

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research finding followed by discussion of the research finding.

4.1. Findings

The result of data in this study was obtained from three sources namely observation, interview, and document analysis. Those data were subsequently coded and aggregated into some themes in order to answer the major reseach questions and establish an in-depth understanding of central phenomenon.

4.1.1. Observation

In this study, the researcher focused on capturing the teaching performances of participants during teaching practicum period. It referred to the argument of Altmann (1974) that collecting data of observational study was done by making a direct observation of spontaneous social behavior. Observation was done in four meetings of teaching session during teaching practicum in two Islamic senior high schools in Yogyakarta. The timetable of observation was displayed in table 4. 1

Table 4. 1. Observation Timetable

No.	Observation	Date
1.	1 st observation	August 18 th 2018
2.	2 nd observation	August 29 th 2018
3.	3 rd observation	September 5 th 2018
4.	4 th observation	September 26 th 2018

In addition, table 4.2 showed sample of observational report that was naturally written based on what happened in the fields

Table 4. 2. Sample of Observational Report

OBSERVATION REPORT						
Participant : Pre-service teacher 1						
Setting : Class XI Bahasa, MAN YK I						
PT: Pre-service Teacher						
No.	Date	Topic	Scene	Length (minute)	Time Description	Activity
1	18/08/2018	Telephoning	1	13.29	00.01	PT drilled the students about telephoning. For instance, PT asked the students “if you want to make a reservation, what would you like to say?”
					09.10	PT asked the students to work in pair with their seatmate
					09.29	PT explained to students what they are going to do
					09.55	PT divided the cards to each group
					11.08	PT gave the instruction to students
			2	06.12	00.01	PT moved around the class to check and help the students in making a dialog
					05.31	PT asked the students to continue their task as a homework
					05.42	PT ended the class by reviewing the material that has been learned
					05.56	PT closed the lesson

Meanwhile, beside the observational report, the observation transcript was also written in which it would be useful for analyzing so that the research findings would be acquired. The observation transcript contained all behaviors of both participants during teaching either their statements or their actions. Table 4.3. showed excerpt of observation transcript, while for complete observation transcript was on the appendix.

Table 4. 3. Excerpt of Observation Transcript

No.	Subject	Observation
1	PT	<i>(Coming to student)</i> I would like to make a one. Kalau mau bikin reservasi kita pakai apa?"
2	S	Hello, good morning
3	PT	Yes, great. And then?
4	S	I would like to make a reservation.
5	PT	Reservation. You can change to the specific. Number one, what is that? <i>(holding a book and showing it to students)</i>
6	S	Book table
7	PT	Book. Is it pink?
8	Ss	No!
9	PT	What the color of book?
10	Ss	Tosca

From the result of observation, it was found that causes of stress which were experienced by pre-service teachers during teaching practicum came from several factors such as classroom management, first teaching experience, being observed, and English language teaching. These causes of stress were clearly displayed in form of chart below

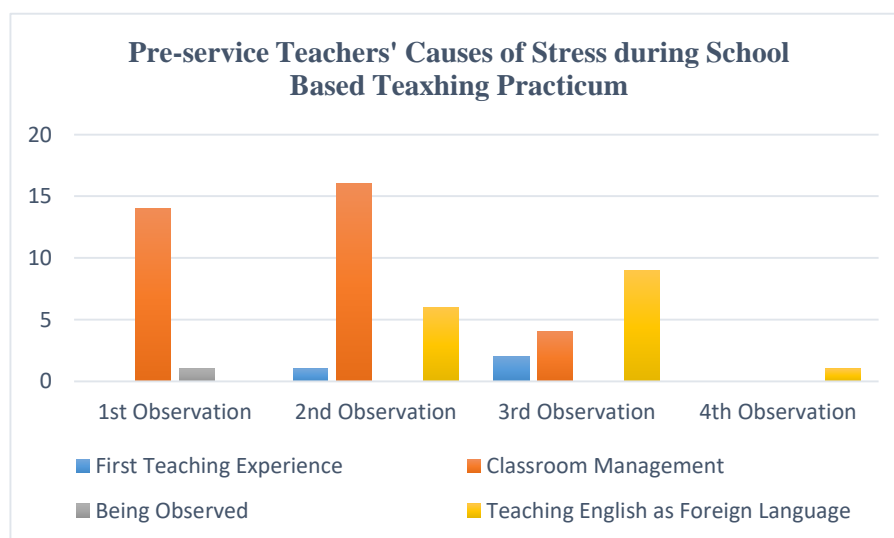


Figure 4. 1. Chart of Observational Analysis

Based on the chart above, it could be seen at the first observation that classroom management and being observed were causes of stress which were experienced by both participants. At the second observation, participants felt stress during teaching practicum because of three factors such as first teaching experience, classroom management, and which related to English language teaching. At the third observation, the teaching stressors were generated from the same stressors which experienced at the second observation. The last, from fourth observation, it was found that cause of stress was only from a factor namely teaching English as foreign language.

Various causes of stress which experienced by both participants during teaching practicum were found from the first observation until fourth observation. However, among those fourth observations, it could be seen that classroom management became the major stress-generating factor during teaching practicum, followed by teaching English as foreign language, first teaching experience, and being observed-related factor.

4.1.2. Interview

In this study, the interview was semi-structured interview which involved two participants that consists of two pre-service English teachers who had undertaken a teaching practicum in two Islamic senior high schools in Yogyakarta. As explained in the previous chapter, those two pre-service teachers were considered as participants because they had different level of teaching performance. Each participant was interviewed in the same place but at different times.

