

ABSTRACT

Siti Ahdiah. 180101030710. *An Analysis of Pre-service English Teachers' Confidence in Teaching English.* Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Afifah Linda Sari, M.Pd.

Keywords: Pre-service English Teacher, Confidence, English Language Teaching

This study aims to analyze the factors that influence the low confidence of pre-service English teachers and strategies to overcome their lack of confidence when teaching English. The researcher used descriptive qualitative method with two stages of data collection, the first was by distributing open-ended questionnaires to map certain points adapted from previous researchers' theories, second was by conducting online interviews to obtain more detailed explanation. This research was conducted on students of English Education Department at the Antasari State Islamic University, Banjarmasin. At the data collection stage, researcher distributed open-ended questionnaires and conducted online interviews with 8 pre-service English teachers who had carried out field teaching practice (PPL II) in 2023. Based on the results found, there were three factors that influenced self-confidence of pre-service English teachers; they are second language acquisition, previous experience with diversity and language anxiety. The strategy that pre-service English teachers use is linguistically responsive teacher education and field experience. However, the strategies are not something that can be implemented directly but through a long process. It is hoped with this pre-service English teachers will become more aware of their responsibilities and explore earlier what they need to prepare as future teacher candidates.

ABSTRAK

Siti Ahdiah. 1801010301710 *Analisis Kepercayaan Diri Guru Bahasa Inggris Pra-jabatan dalam Mengajar Bahasa Inggris.* Skripsi, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Afifah Linda Sari, M.Pd.

Kata Kunci: Guru Pra-jabatan, Kepercayaan Diri, Pengajaran Bahasa Inggris

Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi rendahnya kepercayaan diri calon guru bahasa Inggris dan juga strategi yang sesuai untuk mengatasi kurangnya kepercayaan diri mereka ketika mengajar bahasa Inggris. Peneliti menggunakan metode kualitatif deskriptif dengan dua tahap pengumpulan data, yang pertama adalah dengan pembagian kuesioner semi terbuka untuk memetakan poin-poin tertentu yang diadaptasi dari teori peneliti sebelumnya, yang kedua adalah dengan melakukan wawancara secara online guna mendapatkan penjelasan yang lebih rinci. Penelitian ini dilakukan kepada mahasiswa Jurusan Pendidikan Bahasa Inggris di Universitas Islam Negeri Antasari Banjarmasin. Pada tahap pengumpulan data, peneliti membagikan kuesioner serta melakukan wawancara berbasis online kepada 8 orang calon guru bahasa Inggris yang telah melakukan praktik mengajar lapangan (PPL II) pada tahun 2023. Berdasarkan hasil yang ditemukan, ada tiga faktor yang mempengaruhi kepercayaan diri pre-service english teachers yakni akuisisi bahasa kedua, pengalaman terhadap keberagaman dan kecemasan bahasa. Strategi yang pre-service english teachers gunakan adalah dengan menerima pendidikan untuk menjadi guru yang responsif secara linguistik dan juga pengalaman lapangan. Meski demikian, strategi yang digunakan bukanlah sesuatu yang bisa diimplementasikan secara langsung tetapi melalui proses yang panjang. Diharapkan dengan ini calon guru bahasa Inggris menjadi lebih menyadari tanggung jawab mereka dan mengeksplor sejak dini tentang apa sajakah yang harus dipersiapkan sebagai calon guru masa depan.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا

مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “An Analysis of Pre-service English Teachers’ Confidence in Teaching English”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dhu al-Qadah 7, 1445 A.H

May 15, 2024 A.D

A handwritten signature in black ink, appearing to read 'Siti Ahdiah'. The signature is stylized, with a large 'S' at the beginning and a small 'i' at the end. There is a small 's' inside a circle on the left side of the signature.

Siti Ahdiah

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CHAPTER I

INTRODUCTION

A. Background of Study

English has been designated as an international language since the 18th century. In today's modern era, English is used as a bridge to carry out various aspects between countries, such as international business, student exchanges, traveling abroad and facilitating communication between different nations. For students who are preparing for their future, English is very important to learn. Learning English for students apart from adding insight and sources of knowledge, according to Dzakiyyah (2021) English can be used as a second weapon, for example to gain academic achievement by using English as an evaluation material. Moreover, in the world of work that students will pursue in the future, English proficiency is a skill that is used as a profitable advantage especially for people who work for foreign companies.

The quality of a teacher is one of the key supports to improve the ability of students by the effectiveness of the teaching methods which the teacher applies. In this case the pre-service teacher must master various aspects, from subject mastery to methods and techniques for teaching English classes with various student characteristics. Dincer, Tulgar and Göksu (2013) said that the characteristics or personality of a teacher also have an important influence on the learning process in the classroom. Therefore, besides having knowledge of learning materials and pedagogy, teachers are also expected to

have characteristics that can create effective teaching. But developing the positive character of an English teacher is a big challenge, especially when considering the great responsibility borne by the teacher which if not given special attention it is feared that it will lead to a decrease self-confidence in teaching English classes. In their research, Hammond, Chung and Frelow (2002) revealed that a teacher's teaching readiness is significantly related to their confidence in teaching classes. To avoid this problem, the development of a teacher's self-confidence must be trained as early as possible so that they can become professional teachers who can fulfill their responsibilities as an effective English teacher.

Through the statements described in the paragraphs erlier, it can be concluded that the self-confidence of a teacher is very important to help students achieve their goals in learning English. In the holy book Al-Qur'an, Allah SWT says in surah Āli - 'Imrān : 139

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

In this surah, it is explained that humans should not feel inferior and sad about what they have. Even though we have many shortcomings as human beings, Allah SWT says that we have the highest degree among His creatures, therefore we must be more confident and grateful for all the blessings we receive. This also applies to an English teacher who is given the responsibility to be a good educator. They must have the confidence to teach and guide students to success. To realize the development of self-confidence in teaching English classes effectively, researchers often focus their studies

on pre-service English teachers who are still participating in teacher training programs in order to optimally increase their competence and confidence as English teachers in the future.

