

## APPENDICES

### Appendix 1: Translation of Qur'an

No.	Name of the Surah	English	Indonesian
1.	Āli - 'Imrān verse 139: وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ	“Do not falter or grieve, for you will have the upper hand, if you are ‘true’ believers.”	“Dan janganlah kamu (merasa) lemah, dan jangan (pula) bersedih hati, sebab kamu paling tinggi (derajatnya), jika kamu orang beriman.”

Appendix II: Questionnaire about the Factors

**FACTORS THAT INFLUENCE CONFIDENCE**

<b>No.</b>	<b>Factors that Influence Pre-Service English Teachers' Confidence</b>	<b>Number of Participants Agreed / Disagreed</b>	
1.	<b>Second Language Acquisition</b>	6 agreed	2 disagreed
	a. I started learning English by interacting with the people around me	P : MS, E, FAS, AZNR, AFT, SO	P : AZ, MNA
	b. My previous experience of learning English in my environment helped me increase my confidence in teaching English	8 agreed P : AZ, MNA, MS, E, FAS, AZNR, AFT, SO	0 disagreed P : -
	c. The experience of learning English when I was at school helped increase my confidence in teaching English	7 agreed P : MNA, MS, E, FAS, AZNR, AFT, SO	1 disagreed P : AZ
2.	<b>Previous Experience with Diversity</b>	7 agreed	1 disagreed
	a. I have experience in dealing with diversity such as diversity of linguistics, cultures and others	P : AZ, MNA, E, FAS, AZNR, AFT, SO	P : MS

	<b>b.</b> I understand the diversity of students so I have the confidence to teach English in the real classroom	6 agreed <b>P</b> : MNA, MS, FAS, E, AFT, AZNR	2 disagreed <b>P</b> : AZ, SO
3.	<b>Language Anxiety</b>	5 agreed	3 disagreed
	<b>a.</b> I feel nervous and find it difficult to speak English well when teaching in class	<b>P</b> : AZ, MNA, MS, AFT, AZNR	<b>P</b> : E, FAS, SO
	<b>b.</b> Language anxiety affects the quality of my teaching in English class	<b>6</b> agreed <b>P</b> : AZ, MNA, MS, E, FAS, AFT, SO	<b>1</b> disagreed <b>P</b> : AZNR

### Appendix III: Reasons for Questionnaire Statements

#### FACTORS THAT INFLUENCE CONFIDENCE

AZ :

- a. I started learning English by Watching animation from Nickelodeon and Disney when I was younger
- b. My environment helped increase my confidence in English, because I have a few people from overseas to having conversation using English
- c. My school experience didn't help me to increase my confidence in English because the teacher is always stuck with the textbook.
- d. I have a lot of friends that speak different language and different dialect.
- e. Because everyone is has different, I think its help me a lot
- f. Sometimes, I feel nervous when I can't choose the right words to use while speak in English
- g. Yes, because it's happen frequently.

MNA :

1. I started learning English by my self such as watching videos or listening English song
2. In my environment, especially when I was in the university, help me to be more confident because I see that most of my friend in the class also confident.

3. I observe my English teacher when I was in the high school and I learn a lot from him
4. In my class, there are many students who came from place which are diverse. They speak with their regional dialect.
5. I have a thought that every student has different capacity so it helps me a lot
6. Actually, it only happened when I teach at the first time. After that, I can adapt oneself
7. Anxiety usually happen when something happen accidentally

MS :

1. Because it was a very effective way for me
2. Because the experience can add to our insight.
3. Because the experience can add to our insight.
4. Because I don't have it.
5. Because I communicate well with students
6. I give a question to the students to overcome my language anxiety.
7. Because language anxiety makes my teaching method a little ruined.

FAS :

1. I completely agree with that comment because one of the best ways to learn a language is through interacting with native speakers or even other learners in authentic settings.

2. I completely agree with this comment because my prior experience learning English in my setting greatly boosted my confidence as a teacher. Having experienced difficulties with language acquisition directly, I have gained significant insight into common barriers, areas of difficulty for learners, and effective learning strategies.
3. I completely agree with that remark because my confidence as a teacher has grown as a result of my experience learning English in school.
4. I agree with the comment because I have dealt with diversity before, including a variety of languages and cultural backgrounds, and this has given me the empathy and abilities I need to teach English to a wide range of students.
5. I agree with the comment because I feel confident enough to teach English in actual classroom settings since I have a thorough awareness of the diversity of my students.
6. I disagree with the comment due to the fact that I occasionally get anxious, I've learned how to control my anxiety and speak English in class.
7. I agree with the comment since I've observed that having language anxiety can affect how well I teach English to students.