In the interview, the researcher focused on investigating participants' perspectives about their causes of stress as they experienced during school-based teaching practicum. From the result of interview, the participants perceived that they definitely felt nervous on their teaching practicum. Some factors that generated stress were extensively mentioned by both participants at the interview such as lacking of teaching experience, being observed by supervising teacher, classroom management, and which related to English language teaching. Among these factors, the result of interview in this study also revealed that classroom management became one of major stressors which was experienced by both participants. Nevertheless, both of participants said that they were able to handle their stress properly so that they could complete the teaching practicum program well.

The excerpt of interview result is displayed in table 4.4 while the complete manuscript is on appendix 1.

Table 4. 4. Excerpt of Interview Transcript

Transcription 1

Participant : Pre-service teacher 1
 Time : 12.30-13.30 WIB
 Date : October 16, 2018
 Place : Bento Kopi, Jakal Km. 12

I: Interviewer, P: Participant

Subject	Line	Transcription
I		How was your first impression when you come to the class?
P	1	Emm..coming to the class for teaching or just...
I		Teaching

P	2	I feel so nervous and under pressure when coming to the class for the first time because the students were in language class, so they are very active. We feel like intimidated by the students. If we could not handle nervous and stress in the class, we would definitely get emotional
I		So... How did you conform yourself with the new class?
P	3	Conforming myself with the language class? Firstly, because I have not background knowledge yet about language class, I only hear from what people said, so I made sure that my mentality was getting ready first. Then I prepared things that could make them engage to my material. Coincidentally, my material was about poem so that they perhaps like... what... what is the poem, it seems interesting. So I brought it into real life. For instance, there is... what... figurative language. Figurative language is like a <i>majas</i> (in Indonesia). At first they did not what it is, so I talked to them “you are very sad because your relationship with your mate was broken”, so you said “whoa... my tears dropped like a river”. That is hyperbola. Like that. So I connect it to real life in order to help them understand. Further, I also used a reward. The reward was not a little thing because they (students) were not engaged at all.

4.1.3. Document Analysis

In this study, document analysis was gathered from pre-service teacher’s report of school-based teaching practicum. The report of school-based teaching practicum consisted of four chapters. However, only two chapters that were used in this study such as teaching diary and reflective essay. Both of them were written by pre-service teacher based on their experience during teaching practicum. Moreover, the appendix of teaching practicum report was also used as evidence to complement the data. Finally, the result of document analysis was needed to support and confirm the data from other sources in order to make triangulation along with all of data collected.

From the result of document analysis, it was found that both participants often mentioned that they had a problem regarding disruptive students. Although both of participants did not directly mention what they felt on teaching practicum, concerns that they frequently mentioned in teaching diaries indicated that they were quite stress during teaching practicum.

The sample of teaching diary is shown in image 4.1 and for complete documents analysis is on appendix

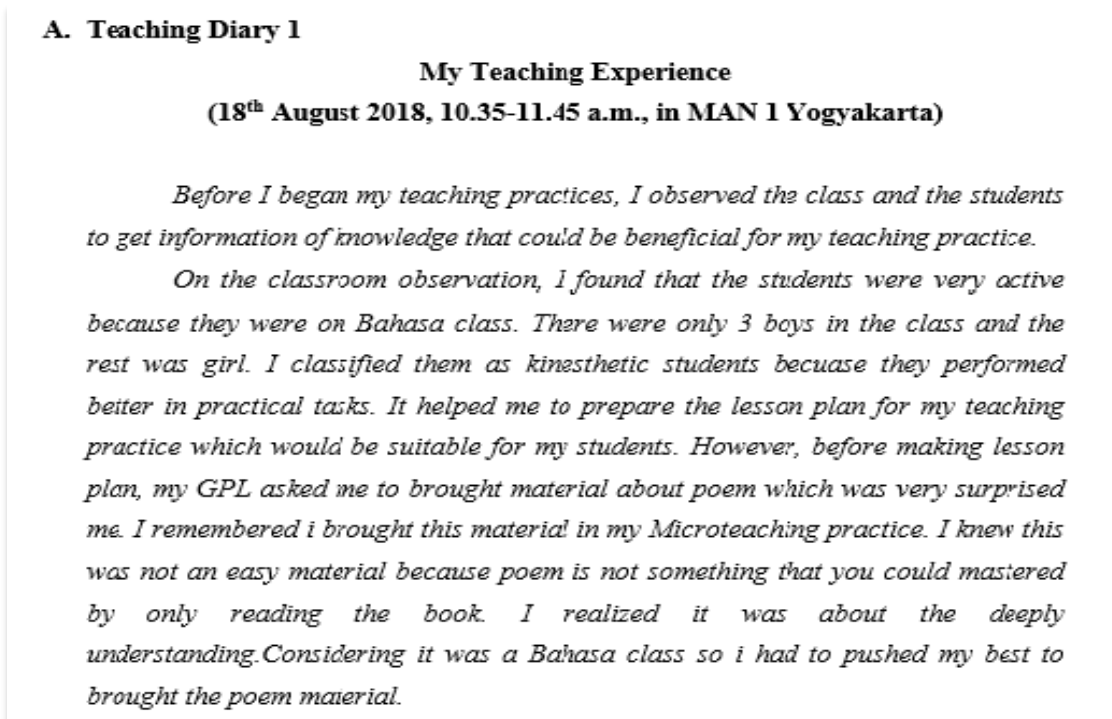


Image 4. 1. Sample of Document (Teaching Diary)

4.1.4. Coding

Coding is one of analysis data technique in which the data were differentiated and categorized into themes. In this research, the researcher created coding system for

the data that were collected from all sources such as interview, observation, and document analysis. The sample of coding system for all data sources is displayed in table 4.5.

