

**AN EFL PRE-SERVICE TEACHER'S ANXIETIES DURING
ONLINE TEACHING PRACTICUM**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



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PRACTICUM**

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis was originally written by me. This thesis does not contain the work of others, except those mentioned in the quotations and references, as a scientific paper should.

Yogyakarta, October 2021

The Writer



Viviane Rizqi Fauzi

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الجمهورية الإسلامية اندونيسية

MOTTO

la hawla wala quwwata illa billah

(There is no power and no strength except with Allah)



DEDICATION

I dedicate this thesis to myself, who has managed to go through the ups and downs of the dynamics of life to get to this point. Hopefully this thesis can take me to a higher level of education.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Yogyakarta, October 2021

Viviane Rizqi Fauzi

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AN EFL PRE-SERVICE TEACHER'S ANXIETIES DURING ONLINE TEACHING PRACTICUM

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ABSTRACT

This qualitative study examined pre-service English teacher's perception on anxiety during online teaching practicum. There was a pre-service teacher of an English Language Education Department, who agreed to participate in this research. She was chosen because she implemented full online teaching practicum in 2020. The participant shared her perception toward emotional feelings that created anxiety during online teaching. Based on interview as the main instrument, the results showed that the participant felt anxiety in four domains, namely relationships with teacher and staff, classroom management, learning preparation and design and lesson evaluation. In addition, the pre-service teacher can fulfill all theoretical principles in online teachings, such as androgogy, pedagogy, and disparity in generations. The data implied that the relationship with teacher and staff is the most dominant source of anxiety felt by the pre-service teacher when carrying out online teaching practicum. The pre-service English teacher's anxieties in online teaching practicum that found in this study can be used as evaluation for English language education study programs in preparing their students before being placed in practical schools in the next period.

Keywords: Online teaching practicum, anxiety, pre-service teacher

CHAPTER I

INTRODUCTION

This chapter presents in four sub-chapters, those are background of the study, formulation of the problem, objectives of the study and significance of the study.

1.1 Background of the Study

During 4-year training, pre-service English teachers are prepared with language learning and teaching theories, teacher professional development, and microteaching practice to become equipped later when they become in-service English teachers. Before graduating, pre-service English teachers are still facilitated with teaching practicum experience in schools to get real teaching experience. Teaching practice helps student teachers to learn to teach in real situations (Kandilla et al., 2011). Moreover, Quick & Siebörger (2005) state that teaching practice is a bridge for pre-service teachers to be able to apply theories that have been learned at universities in the real world of teaching. However, teaching practice can cause internal anxiety about teaching skills, manage students, and learn to plan, often with limited resources (Marais & Meier, 2004; Ngidi & Sibaya, 2003) as cited in (Matoti & Lekhu, 2016). Thus, although teaching practicum can cause some anxiety in pre-service English teachers, it can be a valuable experience before they actually become in service English teachers later.

In teaching practicum, pre-service English teachers not only experience anxiety when teaching. Student teachers in the field placement experience anxiety in four domains, which is classroom management, relationships with teachers and

staff in the school, learning preparation and design, and lesson evaluation (Matoti & Lekhu, 2016). These anxieties are felt by almost all pre-service teachers regardless of gender or academic year. There were no significant differences in gender or academic year in students' teacher views regarding anxiety during teaching practice (Danner, 2014). Anxiety in teaching practicum can occur to every pre-service teacher and will have an impact on teaching performance. Murray-Harvey et al., (2000) argue that regardless of gender, academic level or graduating or not passing teaching practice, stress levels can affect the teaching performance of student teachers in their field placement programs.

The anxiety experienced by pre-service English teachers can have a negative impact on classroom management. Ngidi & Sibaya (2003) state high pre-service teacher anxiety levels can be associated with negative consequences such as class disruption and class control according to empirical findings. The anxiety felt by the pre-service English teacher does not always hurt themselves. Anxious feelings can be channeled into positive energy to increase concentration in working on tasks, for example on the first day of teaching pre-service teachers might feel anxiety but because of these feelings, pre-service teachers will make themselves continue to focus so as not to make mistakes (DeMauro & Jennings, 2016).

There have been many similar studies with this research before but came from countries with a background in English as a Second Language (ESL). Hart (1987), Matoti & Lekhu (2016) and (Ngidi & Sibaya, 2003) shows that the high and low levels of anxiety domains are different in each study because they relate to the personality of the pre-service teacher itself, but all three studies have almost the

same outline conclusions, namely the sources of pre-service teacher anxiety consist of four domains: classroom management, preparation and execution of lesson plans, evaluation of lessons, and relationship with host staff.

Previous studies reported findings in quantitative methods with the Student-Teacher Anxiety Scale (STAS) instrument in many countries with an ESL background. Therefore, this research is likely to continue this research topic in Indonesia. The purpose of this research is to find out the anxieties felt by pre-service English teachers when they carry out online teaching practicum, it is hoped that this research can better prepare pre-service English teachers before they go to school to carry out teaching practicum. The setting of this research is in the English Department at one of the private universities in the year 2020 teaching practicum. The respondent was the one of pre-service teacher who implemented full online teaching practicum in 2020.

1.2 Formulation of the problem

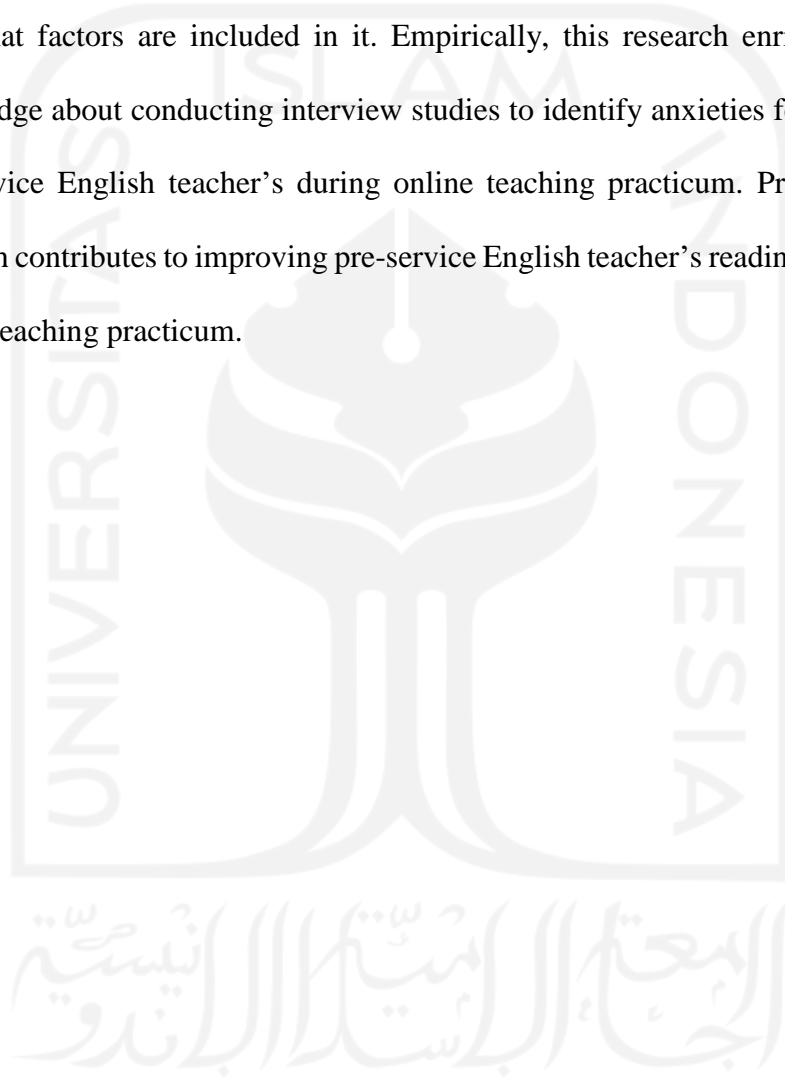
Based on the background explained above, the problem of this research is formulated in this following question: What are the factors that causing anxiety felt by EFL pre-service English teacher's during online teaching practicum?

1.3 Objectives of the study

The aim of this study is to investigate pre-service English teacher's anxieties during online teaching practicum.

1.4 Significance of the Study

The results of this study aim to contribute to the field of English education theoretically, empirically, and practically. Theoretically, this research is an introduction to the idea of the anxieties felt by an EFL pre-service English teacher and what factors are included in it. Empirically, this research enriches readers' knowledge about conducting interview studies to identify anxieties felt by an EFL pre-service English teacher's during online teaching practicum. Practically, this research contributes to improving pre-service English teacher's readiness before the online teaching practicum.



CHAPTER II

LITERATURE REVIEW

This chapter is divided into several parts. First is literature review, second review on relevant studies, and last is theoretical framework of the research.