AFT :

1. Because through interaction with our surroundings we can know and understand the application of English in everyday life which will later become a support when learning theoretically.
2. Experience really helps me to be confident when teaching English because of the habit of interacting and socializing with other people.
3. My learning experience at school helps me in teaching English through exercises and practices taught by the teacher.
4. The experience of teaching students who have different backgrounds occurred when I was PPL II, a little challenging but it was fun.
5. Don't really understand, just know enough. However, as teachers, of course we have to be professional in dealing with it.
6. Because of the students' different backgrounds, I sometimes feel nervous and choose to teach using a mixture of languages.

E :

1. Because it makes easier for us to build a conducive and comfortable atmosphere when teaching so that the material taught will be easily accepted by students
2. So why is the environment important in the learning process because it helps students in the process of understanding the material that has been taught
3. Because by teaching at school we can practice what we have learned in college both in terms of syllabus, materials and methods related to the teaching process

4. Each classroom has very diverse characteristics, especially its students, both in terms of language and cultural attitudes, a teacher must be able to position himself as a role model who gives direction to students regarding the material being taught.
5. Thereby increasing students' knowledge of language, especially English
6. Before teaching, a teacher usually prepares several things such as material, methods and mental readiness in delivery. In my opinion, if these are fulfilled, feelings of nervousness can be overcome easily.
7. Before teaching, a teacher usually prepares several things such as material, methods and mental readiness in delivery. In my opinion, if these are fulfilled, feelings of nervousness can be overcome easily.



## Appendix IV: Questionnaire about the Strategies

**STRATEGIES TO OVERCOME THE LOW SELF-CONFIDENCE**

<b>No.</b>	<b>Strategies to Increase the Confidence of Pre-service English Teachers</b>	<b>Number of Participants Agreed / Disagreed</b>	
1.	<b>Field Experience</b>	6 agreed	2 disagreed
	4. I already have experience in teaching before doing field training program (PPL) in university	<b>P:</b> AZ, MS, FAS, FAT, E, SO	<b>P:</b> MNA, AZNR
	5. My teaching experience has made me more confident in teaching English	8 agreed <b>P:</b> AZ, MNA, MS, E, FAS, AZNR, AFT, SO	0 disagreed <b>P:</b> -
2.	<b>Linguistically Responsive Teacher Education</b>	8 agreed	0 disagreed
	a. When teaching English class I play an active role in social interaction	<b>P:</b> AZ, MNA, MS, E, FAS, AZNR, AFT, SO	<b>P:</b> -
	b. I can approach students with different characteristics in English class	7 agreed <b>P:</b> AZ, MNA, MS, AZNR,	1 disagreed <b>P:</b> FAS

		AFT, E, SO	
	c. Receive Education to become a linguistically responsive teacher made me more confident in teaching English classes	8 agreed <b>P:</b> AZ, MNA, MS, E, FAS, AZNR, AFT, SO	0 disagreed <b>P:</b> -

## Appendix V: Reasons for Questionnaire Statements

### STRATEGIES TO OVERCOME THE LOW SELF-CONFIDENCE

AZ :

1. I have experience for teaching when do my community service
2. Because I have a lot of experience, I feel confident and enjoy while teaching now
3. I always involved my students while teaching, so they will be more active and focus on the class
4. Yes, I can approach all of my students while teaching
5. After a while, I become more confident while teaching

MNA :

1. I have never done the teaching before the PPL
2. I always shy and have a anxiety, but after teaching practice, I can teaching more confident
3. I always ask student when I was explaining material so they involved in the class
4. I can approach them slowly, at first, they usually shy, but after a while, they can follow my instruction
5. After I learn how to become a good teacher, I became more confident in teaching

MS :

1. I have experience teaching at a boarding school

2. Because the experience added to my insight
3. Because social interaction in the classroom can make the classroom atmosphere more fun and relaxed.
4. Because I respect their different characters
5. If teachers have responsiveness in linguistics, they will be more confident because they have extensive language knowledge.

