

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents finding and the discussions in order to answer the question in the problem statements. In the previous chapter, the researcher stated the data of research students' pre-service class, written by 5th semester students of English Department at UIN Antasari Banjarmasin in academic years 2017/2018.

The researcher identified improving self-confidence. From identification, the researcher found that the 11 Students have some improving self-confidence in the class when they teaching in front of their friends.

A. Research Finding

The sample of the study from one class of PPL 1 collected of 11 pre-service teachers'. 3 are male and 8 are female. Based on the analysis of questionnaire about microteaching and pre-service teachers' sense of self-confidence in teaching, resulted as follow:

Meeting	Questionnaire sheet	Score	Category
First meeting	11	38,18	Not good
Second meeting	9	53,33	Neutral
Third meeting	7	80	Good

Based on data, researcher found the development self-confidence in pre-service teachers. First meeting, all of pre-service teachers' has come to the class for teaching practice. Pre-service teachers practiced in front of their friends and their

friends as a student. This meeting, all of them not showing their self-confidence as well. Anxiety with their friends, nervous and some problem when they teaching in front of their friends.

Based on the data, self-confidence has develop in every meeting. The point on the table is showing the development of self-confidence in every meeting. there is many things pre-service teachers' can develop self-confidence in teaching, but still this is the program of microteaching for pre-service teachers'.

The researcher taking questionnaire in 3 times for taking the data. For make sure with the data, the researcher fill the teaching evaluation as a questionnaire.

1. First meeting

After analyzing the video and fill the questionnaire, the researcher saw some problem in self-confidence when pre-service teachers' teaching in the class. From the beginning, some pre-service doing great in teaching. From the material, they already. But some pre-service teachers like no have self-confidence. From teaching evaluation, the researcher can find out the self-confidence problem. In 12 point of teaching evaluation, there is some point that pre-service teachers' have low point.

From the beginning when the researcher take a documentation for fill the questionnaire, from 11 pre-service teachers, 3 male and 8 female pre-service teachers, 4 female pre-service teachers have a problem when they teaching in front of their friends. Researcher see the lesson plan as an addition for this research, they have good planning, good media, and good method for teaching, the problem is time for teaching.

As we know for pre-service teaching class 1 or PPL 1, they just give 15 for practice teaching in the class. The problem in the first meeting is time, and researcher found 4 female pre-service teachers have a low point in the first meeting because the time. From the theory, Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives (Bandura, 1986), 4 female pre-service teachers' not have the self-confidence because they scared with the time. Researcher saw the lesson plan, the time scale when they teaching, because they don't have self-confidence, when they teaching practice, they losing the time for teaching. Lesson plan did not work for teaching practice.

4 female pre-service teachers' have a low point in teaching evaluation is encourage the participation. Pre-service teachers' low in encourage the participation show the weakness of self-confidence. As a pre-service who they will teaching in the school after this, they must have good point in encourage the participation, make students can enjoy the learning in the class. The point of encourage the participation show self-confidence is high or low for pre-service teachers'. If pre-service teachers have a good score in encourage of participation, they will can make the material for teaching can applied for students. However, if pre-service teachers' have low score in encourage of participation, student will get hard to applied the material.

The other point in the teaching evaluation is instructor's fluency in English. In this point, almost pre-service teachers' have a problem, but helping by the self-

confidence. From all pre-service teachers', they are all divide to some English skill. Some is good, and some is not bad. For pre-service teachers with self-confidence, they will give a fluency in English when teaching practice. From all around 15 minutes teaching practice or some part teaching in English.

The problem is, when pre-service teaching just have a little self-confidence, then make them nervous, and they cannot speak English in well. Researcher saw some pre-service teachers just using English in the teaching practice just in the beginning. After that they using Bahasa Indonesia. In this point, researcher can know self-confidence pre-service teacher.

We know, if you teaching English, you need to use English in learning. Not just for identity you teaching English, but as a teachers', pre-service teachers can influence the students for using English. From pre-service teachers speaking in front of students, pre-service can tell the English, when they not understand with the English, student can also asking pre-service teacher the meaning of what pre-service teachers speaking.

Researcher found some pre-service not show the self-confidence when they try to influence in teaching practice from their teaching in Bahasa Indonesia. In the first meeting, almost all of them using Bahasa Indonesia. But there are some pre-service teachers' using English from the beginning until finish their teaching practice. Some of them using English in some part and some part using Bahasa Indonesia. From here, self-confidence of pre-service teacher show off.

And the other lowest point in the teaching evaluation is using teaching aids. All pre-service teaching in the class made and using aids for teaching. Aids in teaching is very important for addition beside the books. Aids in here is media addition for teaching. There are all made the aids or media. But the problem is, sometimes media is not work when is not interesting. The teaching aids is connected with interest the material. Researcher saw all of the pre-service teaching using the teaching aids, but some of them make the teaching aids is not working for teaching practice. There are so many teaching aids, but some of them make teaching aids like old-style.

When using teaching aids, pre-service teachers need self-confidence to show their teaching aids. Teaching aids can make teachers and students growing self-confidence.