2.1 Teaching Anxiety in English as a Foreign Language (EFL)

Teaching English as a foreign language can be one of anxiety trigger for pre-service English teacher since they are student teachers who are still learning how to conduct teaching practice. It is possible that they experience anxieties. Anxiety is one of the issue among EFL pre-service English teachers. Some studies give a definition of anxiety itself. Anxiety is a subjective feeling of worry, nervousness, and tension related to the arousal of the autonomic nervous system. Common physical features such as nausea, sweating, heart pounding, trembling, while the mental characteristics are feeling depressed, imagining, or obsessive thoughts. Anxious feelings also mean an uncomfortable emotional condition so that someone feels danger, helpless, and feels the tension of preparing to face an unexpected danger (Spielberger, 1983) as cited in (A. Ahmed, Hussein; Al. Halawachy, 2013).

Several studies examine the types of sources of anxiety they feel. In his research, Hart (1987) found that of the results of the survey using the Student-Teacher Anxiety Scale (STAS) questionnaire, the highest anxiety that is often reported is regarding class control and discipline. Then followed by anxiety about overcoming various abilities of students in one class, providing jobs for students, and serving their needs. Subsequent anxiety reported was that of supervisor

observations and teaching evaluations. The final anxiety in this study is about practical teaching skills and how to explain lessons. Overall, the researchers found a positive correlation of anxiety that pre-service teachers felt with pupil level distribution in the classroom. In line with this research, Matoti & Lekhu (2016) reported the results of the survey using the same questionnaire, the source of anxiety was divided into four domains, namely classroom management, lesson plans, evaluation of lessons, and relationships with host school staff. The highest anxiety was reported in the domain evaluation of lessons, then followed by the preparation and execution of lesson plans, classroom management, and the lowest was the relationship with school teachers. The study also found that male pre-service teachers were reported to be more anxious than their female counterparts, especially in the domain of classroom management and preparation and execution of lesson plans. Thus, there is no research that can ascertain what domain will be the highest or lowest case of anxiety among pre-service teachers in carrying out their teaching practicum.

2.2 Teaching Practicum in Teacher Training Program

Teaching practicum that must be passed by pre-service English teachers cause anxiety in several aspects, such as classroom management, relationships with host school staff, preparation and execution of lesson plans, and evaluation of lessons. In his research, Marais & Meier (2004) declares the word 'teaching practice' describes various experiences experienced by pre-service teachers when they work both in the classroom and in the school environment. It is natural for pre-service

English teachers to feel anxious because this is their first experience in the field after completing all the theories learned at university.

The teaching practicum itself provides experience to pre-service English teachers not only when teaching students but also the relationship with school staff to evaluation. In his research on evaluating the quality of teaching conducted by pre-service teachers during the field experience, Leshem & Bar-hama (2008) found that pre-service teachers need clear criteria for effective teaching to identify their strengths and weaknesses in teaching, and can be used as a reference for improving their professional development. Pre-service teachers feel that this approach is more in line with being able to judge something with the established objective criteria.

Therefore, to overcome the problems that occur during pre-service teachers conducting teaching practice, Yan & He (2010) find five conditions that need to be met to improve the quality of teaching practices. First, to create opportunities for authentic practice that develops, pre-service teachers need more practical teaching opportunities. Second, the role of the faculty because the experience gained can be useful for pre-service teachers and university faculty. Third, support from schools can improve teaching skills, especially for emotional pre-service teachers. Fourth, a fair evaluation system for pre-service teachers, evaluation is used as a pre-service teacher tool for reflection and self-improvement so that assessment is not a top priority. Finally, a good partnership between universities and schools to improve practice in the field study program.

2.3 Online Teaching

The development of multimedia which is increasingly advanced and supported by an adequate internet connection becomes one of the conveniences in education. Especially when the COVID-19 pandemic occurred, everything had to go online including teaching and learning activities. Online learning not only creates a new approach in terms of content presentation but also offers students to interact with learning sharing in new ways (Sancho Vinuesa, 2008). This is certainly one of the conveniences to maintain direct interaction between students and teachers even though they are far away.

To maximize online distance learning in the teaching process, teachers need to prepare good technology to support learning media. S. Farber (2013) said that it is very important to choose quality technology as infrastructure to maximize the success of online learning, provide strong orientation, and create a sustainable support system. Therefore, providing the best technology will certainly affect the quality of ongoing online learning. The better the technology used, the quality of learning will also increase.

This online learning also enhances teacher professional development. Through training that is passed and learned, the teacher learns to deliver the material to online classes to remain as easily accepted as when learning in an ordinary classroom. Alston et al., (2017) found, faculty lessons and training bring residual benefits, such as how to design the learning process, strategies and media used, and increase focus on outcomes, learning objectives, activities to ways of assessment in online learning. Indirectly, online learning due to the COVID-19 pandemic has had

a positive impact on pre-service English teachers to develop their professional development in the field of technology.

2.4 Theoretical Framework

This study focuses on EFL pre-service English teacher's anxieties during online teaching practicum. Meanwhile, this study uses interview as the instrument to examine EFL pre-service English teacher's anxieties during online teaching practicum. Factors of EFL pre-service teachers' sources of anxiety identified by Hart (1987) are classroom management; the way student teacher manage the overall class, relationships with teachers and staff in the school; the closeness that exists between student teachers with teachers and staff at school, learning preparation and design; preparation of student teachers in preparing lesson plans, learning materials, and activities, and lesson evaluation; evaluation of overall teaching practice by university's supervisor. The domains of the instrument adapted from Hart (1987) Student teachers' anxieties: four measured factors and their relationships to pupil disruption in class. This is come as questionnaire and will develop to interview in this research. The researcher adapted the Hart's construct because the research construct was related to this research.

Another focus of this research is on optimizing online learning that takes place during teaching practicum. Cuellar (2002) states that there are three theoretical principles of online teaching: androgogy; students coming independently with brought educational backgrounds, ready to learn, and internally motivated, pedagogy; online classes require special tricks in explaining content, interacting with students, and evaluating, and disparity in generations; the

differences in generations in knowing and learning. These principles cover aspects of both parties, between the teacher and the learner. Given the unpreparedness of the world of education to face online learning due to the COVID-19 pandemic, this topic will be studied more deeply by researchers.

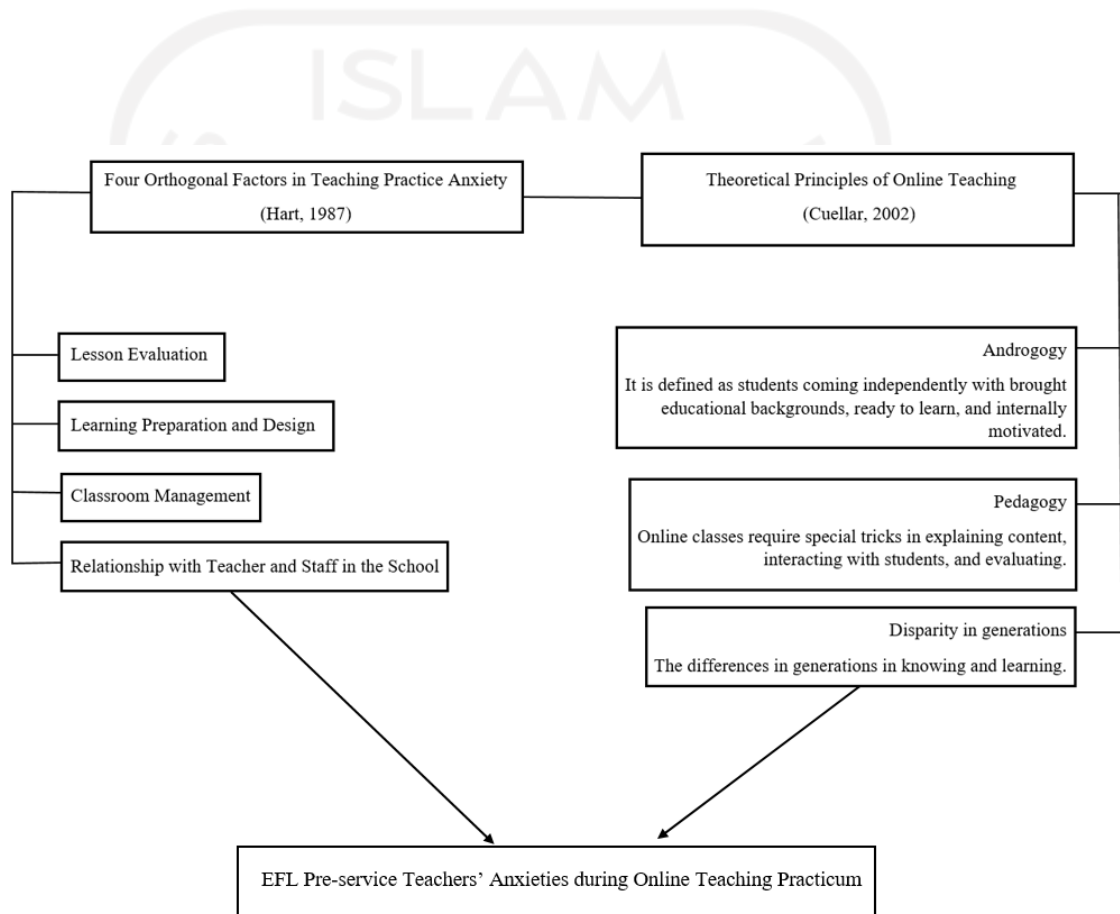


Figure 1-Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter contains about the methodology of the study. It covers the research design, participants and data collection techniques.