FAS :

1. I agree with the comment because my prior teaching experience in Banjarbaru schools and community service activities has prepared me well for the field training program at the university.
2. The learning experience that I have really helps me in the world of teaching because of the many teaching exercises and evaluations that I do.
3. The learning methods used must be varied so that students do not feel bored and can explore themselves with suitable learning methods.
4. Every teacher must be able to approach students according to their own character so that students do not feel there is social inequality and students feel more cared for by their teacher so that this can help students be interested in learning enthusiastically.
5. Becoming a linguistic teacher is one of the keys to making students interested in learning in class because we can get to know and understand their background both in terms of social, cultural and

scientific aspects so that teachers will continue to learn to improve learning methods that are suitable for all students.

E :

1. This activity is a series of practices that students must carry out before going into the field so that students get used to the classroom situation and find solutions if they encounter problems in the field.
2. My teaching experience has made me more confident in teaching English
3. In my opinion, not all schools that implement social interaction use English, especially schools that are somewhat remote, English is not a subject that they are required to follow so their English language skills are very poor.
4. The reason that happens like that in a class is because there are some students who don't like English lessons so they tend to be more passive when in class
5. Because the class becomes more active

AFT :

1. I have this teaching experience that I got from organizational activities and private tutoring as my side job as a student.
2. The learning experience that I have really helps me in the world of teaching because of the many teaching exercises and evaluations that I do.

3. The learning methods used must be varied so that students do not feel bored and can explore themselves with suitable learning methods.
4. Every teacher must be able to approach students according to their own character so that students do not feel there is social inequality and students feel more cared for by their teacher so that this can help students be interested in learning enthusiastically.
5. Becoming a linguistic teacher is one of the keys to making students interested in learning in class because we can get to know and understand their background both in terms of social, cultural and scientific aspects so that teachers will continue to learn to improve learning methods that are suitable for all students.

## Appendix VI: Interview Transcripts

1. How do you feel when you teach English class with real time teaching?
2. Do you feel confidence in teaching English?
3. Have you ever experienced language anxiety when teaching English? If you have language anxiety, what will you do to deal with it?
4. Has your past learning experience affected your confidence in teaching English?
5. Do you use certain teaching strategies when teaching English?
6. How do you deal with the diversity of students in the class?
7. Do you think your understanding of student diversity helps you to increase your self-confidence?
8. Has the field practice or PPL that you have done been able to increase your confidence in teaching? How do you think about it?
9. Are there other factors that affect your confidence in teaching English?
10. How do you increase your confidence when teaching English in an English class?

## Appendix VII: Interview Answers

AZ :

1. Teaching has become a source of immense joy for me, as I find it genuinely fun to engage with my students in the learning process. Witnessing the spark of curiosity in their eyes and the eagerness with which they absorb the material is truly gratifying. The classroom atmosphere comes alive when students actively participate and maintain their focus on the subject matter, creating a dynamic and enriching learning environment.
2. Teaching in English has been a highly valuable journey for me. Although initially I might have felt a bit nervous and unsure, this experience has opened the door to significant personal development. Each teaching session has become an opportunity to explore my abilities in delivering material clearly and effectively to the students. One thing that makes me feel more confident is the positive response I receive from the students. Seeing them understand and appreciate the material I present brings tremendous satisfaction. This not only enhances my confidence in speaking English but also enriches my interpersonal experience.
3. Certainly, I have experienced language anxiety several times due to limitations in my vocabulary, and sometimes I even forget the words I had arranged previously, which make me feel increasingly nervous



when teaching. However, over time, I have successfully overcome these challenges.

4. Previous experiences in learning English certainly influence my confidence in teaching because, at the very least, I have the fundamental understanding necessary to apply when teaching English. While teaching, the basic knowledge gained from my learning experiences serves as a strong foundation. I can refer to grammar structures, vocabulary, and teaching techniques that I have learned before. This provides certainty and confidence in delivering the material in a correct and effective manner to the students.
5. My teaching approach involves using various strategies that are appropriate for the material to be taught to students. Generally, I tend to utilize media that can capture students' attention and spark their curiosity about the subject matter. I believe that employing diverse teaching strategies helps create a dynamic and engaging classroom environment.
6. Every student has differences in their individual abilities, variances in levels of understanding, and also differences in their motivation levels. Therefore, I always seek the appropriate solutions for every issue that students experience.
7. Of course, because we understand the differences among each student, it will lead to the creation of a conducive classroom environment. Consequently, our confidence levels in teaching also increase.

