

**AN EFL PRE-SERVICE TEACHER'S TEACHING ANXIETY AND THE
COPING STRATEGIES DURING TEACHING PRACTICUM**

A Thesis

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

English Language Education



Written by :

Khofifah Novitasari 18322107

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF
PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA**

2022

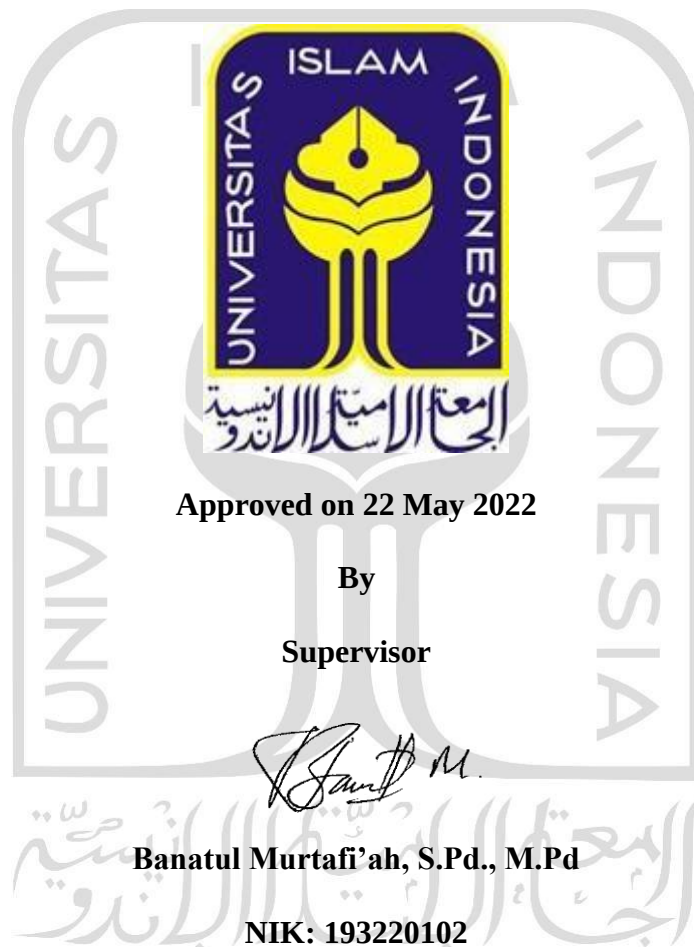
APPROVAL SHEET

**AN EFL PRE-SERVICE TEACHER'S TEACHING ANXIETY AND THE COPING
STRATEGIES DURING TEACHING PRACTICUM**

By:

Khofifah Novitasari

18322107



RATIFICATION SHEET

AN EFL PRE-SERVICE TEACHER'S TEACHING ANXIETY AND THE COPING STRATEGIES DURING TEACHING PRACTICUM

By:

Khofifah Novitasari

18322107

Defended before the Board Examiner on 2022 and Declared Acceptable

Board Examiner

Chairperson : Banatul Murtafi'ah, S.Pd., M.Pd

First Examiner : Astri Hapsari, S.S., M.TESOL

Second Examiner : Rizki Farani, S.Pd., M.Pd

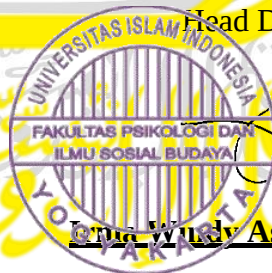
Yogyakarta, 20 June 2022

Department of English Language Education

Faculty of Psychology and Social-Cultural Sciences

Islamic University of Indonesia

Head Department



Dina Wulandari Astuti, S.S., M.Hum

NIP: 062216005

STATEMENT OF WORK ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 24 May 2022

The Writer,



Khofifah Novitasari
18322107

DEDICATION

This thesis is wholeheartedly dedicated to my loving parents, who always love and support me throughout this process. I also dedicated this thesis to my beloved brothers, sisters, and nieces with all their trying to help me.



ACKNOWLEDGEMENT

Alhamdulillah rabbil'alam, all praises to Allah SWT who always gives me blessings, health, strength, and guidance in order to complete my thesis. Prayers and greetings my best be poured out to our great prophet Muhammad SAW. Then, I would like to thank my first priority and support system, my parents as well as those who always believe and remind me of finishing my thesis. Also, my brothers who always give advice to me. Further, I would like to give my best appreciation to these following people:

1. The Head of English Language Education Department, Islamic University of Indonesia, Mrs. Irma Windy Astuti, S.S., M.Hum.
2. My Supervisor, my lecturer, Mrs. Banatul Murtafi'ah, S.Pd., M.Pd. Your best guidance with your knowledge, joy, and wisdom during my education journey. What you have taught me, I cannot thank you enough.
3. My lecturer, Mr. Willy Prasetya, S.Pd., M.A. Thank you for all of the inspirational advice and motivation.
4. English Language Education Department lecturers and staffs who have given their knowledge and helped me in my colleague journey.
5. My high school close friends who always recharge my booster with your jokes and time whenever I need friends to meet or talk.
6. My close college friends, especially Jabida Layn, thank you girls for always being with me since the first day of college. I am so thankful to have all of you as my friends, help me through the hard times and to listen to all my stories.
7. For those who have not been mentioned, I deliver my best thank you for you.

Yogyakarta, 24 May 2022

Khofifah Novitasari

TABLE OF CONTENTS

AN EFL PRE-SERVICE TEACHER’S TEACHING ANXIETY AND THE COPINGSTRATEGIES DURING TEACHING PRACTICUM	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK ORIGINALITY	iv
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	vii
List of Figures	ix
List of Tables	x
List of Appendices	xi
ABSTRACT.....	xii
CHAPTER I INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Identification of the Problem.....	3
1.3. Limitation of the Problem	3
1.4. Formulation of the Problem	3
1.5. Objectives of the Study	4
1.6. Significance of the Study	4
CHAPTER II LITERATURE REVIEW	5
2.1. Theoretical Review	5
2.1.1. EFL Pre-service Teachers’ Language Teaching Anxiety.....	5
2.1.2. Coping Strategies for Teaching Anxiety	6
2.2. Review of Relevant Studies	7
2.3. Theoretical Framework	9
CHAPTER III RESEARCH METHODOLOGY	12
3.1. Research Design.....	12
3.2. Data Preparation.....	12
3.3. Data Collection Technique.....	14
3.4. Data Analysis Technique	15
3.5. Trustworthiness	16

CHAPTER IV FINDINGS AND DISCUSSION	18
4.1. Findings	18
411. Sources of Foreign Language Teaching Anxiety	19
412. Strategies to Cope with Teaching Anxiety.....	21
4.2. Discussions	24
421. Sources of Foreign Language Teaching Anxiety	24
422. Strategies to Cope with Teaching Anxiety.....	26
CHAPTER V CONCLUSION AND SUGGESTION.....	31
5.1. Conclusion.....	31
5.2. Suggestions.....	32
REFERENCES	33
APPENDIX.....	37



List of Figures

Figure 1. Theoretical Framework 1.....	10
Figure 2. Theoretical Framework 2.....	11



List of Tables

Table 3.1 Matrix of Interview Questions.....	14
--	----



List of Appendices

Appendix 1.....	37
Appendix 2.....	40
Appendix 3.....	42
Appendix 4.....	43



AN EFL PRE-SERVICE TEACHER'S TEACHING ANXIETY AND THE COPING STRATEGIES DURING TEACHING PRACTICUM

By

Khofifah Novitasari

18322107

ABSTRACT

This research aims to investigate the sources of teaching anxiety as experienced by EFL pre-service teachers during the teaching practicum and what kind of strategy is used to cope with the teaching anxiety. This research used Aydin (2016) and Murray-Harvey et al. (2000) frames to investigate the sources of teaching anxiety and the strategies to cope with it. One English pre-service teacher was willing to participate as participant in this research. The data were collected through semi-structured interviews using an online recorder. The researcher found that the pre-service teacher was anxious most of she felt by due to the lack of teaching experience, teacher's personality, fear of making mistakes, difficulties in time management, lack of learner motivation, and technical issues. This research revealed that there are eight strategies (i.e. cognitive strategies, behavioral strategies, emotional strategies, self-management skill, professional qualities, discussion with people, support from supervising teacher, and feedback from lecturer supervisor) used by the participant to cope with her teaching anxiety and grouped into four main categories (i.e. personal, professional, social, and institutional). Further implications and recommendations are also described in this research. The result from this research suggest alternatives for EFL pre-service teachers to cope with anxiety during teaching practicum.

Keywords: Foreign Language Teaching Anxiety, Coping Strategies, Teaching Practicum, Pre-service Teacher

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Teaching practicum is one of the essential programs of the education department which prepares their students to become teachers. It is intended for the final-year students from the education department. Hence, teaching practicum plays an important role in itself for the education department's students. The period in teaching practicum generally lasts for a minimum of four weeks. Regarding this, Buckworth (2017) has revealed the main objective of the teaching practicum period is an opportunity for pre-service teachers to know the requirements and future professional practice of a teacher, to study about teacher work, to apply their knowledge, and to get experiences at school. In addition, during the teaching practicum, student teachers will face teaching real students with various characters in real classroom situations (Djawamara & Listyani, 2021). Furthermore, many experts stated that teaching practicum helps student teachers know the problems and teaching difficulties they may face in the future through understanding the real world of teaching (Hamaidi, Al-Shara, Arouri, & Awwad, 2014). In other words, teaching practicum can be the right moment for pre-service teachers to learn more about teaching.

In EFL context, pre-service English teachers are required to use English as language as instruction. Therefore, it can be a challenge for English as a Foreign Language (EFL) pre-service teachers as some of them feel anxious when required to use the target language. Can (2018) estimated that foreign language teaching anxiety (FLTA) could be more sensitive to non-native pre-service EFL teachers. Thus, pre-service teachers can more often experience feelings of inability to use foreign languages when teaching. An early note by Horwitz (1996), showed that anxiety had a negative effect on language teaching experienced by many non-native foreign language teachers who had foreign language anxiety. However, as pointed out

by Han and Takkaç-Tulgar (2019), FLTA is not only influential for non-native teachers, EFL pre-service teachers in their last year who are supposed to take part in the teaching practicum program can also experience the effects of FLTA. In addition, they added practicum as their initial route to experience the effect of FLTA which is as a transition to them from students where they are still language learners but must become teachers when teaching practicum. Therefore, FLTA can have an effect on pre-service teachers during the teaching practicum which can interfere with their language teaching. Those pre-service teachers usually also have their own ways to deal with their anxiety in teaching.

In light of events in FLTA that can be faced by the pre-service teacher when teaching, it is becoming difficult to ignore the existence of teaching anxiety. A number of studies have been published on the existence of teaching anxiety in foreign language classrooms. Aydin (2016) and Can (2018) have investigated the sources of anxiety in teaching foreign languages in the context of teaching anxiety of EFL pre-service teachers. Meanwhile, another study from Ipek (2016) has portrayed the factors that cause anxiety in EFL non-native teachers when teaching the target language. From one of those studies, it is known that EFL pre-service teachers can experience anxiety before, while, and after their teaching practicum period (Aydin, 2016). In the last few decades, some studies have also investigated the strategy of EFL pre-service teachers in coping with their anxiety during the teaching practicum period besides the factors that contributed to teaching anxiety (Sammephet & Wanphet, 2013; Pasaribu & Harendita, 2018; Han & Takkac-Tulgar, 2019; Djamawara & Listyani, 2021).

There is a growing concern in the literature that recognized FLTA has become an essential issue for any level of English language teacher in the EFL context. Some studies reported the sources of teaching anxiety of the student teachers (Marc, 2011; Paker, 2011) also of the nonnative teacher in the Turkish context (Ipek, 2016) while another study investigated the various causes of teaching anxiety among novice and experienced teachers related to their

gender in the Iranian context (Aslrasouli & Vahid, 2014). So far, however, there has been little discussion about research on FLTA in the context of EFL pre-service teachers and their coping strategies, especially in the Indonesian context (Djawamara & Listyani, 2021).

In line with the phenomena mentioned earlier, this study aims to investigate possible sources of FLTA for an EFL pre-service teacher and her coping strategies to cope with the teaching anxieties in the teaching practicum period.