3.1 Research Design

This study aimed to identify EFL pre-service English teacher's anxieties during the online teaching practicum by the one of pre-service English teacher in the English department at one of the private universities in the year 2020 teaching practicum. This is a qualitative method. Creswell (2012) qualitative methods are used to explore and expand a detailed understanding of a particular phenomenon. This research was designed as descriptive qualitative study. This study used an interview as the instrument. Data collected from one of EFL pre-service English teacher respondent who implemented full online teaching practicum in year 2020 and felt anxious during teaching practicum.

3.2 Data Preparation

In this part, there were some points in this data preparation. These were setting and respondent of research, types of data, sources of data, research instrument and informed consent.

3.2.1 Settings and Participants of the Research

The research was conducted in the English Department at one of the private universities in Yogyakarta, in the year 2020 teaching practicum.

In this study, the researcher chooses one of the pre-service teacher who conducted online teaching practicum batch 2020 and felt anxious during the practicum. This research focuses on identifying the factors that causing anxieties that are felt by pre-service English teacher during online teaching practicum.

3.2.2 Types of Data

The data was conclusive evidence to answer research questions. Data was collected and used qualitative research with an implemented interview.

3.2.3 Sources of Data

The data of this study were obtained from interviews. First, the researcher shared with several pre-service English teachers about the feelings of anxiety they felt before and during the teaching practicum. After that, the researcher chose one of the pre-service English teacher who felt anxious during the 2020 online teaching practicum. Then, the researchers began to interview the pre-service English teacher who felt anxiety.

3.2.4 Informed Consent

The first thing to do was asking for respondents' permissions to get involved in the research. The permission was important for politeness and protecting the privacy and confidentiality of the respondent. In advance of collecting the data, the researcher needs to inform respondents about the purpose of the research, the time required, the benefit to respondents, and other aspects required.

3.3 Data Collection Technique

The data in this research were collected through preliminary interviews and in-depth interviews. The data collection began with a preliminary interview to confirm that the respondent felt anxious enough during online teaching practice. Then, the interview continued with an in-depth interview to analyze the anxieties that were felt by the pre-service English teacher during online teaching practicum.

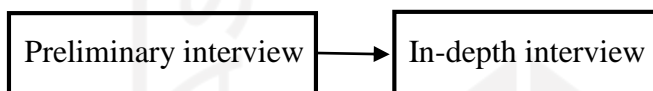


Figure 2-Data collection technique

3.3.1 Interview

This interview consisted of two sections, the first section researcher gave a preliminary interview and the second one was an in-depth interview. Both of these interviews use open-ended questions to get a clear perspective from participant related to the topic. Creswell (2012) finds open-ended questions make it easier for respondents to convey their experiences without being constrained by the views or findings of previous researchers. Therefore, the researcher determined open-ended questions to get a clear view from the respondent about their feelings, experiences, and opinions. Respondent answers were recorded by the researcher to maintain the authenticity of the data and be an accurate source for this study. According to Creswell (2012) explained that qualitative interviews occur when researchers ask one or more respondents, provide open-ended questions and record their answers. Thus, this study provides open-ended questions to respondents and records the answers.

This study applies one-on-one interviews to make it easier for respondents to share their views in answering researchers' questions comfortably. Then, interview data will be collected through zoom meeting recordings, transcripts, and notes. The data obtained will be analyzed to answer research questions.

Table 1-Preliminary Interview Question

-
1. What media do you use to teach online?
 2. How do you feel about your teaching performance in online teaching practicum?
 3. How nervous are you when you do online teaching practicum?
 4. How confident are you when doing online teaching practicum?
-

Table 2-Matrix of In-depth Interview Questions

EFL Pre-service Sources of Anxiety	Components	Interview Questions
Hart (1987) declare that the highest anxiety that is often reported is regarding class control and discipline. Then followed by anxiety about overcoming various abilities of students in one class, providing jobs for students, and serving their needs. Subsequent anxiety reported was that of supervisor observations and teaching evaluations. The final anxiety in this study is about practical teaching skills and how to explain lessons.	A. Lesson Evaluation	1. How is your lesson evaluated? 2. How is your teaching evaluated?
	B. Classroom Management	3. How do you manage your class?
	C. Learning Preparation and Design	4. How did you prepare and design your lesson?

	D. Relationship with Teacher and Staff in the School	5. Please tell me the feelings you had at school with the teachers and school staff? 6. How are your relationships with tutors and other teachers during online teaching?
Theoretical Principles of Online Teaching	Components	Interview Questions
Online classes are defined as learning that takes place through a web-based platform using interactive teaching strategies. This class does not have face-to-face interaction with classroom time. Students do work at a place and time that is convenient for students (Cuellar, 2002).	A. Androgogy	7. How is your students educational background, readiness to learn independently and their motivation to learn?
	B. Pedagogy	8. How is your strategy in explaining the material, interacting with students, and evaluating their work in online classes?
	C. Disparity in generations	9. How did you teach your students who are digital native?

3.4 Data Analysis Technique

In this research, the researcher analyzed data after transcribing all the interview recordings. The researcher uses thematic analysis. Clarke & Braun (2017) declared thematic analysis (TA) was a method to identified, analyzed, and traced themes across qualitative data. That means, for researchers to get accurate research results, it is necessary to pay attention to several steps. These steps include preparing and organizing data, reducing data, presenting data, and drawing

conclusions. Data that has passed these steps will be analyzed continuously until it is complete and can be accounted for.

3.5 Trustworthiness of Data

Graneheim & Lundman (2004) stated that trustworthiness in qualitative research has to do with the arguments for the most probable interpretation, which are described by credibility, dependability, and transferability. This means that the data must be interpreted by considering the validity and reliability. Trustworthiness in this study is passed through data processing by providing codes, themes, and matching data with the three aspects of trustworthiness.

The first factor of trustworthiness is credibility, which means decision-making in the selection of context, participants, methods, and research focus (Graneheim & Lundman, 2004). Therefore, the study objectives, context, participants, and data collection approach must be carefully considered by the researcher. In this study, credibility is obtained through interviews, context validation, respondents, and research objectives.

The second factor of trustworthiness is dependability. Dependency is described by the extent to which the data change occasionally, and the changes made by the researcher during the analysis of the data (Lincoln and Guba, 1985, p. 299) as cited in (Graneheim & Lundman, 2004). Therefore, the consistency of research findings must be reliable and correlated with the research question. Reliability in this study was carried out in consultation with the supervisor and the researcher himself.

The next factor of trustworthiness is transferability, which is defined as a clear explanation of culture and context, participant characteristics, data collection, and data analysis (Graineheim & Lundman, 2004). In this study, the researcher provides reasons for choosing the research context, participants, and methods used in data collection and analysis. The switch is reflected through a systematic explanation of the analysis of the findings.

In addition, trustworthiness also includes the suitability to check the objectivity and authenticity of research findings. In this study, the researcher involved supervisors to ensure the validity and reliability of the research to be published and accessed by the public. Checking the relevance of research findings in the whole process is a way for researchers to obtain conformity.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents all the findings and discussion of the data analyzed. The data collected through interviews became the findings in this research, then the data analysis was elaborated in the discussion.

4.1 Findings

In this section, the data findings are provided from interview recordings. The data were categorized into certain themes and codes to support findings and discussions on this research.

4.1.1 Interview

The researcher interviewed one participant, which was held on March 17, 2021, through Zoom Meeting. The interviews were conducted from 21.33-22.01 Indonesia local time. In this interview, the researcher interviewed a pre-service English teacher from one of the private universities in Yogyakarta who conducted full online teaching practicum. The focus of this interview is on the anxieties felt by the EFL pre-service English teacher when carrying out an online teaching practicum. Information obtained from participant through interview questions was recorded by the researcher. The questions asked in the interview were adapted from theoretical constructs related and the theoretical principles of online teaching. The results of the interview recordings obtained then transcribed, themed, and coded by the researchers. This process lasted for approximately one and a half months until the data from the interviews were completed. The results of the interview session were then analyzed and concluded by the researcher.

In general, the interview result with the participant showed that the anxiety felt by pre-service English teacher during online teaching practicum was caused by several factors that interfered with the participant in carrying out her online teaching practicum. Anxiety in online teaching practicum appears in several forms, such as a vibrating voice when speaking, repetition, fear of socializing to cold hands. The factors of online teaching practicum anxiety include the motivation and readiness of the students, interaction, strategy, method, media, and technology that used the pre-service English teacher when teaching. The table below is an example of a translated interview transcript.

