

## REFERENCES

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**Enclosure 1**  
**Participant Consent & Release Form for *Participant***

**PARTICIPANT CONSENT & RELEASE FORM**

**FOR PARTICIPANT:**

I, Muhamad Irsyad, in connection with this research program, hereby authorize the researcher and its program to conduct the semi-structured interview and analyze its result.

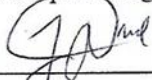
Additionally I hereby authorize the researcher to release, publish or quote such material from the result of interview, but withhold my identity, in connection with all research activities.

With respect to this research program, I understand that content may be included in future speeches, on the internet, and through multiple broadcast channels and print media.

**I understand that I may decline to give my consent (by not signing this form) and still continue to participate in all research activities without being disadvantaged with respect to those activities.**

Muhamad Irsyad

Participant's Signature



Printed Name

Garut, Indonesia

Participant's Home City & Country

27<sup>th</sup> February 2019

Date

irsyadm946@gmail.com

e-Mail Address

**Enclosure 1**  
**Transcript of Interview Data**

First Semi-structured Interview 27<sup>th</sup> February 2019, Author's Translation

No.	Questions	Answers
1	You said that you felt anxious and nervous before and during the teaching process especially because of the foreign language. Is it your first teaching experience?	Um, actually, that was my first time teaching at a vocational school.
2	Have you ever taught before?	Yes, I have. I have taught in an elementary school before. When I was at the Islamic Junior High School, there was a school program that obligated us to teach in an elementary school for two weeks.
3	Okay. You told me that you felt anxious during your teaching process at the vocational school even though you have ever taught before. Could you tell me why?	Yeah, as I said that I taught kids at elementary school before, but honestly the fact that the students are not kids anymore when it comes to vocational school made my anxiety increase. Hahaha.
4	Oh, so your anxiety increase when you taught teenagers.	Right, in my experience, they were more difficult to manage, and the fact that we only had a few years difference made me worried that they would disobey me.
5	Does teaching foreign language doubles your teaching anxiety?	Yes, exactly.
6	Then, do you more often use English or Indonesian during the teaching process?	Actually I mixed it fifty-fifty.

7	Why does teaching foreign language doubles your teaching anxiety? Do you feel confident about your English?	Actually, I was scared that I would make an error in pronunciation or grammar. I also often less of preparation before class and it made me less confidence with my English during the teaching process. In essence, I was worried about the students' opinions.
8	Do you think your anxiety influenced your teaching performance?	Definitely yes. For example, there are days when I was at the class, I felt stammer and it made me awkward and shame.
9	Okay, do you remember a day when I joined your class and you forgot something and finally borrowed mine inside the classroom?	Hahaha. That was a day when I was too focused on preparing myself and of course the material so that I forgot to bring the stationaries that I have prepared on my desk. Wow, I felt very confused and shame at that time. And that time, my supervisor was doing monitoring to my class. That was unforgettable, very unforgettable moment.
10	Okay, I see. So how do you overcome your anxiety?	Things that I have implemented and made an effect for me was doing a preparation before, as my supervisor's idea. For example, after done preparing materials and media for teaching, I would do a mirroring. I talked with the mirror and imagined that it was my students. Yeah, it was a simulation before the real teaching in the next day. But yeah, I did it at my dormitory. Hahaha. The main thing was I would do it before the teaching day.
11	Yes, I see. So how if the anxiety attacks during the teaching process at the classroom?	Well, I often pretended on reading material in the course book to give time for me thinking what should I did next, and I also pretended to write something in my book or the attendance book so that the students did not

		know my anxiety. Then, I would continue my teaching process after I felt better.
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Second Semi-structured Interview 12<sup>th</sup> March 2019, Author's Translation