1.2. Identification of the Problem

Before conducting this research, a preliminary interview has been raised by the researcher with three of pre-service teachers from batch 2017 because they already participated in teaching practicum one year ahead of the researcher's batch. The challenges faced by English pre-service teachers during the practicum may include before, while, and after the period of teaching practicum. The results were: (1) pre-service teachers said that the most challenge before teaching practicum is time management when making the lesson plan and materials for some classes on the same day; (2) most pre-service teachers said that they felt anxious in delivering the material and in the receiving student's attention for them during their teaching; (3) it was difficult for them in dealing with school administration because they did not know before how to complete the document.

1.3. Limitation of the Problem

Due to the practical constraints, this current research focuses on the investigation of teaching anxiety and coping strategies of a pre-service English teacher during teaching practicum in a public high school in Yogyakarta.

1.4. Formulation of the Problem

The present study attempted to answer the following questions:

1. What are the sources of a pre service English teacher's teaching anxiety in the teaching practicum period?
2. How did she overcome her teaching anxiety in the teaching practicum period?

1.5. Objectives of the Study

Linked to the issues investigated, the study is conducted to find out the sources of a pre-service English teacher's teaching anxiety and the strategies to cope with her teaching anxiety in her teaching practicum period.

1.6. Significance of the Study

Practically, it is hoped that the results of this research will contribute to a deeper understanding of FLTA related to English language teaching in the Indonesian context. Furthermore, by exploring the sources that cause teaching anxiety of a pre-service English teacher and her coping strategies, it can be implement those strategies later in real teaching. Then, by knowing the possible sources of teaching anxiety, it can be used by the department to provide training and guidance for English pre-service teachers to minimize the problem occurring during teaching practicum. Lastly, this study can be used as information and reference for other researchers who are conducting similar research on English pre-service teachers' teaching anxiety and coping strategies on teaching practicum through reading this research.

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Review

2.1.1. EFL Pre-service Teachers' Language Teaching Anxiety

The term of EFL pre-service teachers is defined as individuals who were in a course of training or education before they started the language teacher profession (Ulgu & Er, 2016). However, these 'teacher' categories have not yet completed the requirements because they are still in their training or education; they are required to carry out a series of teaching practicum in school in order to get their degree (Geng et al., 2017). The period during the teaching practicum may be the first experience for a pre-service teacher in teaching. Whereas, meeting students for the first time is a challenging experience for EFL pre-service teachers, however, they are already expected to be able to teach and maintain good relations with students (Sammephet & Wanphet, 2013). Therefore, teaching anxiety among pre-service teachers is important to investigate.

Furthermore, the general term of 'teaching anxiety' has been identified by Gardner and Leak (1994, p. 28) as "...anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities". However, there is a relatively small body of literature that is concerned with the term language teaching anxiety. This term has its own definition which is different from language learning anxiety and general teaching anxiety though they are still interrelated (Merc, 2011).

In terms of FLTA, only a few researchers to date have identified the symptoms of teaching anxiety. Kim and Kim (2004) divided the symptoms of FLTA into two categories: abnormal verbal behaviours and psychological reactions. Abnormal verbal behaviours involve symptoms of anxiety in learning a foreign language in general, e.g. tend to stutter or speak fast. Psychological reactions consist of feeling butterflies, heart palpitations, and profuse sweating.

Hence, individual reactions to the symptoms of teaching anxiety can differ in the form of physical symptoms with inappropriate behaviour or psychic symptoms in various psychological reactions.

This present study, however, focused only on foreign language teaching anxiety which is defined as an affective state of teachers that feels pressure due to personal, perceptual, motivational as well as technical problems that may be encountered before, during, or after the teaching process (Aydin, 2016). In his research, he found twelve sources that provoke the teaching anxiety of his participants, including: (1) lack of teaching experience; (2) fear of making mistake; (3) lack of learners' motivation; (4) teachers' personality; (5) lack of content knowledge; (6) difficulties in time management; (7) perceived level of low language proficiency; (8) inappropriateness of content to learners' level; (9) low level of learners' target language proficiency; (10) lack of planning and preparation; (11) fear of negative evaluation; and (12) logistical issue. Overall, the definitions mentioned earlier have their own definitions related to the form of anxiety. However, the term foreign language teaching anxiety in this present study is described as anxiety that arises in the series of preparation and implementation of the learning and teaching process of foreign languages, in other words, foreign language teaching anxiety (FLTA).

2.1.2. Coping Strategies for Teaching Anxiety

Some studies have attempted to explore several terms of coping strategies in relation to teaching anxiety. One definition of coping is a strategy that continues to change from the individual both cognitively and behaviourally because of internal or external demands that exceed the individual's resources (Lazarus & Folkman, 1985). Previously, Folkman and Lazarus (1980) offered that coping attempts have provided two fundamental functions: the dealing with issues that cause stress (problem-focused coping) and the forms to manage emotions that cause stress (emotion-focused coping). Considering the essential of coping

strategies related to teaching anxiety, Ameen et al. (2002) argued some recommendations to deal with it, including: a) preparing by understanding the material thoroughly, b) increasing the teaching experience as an exercise, c) trying to identify the personality and characteristics of students, d) adding instruments for teaching evaluation and use of these instruments, e) having a mentor from an experienced teacher, f) adding insight on how to teach by attending seminars and workshops, and g) making the class more fun.

This research employed coping strategies from Murray-Harvey et al. (2000) propose four group coping strategies of teaching practicum anxiety, including: 1) personal by cognitive (e.g. positive thinking), physical (e.g. active or passive), behavioral (e.g. eating), emotional (e.g. light-hearted attitude), or rational coping strategies (e.g. priority setting); 2) professional coping strategies by knowledge (e.g. curriculum), skills (e.g. organization), or qualities (e.g. adaptability); 3) social coping strategies with people (e.g. friends) or events (e.g. after school); and 4) institutional coping strategies by contacting people in the school (e.g. teacher supervisor) or university (e.g. supervisor).

2.2. Review of Relevant Studies

Foreign language teaching anxiety focuses on the anxiety typically experienced by language teachers teaching a particular target language. In recent years, FLTA has attracted many researchers to report on various causes and on few coping strategies. These studies are usually qualitative or mixed methods with the use of both. In this section, previous studies related to EFL pre-service teacher teaching anxiety will be described.

Aydin (2016) carried out a study on “A Qualitative Research on Foreign Language Teaching Anxiety”. He analysed the sources of foreign language teaching anxiety among pre-service teachers in their teaching practicum period. To minimize a bias, 60 of pre-service teachers at a public university in Turkey were asked to respond to a background questionnaire, interviews, reflections, and essay papers. In his qualitative study, he emphasized that pre-

service teachers can be prone to FLTA on pre-, while-, and post- of their teaching practicum. He also noted that lack of teaching experience in teaching, personality, low proficiency in the target language, affective state in fear of getting negative feedback, and technical terms as teaching anxiety provoking factors.

Han and Takkac-Tulgar (2019) did a study on “An Analysis of the Pre-service Teachers’ Teaching Anxiety and Coping Strategies: A Turkish Elementary School Context”. They analysed sources of anxiety and coping strategies from pre-service teachers during their teaching practicum period. In this regard, 32 of pre-service teachers at two state universities in Turkey were asked to keep diaries; self-reports; reflections and responded semi-structured interviews. The data collected revealed that classroom management was a major source of anxiety prior to teaching practicum and consulting with university supervisors and teacher mentors were the most frequently used coping strategy. Furthermore, being observed by the teacher mentor is the main source of anxiety in the real teaching practicum and each pre-service teacher overcomes it with different coping strategies. In addition, getting bad feedback from teacher mentors is a major source of anxiety after teaching practicum and asking teacher mentors for advice is a coping strategy used by pre-service teachers.

Djawamara and Listyani (2021) made an attempt to analyse “Indonesian Student Teachers’ Anxiety during Teaching Practicum at a Private SHS in Central Java”. In this study, they wanted to investigate the factors that cause pre-service teacher anxiety during teaching practicum and their strategies for dealing with anxiety. The use of semi-structured interview of 6 pre-service teachers of English Language Education Program who had completed their teaching practicum. Their results showed that pre-service teacher is anxiety during teaching practicum was caused by several factors such as dealing with a new environment; the attitude of students and teacher mentors towards pre-service teachers; lesson plans and teaching materials; the way the pre-service teacher presents the material; time management; availability

of audio-visual aids (AVA); and observed by teacher mentors and supervisors. They also stated that adapting to a new environment, improving good relations with teacher mentors and students, building a good learning environment, teaching important parts of the material, and doing relaxation are strategies used by pre-service teachers in overcoming their anxiety.

This section has reviewed that FLTA can be sourced from various factors and coping strategies need to be implemented by pre-service teachers to support a good foreign language learning process. Furthermore, the present study wants to investigate the factors that cause teaching anxiety of English pre-service teachers and the coping strategies. In addition, the present study will be more focused on blended teaching practicum to provide literature for this research context.

2.3. Theoretical Framework

The present study, in investigating foreign language teaching anxiety (FLTA) in EFL pre-service teachers, utilizes the theory by Aydin (2016) because of the applicability for exploring the sources of teaching anxiety. In addition, this study used Murray-Harvey et al. (2000) as a second interpretation theory because of its relevance for coping strategies to overcome teaching anxiety. Therefore, the current research that examines EFL pre-service teachers' teaching anxiety during teaching practicum and the coping strategies will present the theoretical framework of this research.