Table 3-Sample of Translated Interview Transcript

S	81	<p>He'em, jadi kayak berkaca dari situ aja sih, jadi itu juga yang bikin aku takut buat ketemu, kayak aku sempet mikir, semoga aku, aku nggak mau keluar kelas, pernah ada suatu hari aku nggak mau keluar kelas biar aku tu nggak ketemu siapa-siapa, yaudah cuman dari kelas pulang</p> <p>He'em, it's just like looking from that, so that's what makes me afraid to meet, like I was thinking, I hope, I don't want to leave class, there was one day I didn't want to leave class so I didn't meet anyone, okay just from class home</p>
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4.1.2 Thematizing

In this section, the researcher classifies the data into several themes. The researcher explained the theme of all participant's answers during the interview based on the analysis of conformity with online teaching practicum anxiety. In this section, the researcher found seven themes and thirty-four sub-themes. However, in this study, the researcher will only explain in detail the two dominant sub-themes

in the two themes. In this process, the researcher spent about two weeks in completion. The themes and sub-themes can be seen in the table below.

Table 4-Sample of themes, sub-themes, and coding

THEMES	SUB-THEMES	CODING
Lesson Evaluation	Feedback	LE – Feedback
	Student report	LE – Student report
Classroom Management	Method	CM – Method
	Obstacle	CM – Obstacle
Learning Preparation and Design	Activity	LPD – Activity
	Exercise	LPD – Exercise
Relationship with Teacher and Staff in the School	Student perception	RTS – Student perception
	Comfort with GPL	RTS – Comfort with GPL
Androgogy	Motivation	ADR – Motivation
	Readiness	ADR – Readiness
Pedagogy	Interaction	PDG – Interaction
	Strategy	PDG – Strategy
	Evaluation	PDG – Evaluation
Disparity in Generations	Method	DG – Method
	Technology	DG - Technology

4.1.3 Coding

The researcher coded data by theme as a way to store evidence. All data collected during interviews were coded by the researcher. In this study, coding was made by giving an abbreviation to the theme. In the completion time, the researcher spent three days. The full version of the coding system can be seen in the appendix, while a sample is presented in the table below.

Table 5-Sample of Coding and Its Meaning

CODING	MEANING
LE – Feedback/24	The data were collected from interviews with participants in the <i>Lesson Evaluation</i> theme section with sub-theme <i>feedback</i> in line 24.
LE – Student report/24	Data were collected from interviews with participants in the <i>Lesson</i>

	<i>Evaluation</i> theme section with the <i>student report</i> sub-theme in line 24.
CM – Method/35	Data were collected from interviews with participants in the <i>Classroom Management</i> theme section with the sub-theme <i>method</i> in line 35.
CM – Obstacle/35	Data were collected from interviews with participants in the <i>Classroom Management</i> theme section with the <i>obstacle</i> sub-theme in line 35.
LPD – Activity/53	The data were collected from interviews with participants on the theme of <i>Learning Preparation and Design</i> with sub-theme <i>activity</i> in line 53.

4.2 Discussion

In this discussion section, the researcher described the interpretation of the research findings. The interpretation was obtained through data that has been analyzed based on the themes and theoretical constructs used in this study. In this study, the researcher interpreted the anxieties felt by EFL pre-service English teacher's during online teaching practicum.

4.2.1 The Anxieties Felt by EFL Pre-Service English Teacher's During Online Teaching Practicum

In this research on EFL pre-service English teacher's anxieties during online teaching practicum, several sources were found that influenced the feelings of anxiety felt by pre-service English teacher's during online teaching practicum. That sources such as relationship with teacher and staff in the school, classroom management, lesson evaluation, learning preparation and design and also principles of online teaching such as androgogy, pedagogy, and disparity in generations. The sources of anxiety that arise when the pre-service English teacher carried out the

online teaching practicum affect the pre-service English teacher's performance more or less. In this section, the researcher offers a discussion of the research findings. This discussion described the four main sources of anxiety and three principles of online teaching felt by pre-service English teacher's in carrying out online teaching practicum.

4.2.1.1 Lesson Evaluation

The first domain that appears as one of the causes of pre-service English teacher anxiety in this online teaching practicum is lesson evaluation. In the thematic process carried out by the researcher, it found that feedback was the most influential main factor because it occupies the first point based on the frequency that often appears. Lesson evaluation is usually carried out by a lecturer from a university, but in this case, the participant is not evaluated by the lecturer but by the GPL or the supervising teacher at the school where the practice teaches. In an interview with the participant, the researcher found that the participant did not experience much anxiety in this domain because she did not receive an evaluation from the lecturer. While the GPL provided feedback that was not excessive so that it did not make her feel anxious about the lessons that have been done (LE-Feedback/24). In addition, the GPL also provided advice to the participant with good delivery and made the participant comfortable so as not to make the participant feel anxious about the evaluation carried out by the GPL (LE-Advice/25). Besides, the GPL did not give much comment on the participant, the thing that made the participant less anxious in this domain was because the GPL

focused more on the responses and understanding of the students during class with participants (LE-Concern/27).

"All this time, *Alhamdulillah*, **when it comes to the material, it's fine, I mean, it's never been commented on what it's like, the lecturer is always like...yes, yes, because it's... that's right, you know, it's like there's no comment**, then if it's a teaching problem *Eh*, the teacher didn't say anything right away, sis, how come you teach it like this, isn't it?"
"Then **the teacher said yes, it's okay, I mean, *namanya juga* learning, that's all.**" (LE-Feedback/24)

"**Because always given advice, it's like it's always like yes, it's okay, it's like that, because, because the teacher herself is also one of the.. a patient teacher, a good one, who really teach us, that's because of the nature of the teacher is good, so I brought it good too, like that.**" (LE-Advice/25)

"**Because she's even more focused on her children**, so what... *yang ditanya tu kayak mereka gimana?* like that.. *ada yang ini nggak mbak?* Is there anyone who doesn't understand, sis? more or less like that, **she asked more, what about the student to me**, like that.." (LE-Concern/27)

The researcher found that the participant did not have dominant anxiety in this domain. This is in contrast to the findings Matoti & Lekhu (2016) stated that the main source of stress felt by the pre-service teacher in teaching practicum is caused by the evaluation by the lecturer, to reduce this source of anxiety, trust, and trust-building interventions are needed between students and university supervisors in learning that is integrated with work. This finding found different results because, in the case of this study, the participant was not evaluated by lecturers from the university, but by the GPL at the school where the practice was taught.

The findings in this study are different from the findings in previous studies. This is influenced by several factors. In the results of the analysis of the interview process, the participant explained that if she did not experience dominant anxiety

in this domain because the participant relationship with the GPL was quite good, the response given by the GPL to the participant learning outcomes was also positive. In addition, GPL also often provides reassuring advice to the participant. In the case of this study, GPL does not only focus on the preparation and performance of the participant but also on the responses of students in the class to participants.

Based on the findings and discussions in this study. The researcher can conclude that lesson evaluation is not always the main cause of pre-service English teacher's anxiety during teaching practicum. The anxiety of pre-service English teacher can be reduced or minimized if the relationship between GPL and pre-service English teacher is well established. From this good relationship, good communication can also be established to achieve goals in learning. GPL and pre-service English teacher can discuss agreements that they will apply in the classroom for the success of the teaching and learning process.

4.2.1.2 Classroom Management

Classroom management is one of the success factors in teaching. In this study, the researcher found the method is the most influential factor in the participant's classroom management because it occupied the first point based on the frequency that often appeared during the thematic process. The participant implicitly explained that she did not feel much anxiety in this domain because she did not control the class with its rules but only followed the directions from the GPL regarding the course of the class. The participant mentioned that the important thing

is that she teaches, deliver material, give practice questions, students can answer, students work on, collect. She only imitated her GPL teaching method (CM-Method/49). In addition, the participant did not make any rules in class because of the regulations that had been determined by the GPL. In this interview, the GPL explained that if the students wanted to join the Zoom meeting, it would be good because of the difficult time of this pandemic, so that the participant could not make her own rules for the teaching and learning process (CM-Teacher regulation/49).

"So the important thing is that I teach, give material, give questions, they can answer, they work on it, collect it, that's it. And, and **indeed my teacher also applies it like that.**" (CM-Method/49)

"No. I don't make rules. No, I can't make rules because it was emphasized by the teacher, so yesterday ee said, "You won't have to be like this with the students later, why don't they want to go to class? *zoin*, want to join, ma, just want to join the class, I'm grateful because it's like this again, **so because I got it, got it.. did I get it.. advice like that, so it's like I can't either like giving rules, you can't do this, you can't do that, you have to do this, you have to do that like you can't,**" (CM-Teacher regulation/49)

This is in line with the findings in this study. The researcher found things that were relevant to the findings which stated that pre-service teachers gained several abilities in teaching practicum in the same manner with examination and evaluation procedures; studying knowledge and teaching career skills; increasing pre-service teacher confidence; observing how to motivate students in lessons; observing how teachers teach lessons; using boards and teaching materials; preparing annual; unit and daily plans; understanding the important role of students in teaching, and understanding if students should be actively involved in lessons (Harmandar dkk, 2000) as cited in (Oral, 2012).