No.	Questions	Answers
1	Could you tell me the example of the moment when you felt stammer and shame?	Yeah, I thought that it was because of my anxiousness and less of preparation. I have told you that I felt scared to do an error in pronunciation or grammar, right? I think because of my less of confidence so I did a grammar error sometimes although actually I know the right one but errors kept came out from my mouth and one of my student who was doing good in English corrected me for several times, it made me ashamed and stammered, I could not see my student's eyes and I felt doubt to used more English.
2	Then what did you do to overcome that situation?	I smiled and said thanks after that I said to all of my students that it was okay if I made an error and it would be good if they corrected me. Haha. I also said that we all learn from mistakes. After that, they would give their attention to the material back and I continued teaching with my heart pounding, and honestly after that I was afraid looked at that student for that day. Hahaha.
3	Yeah, It was really tensed.	Yeah, and you know what situation that made me anxious to taught teenagers?
4	What was that?	It was because they were harder to manage. That was my class at that time and my students

		<p>still used their sports uniform and ate snacks while I stood in front of the class. I said <i>Assalamualaikum!</i> but there were just some of them answered. I asked them to stop eating and changed their uniform but they were too busy to listen. Then I sat on my desk looking at them while thinking what must I did that time.</p>
5	Then what you did?	<p>At first, I thought that I needed to call my supervisor. But I thought it would be unwise, then I just gave them time to eat their snacks and changed their uniforms for 15 minutes. Then I back to class after 15 minutes.</p>
6	And they were ready to start?	<p>Yeah, but some of them were still outside. So I just started the teaching-learning process without wait for the rest of them.</p>
7	How about the lesson plan? Was there any problem with it?	<p>Oh, I am not sure. But at the first days of my teacher training program, I often forgot and suddenly blank about what should I said. Yeah, when the situations happened, I would turned it to a game session or jumped to the next material or like I said before, I often pretended to read or write something until I felt better to talked again, then they would not know that I felt blank.</p>
8	Oh that was good idea. Was that problem influenced your teaching performance time to time?	<p>At first, yes. But I thought I got more relaxed from time to time.</p>

9	What made you feel better about it?	Woah, there were so many things. First, I got closer and closer with my students by chatting with them outside the class about everything, not just the materials or school. So, I did not too nervous when I should face them. And then I got support, motivation and guides by talked and discussed about the materials for teaching, student's characteristics, teacher's life, and much more with my supervisor, and of course motivation from my friends. And then I thought that I got better, although it was not perfect. Hahaha.
10	That so was touchable. I thank you so much for your answers.	Yeah, do not worry.

Third Semi-structured Interview 10<sup>th</sup> April 2019, Author's Translation

No.	Questions	Answers
1	Let's continue our conversation! Hahaha.	Okay. Haha.
2	So, do you ever get complains from your students? Related to your teaching anxiety?	Oh, wait. Complain, maybe yes. I am not sure about it. But sometimes I felt like my students did not understand my explanation clearly. I felt it because some of my students often asked me to repeat my explanation or asked directions that I have said.
3	Oh. Why do you said that it was related to your teaching anxiety?	Yeah, it was because, I have told you that sometimes I felt stammer during the teaching process, right? Yeah, sometimes I felt stammer and sometimes I felt like, although I



		knew the materials well, I still found it hard to send what was on my mind to them. Do you get it?
4	Yes. You mean that you could not explain the materials clearly and it made your students confused, was not it? What was the example?	Yes. Then, when I was teaching the material about 'invitation', I suddenly felt anxious and stammer, so I spoke faster to hide my stammer and I did not have to spoke in front of the class for a long time, at the end I asked my students to make an example of formal invitation . But I did not know why some of them made an informal invitation. When I asked them, they said that they did not understand what the difference, haha. It happened quite often. Not just when I explained the materials, but also when I gave directions for game. Hahaha.
5	Oh, yeah. I could feel that. Haha. I think that was enough for now. Thank you so much.	Oh, of course, you are welcome.