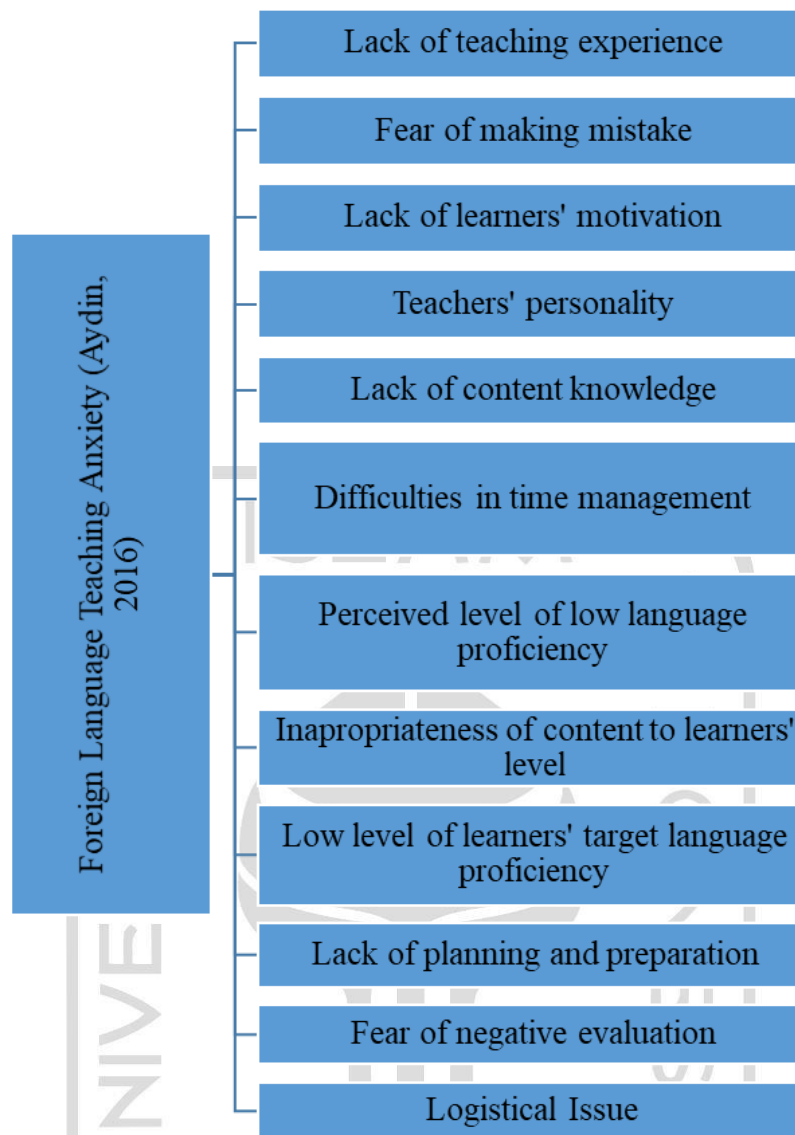


Figure 1. Theoretical Framework Utilized to Investigate the Sources of FLTA

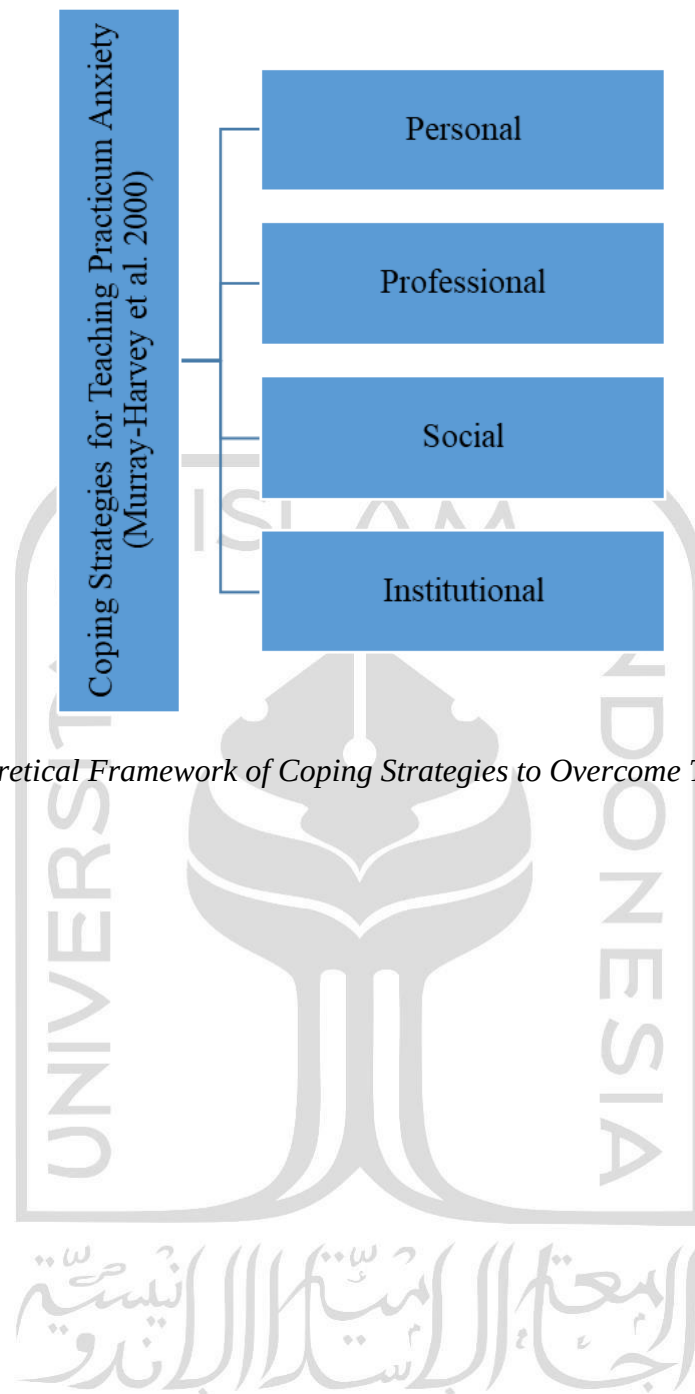


Figure 2. Theoretical Framework of Coping Strategies to Overcome Teaching Anxiety

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The research design of this study is a descriptive qualitative research method. Nassaji (2015) emphasized that qualitative and descriptive methods are used to reveal the complexity of a learning process by examining the factors that influence it, as well as the understanding, behavior, and experience of each learner. In addition, qualitative descriptive research draws interest from naturalistic inquiry by committing to study things in their natural conditions as far as within the scope of the research (Lambert & Lambert, 2012). Therefore, this design provides a tool to study natural phenomena in the context of teaching anxiety faced by a pre-service EFL teacher and how the coping strategies are during teaching practicum.

3.2. Data Preparation

This data preparation discusses more about several points such as setting and participants of research, types of data, sources of data, and informed consent.

3.2.1 Setting and Participant

Participants in this study would take a pre-service teacher, namely Titi (pseudonym) who has done teaching practicum in a public high school in Yogyakarta. The participant was a student of English Education batch 2018 at a private university in Yogyakarta who had taken microteaching courses for 14 weeks in the Even semester of the academic year 2020-2021. Furthermore, in the microteaching course she was specifically equipped with various teaching content that could be applied to offline learning models and online learning models. The content of this course consisted of 3 cycles of learning models by considering asynchronous and synchronous learning, also with adequate technology and limited technology. The three cycles lectured during the semester were synchronous online, synchronous with adequate technology, and asynchronous online learning models with limited technology.

The main reason for choosing Titi as a participant was because the researcher knew her in her teaching practicum period. Titi is the partner for the pre-service teacher peer of the researcher in that school. So, the researcher had been with her for a month and observed the way she taught in the class. At that time, the researcher realized that she had anxiety during teaching practicum, but then the researcher also saw improvement in her because she could manage her own anxiety. In addition, the researcher knew that during Titi's teaching practicum, she tried to prepare all of the things that related to teaching quite well. Therefore, the reason to choose Titi is because the researcher thinks that she would be the best candidate as the participant in this research in relation to her own anxiety while teaching and how the way she can cope with the anxiety, as well as she has been provided with theory and practice for the blended learning model. Finally, from all the data and opinions about her, the researcher wants to describe and analyze the source of the teaching anxiety in teaching a foreign language and the coping strategies she uses to deal with teaching anxiety.

3.2.2 Types of Data

The type of data would be used in this research is qualitative data which provides a descriptive description that comes from a small number of individuals. In contrast to quantitative data, the form of words is used for qualitative data analysis (e.g. transcriptions from interviews) or images (e.g. photographs); instead, numerical form is used for quantitative data analysis (Cresswell, 2012). Thus, qualitative data in written form would be used in this research.

3.2.3 Source of Data

The data of this research would be taken from an interview. In the interview, the pre-service teacher would be asked to share about her teaching experiences and how she overcame her teaching anxiety during their teaching practicum.

3.2.4 Informed Consent

Before conducting the data collection process, the researcher would provide informed consent for them to fill in. The informed consent is actually a letter to ask permission from the respondents to ask her willingness to become a participant in this research.

3.3. Data Collection Technique

3.3.1 Interview

The researcher collected the data from the interview. This technique was chosen since it is one of the ideal data collection techniques for interviewing the participants who are comfortable, who are easygoing, and who do not hesitate in expressing their ideas (Creswell, 2012). It means this approach is ideal in helping the researcher to ask and record the responses of the participant. The researcher made an appointment with a high school pre-service teacher on 22 February 2022 after explaining the purpose of the interview and provided a consent form to ensure the confidentiality of the participant in her voluntary participation. The interview was held in Titi's boarding house around 04.30 PM for 1 hour 10 minutes 20 seconds. The interview was recorded by using the Zoom application to help the researcher in processing the data for re-listening, rereading, and rechecking it.

Table 3.1 Matrix of Interview Questions

Subject	Concept	Component	Interview Question
Factors of FLTA	Foreign language teaching anxiety is an affective state of teachers that feels pressure due to personal, perceptual,	1. Lack of teaching experience 2. Fear of making mistake 3. Lack of learners' motivation	1. Could you describe your experience toward anxiety during teaching practicum?

	motivational as well as technical problems that may be encountered before, during or after the teaching process (Aydin, 2016).	4. Teachers' personality 5. Lack of content knowledge 6. Difficulties in time management 7. Perceived level of low language proficiency 8. Inappropriateness of content to learners' level 9. Low level of learners' target language proficiency 10. Lack of planning and preparation 11. Fear of negative evaluation 12. Logistical issue	2. Why do you think you were anxious during teaching?
			3. What is the biggest factor or reason that causes your anxiety? Why?
Coping strategies for teaching practicum anxiety	Pre-service teachers can managed their teaching anxiety using personal, professional, social, and institutional coping strategies (Murray-Harvey, 2000)	Personal Professional Social Institutional	What coping strategies did you use to cope with any anxiety that you may have encountered during the practicum?

3.4. Data Analysis Technique

This research used thematic analysis for the data analysis technique. Thematic analysis is a method for systematically identifying, analyzing, and reporting thematic patterns in the

data; it helps in organizing the data and describing it in detail (Braun & Clarke, 2006). In addition, they highlighted that thematic analysis is useful with its flexibility to analyze certain theories such as for conversation and interpretive phenomenon. There are six phase of thematic analysis below;

Phase 1: Familiarizing myself with the data by reading the teaching diaries and transcribing interviews, rereading the teaching diaries intensively and listening to interview recordings carefully, and identifying interesting ideas in the data.

Phase 2: Generating initial codes. The researcher makes some initial code to make it easier to find and recognize the constructs and compile all the components by collecting all the relevant data.

Phase 3: Searching for themes. The researcher will analyze the teaching diaries and interview transcripts and categorize them into appropriate themes according to the theoretical framework.

Phase 4: Review themes. Researchers need to review and re-evaluate the themes that have been collected to determine whether they tend to be coherent.

Phase 5: Defining and naming the themes. The researcher needs to carry out continuous analysis of the themes that have been collected and classify them into clear subthemes.

Phase 6: Producing the report. The researcher needs to present the results of the analysis in this study.

3.5. Trustworthiness

In qualitative research, there are four criteria that are commonly used to check the trustworthiness of the data. Criteria conceptualized by Guba (1981) has been accepted in many qualitative research as well as followed in this research, the criteria consist of credibility, transferability, dependability, and confirmability.

3.5.1. Credibility

The credibility of the data in this research was obtained in several ways. The researcher carried out repeated readings on the participant's interview transcriptions intensively and several repeated questions to the participants by reiterating the things that the participants said to get a clearer answer. Furthermore, the researcher would try to describe in detail the phenomenon to help convey the context that exists in the real conditions that would be investigated.

3.5.2. Transferability

In this research, the findings were explained systematically. Furthermore, later the consistency of the findings can be used by pre-service English teachers to anticipate and overcome the anxiety of teaching foreign language in their future.

3.5.3. Dependability

Dependability is similar to reliability in quantitative research. It is related to the stability of the data. Dependability in qualitative research recognizes that the research context is constantly evolving and cannot be fully understood at once (Jensen, 2008). Likewise, Shenton (2004) argued that dependability related to research can be trusted if the research is repeated by other researchers with similar contexts, methods, and participants and the same results can be obtained. Hence, the researcher needs to describe the research process in detail. To ensure, the researcher guarantees that this research would present the findings in accordance with the data collection and analysis results. In addition, to increase the dependability of the research, the researcher conducts research under the supervision of the lecturer.

3.5.4. Confirmability

Confirmability refers to objectivity. In this research, researchers would refer to supervisors who are invited to review; ensure that it would be free of bias, and establish confirmability.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and followed by discussion of the research finding. In this part, the result of data in this research was gained from an interview. The data was coded and collected into several themes in order to answer research questions and give more in-depth discussion about the phenomenon of EFL pre-service teachers teaching anxiety and coping strategies in overcoming it.

4.1. Findings

In this research, the researcher used semi-structured interviews as data collection. The researcher conducted a face-to-face interview with the participant in the same place. This technique was chosen since it is one of the ideal data collection techniques for interviewing the participants who are comfortable, who are easygoing, and who do not hesitate in expressing their ideas (Creswell, 2012). It means this approach is ideal in helping the researcher to ask and record the responses of the participant. In response to the research questions, Titi mentioned several sources that provoked her teaching anxiety and some strategies in coping with her teaching practicum anxiety. When Titi was asked the interview questions that related with her teaching anxiety, her responses were referred to: 1) lack of teaching experience, 2) teacher's personality, 3) difficulties in time management, 4) fear of making mistakes, 5) lack of learners' motivation, and 6) logistical issues. She also attributed some ways to overcome her teaching anxiety by: 1) improving skill and quality of teaching (professional), 2) blocking the negative, light hearted attitude and doing behavioral routines (personal), 3) communication with school teacher and lecturer supervisor (institutional), and 4) sharing with peers (social). The further explanation about the result would be reported in the next section.