Table 4. 5. Coding System

Data Source	Coding Sample	Meaning
Observation	O/1/FTE-LTE/3	‘O’ means that data is gathered from observation notes. ‘1’ for 1 st observation. ‘FTE’ (First Teaching Experience) shows a theme and ‘LTE’ (Lack of Teaching Experience) shows a sub-theme. ‘3’ means it is from observation transcript line 3.
Interview	I/1/CM-DDS/5	‘I’ means that data is gathered from interview. ‘1’ for participant 1. ‘CM’ (Classroom Management) is the theme and ‘DDS’ (Dealing with Disruptive and Disrespectful Student) is sub-theme. ‘5’ means it is from interview transcript line 5.
Document Analysis	DOC/1/OBS-ST/TD1	‘DOC’ means that data is gathered from document. ‘1’ for document number 1. ‘OBS-ST’ (Being Observed) shows a theme and ‘ST’ (Supervising Teacher) is a sub-theme. ‘TD’ means it is cited from Teaching Diary 1

4.1.5. Thematizing

The researcher classified the data into four themes in order to develop further discussion that could answer the research question. These themes were developed by referring to the construct theory, but always being open to new themes that possibly emerge in the data. Each theme had several sub-themes that were more specific and representing the data trend. Those themes and sub-themes were arranged while and after reading the whole data that had been collected from multiple sources namely interview, document analysis, and observation. Then trending on most dominant account—participants’ perception that repeatedly emerged—was highlighted and considered as a theme and sub-themes. For more clear illustration, table 4.4 shows the thematizing matrix along with sub-theme from each themes.

Table 4. 6. Thematizing Matrix

No.	Code	Themes	Code	Sub-theme
1.	FTE	First Teaching Experience-related Stress	LTE	Lack of Teaching Experience
			UNF	Unfamiliarity with the Class
2.	CM	Classroom Management-related Stress	DDS	Dealing with Disrespectful and Disruptive Students
			MT	Managing Time
3.	OBS	Stressed of Being Observed	ST	Being Observed by Supervising Teacher
4.	ELT	English Language Teaching-related Stress	SUEC	Self-unconfidence on English Competence
			LVG	Lack of Vocabulary and Grammar

5. Discussion

In this part, the researcher presented the discussion of research finding which provided evidences to answer research question on how do pre-service English teachers perceive their stress as they experience it during their school-based teaching practicum.

The research finding in this study was categorized into four themes and several sub-themes as displayed in the thematizing matrix. Each theme would be explained further and backed-up with evidences from interview, document analysis, and observation note.

4.2.1. First Teaching Experience-Related Stress

Stress on the first phase of teaching practicum might be inevitable for pre-service teachers. For most of pre-service teachers who did not have enough teaching experience would exactly experience stress during teaching practicum. As cited from the result of observation (O/2/FTE-LTE/4), pre-service teacher at the first meeting seemed quiet nervous which was indicated by speaking haltingly in front of the class.

Table 4. 7. Excerpt of Observation Transcript (O/2/FTE-LTE/4)

No.	Subject	Transcription
4	PT	Okay, time is up for your e.. warming-up. For your brainstorming. E.. let's see the picture (<i>pointing at the screen</i>) with your e.. puzzle games. Okay, all of you have the same picture?

The evidence above was supported by the findings from interview (I/1/FTE-UNF/2, I/2/FTE-UNF/2) in which both participants said that they were getting nervous

at their first session of teaching stage. However, both of them had different reason about this concern. Participant 1 felt stress on the first teaching session because **of the unfamiliarity with the class**, even more under pressure due to the class being thought was foreign language class. While participant 2 gave a reason that **lack of teaching experience** definitely led to stress during teaching practicum, especially at the first teaching session.

“I feel so nervous and under pressure when I came to the class for the first time” (I/1/FTE-UNF/2)

“Firstly, because I have not background knowledge yet about language class, I only hear from what people said...” (I/1/FTE-UNF/3)

”If I am asked about feeling, it must be nervous because... I have not teaching experience yet even maybe I only get teaching experience in microteaching class. While in microteaching class, we just teach our friends. So it is definitely different with outside the class”. (I/2/FTE-LTE/2)

Additionally, it was also confirmed by the data from document analysis (DOC/2/FTE-UNF/TD1) that pre-service teacher felt nervous at the first teaching session.

Table 4. 8. Excerpt of Document Analysis (DOC/2/FTE-UNF/TD1)

Well, at this first meeting I felt nervous about teaching my students in the class, but I tried to be calm and relaxed so that my students could understand when I explained the material later.

The findings above were in line with Johnson’s (1996) argument that lack of knowledge about class and students could lead pre-service teachers to tension, which is pre-service teachers feel difficult to understand the students’ behavior and students’

thought. In conclusion, the first meeting on teaching stage inevitably makes pre-service teachers nervous because they commonly still lack of experiences in teaching and they do not have much knowledge about the students and class profil.