Stahl, Sharplin and Kehrwald (2017) cite in this teacher education program pre-service English teachers are provided with English subject matter as well as pedagogical concepts that will be used in class with English learners. Pre-service English teachers are also given a role-play activity plan for teaching English guided by a professional teacher or university lecturer, this aims to apply the practical skills they previously learned in theory. In addition, this program will also provide provisions in the form of teaching techniques, methods and tricks for managing English classes more effectively and efficiently. Because self-confidence is closely related to teacher success in delivering lessons, the teacher education program also requires pre-service teachers to carry out field practice and interact with English students directly to hone the readiness and confidence of pre-service English teachers.

However, applying teaching courses to pre-service teachers is not enough to change pre-service teachers' confidence about their abilities to teach (Villegas & Lucas, 2002). There are many things that worry pre-service English teachers, it will make them lose their confidence and can even make their performance in teaching English class not conducive. For example, pre-service English teachers who do not have international experience (traveling abroad and interacting directly with native speakers) tend to find it more difficult to express themselves in English. Basic skills such as speaking,

reading, listening and writing cannot be mastered properly, even though for a teacher who will share their knowledge this is very important. Not only that, self-confidence is also needed by pre-service teachers as their provision for class management in the future. They must have the ability to understand students and take approaches in order to build communication and relationships between teachers and students.

This problem also occurred in students of the English Education Department at UIN Antasari Banjarmasin. Many of them felt that they were not ready and worthy enough to become a teacher who becomes a role model for students. This concern is then used as the core problem in this study. This research was conducted on English Education Department students who were at the end of their college semester. In their field teaching practice as one of the teacher training programs at UIN Antasari Banjarmasin, researcher carried out a process of interview and distribution of questionnaires to gather information about what factors and strategies they used as pre-service teachers to increase their confidence in real-time teaching English classes with English Learners.

Meanwhile, to answer research questions, researcher chose to used qualitative methods as research methods and descriptive analysis as analytical techniques in order to be able to explain in detail and clearly about the data obtained. Since the self-confidence of pre-service English teachers is directly related to the future success of students, the purpose of this study is to explore

and improve the quality of pre-service English teachers who are able to carry out their responsibilities.

B. Definition of Key Term

To avoid misunderstandings in the research that the authors describe, the authors explain the technical terms as follows:

1. Confidence

According to Ghufon and Risnawita (2010) self-confidence is a person's mental attitude in judging oneself or objects around him, so that the person has confidence in his ability to do something as he should.

In this study, self-confidence is related to the ability of pre-service teachers to manage English classes so that they can carry out quality and efficient lessons.

2. Pre-Service Teachers

Pre-service teachers or also known as pre-service teachers according to Wachira (2020) are students enrolled in a teacher education program and working to obtain a teacher's license.

So it can be concluded that the Pre-service English teachers are students who take part in a study program to become an English teacher in the future. In this study program pre-service English teacher will learn to explore English material and methods that can be used to create efficient English learning.

C. Research Questions

Based on the statement above, the problem in this study can be written as follow:

1. What are the factors that influence the confidence of pre-service English teachers in teaching English?
2. How to increase pre-service English teachers' confidence in teaching English?

D. Objective of Study

Considering the problem above, the research is oriented towards the following purposes:

1. To explore the causes of the low self-confidence of pre-service English teachers in teaching English classes
2. To find out the right way to improve the quality of English learning related to the confidence of pre-service English teachers

E. Significance of Study

The author hopes that this research will contribute to the teaching of English as follows:

1. Can help increase the confidence of pre-service English teacher in teaching English classes
2. Can help improve the quality of English teachers to teach in the classroom

3. Can be used for research on the next English language teaching

CHAPTER II

THEORETICAL REVIEW

A. Pre-service English Teacher

Wilton and Brett (2020) define pre-service teachers as students who take part in a teacher education program with the requirements of doing course work and field experience before becoming a teacher. Abdullah and Basthomi (2020) say that in order to have qualified pre-service teachers, they must be thoroughly prepared before they do field practice at school.

Being a teacher is not an easy profession to achieve. A teacher must be a flexible person who can put himself in any situation. Has great responsibility to teach and educate students at the same time. So for a pre-service teacher, mastering and exploring various things in preparation for becoming a teacher is very important.

Pre-service English teachers as students of English language education programs apart from learning English skills, they must also learn about classroom management, psychology of English learners, and things that can support the effectiveness of learning in a real classroom. To increase teacher confidence according to Allen (2007) teaching training is very important. In addition Wati (2011) also cites that the English foreign language training program will also help create a harmonious performance between pre-service English teachers and other teachers who are more experienced.

B. Confidence

Shrauger & Schohn (1995) define self-confidence as people's sense of competence and skill, their perceived ability to handle various situations effectively. The word confidence is taken from a Latin words *cōnfidentia* (belief, confide in) and *'fidere* (to trust), therefore many people define confidence as a feeling or belief in oneself that they can be relied on. But confidence is more than just a feeling; it's an attitude and approach to getting motivation and success in life.

It is undeniable that self-confidence plays a big role in one's success. Confidence is not something that is considered as a feeling anymore, but a motivation and approach to achieving certain goals. Someone who doesn't have self-confidence tends to find it difficult to achieve success because doubts and bad thoughts keep messing with them. In contrast, people with high self-confidence give off a more charismatic and assertive impression. Their positive nature is even able to motivate the people around them to be more confident.

For pre-service English teachers, self-confidence is something that must be possessed. With confidence they can convey lessons more effectively and efficiently. The students will definitely feel more enthusiastic and confident. Unfortunately finding confidence in teaching English is not easy, especially for less experienced pre-service teachers. They are worried whether the knowledge they have is enough to teach English students and there are many other similar bad thoughts that make them feel difficult. These

things can make the lesson ineffective. Therefore increasing self-confidence for pre-service teachers is very important.

C. English Language Teaching

There is no doubt that English is an international language that has been recognized by the world. English is generally used for international business, commerce, education, travel and communication. This makes English as a compulsory subject to learn in school, it's intended so that students are able to adapt to the work and social environment in the future. In connection with this need, English language teaching was carried out. According to Richards and Schmidt (2010) they define English language teaching or ELT as teaching English as a foreign language or as a second language. English language teaching programs are generally based on certain learning programs that focus on English language skills such as reading, writing, listening and speaking. There are four general goals of teaching English according to Patel and Jain (2008), they are:

1. To help students understand spoken or written English language
2. To help students to speak English correctly
3. To enable students to write English properly
4. To enable students to read English well

D. Pre-service English Teachers' Confidence in Teaching English

The quality of education is the most highlighted thing in the current era of globalization. One of the supporters of education who plays a major role is a teacher. Therefore according to Anspal, Eisenschemidt, and Löffström (2012) in order to produce pre-service teachers who are able to improve their skills, teacher education programs try to develop a cohesive professional identity. Stahl, Sharplin and Kehrwald (2016) say that pre-service teacher self-confidence will support the success of teaching practices carried out in order to gain proficiency as a successful teacher in the future. Similar to the opinion of Silvia, Olson and Hernandez (2012) who said if implementing a support course can make positive results on the confidence of pre-service English teachers to use their knowledge to make the English language teaching process more effective. But besides that, finding confidence for a pre-service teacher who still lacks teaching experience is not easy.

