

**INDONESIAN EFL PRESERVICE TEACHER'S ANXIETY DURING
"KAMPUS MENGAJAR PROGRAM"**

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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April 2023

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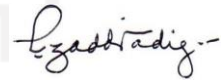
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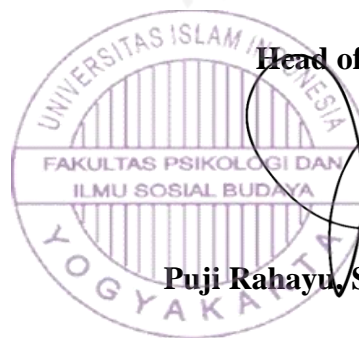


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Yogyakarta, 21 March 2023

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STATEMENTS OF WORK'S ORIGINALITY

I am Rahayu Nur Fatimah, and I declare that the thesis I made is the real result of my own work and did not take any report from anyone else.

Yogyakarta, 21 March 2023
Author,



Rahayu Nur Fatimah
NIM.19322077

MOTTO

" Believe that Allah will not give a test beyond the limits of his servant."



DEDICATION

I dedicate this result to myself. Thank you for always trying to continue to complete every level of education and keep getting up even though you fall and feel many doubts. Thank you for keep believing in yourself and trying your best despite the many difficulties that come. I also dedicate this to my family, especially my Father Fuad Lutfi, and my mother WidaNingsih. Thank you for always supporting me, praying and always striving for the best education for me. Thank you to all my friends and best friends, especially to Aisa Ayudia Nathania and Wanda Rika Meilena who have always been the best friends who faithfully accompany me during this learning process. May you all always be blessed in the process of life and always in the protection of Allah SWT.

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ABSTRACT

This research was participated by one of the EFL preservice teachers who was following in “Kampus Mengajar” program that was placed in one remote elementary school. The purpose of this study was to find the main factors that influence the teaching anxiety felt by preservice teachers when teaching in the classroom during the program. Since Kampus Mengajar programs will continue to be held annually, it would be helpful for the students who will follow this program in order to minimize teaching anxiety if the causative factors of teaching anxiety were known. The method used is qualitative by collecting data through diaries and interviews. The result of this study is 4 main factors affect teaching anxiety in preservice teachers while participating in the “Kampus Mengajar” program. These factors are implementation, teacher-student interaction, preparation, and also negative feedback. In addition, 3 minor factors such as anxiety about speaking in front of the classroom, disturbance in the classroom, and difficult questions asked by students were also found to be quite affecting factors in the teaching anxiety of an EFL preservice teacher.

Keywords: teaching Anxiety, EFL preservice teacher, Kampus Mengajar.

CHAPTER I

INTRODUCTION

1.1. Background of Study

Teaching anxiety was experienced by many teachers in various fields. Many factors cause anxiety when teaching, some of them are a lack of confidence, fear of making mistakes, and fear of negative results (Liu & Wu, 2021). These influenced teacher behavior, especially preservice teachers who do not have much experience and ways to deal with anxiety when teaching (Yoon, 2012). These factors often bring a less good effect during the learning process. This topic becomes so important because knowing the factors that cause anxiety symptoms in teaching will be a foundation for a better understanding of how to reduce anxiety in the right way, especially for preservice teachers who have just stepped into the world of teaching.

In the research conducted by Merch (2011), Some teachers express their feelings when teaching in the classroom. Feelings of anxiety when teaching may be felt by every teacher, especially teachers who still have little experience in teaching such as preservice teachers (Yoon, 2012). The role and feelings of a teacher are important when the learning process is carried out. Therefore, the response of several preservice teachers' writings about their anxiety in a diary during the teaching practicum process has been studied by Merch (2011). Merch (2011) analyzed preservice teacher anxiety during teaching practicum using qualitative methods. The data were taken from a collection of preservice teacher diaries each

week and also through interviews to provide more tangible evidence. The findings of this data collection are the discovery of several factors that affect their anxiety. Some of these factors are student profiles and classes to be taught, classroom management, teaching procedures, observations, mentors, and also diversity in teaching. Preservice teachers experience anxiety when they encounter classroom situations that are not as expected. Therefore, preservice teachers need to take metrology courses (courses that teach about methods and solutions to solve problems while teaching in the classroom). In addition, the preservice teacher's emotional state is also important and they should have stable and good emotions to place learning well. The anxiety of teaching is motivated by different things. Starting from the preparation of the class, the teaching process, and the results of the learning that trigger anxiety among teachers who teach. Some teachers express their feelings when teaching in the classroom, as in research conducted by Merch (2011). Feelings of anxiety when teaching may be felt by every teacher, especially teachers who still have little experience in teaching such as preservice teachers (Yoon, 2012).

Anxiety in teaching in the class because of lack of confidence and other things caused many negative effects on the teacher's mental and physical. Liu & Wu (2021) analyzed the correlation between teaching anxiety and anxiety of foreign language teachers, the main factors causing anxiety, and the effects of anxiety, especially on non-native speaker teachers. They used the adapted Teaching Anxiety Scale (TAS) questionnaire from Parsons (1973) and also the English Foreign Language Teaching Anxiety Scale (EFLTS) questionnaire from Horwitz (2008).

The study found that the main factors of teaching anxiety were worrying about teaching in the classroom, worrying about research, other jobs, promotions, interests, and confidence. In addition, the main factors of foreign language teacher anxiety were fear of speaking English, negative results, lack of confidence, fear of making mistakes, and fear of failure in understanding. The study also revealed that gender, age, and education level significantly affected anxiety in teaching so it was not uncommon to cause health problems and negative effects such as insomnia, less concentration, irritability, nervousness, depression, and several other things. There are so many effects caused by the anxiety felt by teachers when teaching their students.

In addition to some of these things, the lack of proficiency in English and the inherent thought of comparing English with the mother tongue of the preservice teacher are also factors that cannot be ignored. Yoon (2012) conducted research to test and find out the main triggers of EFL preservice teachers' anxiety who do not have enough English skills and teaching experience in the classroom during practicum. The results of this study illustrated that preservice teachers felt anxious when teaching using English because they were not confident in speaking and English is not their mother tongue. Therefore, this research found four anxiety factors: 1) anxiety about speaking in class, 2) Confidence in the language mastered, 3) anxiety of less preparation before the class, 4) and ways to overcome the anxiety. Some of these findings resulted in a solution that should be held in preservice teacher training to further increase their confidence and reduce anxiety.

Tum (2014) investigated the susceptibility of preservice teachers' anxiety to the language used in the classroom, its influence, and measures to overcome anxiety itself. There were several ways offered to help reduce such anxiety. First, anxiety is something that everyone must feel, mistakes cannot be avoided and become learning materials later and set the mindset. The next way is to take a teacher training course to improve teaching skills and to perform a mature class plan with 3 aspects (input, processing, and output). High teacher anxiety can cause the teacher to avoid using the target language in the classroom and prefer to use the mother tongue. Teachers who experience anxiety also tend to continuously correct student errors so that it will have the potential for student anxiety that is taught. On the

contrary, teachers who have low anxiety levels are less concerned with their mistakes in class. They are more active in communicating with students and do not continuously correct student errors. They are more willing to let their students communicate even if they make mistakes. This certainly cannot be avoided, but knowing the various factors that cause it will be very helpful in reducing the teacher's displeasure. This research can be used as a reference to be able to further develop the learning process and overcome the anxiety felt by teachers in the future.

Of the many cases investigated, there have been many studies conducted to measure teacher anxiety, especially research conducted on preservice teachers who are practicums at the level of junior high schools and senior high schools using quantitative methods (Liu & Wu, 2021; Yoon, 2012; Tum, 2014), but fewer researcher investigates about teaching anxiety on a preservice teacher who followed Kampus Mengajar program using qualitative methods such as those done by

(Merch, 2011). The Kampus Mengajar Program is program that is unique because the benefits felt are interrelated. Among them, it can hone participants' soft skills in critical thinking and problem-solving. So in this study, it becomes interesting to find out the main causes of factors that cause anxiety in participants who follow the program. This is a place to hone in on solving a problem faced in Kampus Mengajar programs. To find these main factors, Diaries and interviews are used as instruments to collect data on anxiety felt by preservice teachers during a teaching in the classroom. This study aims to know specifically the main factor causing anxiety possessed by preservice teachers by using diaries and interviews.

1.2. Identification of the Problems

There were several obstacles faced by preservice teachers when participating in the Kampus Mengajar program, one of which is the anxiety faced when directly involved in directing the learning process directly. Anxiety is a form of response to concerns from an event that has not been experienced or worry about the consequences after the incident (Liu & Wu, 2021). Therefore, I am interested in investigating the anxiety of teaching in this Kampus Mengajar program. This research can be useful to find out what factors cause this anxiety and can be used to develop aspects in overcoming this in the future.