4.2.2. Classroom Management-Related Stress

One of the most common causes of stress experienced by pre-service teachers was related to classroom management. Coskun (2013) asserted the reason why most of pre-service teachers have difficulty in managing classroom; it may be because of the fact that pre-service teachers are not considered to be real teacher. From the result of interview (I/1/CM-DDS/10), participant 1 revealed that being underestimated by students could bring him/her into mental breakdown.

“I hope that they would be behave (well-behaved), and respect to pre-service teacher, which is they did not bully pre-service teacher. But in reality they were type of students who like to interrupt so that it indirectly made me experienced mental breakdown”. (I/1/CM-DDS/10)

It was in line with the finding from observation in which it was frequently mentioned that some students did not pay attention to pre-service teachers. Even there is a student who like to underestimate and mocking pre-service teacher during teaching

Table 4. 9. Excerpt of Observation Transcript (O/1/CM-DDS/121-122)

No.	Subject	Transcription
119	PT	I will make a group... Guys?
120	S	Hi!
121	PT	Why you so noisy? What are you talking about? (<i>coming to noisy students</i>)
122	S	Smoking (<i>eating a snack, acting like smoking</i>)
123	PT	Hah?

124	S	Filter
125	PT	You want another one? You want another one? yes?
126	S	<i>(acting like smoking)</i>

Furthermore, the finding from document analysis also corroborated the findings earlier. Particularly, participant 1 mentioned in his/her teaching diary that some students were so noisy and did not respect pre-service teacher as a teacher at that time.

Table 4. 10. Excerpt of Document Analysis (DOC/1/CM-DDS/TD1)

No.	Topics	Description
1	Identify the problem	1) <i>Some of my students were so noisy and did not want to respect me as a teacher at that time.</i>
2.	Why is the problem happening	1) <i>They did not feel happy because they were not being taught with their own English teacher.</i>

From discussion above, it could be concluded that most of students in the class regarded pre-service teacher as teacher trainee instead of their real teacher. For this reason, some students liked to underestimate pre-service teachers during their teaching in the class.

Furthermore, lacking of teaching experience while managing the students who had various characters might trigger stress. The type of students that mostly emerged in the class was disruptive student, for instance, excess noise made by the students which was in form of background chatter, students talking about their agenda, and talking over the teacher (Bromfield, 2006). From the observation data (O/2/CM-DDS/39), it was found that noisy students who dominated the class, liked to talk to

others, and laughed at something, were categorized as causes of stress which experienced by pre-service teachers during teaching practicum. Moreover, the situation of class that suddenly became very crowded because of noisy students also could generate stress during teaching practicum.

Table 4. 11. Excerpt of Observation Transcript (O/2/CM-DDS/39)

No.	Subject	Transcription
38	PT	How? Any others?
39		<i>(some students who sat in the behind of the class were talked to each other, did not listen to pre-service teacher)</i>
40	PT	Hello? <i>(attracting students' attention)</i>
41	Ss	Hi

Table 4. 12. Excerpt of Observation Transcript (O/2/CM-DDS/85-86)

No.	Subject	Transcription
84	PS	Nah definition of descriptive text. Anyone can explain before we continue? You just answer. Don't be afraid. Definition of descriptive text. Anyone can answer?
85		<i>(the situation of the class became crowded)</i>
86	PS	Please pay attention. Hello?
87	Ss	Hi

Table 4. 13. Excerpt of Observation Transcript (O/2/CM-DDS/181)

No.	Subject	Transcription
178	PT	Supporting detail, right. And then? Any others?
179		<i>(the students did not respond to pre-service teacher)</i>
180	PT	As explained earlier that identification is general. What are things that can be identified?
181	PT	<i>(the situation of the class was quiet crowded. The voice of pre-service teacher could not be heard clearly)</i> Can we continue the lesson?

To support the evidence above, the result of the interview (I/1/CM-DDS/11) mentioned that pre-service teacher felt quite worry during teaching due to the students who liked to chat and talk when the teacher was talking in front of the class. It was also found in the interview result (I/1/CM-DDS/15) that fussy students even could disturb pre-service teacher’s concentration during teaching. Further, the students who were very noisy also could lead pre-service teacher into stress during teaching practicum.

“There are two prominent girls, very prominent. However, prominent that... like that... it means what... **she often gave off chirps that could bully the teacher.** Only they both that are different to others”. (I/1/CM-DDS/11)

“...I was annoyed, like a mental breakdown. Which is we teach there, it definitely generates nervous. Even their (students) chirps are quite freak. So, my focus is distracted by them.”(I/1/CM-DDS/15)

“There are many (noisy students) because the class consisted only two males and the rest were girls. So, can you imagine how the crowded it was, like a traditional market, right?” (I/1/CM-DDS/11)

In addition, in relation to the findings mentioned in observation and interview, some evidences regarding disruptive students were also found in document analysis as displayed at the tables below:

Table 4. 14. Excerpt of Document Analysis (DOC/1/CM-DDS/TD1)

No.	Topics	Description
1	Identify the problem	<p>4) <i>Some of my students were playing their gadgets and talking with their friends.</i></p> <p>5) <i>Some of omy students often interrupted me as a teacher, and singing when I was explaining the material</i></p>

2.	Why is the problem happening	4) <i>Some of my students played their gadgets because of they were not interested in learning English.</i>
		5) <i>My students were in Bahasa class so I thought that's why they were so active and like to talked that much</i>

Table 4. 15. Excerpt of Document Analysis (DOC/1/CM-DDS/TD2)