8. Experience is one of the references for our development. Certainly, the experience gained in teaching practice helps improve my abilities and personal confidence in teaching.
9. Certainly, understanding the material to be delivered is also one of the factors for confidence in teaching. If we do not understand the material, it can be challenging to convey it effectively.
10. Preparation of materials and the flow of the learning process play a key role in building my confidence in teaching. As someone who requires thorough preparation for everything, having good preparation boosts my confidence, while a lack of preparation can make me feel less confident.

AFT :

1. Saat saya mengajar secara langsung, ada hal-hal yang tidak sesuai teori. Misalnya di teori menjelaskan bahwa jika ada suatu permasalahan harus diselesaikan dengan cara demikian, maka di kenyataannya ternyata tidak seperti itu. Disitulah peran kita sebagai seorang guru yang harus bisa menyikapi permasalahan yang terjadi di lapangan secara langsung, tidak terlalu bergantung pada teori. Misalnya bagaimana guru melakukan pendekatan pada siswa, bagaimana guru menyelesaikan masalah, bagaimana cara untuk membuat siswa fokus pada pelajarannya dan hal-hal serupa lainnya. Jadi menurut saya, real-time teaching ini sangat dibutuhkan oleh para calon guru bahasa Inggris sehingga guru bisa mengeksplor dan bisa

meaplikasikan teori-teori yang mereka pelajari di universitas. Akan percuma jika kita hanya mengambil teori tapi kenyataannya saat dilapangan kita tidak bisa mengaplikasikannya dengan baik. Latihan mengajar yang ekstra dapat membantu seorang calon guru dalam meng-evaluasi dan meng-improve dirinya.

2. Kalau kita menguasai materi dan menguasai kelas itu bisa mengembangkan kepercayaan diri kita di kelas. Kita juga harus menanamkan di diri kita bahwa 'we are the teachers, we are educators' jadi anggap saja para murid kita adalah gelas-gelas kosong yang harus diisi dengan ilmu oleh kita sebagai guru. Sepintar-pintarnya murid jangan sampai beranggapan bahwa murid kita lebih pintar, supaya kita dapat menstimulus diri kita agar selalu punya teachers' power di dalam diri kita.
3. Saya merasakan language anxiety ketika saya tidak bisa memenajemen kelas dengan baik, hal itu membuat saya merasa nervous, apalagi ketika saya tidak memiliki banyak vocabulary. Kita sebagai guru bahasa inggris seharusnya menggunakan bahasa inggris secara aktif di kelas, jadi salah satu faktor dalam kecemasan berbahasa adalah ketika kita tidak punya kosa-kata yang lebih. Untuk menghadapi language anxiety saya harus lebih banyak mengeksplor lebih banyak vocabulary supaya saya bisa lebih mudah melakukan English conversation atau berinteraksi dengan siswa.

4. Saya merasa bahwa pengalaman belajar bahasa Inggris saya di masa lampau membantu mengembangkan percaya diri saya. Kebiasaan untuk melakukan conversation di kelas bisa membantu kita untuk mengurangi kecemasan saat di kelas. Selain itu dengan belajar dan mengajar kita bisa mengetahui apa saja kekurangan dan kelebihan kita sehingga kita bisa lebih meningkatkan lagi apa yang kurang, dan menghindari hal-hal tidak diinginkan saat mengajar.
5. Di universitas saya, saya memiliki banyak metode yang dipelajari ketika kami belajar mengenai bahasa Inggris di sana. Akan tetapi harus disesuaikan lagi dengan para siswa yang diajar, jika tidak sesuai maka kita bisa menggunakan lagi metode metode seperti ceramah, diskusi, dan lain-lainnya. Intinya ketika kita mengajar jangan menggunakan metode yang monoton, kita juga bisa menggabungkan beberapa metode untuk meningkatkan interaksi para siswa. Murid tentunya akan bosan apabila hanya menggunakan metode pembelajaran yang itu-itu saja, banyak pembelajaran yang lebih menarik, seperti menonton video, role-play, dan lain sebagainya. Saya pribadi lebih sering menggunakan metode role-play dan diskusi agar semua siswa dapat bekerja sama di dalam kelas, bertukar pengetahuan, dan menambatkan ilmu baru yang sebelumnya tidak mereka ketahui.
6. Siswa selalu memiliki latar belakang yang berbeda-beda, seperti latar belakang sosial, moral, budaya maupun ilmu pengetahuan mereka

sendiri. Salah satu cara untuk menyetarakan mereka adalah dengan metode yang diberikan, harus bisa memilih metode apa yang tepat untuk digunakan di kelas tersebut sehingga tidak ada siswa yang merasa didiskriminasikan di dalam kelas tersebut. Salah satu metode yang bisa digunakan adalah metode diskusi, dengan ini murid dibebaskan untuk mengutarakan pendapat dan pemikiran mereka, tanpa memandang perbedaan dan tanpa menghakimi, lalu kemudian mendiskusikan mana yang benar dan mana yang salah