1. Factors that Influence Pre-service Teachers' Confidence

Because the self-confidence of pre-service English teachers has become the concern of many researchers recently, there are several theories about the factors that affect the self-confidence of pre-service teachers that researcher focus on, they are:

- a. Theory by Wessels, Trainin, Reeves, Catalano, and Qizhen Deng (2017)

According to Wessels et al. (2017) there are three factors that influence the nature and confidence of pre-service English teachers, they are:

1) Second Language Acquisition

Acquisition of a second language is generally carried out when someone has acquired or is still in the process of learning their first language. According to Setiyadi and Salim (2013) language acquisition which involves syntactic, phonetic, and broad vocabulary abilities occurs when someone is acquiring their first language, while the ability to produce, capture, and use words unconsciously to communicate is a process of second language acquisition.

Language acquisition is obtained when a person gets real interaction between himself and the people in his environment, where the person plays an active role in the interaction. These points are no different from how a child learns language from their parents or their closest relatives. From the point of view of a pre-service English teacher, if they have lived abroad and taken part in a student exchange program, they will gain native fluency and have better pronunciation, which then leads to the development of flexible communication and increased confidence of pre-service English teachers in teaching English.

Language learning experience and pre-service teacher knowledge are factors that support the confidence of pre-service English teachers. To support the progress of English language learners the role of the teacher is needed. The experience of learning a language and becoming a second language learner that has previously been obtained by pre-service English teachers has proven that it will help English learners' performance in the learning process. Confidence from the results of experience also emerged for pre-service English teachers. They became more flexible and able to create more effective learning strategies and techniques for English classes.

2) Previous Experience with Diversity

A further factor influencing pre-service teachers' self-confidence is their experience with cultural and linguistic diversity. In the last few decades, the human population has increased rapidly as well as the emergence of racial, ethnic and economic diversity. With this in mind, formal education institutions are beginning to recognize the need for pre-service teachers to have an understanding of the diversity of students, both conceptually and how to overcome them through classroom instruction. Cultural gaps will emerge between teachers and students when pre-service teachers have limited experience regarding diversity such as population, ethnicity, and culture

(Cockrell, Placier, Cockrell, and Middleyin, 1999). This will lead to negative attitudes such as lack of self-confidence and will always depend on misconceptions and stereotypes.

b. Theory by Yoon (2012)

In his research on the factors of anxiety of pre-service English teachers in teaching English which is closely related to the self-confidence of pre-service teachers, Yoon (2012) found that the most influential factor was language anxiety in using English in class which was then identified again as language anxiety based on self-confidence, language anxiety about class preparation, and language anxiety is overcome with effort.

Because this study focuses more on the self-confidence of pre-service English teachers, the researcher will only present one theory belonging to Yoon (2012), namely the language anxiety factor based on self-confidence.

According to Horwitz's (1996) research, feelings of anxiety when teaching in the classroom affect many non-native English language teachers. Even though they should be able to become active communicators using the language they teach in class. He claimed that before teachers taught language in class, they also had the role of being language learners. So it is undeniable that if students can experience language anxiety, non-native teachers may also have the same language problem.

In addition, MacIntyre and Gardner (1989) also said that foreign language anxiety not only affects the way of speaking but also affects a teacher's teaching activities. Pre-service English teachers who are participating in a teacher training program at university are also students, therefore language anxiety that leads to self-confidence is unavoidable.

2. Strategies to Increase Pre-service English Teachers' Confidence

Pavlak and Cavender (2019) said there are several strategies or ways to enhance the confidence of pre-service English teachers as follows:

a. Field Experience

According to Olson and Jimenez (2009) field experience is one of the key supports for increasing the effectiveness of early literacy teaching which will help pre-service English teachers to review what they have learned in English courses. This field-based experience related to English learners if carried out early in the teacher training course process, pre-service English teachers will be able to see reflections that will lead them to the confidence.

In addition, in Pavlak and Cavender's research (2019), the data they obtained from pre-service English teachers revealed that they felt excited to learn something from English students and began to view students as bilingual and possessing unique knowledge that could help pre-service English teacher to become a professional teacher. The

classes attended by pre-service teachers have proven to be a valuable experience. Another positive side that arises from this field experience program is that it also makes pre-service English teacher appreciate the process of how difficult it is to learn a new language. This experience is very helpful in increasing the confidence of pre-service language teachers.

b. Linguistically Responsive Teacher Education

The next way to prepare pre-service English teachers effectively is to help them become more linguistically responsive individuals. In addition, social interaction can improve English proficiency (Filmmore and Snow 2005). If pre-service English teachers are socially proficient, besides being able to increase their self-confidence, they will also find it easier to approach English learners who have different characteristics.

According to Krashen (1982), the ability to provide input that can be understood by students is a component of linguistically responsive knowledge and skills. The linguistic ability in question is a socially interactive ability, where the teacher interacts or socializes directly with students using certain instructions. The teaching in question includes the following instructions:

- 1) Provision of visual tools such as maps, pictures, and videos
- 2) Modifying the written language by providing direction or guidance, vocabulary which is the keyword topic of the material being taught, and an outline of the main concepts

- 3) Facilitate and encourage students or pre-service English teachers to use their mother tongue
- 4) Adding and modifying spoken language
- 5) Engaging students in activities that involve social interaction or collaboration with others
- 6) Minimizing anxiety and increasing self-confidence as English learners and future English teacher candidates

Assaf, Lussier, and Lopez (2019) said that an important component of being a linguistically responsive teacher is ideology. Linguistic responsive ideology (Lucas & Villegas, 2013) is how a teacher or educator understands the relationship between language, culture, and identity also the influence of certain social groups on language use and language education for the country.