**Enclosure 2**  
**Lembar Penetapan Proyek Tugas Akhir S-1**



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
 UNIVERSITAS SILIWANGI  
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**Lembar Penetapan Proyek Tugas Akhir S-1 dan Tim Dosen Pembimbing**

Kepada Yth. Bapak/Ibu Dosen Prodi Pendidikan Bahasa Inggris

Kami Dewan Bimbingan penulisan Tugas Akhir Studi Pendidikan Bahasa Inggris menyatakan bahwa

Nama Mahasiswa : Monika Alfighina

NIM : 152122033

telah mengajukan usulan proyek tugas akhir S-1 (Skripsi) dengan informasi berikut:

**Tema Penelitian (Maksimal 5 Kata Kunci)**

Teaching anxiety, EFL preservice teacher, EFL classroom

**Judul Riset Tentatif (Maksimal 21 Kata)**

The Effect of Teaching Anxiety on EFL Preservice Teaching Performance: A Case Study in Indonesian Vocational School Context

**Rasional (40-70 Kata)**

Anxiety can come to every situation, including a language learning process. According to Thompson and Lee (2012), "...anxiety is seen as being the cause or the result of poor language classroom performance." Buyukkarcı (2014) states that this problem doubles when it comes to non-native EFL (English as a Foreign Language) teacher training programmes. Until now, there are many researchers who did the research about anxiety. In this research, inspired by a previous study about foreign language teaching anxiety that felt by the entire teacher, I intend to do a research about anxiety which is specifically felt by EFL preservice teacher during the teaching process.

**Rumusan Masalah (20-40 Kata)**

1. How does teaching anxiety influence EFL preservice teacher in her teaching process?

**Landasan Teori dan Konsep (20-40 Kata)**

The literature review on my proposed study is about anxiety that comes in EFL teaching. This issue will focus on how anxiety influences the teaching process of EFL preservice teacher. Horwitz (1996) points out that foreign language anxiety among language teachers is a serious concern because it has the potential to affect the way teachers teach, the amount of language students receive, and the role models to whom role model learners are exposed.

**Desain Penelitian (20-30 kata)**

This case study is to investigate anxiety felt by EFL preservice teacher using thematic analysis (TA). TA provides accessible and systematic procedures for generating codes and themes from qualitative data (Clarke & Braun, 2017).

**Metode Pengambilan Data (20-30 kata)**

- Choosing EFL preservice teacher
- Doing semi – structured interview and video for the data
- Analyzing the data using thematic analysis

**Tujuan dan Kontribusi (20-40 Kata)**

This research will find the anxiety felt by EFL preservice teacher who teaches at a vocational school and how to reduce the anxiety felt during the teaching process.

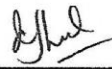
#### Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir

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Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta pembimbingan penelitian dan penulisan skripsi sampai selesai, Kami menyerahkan tugas dan kewajiban ini kepada Tim Dosen Pembimbing. Untuk itu, Kami mohon kesediaan Bapak/Ibu untuk menjadi dosen pembimbing utama dan dosen pembimbing pendamping.

Tanda Tangan Kesediaan

Nama : Dede Pertamora, Doo., M.Pd. sebagai Pembimbing Utama

()

Nama : Asri Siti Fatimah, S.Pd., M.Pd. sebagai Pembimbing Pendamping

()

Terima kasih atas kesediaan Bapak/Ibu atas kesediaan untuk memberi pembimbingan kepada mahasiswa yang bersangkutan.

DBS PRODI PEND. B. INGGRIS

)\* Ketua/Sekretaris/Anggota

()

Melisa Sri

)\* pilih salah satu

**Enclosure 4***Kartu Bimbingan Skripsi*






**KARTU PERTEMUAN  
BIMBINGAN SKRIPSI  
PRODI PENDIDIKAN BAHASA INGGRIS  
SEMESTER GASAL TAHUN AKADEMIK 2018/2019**

Nama Mahasiswa	: Monika Alfaghina		
NPM	: 152122033		
Topik Penelitian	: Teaching anxiety, EFL preservice teacher, EFL classroom		
Pembimbing I			Pembimbing II
Nama	: Dra. Dede Pertamina, M.Pd.	Nama	: Asri Siti Fatimah, M.Pd.
NIDN	: 0429076101	NIDN	: 0021118901