Pre-service teachers' will enjoy the teaching with teaching aids, but in the first meeting, some of them make old style of teaching aids. But some of them using videos as a teaching aids. From the video, researcher found the good one, when his videos show the material and interesting for being a material in teaching.

After he show the videos, he continue with his material in teaching, and hi can show the self-confidence as well. He can enjoy teaching in the class without anxiety with the material he give to students and students understand with his material. And the other, some pre-service teachers' look not already or using old style for teaching aids. Without sure with their teaching aids, pre-service will not doing great for

teaching. Because they not ready with the teaching aids, it will make their teaching aids not working.

Teaching aids is additional for helping teaching in the class. There are many innovation for teaching from teaching aids.

Teaching aids be a problem when pre-service don't have a self-confidence. Researcher found the problem of teaching aids without self-confidence. It's a female pre-service teachers' when she used teaching aids. She have a good teachings aids, a poster and there students can input the word. When she give an instruction how to play with the poster, she got nervous and maybe make a student not understand with the instruction.

From her teaching aids, there is no wrong. The problem when she give an instruction for the students how to play with the poster. Researcher found something in the documentation when her teaching. First, she got nervous when she give an instruction for the student. Second, she want to explain with the English, because she worried with her grammar or something, she explain the instruction with Bahasa Indonesia. Two points make her looking teaching without self-confidence.

From the first meeting in the teaching practice, every pre-service teachers' have a problem with self-confidence. But they have different point in the teaching evaluation. This problem is happen to everyone try to teaching for the first time. Pre-service teachers' give a little surprise when they first time teaching, beside in front of their friends. First meeting is going hard to show self-confidence in

teaching. Nervous and anxiety is the problem when pre-service teachers' teaching in the class. Even their prepared anything for teaching for the first time, anxiety and nervous still coming to them.

But self-confidence come from the first meeting, even just a little and still hiding, self-confidence still help pre-service teaching to show the material for teaching. Self-confidence show when pre-service teachers' want to go front of class and show the material for teaching. When teaching in front of class, self-confidence in first meeting help the pre-service teachers. There is no problem, it will happen every first time to teaching in front of class.

Feedback from supervisor in every last meeting can make self-confidence growing. Because every comment and feedback from supervisor and make pre-service teachers' know the mistake when they perform in front of class. From there self-confidence is growing. Microteaching prepared this lesson for making pre-service teachers already for teaching. Huge contribution from microteaching making pre-service teaching and training pre-service teachers' for ready teaching in real school.

There is no big deal when pre-service teacher will success performing for the first time. And problem too when pre-service teachers' fail in the first meeting, but pre-service teaching show self-confidence when they want show in front of class. Motivation like Bandura said in theory come from anything.

Researcher found the problem and need to compare from the first meeting, second meeting and third meeting. How growing the self-confidence in every

meeting. The problem have a scale from teaching evaluating, in 12 points. So, problem and self-confidence can scale from 12 point.

2. Second meeting

In the second meeting, pre-service teacher fixed the problem from the first meeting. Some low point growing from the fair to average and some from average to good. In second meeting, the point from the fair to average, they more ready from the first meeting.

In this meeting, almost pre-service teachers can fix the problem from the first meeting. For the example first pre-service teachers teaching in front of his friends. In the first meeting, he have a good point in the teaching. About the knowledgeable in teaching, he can handle and understand with the material. When he started to teaching, he using English as a language. But sometime he used Bahasa Indonesia. From this point and he teaching, point of influence English is good, from he asking the students for the material like “what are you doing on holiday” and he pick one of the students to answered the question, the student answered with English too. This is make him improve the point of influence of English.

Prepared the material from him is average too, it stand from the first meeting. From the point of knowledgeable, it can be show the prepared of the material, he already to question and the answered for the student who asked him. From this point, this pre-service teachers improve his self-confidence in here. But some point in teaching evaluation still have a bad score and still need

pre-service teaching to improve or some additional for make him can improve the skill.

From other pre-service teachers when teaching practice is a female teachers. From the first meeting, she have some low score in teaching. From the point of knowledgeable, English influence, prepared of material and teaching aids. In the second meeting, some point in teaching evaluation is growing. From the video for the data, this pre-service teachers open with said “good morning students” and student answered with “good morning, ma’am”. From the beginning of the study, she used English as a language. Knowledgeable from her is good, there is no anxiety when she is teaching. She using English as a language in teaching practice. Not all of in teaching practice session. It will influence in teaching practice to students. In teaching aids, she used a video and media poster for teaching practice. In teaching evaluation, almost all of the point is average. In fact, enthusiastic in teaching is growing to the good. In self-confidence, enthusiastic for teaching is very important for scoring in self-confidence.

Almost of pre-service teachers in microteaching class has improve their skill for teaching. Some point still have problem to improve in pre-service teaching. There is no all have a good self-confidence for themselves, but with the microteaching class, pre-service teachers can improve them skill for teaching, and they still need self-confidence for teaching.