1.3. Limitations of the Problems

This research focuses on EFL preservice teacher who participated in the Kampus Mengajar program which was placed in one of the elementary schools in Nusa Tenggara Barat. The activity carried out in this study was to write down the

anxiety felt by the preservice teacher during the program process. This study also used interviews as a follow-up to data collection.

1.4. Formulation of the Problem

This study is intended to answer the following question:

What are the main factors of anxiety that preservice teachers experience during their teaching practicum?

1.5. Objective of the Study

The object of the study is to find out the dominant factors that cause anxiety in preservice teachers who take part in the Kampus Mengajar program when preparing and carrying out the teaching process in the classroom for the first time.

1.6. Significance of the Study

This research is expected to provide new insights into the anxiety that some preservice teachers face when preparing and teaching in the classroom for the first time, especially for students who will participate in the Kampus Mengajar program in the next Batch. This research is expected to have a positive impact on the anxiety that students experience when participating in the program.

CHAPTER II

LITERATURE REVIEW

2.1. EFL Teaching Anxiety

Anxiety is something that every human being feels towards unusual situations and causes feelings of tension and nervousness (Yoon, 2012). Anxiety is commonly felt by people who face things they have not felt before or things that they have felt but have uncertain results. This uncertainty triggers a feeling of anxiety in a person. Anxiety can also be experienced by preservice teachers in the learning process, especially in countries where English is taught as a foreign language (EFL). Anxiety in teaching is generally caused by insufficient teaching experiences which causes concern (Tum, 2014). Several studies show that many factors cause anxiety in teaching EFL preservice teachers. One of them as explained by G & L (1994) (cited in L & W, 2021) that anxiety in teaching is very close to how the preparation process for implementation before teaching activities is carried out. The teacher's performance as one of the main factors that support the lesson sometimes makes this a task that must be considered by the EFL preservice teacher before starting the teaching process in the classroom. This obligation imposes on EFL preservice teachers when there are deficiencies in teaching preparation that cause anxiety effects for them. Machida (2015) states that the more experience the EFL teacher gains when teaching, the thinner anxiety that teacher has, and the anxiety felt by teachers is also triggered by a lack of self-confidence level in themselves when teaching. This self-distrust generally arises due to the lack of

communication skills possessed by an EFL teacher in interacting with students. In addition, Liu & Wu (2021) found that anxiety caused by the lack of self-confidence level was caused by insufficient abilities in their language fluency and also the absence of life experience or study abroad. Morton et. all. (1997) claims that EFL teaching anxiety can be preceded by stress due to the initial fear in the first experience of teaching and also the thing that triggers anxiety in teachers has a different level because it is caused by the cognitive assessment and background of each teacher, this is the reason behind triggering anxiety of each teacher is different.

2.2. Kampus Mengajar Program

EFL preservice teachers have gone through some exercises before being deployed directly to teach the students. This teaching practicum is called peer micro-teaching which is useful for training preservice teachers in facing various challenges when teaching in the future. Teaching practice includes various steps in planning various learning activities, choosing various teaching methods, and how to cope with students properly and correctly during the learning (Crichton, Gil, & Hadfield, 2021). This process is carried out as learning on campus for preservice teachers to have experience and an image of being a teacher at school.

In addition to conducting teaching practice experiments on campus, Kampus Mengajar is also one of the major programs organized by the Indonesian Ministry of Education as a forum to increase the experience of preservice teachers in carrying out teaching practice activities in the classroom. This program directly distributes preservice teachers who join the program to schools across the country.

Anwar (2021) explained that the Kampus Mengajar program provides many

opportunities for students to hone and train their skills and abilities in learning. But it is undeniable that during the process of teaching campus programs, there must be challenges felt by students when carrying it out, one of which is anxiety itself. The anxiety of student teachers in their first experience of teaching as a teacher is something that cannot be ruled out, the experience of teaching will have a great impact on the student-teacher (Miller & Jurs, 1974; Oral, 2012).

2.3. Theoretical Framework

Gardner & Leak (1994) explained that teaching anxiety is often closely related to the preparation of the implementation of activities that a teacher will carry out for their students in the classroom. Teacher anxiety in teaching is influenced by several factors including anxiety to speak in front of the classroom, disturbances in the classroom, teacher and student interactions, difficult questions asked by students, evaluation at the end of the learning semester, and also getting negative feedback described as a trigger for teacher distress when teaching. The situation that increases teaching anxiety in teachers does not infrequently have a profound effect that causes teachers to choose to retreat or not continue their profession. Therefore, research on this matter is important because it can minimize the ineffectiveness of teacher activities in the classroom. Teacher anxiety in teaching is detrimental because it directly impacts the continuity of teaching continuously.

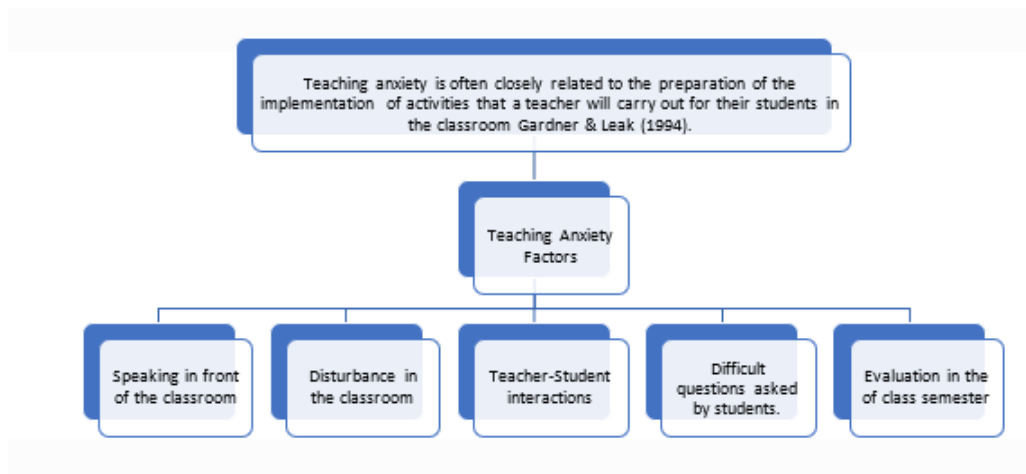


Figure 1 Teaching Anxiety Factors by Gardner & Leak (1994)



CHAPTER III

RESEARCH DESIGN

This chapter presents the methodology of the study. It covered the research design, data preparation, data collecting technique, data analysis, and trustworthiness.

3.1. Research Design

This study has been designed as a case study that uses qualitative methods to determine the anxiety felt by a preservice teacher when teaching. Creswell (2013) explained that this qualitative method was used to analyze stories, sounds, and individual relationships by monitoring participants through their activities, stories, and experiences. The use of qualitative methods in this study was to find out the factors that most influence teaching anxiety in preservice teachers. This research process was carried out using a diary and also interviewing the preservice teachers who participated in this study.

3.2. Data Preparation

There were some points that researchers need to consider in data collection such as setting and participants, consent forms, types of data, and data sources.

3.2.1. Setting and participant

This research was conducted in one of the elementary schools located in Dompu, Nusa Tenggara Barat province which has students with limited background knowledge. This school is located in a remote area with an environment where most of the population a living as farmers.

The participant recruited in this study was one female preservice teacher named Ayera (pseudonym name) who is 20 years old. She has participated in the Kampus Mengajar batch 4 program placed in the area for one semester. Ayera has more than 10 years of experience learning English. The background of her daily language was the Indonesian language as well, and English is included in the foreign language she learns. Ayera had little teaching experience when she was a student at senior high school, and this program is Ayera's first experience as a preservice teacher to teach students in the classroom. The main purpose of this study was to investigate the teaching anxiety experienced by Ayera in the experiences they participated in during the Kampus Mengajar program.

3.2.2. Types of data

The type of data used in this study was qualitative in the form of a diary written by a preservice teacher and also through interviews.

3.2.3. Source of the data

The data were collected from diaries and interviews. Ayera who had participated in this study was asked to write a diary about their anxiety during the teaching process. The last preservice teacher was given several questions that had been prepared through an interview session.

3.2.4. Informed consent

Requesting permission before doing data collection was indispensable. Preservice teachers who participated in this study were given a form to fill out their willingness and also their consent in participating in this research. This was done

out of courtesy and also to protect the privacy of their data. Filling out the form also includes information from the researcher about the purpose of the research, the timing of implementation, the benefits of this research, and all aspects related to the participant data such as name, age, gender, and some other data.

