

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.