No.	Topics	Description
1	Identify the problem	2) <i>Some male students liked to talk loudly and disturb the class</i> 3) <i>Some of my students were play their gadgets and talk with their friends.</i>
2.	Why is the problem happening	2) <i>The class was a small class consisted of 20 students. The males sometimes dominated the class</i> 3) <i>Some of my students played their gadgets because of they were opening the instagram application and any other social media.</i>

Table 4. 16. Excerpt of Document Analysis (DOC/1/CM-DDS/TD4)

No.	Topics	Description
1	Identify the problem	2) <i>Some of my students were so noisy and interrupted what I said</i>
2.	Why is the problem happening	2) <i>They were in Bahasa class and they liked to talk that much no matter who was in front of them.</i>

Table 4. 17. Excerpt of Document Analysis (DOC/2/CM-DDS/TD1)

No.	Topics	Description
1.	Identify the problem	2) <i>Some of my student didn't pay attention and keep laughing each other.</i>

Table 4. 18. Excerpt of Document Analysis (DOC/2/CM-DDS/TD2)

*In my second teaching practice, I taught in class X MIPA 3. In this class, the students are very friendly and obedient although **there are still some students who do not pay attention to me when teaching.** But students still respect me when I explain the material. Therefore I try to explain the material as well as possible so that students can understand it.*

Moreover, to corroborate pre-service teacher's concerns related to classroom management that were mentioned earlier, the classroom observation page that was filled by supervising teacher was used as evidence in this study. From document analysis (DOC/2/CM-DDS/CO), supervising teacher said that pre-service teacher was less capable to manage the class because there were some students that were too noisy and playing their mobile phone during learning activities.

Table 4. 19. Excerpt of Document Analysis (DOC/2/CM-DDS/CO)

NO	TOPICS	1	2	3	4	5	COMMENT
29	How is the classroom discipline implemented?			√			Lack of dicipline in the classroom because there are still some students playing mobile phone when learning activities.
38	How are problems emerging during classroom activities handled?			√			The classroom atmosphere is less condusive because the students are too noisy even while the teacher gives direction in front of the class.

Based on the document analysis above, various problems regarding disruptive students were frequently mentioned by both participants. Those problems included

noisy students who disturbed others, students who liked playing mobile phone in the class, students who did not pay attention to the teacher, and students who liked to underestimate their pre-service teacher. It could be indicated that disruptive students becomes serious problem for pre-service teachers. As cited from Eksi and Yakisik (2016), disruptive student is one of classroom management concerns that makes pre-service teacher feels so stress. In conclusion, the same data—that were found in interview, observation and document analysis, and supported with relevant study—showed that disruptive and disrespectful students were kind of classroom management concern that highly became the source of stress as experienced by pre-service teachers.

Meanwhile, regarding classroom management, another factor that caused stress among most of pre-service teachers was time management. From the interview (I/1/CM-MT/28), it was indicated that pre-service teacher particularly felt quite anxious on teaching practicum because of technical issues such as trouble on the speaker, connector cable, etc. These technical issues could confuse the time allocation that has been prepared in lesson plan.

“... **unexpected things**. For example, the speaker could not be used. It certainly needed a long time sometimes. Further, sometimes there isn't cable for... power point, which is useful for plugging. So the students were asked to look for it anywhere, (loo for it) to office or borrow to another class. **So we actually arrived at the next step, at that time we have to make a decision what should we do in order to keep the students working**” (I/1/CM-MT/28)

Furthermore, other participant revealed that limited time could generate apprehension during teaching, as shown in the result of interview (I/2/CM-MT/18).

“Why I did always look at the time? Because the exercise was just a little. **I was worried if I explained the whole materies, the exercise could not be finished.**”(I/2/CM-MT/18)

The data from observation transcript (O/1/CM-MT/146) supported the data above in which pre-service teachers seemed anxious indicated by looking at the watch more often. At that time, pre-service teacher might be worry if the time would not be sufficient to finish the task. In the end, his/her fear became real in which the time was over so that supervising teacher asked pre-service teacher to close the lesson.

Table 4. 20. Excerpt of Observation Transcript (O/1/CM-MT/146)

No.	Subject	Transcription
145		<i>(Pre-service teacher moved around the class to help students in making a dialog)</i>
146		<i>(Pre-service teacher looked at the watch and seemed anxious)</i>
147		<i>(Supervising teacher suddenly talked to pre-service teacher, seemed giving information that the time was up and asked him/her to end the lesson)</i>
148	PT	Okay, guys. You can do it as a homework. But don't forget to do it

Based on the observation notes above, it could be concluded that pre-service teacher might be worried whether the time would be sufficient or not to carry out all activities that fit to lesson plan. Those evidences corroborated the previous research conducted by Eksi & Yakisik (2016) which in the same way explained that time management cause pre-service teachers feel somewhat anxious during teaching practicum.

Finally, it could be concluded that two aspects were the reason why pre-service teachers perceived classroom management as their major cause of stress during teaching practicum, namely **disruptive students** and **time management**.

4.2.3. Stressed of Being Observed

Being observed by supervising teacher could cause anxiety among pre-service teachers. From the result of interview (I/1/OBS-ST/38, I/2/OBS-ST/24), both of the participants revealed that being observed by supervising teacher when teaching really made them nervous. One participant said that he/she was nervous because his/her supervising teacher was very terrifying, while the other participant gave a reason that he/she was nervous for the presence of supervising teacher due to his/her fear about receiving low grade result for his/her teaching performance.