The pre-service English teacher who do not make their own rules in their classroom management somewhat reduce the anxiety felt in this domain because the participant only need to imitate and apply the class rules that have been applied by the GPL. So that pre-service English teacher don't have to worry about creating classroom management scenarios to support success when teaching. Even though in this case the pre-service English teacher loses the opportunity to practice managing the class, the pre-service English teacher still has the advantage of observing the way class management is carried out by the GPL. This can be a positive input for her when she becomes a teacher later.

Based on the findings and discussion in this paragraph, it can be concluded that pre-service English teacher who do not make their classroom management or apply classroom management that has been implemented by GPL have a low level of anxiety. This can be because the pre-service English teacher does not have to worry about class scenarios that might fail. In addition, pre-service English teacher do not need to deal with students who need to adapt to new rules that can cause anxiety and hinder teaching and learning activities.

4.2.1.3 Learning Preparation and Design

The next domain that appears as one of the causes of pre-service English teacher anxiety in this online practicum is learning preparation and design. It was found that activity is the main factor that has the most influence because it occupies the first point based on the frequency that most often appears during the thematic process. In interviews with the participant, the pre-service English teacher

explained that she did not feel too much anxiety in this domain (LPD-Activity/53). The participant explained that she felt anxious when determining the right activity for her students (LPD-Activity/55) whether her students would be interested in the activity she made or not (LPD-Activity/56). In addition, participant's anxiety was also found when she felt confused when making sure that the activities she designed could measure their students' ability and understanding in capturing the material that had been explained (LPD-Exercise/59).

"If there is anxiety, but it doesn't mean that it's too much, because the anxiety is just like, if I do an activity like this, they will... will they enjoy it or not, I mean, will they understand or not, will they like it, that's it... so I just made the RPP several times because they are silent, where else are the 10th graders, they are still new, they have never met their friends either, so.." (LPD-Activity/53)

"Well, the anxiety is only about whether this is suitable or not, is it suitable or not, that's it... this activity can, can it, can it suit them or not, that's it.." (LPD-Activity/55)

"He'em.. it's more like.. they'll be.. aren't they interested in coming here, that's it." (LPD-Activity/56)

"Confused right there, like which I think is easy but, which I think is easy but not too easy, and difficult but not too difficult for them So, there's still a benchmark, like that. So, let them have the effort, at least they can get it, no, not only the one who did the work but still get the core material, that's it. Well, the confusion is only in the .. it looks like it's just the form of the assignment, but if it's material, it's about what it is like, just follow it from there." (LPD-Exercise/59)

Similar to the two previous domains, the pre-service English teacher anxiety in this domain is not so dominant. The researcher found findings that were different from previous findings in this study. Matoti & Lekhu (2016) found that pre-service teachers felt more anxious about pedagogical issues; preparation and delivery, lessons, and self-evaluation. However, pre-service teachers' pay less attention to

the selection of lesson content. This is inversely proportional to the findings in this study where pre-service English teacher is very concerned about the content of the lessons that will be delivered to her students to the right activities to be implemented.

In contrast to previous findings, the results of the analysis during the interview process with the participant, the researcher explained that participant was not so anxious in this domain because participant only felt confused when determining the right activity to apply when he taught. While in the preparation of the material, the participant did not feel confused or anxious because according to the participant, the preparation of the material only had to follow the lesson plan that she had made. In addition, the participant also explained that she felt anxious when determining the right activity for her students because she wanted the activities that had been made to truly measure the abilities of her students. These factors make these findings differ from previous findings.

Based on the findings and discussions in this domain. The researcher concluded that due to several factors, in this case, lesson preparation and design were not the main factors of anxiety in this study. English pre-service teacher can minimize the anxiety in this domain by preparing lesson plans for teaching plans and providing appropriate activities for student practice based on students' character and interests. From good readiness, the pre-service English teacher can minimize errors during teaching practicum so that she can reduce the anxiety they feel.

4.2.1.4 Relationship with Teacher and Staff I n the School

Another domain that is also a source of anxiety for pre-service English teacher's during online teaching practicum is a relationship with teachers and staff in the school. From the results of the thematic process carried out by the researcher, it was found that student perception occupies the first point based on the frequency that often appears. It means that student perception is the main factor that has the most influence in this domain. In interviews with the pre-service English teacher, the participant explained her fear of meeting other teachers other than her GPL. It has happened because the participant was worried that if she forgot to say hello, she forgot to look down when meeting in person (RTS-Student perception/64), which made her the talk of the school and made a bad name in the school environment. She explained that there had been a case of a pre-service teacher who was the subject of discussion because the teachers at her school considered it impolite (RTS-Politeness/79). From the concerns she feels, the pre-service English teacher always tries to polite when meeting with anyone in the school environment, even when she is riding a motorcycle and wearing a helmet (RTS-Solution/68). The pre-service English teacher also said that if she wanted to stay out of class while at school so that she didn't have to meet anyone because she was afraid of meeting teachers other than her GPL, she just wanted to come and stay in class and then go home (RTS-Student ideas/81). The purpose of her actions was to prevent herself from making mistakes and being judged badly by the teachers (RTS-Student idea/82).

"But if the other teachers are me, especially those who have never met, like that, and they never talk, then maybe they think I'm a PPL kid,

right, so the fear is *eee* when I meet them, if I don't say hello, or no, I accidentally forgot to say hello, forgot to look down," (RTS-Student perception/64)

"The problem was there was a case at the school, if for example wrong to say if we speak we are not polite how it would be like that you know, it means fear of damaging the image, so if.. What scares me is to be careful to talk even just a little thing that must be very careful, must be polite, so polite, that is." (RTS-Politeness/79)

"So, what I do is every time I meet... even though it's a security guard, right, I'm riding a motorbike, I want to go out of the gate, I still look down, so I'm wearing a helmet, I'm wearing a motorbike, I'm still looking down." (RTS-Solution/68)

"*He'em*, it's like *berkaca* from there, so that's what makes me afraid to meet, like I was thinking, I hope I don't want to leave class, there was one day I didn't want to leave class so I didn't meet anyone, okay, just come home from class" (RTS-Student idea/81)

"I mean, I, I, I avoided, I was judged bad, or I made a mistake, so.. well I'll just stay in class, like that." (RTS-Student idea/82)

In the results of the analysis of this study, it was found that the participant had quite high anxiety in this domain when compared to other domains. Previous research also found that pre-service teachers in relationships with teachers and staff in the school occupy the first position among the five sources of anxiety studied, followed by evaluation anxiety, with the least being class control (Danner, 2014). In practice, the pre-service English teacher is very afraid if she is judged badly by teachers at school so that she limits herself to interacting while at school.

The pre-service English teacher's highest anxiety in the relationship with teacher and staff in the school domain arises because the story from the previous batch of pre-service teacher cases became the subject of discussions for teachers because they were considered impolite in the school environment. Reflecting on

this case, the pre-service English teacher expressed her concern that the teachers at the school would be judged badly so that the good name of the university would be adversely affected. This concern indirectly made her limit herself to interact with other teachers besides her GPL. The participant even said that one day she didn't want to leave the class at all so she didn't have to meet anyone at school.

The researcher concludes from the findings and discussion in this domain that the anxiety felt by the participant in this domain is much influenced by her thoughts. The participant thought a lot and even imagined bad possibilities that would not necessarily happen if her attitude or behavior at school was wrong. In addition, the participant is also present as a minority in this teaching practicum when compared to pre-service teachers from other universities who are also carrying out teaching practicums at the school, so there is not a close relationship between pre-service teachers from other universities, teachers, and staff at school.

4.2.1.5 Androgogy

In addition to discussing the anxieties that arise when pre-service English teacher's carry out online teaching practicum, this study also discusses theoretical principles of online teaching. The first theoretical principle of online teaching is androgogy. In the thematic process carried out by the researcher, the sub-themes of background, enthusiasm, motivation, and readiness were found. In the results of interviews with the participant, the researchers found that in the online class the students had diverse backgrounds in terms of intelligence levels as a result of the zoning system (ADR-Background/114). In addition, the participant also explained

that although the students' learning readiness was quite diverse depending on their background (ADR-Readiness/114), overall the students could be categorized as quite ready to learn online because even though there were students who did not attend google meet when class schedule takes place, all students continue to do the assigned tasks (ADR-Readiness/116). The participant also explained that their students' motivation to learn online was at a moderate level (ADR-Motivation/118), if in the range, then students' motivation was between 5-6 out of 10 (ADR-Motivation/119), this was assessed by participant from activeness of students in class (ADR/Motivation/120).