7. Menurut saya, memahami keberagaman siswa itu sangatlah penting karena jika seorang guru tidak dapat memahami keberagaman yang ada pada siswa, maka guru tersebut bisa jadi akan menggunakan metode yang tidak tepat dan nantinya akan menyebabkan adanya siswa yang didiskriminasi. Ketika siswa merasa tidak diperhatikan, siswa akan merasa kurang tertarik dengan pembelajaran tersebut. Seorang guru benar-benar harus memahami keberagaman murid dengan baik supaya guru dapat memenajemen kelas dengan efektif dan efisien. Dan ketika guru berhasil memenajemen kelas, maka guru akan mampu meraih kepercayaan dirinya dalam mengajar bahasa Inggris.

E :

1. Pertama kali mengajar saya masih belum menguasai materi dan merasa gugup. Di saat itu saya melihat kepada para siswa dan saya

merasa belum cukup menguasai suasana kelas, saya menjadi kurang percaya diri.

2. Saya masih merasa kurang percaya diri pada saat PPL II, tapi lebih baik dari pada PPL I saat saya mencoba mengajar untuk pertama kalinya.
3. Tentu saja saya memiliki kecemasan berbahasa ketika mengajar di kelas secara langsung, apalagi saya adalah orang yang masih mengandalkan text books untuk mengajar materi, terkadang sangat sulit untuk memberikan penjelasan kepada para murid. Untuk mengatasinya, pada saat saya mulai tidak bisa berpikir jernih lagi, saya pun kembali melihat poin-poin penting yang sudah saya jabarkan terlebih dahulu.
4. Pengalaman belajar bahasa inggris saya di masa lalu tentu saja mempengaruhi kepercayaan diri saya.
5. Ketika saya mengajar saya lebih menekankan grammar yang dahulu juga saya pelajari di sekolah untuk mempermudah mereka mempelajari susunan kata bahasa inggris dari tahap dasar. Hanya saja, terkadang sangat sulit untuk mengutarakan pemikiran saya di depan kelas.
6. Saya memaklumi keberagaman siswa di kelas saya. Keberagaman setiap individu tentu saja berbeda-beda dan melekat sejak lahir. Jadi saya lebih menekankan pembelajaran pronunciation dan intonasi ketika menghadapi keberagaman dalam hal logat berbahasa.

7. Menurut saya cukup membantu. Dari keberagaman aksen mereka secara tidak langsung bisa memberikan secercah harapan bahwa mungkin saya bisa mengajari mereka dengan baik.
8. Sejauh ini ada peningkatan setelah melakukan PPL II. Saya membandingkan ketika PPL I dulu saya bingung ketika membuat media dan semacamnya, akan tetapi ketika saya melaksanakan PPL II saya mulai sudah terbiasa untuk menyiapkan media ajar, strategi, taktik dan sebagainya untuk menyokong efisiensi pembelajaran. Saya juga sempat melakukan observasi mengenai sejauh mana pemahaman yang mereka dapat mengenai pelajaran dengan memberikan tugas, dan saya rasa hal ini cukup membantu saya untuk mengembangkan rasa percaya diri.
9. Hal yang paling mempengaruhi kepercayaan diri saya adalah bagaimana persiapan yang saya buat sebelum melakukan pengajaran di kelas. Seperti misalnya saya harus menyiapkan silabus, media, dan sebagainya. Jadi itu semua bergantung kepada seberapa siap diri saya sendiri dalam mengajar di kelas bahasa Inggris.
10. “Saya harus bisa menguasai materi ketika ingin mengajar. Contohnya seperti penguasaan materi vocabulary untuk mengajar anak-anak SMP yang masih minim kosa kata.

S0 :

1. Saya tidak merasa gugup ataupun gerogi, tetapi saya harus mempersiapkan mental dengan baik karena saya adalah seorang

pribadi yang introvert. Jadi untuk menghindari kecemasan saat belajar, saya terlebih dahulu mempersiapkan materi dan juga diri sendiri. Karena di dalam kelas, umumnya murid selalu memperhatikan dan menilai bagaimana gurunya menyikapi keadaan, makanya penting bagi saya untuk mempersiapkan segalanya terlebih dahulu.