From the second performance by pre-service teachers in the class, they still have a problem with the self confidence in teaching, in front of their friends. But almost the point of teaching evaluation is growing in second meeting. From they just get fair, now they got average. In fact, some of them now got a good score from their performance. Event not at all, but the growing score from teaching evaluation is significant. Some point in teaching evaluation is holding, but there some point in teaching evaluation is growing. Many of them can have a good point in enthusiastic in teaching.

From the video who researcher take for the data, almost all of them make student want to study with their method. From the game, or media or how pre-service teaching is going in the class, make student want to learn and interest with teaching from pre-service teachers'. Enthusiastic in teaching is important thing to make student want to learn, and if the student interest with the material for teaching, it will make easy pre-service teachers' in the class for teaching.

Some of pre-service teachers' will ready with their material can saw from the relevance of the material. From the first meeting, they can show the relevance of the material from the lesson plan. In the lesson plan, they teaching with some skill who given from the supervisor. In the first meeting, one of pre-service teachers' teaching with listening skill, so he need to find the material of listening skill, and must relevance. All of them from the first meet have average score for this point.

Relevance material is important for teaching, they must focus with one skill. If they give a listening skill, they must teaching in listening skill. But all of pre-service teachers' have relevance material, make them focus with the material for teaching

All of pre-service class in the microteaching class have a different self-confidence by themselves. And growing self-confidence have a different too, some person have a fast take a self-confidence in teaching and the other slower to take a self-confidence. In second meeting, there all some pre-service teachers' have a problem and some point in the teaching evaluation. Even they try hard to make class in the control and make fun, some of them still cannot manage their skill. Pre-service teacher's need to know themselves how they are, before teaching practice. Some low point in teaching evaluation is, when pre-service prepared in teaching. Some of them have a knowledgeable for the material but not ready to teaching. They not prepared for teaching

Like the problem in first meeting, the female pre-service teachers' have an average score. In second meeting, they need to improve the prepared from the material, by themselves. They just hold in average point, like first meeting. From the material, they are already, but from the performance, feels like anxiety and scared to get nervous is show when they teaching.

Fluency in English is need to improve. Some pre-service teachers' still enjoy with Bahasa Indonesia, but if they teaching English, they need to speak English. From they got the theory, or before they teaching in the college,

teachers from the school speak the English when they teaching the English. In the college, many teachers' in the college teach the material of English, they still using the English. So, from the opinion of this influence in English is very important. From the first meeting and second meeting, the big scale of them using English when teaching just 45 percent. They just using Bahasa Indonesia.

Influence of English can work if they applied the English in the class. They can use English in 15 minutes teaching. If influence the English work in the class, it will help the other point, answered the question by the student.

Answered the question is holding in the average point. Many of the student ask the question about the material, only the material. It just to focus with the material. Maybe, if pre-service teachers' using English in all teaching times, they not just asking about the material, but also asking about the vocabulary.

In teaching practice, some students asking the material, but some others not. Pre-service need to know, they understand or shiny to asking about the material who they don't know. Some pre-service teachers' in the class asking the students looks like confuse about the material. It need to do in the real class, soon. As a teachers', they need to know student problem, can see the problem of the student, are they understand or not.

In the first meeting, some pre-service teachers' not ask the students, are they clear about the study or not, or understand or not. But in the second meeting they started to ask the students about the material. Not only this, some pre-

service teachers' come to students ask them are they understand or not, and see the paper if the students answered some quiz from the pre-service teachers'.

2 of three male pre-service teachers' do it in the second meeting, and 2 of female pre-service teachers. And the others, only asked the student in front of the class.

In the second meeting, pre-service teachers' try new teaching aids. It more variant after first meeting. From the paper, but in the paper there is many picture, or scribble made by themselves, and a letter. There is a feedback from the first meeting. Now, in the second meeting, pre-service more creative to make teaching aids. Some of pre-service teachers brings the real things, like fruit in the class for the media. From here, point in teaching evaluation for pre-service teachers' growing.

Many of them have a good plan with using media with the real media and graphic media, like a video. But in the second meeting, pre-service teachers' have a problem with the power.

But pre-service teachers still have back-up plan for teaching. They still can using the teaching aids without the power. There are many teaching aid from pre-service teachers. From here, self-confidence from pre-service teachers have to grow. Pre-service teachers' still can learning in the class because they have a back-up plan for the media. Students in the class can enjoy the material. It not just will work in pre-service teaching 1 or PPL when pre-service only teaching in front of their friend, it will work in the class when the school not have a

projector for show off the material. Pre-service teacher can use the material and made by themselves.

3. Third meeting

In the third meeting, almost all of the student fix the problem from the second meeting. The researcher do the research, all of the pre-service teachers growing their score in the teaching evaluation. Almost all of the point the teaching evaluation have a good score. They teaching in the class with their self-confidence.

The problem in last meeting is, some of pre-service teacher not coming to the class on-time. First pre-service teachers teaching in the class just practice in some of her friends, but she enjoy with the class and can teaching by herself.