“Supervising teacher? Actually I felt nervous and very very afraid because my supervising teacher was so creepy.” (I/1/OBS-ST/38)

“If supervising teacher... At first, what I felt was exactly nervous, which is... we teach, I mean I teach, while the supervising teacher observed me. I was not afraid, but.. I was afraid when I was teaching suddenly I made a mistake. Therefore, I was worried if the supervising teacher though and judged my like this “this student could not teach”. Like that.” (I/2/OBS-ST/24)

In addition, the data mentioned above were confirmed in the observation transcript (O/1/OBS-ST/147). The observation evidence showed that supervising teacher—who was assumed as creepy teacher—came to the class to observe and judge pre-service teacher during teaching.

Table 4. 21. Excerpt of Observation Transcript (O/2/CM-DDS/147)

No.	Subject	Transcription
146		<i>(Pre-service teacher looked at the watch and seemed anxious)</i>
147		<i>(Supervising teacher suddenly talked to pre-service teacher, seemed giving information that the time was up and asked him/her to end the lesson)</i>
148	PT	Okay, guys. You can do it as a homework. But don't forget to do it

Furthermore, the evidence which proved that supervising teacher observed pre-service teacher during teaching practicum was found in the document (DOC/2/OBS-ST/AP). It could be seen in the image 4.2.in which supervising teacher sat in the behind of the class when pre-service teachers were teaching, hence, pre-service teachers felt nervous at that time.



Image 4. 2. Supervising Teacher Observed Pre-service Teacher

Regarding the fear of the pre-service teacher about getting bad assessment, the document analysis (DOC/2/OBS-ST/CO) in form of classroom observation became

an additional finding that supported another source. The classroom observation in this case was the assessment of teaching practicum conducted by supervising teacher. The assessment rubric below might be evidence why did pre-service teacher felt under pressure during teaching practicum.

UNIVERSITAS ISLAM INDONESIA		CLASSROOM OBSERVATION					FIELD STUDY PROGRAM
UNIVERSITAS ISLAM INDONESIA		ENGLISH LANGUAGE EDUCATION STUDY PROGRAM					UNIVERSITAS ISLAM INDONESIA
UNIVERSITAS ISLAM INDONESIA		2018					
GRADE LEVEL OBSERVED	:	X MIPA 1					
NUMBER OF STUDENTS PRESENT	:	29 Students					
DATE	:	8 th May 2018					
TIME	:	07.00 – 08.30 WIB					
TEACHER	:	ZahroFarida, S.Pd.					

1 = Need Improvement	2 = Satisfactory	3 = Very Good	4 = Excellent	5 = Not Observed
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NO	TOPICS	1	2	3	4	5	COMMENT
1.	Reviews prior class material to prepare the students for the content to be covered				✓		Before starting the material, the teacher asks the students to deliver the material obtained the previous meeting.

Image 4. 3. Screenshot of Classroom Observation

The evidences above in line with the previous research conducted by Barahmeh (2016) which claimed that one of major causes of anxiety on teaching practicum is being observed, evaluated, and assessed by supervisors. Moreover, Suwannaset and Rimkeerati (2014) gave a reason why most of pre-service teacher were getting anxious during teaching practicum; it might be because pre-service teachers are worried about receiving a bad grade for their teaching performance.

Same as previous research above, the finding of this study also mentioned that **being observed by supervisors, particularly supervising teacher**, was an ongoing cause of anxiety as it was related to the assessment of teaching practicum. Further, although pre-service teachers have tried to do their best in teaching, they still did not know what their supervising teacher observed or expected from their teaching performance. This might lead them into stress during teaching practicum.

4.2.4. English Language Teaching-related Stress

For EFL in-service teachers, teaching English might be more challenging than native teachers. According to Kim and Kim (2004), teaching sometimes makes even EFL in-service teachers feel anxious because of their limited English language proficiency as well as lack of knowledge about linguistics and education. If in-service teachers possibly feel anxious during teaching, pre-service teachers may be more anxious about that. The data from observation transcript (O/2/ELT-SUEC/50) revealed that pre-service teachers looked uncomfortable in speaking English, often spoke English haltingly, and often switched the language into Indonesian language. For instance, based on the result of observation (O/4/ELT-SUEC/26), it could be seen that pre-service teachers felt so nervous in teaching. That was happening when there was a student who asked the teacher related to the lesson. At that moment, pre-service teachers seemed doubtful in answering the question which was indicated by writing-deleting-writing-deleting the sentence in the whiteboard. For an actual evidence, this

Table 4. 22. Excerpt of Observation Transcript (O/2/ELT-SUEC/50)

No.	Subject	Transcription
50	PT	Okay. Next, this is the same e.. picture before. But e.. I will just e.. ask you to mention the vocabulary e.. what do you know about the Bali island? Okay, give me some vocabulary. There are many vocabularies which describe it

Table 4. 23. Excerpt of Observation Transcript (O/4/ELT-SUEC/26)

No.	Subject	Transcription
22	PT	Is there anybody who did not understand?
23	S	<i>(asking to pre-service teacher)</i>
24	PT	The words?
25	S	Yes
26	PT	<i>(trying to answer the question but pre-service teacher seemed hesitant in giving an example, indicated by writing-deleting-writing-deleting a sentence on the whiteboard)</i>