3.3. Data Collecting Technique

There were diaries and interviews to collect the data.

3.3.1. Diary

In this study, data collection was carried out through Ayera's daily record, namely the diary. Ayera who had participated in this study were asked to write a note in the form of her daily diary about their feeling when going to and after teaching in the classroom. The diary that must be written includes her feelings when she was preparing for class activities, the anxiety she feels, the obstacles she faces, and the effects she feels from that in 200-300 words. The diary has been given a template that must be written in the form of what will or has been done at the meeting and what feelings of anxiety are felt when it occurs. This diary was written before or after teaching as much as she does the program of activities which is less than ten meetings in one semester using the Indonesian language. From the diary written as many as 4 meetings teaching English, the data on the feelings of anxiety that Ayera write-down was recorded and analyzed. Through taking data from the diary book made by her, it has known some factors of anxiety felt by her from the experience of participating in this Kampus Mengajar program. From the data written by Ayera, several keywords of anxiety that she felt were recorded and then asked directly specifically when the interview session was conducted Interview.

The latest data collection in this study was carried out using interview sessions. This interview was conducted after the program ended and placed in the one of University in Yogyakarta environment providing several questions that had been provided. This interview was conducted using Indonesian so that the participant has a better understanding of the questions given and also more freely answers the questions according to what she felt. This interview was conducted to dig deeper and also provide validation of the data collected earlier. In this session, Ayera was also given questions about anxiety that she wrote about in her previous diary to get a more specific explanation of the things she wrote. It is also used to confirm events that cause concern during the program. At this stage, a participant has been given questions that include several factors that cause anxiety in teaching. In this interview session, a participant was expected to share her experiences of anxiety in teaching openly and comfortably. A participant was asked to respond openly to the questions that have been given according to what she felt when teaching in the classroom.

Interview Questions

This instrument question was based on a theory from Gardner & Leak (1994). One of the data collection is through interviews using this question.

Table 1 Interview Question

Definition	Component	Interview Question
Teaching anxiety is often closely related to the preparation of the implementation of activities that a teacher will carry out for	Preparation	How do you prepare your teaching? Did you prepare enough before teaching to not feel anxious in the classroom?

their students in the classroom Gardner & Leak (1994).	Implementation	How do you implement your lesson plan/teaching plans? Is there any anxiety you felt during it?
Teaching anxiety is influenced by several factors including anxiety to speak in front of the classroom, disturbances in the classroom, teacher and student interactions, difficult questions asked by students, evaluation at the end of the learning semester, and also getting negative feedback described as a trigger for teacher distress when teaching.	Anxiety to speaking in front of the classroom	Tell me about your teaching practice in classrooms. Did u have some struggle that causes anxiety when speaking to the student?
	Disturbance in the classroom	How do you feel when teaching in classrooms? Do you have anxiety to face it?
	Teacher-Student interactions	Is there any unexpected interaction that causes anxiety? What kind of disturbances in the classroom that make the learning process disrupted?
	Difficult questions asked by students	What kind of student questions are difficult for you to answer? How do you feel when answering it question?
	Evaluation in the of class semester	What is the thing that makes you anxious when doing an evaluation at the end of the semester?
	Negative Feedback	What do you do when you get a negative response from students?

3.4. Data Analysis Technique

The data contained in this study were processed using thematic analysis. The thematic analysis proposes a theoretically flexible approach to investigating the qualitative data (Braun & Clarke, 2014). This thematic analysis method was used to analyze, identify, and also describe the data obtained in detail. In addition,

this thematic analysis was a useful realist method to validly report the experiences shared by participants in this study about the teaching anxiety felt in the classroom.

One of the stages of analyzing data was coding. Examples of codes used in this study are illustrated in Table 2.

Table 2 Interview Coding System

Codes	Meaning
IP/005	The excerpt was taken from the data of Ayera's interview transcript, line 005, coding Implementation
TSI/004	The excerpt was taken from the data of Ayera's interview transcript, line 004, coding Teacher-Student Interaction.
PP/001	The excerpt was taken from the data of Ayera's interview transcript, line 001, coding Preparation.
ASIC/008	The excerpt was taken from the data of Ayera's interview transcript, line 008, coding Anxiety to Speaking In front of The Classroom.
DIC/010	The excerpt was taken from the data of Ayera's interview transcript, line 010, coding Disturbance in the Classroom.
DQAS/008	The excerpt was taken from the data of Ayera's interview transcript, line 008, coding Difficult Question Asked by Student.
NF/010	The excerpt was taken from the data of Ayera's interview transcript, line 010, coding Negative Feedback.

3.5. Trustworthiness of Data

To obtain reliable validation results on the conclusions of the data of this study conducted, the results obtained were observed repeatedly as many times as necessary to review the results of the data obtained. Based on Creswell (2013) validation means something that can convince the judgment of others where the results obtained can be interesting, convincing, and have strong data to prove the

validity of the results obtained. To prove the validity, it can be done using Triangulation. The process carried out is in the form of including strong evidence from several other sources in explaining the issues and points of view discussed in the study. Creswell (2013) states when researchers have evidence in documentation from various types of sources, then to provide validation for their findings, triangulation will be carried out. Triangulation was also recommended to prove the correctness of the data because the existing data was obtained from different sources which means that researchers collect more than one data in detail. Data validation was carried out by confirming the data from diaries in the interview session. Some of the words that were highlighted were asked again to Ayera to check the truth of the diary she wrote. This is also done because there are some sentences that she wrote that do not really show anxiety so that in the interview session Ayera can retell the feelings of anxiety that she felt in more detail and specifically. The results of the diary reaffirmed by confirming the factors causing anxiety found in the participants concerned along with asking several questions to convince the data obtained during the interview session.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes all the findings of the data collected and their analysis. The format is a finding and discussion from diaries and interviews. Discussions should be related to the theories discussed in the previous chapter.

4.1. Findings

In this part, the data findings are presented from 2 different types of data collection sources. They were categorized into certain themes and coded to support the findings and discussion of this study.

4.1.1. Diary and Interview

The main data used for analysis in this study were taken from the diary created by the participant. The diary includes the activities carried out and the anxiety felt when participants teach English in the classroom. The diary was created following several meetings that required participants to teach English in the classroom. Data was also taken from semi-structured interviews with open-ended questions taken from the theory initiated by Gardner & Leak (1994). The interviews conducted with Ayera were used to confirm some sentences that she wrote on the diary. Analysis of qualitative data collected through a diary written by a participant showed four major factors and two minor factors besides the data from the interview show seven-factor including four major factors and three minor factors as sources of teaching anxiety in preservice teachers when attending the Kampus Mengajar

program. The factors that influence teaching anxiety for preservice teachers are listed in Table 3.

Table 3 Prominent Themes Diaries and Interview

	Diaries	Interview
Prominent Themes	Implementation	Implementation
	Teacher-Student Interaction	Teacher-Student Interaction
	Preparation	Preparation
	Negative Feedback	Negative Feedback
	-	Anxiety to speaking in front of the classroom
	Disturbance in the classroom	Disturbance in the classroom
	Difficult questions asked by students	Difficult questions asked by students

Implementation

From the analysis of the diary and interview data, implementation is the top major factor that most influences preservice teacher anxiety in teaching. Implementation includes several things, namely anxiety in how to deliver the material, anxiety in the incompatibility of the situation encountered when in class, confusion and difficulties in teaching students, and worry about students' incomprehension and lack of methods for the material to be explained. Participants feel anxiety about these things when teaching in the classroom. It can be proved based on the following excerpt:

It feels very difficult if there is no actual English teacher to accompany me when teaching. So I don't feel satisfied with what I have taught, I am

worried there are shortcomings or that the methods I teach will make my students confused. Another thing I feel is that it is difficult to make students understand quickly by completing the exercises given, for example making sentences even though they have been explained repeatedly. In such conditions, I find it difficult because I have to teach by myself, especially in the context of giving English lessons plus there is no actual teacher to help (IP/002/DIARIES).

“...I felt how I can teach later or how I deliver the material..” (IP/005).

From this excerpt, the form of anxiety that Ayera felt when the campus taught was the difficulty and confusion in providing suitable material because there was no real teacher to accompany her when teaching in class. When this happens repeatedly, Ayera's coping self-mechanism is to try to ask directly about the last material learned by students and try to provide new material that is quite easy to understand.

Teacher-Student Interaction

The second major factor that affects anxiety is Teacher-student Interaction. These factors include anxiety in the communication interaction of teachers and students, anxiety in the process of delivery interaction on student understanding, and anxiety about unexpected interactions. Evidence that this factor affects anxiety in teaching to preservice teachers is found in the following excerpt:

I don't use two languages like Indonesian and English only but also use the mother tongue language. This is done because students have difficulty understanding some vocabulary in Indonesian (TSI/001/DIARIES).