Some point in teaching evaluation is growing in this meeting. Like enthusiastic with the material, student in the class exiting with the teaching by pre-service teachers. Using English as a language in the class is much better than before. Pre-service teaching in the class is more prepared in this meeting. Aids for the teaching in this meeting is using not only for games in teaching, but aids can using for teaching in the class. Some of pre-service using the videos or power point for make student exiting and some other using handouts and its more creative for teaching in the class.

In this meeting, pre-service teachers is much better than first meeting and second meeting. Pre-service teachers is already for teaching in real school on next semester.

Comparison First Meeting and Second Meeting

From the first meeting, the researcher found the problem of self-confidence. Researcher focus with the growing the self-confidence from the microteaching class 1 or PPL. Pre-service teachers when they teaching give a score from the teaching evaluation. In teaching evaluation, there are 12 points and have a score from the poor, fair, average, good and excellent.

In the first meeting, pre-service teachers' have some bad score in some point of teaching evaluation. The researcher take some low point score for focus with the growing self-confidence. First meeting, some pre-service teachers have a problem in, knowledgeable material, influence the English, and teaching aids.

First meeting, there are 4 female pre-service teachers' have low point in here. From the video for the data, they not already in teaching. Knowledgeable for the material can show from here. Because they not sure with the material. From the microteaching class, pre-service teachers' give the skill for teaching. Like reading, grammar, writing, speaking and listening. In the point of knowledgeable material, 4 female pre-service teachers' look not ready with the skill who they take from the supervisor.

Knowledgeable the material is the important thing for growing self-confidence. They look nervous when showing the material in front of their friends. This point indicate self-confidence have a low on them.

Influence in English point, 4 female pre-service have a low score. In this point, 4 female pre-service teachers not influence the students with the English. It show from their performance, 4 female pre-service teachers' using Bahasa Indonesia as a language. For English teaching, if they cannot using English in 15 minutes when they teaching, at least they can using 50 percent when they are teaching. To be honest, they using English just in the beginning of teaching practice. When the teaching practice they using Bahasa Indonesia.

As English teachers, pre-service teachers need to show the English as a language when the pre-service teachers teaching in the class. Pre-service teachers in English must can influence the students in the class. It will help them to improve student skill. If pre-service just using English in the beginning of the teaching practice, it not improve English skill for students.

Teaching aids is an important point in the teaching evaluation. Teaching aids is an additional for teaching like a media for teaching. From the first meeting, 4 female pre-service teachers' using teaching aids for teaching practice. There using a handmade media for teaching. But the design of media is old or not interest for following in teaching practice. In the first meeting this point is low for teaching evaluation for pre-service teachers in microteaching class 1 or PPL 1.

There is some low score in the point of teaching practice. There is no problem for the first meeting teaching practice in the class. But some other pre-service teachers' have some self-confidence when they are teaching. At least

the lowest score in teaching need to improve their score. 3 point of teaching evaluation need to improve in next meeting. In the first meeting need more motivation. And motivation came from microteaching class. Motivation can came by them self, or need to something that can calling the motivation. From motivation can make self-confidence can growing up.

In the second meeting, some of pre-service that they have a low score in the first meeting try to fix they score. The second meeting, from the beginning they were already to teaching practice. From the first female after the male pre-service teachers' show off the material. In the beginning, she started with English and 50 percent she used English very well. Not just it, knowledgeable about the material is good, and sure make student understand with the material in teaching.

She using English very well in teaching, make students sometime asking about the vocabulary who they not know the meaning of words. It make influence in English is working. It very useful when pre-service teachers' started to teaching in real school.

From the data who take in 3 times meeting. Researcher compare in first meeting and the second meeting. After comparing first meeting and second meeting, researcher compare second meeting and the third meeting. So from the stared, in the second meeting, some pre-service teachers can improve their skill on the point. From the problem in the meeting, some point their still have a low point from teaching evaluation. In teaching evaluation, some point have

to grow up in the second meeting from the first meeting. But the problem is, in the second meeting, pre-service teaching still have some problem. They have growing in some point on the teaching evaluation, but in other point they have a new problem. The problem come from the self-confidence from themselves.

In the second meeting they have some problem from the teaching in the class. Some of them cannot feel the class, cannot enjoy the class for teaching. From the point taking in teaching evaluation, they still have problem in teaching class. In the second meeting, not all pre-service present, one of them have some accident when going to the class, and some other get some ill. All of pre-service teachers is eleven pre-service, but in the second meeting, nine can come to the class.

In pre-service teaching class, some of them as a friend and the others they not know. Self-confidence can come from here in the teaching, but also can come from the anxiety in teaching. Problem in the class when pre-service teachers is how can they explore the material and can apply in the class without the anxiety. Self-confidence can control the anxiety, but pre-service teachers need to know them self-confidence.

In the second meeting, pre-service teachers can control the class. With greeting before teaching. Some of pre-service teachers can make teaching very enjoyable in the class. The others of pre-service just focus with the material for teaching. It can make student did not have interesting with the material for the teaching, and make the student bore with the material. In this point for teaching

evaluation, some point still have low score. Because make the student cannot enjoy the material. And it show the self-confidence for the pre-service teachers in the class. Problem in this class when pre-service teaching practice still have some problem. Some point is good, some point growing from the first meeting and some point still have a low score.