“Hmm okay, **hmm if for the *latar belakang ee* the background is *ee* diverse yes**, because before that zoning problem was children in my PPL place it is indeed children who like *ee* can be academic especially in their English *tu*, the school belongs to her children is smart in English, speaking smoothly, understand, *ngerti, sampe ya* teachers do not need to be too effort to much to learn, at the time. **Well, on my second PPL it turned out that it had entered zoning yes, so my teacher, *ee* guidance teacher I had shared that it turned out that this was her students different *mbak*, that is.**” (ADR-Background/114)

“Well if from the actual readiness, especially this online yes, so if in terms of actual readiness, **it depends on the child as well, if the child is low, they tend to be lazy, yes, they mean lazy, *e* even there are those who do not participate that, the time in the absence of the student does not exist but his job is still did, that is. He just doesn't want to google meet, that is. Well, if the children at the level of the middle to upper level yes they are active *ee*, *ee* join google meet continue, every time I ask yes answered, by the way, meaning in..., there is a response that is, that's it anyway.**” (ADR-Readiness/114)

“The low does not feel difficulty and the smart also does not feel *ee* too easy or underestimate it is also not. So, like so contrived the same. **So in general, if I can say they are ready anyway. Ready to learn, do the task, that is.**” (ADR-Readiness/116)

“Ee I think yes, the motivation. This is just like looking like it anyway and like just feeling and hearing story as well, *ee* sharing with the teacher, *ee*

their motivation *tu*, **can't say as high, but also not too low, that is. So, ee it's in the middle, that's what it means.**" (ADR-Motivation/118)

"Hmm, medium but a little lower, I see. Like for example, **from 1-10, it's about 5 to 6, that's how it is. It's not that high, that's all. But not really lazy, just like that.**" (ADR-Motivation/119)

"Hmm, if I am asked, they will answer, if I am not asked, they will be silent, just listen." (ADR/Motivation/120)

In previous research, Cuellar (2002) defined androgogy as students' independence that comes with life experiences that are valued as educational experiences, students are internally motivated, and ready to learn because of life's tasks and problems. Based on the analysis process carried out by the researcher, in the case of this study, the students had quite met the criteria in the theory because with the different intelligence backgrounds of students, they all followed and did the assignments given by the pre-service English teacher. Even though there were students who were found not to follow the google meet, the students still completed the assigned tasks. Thus, it can be said that students with various backgrounds already have enough motivation to learn internally and are ready to learn because of assignments.

Based on the results of the analysis of interview data conducted by the researcher, the findings in this study can be categorized into androgogy theory. Although not maximally all students have the same readiness, in general students in pre-service English teacher's practice schools have internal motivation to learn and are ready to do assignments. This can be seen from the students who even though they did not participate in the google meeting, still did their assignments.

The students in the Google Meet class were also active in answering when asked a question by the pre-service English teacher.

The conclusion that the researcher draws from the findings and discussions in this domain is that students who are in schools where pre-service English teachers practice can quite be categorized as students who have internal motivation to learn are ready to do assignments with various backgrounds and life experiences or study. Although there were still students who were absent during the google meeting, most of the students were present at the google meet. In addition, all students also complete all assignments given by the pre-service English teacher. The students were also active in answering questions posed by the pre-service English teacher during the google meet.

4.2.1.6 Pedagogy

The next domain in online teaching theory is pedagogy. In the thematic process, the researcher found three sub-themes in this domain, namely evaluation, interaction, and strategy. Interaction occupies the first position based on the frequency that occurs frequently. Each of these sub-themes represents the answers of the pre-service English teacher in the interview session with the researcher. The participant explains her strategies in teaching online. In the strategy of explaining it, the participant divided one basic competency into two meetings, the first meeting was used to explain and discuss through google meet, then at the second meeting, it was used to give assignments (PDG-Strategy/122). The participant also explained that she did not experience difficulties or worries when she had to correct many

assignments from her students because the assignments she gave had been designed not so complex (PDG-Evaluation/122). In terms of interaction with students, the researcher can say if the interaction of the participant with students has been established quite well. During the google meet, the participant can interact with her students directly through video conference and ask questions, but when there is no google meet schedule, the participant continues to interact with her students through the comments column or chat section in google classroom (PDG-Interaction/124). The participant explained that she only uses the two platforms google meet and google classroom to interact, other media used only for presenting content in learning such as quizizz, kahoot, etc. (PDG-Interaction/127).

“He'em. If I explain the strategy, so there are two of me, yes, there is one, so it's one week, so every time I enter a new KD, I have a meeting. So, I spent one KD in two meetings, meaning two weeks. So there are about 4 hours of lessons. Well, I gave 2 hours of lessons in the first week to explain, just discuss. I explained, I asked them if they could answer or not, understood or not, that's all. After that, I just gave the second meeting an assignment in any form...” (PDG-Strategy/122)

“for correcting, no, correcting them doesn't bother me that much because in terms of the task I gave it is not too complex, so I make sure they will be able to answer because what they answered is there, there is an explanation and material that I gave, so *Alhamdulillah* if It's easy to correct, it's easy, that's it, no, it's not difficult...” (PDG-Evaluation/122)

“If I don't google meet, I usually go through Google Classroom, then we'll comment on the comments, because I'm giving you an assignment, I'll tell you if someone doesn't understand or what this is, please comment in this section, then, well, from there, it's from my time. When they gave them an assignment, they were confused, "Miss, what do you mean, what's the matter? What's different about this number?" It's like that, well, so we communicate when I'm online, apart from not being on google meet, we'll comment on... what is google classroom, so it's like I'm making what's the name if in google classroom it's like making..., it's not an announcement, it's basically like an announcement, it's like making... for...” (PDG-Interaction/124)

“Apart from that, there is no other interaction, because what the heck (sound of mouth) is, the media that I use is only Google Meet and indeed what the school *ee* requires is Google Meet and Google Classroom, that's what it is. Most other applications are only media for learning, like using kahoot, like me... *ee* using quizizz, like that.”
(PDG-Interaction/127)

Cuellar (2002) defines the principle of pedagogy in online teaching as a specific strategy in interacting with students, presenting content, to evaluating the completion of course requirements. Based on the results of the analysis of the thematic process, the researcher found that the participant could be said to be quite good in her pedagogical principles in online teaching. The participant explained that she had a special strategy in teaching, namely dividing one KD into two meetings. In the first meeting, she used to explain the material, and in the second meeting, she used to give assignments. In presenting the teaching content, the participant uses online websites such as kahoot, google form, and quizizz. The participant admitted that she had no difficulty in evaluating her students' work because the task she gave was not complex, so it would not make it difficult for her to correct. Meanwhile, in terms of interaction with students, the participant made it through the media google meet and google classroom. Interaction is carried out by direct dialogue if the participant uses google meet, while if through google classroom, interaction is carried out through the comment column in the stream that has been provided. Thus, the researcher concluded that the participant had fulfilled the pedagogy principles in her online teaching.

In this study, the researcher obtained findings that were in line with the definition of pedagogy in previous studies. The participant has fulfilled the theoretical principles of online teaching in the pedagogy domain. This is indicated by the way the participant presents content that has been able to adapt to the online world. The participant uses online websites to give quizzes and practice questions other than PPT to explain the material. The students liked it very much. In addition, the participant is also able to establish good interactions in class, both in synchronous and asynchronous conditions. In evaluation, the participant did not find it difficult because the design was not complex and made it difficult for students and herself.

The researcher concludes from the findings and discussion that in the case of this study, the pre-service English teacher has fulfilled the theoretical principles of online teaching in terms of pedagogy. The presentation of content made by the participant is already attractive to children and can follow online class technology. In addition, the interaction between teachers and students has also been well established for smooth teaching and learning. From an evaluation point of view, the pre-service English teacher has no problem with this. So, the researcher concluded that the theoretical principles of online teaching in terms of pedagogy have been achieved in this class.

4.2.1.7 Disparity in Generations

The last theoretical principle of online teaching is the disparity in generations. It is undeniable that the transition from face-to-face learning to online

causes some anxiety and gaps between teachers and students. A fundamental gap is a generational difference in understanding and learning. In the thematic process carried out by the researcher, five sub-themes were found, and the method's sub-theme occupy the first position based on the frequency that occurs most often. In the results of interviews with the participant, the researcher found in general that the participant as a pre-service English teacher was able to bridge the gaps that occurred in her online class. The participant explained that in terms of using technology, she did not find it difficult because the students she faced were also technologically literate (DG-Technology/130). In addition, in terms of language use, the participant admitted that if there was no gap with her students, the language she used was easily captured by her students (DG-Language/132). The teaching media used by the participant has also followed the development of existing technology, which she applies to learn websites and quizzes, to make her students interested in learning, actively participating in the learning process, and not bored (DG-Media/132). This received a positive response from the students who happy with the platform used by the participant in teaching (DG-Interest/132). However, on the other hand, the participant explained that she could not do many innovations in terms of methods, because of the limited google meet teaching hours that had been set by the school, so that finally the participant could only follow the teaching method as directed by their GPL (DG-Method/ 135) (DG-Method/136).