4.1.1. Sources of Foreign Language Teaching Anxiety

4.1.1.1. Lack of Teaching Experience

Titi stated that lack of teaching experience was one of the most frequent sources of teaching anxiety she felt. Titi said her anxiety was especially high at the beginning of the class, with her first teaching experience at the teaching practicum. She tends to get confused about how to convey the material to the students and how to bring the class atmosphere.

“Of course (I) experienced anxiety at the first (meeting of the class), it felt like I was going to explode” (FLTA/TE/TITI/080)

“Ee never, this is the first time (I) try to teach directly, it is teaching directly in the classroom and this is (blended learning) also the first time so it makes me feel tense” (FLTA/TE/TITI/092)

“Alhamdulillah, I never felt blank, but I was just confused about what I have to say to make the learning fun or the students become active. If it is related to the material, I think I have already memorized it outside of my mind. I just confused about how to make small talk, build the class atmosphere so the classroom could be fun” (FLTA/TE/TITI/082)

4.1.1.2. Teachers' Personality

The finding of this aspect revealed that teachers' personality was one of the sources that caused teaching anxiety in Titi. Titi had mixed feelings because of the school background where she had to do teaching practicum. She was afraid of various things that she might face during the teaching practicum period, especially related to interactions with students during the learning process.

“Ee, I have mixed feelings, yaa. I'm happy because it was a good school, but I'm also afraid. I'm afraid I can't balance the students there, I'm afraid that I can't bring the lessons to the students there. Because we know that this school is a favorite school, so the students are definitely smart. So it's a bit mixed because I got a good school, but I'm also afraid of what will be faced in the future” (FLTA/TP/TITI/006)

4.1.1.3. Fear of Making Mistake

Linked to the result of the interview, Titi experienced teaching anxiety because of her fear of making mistakes. Titi expressed that she is afraid of making mistakes

regarding the pronunciation of some difficult words to her students. She recognized that maybe there would be students who asked her about the pronunciation of a difficult word.

“Maybe it’s more about the pronunciation, I’m afraid that I’m wrong. That’s just it, so I definitely have to check the pronunciation of some of the words before going to class, like when I show them the recount text, there are some difficult words that they rarely come across. They must be confused about how to pronounce it, so I really had to check again how it was pronounced so that when they asked me how to pronounce it, I was able to answer them” (FLTA/FM/TITI/148)

4.1.1.4. Difficulties in Time Management

During the teaching practicum, Titi is allocated 90 minutes each time she teaches a class. She acknowledged that her teaching anxiety arose from her difficulties in time management while teaching. She experienced some unexpected situations with the class end up earlier or the class end up longer from scheduled time. These situations sometimes affected her decisions on what kind of activity that should be taken when she teaches.

“Yes at that time because yaa students sometimes missed the lesson hours or they forgot the lesson hours. I once had it take longer, because they had business from the previous lesson so it took longer to finish but fortunately it was the last lesson. There is also excess time that made me think first about what else to deliver.” (FLTA/TM/TITI/068)

4.1.1.5. Lack of Learner Motivation

One of the unwanted situations for pre-service teachers might be students who are less involved in learning. As conveyed by Titi that she became stressed when her students did not respond when she was asking. This caused her difficulty in estimating the level of student’s understanding.

“I actually like it when they are very active in class. It’s like they’re asking for a chat or asking for anything, I’m just happy, what makes me stressed is that when they don’t respond to anything, it’s like they’re confused. For example, they want to be assumed to have understood but they don’t have an answer when asked, if I want to explain again, they don’t tell me where they don’t understand.” (FLTA/LM/TITI/176)

\

4.1.1.6. Technical Issue

Titi admits that she sometimes felt annoyed because of logistical issues while teaching. These logistical issues like an obstacle in the technical concern of an internet connection or a computer crash which is something beyond her control.

“For those at home, the problem must be related to internet connection. Then, sometimes for those at school are the computer crash which sometimes makes me felt annoyed” (FLTA/LI/TITI/170)

*“At that time, I was concentrating with the students in the class. **Incidentally, the internet connection was cut off at home, but the student at home didn't tell anyone at school.** So when it's disconnected, it's like they just let it go if it's disconnected” (FLTA/LI/TITI/174)*

4.1.2. Strategies to Cope with Teaching Anxiety

4.1.2.1. Personal

a. Cognitive strategies

Titi told the researcher how she copes with her foreign language teaching anxiety on her teaching practice by blocking the negative while teaching in class. She could continue her teaching by trying to stay brave and maintain the mood when dealing with the students she taught.

*“One of the students asked about recount, yaa, ee about tenses. The question is quite a trap, but I could still overcome it and it turns out that the recount is focused on the simple past. He asked about the use of the past tense and others, like for past continuous and so on. **When he asked, alhamdulillah, I could answer, we have to be brave**” (CSTPA/COG/TITI/060)*

*“Yes, **trying to control the mood, keep the mood. It's like we really have to take care of our mood**, so we have to be able to get back their motivation to come on, ini lho, there's a test. Trying to bring the atmosphere before they test it into a fun atmosphere so that they are happy when they do the test” (CSTPA/COG/TITI/162)*

b. Behavioral strategies

From the result of the data, Titi stated that she did some activities that had just become her routine during the teaching practicum. For Titi, every day while she was teaching practicum, she became accustomed to getting enough sleep and eating regularly.

“Keeping rest, because I'm really tired all day after school, it's like being physically and mentally drained. I get enough sleep, so I don't get sick. So during PPL, I really take care of my sleep pattern and don't eat late” (CSTPA/BEH/TITI/162)

c. Emotional strategies

Another technique that Titi used to overcome her teaching anxiety was by using self-acceptance. She tried to accept the limits of her teaching capacity as a pre-service teacher when dealing with unresponsive students.

“Oh yes, (when I asked them a question) no one is responding, either they don't want to respond or they probably don't know or pretend they don't know or just avoid it. I have asked 3 times but no one has answered, so that's it, we can't do anything because they are online from home, it's impossible for them to be punished too, so that's just it, that's it” (CSTPA/EMO/TITI/098)

4.1.2.2. Professional

a. Self-management skill

This strategy is intended by Titi by trying to organize herself well in terms of teaching. Titi stated that she tried to prepare the material immediately and faced all the things that happened during teaching practicum as her responsibility.

“Yes, I have been in chaos because we still have some courses and others. So (I) must be prepared the material long before because it's my teaching responsibility” (CSTPA/SKI/TITI/038)

“I wasn't lazy to teach, but I was just lazy to undergo it. Like (laughing) maybe because we are still not familiar with teaching job, though we are still moody we must have to face it” (CSTPA/SKI/TITI/154)

b. Professional qualities

Apart from the strategies above, Titi also could make appropriate adaptations for the students that she teaches. These adaptations could be done by her using more effective techniques for the material that she taught.

“Oo, coincidentally the teacher asked me to try for innovation so I continue to look for some teaching techniques. Alhamdulillah, (I) found a new technique for teaching recount text, which surprised them and excited them to use it because like they realize it could be (writing recount text) easier if using that” (CSTPA/QUA/TITI/140)

4.1.2.3. Social

In the use of social coping strategies, Titi decided to involve in sharing session facilitated by her supervising lecturer. She also benefited from this activity while listening to other pre-service teachers from various school backgrounds. She said that the experiences of her friends during the teaching practicum could be lessons for her.

“So every once a few weeks, we would have a sharing session with the lecture supervisor and with friends from other schools. (I) have sharing (with friends), learning from their experiences who go to different schools. Some have good schools that usually have good student motivation. Also, there are some who have non-favorite school with lack of students motivation and lack of school support”
(CSTPA/PEO/TITI/192)

4.1.2.4. Institutional

a. Support from supervising teacher

Being able to have a good relationship with the supervising teacher can be a hope for pre-service teachers during their teaching practicum. Likewise, with Titi, who from the interview results revealed that she had received constructive feedback regarding her teaching from her supervising teacher.

“Because I'm the indifferent type, if there are constructive comments from the teacher, for example at that time I was told just to relax, Mba, don't be too tense, just enjoy the time. Don't be afraid to take too long, but don't be so relaxed because (I) think it's still a long time. If the time is not enough, it's okay, the next meeting (the material) could still be continued.” (CSTPA/SCH/TITI/210)

b. Feedback from lecturer supervisor

Having a lecture supervisor who is willing to help by providing space to share stories also helps pre-service teachers themselves. Titi admitted that she felt helped by the regular sharing sessions during the teaching practicum from her lecture supervisor.

“Yes, from the sharing session facilitated by the lecturer, we can also learn from the general feedback given by him, if it turns out to be like this or to be like that”
(CSTPA/LEC/TITI/194)

4.2. Discussions

4.2.1. Sources of Foreign Language Teaching Anxiety

By referring to the theory by Aydin (2016) that stated that foreign language teaching anxiety is an affective state of teachers that feels pressure due to personal, perceptual, motivational as well as technical problems that may be encountered before, during, or after the teaching process. However, the sources that caused the participant's teaching anxiety in this research might be different.

The finding of this aspect for lack of teaching experience is consistent with that of Aydin (2016) who found that the lack of experience in teaching activities is a trigger for teaching anxiety which is especially experienced by pre-service teachers at the beginning of class. That is why Titi's anxiety appears because it is the first time for her to teach in front of the real students. She felt tense which resulted in her confusion in composing the right words when answering a question from one of the students and in doing small talk. More generally, it is known that small talk may be able to build closeness with students which can create a pleasant classroom atmosphere. In short, the first class meeting inevitably makes pre-service teachers anxious or tense because they generally lack experience in teaching and unfamiliarity with the characteristics of students in each class.

The evidence of teacher's personality is in line with the previous research conducted by Aydin (2016) who explained that teachers feel a lack of self-confidence, afraid of failure, making mistakes, and getting negative evaluations. This factor is also related to the first factor that is the lack of teaching experience. Same with Titi, whose teaching experience is still lacking, becomes less confident due to her fear. She is afraid that she would not be able to give the right portions in teaching and learning for her students. At that time, Titi who is a pre-service teacher must have tried her best in her teaching performance, but she might be worried if she would be compared with their real teacher. In other words, although pre-service teachers

have taken classroom observations which are an early stage before they actually teach students, they still do not know what students expect because of the short observation period and limited opportunities for their interaction with students at that time. This might cause them to experience teaching anxiety in their teaching practicum.

In accordance with the result of fear of making mistake, previous studies have demonstrated that fear of making mistakes provoked anxiety in language teaching. As emphasized by Aydin (2016) that the problem area in fear of making mistakes is generally related to pronunciation and speaking. It is also in line with the result of Ipek (2016) who found that one teacher felt uncomfortable when they felt that their knowledge was being tested by students. For this reason, it is possible that Titi is afraid of making mistakes when pronouncing difficult words because English is not her mother tongue. In addition, she might be worried if there is a student that would test her speaking ability in terms of pronunciation about some difficult words. Thus, difficult words or unfamiliar words for pre-service teachers could make them more anxious when teaching a foreign language.

These results of difficulties in time management are in agreement with Aydin's (2016) findings which showed a minority of pre-service teachers faced difficulties in time management during their teaching activity. As one of his participants stated that he/she was confused about what should be done to waste time because his/her activity lasted too short. It is also felt by Titi, who might suddenly become confused and anxious about thinking of additional activities to fill the void of time from her class which turned out to be shorter. Djawamara and Listyani (2021) who also pointed out that time management is important for teachers in their success in the teaching process so that they could transfer knowledge to students without significant obstacles. Unfortunately, time management still becomes a source of anxiety for pre-service teachers when teaching.

Based on the finding of lack of learner motivation above, it corroborated the previous research conducted by Sammephet and Wanphet (2013) which in the same way expressed that pre-service teachers certainly know that one of the key indicators in a successful classroom is teacher-student interaction. It is the same with the condition experienced by Titi where there were some students who seemed less communicative with her. A quiet classroom could make the classroom atmosphere uncomfortable for both students and teachers. Another reason is that, if this condition is left too long, it is feared that the pre-service teacher will run out of words when teaching which can reduce students' trustworthiness because they are taught by a teacher trainee. To be brief, less student participation can hinder learning and cause pre-service teachers to feel pressured.