I take a sample from the boy in the class have growing score in the teaching evaluation. In this example, pre-service teachers, he growing score from the average to the good. Pre-service teachers in this example growing point in the teaching evaluation point, like interesting material, using aids in the class, and using English for teaching in the class. In the first meeting, they have low in some point of teaching evaluation. He not using English very well in the class. Some moment, he using Bahasa Indonesia for teaching. Self-confidence from him is not growing in first meeting. But after giving feedback from the supervisor in the class, he started to use English and fix the aids for teaching.

In the second meeting, almost all of the pre-service teachers in the class growing score in the second meeting. And growing score in this meeting have a good significant from the first meeting. For the pre-service teaching now have a good self-confidence and growing self-confidence from the first meeting to second meeting.

Even some low score in teaching evaluation is still, because every person in the class who have to teaching in front of their friends, it will can growing

on the next meeting. Feedback from the supervisor in the class will help pre-service teachers for the next meeting and teaching.

Comparison second meeting and third meeting

In the second meeting, some pre-service teachers still have a problem in the teaching evaluation score. The problem still have a connection with the self-confidence in the teaching. Problem in the second meeting, pre-service teachers just growing some teaching evaluation in the researcher.

Problem in the second meeting is like the first meeting, the difference in this problem, in the first meeting, self-confidence come from their want to teaching. Like some of them saw a teachers teaching in the class. They start to follow the style of teaching when they teaching practice in the class in the first meeting.

Also they learning how to write the lesson plan in the TEFL class before they start to teaching for the first time in the class. From the lesson plan, pre-service teachers can control their planning to teaching in the class, and lesson plan will help pre-service teachers to teaching without worried to losing the material. In the lesson plan, they writing how long they greeting, giving the material, working an exercise and make conclusion from the material.

After researcher take a video for the research, supervisor give researcher the lesson plan for make sure the research.

In the lesson plan, pre-service teachers have a good planning for the teaching. But after compare between lesson plan and pre-service teachers'

practice teaching in the class, the problem is found in the first meeting until the second meeting.

In the lesson plan, they have good planning for teaching, but in the teaching practice class, they lost some planning for teaching. They still have anxiety in the teaching. From the lesson plan, planning for the teaching will be great if they can apply all in the lesson plan.

From the first meeting, pre-service teachers are good in writing the lesson plan. When teaching practice, a problem arises. The researcher compares the video and the lesson plan, pre-service teachers forget the planning in the teaching. Some of them forget to greet in the class, forget some material for teaching, and the important is, time managing for teaching practice in the class. Lesson plan for addition in this research, it will help the researcher for research.

From the first pre-service teachers start to teaching in front of their friend, she is very enjoyable in teaching. The score for the teaching evaluation is growing too like preparing for the teaching, how she answered the question from the other pre-service teachers as a student. Aids for the teaching is more better than first meeting and second meeting

In the third meeting, pre-service teachers have a problem when they want to start teaching in the class. Some of their friends' not coming on-time in the third meeting. When first pre-service teachers' start to teaching, only 5 pre-service teachers' come include the first pre-service teachers' for teaching. Until the second pre-service teachers' teaching in front of their friend, some of pre-

service coming to the class. The good is, first pre-service teachers' even the class is not full, pre-service can teaching very well.

Compare between the second meeting and the third meeting is, many teaching evaluation score is growing. Like the first meeting and the second meeting, but in the third meeting pre-service teachers growing the score is much better. Like prepared in teaching evaluation, first pre-service teachers still can teaching even in the class only four pre-service teachers coming. Pre-service start to using the English when they teaching. From the video who taking by the researcher, in the second meeting some of pre-service teachers' start to using English when they teaching practice. In the second meeting, pre-service teachers' using English 50 percent, but in the third meeting, pre-service try to using English for teaching in all of the time when they teaching. This is a good progress.

Pre-service when teaching in the class using English in the class, they can also fluency their student in the class. Almost all of the pre-service teachers when they teaching using English can fluency student to improve their English. It show from their teaching in the class, with the game they make for teaching, pre-service can fluency the student with the English. Not only fluency in teaching, student from the game can apply the English even when not teach English. Pre-service can fluency the student in the class and apply the English every time student want.

Relevance of the material is much better in the third meeting. In last meeting after supervisor giving feedback and after that, supervisor choosing next material for the next week. The material from the first meeting is relevant, there is no wrong with pre-service teachers. In every meeting, the material is relevance.

Enthusiastic in teaching is growing too in the third meeting. Every meeting pre-service teachers growing their enthusiastic for teaching in the class. From the first meeting, pre-service teachers just following the skill in teaching. Maybe, some of them waiting their favorite skill for teaching. Second meeting, pre-service start to enthusiastic with the material, they want to explore the skill, like structure or reading or writing or speaking or listening.