From the sentence written by Ayera, it does not appear that anxiety is hardened. So this was reconfirmed and from the explanation, Ayera gave the sentence interpreted as anxiety because the language to communicate used Dompu language while Ayera did not really master the language.

“The first thing that scares me is the student can't be controlled by me, and I am scared it will affect to what I delivered..” (TSI/004).

Preparation

Preparation is the third factor causing teaching anxiety felt by participants. Preparation includes things like planning before doing activities in the classroom. Participants feel anxiety as a result of lack of preparation and often get instructions to teach suddenly which results in the absence of prior preparation. Evidence of anxiety felt by participants can be seen in the following excerpt:

At the first meeting, I felt that I was not very ready to teach English in classes four to above because of one thing or many other things. First, because the actual teacher asked for help suddenly, so I didn't have more preparation to teach what material in the class (PP/001/DIARIES).

“..I also ordered to teach suddenly without any announcement or explanation before...” (PP/001).

From the excerpt, it shows Ayera's anxiety when asked to teach suddenly and has not prepared anything. Because this is repeated more than once, sometimes Ayera asks for help from other preservice teachers to name her while teaching even though the preservice teacher has a different major. Ayera explained this when reconfirming the data written in the diary.

Negative Feedback

Negative Feedback is the fourth major factor that affects teaching anxiety during the Kampus Mengajar program. Anxiety in this factor includes concerns and fears of input, criticism, and complaints made by students to the preservice teacher while teaching. Participants feel anxiety from these factors which can be seen from the excerpt below:

Some students complain about the difficulty of reading "verbs" in English and making sentences (NF/002/DIARIES).

From the exercise, Ayera explained that several times students had complained because of the difficulty of what was being learned which had a slight effect on anxiety about the material taught.

Two minor factors that influence teaching anxiety are found in diaries such as disturbance in the classroom which includes things like anxiety about disturbances caused by students during the learning process. The second was difficult questions asked by students which include anxiety when the learning process is not or less able to be answered directly by the preservice teacher. In the results of the interview, there is a three-minor factor, which is Anxiety about speaking in front of the classroom. This is expressed by the participant because they feel anxious. After all, the background of the students is still very minimal. A participant explained that students who are faced with being less able to understand English, even teaching using the Indonesian language still difficult for students in the school to understand. Therefore, participants are required to be able to explain English material using regional languages. Other minor factors are Disturbance in the classroom and Difficult questions asked by students which are similar to diaries written by participants.

From these findings, there are several similarities and differences between the results of the diary and interview data that have been obtained. The similarity is that there are four main factors in the same order as the cause of anxiety experienced by preservice teachers while participating in the "Kampus Mengajar" program.

Some of the main factors are implementation, the second is teacher-student interaction, the third is preparation, and the last is negative feedback. Meanwhile, the difference between the two data taken is in minor factors. Where from the results of the diary data there were two minor factors found, while from the results of the interview data, there were three minor factors found. The results of data from the diary show disturbance factors in the classroom and difficult questions asked by students written by the preservice teacher. In addition, interview data shows Anxiety about speaking in front of the classroom, disturbance in the classroom, and difficult questions asked by students as minor factors that cause anxiety. The interview data describes in more detail the feelings of anxiety from the diary data written by the participants. Although there is a slight difference in the results of the data obtained, it can be concluded that implementation is the main factor that has a big influence. The implementation factor is the unpreparedness of participants in practicing teaching in the classroom it creates anxiety.

4.2. Discussion

This section discusses the researchers' findings. The first discussion was about the lack of preparation for teaching makes unready to teach in the class which was carried out by preservice teachers when participating in the "Kampus Mengajar" program. Meanwhile, the second discussion was about classroom teaching practice as the prominent cause of teachers' anxiety during the program. Moreover, a discussion about teacher-student interaction in the classroom. The last is a discussion about the fear of negative feedback felt by preservice teachers during teaching.

4.2.1. Lack of preparation for teaching makes unready to teach in the class

One of the factors causing anxiety in preservice teachers is preparation for teaching practice. Machida (2015) validates that the main sources of anxiety are a lack of confidence and a lack of preparation in teaching English. Similarly, Merch (2011) adds that anxiety stems from insufficient ability and confidence and a lack of class preparation. This is a source of anxiety experienced by preservice teachers when teaching their students. Lack of preparation can trigger the lack of skills of a preservice teacher in the classroom. Fluency in the teaching process can be hampered by a lack of preparation in teaching. Poor preparation can lead to a lack of competence when the teaching process is carried out. The analysis of the data found, the lack of preparation in a preservice teacher in teaching is one of the main factors causing anxiety. A preservice teacher who has insufficient preparation will feel inadequate in providing material or controlling activities during teaching.

The results from the data diary and interview show that preparation is an important thing to minimize inadequacies in teaching. In addition, the lack of time to prepare a lesson plan also greatly affects the readiness of a teacher in teaching. This condition is prone to cause concern for a preservice teacher in providing material and also directing students well. Following this, Yoon (2012) stated that one of the four factors that influence anxiety when teaching is preparation such as planning activities and materials before class. Lack of preparation will affect the material and also the activities that will be taught to students. Therefore, preparation is very important and becomes a basic thing before educating the students. Careful preparation will help the preservice teacher in avoiding anxious feelings such as worry and nervousness during teaching. The reduced anxiety of preservice teachers when teaching will certainly have a good impact on students because an EFL teacher must be able to train students' abilities and confidence in the language. But if the preservice teacher who teaches students alone has difficulty with the anxiety she faces how can she build a positive thing in the student toward learning the English language. As stated by Tum (2014) how a teacher will optimize the ability of students while the teacher who teaches has a problem handling anxiety in teaching.

Preservice teacher teaching anxiety due to lack of participation in teaching is of course a fairly high gap in carrying out learning activities in the classroom. This can be addressed with better and more organized preparation before entering the classroom. Reducing anxiety can be done through careful classroom planning including input, processing, and output (Tum, 2014). Taking the right steps and also

Careful preparation will certainly reduce the anxiety of a preservice teacher when teaching the students.

4.2.2. Classroom teaching practice as the prominent cause of teachers'

anxiety

The teaching practice in the classroom cannot be separated from the obligations of a preservice teacher. This activity requires a preservice teacher to be able to provide activities and deliver material that can be understood by students well in its implementation. Although the teaching practice can also cause teaching anxiety for the preservice teacher. Many preservice teachers are new in having their first teaching experience and feeling different anxieties. One of them as researched by Liu&Wu (2021) is that preservice teachers have a fear of the ineffectiveness of teaching, fear of students' dislike of the teaching provided, and also fear of not being able to motivate students during the learning process. This is balanced with the

results obtained from the research carried out. Preservice teachers experience anxiety when implementing teaching in the classroom. This factor is a factor that greatly affects the anxiety of preservice teachers when participating in the "Kampus Mengajar" program. Although Anwar (2021) stated that the Kampus Mengajar program is a forum that provides opportunities for students to train character and provide new experiences for students. This situation must not escape some of the difficulties faced by preservice teachers, one of which is anxiety in teaching itself.

Preservice teachers feel confusion and difficulty when providing the learning process to students. Such as difficulty in explaining the material or providing appropriate activities in the classroom. Explaining the material

straightforwardly through good and true language also does not escape the implementation of teaching practices. These skills must be possessed by the preservice teacher when teaching her students. However, it is not uncommon for the implementation of speaking skills in front of the class to also make the preservice teacher anxious. Kralova (2019) confirms that English-speaking competence is a major cause of anxiety. Kim&Kim (2004) also added that anxiety levels can be generated when speaking in public. Even so, in this study, preservice teachers had anxiety about students who had language retardation. The placement of school locations far from urban areas has residents who still use their respective regional languages in communicating. Anxiety arises due to the inability of preservice teachers in implementing the mother tongue into English teaching.

Horwitz (1996) asserts that anxiety in language skills is not the only factor that causes language teacher anxiety. Many things are factors in preservice teacher anxiety in carrying out teaching practices. Among them are things that have been explained, namely expertise in delivering material, difficulties in making students understand the explanations given, lack of methods in explaining the material, and also the differences in the tactics encountered when dealing directly with students are the factors that most influence anxiety itself.