A possible explanation for the results of the technical issue may be the lack of adequate things that happened suddenly and out of control. These results reflect those of Aydin (2016) who also found that a few of his participants caused tension during their teaching due to logistical problems such as computer errors, internet connections, and electricity shortages. In addition, the teaching situation of blended learning might be a challenge, one of which is for Titi because she must be able to balance the portion of learning for students at school and students at home. That is why Titi felt annoyed when there was a logistical issue in her first blended learning teaching experience.

4.2.2. Strategies to Cope with Teaching Anxiety

FLTA or foreign language teaching anxiety is known to be experienced by both pre-service and teachers which can be reduced or overcome. In this research, the researcher identified coping strategies for teaching practice anxiety leading to the theory of Murray-Harvey et al. (2000). The theory of Murray-Harvey falls under four headings: (1) personal; (2) professional; (3) social; and (4) institutional coping strategies.

4.2.2.1. Personal

In this category, the participant uses several strategies that the researcher decided to group in this theme. There are five specific strategies identified for the category of personal coping strategies (Murray-Harvey et al., 2000). First, the example for cognitive strategies, which are: blocking the negative, positive thinking, pragmatism, and setting realistic expectations. Second, the example for physical strategies, which are: active physically (e.g. general exercises), passive physically (e.g. listening to music). Third, the example for behavioral strategies by doing activities that are done regularly that do not require thinking (e.g. doing housework). Fourth, the example for emotional strategies by self-acceptance both when doing good or bad things (e.g. light-hearted attitude). Five, the example for rational strategies by managing time appropriately for work and leisure. Based on the interview, only three (3) specific strategies of personal coping strategies were used by the participant when decreasing her teaching practice anxiety, i.e., by doing cognitive strategies, emotional strategies, and behavioral strategies.

In the coping of cognitive strategy by blocking the negative, Titi could answer students' questions without hesitation. She also could maintain her mood when teaching even though there are some students who are less engaged in learning. That way she could still continue the class as planned. For the using of behavioral coping strategy, Titi had a way to overcome her anxiety during teaching practicum by maintaining sleep and eating patterns. Getting enough sleep and eating regularly really helped Titi in maintaining her health so it could support her teaching performance as well. In addition, Titi feels that she has tried to build good communication with her students by managing her emotional strategies. She suppresses not being harsh on students as long as she has done her best.

4.2.2.2. Professional

The result of the research revealed that Titi did several strategies in overcoming her teaching practicum anxiety that was included in professional coping strategies. By considering the theory by Murray-Harvey et al. (2000), professional coping strategies referred to several aspects related to self-management skills (e.g. planning, preparation, and organization skill), knowledge of the curriculum, and professional qualities (e.g. adaptability). The result of the data was in line with the findings of Djawamara and Listyani (2021) that adaptation to new environments and good preparation before teaching were some of the strategies that were used by pre-service teachers. The professional coping strategies that Titi mentioned are self-management skills and adaptability to professional qualities.

From Titi's statement by the used of self-management skill, it is known that she has other activities and changing moods during teaching practicum. In addition, Titi prepared material long before also might be to prevent sudden additional tasks with the same due date. Then, Titi acknowledged that the strategy she tried by increasing her professional qualities by using a technique when teaching the material that she taught could be accepted and followed by the students she teaches. She personally was also happy because she could know these techniques so her students become more engaged in learning.

4.2.2.3. Social

One study by Murray-Harvey et al. (2000) reported that a significant way by talking with family or friends when a time crisis has become a coping strategy used by several pre-service teachers (e.g. discussion with people or coming to social events). This strategy was a good solution for pre-service teachers to share their experiences and strategies with their peers. In this finding, from the interview, Titi never attended a

specific event to entertain herself while doing her teaching practicum, such as hanging out with friends. Instead, she did a sharing session with other pre-service teachers from other schools to share experience.

As expected from sharing session, Titi explored the way to cope with her teaching anxiety by listening to her friends' experiences during sharing sessions. This might be helpful for her because she could know that other people who are also her friends have their own problems.

4.2.2.4. Institutional

The last category in overcoming the teaching practicum anxiety grouped by Murray-Harvey et al. (2000) is institutional coping strategies, this category is related to humans (e.g. supervising teacher, lecture supervisor) and systems (e.g. provision of 'breathing space', teaching experience office) both in school and university. They also stated that talking and learning from the supervising teacher was more emphasized in this coping category. Then, the data of the research finding find out that Titi consulted with the supervising teacher and lecture supervisor during her teaching practicum.

During the teaching practicum, Titi had very good support from the teacher because the teacher gave her feedback related to her planning and preparation. Though she said that if she is someone who is indifferent but she could accept the advice given by her supervising teacher because she got helpful comments to improve her teaching performance. At that time, she still could not find the right rhythm when delivering material to students. Fortunately, there was good communication with the supervising teacher who reminded her to keep enjoying herself while teaching so it can help her in minimizing other problems while teaching.

From the result of the interview, Titi realized that one of her strategies to cope with her teaching anxiety was having advice from her lecture supervisor. She had

benefited from her lecturer supervisor that provided regular sharing sessions. With the sharing session, she said with the luck of getting a lecturer who is available to the conditions or situations that are being experienced by students, especially during teaching practicum. Then she used this advice as a way to make learning more suitable for students so the class could be more fun.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The aim of this research is to investigate the sources of a pre-service English teacher's teaching anxiety and the coping strategies in overcoming it during teaching practicum. Based on the interview, it is investigated that the participant experiences anxiety while undergoing the teaching practicum. The highest tension of teaching anxiety is most felt by the pre-service teacher at the first meeting of the class. This is due to pre-service teacher's teaching inexperience which leads to unfamiliarity with the teaching aspects. From the result, several sources contributed to participant teaching anxiety such as; 1) lack of teaching experience; 2) teachers' personality; 3) fear of making mistakes; 4) difficulties in time management; 5) lack of learner motivation; and 6) technical issue. Seeing the importance of teaching practicum for pre-service teachers, the participant in this research used several strategies to overcome her teaching anxiety. The strategies were grouped based on the theory of Murray-Harvey et al. (2000) into four main categories; 1) personal, included: cognitive strategies, behavioral strategies, and emotional strategies; 2) professional included: self-management skill and professional qualities; 3) social included: discussion with people; and 4) institutional included: support from supervising teacher and feedback from lecturer supervisor. Although the participant experienced some anxieties when carrying out teaching practicum, the pre-service English teacher was able to deliver the material in accordance with the students' capability. This is because the pre-service teacher is capable enough in preparing teaching and following the development of student interest.

5.2. Suggestions

Based on the findings of this research, several suggestions are proposed for the pre-service teachers. Pre-service teachers who will carry out teaching practicum are expected to be able to pay attention and prepare aspects of teaching as a whole. Then, pre-service teachers who may have experienced anxiety with feelings of fear or experienced difficulties during the teaching practicum can share their feelings or experiences by looking for a support system through a lecturer supervisor, teacher supervisor or peers. In addition, the English language education study program can provide regular teaching training for pre-service teachers to increase their teaching experience. Likewise, for in-service teachers to always accompany and assist pre-service teachers in developing teaching abilities. Thus, pre-service teachers are expected to be able to carry out teaching practicum with confidence. Besides that, it is recommended that further research in the same area can be conducted with a broader scope, for example, two pre-service teachers who conduct teaching practicum in two schools at different levels and with additional methods besides interviews to obtain different results.

REFERENCES

- Ameen, E. C., Guffey, D. M., & Jackson, C. (2002). Evidence of teaching anxiety among accounting educators. *Journal of Education for Business*, 78(1), 16–22. <https://doi.org/10.1080/08832320209599692>
- Aslrasouli, M., & Vahid, M. S. P. (2014). *An Investigation of Teaching Anxiety among Novice and Experienced Iranian EFL Teachers Across Gender*. *Procedia - Social and Behavioral Sciences*, 98, 304–313. doi:10.1016/j.sbspro.2014.03.421
- Aydin, S. (2016). *A qualitative research on foreign language teaching anxiety*. *The Qualitative Report*, 21(4), 629-642
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Buckworth, J. (2017). Issues in the teaching practicum. Geng, G., Smith, P., & Black, P. (Eds.), *The Challenge of Teaching Through the Eyes of Pre-service Teachers* (pp. 9-18). Puchong, Selangor D. E: Springer Singapore.
- Can, D. T. (2018). *Foreign language teaching anxiety among pre-service teachers during teaching practicum*. *International Online Journal of Education and Teaching (IOJET)*, 5(3), 579-595. <http://iojet.org/index.php/IOJET/article/view/420/255>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson
- Djawamara, Y. J. R., & Listyani, L. (2021). *Indonesia student teachers' anxiety during teaching practicum at a private shs in central java*. *ELTR Journal*, 5(1), 1-18. Retrieved from <https://eltr.apsppi.or.id/index.php/eltr/article/view/102>

- Folkman, S., & Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. *Journal of Health and Social Behavior*, 21(3), 219. <https://doi.org/10.2307/2136617>
- Folkman, S., & Lazarus, R. S. (1985). If it changes it must be a process: Study of emotion and coping during three stages of a college examination. *Journal of Personality and Social Psychology*, 48(1), 150–170. <https://doi.org/10.1037/0022-3514.48.1.150>
- Gardner, L. E., & Leak, G. K. (1994). Characteristics and correlates of teaching anxiety among college psychology teachers. *Teaching of Psychology*, 21(1), 28–32. https://doi.org/10.1207/s15328023top2101_5
- Geng, G., Smith, P., & Black, P. (2017). Listening to the voice of pre-service teachers. Geng, G., Smith, P., & Black, P. (Eds.), *The Challenge of Teaching Through the Eyes of Pre-service Teachers* (pp. 3-7). Puchong, Selangor D. E: Springer Singapore
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2). <https://doi.org/10.1007/bf02766777>
- Hamaidi, D., Al-Shara, I., Aroui, Y., & Awwad, F. A. (2014). *Student-teachers's perspectives of practicum practices and challenges*. *European Scientific Journal, ESJ*, 10(13). <https://doi.org/10.19044/esj.2014.v10n13p%p>
- Han, T., & Takkaç-Tulgar, A. (2019). Analysis of the pre-service teachers' teaching anxiety and coping strategies: A Turkish Elementary School Context. *GIST – Education and Learning Research Journal*, (19), 49-83. <https://doi.org/10.26817/16925777.802>

- HORWITZ, E. L. A. I. N. E. K., HORWITZ, M. I. C. H. A. E. L. B., & COPE, J. O. A. N. N. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Horwitz, E. K. (1996). *Even teachers get the blues: Recognizing and alleviating non-native teacher Foreign Language Annals*, 29, 365-372
- İpek, H. (2016). *A qualitative study on foreign language teaching anxiety*. Eğitimde Nitel Araştırmalar Dergisi - Journal of Qualitative Research in Education, 4(3), 92-105 [Online] www.enadonline.com, DOI :10.14689/issn.2148-2624.1.4c3s5m
- Jensen, D. (2008). Dependability. In L. M. Given, *The SAGE Qualitative Research Methods* (p. 208). Thousand Oaks: SAGE Publications.
- Kim, S. Y., & Kim, J. H., (2004). When the Learner Becomes a Teacher: Foreign Language Anxiety as an Occupational Hazard. *English teaching*, 59, 165-185.
- Lambert, V.A., & Lambert, C.E. (2012). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim international journal of nursing research*, 16, 255-256.
- Merç, A. (2011). *Sources of foreign language student teacher anxiety: A qualitative inquiry*. Turkish Online Journal of Qualitative Inquiry, 2(4), 80-94. Retrieved from <http://www.dergipark.ulakbim.gov.tr/tojq/article/view/5000093463>.
- Murray-Harvey, R., T. Slee, P., Lawson, M. J., Silins, H., Banfield, G., & Russell, A. (2000). Under stress: The concerns and coping strategies of teacher education students. *European Journal of Teacher Education*, 23(1), 19–35. <https://doi.org/10.1080/713667267>