“Yes. Hmm, how about me personally, Alhamdulillah, if we play technology, we don't really find it difficult because nowadays children are already technologically literate, that's how it is,...” (DG-Technology/130)

“Well, then I thought, in terms of language, I don't have a gap, I mean, what am I talking about, they understand, that's what it is. The languages I use, the phrases I use, what all kinds of things, that's it.”
(DG-Language/132)

“So, when it comes to teaching, I'm trying to find out what kids today like but are still digital, what are the applications or platforms, hmmm, so they can engage like that, they can be interested,..” (DG-Media/132)

“They have more fun through applications like that, through websites like that, rather than having to just give me a question at Microsoft and then they work on it, it's like, they just get bored of it,.. (DG-Interest/132)

“let's explain it shouldn't take more than 15 minutes, then give questions or give assignments or give quizzes or whatever for them so that they have proof that they are studying today,..” (DG-Method/135)

“I don't know what method I want to give, whereas if I ask questions, answer them directly or I call them one by one, it's not the time, right? enough, right? So, it's also like going out, there are no more ideas like that, so it's okay, just follow it, like that.” (DG-Method/136)

In general, between teachers and students, there is a gap in understanding and learning styles. Previous research defined disparity in generations as differences in understanding and learning within generations (Cuellar, 2002). In this study, the researcher assessed that the participant was able to minimize the gap that generally occurs between teachers and students. Although the participant explained that she could not improvise in terms of methods, in general, the participant had presented content and use of contemporary media so that she could attract students to learn and minimize boredom in class. In addition, the participant used language and phrases that were easily understood by her students.

Although the pre-service English teacher does not make innovations in teaching methods, the pre-service English teacher in this domain can overcome

gaps that generally arise in the classroom. This can be due to the pre-service English teacher's ability in technology and the use of media that is quite good. So it can balance the desires and needs of her students in online learning. In addition, the age of the pre-service English teacher is not far from the students she teaches, so this can minimize the gap in the use of language and ways of communicating.

The researcher concludes from the findings and discussion in this domain that the pre-service English teacher has been able to minimize differences in understanding and learning with her students. Although in terms of methods, the pre-service English teacher cannot make any innovations, this is due to predetermined school policies, not because of the inability of the pre-service English teacher. The researcher can say that the pre-service English teacher has achieved the theoretical principles of online teaching in the domain of disparity in generations.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter contains an explanation of the summary of the research based on the findings and discussion. There is a recommendation section for further research, especially regarding the anxieties felt by EFL pre-service English teacher's during online teaching practicum.

5.1 Conclusion

The conclusion in this study is based on the anxieties felt by EFL pre-service English teacher's during online teaching practicum. From the results of the data and discussion, this study concludes that the highest anxiety felt by the pre-service English teacher is in the domain of relationship with teachers and staff in the school. This is because of the character of the pre-service English teacher who tends to be shy and coupled with the story of the case of the previous batch of pre-service teachers that became the subject of discussion in the school environment. While in other domains such as lesson evaluation, classroom management, and learning preparation and design, participants did not experience high anxiety. In the lesson evaluation domain, the lack of anxiety is because the pre-service English teacher is not evaluated directly by the lecturer from the university, but is simply evaluated by the GPL at the school. Other domains such as classroom management are also minimally felt because in this case, the pre-service English teacher does not make any rules in class, but only applies existing rules from the GPL. In addition, in the domain of learning preparation and design, the pre-service English teacher also does not feel too high anxiety because the pre-service English teacher does not

experience much difficulty in preparing lesson plans or materials for teaching, she only had time to feel a little confused to determine the right activity for students in her online classes. Although she found some anxieties when carrying out the online teaching practicum, the pre-service English teacher was able to apply theoretical principles in online teaching, ranging from androgogy, pedagogy, to disparity in generations. This is because the pre-service English teacher is scientifically capable enough to prepare and deliver to students, technologically literate, and up to date following the development of student interest.

5.2 Suggestion

Based on the conclusions in the research findings, further research is expected to increase the number of participants to get a different perspective on online teaching practicum anxieties and to get richer research results. In addition, future research is recommended to research through classroom observation to strengthen the data findings to be more accurate. Besides that, the English language education study program can provide briefing on what should and should not be done regarding politeness while in practice schools for pre-service English teachers before being deployed to the field.

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APPENDIX

Letter of Permission



FAKULTAS
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Tanggal : 16 Maret 2021
Nomor : 753/Dek/70/DURT/ III/2021
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :
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FPSB UII

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Viviane Rizqi Fauzi
Nomor Induk Mahasiswa : 17322082
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Ista Maharsi S.S., M. Hum
Judul Skripsi :

"EFL Pre-Service Teachers' Anxieties During Online Teaching Practicum."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi.,M.Si., M.Ag., Psikolog

Consent Form

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Shafira Salsabila

Umur : 21 tahun

Jenis kelamin : Perempuan

Pekerjaan : Mahasiswa

Alamat : Jl. Adisucipto Komp. Bali Permai Blok A no. 4 Kab. Kubu Raya, Kalimantan Barat

Sehubungan dengan surat pengajuan izin penelitian yang telah disetujui oleh Program Studi Pendidikan Bahasa Inggris UII tertanggal 12 Januari 2021 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Viviane Rizqi Fauzi dengan judul **EFL PRE-SERVICE TEACHERS' ANXIETIES DURING ONLINE TEACHING PRACTICUM**; maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat surat persetujuan atas kemauan sendiri, agar saya bisa menjadi partisipan dalam penelitian **EFL PRE-SERVICE TEACHERS' ANXIETIES DURING ONLINE TEACHINGFIELD STUDY PRACTICUMROGRAM**.
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia meluangkan waktu saya untuk diwawancarai minimal satu kali dalam rentang waktu minggu ketiga di bulan Maret 2021.
4. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pertanyaan yang diajukan secara virtual menggunakan zoom meeting dan semua percakapannya di rekam oleh peneliti.
5. Saya sangat mengizinkan peneliti untuk merahasiakan nama saya.
6. Saya mengetahui dan menyetujui semua data yang telah disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang nanti akan di publikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak akan dicabut, kecuali jika sudah terdapat persetujuan sebelumnya.

Pontianak, 17 Maret 2021
Yang membuat Pernyataan:



(Shafira Salsabila)

Sample of Interview Transcript, Theme and Coding

R/S	Line	Interview Content	Themes
R		Hai Fira..	
S	1	Jangan tegang-tegang tapi ya (suara tertawa) Hai (suara tertawa)	
R		Ini udah aku record, eee (suara tertawa) canggung nih	
S	2	(suara tertawa) nggak papa, santai aja (suara tertawa)	
R		Kok kamu malah yang nenagin aku	
S	3	(suara tertawa)	
R		Btw kemarin kita PPLnya bareng ya	
S	4	Iya	
R		Terus ee, kamu ngajar SMA, kelas?	
S	5	Kelas 10	
R		10 aja?	
S	6	10 aja, satu kelas doang	
R		Okee, IPA IPS?	
S	7	IPA	
R		10 ip, 10 IPA apa?	
S	8	10 IPA.. IPA 6 kalau nggak salah, iya IPA 6	
R		Eee, terus selama ngajar online kamu pakai media apa? Pakai zoom kah? Google meet kah?	
S	9	Aku ee nggak pakai zoom, karena memang.. dari sekolahnya sendiri itu punya kebijakan kan, jadinya setiap pembelajarannya itu menggunakan ee google meet. Gitu. Google meet, google classroom, pokoknya google apa ya. Pokoknya rangkaian google itu lah. Jadi kita nggak pakai zoom.	
R		Oh gitu..	
S	10	He'em emang udah dari sekolahnya	
R		Terus kalau kamu sendiri, pas ee ngajar, kita kan baru pertama kali ya karena pandemi ini..	
S	11	He'em	
R		Kita sama sekali nggak pernah tau teori online, kita nggak pernah belajar microteaching secara, eh pernah deng microteaching secara online pernah,	