4.2.3. The unexpected Teacher-student Interaction makes confused to face the situation

The interaction between preservice teachers and students is an important bridge in learning activities. A preservice teacher must build good learning interactions so that students can fully understand what they are teaching. But it is not

uncommon for a preservice teacher to feel anxious about the interactions experienced in the classroom that cause symptoms such as nervousness. Anxiety is a subjective squeeze, namely the squeeze of rancidity, fear, nervousness, and worry related to the nervous system (Horwitz, Horwitz, & Cope, 1986). Preservice teachers worry about unexpected interactions such as students' language settings that have limitations in understanding English and Indonesian and other unexpected situations such as questions raised by students. Conditions, where preservice teachers feel nervous to interact or just talk to students, have a bad impact on teaching. As conceptualized by Gardner & Leak (1994) that anxiety is also related to the existence of interactions that involve student questions, meeting, or talking to students. This situation sometimes affects the anxiety felt by preservice teachers when they have to deal with their students.

The existing rules and applications in the Kampus Mengajars program make preservice teachers who take part in this program meet students who have limited background in knowledge and language so that sometimes they have obstacles when interacting with their students. Conditions are much different from what was imagined. This often causes anxiety about the situation of the interaction that has just been faced. Preservice teachers have concerns about interactions that require them to communicate not only using Indonesian and English but also using the student's regional language called Dombu language. This, of course, brings some anxiety about teacher-student interaction during the learning process.

4.2.4. Fear of negative feedback

Every time a lesson is carried out in the classroom, of course, there will be some feedback that will be obtained at the end or in the middle of learning. Positive and negative feedback is a natural thing that will be obtained when the learning process occurs. The feedback can be given to both teachers and students. As a teacher who has little experience, preservice teachers are prone to worry about negative feedback given by their colleagues and students directly or indirectly. This anxiety makes the preservice teacher fear making a mistake when teaching in the classroom. Tum (2014) also explained that teachers tend to be afraid of negative judgments and evaluations of mistakes that have been made so sometimes they are afraid to look stupid in front of their colleagues. Liu&Wu (2021) also describe anxiety as an evaluation or a future consequence of an event experienced. Negative feedback in the form of criticism, as well as complaints does not necessarily occur enough to affect anxiety during the "Kampus Merdeka" program.

From the results studied, preservice teachers receive more negative feedback from students than their teaching colleagues. Most of them are complaints from students who express difficulties in learning English. Gardner&Leak (1994) also emphasized that 39% of unkind comments from students affected anxiety in teaching. This is following the results of the data taken. Although it is only limited to complaints raised, negative feedback and evaluation are one of the factors that affect making anxiety in teaching. Sources of anxiety related to teaching foreign languages are mentioned as limited English skills, lack of self-confidence, lack of language and educational skills, inadequate preparation of classes compared to

native speakers, fear of negative evaluations, and lack of teaching experience field (Merch, 2011).



CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

This research was conducted to see the main factors causing anxiety that are often felt by preservice teachers, especially in the "Kampus Mengajar" program. The participant who took part in this study was Ayera who join in the "Kampus Mengajar" program batch 4 as a preservice teacher who was placed in an elementary school located in Dombu, Nusa Tenggara Barat. From the data collection results in diaries and interviews, it was found the main factors that most influenced the anxiety of teaching English felt by Ayera. The conclusion of the two data is four main factors cause teaching anxiety in EFL preservice teachers. The first factor is Implementation, which includes applying activities in the classroom. In diaries and interviews, Ayera felt extreme worry when delivering the material, faced the discrepancy of the situation encountered, anxiety about the incomprehension of the students taught, and also the absence of the school's English teacher who should be accompanied or directed her from the beginning of the first meeting to the last. This is the most prominent factor from the data results found. The second factor is Teacher-student Interaction where Ayera feels anxiety when interacting with students during the teaching process in the classroom. The third factor of teaching anxiety is Preparation, Ayera said that she felt anxious when it comes to teaching in a state with a lack of preparation. The last factor is Negative feedback. Negative feedback was told by Ayera to be one of the factors that

influence the anxiety that she feels. Ayera feels that negative feedback was enough to give fear of the bad results from the teaching process that she does in the classroom. On the other hand, several minor factors were also found in the results of this study. Minor factors that affect the teaching anxiety of an EFL preservice teacher are Anxiety about speaking in front of the classroom, Disturbance in the classroom, and also Difficult questions asked by students.

5.2. Suggestion

The research carried out has some limitations that must be observed so it can be done much better in subsequent studies. First, this study involved only one preservice teacher who participated in finding the main factor of teaching anxiety when the "Kampus Mengajar" program was held. For future research, it would be better to involve more participants so that the data results obtained are more robust and accurate. Second, the data taken in the form of a diary is requested when the participant is halfway through the process of participating in the "Kampus Mengajar" program. Further research is expected to prepare steps for collecting diary data with a more neatly arranged expansion so that the data obtained is maximized. Third, the method used during the study only used diaries and interviews. Because when a researcher was going to observe videos when EFL preservice teachers were teaching, the researcher did not find many accurate videos due to a lack of preparation when taking data. Further research is recommended to add a method in the form of observation by asking participants to record videos when they teach English in the classroom. With the addition of methods, it is hoped that the results that will be obtained by subsequent studies are much better than

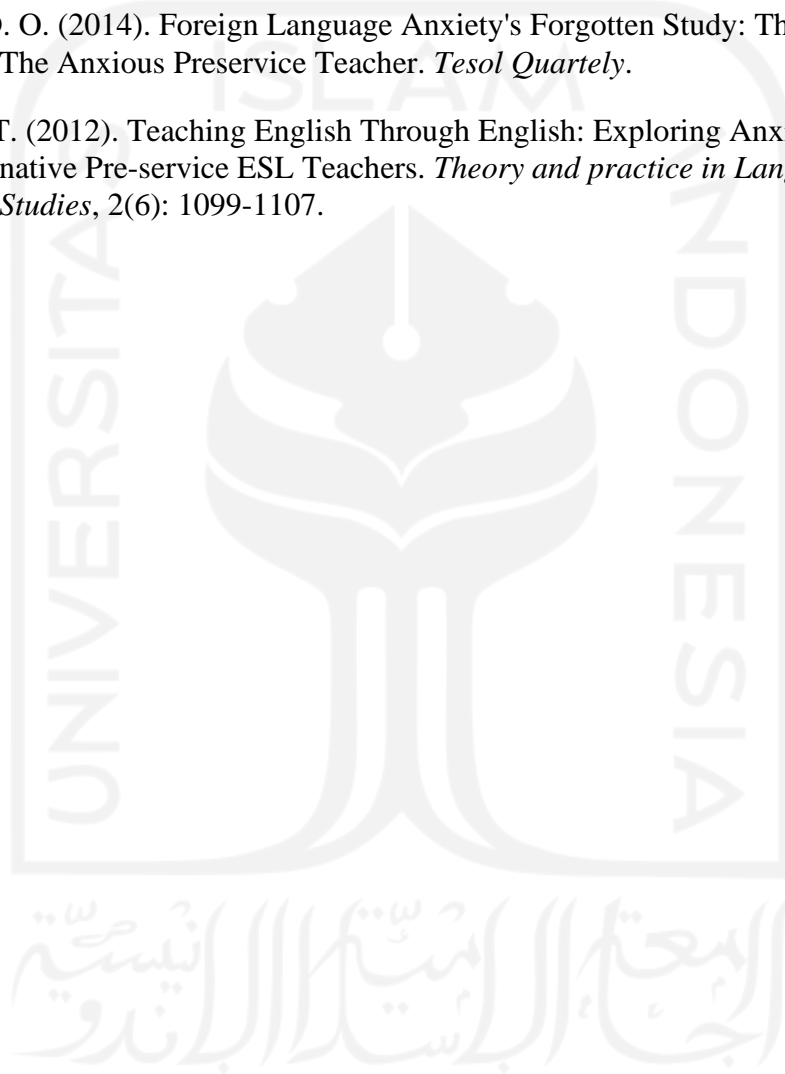
those that already exist. Because the "Kampus Mengajar" program will continue to be implemented every year, it is hoped that future researchers who conduct future studies on teaching anxiety felt by EFL preservice teachers can have a good impact and also a way to overcome teaching anxiety when the "Kampus Mengajar" program is held.



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APPENDICES

Diary

REFLECTIVE REPORT

Full Name : Jumiatul Arpian (meeting1)

What I do in this meeting:

Pada meeting pertama ini saya diminta tolong salah satu guru di sekolah tempat saya mengajar untuk mengejarkan bahasa inggris di kelas 6. Saya belum punya persiapan apapun disitu, dari hal materi terutama karna belum di beritahukan sebelumnya. Saya pikir yang mengajarkan bahasa inggris untuk siswa dikelas atas aka nada guru (Asli) nya disekolah tersebut tetapi beliau tidak/jarang sekali masuk. Karna ga enak dan disisi lain guru yang minta tolong juga tahu saya mahasiswa jurusan bahasa inggris.