Further, lack of vocabulary and grammar were also the reason why pre-service teacher felt stress during teaching and preferred to use Indonesian language rather than using English. From the observation transcript (O/2/ELT-LVG/61), it could be seen that lack of vocabulary made pre-service teacher unsmooth in speaking, he/she then swiched his/her speaking into Indonesian language

Table 4. 24. Excerpt of Observation Transcript (O/2/ELT-LVG/61)

No.	Subject	Transcription
61	PT	It's free for you. You just answer. You just give me e.. your knowledge for me. What do you know about Bali island? Like e.. from your friends there is beautiful, amazing, wonderful, e.. and so on. It was impossible only three words that can describe Bali island

Moreover, supported by another source, the results of interview in this study mentioned that pre-service teacher felt nervous on using English because of their self-unconfidence about their English competence, in particular, pre-service teacher is likely to be afraid of making students more confused to understand the lesson (I/2/ELT-SUEC/51, I/2/ELT-SUEC/53, I/2/ELT-SUEC/58). Moreover, lack of vocabulary and grammar became the reasons why pre-service teacher sometimes avoided using English in the class (I/2/ELT-LVG/60). Consequently, pre-service teacher preferred to use the first language instead of using English.

“At that time, **maybe I felt quite nervous...**” (I/2/ELT-SUEC/53)

“When I talked and delivered the material, which **I should made the students understand, the students were even confuse or complicated when I used English language.** That’s why I preferred to use Indonesian language” (I/2/ELT-SUEC/51)

“**I was afraid...** I thought the problem was like this; I talked English to explain the material. While I was explaining, the students even did not understand. Why? **Maybe I would explain like this but the students caught the others.** So... like that. **There was a miscommunication when I was delivering the material.**” (I/2/ELT-SUEC/58)

“**...I thought that I was afraid of making a mistake on grammar and vocabulary so that the students did not respect me anymore**” (I/2/ELT-LVG/60)

Besides, the data from document analysis (DOC/1/ELT-LVG/TD3) also showed the evidence of English language teaching-related stress as encountered by pre-service teacher.

Table 4. 25. Excerpt of Document Analysis (DOC/1/ELT-LVG/TD3)

No.	Topics	Description
1	Identify the problem	<i>1) Some of my students could not make the conversation like the example that I explained</i>
2.	Why is the problem happening	<i>1) They (students) were not familiar with English language, and less of practice and comprehension.</i>

Table 4. 26. Excerpt of Document Analysis (DOC/2/ELT-SUEC/TD1)

No.	Topics	Description
1	Identify the problem	<i>1) Some of my student still having difficulties in understanding what I said.</i>

The data from interview, document analysis, and observation note above corroborated Sammephet and Wanphet (2013) finding which stated that most of pre-service teacher feel anxious on their teaching practicum because they **lack of confidence in using English** in the class and **being afraid of making grammatical mistakes**. For this reason, most of pre-service EFL teachers preferred to use their first language rather than use English in the class.

4.2.5. Emergent Finding

Based on the data resulted from interview, it was found some emergent findings about how did pre-service English teachers perceive their stress during teaching practicum. According to Kyriacou and Stephens (1999), stress on teaching practicum could bring about positive results if it was managed properly. Regarding

this, pre-service teachers commonly have particular strategies to cope with stress during teaching practicum. From this study, it was found that there were several coping strategies that were used by both participant during teaching practicum. These coping strategies are categorized into two specific strategies as follow

1. Setting Positive Thinking

From the result of interview, both participants said that they perceived their stress as positive thing that could bring them into successful teaching practicum. They repeatedly mentioned that they assumed their stress as a challenge to be forced and solved during teaching practicum. For instance, participant A and participant B revealed that they actually felt nervous on they first teaching practicum because they had not thought in the real school before. Further, participant A said that his/her supervising teacher was very terrify so that he/she felt intimidated on teaching. However, he/she always perceived the stress as a challenge rather than as a problem throughout his/her teaching practicum.

“Em... actually I felt a little stress but.. what.. a little was like only twenty percent from one hundred percent, the rest eighty percent.. **I was enjoy it. I feel like it was a challenge because I never taught in the real world before,** and once I thought I got a class like that (language class). **I think it was challenging**” (I/1/FTE-LTE/4)

“...like what I said earlier, I was nervous because it my first teaching experience. However, **I thought that I might not be nervous continuously because I could not teach anymore later.** At that time, I anticipated how I could teach the students smoothly without any obstecles.” (I/2/FTE-LTE/2)

“I exactly felt so afraid because my supervising teacher was intimidated me so that I felt like under pressure. However, **If always thought like that, I would not be success. Therefore, I thought it was challenging.** If I could

make my supervising teacher satisfied, my teaching performance was running well indeed.” (I/1/OBS-ST/38)

The same perception was given by participant A in which when he/she was demanded by supervising teacher to use full English in the class, he/she did not consider it as a problem. but instead considered it as a challenge.

“**My feeling was happy and challenged** because I basically liked speaking. I means, I liked chitchat. Whoaaa... it was fun. I just need to be careful in choosing the words” (I/1/ELT-SUEC/57)

Likewise, in the interview (I/2/-/43), it was found that pre-service teacher perceived a high expectation from supervising teacher as a motivation rather than as a workload. In this case, participant B said that he/she was motivated by high expectation about his/her teaching performance

“Because like what I said before that if I was given a responsibility, suggestion, and feedback from supervising teacher, **I instead perceived it as a motivation that will be useful in the future**” (I/2/-/43)

From the findings above, it could be concluded that in order to cope with stress during teaching practicum, pre-service teachers always set their mind in positive and block the negative aspects, for instance, by turning the stress into a challenge and motivation that could bring positive result. These findings in line with the finding of Murray-Harvey (2001) which stated that one of personal strategies to cope with stress was cognitive strategies that include positive thinking, setting realistic expectations, pragmatism, and concentrating on the positive aspects more than the negative.