2. , saya merasa percaya diri karena guru harus menjadi teladan bagi para siswa
3. Tidak pernah
4. Karena saya mulai mengajar setelah lulus sma, dan dari sanalah saya membangun kepercayaan diri. Jadi ketika sudah memasuki universitas saya sudah terbiasa dengan itu semua.
5. Iya, saya menggunakan strategi dan media. Saya pernah menggunakan media seperti pop up book, spinned botol, flash card, matching words dan sebagainya. Sementara strategi yang saya gunakan adalah total physical response yang memposisikan diri saya hanya sebagai seorang fasilitator sehingga murid akan lebih lelas dalam belajar.
6. Saya pernah mengalami keberagaman dalam hal dialek yang membuat murid di kelas yang saya ajar kesulitan untuk mengucapkan kata dengan pelafalan dan intonasi yang benar dalam bahasa inggris. Jadi saya mengatasi hal ini dengan cara melakukan pendekatan secara perlahan pada murid, memberikan latihan secara terus menerus hingga dia dapat melakukannya dengan benar.



7. Saya merasa pemahaman terhadap keberagaman siswa tidak berdampak apapun pada kepercayaan diri saya.
8. Iya, sangat membantu karena di PPL II dirancang sebagai program langsung agar kami bisa turun untuk mengajar di ke kelas bahasa inggris yang sesungguhnya. PPL II berbeda dengan PPL I yang hanya merupakan simlasi mengajar dengan teman sekelas saya sebagai muridnya.
9. Pengalaman adalah salah satu faktor yang berpengaruh besar bagi saya dalam menumbuhkan kepercayaan diri. Seperti pengalaman saat mengajar PPL II misalnya, saya mendapatkan pengalaman dari guru pembimbing saya, teman-teman saya dan juga dari para murid. Selain itu salah satu hal yang memberikan pengaruh lainnya adalah bagaimana saya menggunakan media internet untuk belajar agar menjadi guru yang lebih baik lagi.
10. Saya harus bisa mengendalikan keadaan kelas dengan baik. Saya tidak membiarkan siswa berisik atau melakukan sesuatu yang tidak perlu di kelas yang saya ajar, begitulah bagaimana saya meningkatkan kepercayaan diri saya saat mengajar di kelas.

FAS :

1. When I'm teaching English in real time, I get a lot of energy and satisfaction. The instantaneous connection and active thought exchange between my students and I have a certain delight to it. It is quite satisfying to watch their development and participation in real

time. It serves as a continual reminder of how I can influence their educational path. Furthermore, I am able to promptly respond to students' needs, answer any queries or worries they may have, and offer quick feedback when I am teaching in real time, which promotes a cooperative and encouraging learning atmosphere. All things considered, teaching English in the real world fuels my enthusiasm for learning and strengthens my resolve to give students the tools they need to succeed in their language learning objectives.

2. Yes, I am confident teaching English. Even though I'm still learning about myself as a teacher, I've improved my abilities. My top priority is to establish a welcoming classroom where children are encouraged to participate fully. Observing the beneficial effects of my instruction on students' language acquisition journeys gives me confidence.
3. I am aware of the possible effects of language anxiety on language learners, even if I do not now experience it. If I am experiencing language anxiety, I will use a variety of techniques to get over it. I think it's important to foster a welcoming and inclusive learning environment in the classroom where children can express themselves without worrying about being judged. Anxiety can be decreased and confidence can be raised with open communication and support. In order to lessen potential anxiety triggers, I will also keep refining my teaching strategies and tailoring them to each student's unique needs and learning preferences.

4. Indeed, my confidence as an English teacher has been greatly influenced by my previous education experiences. I have learned a great deal about the difficulties faced by language learners thanks to my experience acquiring new languages. I now have empathy, patience, and resilience—qualities I bring to the classroom every day—thanks to these experiences. My previous education has shaped not only my teaching style but also my commitment to empowering students to confidently and enthusiastically pursue their own language learning goals.
5. Yes, I do utilize various teaching strategies when teaching English, depending on the needs of my students and the learning objectives of the lesson.
6. I understand that every student has their own path, and it is my duty as a teacher to create an inclusive classroom where each student feels respected and encouraged. Although I disregard student diversity, I make sure that every single person gets the one-on-one support and guidance they need to succeed academically. This could entail changing the way that lessons are taught, giving more materials, or, if necessary, providing more support.
7. Yes, absolutely. Having a better understanding of student diversity gives me greater confidence and reinforces my ability to foster an inclusive classroom where all students feel respected and encouraged.