In the third meeting, pre-service teachers very enthusiastic with the skill or the material who they making. Their enthusiastic in skill or the material show when they teaching in the class. Their material is relevance with the skill, so they can teaching very enjoyable. What they writing in the lesson plan can work, even some detail still forget when they teaching.

In third meeting, pre-service teachers teaching with their best performance. Not for the last scoring in final test, but pre-service show their teaching in front of their friends is because they trained in every meeting. They teach how to be a good teaching after their teaching in front of their friend, they will meet the real student in the real school for real teaching. They already to teaching in real school.

In the third meeting, pre-service teachers is really make their aids is good. The aids is not only for the gaming and make the student exiting to teaching, but the aids can using for the teaching. Second meeting, some of pre-service teachers make the aids just for the game in the class, and when the material start to teach, they not using the aids again. In third meeting, students can learning while their playing with the game

In the second meeting, pre-service have some problem with the aids, because many of them make the aids from the power point. And some other make with the paper. But in the third meeting, they have a plan B for teaching. Problem in second meeting is the power is off, so many of them cannot teaching, because their material with the game in the aids. There is using the video, or audio or power point for explain the material.

The third meeting not just only using aids with the paper, they also using the video, or audio or power point for game, after that the game is explain for the teaching material. Aids for teaching is the important component for teaching. It will make student enthusiastic with the material pre-service teaching when they teach in front of them.

Compare second meeting and third meeting is very growing from the score for the teaching evaluation. Pre-service teachers growing their score and the best score in teaching evaluation is in third meeting. Almost all of them can growing all score, but there is still have low score when they teaching practice. But almost score is growing in this meeting. Some component help them when

their teaching and the component like lesson plan help them when they teaching practice.

Self-reflection

The researcher using self-reflection as a documentation for this research. From the self-reflection, pre-service teachers give the score by themselves in teaching. Pre-service teacher make self-reflection in every meeting for giving the score in every their teaching in the class. From the first meeting when pre-service teachers' class, one of pre-service teachers write on her self-reflection, she is nervous when first time teaching on the class. From this self-reflection, the researcher found the problem and know in first meeting, almost all of the pre-service teachers will nervous when their teaching practice in the class.

Nervous is the part of the anxiety in the teaching. When pre-service teachers' start nervous, they will not apply what their write on the lesson plan for the teaching. If the pre-service can apply the teaching planning in the lesson plan, they will cannot teaching as well. And the problem when they cannot teaching as well, they will confused in the teaching.

On the first meeting, it will not be a problem. Because most of pre-service teachers will nervous with the class. There is not pre-service teachers can give the best performance on the first teaching practice. In the first meeting, even they have a good lesson plan, and practicing in their house, almost all the

material will not be reached for the student. This is how self-reflection can help pre-service teachers know their problem and fix the problem for the next meeting.

From the self-reflection, pre-service teachers are showing self-confidence for themselves. It shows how self-confidence from the first meeting. Pre-service teachers still have self-confidence, but the problem is pre-service teachers not confident with the microteaching agenda. But it's not a problem, pre-service will accept this class and enjoy it in every next meeting.

From the self-reflection on the second meeting, pre-service teachers are growing their self-confidence. It shows when they write self-reflection. Self-confidence is growing from the supervisor feedback and other pre-service teachers' feedback in the first meeting. In the first meeting, the supervisor wants every pre-service teacher to fill in the points for every pre-service teacher in the class. Not just fill in the points on the sheet, pre-service teachers must make self-reflection by themselves, tell how they are teaching in front of their friends in the teaching practice class.

In the second meeting, pre-service teachers show their growing self-confidence when they are teaching practice. Not just from the researcher's teaching evaluation, from the self-reflection by pre-service, they are growing some score in the second meeting. From managing the class, how they use English for teaching and aids for teaching. In this meeting, even they have a problem with the power, and they have not planned B for teaching, pre-service teachers'

still teaching in the class until end. All of pre-service teachers' teaching in 15 minutes, and almost all of them apply their teaching with their planning on the lesson plan.

In the last meeting, pre-service teachers showing their growing score in the teaching evaluation and self-reflection. Feedback from the supervisor, from their friends' as a pre-service teachers' too make them teaching practice is better than first and second meeting. Pre-service teachers growing their self-confidence because they started to usually teaching in front of their friends. Their friends as a same pre-service teachers' be a student if one pre-service teachers practiced their teaching in front of them.

The material from the lesson plan for teaching can delivered to student in the class. Pre-service look not afraid with the class or nervous like the first meeting. Third meeting is showing how they teaching in the class with their style. Pre-service teachers' not afraid with the material anymore

It showed when they teaching with different skill in any meeting. From the first meeting, some pre-service teachers look not ready with their material and skill. In this meeting, pre-service is already with any skill, and they do not afraid again with the skill. Self-reflection on this meeting is better than any meeting before. Self-reflection showed the how pre-service teachers' growing their self-confidence when they teaching, and self-confidence will help them when they already for teaching on the real school with the real student. And microteaching

help them to growing their self-confidence on the microteaching agenda PPL 1 as a prepared pre-service teachers' for teaching on the real school.