E. Previous Study

Research on the self-confidence of pre-service English teachers has been studied by several previous authors. The first research conducted by Stahl, Sharplin and Kehwarld (2016) with the title "Developing Pre-Service Teachers' Confidence: Real-time Coaching in Teacher Education". This research was conducted with the aim of preparing and increasing the skills of pre-service English teachers to teach contemporary society in English classes using a Real-Time Coaching (RTC) model. They used the method to evaluate how the self-confidence of pre-service English teachers increased along with their practice. At the end of the study, the researchers concluded that the real-

time coaching model they used showed positive results in developing pre-service teachers' self-confidence in the aspects of resilience, efficacy, and a disposition toward continual improvement.

The second research was conducted by Wessels, Trainin, Reeves, Catalano, and Qizhen Deng (2017) with the title "Pre-service Teachers' Confidence and Attitudes toward Teaching English Learners". This study aims to determine the factors that influence the confidence and attitude of pre-service teachers in teaching English. The research method they used was a quantitative method with a total of 244 respondents. The conclusions that can be drawn from the results of the research conducted by the researchers are (1) the English language proficiency of pre-service teachers has a large role that influences their confidence in teaching English. (2) Field experience also influences the development of self-confidence and attitudes of pre-service teachers towards ELs, especially for those who have had international trips to countries that use English as their first language.

The third study was researched by Pavlak and Cavender (2019) entitled "When Word Do Not Work: Exploring Pre-service Teachers' Confidence in Teaching Reading to English Learners". This study aims to prepare pre-service English teachers to teach English students in general classes. They used qualitative and represented action as the methods on this research. The conclusion that can be drawn from this study is that the effectiveness of using courses with field or clinical experience combined into one has proven successful.

From the three studies that have been carried out above, researchers can see the similarity of goals between Stahl, Sharplin, and Kehwarld (2016) with Pavlak and Cavender's (2019) research which tries to find ways to prepare pre-service English teachers to teach in English class. Meanwhile Wessels, Trainin, Reeves, Catalano, and Qizhen Deng focused more on the factors that influence the confidence of pre-service English teachers when teaching English. The author uses these three studies to make connections between things that trigger low self-confidence of pre-service English teachers and strategies to overcome with the problems.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research on the confidence of pre-service English teachers, the researcher chose to use descriptive qualitative as a research method. The qualitative research method itself is a research method used to investigate, find, describe and explain social influences that cannot be explained, measured or described through quantitative methods (Saryono, 2010). While descriptive research is a method used to describe situations, circumstances, phenomena or events based on actual facts. Descriptive research method according to Nazir (2014) is a method in examining the status of a group of people, an object, a condition, a system of thought, or a class of events in the present with the aim of making a systematic, factual and accurate description, picture or painting regarding the facts, characteristics and relationships between the suspected phenomena. So the qualitative descriptive research method according to Sugiyono (2016) is a research method based on the philosophy of *postpositivism* that is used to examine objects naturally or intervene, in which the researcher acts as the key research instrument. Meanwhile, data collection techniques in this method are combined (for example, in this study researcher used data collection techniques in the form of interview and questionnaire). The data analysis itself is applied in a

qualitative form with the research results focusing on meaning rather than generalizations.

Researcher used this method for several reasons. Because the topic of this research itself is the confidence of pre-service English teachers which focuses on how to develop the characteristics of pre-service English teachers who have different patterns of behavior and traits, of course this has different effects or results. Due to the dissimilarity of the results for each individual, these then produce theories that are inaccurate, inaccurate, incorrect or biased. Apart from that, from the problems that arise, to complete the research question, this research requires exploration and description of phenomena that occur in a particular object. From the characteristics of the results of this study, Morse (1991) said that these problems were characteristics of the qualitative method.

B. Research Setting

This research was conducted at UIN Antasari Banjarmasin. The university is located on Ahmad Yani Street in Banjarmasin, South Kalimantan. Research was conducted on pre-service English Teachers who had carried out practical field experience (PPL II). The reason why the researcher chose pre-service English teachers in English Education Department of UIN Antasari Banjarmasin was because the researcher found that many pre-service teachers experienced problems due to their lack of confidence in teaching English.

C. Participants

For the research subjects in this study, the researcher selected 8 pre-service English teachers at UIN Antasari Banjarmasin who had carried out PPL II, which is also called the Field Experience Program. PPL is a mandatory program for the department of teacher training which is carried out to train the readiness of teacher education students or pre-service teachers in teaching school students directly.

The researcher chose pre-service English teachers as participants so that researcher was able to explore and collect data about their feelings, causes and experiences regarding self-confidence as pre-service English teachers with the hope of being able to help other pre-service English teachers to gain confidence in teaching.

D. Data

In the data collection stage, the researcher conducted interviews with pre-service English teachers who had conducted their PPL, then gave an open questionnaire to obtain information about their feelings, suggestions and opinions regarding self-confidence when teaching English with English learners in real-time teaching. With these data, researcher can find out what factors can affect self-confidence and how to increase their confidence as pre-service English teachers in the future.

E. The Technique of Data Collection

In this study, researcher used interview and questionnaires to collect research data.

1. Interview

The process of collecting data that researcher did was interview. Kriyanto (2020) interviews are conversations between researchers (researchers seeking information) and informants. So interviews are one way for researchers to obtain data or information from research subjects with certain problems.

2. Open-ended Questionnaire

In this study, researcher used an open-ended questionnaire to collect research data from respondents. Arikuto (2010) defines an open-ended questionnaire as a list of questions used in research by providing opportunities for respondents to answer in their own sentences.

F. Data Analysis

After conducted research to collect data, the information obtained must be organized as well as possible and thought out. For qualitative research, the data obtained focuses on the meaning of the research objectives being conducted.

In this study, researchers used the theory of Miles and Huberman (1994) to carry out data analysis, with the following stages:

1. Data Reduction

The first thing to do after collecting research data is the data reduction process. Data reduction is a process of focusing, simplifying, abstracting and transforming what appears in field notes or transcriptions. In this stage, researcher analyzed and selected data obtained from pre-service teachers during the research. The researcher then summarized and grouped them into several points; in this case the researcher grouped the factors that influence pre-service teachers' confidence and the strategies they use to increase their confidence in teaching English, so that researcher can get systematic conclusions.