8. Yes, of course. Being involved in field practice was instrumental in increasing my confidence as a teacher. This provided valuable hands-on experience, allowing me to apply knowledge from my experiences during field practice to refine my teaching skills. The feedback and support received during field practice helped me grow professionally and strengthened my confidence in my ability to effectively facilitate learning.
9. Yes, one of the important factors that influence my confidence in teaching English is continuous professional development. Continuing to learn and stay up to date with the latest teaching methodologies and educational trends not only enriches my knowledge but also increases my confidence in my abilities as an educator. Knowing that I am equipped with the most effective tools and strategies to support my students' learning journey increases my confidence in the classroom.
10. By carefully creating lesson plans that meet my students' needs and are in line with the curriculum, I am able to teach English with greater confidence. I also keep up with the latest developments in instructional design and resources, which enables me to enter every lesson prepared and flexible. I can improve my teaching strategies and boost my self-confidence by reflecting frequently and asking peers and students for input. Last but not least, creating a welcoming and encouraging learning atmosphere in the classroom where students feel

free to participate and express themselves greatly boosts my confidence as a teacher.

MNA:

3. Teaching English in class is actually very fun, especially when I succeed in making students understand what I am telling them. However, teaching is also not an easy thing because there are many challenges, especially the problem of students who are not always able to understand directly what we say so we may need to provide additional explanations.
4. When we first teach, we will feel nervous, especially when we are scolded by other people, like when I was PPL, the tutor was supervising me. So, at that time I felt more anxious because what I was doing was like surrounding me. But after a while, I started to get used to it and am more confident now.
5. Of course, like when I was finalizing the PPL 2 test, at that time an unexpected incident occurred, such as the cable used to use the projector couldn't work. Of course, at that time I panicked but I managed to handle it and I continued teaching.
6. Yes, it is very influential, especially in college classes, we are taught to appear in public, express opinions during discussions, which really helps us to be more confident when appearing in front of students.
7. Of course, I use one strategy, so when I explain the material, for example, I use a projector. There, for example, there is an explanation

of grammar formulas. Well, there I don't read, but I ask the students to read and ask them to guess what we are learning. Today. This is so that the focus of the students returns to us as teachers.

8. Every student has a different background. There are those whose abilities are just ordinary, there are those who are lacking and there are those who are very good. So, we as teachers must know the abilities of the students so that we can determine what we should do.
9. Yes, this is very helpful because we cannot equalize all students' abilities. With this ability, we can be more tolerant of students, perhaps there are some whose abilities are more difficult to understand. So, we are also extra in explaining it.
10. Of course, because after I did PPL 2, I experienced firsthand a teacher's perspective on how to deal with a class with diverse students. This experience helps me become more confident in the future.
11. The most important thing for me in teaching is that we ourselves understand and can explain the material to students. Because when we have mastered the material we will become more confident in the class in my opinion.
12. What I do is practice more often, especially practicing in front of the mirror because it really helps increase my self-confidence. Apart from that, before the day we teach, we also have to prepare the material so that we are better prepared and when I am ready I will be confident in delivering the material.

MS :

1. My feelings when teaching English classes with real time teaching are nervous or tense, but as time passes, these feelings decrease.
2. Yes, I do
3. Yes, I have. Usually, I give a question to the students to overcome my language anxiety.
4. Yes it is very influential in my opinion.
5. Yes, I do.
6. I deal with it by appreciating and respecting every difference that students have.
7. Yes, I do.
8. Yes, I do. I think PPL is a very important activity because it can be a valuable experience for prospective teachers.
9. Yes, there are, such as mastery of the material and vocabulary skills.
10. I increase my confidence when teaching English in the English class by always communicating with the students.

