talk, active and noisy in the classroom, then they will use method which is appropriate with the students' active level". It was related to the statement of Stronger, Tucker and Hindman (2004) who argued that classroom is filled with students whose learning styles, needs and ability differ. Therefore, teachers should be able to apply various teaching methods related to the characteristic of students.

The last participant, Dika also said that EED of UMY's student-teachers had different abilities in understanding the characteristic of students. He mentioned that some EED of UMY's student-teachers were able to understand the characteristic of students. They can directly intense in handling the students. For example, some EED of UMY's student-teachers were able to accost and motivate passive students to be more active in learning. However, the other EED of UMY's student-teachers did not care to their students, so that they cannot handle the students well.

In summary, there were two perceptions of supervising teachers on EED of UMY's student-teachers' competence in understanding characteristic of students. One participant said that EED of UMY's student-teachers were good in understanding the characteristic of students. It was because the age gap between EED of UMY's student-teachers and students was not too wide. The other participants said that EED of UMY's student-teachers had different abilities in understanding the characteristic of students. Some EED of UMY's student-teachers were capable to understand the characteristic of students easily, while the others were difficult to understand the characteristic of students.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Mastering Teaching Theories and Principles

The second purpose of this study was to know the supervising teachers' perceptions on EED of UMY's student-teachers' competence in mastering teaching theories and principles. There were two findings. Firstly, EED of UMY's student-teachers were good in mastering teaching theories and principles. Secondly, EED of UMY's student-teachers were good in mastering teaching theories and principles but still lack in the implementation.

Finding 1: EED of UMY's student-teachers were good in mastering teaching theories and principles. Three participants had good perceptions on EED of UMY's student-teachers' competence in mastering teaching theories and principles. Firstly, Ani said that EED of UMY's student-teachers were good in mastering teaching theories and principles. She mentioned that EED of UMY's student-teachers already know how to teach students well. In teaching their students, EED of UMY's student-teachers did not only use explaining method, but also used some teaching media, such as Power Point Presentation (PPT), video and flashcard.

The next participant, Berta said that EED of UMY's student-teachers already know how to be a good teacher. They had learned teaching theories and principles at university, then they used various methods or techniques, such as explaining method, discussion, singing and brainstoreming while teaching. Indonesian government (2007) mentioned that mastering teaching theories and

principles was closely related to the implementation of various methods, strategies and techniques in teaching.

In addition, Candra also said that EED of UMY's student-teachers were good in mastering teaching theories and principles. Although it was the first time for EED of UMY's student-teachers to teach in the senior high school level, but they did it well. He said, "In mastering the theories, student-teachers were very good. Although this became the first time for them to teach at senior high school level and they found a little problem, but after some meetings they did it well".

Finding 2: EED of UMY's student-teachers were good in mastering teaching theories and principles but less competent in implementing the theories. The different perceptions came from Dika and Eni. They argued that EED of UMY's student-teachers were good in mastering teaching theories and principles but still lack in the implementation. Dika mentioned, "For the theories, they mastered 90% of the theories, but less competent in delivering the teaching materials. It was because they still learn, sometimes they made students understood, sometimes they made students confused". Moreover, he also said that when delivering the teaching materials, EED of UMY's student-teachers still looking up for the best way to teach their students.

The other participant, Eni said that EED of UMY's student-teachers' were good in mastering teaching theories, but they lacked in implementing the theories. She mentioned, "Okay, they were good for the theories, because they had learned about that, but they still have lacked in implementing the theories". Then, she

argued that implementing teaching theories was not an easy thing, it needed time and process to learn. Moreover, Eni believed that the more EED of UMY's student-teachers practice, the more they will master.

In summary, EED of UMY's student-teachers were good in understanding teaching theories and principles but still need an improvement in the implementation. In the other side, Lovat (2003) said that pedagogy is a complex blend of theoritical understanding and practical skill. It means a good knowledge of teaching theories and principles would be meaningless if it is not offset by a good implementation. Therefore, it is important for student-teachers to be able in both, knowing the theories and implementing the theories well.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Developing Lesson Plan

This study also revealed supervising teachers' perceptions on EED of UMY's student-teachers' competence in developing lesson plan. All participant mentioned that EED of UMY's student-teachers still found difficulties in developing lesson plan. Some EED of UMY's student-teachers were difficult to develop some parts of lesson plan, such as difficult to write apperception in introduction, determine main activity and divide time for teaching. Then, the other EED of UMY's student-teachers did copy paste.