2. Data Display

The second step after the reduction process is data display. Structuring the appearance of this data serves to collect information that has been organized into a unit so that researchers are able to draw conclusions and take action. In this research, researchers will compile a display of data obtained from pre-service teachers in matrix form to organize the data that has been collected and analyzed. The researcher sorted data into a modified questionnaire table regarding the factors and strategies that influence the confidence of pre-service teachers in teaching English.

3. Conclusion Drawing and Verification

The final process of the research is drawing conclusions and verification. Conclusion is the core of the research, all research questions will generally be answered in the conclusion section. While verification is the process of testing the truth, possibility and robustness of research. A research must be tested for its validity, it must not be written carelessly and deviate from the truth. Researcher draws conclusions from data that has been collected from interviews and questionnaires from pre-service English teachers. This conclusion includes the final results of the factors proven to influence self-confidence of pre-service teachers in teaching English and also the strategies used by pre-service English teachers to overcome these problems.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this stage, the researcher summarized the findings and discussions obtained through the interview process and distribution of open-ended questionnaires from 10 English Language Education students at UIN Antasari Banjarmasin who had carried out Teaching Practice II from 21 September to 8 August 2023. Data collection was carried out online, by sharing open-ended questionnaires via social media platforms to participants, then conduct interviews using video and voice calls.

1. The Factors that Influence Self-Confidence of Pre-Service English Teachers

To overcome the problem of lack of self-confidence in English students as pre-service English teachers in the future, the author determines the factors causing students' lack of self-confidence as one of the research objects that must be examined first. Without knowing what the cause is, the main problem cannot be resolved.

In the data collection, the author succeeded in obtaining research data from English Language Education students from UIN Antasari Banjarmasin regarding the factors that influence the level of confidence in teaching English to students when they undertake the Teaching Practice II program.

In the initial stage of data collection, the author distributed open-ended questionnaire sheets to participants via an online messaging platform in the form of a PDF file. Examining the theories discovered by previous researchers, the author succeeded in creating a list of questions adapted from the theories of Wessels, Trainin, Reeves, Catalano, and Qizhen Deng (2017) and also Yoon (2012).

In the questionnaire sheet, participants are asked to provide responses in the form of agree and disagree questions with the statement points provided, they are then asked to write down the reasons for their choice. The author considers this type of data collection so that participants can really map the problems they face in the answer sheet efficiently.

a. Second Language Acquisition

Based on the results obtained from the first questionnaire which stated that "*I started learning English by interacting with the people around me*", there were 6 out of 8 participants who

agreed with this statement. The reason why participants agreed was because they thought the best and most effective way to learn English was by interacting with native English speakers or people around them. Apart from that, this interaction is also able to build a conducive and more comfortable atmosphere for them to absorbing new language. So that they are believe interacting with people with daily English used are able to help Pre-service English teachers to gain their confidence in teaching English which is not only based on textbooks but also on conversations used by native English speakers in their real social life. While 2 other participants disagreed with the first statement, they reasoned that most of the people in the participants' environment use Indonesian or their respective regional languages such as Banjarese and other. Instead of learning from interacting with the people around them, the participants learned English through videos or western animated films such as those from Nickelodeon and Disney studios when they were children. One participant also wrote that listening to western songs also trains their English pronunciation.

In the second statement that says *"My previous experience of learning English in my environment helped me increase my confidence in teaching English"*, all participants agreed with the statement that their past experiences learning

English in their environment were very influential in increasing their self-confidence because they could have experience in how difficult it is to learn English, what issues hindered them in acquiring English as their second language and what strategies are suitable for learning English so that students can use them effectively. Besides, they also wrote that their friends, especially friends in the same department as them, also helped them gain self-confidence because they tended to study and practice together.

In the third statement on the questionnaire which stated *"The experience of learning English when I was at school helped increase my confidence in teaching English "*, 7 out of 8 participants agreed that their past experiences in school could help increase their confidence in teaching English, the participants felt for themselves that the results of what they had learned helped them grow their confidence when teaching in English classes. One of the participants used their experience in observing how their teacher taught in high school. The training and practices provided by teachers in the past were also recognized by participants as reasons why their learning experience was very helpful. Moreover, there is only one participant who disagree with the statement, he wrote that at his school the teachers only focused on what was written in the

books so he had difficulty knowing how English was actually used by native speakers.

In an interview that I conducted with the participants, I managed to obtain data regarding their opinions about how influential their second language acquisition was in the past.

FAS, a student in English Education Department, she revealed *“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 language. 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.”*

In another interview, AZ also agreed with this statement, he stated *“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.”

AFT in her interview with the researcher, also said that *“My self-confidence has been developed through my past experiences learning English. Reducing anxiety during class can be achieved by having conversations in class. Apart from that, by learning and teaching we can find out what our strengths and weaknesses are so that we can further improve what we lack, and avoid undesirable things when teaching.”*

b. Previous Experience with Diversity

The second factor that influences the self-confidence of Pre-service English Teachers is their previous experience with the diversity. Based on the results obtained from the first questionnaire which stated that *“I have experience in dealing with diversity such as diversity of linguistics, cultures and others”*, there were 7 out of 8 participants who agreed with this statement. The reason why they agree is because they have encountered people and students with their own diversity, such as diversity of languages and cultural backgrounds when they were still doing PPL II. Participants even considered student diversity as the difficulty that has its own challenge which is able to encourage them to teach in a wider range of students.

The other one participant who disagreed wrote that he has never encountered diversity before, or perhaps he just didn't pay enough attention to his teaching environment so he was not aware of this kind of diversity.

In the second statement of the questionnaire which stated "*I understand the diversity of students so I have the confidence to teach English in the real classroom* ", 6 out of 8 participants agreed that understanding the diversity of students helped them to increase their self-confidence because the participants felt that they had gone through a lot of diversity, thereby creating awareness of the diversity of students and their respective capacities in various aspects. While the rest of them disagreed with the statement because they had difficulty to understand the diversity of students because everyone is always different, by all means they have to find different ways to deal with this problem. Even though they already understood the diversity of students, it still didn't help much to increase their confidence in teaching English. In the interview, SO denies that understanding student diversity affects her self-confidence in teaching English, she says "*Saya merasa pemahaman terhadap keberagaman siswa tidak berdampak apapun pada kepercayaan diri saya.*"

Nonetheless, MNA in his interview revealed that "*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”.