- Nassaji, H. (2015). Qualitative and descriptive research: Data Type Versus Data Analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Paker, T. (2011). *Student teacher anxiety related to the teaching practicum*. Egitim Arastirmalari-Eurasian Journal of Educational Research, 42, 207- 224.
- Pasaribu, T. A., & Harendita, M. E. (2018). *English language anxiety of pre-service teachers: Causes and coping strategies*. LLT Journal: A Journal on Language and Language Teaching, 21(2), 134-147. DOI: doi.org/10.24071/llt.2018.210202. Retrieved from <https://ejournal.usd.ac.id/index.php/LLT/article/view/1261/pdf>
- Sammephet, B., & Wanphet, P. (2013). *Pre-service teachers' anxiety and anxiety management during the first encounter with students in EFL classroom*. Journal of Education and Practice, 4(2), 78-87.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. <https://doi.org/10.3233/efi-2004-22201>
- Ulgü, S., & Er, M. (2016). Pre-service language teacher education in Turkey. *Scientific research and education in the air force*, 18(2), 681–688. <https://doi.org/10.19062/2247-3173.2016.18.2.28>

APPENDIX

Appendix 1

Titik's Lesson Plan

Satuan Pendidikan : SMAN ... Yogyakarta
Mata Pelajaran : Bahasa Inggris/ Peminatan
Kelas/ Semester : X (sepuluh) / Genap
Materi Pokok : Recount Text
Alokasi Waktu : 3 Pertemuan (2x 45 menit)

A. Kompetensi Inti, Kompetensi Dasar, dan Indikator

KOMPETENSI INTI	KOMPETENSI DASAR	INDIKATOR
KI 1: Menghargai dan menghayati ajaran agama yang dianutnya. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara	3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. 5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah. 5.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	3.5.1 Menyebutkan fungsi sosial teks recount terkait (biografi tokoh terkenal) 3.5.2 Mencirikan struktur teks recount terkait (biografi tokoh terkenal) 3.5.3 Menemukan unsur kebahasaan teks recount terkait (biografi tokoh terkenal) 3.5.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya 4.5.1.1 Membandingkan makna, fungsi sosial, struktur teks, dan unsur kebahasaan secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal

mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan		4.5.2.1 Membuat teks <i>recount</i> lisan dan tulis, dalam bentuk biografi,
--	--	---

B. Tujuan Pembelajaran

Melalui platform Google Classroom, Google meet, dan Instagram dengan model Project Based Learning, peserta didik terampil menerapkan fungsi sosial, struktur teks, unsur kebahasaan, menangkap makna, dan menyusun teks *Recount* tulis pendek dan sederhana, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Kegiatan Pembelajaran

Pertemuan 1	Pertemuan 2	Pertemuan 3
Pertanyaan Mendasar - Menyiapkan peserta didik untuk mengikuti proses pembelajaran - Mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari - Menjelaskan kompetensi dasar dan tujuan pembelajaran yang akan dicapai - Siswa menyimak teks <i>recount</i> lisan dan tulis untuk menyimpulkan fungsi sosial dari teks <i>recount</i> tentang tokoh terkenal - Mencirikan struktur teks dan unsur kebahasaan yang digunakan dalam teks <i>recount</i>. Perencanaan Project - Siswa diberikan informasi terkait rencana pembuatan project	Menyusun jadwal pembuatan - Membuat kesepakatan tentang jadwal pembuatan proyek. - Membaca dan menemukan unsur kebahasaan teks <i>recount</i> tentang biografi tokoh terkenal. - Menentukan fungsi sosial, struktur text dan unsur kebahasaan beberapa teks <i>recount</i> tentang biografi tokoh terkenal. Memonitor keaktifan dan perkembangan proyek - Siswa mengumpulkan gambar, foto dan contoh teks <i>recount</i> dari berbagai sumber. - Siswa merancang teks <i>recount</i> biografi orang terkenal (mind mapping)	Menguji hasil - Siswa membuat teks <i>recount</i> sederhana tentang tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. - Siswa mengunggah hasil kerja mereka ke media sosial instagram untuk kemudian diberikan umpan balik Evaluasi pengalaman belajar - Siswa saling memberikan umpan balik terhadap hasil kerja siswa lain. - Siswa membicarakan permasalahan yang dialami dalam membuat teks <i>recount</i>. - Siswa melakukan refleksi tentang proses dan hasil belajarnya.

D. Penilaian

Pengetahuan	Keterampilan	Sikap
Menyimak, menemukan, menentukan fungsi sosial, struktur teks dan unsur kebahasaan pada teks recount sederhana berbentuk biografi tokoh terkenal.	Menyusun teks recount sederhana berbentuk biografi tokoh terkenal.	Aktif, disiplin dan berkarakter dalam proses pembelajaran teks recount sederhana berbentuk biografi orang terkenal



Appendix 2

Thematizing Matrix

Construct	Theme	Sub-Theme	Code
Foreign Language Teaching Anxiety	Lack of Teaching Experience		FLTA/TE/TITI/001
	Fear of Making Mistake		FLTA/FM/TITI/001
	Lack of Learners' Motivation		FLTA/LM/ TITI/001
	Teachers' Personality		FLTA/TP/TITI/001
	Lack of Content Knowledge		FLTA/CK/TITI/001
	Difficulties in Time Management		FLTA/TM/TITI/001
	Perceptions of Low Level Language Proficiency		FLTA/LP/TITI/001
	Inappropriateness of Content to Learners' Level		FLTA/LL/TITI/001
	Low Level of Learners' Target Language Proficiency		FLTA/LT/TITI/001
	Lack of Planning and Preparation		FLTA/PP/TITI/001

		Fear of Negative Evaluation		FLTA/NE/TITI/001
		Logistical Issues		FLTA/LI/TITI/001
Coping for Practicum	Strategies for Teaching Anxiety	Personal	Cognitive	CSTPA/COG/TITI/001
			Physical	CSTPA/PHY/TITI/001
			Behavioral	CSTPA/BEH/TITI/001
		Professional	Emotional	CSTPA/EMO/TITI/001
			Knowledge	CSTPA/KNO/TITI/001
			Skill	CSTPA/SKI/TITI/001
		Social	Qualities	CSTPA/QUA/TITI/001
			People	CSTPA/PEO/TITI/001
			Events	CSTPA/EVE/TITI/001
		Institutional	School teacher	CSTPA/SCH/TITI/001
			Lecture supervisor	CSTPA/LEC/TITI/001

Appendix 3

Coding Matrix

Coding Sample	Meaning
FLTA/TP/TITI/001	‘FLTA’ is for Foreign Language Teaching Anxiety construct. ‘TP’ is for the Teacher's Personality theme. ‘TITI’ means that the data found in the Titi interview transcript. ‘001’ means it is from interview transcript line 1.
CSTPA/PER/TITI/001	‘CSTPA’ is for Coping Strategies for Teaching Practicum Anxiety construct. ‘PER’ is for Personal theme. ‘TITI’ means that the data found in the Titi interview transcript. ‘001’ means it is from interview transcript line 1.

Appendix 4

Transcriptional

Participant : Titi
 Time : 70 minutes
 Date : 22 February 2022
 Place : Zoom meeting
 I : Interviewer
 R : Respondent

Subject	Line	Transcription	Theme	Coding
I	001	Assalamualaikum warahmatullahi wabarakatuh		
R	002	Waalaikumussalam		
I	003	Buat Titi makasih udah meluangkan waktunya buat wawancara. Sebelumnya boleh diceritakan dulu kemarin itu waktu PPL dapet di sekolah mana gitu?		
R	004	Kemarin waktu PPL dapet di sekolah yang bagus ya, dapet di SMA Negeri 3 Yogyakarta.		
I	005	Oo ya, itu pas pertama tau dapet di sekolah itu. Itu perasaannya gimana? Pas belum mulai PPL nya gitu.		
R	006	Ee rasanya campur aduk ya, ya seneng karena dapet sekolah yang bagus, tapi takut juga. Aku takut nggak bisa ngimbangi murid-murid disana, takut nggak bisa membawa pelajarannya ke murid-murid disana. Karena yang kita tau, murid-murid disana di sekolah favorit pasti ya mungkin pinter-pinter ya. Jadi agak campur aduk karena	Teachers' Personality	FLTA/TP/TITI/006

		dapet sekolah bagus, tapi takut juga dengan apa yang akan dihadapi nanti gitu.		
I	007	Oo ya, itu pas PPL belum dimulai, ada pembekalan dulu ya?		
R	008	Iya.		
I	009	Terus ada observasi dulu nggak sih sebelum bener-bener PPL nya?		
R	010	Iya sebelum ngajar.		
I	011	Iya, ada perbedaan nggak dari yang didapet waktu pembekalan sama kenyataan di lapangan gitu?		
R	012	Oo ya, cukup berbeda ya karena kalau di pembekalan kita dikasih secara umum aja ya, gambaran secara umum akan gimana-gimana.		
I	013	Karena sekolahnya juga beda-beda ya?		
R	014	Iya, terus ternyata pelaksanaannya lumayan rumit ya melelahkan juga. Rumitnya itu lebih ke dokumen-dokumen persiapan sebelum ngajar kaya bikin RPP, form penilaian, materi gitu. Kalau yang melelahkan itu karena kita harus di sekolah dari pagi sampai sore, nyelesain pekerjaan yang ada di sekolah juga kampus, ngajar juga kadang 1 kelas kadang 2 kelas.		
I	015	Pas PPL dapet berapa kelas?		
R	016	Kalau nggak salah 4 kelas ya, kebetulan kelas 10 semua.		
I	017	IPA semua apa IPA IPS?		

R	018	Kebetulan 3 IPA, 1 IPS. Kebetulan di Padmanaba emang ada 1 IPS.		
I	019	Waktu PPL itu blended learning ya?		
R	020	Iya.		
I	021	Blended learning disana itu modelnya gimana?		
R	022	Blended learning disana itu 50% di kelas, 50% nya lagi di rumah. Jadi yang 50 50, siswa yang di kelas mendapat pelajaran langsung bersama saya, tapi buat yang di rumah itu terhubung, terkoneksi dengan Zoom atau Google Meet, tapi keseringan Google Meet yang langsung dari Google Classroom nya anak- anak. Jadi kita tersambung via Google Meet sama anak-anak yang di rumah. Jadi pembelajarannya serentak tapi memang beda posisi, satunya online satunya offline.		
I	023	O yaa, observasinya itu berapa lama?		
R	024	Observasi kemarin sekitar minggu kurang lebih. Itu kita melihat dulu kondisi kelasnya gimana, observasi gurunya ngajar gimana. Jadi kita mengimbangi gurunya, mengimbangi apa yang udah diajarin sama gurunya, ke kita nanti yang akan kita ajarkan nanti. Jadi anak-anak nggak merasa ada ketimpangan gitu ya, ketimpangan dalam arti pembelajaran yang diberikan gurunya mungkin lebih banyak atau lebih sedikit dari kita. Jadi kita menyamakan porsi pembelajarannya, biar anak-		

		anak ngga ngerasa ada perbedaan gitu, walaupun diajar sama guru PPL.		
I	025	Sama pre-service ya?		
R	026	Iya.		
I	027	Nah, tadi sebelum mulai. Sebelum ke masa observasi, itu kan udah ada bayangan dapet sekolah yang bagus dengan siswa yang tadi Titi bilang ya mungkin high proficiency gitu ya. Terus pas observasi sama bayangan sebelum observasi itu murid-muridnya sama ngga?		
R	028	Ee cukup berbeda ya. Saya ngira di bayangannya bener-bener aktif, banyak omong karena mereka sekolahnya favorit. Ternyata di lapangan cukup berbeda, ya sama seperti anak-anak SMA pada umumnya. Nggak yang terlalu banyak..ada yang aktif, ada yang pasif, ada yang banyak ngomong, ada yang memilih untuk diem di kelas gitu. Tapi tetep pembelajarannya berlangsung dengan cepet dan mereka cepet tanggap sama apa yang kita kasih, kita ngga perlu ngejelasin berulang-ulang.		
I	029	Jadi walaupun mereka pasif, mereka tetep ngerjain semua tugas dan nangkep apa yang Titi sampaiin itu dengan cepet, dengan gampang gitu?		
R	030	Iyaa, tetep bisa nangkep walaupun mereka memilih untuk diem, tapi mereka tetep memilih untuk ngerjain tugas. Kan di beberapa sekolah yang nggak begitu apa ya, istilahnya sekolah biasa-biasa itu kan biasanya kalau udah males		

		kaya males semua ya. Udah nggak mau ngomong, nggak mau berpartisipasi di kelas, tugas juga nggak ngerjain. Tapi mereka, bedanya disini mereka walaupun mereka memilih untuk diam di kelas, tapi mereka tau loh. Mereka tau harus belajar lagi di rumah dan mereka harus ngerjain tugas karena itu tanggung jawab mereka.		
I	031	O iya, kemarin PPL nya ngajarnya materi apa ya?		
R	032	Recount ya kebetulan.		
I	033	Recount aja?		
R	034	Waktu observasi itu kita juga ngajar conjunction.		
I	035	Oo jadi diluar kewajiban dari prodi yang cukup satu materi, jadi guru pembimbingnya yang minta dua berarti.		
R	036	Iya, kebetulan kita diberikan kesempatan untuk observasi. Setelah observasi itu dikasih buat sesi latihan gitu, sesi latihan buat melanjutkan sesi pengajaran dari Miss nya sebelum nanti kita benar-bener mengajar dan dinilai juga oleh dosen pembimbing kita. Jadi yang dinilai sama dosen itu pembelajaran recount, sedangkan conjunction itu dipakai buat latihan aja.		
I	037	Oo ya, karena yang dinilai itu recount berarti persiapannya mulai dari RPP, materi gitu-gitu ada keteteran nggak? Pas masih harus nyelesein conjunction di 4 kelas. Eh habis itu ternyata harus juga tetep nyiapin buat recount gitu.		