B. Discussion

After all data has been obtained from interview, observation and documentation result that related to the research in PPL 1 at UIN Antasari Banjarmasin, The researcher is going to interpreting and explaining the implication and the limitation of the findings based on the related theoretical review.

From the Bandura, (1986) theory is self-confidence is one of the most influential motivators and regulators of behavior in people's everyday lives. The researcher saw the self-confidence from the pre-service teachers in teaching in the class from the first meeting, they still have self-confidence in first teaching, because they want a goal from the teaching.

In the first meeting, pre-service teachers teaching with lesson plan. This is important but the problem, all planning in lesson plan cannot apply on the first meeting. Self-confidence in here is coming from pre-service teachers as they want to teach practice in the class. Pre-service teaching already to teach even they will nervous and anxiety teach in front of their friends as a students.

Some point from the teaching evaluation, still have a low score because this is the first meeting for them. From the teaching evaluation, every pre-service teachers when they teaching practice in the class, they have low point from the teaching evaluation. Like enthusiastic in teaching, almost pre-service teachers looks not make enthusiastic for teaching. For example one of pre-service teachers when she

teach in front of her friends, they just teaching without care with her friends as student in the class. Self-confidence is not too much showing in this meeting, pre-service teachers worried and confuse in this meeting. They look nervous when they teaching in front of their friends in the class. From the documentation taking by researcher in the class when first meeting, all of pre-service nervous then they losing strategy or any planning what they want to teach.

Lesson plan for the teaching is very important. Pre-service teachers helping by lesson plan on the first meeting. Pre-service teachers prepare the lesson plan is good for teaching, with the skill given by supervisor, some of pre-service teachers can do what supervisor want in the first meeting, but some of them still cannot do what supervisor want.

Self-confidence in teaching can see on the lesson plan and how pre-service teachers can apply in the class when they teaching practice. In the lesson plan, there are many thing for teaching is write in here. This is not about how good the lesson plan they write, but how apply the lesson plan in teaching. Applying lesson plan in teaching is show how self-confidence in the pre-service teachers works. Self-confidence showing when teaching by lesson plan, and some of pre-service teachers can do it even with some mistake.

But some other still can control their lesson plan. In other words, they can control their self-confidence for teaching. They nervous when they teaching practice in front of their friend and supervisor. This anxiety or worried because they

not ready for teaching in the class, or they not ready anything for teaching in the class.

In first meeting there is no much to find. Pre-service still need some feedback from the supervisor and from their friends. In the end of session, supervisor giving the feedback will help pre-service teachers for the next meeting. Not just only from supervisor, but feedback come from themselves. Show they teach how to comment the performance in front of their friends.

Feedback from supervisor and friends will help pre-service teachers for better in next meeting. From the feedback, pre-service teachers will make pressure for themselves, how to make better for next meeting for teaching in the class. Feedback from supervisor and their friends will build pre-service teachers self-confidence for next meeting.

In this meeting, almost all of pre-service teachers have some low point in the teaching evaluation. From enthusiastic material, prepared the material, relevance of material and aids for teaching. The problem in the teaching evaluation is focusing the self-confidence for teaching practice. Like enthusiastic about teaching. Performance of pre-service in first meeting is very low, like they don't not have power for teaching.

Some of pre-service teachers still do not have relevance material. Not all material but they do not focused with the material from the supervisor. In the skill, they not focus with the one skill but some of skill.

In first meeting, male pre-service ready the aids for teaching, even they just using the video and audio for teaching. They focused with the material from them speaks up. Aids can help them for teaching in the class, aids is important to make the class more exiting and enjoying for the teaching.

From Kaftner (1990) said self-confidence coming from the self-regulation, consist of three related sets of activities: self-monitoring, self-evaluation, and self-reactions. From this theory self-confidence will made. Every meeting this theory will work to every pre-service teachers'. From self-monitoring, pre-service teachers' will monitoring from teaching in first meeting. Pre-service have one goal from their practice teaching in front of their friends.

In first meeting pre-service by using Kafter theory, pre-service teachers' self-monitoring when pre-service teachers got feedback from the supervisor and their friends. So pre-service can monitoring what they need to fix the performance for the next meeting. Self-monitoring is the first phase for making self-confidence in teaching.

Pre-service teachers do self-monitoring after pre-service finish performance teaching in teaching practice class. Self-monitoring will help pre-service teachers for the next meeting. But for the next meeting, pre-service still need self-monitoring for next meeting. Teaching practice will in the class need to growing score for every meeting, and every meeting pre-service teachers need to grow their score in teaching evaluation. Self-monitoring helping pre-service teachers to growing self-confidence for teaching, self-monitoring is the first step for self-evaluation and

after that self-reaction. In every meeting this step will help pre-service teachers to find self-confidence. In first meeting, self-monitoring is main character for the self-confidence because in first meeting, self-monitoring for teaching is a feedback. Feedback will help pre-service teachers get the goal in teaching.