ER also expressed her opinion regarding understanding student diversity *“From my perspective, it's quite beneficial. Their accent diversity can indirectly give me hope that I can teach them well.”*

c. Language Anxiety

The third factor that influences the confidence of Pre-service Teachers is language anxiety. According to the results obtained from the first questionnaire which stated that *"I feel nervous and find it difficult to speak English well when teaching in class "*, there were 5 out of 8 participants who agreed with this statement. The reason they agree with the statement that the participants feel anxious about teaching is because it is difficult to choose the correct words in English to say to students in class. This anxiety was experienced when they first taught English, some admitted that they had begun to adapt to this. There are some participants who did not agree with the statement that they experienced language anxiety when teaching. The participants learned how to overcome their language anxiety with certain strategies. Before teaching, one of the participants said that she

had prepared material and learning methods that were suitable for students, she had also prepared mentally so that she could teach with confidence.

In the second statement on the questionnaire which stated "*Language anxiety affects the quality of my teaching in English class*", 7 out of 8 participants agreed that language anxiety often affects their confidence in teaching English when they can't choose the right vocabulary to use in front of the class. The differences in students with various characteristics and backgrounds also make them experience language anxiety. For those who do not agree with the statement above, they explain that if before teaching a teacher has prepared things such as teaching materials, methods and mental readiness then feelings of nervousness due to anxiety can be overcome easily.

In an interview I conducted via an online video call, AFT said that "*Language anxiety occurs when I am unable to manage the class well, which makes me feel nervous, particularly when I lack a lot of vocabulary. We as English teachers should use English actively in class, so one of the factors in language anxiety is when we don't have more vocabulary. To deal with language anxiety, I have to explore more vocabulary so that I can more easily carry out English conversations or interact with students.*"

AZ revealed that he also experienced similar problems regarding the limitations of his English vocabulary *“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 makes me feel increasingly nervous when teaching. However, over time, I have successfully overcome these challenges. I realize that language anxiety is common, especially when speaking in a foreign language. To address this, I began to take a more relaxed approach and accept that making mistakes is a natural step in language learning. I learned not to be too hard on myself and to focus on the progress I have made.”*

FAS admitted that she had never experienced language anxiety. She said *“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.”

2. The Strategies used by Pre-service English Teachers to overcome lack of confidence when teaching English.

In this section, the researcher intends to find a solution to the problem of the first research question regarding the factors that influence pre-service English teachers' self-confidence in teaching English. To overcome this problem, researchers then explored strategies to help English language education students as pre-service English teachers in the future.

a. Linguistically Responsive Teacher Education

Based on the results of data obtained from an open-ended questionnaire, researcher found that the most influential strategy for overcoming the low self-confidence of pre-service English teachers in teaching English is by receiving education to become a linguistically responsive teacher. From the statement in the first questionnaire which stated *“When teaching English class I play an active role in social interaction”* it was approved by all the participants. They admit that by being active in class, they are also able to stimulate students to be more active and make the atmosphere

in class more lively and comfortable for them. Usually, participants always involve students in every question. Pre-service English teachers also use various techniques and learning methods to make learning more interesting.

In the second statement that says "*I can approach students with different characteristics in English class*", there were 7 out of 8 participants who agreed with this statement. They wrote that they are able to approach students with different characters in class. In their opinion, each teacher must be able to approach students with different characters so that they do not feel left out, the students also feel cared for by their teacher, so that they are able to build motivation to learn English. Just one participant who did not agree with the statement, it was because she did not feel very confident in her ability to reach students with different characters effectively.

The last statement which said "Receive Education to become a linguistically responsive teacher made me more confident in teaching English classes" agreed by all the participants. Being a linguistically responsive teacher makes them more confident. They expressed that they have extensive language knowledge after receiving education. Apart from that, one participant also wrote that becoming a linguistic teacher is one of the keys to making students interested in

learning in class because they can get to know and understand students 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.

In her interview conducted with researcher via video call, SO, said that *“I believe that obtaining education to become a linguistically responsive teacher was crucial. During my education, I have gained knowledge about various strategies, techniques, methods, and media to pique the interest of students. The provision from these learning results made me at least able to minimize anxiety as a prospective teacher when teaching English at PPL II, of course, because I already had the provisions to implement with the students, I became more focused and not confused about what I had to do.”*

AZ also revealed that receiving education to make him a linguistically responsive teacher really helped him increase his self-confidence *“I got to be a linguistically responsive teacher from studying at university and also from experience when I observed how my teacher taught when I was at school. My teacher often uses Indonesian which is then followed by English to provide an overview of the use of English directly. This action was able to make my-young-self understand and*

examine more broadly what English really is like. When we were at university, lecturers often grouped us into discussion groups to discuss certain topics, we were instructed to exchange knowledge with friends and discuss it. I admit that this really helped my understanding develop further. Other teaching strategies and techniques have also been taught at universities. Honestly, the experience and learning I received previously had a big impact on my confidence when teaching English.”

In another interview that researcher did with AFT, she also reveals that *“Based on my experience as a teacher, time after time, I have become more confident. Due to the responsive ability used in teaching as teaching conditions or class conditions is increasing and the courage to multitalk to explain the material to students”*

MNA explained that he had also learned a lot when studying class management at university *“By receiving education to make me a linguistically responsive teacher, I feel that I have become better prepared to teach. The most knowledge I gained was when I learned how to manage a class effectively, we learned about various kinds of learning strategies which were then supported by the use of various*

media such as pictures, videos, word cards and others to make lessons more interesting."

b. Field Experience

The strategy that is considered as another support for increasing the confidence of English Education Department students in teaching English is field experience. In the statement that said *"I already have experience in teaching before doing field training program (PPL) in university "* was admitted by 6 out of 8 participants. They had teaching experience before doing PPL program at UIN Antasari Banjarmasin. Three of them teach to provide community service in Banjarbaru, the rest have taught at boarding schools and private tutoring as a side job. Also 2 other participants who did not agree wrote their reasons, it was because they didn't have the opportunity to gain experience in teaching English before implementing the PPL program at the University.

The last statement *"My teaching experience has made me more confident in teaching English"* was agreed upon by all participants. It was because field teaching experience really helped to increase their confidence in teaching English. Those who at first were always embarrassed when they were in front of the class to teach are now starting to get used to it.