2. Developing Confidence

Another way to cope with stress during teaching practicum is developing confidence. As stated by Murray-Harvey (2001) that one of important strategies in developing confidence during teaching practicum was being well prepared for lesson as well as for the general responsibilities with life as a school teacher. For instance, from the interview transcript (I/1/FTE-LTE/3), it was mentioned that pre-service teacher developed his/her confidence by doing preparation both physically and mentally before teaching. Likewise, in the document analysis (DOC/2/FTE-UNF/TD1), pre-service teacher revealed that he/she did lesson planning and technical planning before teaching in order to develop his/her confidence during teaching.

“For the first time, because I have not background knowledge yet about the class, **I prepare myself first, prepare my mental, and prepare (activities) which different and could make them engage to my lesson**” (I/1/FTE-LTE/3)

Table 4. 27. Excerpt of Document Analysis (DOC/2/FTE-UNF/TD1)

Teaching Diary 1
<i>For the first teaching practice, before I started teaching I did some preparations those are; 1). I find out the material. 2). I am looking for RPP about descriptive text. 3). I prepared a Laptop, Projector, LCD, and Whiteboard. 4). Before I started teaching, I gave a game to students that are a puzzle game</i>

In addition, pre-service teacher also developed the confidence by making good relationship with the students being taught. Regarding this, the findings from the document analysis (DOC/1/-/RE and DOC/2/-/RE) mentioned that both participants

always built good relationship with the whole students so that they would be more confident in teaching.

Table 4. 28. Excerpt of Document Analysis (DOC/1/-/RE)

Reflective Essay

*Although not separated from feelings of worried because it could not be denied that students acted less fun towards teacher trainee. I have kept working on the best I could to make them understand about every material that I have conveyed. **I have also tried to be closer with students so that they felt comfortable and there was no reluctance because we were teacher trainee.***

Table 4. 29. Excerpt of Document Analysis (DOC/2/-/RE)

Reflective Essay

*One of my strengths when teaching at school is **that I always build good relationships with my students. I always smile in front of students when I teach in class so students respect me. I also always help students while experiencing difficulties in the learning process because I want to be closer to my students***

Based on the findings above, it could be concluded that pre-service teachers developed their confidence in teaching by doing preparations and building good relationships with the students.

3. Creating An Orderly Classroom

According to Kyriacou and Stephens (1999), creating an orderly classroom was managing the behavior and the learning of students in a structured way. It was one of effective strategies to cope with stress during teaching practicum. Regarding this, the findings in this study revealed that pre-service teacher have some ways to create an

orderly classroom. For instance, from the observation (O/1/ELT-SUEC/14), it was found that participant A used some rewards to attract the students' attention.

Table 4. 30. Excerpt of Observation Transcript (O/1/ELT-SUEC/14)

No.	Subject	Transcription
13	PT	When you cannot deal? Apa yang diucapkan?
14	PT	Raise your hand! If you want to answer the question from me, raise your hand (<i>raising his/her hand</i>). I will give you some meal snacks
15	S	<i>(a male student raised his hand)</i>

The finding above was supported by the result of document analysis (DOC/1/-/TD4) in which pre-service teacher said that he/she used rewards to make the students understand and keep them on the track of learning.

Table 4. 31. Excerpt of Document Analysis (DOC/1/-/TD4)

Teaching Diary 4	
<i>I told them the first and second group who presented their task would get the oreo as the reward, and surprisingly they were so enthusiastic and engaged so much. They tried to finish their task early and hoped be the first who presented to get the reward</i>	

In addition, pre-service teacher used particular strategies to cope with stress which they experienced during teaching practicum. From the interview result (I/1/CM-DDS/13), when there was a student who suddenly sang loudly in the middle of learning, pre-service teacher warned the student to come and sing a song in front of the class. The strategy was finally success to make the student be calm and not make a noisy anymore until the lesson finished.

“...When there was an incident in which she (disruptive student) sang loudly. While I was teaching in front of the class at that time, she was singing

Ariana’s song very loudly. **Then I came to her and asked “would you like to sing in front of the class?” I said like that. “I would like to hear your voice. Isn’t Ariana Grande?”** Then she sang Ariana Grande’s song, after that she became quiet and more cooperative until I finished teaching.”

The finding above was confirmed in the document analysis (DOC/1/CM-DDS/TD1) which mentioned that pre-service teacher asked the disruptive student—who sang a song loudly while pre-service teacher was teaching—to sing in front of the class. This strategy was unique and effective to handle disruptive student. Supervising teacher even praised pre-service teacher because of it.

Table 4. 32. Excerpt of Document Analysis (DOC/1/CM-DDS/TD1)

No.	Topic	Description
3.	How to handle it?	4) <i>I came to their table and asked them to sing in front of the class so i and the whole class could hear the song as well</i>

Based on the findings above, it could be concluded that pre-service teachers diminished the stress that might arise during teaching practicum by creating the orderly classroom situation, particularly in relation to classroom management concern which generally caused stress among most of pre-service teachers.