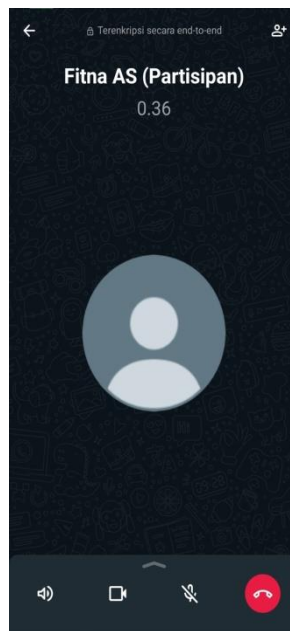
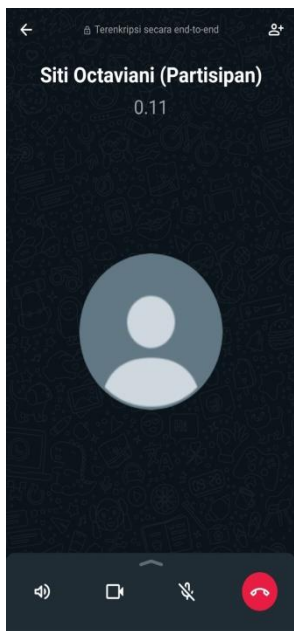
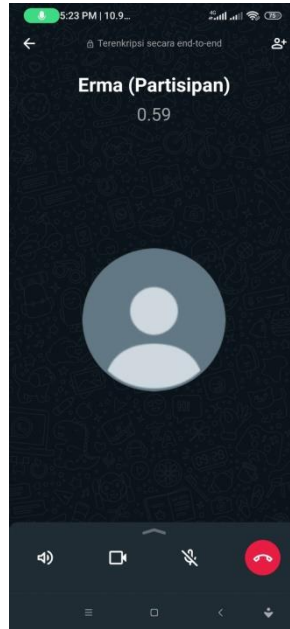
AZNR :

1. When I meet my students for the first time I usually feel very nervous, but after a while I would be more comfortable and confident
2. Yes, but not always

3. Not in teaching English, but more about when encountering new students
4. Yes, I do
5. Yes, like using interesting and relatable material for my students
6. I observe my students level of language skill, and i will talk to them according to their level, if they found some difficulties I will lead them to solve their own problem
7. Yes, I do
8. Yes, it increases my confidence very much, because before teaching in PPL I only learn the theory and never teach students directly. By teaching in PPL, I have new experience, and I can found the challenges that appear in the class, by finding this challenges I can learn again about how to overcome them
9. New students, class management skills, lack of preparation
10. By getting along with students, building the chemistry in class, and preparing my material that I'm going to teach and activity that I'm going to give to my students.






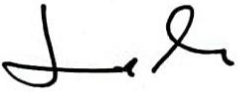
### Appendix VIII: Interview via WhatsApp




## Appendix IX: Consultation Notes

**CONSULTATION NOTES**

Afifah Linda Sari, S.S, M.Pd . Appendices of Consultation notes:

Date	Notes	Signature
4 July 2023	<ol style="list-style-type: none"> <li>1. Divide paragraphs that are too long. One paragraph has a minimum of three sentences.</li> <li>2. Change the English Teacher Education Department to the English Education Department</li> <li>3. Change the word 'will' into the past tense</li> <li>4. Consultation regarding technical writing of the Definition of Key Terms</li> <li>5. Add significance of study for people who read this thesis</li> </ol>	
18 July 2023	<ol style="list-style-type: none"> <li>1. Discuss instrument making</li> <li>2. Discuss student diversity as a factor that influences self-confidence</li> </ol>	
14 Sept 2023	<ol style="list-style-type: none"> <li>1. Discuss instrument making</li> </ol>	
24 Jan 2024	<ol style="list-style-type: none"> <li>1. Discuss the research object</li> </ol>	

16 May 2024	<ol style="list-style-type: none"><li>1. The answer section for the research question is written with numbering 4.1</li><li>2. Must be consistent between English Department students or pre-service English teachers</li><li>3. Delete the table and replace it with an explanation in the form of a narrative per paragraph</li></ol>	
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## Appendix X: Curriculum Vitae

**CURRICULUM VITAE****I. Personal Details**

Name : Siti Ahdiah  
Place and Date Brith : Martapura, 25 March 2000  
Gender : Female  
Religion : Islam  
Nationality : Indonesia  
Parents : Askawi and Erna Hertaty  
Siblings : Lailatul Mukarromah

**II. Formal Educational Background**

2007-2010 : Elementary School Austral Byna  
2010-2013 : Sate Elementary School Mantuil 4  
2013-2015 : Islamic Junior High School Byna Taqwa  
2015-2018 : Islamic Girls Senior High School Al-Amin  
2018-2024 : English Education Department of Antasari State  
Islamic University Banjarmasin

**III. Organization Experience**

2016-2018 : Indonesian Pencak Silat Association (PPSI)  
2018-2021 : Shorinji Kempo  
2019 : English Student Association