In an interview conducted with FAS, she said that *“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.”*

Through field training, AZNR admitted that he was able to gain real experience, not just theory written in books. *“It can increase my confidence very much, because before teaching in PPPL I only learn the theory and never teach students directly. By teaching in PPL, I have new experience, and I can find the challenges that appear in the class, by finding these challenges I can learn again about how to overcome them.”*

AFT also said that PPL I and PPL II which were carried out with different teaching targets also provided different experiences and results.

“I feel that PPL II can help me increase my confidence in teaching English. In PPL I, we only taught our classmates, which could be arranged first, so that I was able to manage the whole class well. However, during PPL II we were really faced

with students in real teaching situations, where we couldn't manage them as we pleased. PPL I and PPL II are very different, students' interest in learning English is really influenced by their own factors. So my task at PPL II was to create an atmosphere that would make them interested in learning English using the method or learning style that I gave them at that time. My confidence in teaching English was enhanced by having PPL II."

B. Discussion

After collecting data and selecting appropriate findings based on the research questions. In this stage the researcher discussed the results obtained from the students of the English Education Department at UIN Antasari Banjarmasin as participants. This study was based on interviews and open-ended questionnaires given to participants which were then linked to theories from experts and previous researchers.

1. Factors that Influence Pre-Service English Teachers' confidence in Teaching English

Based on the research objectives, this research was conducted with the aim of helping pre-service English teachers to increase their self-confidence so that they are able to form more qualified pre-service English teachers in the future. To support this, it is necessary

to discuss the factors that influence the self-confidence of English Language Education department students, so that researcher can find ways or strategies to overcome this problem.

1. Second Language Acquisition

According to the findings from the research results obtained, second language acquisition has the greatest impact on the intensity of pre-service English teachers' self-confidence in teaching English. In the process of second language acquisition, participants tend to rely more on their interactions with people around them. *"My environment helped increase my confidence in English, because I have a few people from overseas to have conversations using English"* (AZ). Apart from that, drawing from the research conclusions of Wong Fillmore and Snow (2000), they prove that the way to create effective English Language learning is by having an understanding or knowledge of the use, forms, mechanisms and how to teach English. This is in accordance with what was expressed by one of the participants, FAS, who used his knowledge of the problems faced by English learners in real terms, *"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, language form, appropriate use of English and effective learning strategies".

Second language acquisition has been shown to be a factor closely related to second language proficiency. However, most English language education programs do not provide a strong focus on second language proficiency for pre-service English teachers. Many of them still feel less confident in their English language skills to teach English learners. Some of them also said that they learned more about using English through the internet, films and music. As AZ said, *"My school experience didn't help me to increase my confidence in English because the teacher was always stuck with the textbook. I started learning English by watching animation from Nickelodeon and Disney when I was younger"*. Of course, this problem will be a challenge for pre-service English teachers in the future to improve the quality of learning which is not only based on the theories written in books, but is also expected to provide an understanding of the form and use of English like what native speakers do.

2. Previous Experience in Diversity

According to research conducted, researchers found that previous experience with diversity helped participants gain their confidence in teaching English. It's like what people have

believed for centuries that when you try to get to know people better, you will feel more comfortable. Participants who previously had teaching experience said that there was a lot of diversity in students, for example in terms of character, ability, social, ethnic, cultural and accent diversity. To become professional teachers, pre-service teachers must be able to become culturally and linguistically responsive teachers. Approaches in various methods have been studied by many researchers to help pre-service teachers manage classes effectively and efficiently. *"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"* (FAS). It is important to create a comfortable learning atmosphere for all students, without any groups being more prominent or excluded. According to AFT in her interview, *"One method that can be used is the discussion method, with this students are freed to express their opinions and thoughts, regardless of diversity without judgment, and then discuss the topic being studied"*.

The type of diversity that is often encountered and considered a challenge by participants in English language teaching is accent diversity. According to data taken by BPS (*Badan Pusat Statistik*) in 2010, Indonesia has 1211 languages with 1158 regional languages. Language itself is directly related

to accent or dialect which is a form of language that is based on the situation, type of usage and also social circumstances. Due to the daily use of regional languages by students, accents are often difficult to eliminate when speaking English. If pre-service teachers face this problem without knowing how to solve it, students will be left behind because they will find it difficult to follow the pronunciation of English which has its own accent, and also this will affect the self-confidence of pre-service English teachers who feel unable to create effective English language learning.

To overcome this, EM said that if he carried out pronunciation training in stages for students, *"The diversity of each individual is certainly different and is formed from birth. So I put more emphasis on teaching pronunciation and intonation when facing diversity in terms of language accents"*. Again, this is related to the previous factor that is second language acquisition which leads to second language proficiency as a result. It is important for pre-service English teachers to master English language skills properly so that they are able to guide students better.

3. Language Anxiety

As students who are still in the process of developing themselves to gain knowledge, pre-service English teachers often experience language anxiety when they speak in front of many people, especially when they teach. They tend to feel like they have a responsibility that makes them burdened and suffer from language anxiety. Based on the collected research finding, half of the participants admitted to experiencing language anxiety on their first day of teaching in the PPL I and PPL II programs. The thing that triggers their language anxiety is the limited English vocabulary. Participants admitted that when explaining the lesson topic, their status as language teachers required them to speak English but their minds suddenly felt blank and then triggered a panic attack. *“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”* AZ stated. That statement is also in line with EM's words, *“We as English teachers should use English actively in class, so one of the factors in language anxiety is when we don't have more vocabulary. To deal with language anxiety I have to explore more vocabulary so that I can easily do English conversations or interact with students”*.

One of the triggers for language anxiety is when they are unable to get students' attention and manage the class. The strategy that can be implemented with this problem is to apply learning methods that are fun and entertaining so that students can be more relaxed in absorbing the purpose of learning. As FAS says, *"In order to reduce potential anxiety triggers, I will also keep refining my teaching strategies and tailoring them to each student's unique needs and learning preferences"*. Realizing and accepting the fact that pre-service teachers experience language anxiety in the process of self-development has been proven to be one of the keys to achieving self-confidence based on research conducted by Pasaribu and Harendita (2018). One participant also said, *"I realize that language anxiety is common, especially when speaking in a foreign language. To address this, I began to take a more relaxed approach and accept that making mistakes is a natural step in language learning. I learned not to be too hard on myself and to focus on the progress I have made"*, AZ realizes that feeling anxious when teaching is very normal, it is part of a stage that can be used as a valuable experience and learning process.