In the second meeting, pre-service teachers is better than first meeting when Pre-service teachers' teaching in the class. From the point of teaching evaluation, point of pre-service teachers growing than before. In teaching evaluation, some point is better than first meeting. Kafner (1990) theory build pre-service teachers for this meeting. From self-monitoring for reach goal, pre-service teachers start to get self-confidence in teaching.

Second meeting for pre-service teachers' can show self-confidence when they start to teaching in front of other pre-service teachers as students. From the first meeting where pre-service teachers' cannot handle the class, in this meeting pre-service teachers can handle class better than first meeting. This meeting, pre-service teachers' using their lesson plan very well and apply much better than first meeting. From beginning of teaching practice in this meeting, pre-service start to using English, its make student can teach English much better and can apply in daily. Students can ask pre-service teachers when they not understand with their teaching said, it will make class more interest and exiting for teaching.

Even much better from the first meeting, in this meeting not all pre-service teachers can do teaching practice. Some of them cannot join to the class because they have problem. But class still active. Pre-service teachers teaching in this

meeting more exiting, many game can their play in this meeting. Pre-service applying the game for teaching is showing self-confidence from pre-service teachers. Playing game with teaching showing the self-monitoring from the first meeting can make pre-service teachers can do better than first meeting.

In this meeting, pre-service have some trouble because the projector for showing the material is not working. The problem in this meeting, pre-service Teachers not using plan B for teaching. In lesson plan, they need to write plan B for teaching when problem like this happen. All of the pre-service teachers using media video and audio, and for make the video can showing for all student, pre-service teachers need to projector, and in this second meeting, pre-service teachers have the problem.

In this moment, they can teaching well, but they still can handle the class. They show the material with whiteboard, it take a long time, because pre-service teachers need to write on white board. Its' not effective for teaching in the class. From the lesson plan, all of the pre-service teachers want use a game for make student interesting with the material, but this problem is happen in this meeting.

In the last meeting, supervisor giving the feedback for pre-service teachers. And same from the first meeting, each pre-service teachers give feedback to other pre-service. In this moment, like Kafner theory, pre-service teachers have self-monitoring, self-evaluation and self-reactions.

Self-monitoring is work for pre-service teachers. In this moment, pre-service teachers monitoring their teaching place, they know how to teaching in the class,

so pre-service teachers can adapted to the class and after adapted the class, pre-service class can control the class for teaching. Self-monitoring from the first meeting can make pre-service can adapted with the class.

After self-monitoring, pre-service teachers do self-evaluation. In this meeting pre-service teachers do the best for teaching in the class, and they make the class is better from the first meeting. Every pre-service teachers show their best performance in the class for make the class exiting. This is part of self-evaluation. Baron and Bryne (1994) said, self-monitoring is expressing by the individual for showing the skill in front of habit. Pre-service teachers showing the best performance in this meeting is showing self-evaluation, after they do self-monitoring for the class when they teaching, now every pre-service teachers do self-evaluation making the class is interest for teaching.

From the problem pre-service get when the projector has no working, they still running for teaching in the class. They so teaching still can interest even without the media, pre-service teachers explain very slowly and sometimes, they repeat the material. It is a shape of effort to get interest to every student in the class when pre-service teachers'.

The third meeting in the teaching practice, all of pre-service teachers' have a good progress from the first meeting and second meeting. In this meeting, pre-service teachers is more ready for teaching practice in the class. From the beginning going to teaching practice, they are ready to teaching. Without confusing in the class what the material for teaching or until speechless in front of their student. In

this meeting, there is no problem in teaching, but some of pre-service teacher did not coming to the class because some problem.

This this meeting, all of pre-service who coming to the class, do the best and after first meeting and second meeting. Not for taking score because the last meeting, but from the first meeting and second meeting. Pre-service teachers can adapted with the class and can show they best performance. In this point pre-service teachers has growing their self-confidence for teaching.

From the point of teaching evaluation, some point in third meeting, almost all of the point in teaching evaluation has growing than the last meeting. Like enthusiastic of teaching, pre-service teachers enthusiastic for teaching in the class, this is one of point in self-regulation. Every pre-service teachers do the best when they teaching practice in the class. They want make student understand with the material from them, and can control the material. Using English as a language. Because they are from English department, its' more professionally if pre-service teachers can using English as a language in teaching. First meeting, pre-service teachers only using a little bit of English and using Bahasa as a language, and the second meeting, they start to brave using English for teaching, even sometimes they using Bahasa, but its' growing more than first meeting. And the third meeting, almost in 15 minutes they teaching, pre-service teachers' using English when explain the material and when they play the game. In every minutes they using English as a language.

Aids in third meeting is more variant. From the first meeting, just some of pre-service teachers using aids as addition for teaching. Second meeting, pre-service cannot using their aids if they using videos or audios. Besides the projector is not working, they bring the broken stereo for audios. But in third meeting, they set up all they need to teach. And not forget to make Plan B if something wrong happen in this meeting. Self-confidence in third meeting actually is working for pre-service after they given the feedback from supervisor and their friends, also they learn how to control the class and make the class has interested.