The first participant, Ani said that the lesson plan from university and school were different, therefore EED of UMY's student-teachers need to adjust

the lesson plan applied in the school. Then, Ani mentioned that EED of UMY's student-teachers still found difficulties in developing lesson plan, such as dividing time for teaching, writing apperception in the introduction, choosing the learning materials and writing the learning resources. Ani stated:

> "Student-teachers usually difficult to divide time of teaching. Then, there was no apperception in the introduction. Sometimes the teaching material was too little and they did not write the sources from internet completely. They only write 'internet', there was no http, www, and what time they accessed".

The next participant, Berta said that EED of UMY's student-teachers had different abilities in developing lesson plan. Some of EED of UMY's student-teachers can directly made a good lesson plan, while the others need more than once. Then, Berta also mentioned that some EED of UMY's student-teachers only do copy-paste. She said, "Some EED of UMY's student-teachers only did the copy-paste from their friends. I found that many times. Moreover, the did not change the name in the lesson plan".

Then, Candra also reported the same point. He said that EED of UMY's student-teachers need to learn more in making lesson plan. Much of them did the copy-paste and unwilling to make their own lesson plan. He mentioned, "In making lesson plan, I think they need to learn more. Because when we read their lesson plan, much of them did copy-paste and unwilling to make their own lesson plan".

In addition, Dika and Eni mentioned that EED of UMY's student-teachers found difficulties in developing their lesson plan. Dika said that EED of UMY's student-teachers feel confused in determining main activities in teaching. Then, Eni argued that the difference lesson plan from university and school made some EED of UMY's student-teachers confused and difficult to determine teaching activities. Eni said, "In developing lesson plan, because the lesson plan from university and school were different, so they felt difficult".

In summary, all supervising teachers argued that EED of UMY's student-teachers still found problems in developing lesson plan. Some of EED of UMY's student-teachers had difficulties in writing some parts of lesson plan and the others only copy-paste. The difference lesson plan from university and school also became the reason why EED of UMY's student-teachers were getting confused. This finding was suported by the statement of Ganal, Anaya and Guiab (2015) who mentioned that difficult to make lesson plan became one of the most common problem faced by student-teachers in an internship program.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Conducting Teaching Activity

The next purpose of this study was to reveal supervising teachers' perceptions on EED of UMY's student-teachers' competence in conducting teaching activity. There were two perceptions coming from supervising teachers. Firstly, EED of UMY's student-teachers' were good in conducting teaching

activity. Secondly, EED of UMY's student-teachers had different abilities in conducting teaching activity.

Finding 1: EED of UMY's student-teachers were good in conducting teaching activity. One participant, Eni said that EED of UMY's student-teachers were good in conducting teaching activity. It was caused by they apply the lesson plan well. Eni said, "Most of them were good, because they used lesson plan as the guide when teaching in the class". This statement was related to the argument from Brown (2007) who said that lesson plan was useful for teachers as the guideline while teaching. It helped teachers to achieve the learning goal.

Finding 2: EED of UMY's student-teachers found some problems in conducting teaching activity. The other participants said that EED of UMY's student-teachers still found problems in conducting teaching activity, such as lack in time management, too much use Bahasa Indonesia when teaching and feel nervous while teaching. Firstly, Ani mentioned that in conducting teaching activity EED of UMY's student-teachers found problems in time management. Although they were able to use appropiate teaching material, but they were difficult to manange time of teaching. For example, they finished the teaching activity earlier than their plan. Ani said, "For the material has been appropriate, but for the implementation was not according to the time allocation, sometimes they finish earlier, go home and leave the classroom".

The next participant, Berta and Dika mentioned that EED of UMY's student-teachers found personal problem in conducting teaching activity. They feel sweaty, clumsy and nervous. These are their statements:

(Berta) "In the classroom, some student-teachers were sweaty when facing their students".

(Dika) "The material was okay. But sometimes they feel clumsy or nervous when teaching."

Then last participant, Candra said that EED of UMY's student-teachers still found problems in having communication with the students. Actually, EED of UMY's student-teachers were good in speaking English, but when interacting with the students they used Bahasa Indonesia too much. This is his statement:

(Candra) "The ability in speaking English is good. Sometimes we need to adjust to the students' language and not use English all the time. Sometimes we use Bahasa Indonesia to explain. I think, in teaching, they did not used Bahasa and English as balance".