Pembimbing I	Pembimbing II
Isi Bimbingan	Pertemuan I, Tgl: 26/3/19
Revisi setelah UP	Revisi setelah UP
Isi Bimbingan	Pertemuan II, Tgl: 26/3/19
Instrumen semi structured interview	lit. review
Isi Bimbingan	Pertemuan III, Tgl: 18/6/19
Coding Langut	lit. review
Isi Bimbingan	Pertemuan IV, Tgl: 18/7/19
All chapters Tab of cont # Covid	background
Isi Bimbingan	Pertemuan V, Tgl: 19/7/19
Referensi pustaka tahun APA & Abstrak	Pertanyaan untuk interview (pengam- blan data)
Isi Bimbingan	Pertemuan VI, Tgl: 22/7/19
Jurnal. Siap kysan Siap daftar ujian sidang	interview transcript
Isi Bimbingan	Pertemuan VII, Tgl: 27/6/19
	Coding / analysis data
Isi Bimbingan	Pertemuan VIII, Tgl: 4/7/19
	finding

Nama Mahasiswa	:		
NPM	:		
Topik Penelitian	:		
Pembimbing I		Pembimbing II	
Nama	:	Nama	:
NIDN	:	NIDN	:
Pembimbing I		Pembimbing II	
Isi Bimbingan	Pertemuan IX, Tgl:	Isi Bimbingan	Pertemuan IX, Tgl:
		chapter 4	
Isi Bimbingan	Pertemuan X, Tgl:	Isi Bimbingan	Pertemuan X, Tgl:

Tasikmalaya, \_\_\_\_\_ 2018

Ketua Jurusan  
Pendidikan Bahasa Inggris

\_\_\_\_\_  
NIDN.



## Enclosure 5

## Surat Keputusan



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS SILIWANGI  
**FAKULTAS KEGURUAN & ILMU PENDIDIKAN**  
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NOMOR : 0563/UN58.04/AK/2019

TENTANG

PEMBIMBING SKRIPSI/TUGAS AKHIR

MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

DEKAN FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

- Menimbang : a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas keguruan & ilmu pendidikan perlu penunjukan Dosen Pembimbing.
- b. bahwa untuk kepentingan tersebut di atas, perlu mempertimbangkan Keputusan Dekan Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi;
- Mengingat : 1. Undang-Undang Republik Indonesia :  
a. Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;  
b. Nomor 14 tahun 2005 tentang Guru dan Dosen;  
c. Nomor 12 tahun 2012 tentang Pendidikan Tinggi;
2. Peraturan Pemerintah Republik Indonesia :  
a. Nomor 19 tahun 2005 tentang Standar Nasional  
b. Nomor 13 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor 24 Tahun 2014 tentang Pendirian Universitas Siliwangi;
4. Keputusan Rektor Universitas Siliwangi Nomor 4928/UN58/KP/2018 tentang Pergantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.
5. Keputusan Rektor Universitas Siliwangi Nomor 5288/UN58/KP/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.
6. Keputusan Rektor Universitas Siliwangi Nomor 938.SK/US-BU/SP.2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

## MEMUTUSKAN

- Menetapkan : Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi
- KESATU : Menunjuk kepada yang namanya tersebut dibawah ini :  
1. Nama : Dede Pertamina Dra., M.Pd. (Reviewer)  
NIDN : 0429076101  
2. Nama : Asri Siti Fatimah S.Pd., M.Pd.  
NIDN : 0021118901
- Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :  
N a m a : MONIKA ALFIGHINA  
N P M : 152122033
- KEDUA : Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah di tentukan.
- KETIGA : Dalam melaksanakan tugasnya Pembimbing bertanggung jawab kepada Dekan.
- KEEMPAT : Keputusan ini berlaku untuk jangka waktu 6 bulan, sejak tanggal 01 Januari 2019 s.d 01 Januari 2020 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.
- KELIMA : Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya  
pada tanggal : 12 Februari 2019  
Dekan  
  
Dr. H. Cucu Hidayat, Drs., M.Pd.  
NIP. 196304091989111001

Tembusan :

1. Ketua Jurusan pendidikan bahasa inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi
2. Bendahara Pengeluaran Pembantu Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

## BIOGRAPHY



Name : Monika Alfighina

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Religion : Islam

Nationality : Indonesian

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3. Junior High School, graduated from *SMPN 3*  
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