R	038	Lumayan keteteran ya, karena kita masih ada kuliah segala macam. Jadi harus nyiapin materi dari jauh-jauh hari karena itu tanggung jawab ngajar.	Lack of teaching experience Professional (skill)	FLTA/TE/TITI/038 CSTPA/SKI/TITI/038
I	039	Keteterannya itu pas paling banget keteteran pas kapan?		
R	040	Pas mau ngajar ya (laughing) pertemuan pertama ya.	Lack of teaching experience	FLTA/TE/TITI/040
I	041	Pertemuan pertama, nyiapin materinya?		
R	042	Iya kebetulan saya ada seminar proposal juga ya. Cukup keteteran karena banyak tugas yang harus diselesaikan dan RPP itu baru disetujui beberapa hari sebelum mengajar dan saya harus mengejar bikin materi gitu. Lumayan keteteran mungkin karena pertama kalinya saya memulai semua dari nol gitu ya, kan kita waktu di conjunction cuman ngelanjutin materi ya.	Lack of teaching experience	FLTA/TE/TITI/042
I	043	Ngelanjutin materi tapi itu..satu materi diajarkan buat beberapa pertemuan?		
R	044	Satu materi buat 3 pertemuan, kan conjunction itu langsung pertemuan 2 dan 3. Jadi tinggal melanjutkan materi di pertemuan kedua, terus ketiganya kita kuis ngambil nilai. Tapi kalau untuk recount bener-bener dari nol, dari mulai bikin RPP, bikin tujuan pembelajaran segala macam sampe kita bikin soal untuk jadi bahan penilaian. Itu lumayan keteteran itu di awal.	Lack of teaching experience	FLTA/TE/TITI/044

I	045	Tapi pas ngajar buat conjunction di pertemuan kedua itu materinya kan melanjutkan. Itu tuh gurunya udah nyediain atau tetep bikin sendiri?		
R	046	Tetep bikin sendiri ya (smiling).		
I	047	Berarti sebenarnya sama aja ya?		
R	048	Iya sama aja, cuman karena sudah ada RPP nya jadi terbantu karena udah ada tujuan pembelajarannya. Jadi kita tinggal bikin materi, jadi kita tinggal liat oo dari RPP nya tujuannya begini. Jadi pertemuan kedua tinggal bikin materi, kalau di recount kan kita bener-bener mikir dulu tujuan pembelajarannya apa, baru kita bikin materinya.		
I	049	Terus pas selama ngajar recount ya, kan udah bikin RPP nya..pas ngajar itu Titi berapa kali?		
R	050	Ee satu kelas itu 3 kali pertemuan recount. Tapi karena waktu yang terbatas, ada kelas yang ketemu 2 kali ada yang ketemu 3 kali sama saya.		
I	051	Berarti kalau diitung-itung 3 kali 4 kelas, ada 12 kali lebih karena sama conjunction ya.		
R	052	Iyaa.		
I	053	Pas ngajar recount di beberapa kelas itu ada nggak sih yang nggak sesuai sama RPP yang udah dibikin?		
R	054	Ada ya kayanya, sebenarnya itu udah masuk ke pertemuan tiga, udah mau ujian udah mau		

		ambil penilaian. Tapi anak-anaknya baru bilang ke saya Miss ada yang nggak paham gitu-gitu.		
I	055	Jadi pas satu dua mereka diem aja gitu?		
R	056	Iya soalnya satu dua nyimak gitu diem aja, jadi nggak mengira akan ada ujian di pertemuan tiga. Pas di pertemuan tiga dikasih tau kan kita akan ada ujian gitu-gitu nanti akan diambil nilainya, mereka habis itu yang kaya baru mengutarakan pendapat mereka kaya oo miss ada yang belum paham ada yang kurang disini gitu. Jadi sebelum ujian terpaksa menjelaskan dulu, diberi penjelasan sedikit gimana-gimana.		
I	057	Berarti itu tuh diluar dari..		
R	058	Iya unexpected.		
I	059	Nah, pas nge-review pas sebelum ulangan itu ada yang kaya nanya sesuatu tapi perlu mikir dulu buat ngejawab?		
R	060	Ada yang tanya soal recount yaa, ee soal tenses. Lumayan menjebak ya pertanyaannya, cuman aku masih bisa atasi kalau ternyata recount itu ya fokusnya simple past. Dia nanya kalau misalnya penggunaan past dan lain-lain, kan ada past continuous segala macem. Dia nanya alhamdulillahnya aku bisa jawab ya, kita harus berani.	Personal (cognitive; blocking the negative)	CSTPA/COG/TITI/060
I	061	Berarti saat itu tau jawabannya, tapi bingung di penyampaianya aja biar dia itu ngeh gitu?		

R	062	Iyaa (smiling) aku bingung nyampaiinnya gimana biar mereka bisa ngerti , kalau nggak usah mikirin tenses yang lain-lain dulu gitu lho, fokus ini aja. Materi ini itu sampai ini aja gitu lho, jadi nggak usah yang kaya dibikin susah.	Lack of teaching experience	FLTA/TE/TITI/062
I	063	Itu pas pertemuan ketiga, kalau pas pertemuan satu duanya, apalagi pas pertama ngajar di kelas itu kaya ngalamin kejadian yang unik, ee satu jam pelajaran buat satu kelas itu berapa menit?		
R	064	90 an kayanya buat dua jam pelajaran.		
I	065	Karena pas pandemi ya?		
R	066	Hoo		
I	067	Kalau pas itu pernah nggak sih yang kaya udah nihh bikin materi, ngerencanainnya ngerasa cukup nih buat dua jam pelajaran pas hari itu. Tapi tiba-tiba selesainya lebih cepet atau lebih lama, kaya butuh waktu lebih buat ngajarin materi tersebut gitu itu pernah nggak?		
R	068	Iya waktu itu karena..ya namanya anak-anak sekolah, kadang kelewatan jamnya atau kadang lupa jam. Aku pernah sempet kelasnya jadinya lebih lama ya, karena mereka ada urusan dari jam pelajaran yang sebelumnya jadi selesainya lebih lama tapi untungnya waktu itu jam pelajaran terakhir. Kalau sisa pernah juga yang jadinya bikin mikir dulu mau diisi apa lagi.	Difficulties in time management	FLTA/TM/TITI/068

I	069	Pertama atau tengah-tengah pas ngajar berapa kali?		
R	070	Ee itu lebih ke yang pertama gitu ya, karena awal pertemuan kita bingung mau bahas apa. Akhirnya ya sisa waktu dipake untuk memancing mereka, kaya bahas pembelajaran itu apa mereka udah paham atau belum sama pelajarannya, itu aja sih paling kalau ada sisa ya kek ngobrol nanya pemahaman mereka hari itu gimana.	Lack of teaching experience Professional (Skill)	FLTA/TE/TITI/070 CSTPA/PRO/TITI/070
I	071	Kalau udah nanya ke mereka dan masih ada sisa waktu, mmm o iya itu guru pembimbingnya ikut ke dalem kelas?		
R	072	Iya ikut ke dalem kelas, tapi diem ya di belakang mengamati saja.		
I	073	Oo ya, kalau pas misal kaya tadi ada kelebihan waktu terus udah nyoba tanya jawab ke mereka dan masih ada sisa		
R	074	Oo kita serahkan ke gurunya aja ya (laughing) siapa tau gurunya ada pengumuman atau apa gitu ya.		
I	075	Oo hoo atau pernah nanya ke gurunya juga ini mau diisi apa ini Miss gitu.		
R	076	Pernah, terus Miss nya ya kaya oo kalau udah selesai ya nggak papa, anak-anaknya dibubarin aja. Cuman jangan disuruh keluar duluan kalau jamnya istirahat, kalau jamnya pulang jangan disuruh pulang duluan, ditunggu dulu gitu suruh aja	Institutional (Human; school teacher)	CSTPA/INS/TITI/076

		mereka tunggu di dalam kelas.		
I	077	Itu karena di sekolah memang begitu ya.		
R	078	Hoo		
I	079	Terus pas selama ngajar itu, pas pertama baru masuk ke kelas. Itu ternyata gimana yang Titi rasain itu?		
R	080	Pasti mengalami kecemasan ya di awal-awal gitu rasanya kaya mau meledak.	Lack of teaching experience	FLTA/TE/TITI/080
I	081	Sama tadi paling berat itu waktu pertemuan pertama karena nyiapin materi dulu, RPP dulu. Pas di kelasnya itu ada sesuatu juga nggak yang tiba-tiba bikin buyar? Pas pertama gitu.		
R	082	Alhamdulillahnya, aku nggak pernah ngerasa ngeblank ya, cuman itu kaya bingung mau ngomong apa yaa, biar pembelajarannya seru atau biar aktif anak-anaknya. Kalau ke materinya, kayaa ya udah diluar kepala gitu. Aku cuman kaya bingung mau basa basinya aja, bingung membawa suasana kelasnya biar kelasnya jadi seru gitu lho.	Lack of teaching experience	FLTA/TE/TITI/082
I	083	Tapi pernah nggak di kelas itu ngerasa nggak nyaman gitu?		
R	084	Oo ya pernah, karena itu nggak nyaman karena ada beberapa..ya namanya kita baru ya jadi pre-service teacher, jadi belum terlalu bisa mengatasi beberapa siswa yang kadang cukup menjengkelkan di kelas kaya ada yang tidur, ada yang kaya nggak mau	Lack of teaching experience	FLTA/TE/TITI/084

		merhatiin kita, ada yang kaya nyepelein kita gitu. Ya itu lumayan cukup menyebalkan sampai yang kaya oo males nih gitu lho, tapi ya kita harus menyelesaikan itu gitu lho.		
I	085	Kalau pas ketemu siswa-siswa yang kaya gitu, Titi ada ngapain gitu ke mereka biar mereka jadi merhatiin pelajaran lagi?		
R	086	Ee kalau kemarin sih cuman kaya di ini ya.. di reach gimana sih, ee siswanya ditanya atau mereka diminta jawab pertanyaan gitu-gitu. Mencoba didekati gitu, biar mereka nggak kaya gitu lagi, biar mereka melihat kita ada rasa hormatnya sedikit gitu lho, walau kita cuman guru PPL disana.	Professional (Skill)	CSTPA/PRO/TITI/086
I	087	Iya, tapi kalau guru pembimbing itu dari pertemuan ngajar pertama kedua ketiga itu selalu beri feedback yang gimana?		
R	088	Feedbacknya bagus ya. Kita dikasih tau kurangnya dimana, dikasih tau bagusya dimana. Ee feedbacknya sangat membantu ya.		
I	089	Jadi selama PPL itu hubungannya baik ya sama guru pembimbingnya?		
R	090	Yaa lumayan deket ya.		
I	091	Oo ya, itu Titi sebelumnya udah pernah ada pengalaman ngajar di blended?		
R	092	Ee nggak pernah ya, ini pertama kalinya coba ngajar langsung, terus ngajar	Lack of teaching experience	FLTA/TE/TITI/092