In summary, there was only one participant who said that EED of UMY's student-teachers were good in conducting teaching activity. It caused by they used the lesson plan well. Then, the other participants mentioned that EED of UMY's student-teachers still found some problems in conducting teaching activity, such as lack in time management, speak Bahasa Indonesia too much, feel nervous, clumsy and sweaty. The last finding was related to the statement of Ganal, Anaya and Guiab (2015). They said that personal problem, such as feeling sweaty,

clumsy and nervous usually faced by student-teachers in an internship program because they still have a little experience in facing students.

Supervising Teachers' Perceptions on Student-teachers' Competence in Using Technology

The next purpose of this study was to reveal supervising teachers' perceptions on EED of UMY's student-teachers' competence in using technology. There was only one finding. All **participants agreed that** EED of UMY's student-teachers were good in using technology in teaching. These are the statements of the participants:

(Ani) "They used power point, video and audio. I think they were capable of using technology. I believe that nowadays student-teachers have no problem with computer".

(Berta) "Good, I think they already good".

(Berta) "They used power point, video, sometimes they used songs with small speaker and flasdisk".

(Candra) "This is really the strength of EED of UMY's student-teachers, because in the young age of course they are familiar with technology, moreover they are very excellent and optimal in using the technology".

(Dika) "In using the technology, 99% of student-teachers from UMY were good and most of them were competent".

(Eni) "They were good. They used power point with LCD, and also films which familiar to students, so it can make students interested".

The statements from the participants showed that EED of UMY's student-teachers had good competence in using technology. Cohen, et al. (2010) said that there are many kinds of technology that can be used by teachers when teach, such as word processing, spreadsheets, databases, graphing software, desktop publishing, multimedia, internet, distant communication also games and simulations. Then, EED of UMY's student-teachers had used some kinds of technology, such as power point, video, audio, LCD, speaker, flashdisk and computer.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Facilitating Students to Actualize Students' Potential

This study also revealed the perception of supervising teachers on EED of UMY's student-teachers' competence in facilitating students to actualize students' potential. Specifically, it was about EED of UMY's student-teachers' competence in motivating students and developing students' creativity. There were two findings. Firstly, EED of UMY's student-teachers were able to increase students' interest, motivation and creativity. Secondly, EED of UMY's student-teachers have different ability in facilitating students to actualize their potential.

Finding 1: EED of UMY's student-teachers were able to increase students' interest, motivation and creativity. Three participants argued that EED of UMY's student-teachers had good competence in fasilitating students to actualize students' potential. Firstly, Ani said that EED of UMY's student-teachers were able to increase students' creativity and made students more active in learning. She said, "They can increase students' creativity, actually some students usually silent or being passive in learning". Moreover, Ani also mentioned one name of EED of UMY's student-teacher who was capable in motivating students. She said that the student-teacher was able to give motivation and made silent students became speak up.

The next participant, Berta mentioned that EED of UMY's student-teachers were able to make students more interested in learning. It was because EED of UMY's student-teachers were active and used some teaching techniques and media in teaching. Berta said, "When student-teachers were active, they used video, then gave students worksheet and asked students to do a discussion, students became more interested, compared to student-teachers who only explain in the front of classroom".

Another participant, Candra also reported the same point of view with Berta, he said that EED of UMY's student-teachers used some teaching techniques to increase students' creativity. EED of UMY's student-teachers asked students to work in group for discussion and used some pictures to help them in teaching. Candra said, "Of course the students' creativity was increased, because

by making group for discussion and used certain pictures, it demanded students to discuss with their friends. So, it was really helpful".

Finding 2: EED of UMY's student-teachers had different abilities in fasilitating students to actualize students' potential. Another participant, Eni said that EED of UMY's student-teachers had different abilities in fasilitating students to actualize their potential. Some of EED of UMY's student-teachers were able to make students more creative by stimulating students to work in group and have a discussion, while the others were monotonous. They only used standard teaching activity, such as giving materials and conducting question-answer session.

> (Eni) "Some student-teachers have good activities that increase students' creativity. Students are stimulated to work in group. So, it can increase the students' interest. But the others were standard, they only give the materials then question and answer session. Only that. So it was monotonous".

In summary, most of supervising teachers argued that EED of UMY's student-teachers were good in fasilitating students to actualize students' potential. They were capable to motivate students and increase students' creativity and interest. They used group discussion to make students more active. Then, they also used video as the media in teaching, so that students became interested in learning. It was related to the opinion of Cohen, et al (2010) who said that using technology in teaching can help students to raise good achievement, promote

higher-order thinking, promote learning for capability and problem-solving, foster collaborative learning and raise students' motivation significantly.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Communicating to Students

The next purpose of this study was to reveal supervising teachers' perceptions on EED of UMY's student-teachers' competence in communicating to the students. There were some perceptions of supervising teachers. Firstly, EED of UMY's student-teachers were close to students. Then, EED of UMY's student-teachers had different ability in communicating to students. Last, EED of UMY's student-teachers feel clumsy when communicating to the students.