How I felt about this meeting:

Pada meeting 1 saya merasa belum terlalu siap untuk mengajar bahasa inggris dikelas atas karena satu dan banyak hal lain. Pertama karna minta tolongnya dadakan, jadi belum punya persiapan lebih untuk mengajarkan materi apa dikelas. Kedua, pada saat saya memasuki kelas dan mencari tahu sampai mana pelajaran siswa sudah pelajari, Sebagian besar siswa menjawab lupa atau tidak tahu.kondisi ini membuat saya memerlukan waktu untuk berpikir dan memilih pelajaran yang akan disampaikan. Ketiga, factor kemampuan siswa yang menurut saya masih kurang apalagi dalam hal membaca baik membaca dalam bahasa Indonesia mau bahasa inggris yang sedang saya ajari, sehingga diwaktu yang bersamaan saya harus berusaha untuk memperbaiki kesahalan siswa pada saat mengeja atau mengucapkan kata dalam bahasa inggris. Diiihat dari kondisi siswa yang seperti itu, saya memilih untuk mengajar matei dasar bahasa inggris, seperti *greeting, introduction*. Uniknya, Ketika saya mengajarkan atau menjelaskan materi pelejarian bahasa inggris saya tidak hanya menggunakan dua bahasa which is bahasa Indonesia dan inggris saja, tetapi juga menggunakan bahasa ibu. Hal ini dilakukan karna murid yang kesulitan memahami beberapa kosa kata dalam bahasa Indonesia dan juga materi pembelajaran bisa tersampaikan dengan baik.

Noted untuk wawancara: (tidak mempunyai persiapan apapun, belum diberi tahu sebelumnya, guru asli jarang sekali masuk, merasa belum terlalu siap mengajar

REFLECTIVE REPORT

Full Name : Jumiatul Arpian (meeting 2)

What I do in this meeting:

Di meeting 2 ini sama seperti meeting sebelumnya saya **dimintai tolong untuk mengajar bahasa inggris secara dadakan** oleh teman mahasiswa sesama mengajar saya sedangkan pada saat itu saya sedang mengajar dikelas 3. Sama halnya dengan **sebelumnya saya merasa khawatir dan belum menyiapkan materi ajar**. Pada meeting ini saya ditemani oleh salah satu teman saya (namun tidak mengajar) untuk mengajar di kelas 5. Sebelum mengajar saya bertanya mengenai sampai mana materi bahasa inggris yang telah diajarkan, beberapa mereka menjawab tentang materi “introduction” (hanya materi ini yang mereka ingat). Oleh karena itu, saya mencoba untuk memikirkan materi yang cocok untuk dipelajari selanjutnya, sebelumnya juga saya sudah mencari buku tesknya tetapi tidak ada. Akhirnya, di pertemuan ini saya memperkenalkan beberapa “verb” yang biasa digunakan dalam kegiatan sehari-hari dan beberapa contoh kalimat sederhana. Pada saat menjelaskan materi, **saya terganggu oleh kondisi kelas seperti beberapa siswa keluar masuk tanpa izin dan saling ngobrol dengan temannya**. Pada saat kelas berlangsung mengamati setiap siswa dengan mengunjungi tiap meja atau pada saat yang bersamaan **ada beberapa siswa yang mengeluh** karna kesulitan untuk membaca “verbs” dalam bahasa inggris dan kesulitan membuat kalimat. Biasanya untuk menangani hal tersebut saya mengajarkan langsung seperti mengulang cara baca “verbs” tersebut, dan juga menjjelaskan lagi untuk membuat kalimat secara pelan-pelan.

How I felt about this meeting:

ketidaksiapan yang matang untuk memberikan materi atau memilih materi yang tepat. Disamping itu juga, saya harus berusaha untuk menjelaskan materi sendiri kepada murid saya dengan baik agar bisa sampai dan bis adimengerti. **Rasanya sangat sulit sekali jika tidak ada guru bahasa inggris sebenarnya** yang mendampingi saya saat mengajar. Sehingga saya tidak merasa puas dengan apa yang sudah saya sampaikan, **saya khawatir jika ada kekurangan atau metode yang saya ajarkan** malah membuat siswa saya bingung. Hal lainnya yang saya rasakan adalah sulitnya membuat siswa cepat paham dengan menyelesaikan latihan yang diberikan, misal membuat kalimat tadi walaupun sudah dijelaskan secara berulang. Dalam kondisi seperti itu, **saya merasa berat karna harus mengajar sendiri** apalagi dalam konteks memberikan pelajaran bahasa inggris ditambah lagi tidak ada guru yang membantu.

Noted untuk wawancara: (dimintai tolong untuk mengajar secara dadakan, merasa khawatir dan blm menyiapkan materi,terganggu oleh kondisi kelas, ada beberapa siswa mengeluh,ketidaksiapan yang matang, rasanya sulit sekali jika tidak ada guru sebenarnya,khawatir ada kekurangan, merasa berat mengajar sendiri)

REFLECTIVE REPORT

Full Name : Jumiatul Arpian (meeting 3)

What I do in this meeting: Pada meeting 3 saya mengajar bahasa inggris pada siswa kelas 6, setiap saya mengajar bahasa inggris **saya tidak memiliki persiapan terlebih dulu karena selalu diminta untuk mengajar secara dadakan.** Pada proses pembelajarannya, saya membuat dialog sederhana, kemudia saya meminta siswa untuk berdiaslog secara berpasangan di depan kelas. Selama pelajaran berlangsung, beberapa siswa mengeluh karna kesulitan membaca kata dalam bahasa inggris, untuk menanggapi hal ini saya memberikan contoh terlebih dahulu untuk mereka akan mengulanginya. Di sisi lain, terdapat siswa yang tidak serius dalam pelajaran.

How I felt about this meeting: **Saya merasa takut karena tidak dapat memberikan materi yang dapat mengembangkan pemahaman siswa dan tidak relate dengan rencana mengajar yang seharusnya. Materi pelajaran juga kurang berkembang karena tidak melanjutkan pelajaran sebelumnya. Ini membuat saya kesulitan menangani situasi ini sendiri tanpa guru pendamping.**

Noted untuk wawancara: (saya tidak memliki persiapan karena diminta secara dadakan, merasa takut karena tidak memberikan materi yg dapat mengembangkan pemahaman siswa, saya kesulitan menangani situsi sendiri)

REFLECTIVE REPORT

Full Name : Jumiatul Arpian (meeting 4)

What I do in this meeting: Sama halnya dengan beberapa meeting sebelumnya, pada meeting 4 ini saya dimintai tolong untuk mengajarkan Bahasa inggris pada kelas ini oleh salah satu guru disekolah tempat saya mengajar. Pada meeting 4 ini, saya mengajarkan tentang “describing people”, dimana materi ini saya pikirkan saat itu juga dan menyesuaikan dengan tingkat kelas yang saya ajarkan. Menurut saya, materi ini sedikit kompleks diajarkan kepada siswa saya, pada saat menjelaskannya juga saya perlu menyampaikan secara pelan-pelan menyesuaikan dengan tingkat pemahaman dan tangkap siswa pada materi tersebut. Tentunya pada saat menjelaskan materi ini saya di **khawatirkan dengan pemahaman siswa** saya karena selama menyampaikan materi banyak siswa yang bertanya karena tidak sekali paham dengan yang dijelaskan. **Saya merasa sedikit, gerogi dan takut jika jawaban yang saya berikan tidak dengan mudah dipahami** oleh siswa karena disamping itu juga dengan materi yang sedikit kompleks. Selain aktivitas dalam kelas, pada pertemuan 4 ini banyak siswa yang masih betanya mengenai pelajaran di luar kelas, missal; tentang pembahasan materi yang dilakukan dalam kelas tadi.

How I felt about this meeting: bagi saya yang kurang memiliki ilmu untuk mengajar, **rasanya sangat sulit jika tidak adanya guru untuk diajak kolaborasi didalam kelas** khususnya untuk pelajaran Bahasa inggris yang memang beda dengan pelajaran yang lainnya. Selain itu juga **kekhawatiran akan beberapa siswa**

yang tidak mengerti dengan apa yang sudah dijelaskan sehingga tidak mendapatkan apa-apa. Saya juga merasa metode mengajar yang saya aplikasikan tidak memberikan dampak positif yang lebih mendorong siswa saya untuk mempelajari Bahasa Inggris.