2. Strategies used by Pre-service English Teachers to Overcome Their Lack of Confidence in Teaching English

This strategy was written based on the results of distributing open –ended questionnaires and online interviews which were adapted from Pavlak and Cavender's theory (2019) to students of English .Education department at UIN Antasari Banjarmasin.

a. Linguistically Responsive Teacher Education

Learn how to be a linguistically responsive teacher is a strategy that is considered to be the most effective way to increase confidence as a pre-service teacher based on the results of data collection from participants. Research proves that 8 out of 8 participants felt that providing material and teaching practices guided by lecturers was able to help them be better prepared to teach English with English learners. According to Lucas and Villegas (2013) being a linguistically responsive teacher means having the ability and skills to create effective language learning, this is related to their ideology which connects sociopolitical and sociolinguistics in language learning.

Teachers serve as scaffolders to help students achieve goals in their language learning, that means they are facilitators and also teacher movers who support students' needs. Lucas and Villages (2013) apply 3 pedagogical skills that pre-service teachers must learn.

First, teachers must understand the linguistic and academic background of each student. This is intended to respond to problems that will arise in the diversity of students in the class, both in terms of language diversity, accents and also the level of understanding of the target language. Pre-service teachers' understanding of students' linguistic and academic side will help them to determine appropriate strategies, so that no students are left behind in language learning. Responding to this problem, AFT in his interview said that she used the discussion method to bridge diversity between students. In group discussion activities, students are given the opportunity to express opinions and also provide the information they have regarding the lesson topic in turns with a balanced intensity of involvement. Although sometimes there are students who stand out more because they are able to understand the problem topic more quickly, they generally have the initiative to help friends in the same discussion group to master the problem topic together. Due to the influence of a better environment, students are able to develop critical thinking skills, problem-solving abilities, strengthen their cooperation between friends who have the same goals and hone their communication skills.

The second pedagogy, pre-service teachers must understand the language demands experienced by students. This

includes the problems that arise when students are in the acquisition process when learning their second language. Based on the research obtained, one participant admitted that her past experience of learning English made it easier for her to understand these demands and problems. With this understanding, participant was able to create strategies based on her own experience which she used to overcome problems in learning language.

And the last pedagogy is pre-service teachers must have the skills to use appropriate scaffolding for students based on understandings from the first and second pedagogy. Scaffolding itself has a role as a temporary support for students' absorption of language learning. This support will be reduced and removed along with the level of development of students' understanding of language learning. To make this pedagogy a success, universities or teacher training programs are required to add a curriculum to hone teacher skills. Pre-service teachers must be equipped with important knowledge such as how to manage a classroom, what strategies, techniques, methods and approaches are appropriate to create effective and efficient learning, as well as various things that future teacher candidates must know. Field training programs are also important to gain experience, they can apply

what they learn and find out whether the strategies or methods appropriate to be applied in a particular classroom or not.

b. Field Experience

Field experience is undoubtedly an effective strategy for increasing pre-service teachers' self-confidence. Research shows that 8 out of 8 participants agreed that field experience was very influential in developing their confidence in teaching English with English learners. Most of them also had experience in teaching before participating in PPL II, from the results of research observations, those who had experience studying outside official institutes such as being private tutors had more self-confidence and fewer complaints when practicing PPL II in university. Meanwhile, for those who do not have the opportunity to teach outside the official university program, PPL II is a great opportunity for them to develop their confidence and hone their teaching skills.

CHAPTER V

CLOSURE

A. Conclusion

From the findings and discussions carried out, the researcher summarizes the conclusions of the research based on the research questions.

1. There were three factors that influence the self-confidence of pre-service English teachers in teaching English found in the research, they are second language acquisition, understanding of student diversity and language anxiety. These three points were used as initial benchmarks based on previous researchers' theories, but after asking their personal opinions about the factors that influence their self-confidence, they also interpreted similar factors. So, second language acquisition, understanding of student diversity and also language anxiety have been proven in research to be the most influential factors influencing the self-confidence of pre-service English teachers.
2. The researcher found two strategies that are recognized as successful to increase confidence for teaching English by pre-service English teachers, namely linguistically responsive teacher education and field training. These two strategies are intended to

hone the abilities and skills of pre-service English teachers so as to make them competent and professional teachers

B. Suggestions

Judging from the research results regarding the lack of self-confidence of pre-service teachers in teaching English, the researcher wrote several suggestions for related parties regarding this research.

3. Faculty of Tarbiyah and Teacher Training

There are many complaints about language learning at school based only on textbooks. It is hoped that Faculty Tarbiyah and Teacher Training will provide more opportunities for pre-service teachers to carry out field practice so that they are able to apply more of the theories they learn.

2. English Education Department

From the research conducted, many pre-service English teachers are not ready to teach because they lack English language skills, especially for limited vocabulary and English speaking skills. It is hoped that the English Education Department will add a curriculum where pre-service English teachers are given special attention regarding their English language skills. Adding rules to

use English at certain times when communicating is also not a bad idea to get them used to using English as a daily language.

3. Pre-service English Teachers

Expanding knowledge that doesn't just depend on educational forums is a step worth trying. In this global era, there are many ways to hone English language skills and teach in class efficiently on the internet. Entering certain educational and social-based organizations is also good for gaining experience in dealing with diversity in students and society. It is hoped that with early experience and honing skills for pre-service English teachers, they will be better prepared to teach in the future.

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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

No.	Factors that Influence Pre-Service English Teachers' Confidence	Number of Participants Agreed / Disagreed	
1.	Second Language Acquisition	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.	Previous Experience with Diversity	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. I understand the diversity of students so I have the confidence to teach English in the real classroom	6 agreed P : MNA, MS, FAS, E, AFT, AZNR	2 disagreed P : AZ, SO
3.	Language Anxiety	5 agreed	3 disagreed
	a. I feel nervous and find it difficult to speak English well when teaching in class	P : AZ, MNA, MS, AFT, AZNR	P : E, FAS, SO
	b. Language anxiety affects the quality of my teaching in English class	6 agreed P : AZ, MNA, MS, E, FAS, AFT, SO	1 disagreed P : 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.