Finding 1: EED of UMY's student-teachers were close to students.
Berta and Eni had good perceptions on EED of UMY's student-teachers' competence in communicating to students. Berta said that EED of UMY's student-teachers were close to students. She said "Good, I think. They were close to students". Then Eni also mentioned that EED of UMY student-teachers were capable in communicating to students because they were not only communicate to students in the classroom but also outside of classroom. She said, "The communication of student-teachers and students were good, because beside having communication inside the classroom, they also make a communication with students outside of the classroom. So they were close". This finding was related to the opinion of Pinder (2008) who said that internship program can

increase student-teachers' communication skill by making a good relationship with students, not only in the classroom but also outside of classroom.

Finding 2: EED of UMY's student-teachers had different ability in communicating to students. Two participants mentioned that EED of UMY's student-teachers had different ability in communicating to students, some were good some were not. Firstly, Ani argued that not all EED of UMY's student-teachers were able to communicate to students. It was because not all EED of UMY's student-teachers had excellent communication skill. Ani said, "There were student-teachers who already good and the others were not. Because not all student-teachers were excellent".

The other participant, Dika also said that EED of UMY's student-teachers had different ability in communicating with students. Some EED of UMY's student-teachers felt clumsy when communicating with students because they had little experience in associating to others. However, then he said that most of EED of UMY's student-teachers were communicative and close to students.

(Dika) "In communicating to students, they were good, but when meet senior high school students they feel clumsy because they had no much experience. Most of them were communicative, both inside the classroom and outside the classroom they were close to students".

Finding 3: EED of UMY's student-teachers feel clumsy when communicating to students. The last finding came from participant number three. Candra said that EED of UMY's student-teachers felt clumsy when

communicate with the students. He said, "The way they communicate to students, I think they were clumsy". It was because in their daily communication, EED of UMY's student-teachers used informal language, therefore they felt difficult when using formal language at school.

In summary, there were some perceptions of supervising teachers on EED of UMY's student-teachers' competence in communicating with students. Two participants mentioned that EED of UMY's student-teachers were close to students. The other participants said that EED of UMY's student-teachers had different ability in communicating to students. Last, one participant mentioned that EED of UMY's student-teachers felt clumsy when communicating with the students. It was related to the statement of Ganal, Anaya and Guiab (2015) who mentioned that in an internship program, as novice teachers sometimes student-teachers feeling very low, ashame, clumsy and feel high of anxiety.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Conducting Assessment and Evaluation

The next purpose of this study was to reveal supervising teachers' perceptions on EED of UMY's student-teachers' competence in conducting assessment and evaluation. All participants had good perception on EED of UMY's student-teachers competence. They said that EED of UMY's student-teachers were able to conduct assessment and evaluation.

The first participant, Berta said that in the internship program she always asked EED of UMY's student-teachers to conduct assessment and evaluation for

each meeting to measure the comprehension of students. Then, EED of UMY's student teachers were capable to do that. Berta mentioned, "I always asked student-teachers to do an evaluation after teaching. The aim was to know whether students understand or not with the lesson. So, they had done the evaluations and they can".

Moreover, the next participant, Eni also said that there was no problem for EED of UMY's student teachers in conducting assessment and evaluation. They did their job well. Eni mentioned, "In general they were good in evaluate the students achievement. They did the evaluation well and no problem there".

The other participants, Ani, Candra and Dika mentioned that EED of UMY's student teachers were good in conducting assessment and evaluation. It was because EED of UMY's student teachers were prepared their lesson plan well, including assessment and evaluation tools. These are their statements:

(Ani) "They did the evaluation based on the lesson plan. So they know the criteria, and how to evaluate. I think they were able to do an evaluation. Oral and written evaluation they can".

(Candra) "They can, we can see from the lesson plan. We can check their lesson plan and the skills including pronunciation and others are written in the lesson plan".

(Dika) "Before they come to classroom they have to make lesson plan, including evaluation. For the evaluation, they have to make it appropriate

with indicators in the lesson plan. Automatically, they already prepare the
evaluation tool".