		langsung ke kelas dan blended learning ini juga pertama kalinya jadi ngerasa tegang.		
I	093	Pertama kali ya berarti, itu kan tadi setengah siswa di rumah, setengahnya di sekolah. Terus pernah khawatir dengan apa yang di rumah udah paham gitu, itu biasanya Titi gimana ngeceknnya?		
R	094	Ee ngeceknnya itu kalau masih pembelajaran ya kita tanya ya lewat Google Meetnya, terus kita tunggu responnya gimana. Tapi kalau misalnya mereka bilang udah paham gitu, itu nanti kita cek lagi di refleksi. Jadi di setiap pembelajaran itu mereka ada refleksi, yang di rumah nanti mereka nulis tentang apa pembelajaran hari itu, apa yang mereka dapet gitu. Nah darisana kita ngecek mereka itu ngerti atau enggak.		
I	095	Ee tapi pernah nggak sih..itu kan yang di rumah nanti refleksi kaya yang di kelas. Tapi pas kelasnya itu, apa yang di rumah banyak yang nyalain kamera gitu?		
R	096	Beberapa kelas ada yang memang aktif waktu di rumah ya, mereka mau nyalain kamera, mereka mau open mic gitu kan, nyapa temen-temennya yang ada di sekolah. Cuman ada beberapa kelas memang yang mereka nggak mau nyalain mic dan open cam gitu-gitu. Jadi kaya ya mereka diberi kebebasan untuk nggak open cam dan open mic itu ya kalau misalnya mereka ada pertanyaan atau mereka harus		

		ngejawab pertanyaan dari kita yang di sekolah.		
I	097	Tapi pernah nggak waktu Titi nanya buat yang di rumah, tapi mereka nggak ada yang ngejawab?		
R	098	Oo iya (smiling) nggak ada yang ngerespon antara mereka nggak mau respon atau mereka kemungkinan nggak tau atau pura-pura nggak tau atau menghindar. Cuman ya udah gitu ditanya 3 kali tapi nggak ada yang jawab jadi ya udah, kita nggak bisa berbuat apa-apa karena mereka online dari rumah, nggak mungkin mereka dihukum juga, jadi ya udah, ya udah aja gitu.	Lack of learners' motivation, participation interest, and involvement in activities Personal (emotional; light hearted attitude)	FLTA/LM/TITI/098 CSTPA/EMO/TITI/098
I	099	Mau ngehukum juga apa karena ngerasa bukan gurunya?		
R	100	Hoo gitu.		
I	101	Tadi kan guru pembimbingnya selalu ikut ke kelas ya Ti, apa kelasnya itu sepenuhnya tetep dipegang sama kamu?		
R	102	Iyaa sepenuhnya tetep sama saya, gurunya cuman kaya mengamati atau mungkin ada mengkonfirmasi beberapa, kaya tugasnya nanti gini, itu aja sih nggak yang gimana-gimana. Sepenuhnya diberikan kepada guru PPL.		
I	103	Oo ya, pas tadi observasi Titi ngeliat gimana gurunya ngajar, respon siswa-siswanya juga ke gurunya itu. Titi ngerasa ada perbedaan nggak sih pas siswanya diajar sama gurunya terus pas diajar sama Titi?		

R	104	Beberapa kelas ada yang excited ya menerima guru PPL gitu, ada yang seneng banget mereka diajar sama guru PPL. Tapi ada beberapa kelas justru jadi pendiam gitu, justru jadi apa yaa pendiam gitu karena diajar guru PPL, antara mereka takut atau mereka nggak nyaman atau mereka memang terbiasa dengan guru PPL ya bingung juga ya gimana. Cuman memang ada beberapa yang seneng banget kaya misalnya kelas IPS itu.		
I	105	Hmm berarti antara IPA sama IPS lebih aktif IPS nya juga?		
R	106	Iya kalau aktif, lebih aktif IPS dibanding IPA dan excitement nya dari anak IPS lebih tinggi ya dibanding anak-anak IPA ketika diajar guru PPL ya, mereka kaya seneng dapet guru yang umurnya nggak begitu jauh dari mereka. Jadi kaya bisa ngomongin hal yang nyambung sama mereka gitu.		
I	107	Kalau buat IPS aktif, kalau buat yang nggak aktif bahkan tadi kaya bingung ini masih diajar sama PPL gitu. Tapi Titi pernah nggak sih kaya ngerasa pingin buat yang pendiam biar tetep se excited waktu mereka diajar sama guru aslinya?		
R	108	Ya pengen sih, tapi diliat-liat ternyata memang apa ya.. memang ada di satu kelas yang mau guru aslinya yang ngajar atau kitanya yang ngajar itu tetep begitu gitu kan.		
I	109	Oo itu ada di salah satu kelas IPA berarti ya?		

R	110	Iya di salah kelas IPA yang kaya mungkin seisi kelas itu memang anaknya pendiam atau gimana, kita nggak tau ya.		
I	111	Bahkan kalau pas mereka diem itu kaya Titi jadi khawatir kalau itu nggak jadi yang student center gitu karena ngejelasin materi terus, tapi kalau gitu Titi ada yang bingung nggak nek pas materi yang dijelasin abis tapi jam belum selese dan mereka diem aja juga, jadi kaya mau diisi apa nih kegiatannya pernah nggak? Di kelas yang pendiem kaya gitu.		
R	112	Pernah (khawatir), ujung-ujungnya malah kelasnya di..karena bingung ya mau ngapain, jadi dibubarkan lebih awal.	Lack of teaching experience <i>coping</i>	FLTA/TE/TITI/112
I	113	Dibubarkan lebih awal?		
R	114	Ditutup lebih awal gitu.		
I	115	Itu emang pas mereka di jam pelajaran terakhir atau abis itu sebenarnya mereka masih ada jam pelajaran lain.		
R	116	Jam pelajaran terakhir kalau nggak salah ya.		
I	117	Oo mereka seneng sih biasanya kalau kaya gitu malah ya.		
R	118	Iya seneng gitu.		
I	119	Kalau buat di kelas yang aktif tadi atau walaupun kelasnya pasif, pasti ada lah siswa di kelas itu yang aktif gitu. Pernah nggak Titi ngerasa ada siswa yang nanya, tapi itu kaya yang ngetes aja?		
R	120	Oo adaa, ada kok yang kaya..		

I	121	Karena bisa tau ya, beda yang kaya emang pingin tanya sama yang pingin ngetes?		
R	122	Iya pertanyaan yang mereka emang pingin tau sama mereka yang kaya ngetes aja nih gurunya gitu, keliatan ya dari pertanyaannya ya yang mereka memang pingin tau antara pertanyaan yang terkait sama pelajaran itu sama pertanyaan yang mereka coba sambung-sambungin gitu. Bikin pertanyaan baru yang sebenarnya mereka tau jawabannya yang kaya tenses tadi kan, itu tuh sebenarnya mereka tau bahwa recount text itu tensesnya berputaran di past tense gitu, tapi mereka coba nyambungin ke tenses-tenses yang lain boleh nggak Miss kalau pake kaya gini yang seharusnya mereka udah paham.		
I	123	Apalagi dengan background siswa dari sekolah tersebut dan kayanya recount itu bukan pertama kalinya mereka baru peljarin di SMA gitu ya? Kaya di SMP juga udah.		
R	124	Iyaa gitu.		
I	125	Terus pas ada yang nanya kaya gitu, apa yang Titi lakuin buat ngejawabnya?		
R	126	Kaya langsung aja sih, yang penting jangan keliatan kitanya kagok ya. Jangan keliatan kitanya panik kalau ditanya kaya gitu ya, langsung jawab aja jangan melenceng kemana-mana. Jangan sampe kita ikut terjebak dalam pertanyaan itu, kalau	Professional (Skill-self management skill)	CSTPA/PRO/TITI/126

		kitanya panik kan berarti kita terjebak ke pertanyaan itu.		
I	127	Berarti intinya tetep harus kita sebagai guru, meski masih pre-service harus tetep kita yang megang kendali.		
R	128	Iya kita harus berani gitu, jangan mau dikerjain sama mereka.		
I	129	Iya. Kalau dari ngajar sendiri dari pas pertama banget ngajar sampe lama-lama dah terbiasa, ada perbedaan yang Titi rasain nggak sih pas pertama gimana terus lama-lama gimana?		
R	130	Ada ya, karena pertama-tama kan kita bingung mau bawa kelas kaya gimana. Cuman kalau pertemuan kedua ketiga itu dah tau mau bawa kelas kaya gimana, kita udah bisa membaca situasi ohh ternyata di kelas mereka ada yang siswanya begini, ada siswa yang sukanya bercanda kaya gitu. Bedanya disitu aja sih, pas pertama kali kan kita bingung gimana nih membawa situasi kelas ini gitu, pas pertemuan-pertemuan selanjutnya kita udah tau oh ternyata mereka seneng nih dibawa ke arah sinii gitu, anak-anak IPS misal seneng dibawa ke korea-korea, anak-anak IPA seneng diajak ngobrol serius ke arah sini dan di sambungin ke pembelajarannya.	Lack of teaching experience	FLTA/TE/TITI/130
I	131	Ini kan pengalaman pertama Titi ngajar dan di blended, sebelumnya berarti emang belum pernah ada pengalaman ngajar gitu ya sebelum PPL?		

R	132	Nggak ada ya, bener-bener semuanya pertama kali ngajar. Maksudnya muridnya asli gitu, kalau praktek ngajar pernah ya yang muridnya temen-temen kita di kelas sebelumnya.		
I	133	Karena baru pertama ini, pasti dah ada persiapannya dulu kaya materi yang bisa bantu kita nanti waktu di kelas bakal gimana urutan-urutan penyampaianya mau apa-apa gitu kan. Pernah ada kekhawatiran takut bikin salah nggak?		
R	134	Kalau takut bikin salah sih enggak ya, takutnya itu takut aku nya terlalu kakuu. Jadi takutnya ngajarnya terlalu kaku sampe kaya suasana kelasnya jadi kaya tegang banget gitu lho. Balik lagi ke membawa arah kelas itu ke suasana yang gimana gitu. Kaya ya udah pede aja, cuman pedenya itu bingung bawa ke arah mana gitu yaa biar asik, biar mereka juga responsif gitu kan.	Teachers' personality Professional (Skill-self management skill)	FLTA/TP/TITI/134 CSTPA/PRO/TITI/134
I	135	Jadi materi recount juga bukan yang susah-susah banget gitu ya?		
R	136	Iyaa, nggak susah-susah banget lah kalau recount apalagi buat SMA.		
I	137	Hmm iya, tapi dari materi atau kegiatan yang udah Titi buat selama 3 pertemuan itu. Ada yang ternyata kelihatan susah nggak pas dipahami sama mereka?		
R	138	Sejauh ini alhamdulillahnya enggak ya. Cuman mungkin mereka agak gimana ya		

		bilanganya, ya agak kaget gitu (smiling) sama ini materi pertemuan kedua. Pertemuan kedua kan kita ini mulai nulis recount, tapi kan pake cara baru pake teknik penulisan gitu yang biar membuat mereka lebih cepet. Kalau susah mengerti enggak, ohh ternyata ada tekniknya yang lebih gampang.		
I	139	Cara baru atau teknik barunya ini inisiatif dari Titi sendiri atau emang gurunya minta buat ada sesuatu yang baru Mbaa gitu?		
R	140	Oo kebetulan gurunya minta kaya coba inovasi gimana, terus aku nya juga nyari-nyari kan teknik pengajarannya gimana. Alhamdulillah ketemu teknik baru dalam bikin recount, itu yang bikin mereka kaget dan excited juga buat mereka menggunakan itu, kaya wah ternyata ini lebih gampang kalau begini.	Institutional (School; human-school teacher) Professional (Qualities; adaptability)	CSTPA/INS/TITI/140 CSTPA/QUA/TITI/140
I	141	Mereka jadinya lebih engage juga ya jadinya malahan?		
R	142	Iyaa.		