		cuman eee terlalu mendadak gitu loh ibaratnya	
R		He'em he'em, oke, baik, kalau guru.. ee GPL kamu sendiri itu ya setelah kamu ngajar gimana ngevaluasi kamu nggak? Ee baik secara materinya? Atau secara cara pengajaran kamu? Atau dia ada koreksi RPP kamu? Atau gimana gitu? Ada ngevaluasi kamu nggak?	
S	24	Eee, kalau evaluasi, jadi gini, setiap mau ngajar itu kan gurunya bilang ee "mbak nanti ngajar materi ini ya," maksudnya ngajar KD ini ya, gitu, udah, "o iya miss" aku bilang kek gitu, udah tuh disuruh bikin RPP, terus aku bikin RPP, udah bikin RPP, bikin materi, nah, H, setiap H-1, atau H-2 mau ngajar tu aku pasti konsul kan, nanya, "miss besok mau ngajar ini ini, RPPnya ini, materinya, menurut miss gimana?" Gitu kan, ee dilihat sama beliau terus, ee selama ini sih Alhamdulillah kalau soal materi tu ee baik-baik aja, maksudnya, nggak pernah dikomenin yang gimana, dosennya selalu kayak.. iya iya gitu, karena memang.. sesuai gitu lho, yaudah, kayak nggak dikomenin, terus kalau masalah ngajar, eee gurunya tu nggak langsung ngomong, mbak kok ngajarnya gini, gitu, enggak. Aku yang duluan ee ngomong ke missnya, miss, maaf tadi saya kurang, tadi saya gugup, tadi saya gemeter, sempet, sempet salah ngomong, sempet gitu-gitu lah pokoknya, kayak sempet takut apa segala macam, gitu kan, maaf ya miss, terus ibunya bilang ya nggak papa, maksudnya, namanya juga belajar, gitu, itu aja sih.	Lesson Evaluation (LE) - Consultation LE - Feedback LE - Student report LE - Feedback
R		Tapi kalau masa.. berarti kan kamu konsul dulu ya sebelum ngajar? Masa-masa kamu mau ngekonsulin RPP kamu apa kamu mau ngonsulin entah media belajar atau cara kamu ngajar, kamu ada perasaan takut ni, takut salah nih, takut dikoreksi nih, atau takut apa gitu?	
S	25	Eee dibilang takut sih enggak ya, karena.. ini, karena, karena awalnya pas ketemu	

		dos.. eh dosennya lagi, gurunya itu.. udah hangat, (suara berdeham) jadi pas kita ngomong pun ataupun aku.. konsulin apapun aku jujur sih nggak, kalau sama do gurunya aku nggak takut malah nyaman, gitu, malah kayak.. apa ya.. kayak bikin aku tenang gitu, karena selalu dikasih wejangan, kayak selalu kayak iya nggak papa udah baik, gitu-gitu kan, karena, karena gurunya sendiri juga termasuk yang.. guru yang ee sabar, yang baik, yang kita bener-bener diajarin, gitu. Karena pembawaan gurunya enak, jadi aku juga dibawa enak, gitu.	LE - Comfort LE - Advice
R		Oh gitu. Berarti kamu, ee gurunya kasih komen sebelum kamu ngajar ya? Bukan setelah kamu ngajar. Kalau setelah ngajar nggak ada dia komen apapun entah dari,	
S	26	Enggak,	
R		Dari step by stepnya atau materinya atau cara kamu ngajar nggak ada satu pun?	
S	27	Kalau komen tu.. gini, jadi memang kalau sebelum ngajar kan aku pasti konsul, terus kalau beliau udah bilang oke, oke, nah setelah ngajar tuh aku laporin kan apa yang aku lakukan tadi di kelas, siswanya ngapain, atau aku melaporkan eee ke ee apa aktivitas tadi di kelas gimana, mereka ngerjain apa, kek gitu-gitu, nah.. kalau yang dikomen, kalau ngomenin aku secara pribadi sih, kalau nyampinya ke aku tu nggak ada, maksudnya nggak ada ngomenin kayak tadi mbak kurang kayak gini, gini, gini, gitu enggak sih, karena dia malah lebih fokus ke anak-anaknya, jadi yang.. yang ditanya tu kayak mereka gimana? Gitu.. ada yang ini nggak mbak? Ada yang ee nggak ngerti nggak mbak? Kek gitu-gitu sih, lebih yang difokusin tu ke anaknya, lebih nanyain sih, muridnya tu gimana ke aku, gitu..	LE - Consultation LE - Feedback LE - Student report LE - Feedback LE - Concern
R		Jadi, cara ngajar kamu nggak, nggak dikoreksi yang berlebihan lah ya sama beliau?	
S	28	He'em	
R		Malah nggak dikoreksi (suara tertawa)	

S	29	Paling cuman kayak, dikoreksi tapi cuman kayak.. misalnya aku bilang, miss, tadi kayak agak gugup gini, gini, terus kayak bilang, iyaa, nggak papa, (suara bergumam) nanti juga terbiasa, kek gitu, pelan-pelan aja mbak ngajarinnya, anak-anaknya emang kayak gini, gitu..	LE – Student report LE – Feedback - Advice
R		Oh gitu, selain itu?	
S	30	Iya sih, he'e, selain itu nggak ada sih.	
R		Selain masalah gugup? Nggak ada?	
R/S	Line	Interview Content	Themes
R		Hallo fira..	
S	112	Iyaah	
R		Ketemu lagi ya di interview lanjutan	
S	113	Iya haha long time no see	
R		Iya, jadi data yang kemarin saya ajukan, pertanyaan-pertanyaan yang kemarin saya ajukan, ada beberapa hal yang perlu eee saya tanyakan kembali untuk memperkuat teori-teori dalam penelitian saya ini. Jadi.. (suara tertawa) jadi yang pertama kali ee pengen saya tanyakan, saya tu pengen tau gimana sih ee latar belakang pendidikan siswa kamu atau fira boleh nggak menceritakan gimana latar belakang siswa-siswa yang kamu ajar itu? Kesiapan belajar mereka secara mandiri dan motivasi belajar mereka gitu	
S	114	Hmm okay, hmm kalau untuk latar belakang ee latar belakangnya itu ee beragam ya, karena dulunya sebelum yang masalah zonasi itu dulu anak-anak di tempat aku PPL itu memang anak-anak yang ibaratnya ee boleh lah secara akademik apalagi di bahasa inggris mereka tu, sekolah itu tergolong anak-anaknya pinter-pinter bahasa inggris, ngomongnya lancar, paham, ngerti, sampe ya guru nggak perlu yang terlalu effort to much buat ngajar, pada saat itu. Nah, pada aku PPL kedua itu ternyata itu kan udah masuk zonasi ya, jadi si guru aku, ee guru pembimbing aku sempat sharing bahwa ternyata ini anaknya beda-beda mbak, gitu. Ada yang ya ya ya pake levelan, ada yang low, ada yang sedeng, ada yang memang rajin dan pinter,	ADR (Androgogy) – Background

		<p>gitu. Nah, kalau mereka ini saat aku buka kelas, memang aku ngespot beberapa anak oh yang memang ini kalau ee google meet, dia paling aktif, dia paling cepet masuk, ada yang memang cuman join doang tapi nggak, nggak, nggak ditanya diem, nggak ngomong apa segala macem, ya memang ada. Nah kalau dari kesiapan sebenarnya, apalagi ini online ya, jadi kalau dari segi kesiapan sebenarnya itu tergantung si anaknya itu juga, kalau anaknya itu memang low, mereka cenderung males, ya, maksudnya males, e malah ada yang nggak ikut gitu, waktu diabsen anaknya nggak ada tapi tugasnya ngerjain, gitu. Cuma memang dia nggak mau ikut google meet, gitu. Nah, kalau yang anak-anak dilevelnya menengah ke atas ya mereka ee aktif, ee ikut google meet terus, setiap aku nanya ya dijawab, ngomong, maksudnya di..., ada responnya gitu, gitu sih.</p>	ADR – Readiness
R		Jadi ada perbedaan kesiapan belajar siswa secara mandiri ya? Anak-anaknya berbeda?	
S	115	Iya, iya tergantung ee ini mereka juga, kalau anak yang rada-rada males dan rada-rada ini, mereka nggak mau google meet tapi alhamdulillahnya tugasnya tetep ngerjain, gitu.	
R		Berarti bisa dikatakan sebenarnya baik anak yang kamu katakan low maupun yang high, sama-sama sudah siap belajar mandiri dong sebenarnya? Karena meskipun nggak ikut google meet, dia tetep ngerjain tugas kan?	
S	116	Iya. Sebenarnya iya, karena ee tugasnya sendiri pun itu nggak yang terlalu susah dan nggak yang bikin mereka yang ribet sendiri, gitu. Memang aku design se, seee efisien mungkin, segamp..., nggak segampang juga sih, maksudnya tetep memenuhi ee indikator-indikator cuman dibikin simple aja tugasnya, jadi mereka nggak harus takes time yang terlalu berapa hari gitu sih, seminggu dua minggu gitu enggak. Terus ee tetep tugasnya itu, aku	ADR - Readiness

		bikin biar siswanya nyaman aja. Ya biar mereka santai, nggak sudah, jadi ee sesuai dari level tingkatan ee kognitif manapun, nggak akan keberatan gitu loh. Yang low nggak merasa kesulitan dan yang pinter juga nggak merasa ee terlalu mudah atau menyepelkan itu juga nggak. Jadi, kayak jadi dibikin sama aja. Jadi secara umum kalau boleh dibilang mereka siap sih. Siap buat belajar, ngerjain, gitu.	
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