In summary, all participants had same perception on EED of UMY's
student-teachers' competence in conducting assessment and evaluation. EED of
UMY's student-teachers were good in conducting assessment and evaluation.
Three of five participants mentioned the reason. It was because EED of UMY's
student-teachers prepared the assessment and evaluation tools on their lesson plan.
Brown (2007) said that a good lesson plan is structured of some components, such
as goal, objectives, materials and equipment, procedures and also assessment.
EED of UMY's student-teachers prepared the assessment and evaluation well so
they were good in conducting assessment and evaluation.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers'
Competence in Utilizing Assessment and Evaluation Result

The other purpose of this study was to reveal supervising teachers'
perceptions on EED of UMY's student-teachers' competence in utilizing the
assessment and evaluation result, such as determine a remidial test. There was two
findings. Firstly, EED of UMY's student-teachers helped supervising teacher in
utilizing assessment and evaluation result. Then, EED of UMY's student-teachers
did not utilize the assessment and evaluation result.

Finding 1: EED of UMY's student-teachers helped supervising
teachers in utilizing the assessment and evaluation result. One participant, Ani

mentioned that EED of UMY's student-teachers helped supervising teacher to utilize the evaluation result. She said that EED of UMY's student-teachers helped her in utilizing the assessment and evaluation results by submitting the score of students. Ani said "So the student-teachers helped me. They helped me in learning, conducting the assessment and the score was submitted to me". Then, Ani used the submitted score to determine a remidial test.

Finding 2: EED of UMY's student-teachers did not utilize the assessment and evaluation result. Four participants said that EED of UMY's student-teachers did not utilize the assessment and evaluation result. Berta and Candra mentioned that EED of UMY's student-teachers only conducted assessment and evaluation and did not use the assessment and evaluation result to arrange remidial test. In addition, the other two participants, Dika and Eni also mentioned that EED of UMY's student-teachers had no time to utilize the assessment and evaluation result. These statements come from those particpants:

(Berta) "They did not do that, when they finish in assessing, then finish".

(Candra) "They did not arrange remedial program, they did not reach this step".

(Eni) "No, they did not, because the evaluation was conducted in the last meeting, so there was no time for the next meeting".

(Dika) "Because the internship participants had no more time to enter the class, so they did not do that".

In summary, there was only one participant who had perception on EED of UMY's student-teachers in utilizing assessment and evaluation result. She mentioned that EED of UMY's student-teachers helped her in utilizing assessment and evaluation result. Whereas, the other participants mentioned that EED of UMY's student-teachers did not use the assessment and evaluation result. It was because there was no time for EED of UMY's student-teachers to conduct this activity. Perry (2002) in Kiggundu and Niyamuli (2009) mentioned that the time of internship program was depending on the institutions' policy and school's schedule. Some institutions sent their student-teachers for internship program a day per week, while others do this over a semester. EED of UMY's student-teachers only did teaching practice once a week in the second semester. There was only four to eight meetings for each student-teachers to teach in the classroom and have no time to utilze the assessment and evaluation result.

Supervising Teachers' Perceptions on EED of UMY's Student-teachers' Competence in Doing Teaching Reflection

The last purpose of this study was to reveal supervising teachers' perceptions on EED of UMY's student-teachers' competence in doing teaching reflection. There was only one finding. All participants had good perception on EED of UMY's student-teachers' competence. The participants mentioned that student-teachers were good in doing teaching reflection. EED of UMY's student-teachers always showed an improvement for the next meetings. These are their statements:

(Ani) "Yes, they do. When they asked to revise the lesson plan, in the next meeting they revised it. When in the previous meeting they forgot to absent, in the next meeting they do. For the last internship I am satisfied".

(Berta) "Of course, they changed. Some student-teachers are welcome to my suggestion and happy because now they know how to teach".

(Candra) "In the next meeting they do an upgrading because student-teachers evaluated themselves well".

(Dika) "For the next meeting, usually they are already know what they have to do, they changed and fixed their weakness in delivering materials in the classroom".

(Eni) "Usually after we discuss we can see the differences. In the next meeting they were already better than before".

In summary, supervising teachers had same perception on EED of UMY's student-teachers in doing teaching reflection. They argued that EED of UMY's student-teachers were good in doing teaching reflection. EED of UMY's student-teachers always performed better in the next meeting. This condition also supported by supervising teachers who guided EED of UMY's student-teachers during the internship program. They always conducted discussion with EED of UMY's student-teachers after teaching practice. Payant and Murphy (2012) mentioned the role of supervising teacher was as a mentor. In the end of teaching, supervising teachers have to share and discuss the strengths and weaknesses of

student-teachers during the teaching practice. It was important to help student-

teachers to do an improvement and modification in the next teaching practice.