Noted untuk wawancara: (khawatir dengan pemahaman siswa, merasa sedikit gerogi dan takut, rasanya sangat sulit jika tidak ada guru untuk diajak berkolaborasi)

Paper	Diaries	Themes	Codes
01	<p>What I do in this meeting:</p> <p>Pada meeting pertama ini saya diminta tolong salah satu guru di sekolah tempat saya mengajar untuk mengajarkan bahasa Inggris di kelas 6. Saya belum punya persiapan apapun disitu, dari hal materi terutama karena belum di beritahukan sebelumnya. Saya pikir yang mengajarkan bahasa Inggris untuk siswa di kelas atas akan ada guru (Asli) nya di sekolah tersebut tetapi beliau tidak/jarang sekali masuk. Karena ga enak dan disisi lain guru yang minta tolong juga tahu saya mahasiswa jurusan bahasa Inggris.</p> <p>How I felt about this meeting:</p> <p>Pada meeting 1 saya merasa belum terlalu siap untuk mengajar bahasa Inggris di kelas atas karena satu dan banyak hal lain. Pertama karena minta tolongnya dadakan, jadi belum punya persiapan lebih untuk mengajarkan materi apa di kelas. Kedua, pada saat saya memasuki kelas dan mencari tahu sampai mana pelajaran siswa sudah pelajari, Sebagian besar siswa menjawab lupa atau tidak tahu. Kondisi ini membuat saya memerlukan waktu untuk berpikir</p>	<p>Preparation</p> <p>Implementation</p>	<p>PP</p> <p>IP</p>

	<p>dan memilih pelajaran yang akan disampaikan. Ketiga, factor kemampuan siswa yang menurut saya masih kurang apalagi dalam hal membaca baik membaca dalam bahasa Indonesia mau bahasa inggris yang sedang saya ajari, sehingga diwaktu yang bersamaan saya harus berusaha untuk memperbaiki kesalahan siswa pada saat mengeja atau mengucapkan kata dalam bahasa inggris. Dilihat dari kondisi siswa yang seperti itu, saya memilih untuk mengajar materi dasar bahasa inggris, seperti <i>greeting, introduction</i>. Uniknya, Ketika saya mengajarkan atau menjelaskan materi pelajaran bahasa inggris saya tidak hanya menggunakan dua bahasa which is bahasa Indonesia dan inggris saja, tetapi juga menggunakan bahasa ibu. Hal ini dilakukan karna murid yang kesulitan memahami beberapa kosa kata dalam bahasa Indonesia dan juga materi pembelajaran bisa tersampaikan dengan baik.</p>	<p>Teacher-Student Interaction</p>	<p>TSI</p>
<p>02</p>	<p>What I do in this meeting:</p> <p>Di meeting 2 ini sama seperti meeting sebelumnya saya dimintai tolong untuk mengajar bahasa inggris secara dadakan oleh teman mahasiswa sesama mengajar saya sedangkan pada saat itu saya sedang mengajar dikelas 3. Sama halnya dengan sebelumnya saya merasa khawatir dan belum menyiapkan materi ajar. Pada meeting ini saya ditemani oleh salah satu teman saya (namun tidak mengajar) untuk mengajar di kelas 5. Sebelum mengajar saya bertanya mengenai sampai mana materi bahasa inggris</p>	<p>Implementation</p> <p>Preparation</p>	<p>IP</p> <p>PP</p>

<p>yang telah diajarkan, beberapa mereka menjawab tentang materi “introduction” (hanya materi ini yang mereka ingat). Oleh karena itu, saya mencoba untuk memikirkan materi yang cocok untuk dipelajari selanjutnya, sebelumnya juga saya sudah mencari buku tesknya tetapi tidak ada. Akhirnya, di pertemuan ini saya memperkenalkan beberapa “verb” yang biasa digunakan dalam kegiatan sehari-hari dan beberapa contoh kalimat sederhana. Pada saat menjelaskan materi, saya terganggu oleh kondisi kelas seperti beberapa siswa keluar masuk tanpa izin dan saling ngobrol dengan temannya. Pada saat kelas berlangsung mengamati setiap siswa dengan mengunjungi tiap meja atau pada saat yang bersamaan ada beberapa siswa yang mengeluh karna kesulitan untuk membaca “verbs” dalam bahasa inggris dan kesulitan membuat kalimat. Biasanya untuk menangani hal tersebut saya mengajarkan langsung seperti mengulang cara baca “verbs” tersebut, dan juga menjelaskan lagi untuk membuat kalimat secara pelan-pelan.</p>	<p>Distrubance in The Classroom</p> <p>Negative Feedback</p> <p>Teacher-Student Interaction</p>	<p>DIC</p> <p>NF</p> <p>TSI</p>
<p>How I felt about this meeting:</p> <p>ketidaksiapan yang matang untuk memberikan materi atau memilih materi yang tepat. Disamping itu juga, saya harus berusaha untuk menjelaskan materi sendiri kepada murid saya dengan baik agar bisa sampai dan bisa dimengerti. Rasanya sangat sulit sekali jika tidak ada guru bahasa inggris sebernarnya yang mendampingi saya saat mengajar. Sehingga saya tidak merasa puas dengan apa yang</p>		

	<p>sudah saya sampaikan, saya khawatir jika ada kekurangan atau metode yang saya ajarkan malah membuat siswa saya bingung. Hal lainnya yang saya rasakan adalah sulitnya membuat siswa cepat paham dengan menyelesaikan latihan yang diberikan, misal membuat kalimat tadi walaupun sudah dijelaskan secara berulang. Dalam kondisi seperti itu, saya merasa berat karna harus mengajar sendiri apalagi dalam konteks memberikan pelajaran bahasa inggris ditambah lagi tidak ada guru yang membantu.</p>		
03	<p>What I do in this meeting:</p> <p>Pada meeting 3 saya mengajar bahasa inggris pada siswa kelas 6, setiap saya mengajar bahasa inggris saya tidak memiliki persiapan terlebih dulu karena selalu diminta untuk mengajar secara dadakan. Pada proses pembelajarannya, saya membuat dialog sederhana, kemudian saya meminta siswa untuk berdialog secara berpasangan di depan kelas. Selama pelajaran berlangsung, beberapa siswa mengeluh karna kesulitan membaca kata dalam bahasa inggris, untuk menangani hal ini saya memberikan contoh terlebih dahulu untuk mereka akan mengulangnya. Di sisi lain, terdapat siswa yang tidak serius dalam pelajaran.</p> <p>How I felt about this meeting:</p> <p>Saya merasa takut karena tidak dapat memberikan materi yang dapat mengembangkan pemahaman siswa dan tidak relate dengan rencana mengajar yang seharusnya.</p>	<p>Preparation</p> <p>Negative Feedback</p> <p>Teacher-Student Interaction</p> <p>Implementation</p>	<p>PP</p> <p>NF</p> <p>TSI</p> <p>IP</p>

	<p>Materi pelajaran juga kurang berkembang karena tidak melanjutkan pelajaran sebelumnya. Ini membuat saya kesulitan menangani situasi ini sendiri tanpa guru pendamping.</p>		
04	<p>What I do in this meeting:</p> <p>Sama halnya dengan beberapa meeting sebelumnya, pada meeting 4 ini saya dimintai tolong untuk mengajarkan Bahasa Inggris pada kelas ini oleh salah satu guru disekolah tempat saya mengajar. Pada meeting 4 ini, saya mengajarkan tentang “describing people”, dimana materi ini saya pikirkan saat itu juga dan menyesuaikan dengan tingkat kelas yang saya ajarkan. Menurut saya, materi ini sedikit kompleks diajarkan kepada siswa saya, pada saat menjelaskannya juga saya perlu menyampaikan secara pelan-pelan menyesuaikan dengan tingkat pemahaman dan tangkap siswa pada materi tersebut. Tentunya pada saat menjelaskan materi ini saya di khawatirkan dengan pemahaman siswa saya karena selama menyampaikan materi banyak siswa yang bertanya karena tidak sekali paham dengan yang dijelaskan. Saya merasa sedikit, gerogi dan takut jika jawaban yang saya berikan tidak dengan mudah dipahami oleh siswa karena disamping itu juga dengan materi yang sedikit kompleks. Selain aktivitas dalam kelas, pada pertemuan 4 ini banyak siswa yang masih betanya mengenai pelajaran di luar kelas, misal; tentang</p>	<p>Implementation</p> <p>Difficult Question Asked by Student</p> <p>Teacher-Student Interaction</p>	<p>IP</p> <p>DQAS</p> <p>TSI</p>

	<p>pembahasan materi yang dilakukan dalam kelas tadi.</p> <p>How I felt about this meeting: bagi saya yang kurang memiliki ilmu untuk mengajar, rasanya sangat sulit jika tidak adanya guru untuk diajak kolaborasi didalam kelas khususnya untuk pelajaran Bahasa Inggris yang memang beda dengan pelajaran yang lainnya. Selain itu juga kekhawatiran akan beberapa siswa yang tidak mengerti dengan apa yang sudah dijelaskan sehingga tidak mendapatkan apa-apa. Saya juga merasa metode mengajar yang saya aplikasikan tidak memberikan dampak positif yang lebih mendorong siswa saya untuk mempelajari Bahasa Inggris.</p>		
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Interview

R/P	Line	Interview	Themes	Codes
R (Researcher)		Waktu kamu mengikuti kampus merdeka ngajarnya gimana?		
P (Participant)	01	Biasanya kalau aku ngajar Bahasa Inggris itu nggak sesuai sama jadwalnya kadang gurunya datang kadang juga nggak, jadi kalau misalnya ada jadwal bahasa Inggris jadi kelas 5 misalnya kadang aku juga dipanggil buat ngisinya dadakan. Jadi nggak pernah dikasih tahu sebelumnya karena gimana ya karena di sekolah itu kan ada guru bahasa Inggris juga	<p>Preparation</p> <p>Implementation</p>	<p>PP</p> <p>IP</p>

		cuman beliau itu jarang masuk.		
R (Researcher)		oke jadi disuruhnya dadakan ya,pas disuruhnya dadakan itu kamu ngerasa apa?		
P (Participant)	02	Satu Ada itu ada rasa khawatir terus yang kedua pas masuk kelas bingung nih mau ngajarin apa soalnya anak-anak kan misalnya ditanya sampai mana pelajarannya tuh pada jawab nggak tahu jdi mereka ga merata pembelajaran Bahasa inggrisnya. “mereka pake RPP ga?” Ada sih digurunya RPP kalo ga salah “dijalanin ga RPPnya?” sesuka sukanya aja itupun tergantung gurunya ya jadi aku nggak belum menerima RPP 45bahasa Inggris juga sebelumnya	Preparation Implementation	PP IP
R (Researcher)		hm, trus kan kamu blm pernah menerima RPP dan disuruh ngajar kan belum ada persiapan selalu dadakan, itu khawatir ga?		
P (Participant)	03	Pertama nggak tahu background knowledgenya si anak-anak tuh gimana terus Sampai mana mereka sudah belajar terus yang kedua takutnya apa yang bisa ya aku udah nentuin oh aku ngajar ini nih aku bakal milih yang dasar banget gitu Ini bakal bisa dipahami gitu atau enggak soalnya apa ya,kalau dari	Preparation Implementation Teacher-Student Interactrion	PP IP TSI

		mereka sendiri itu kurang bisa baca gitu jadi takutnya apalagi sulitnya mereka dalam bahasa Indonesia apalagi di bahasa Inggris itu kalau baca		
R (Researcher)		hal yang bikin kamu khawatir itu apa lagi?		
P (Participant)	04	Yang pertama aku takutnya anak-anaknya ga bisa dikontrol sih gitu dan takutnya ngaruh juga kan sama yang kita sampein percuma klo misalnya kita sampein tapi anaknya ga bisa nangkep terus ga bisa dikontrol gitu itu sih salah satu hal yang bikin aku takut.	Teacher-Student Interactions Implementation	TSI IP
R (Researcher)		Ada yang kamu takutin ga pas ikut Kampus mengajar, karena sebelumnya kamu belum pernah ambil kelas peer micro teaching kan ya jadi belum belajar Langkah-langkah management class, nah kamu ada kekhawatiran disitu ga?		
P (Participant)	05	Ada sih karena tanpa persiapan pun tuh udah ngerasa duh ini bakal ngajarinnya gimna ya bakal nyampein materinya gimna even pun udah punya pengalaman kan beda tuh konteksnya	Preparation Implementation	PP IP
R (Researcher)		Hal-hal yang kamu takutin dari persiapannya apa aja, misalnya keyakinan diri kamu belum pasti ngajarnya gimana, atau misalnya hal-hal kaya media		

		pembelajarannya gimana, kelasnya gimana,fasilitasnya memungkinkan atau engga,implementasinya gmn, hal-hal yang sekiaranya membuat kamu khawatir itu apa aja, coba sebutin!		
P (Participant)	06	lebih ke ini sih lebih ke siswanya itu sendiri lebih ke pengaturan siswanya itu sendiri karena bukan merendahkan tapi emang kalau misalnya di lingkungan kayak gitu kan apa ya kemampuannya kan minim gitu Itu yang paling mendominasi itu kemampuan mereka apalagi mereka nggak bisa baca tuh kaya sulit buat apa ya mengaplikasikan pembelajaran kayak berbasis diskusi atau presentasi atau gimna tuh sulit banget kadang yang aku ajarin beberapa menit kemudian mereka udah lupa “jadi kamu preparation sama implementationnya itu dadakan dikelas?” Iya aku biasanya cari referensi dulu kalo misalnya pas dikelas ga cocok aku improve materinya.	Teacher-Student Interaction Implementation Preparation	TSI IP PP
R (Researcher)		Kalo teaching practicenya gimna? Ada kesulitan ga dalam berbicara sama anak-anaknya, misalnya khawatir speaking English?		

P (Participant)	07	<p>Disana ngajarnya kadang pake Bahasa Indonesia kadang bahasa Ibu juga bahasa Bima Bahasa Mbojo sih tapi lebih apa lebih gampangnya Bima namanya</p> <p>“Oh jadi kamu bener-bener ngajarin nya pakai bahasa daerah? bahasa Inggris ngajarinnya pake Bahasa daerah?”</p> <p>Kadang aku pakai dua bahasa bahasa ibu sama bahasa Indonesia mereka sulit kalau memahami bahasa Indonesia jadi harus ada bahasa ibunya juga soalnya mereka masih ini banget ya masih minim</p>	<p>Teacher-Student Interaction</p> <p>Implementation</p>	<p>TSI</p> <p>IP</p>
R (Researcher)		ada anxiety ga pas harus Ngajarnya pake Bahasa daerah?		
P (Participant)	08	<p>agak sulit ya, agak sulit kalau misalnya nggak jelasin sesuatu terus nggak nyambung gitu aku aku lancar bahasa Bima cuman kalau misalnya mereka nanya sesuatu yang sulit Kita paham artinya tapi kita sulit buat mengutarakan mendeskripsikan kadang aku juga kalau misalnya ditanya-tanya yang memang aku paham tapi aku nggak bisa</p> <p>Deskripsikan Aku nggak tahu tuh cara jawab cara cepat buat kata-kata yang tepat menjelaskan kepada muridnya gimana nih Aku aku merasa kayak gimana nih</p>	<p>Anxiety to speaking in front of the classroom</p> <p>Teacher-Student Interaction</p> <p>Implementation</p> <p>Difficult question asked by student</p>	<p>ASIC</p> <p>TSI</p> <p>IP</p> <p>DQAS</p>

R (Researcher)		Cara kamu interaksinya gimna, deal sama siatusi gtu gimna?		
P (Participant)	09	Klo gtu aku coba sebisnya.	Teacher-Student Interaction	TSI
R (Researcher)		Ada gangguan dikelas ga selama kamu ngajar?		
P (Participant)	10	Ada gangguannya kaya muridnya ngomong sendiri terus keluar masuk kelas ada beberapa yang izin ada juga langsung keluar gitu attitudenya random gtu ada yang parah banget ada yang biasa-biasa aja ada yang Oke gitu padahal udah dibilangin udah diajarin gitu nanti mau izin bilang dulu tapi tetap masih ngeyel gitu itu bikin aku takut berdampak sama teman yang lain kan keganggu tuh kalo misalnya ada yang berisik ada yang keluar masuk itukan jadinya ga fokus tuh temen-temen yang lain aku juga kadang risih sih sebenarnya kadang kalo aku liat murid yang kaya gtu aku bakal nge blank gtu ngejelasin materinya	Disturbance in the classroom Teacher-Student Interaction Negative Feedback	DIC TSI NF
R (Researcher)		Ada ga beberapa hal pertanyaan dari siswa yang menyulitkan kamu, yang membuat kamu khawatir?		
P (Participant)	11	Mungkin lebih ke pengucapannya, karena pernah sekali aku suruh mereka untuk berdialog gtu, aku siapin dialog teksnya terus aku suruh	Implementation	IP NF

		mereka lancarin itu sama teman berpasangan gitu terus aku suruh maju kedepan, setelah mereka berdialog terus mereka bilang nih susah banget nih pengucapannya, lebih ke keluhan, kalo ke pertanyaan yang susah sih belum	Negative Feedback	
R (Researcher)		Pernah dapat negative feedback ga dari siswa?		
P (Participant)	12	Enggasih belum pernah	-	