



**Pre-service English Teachers' Perception of Anxiety in Peer
Teaching: A Case Study at Universitas Kristen Indonesia**

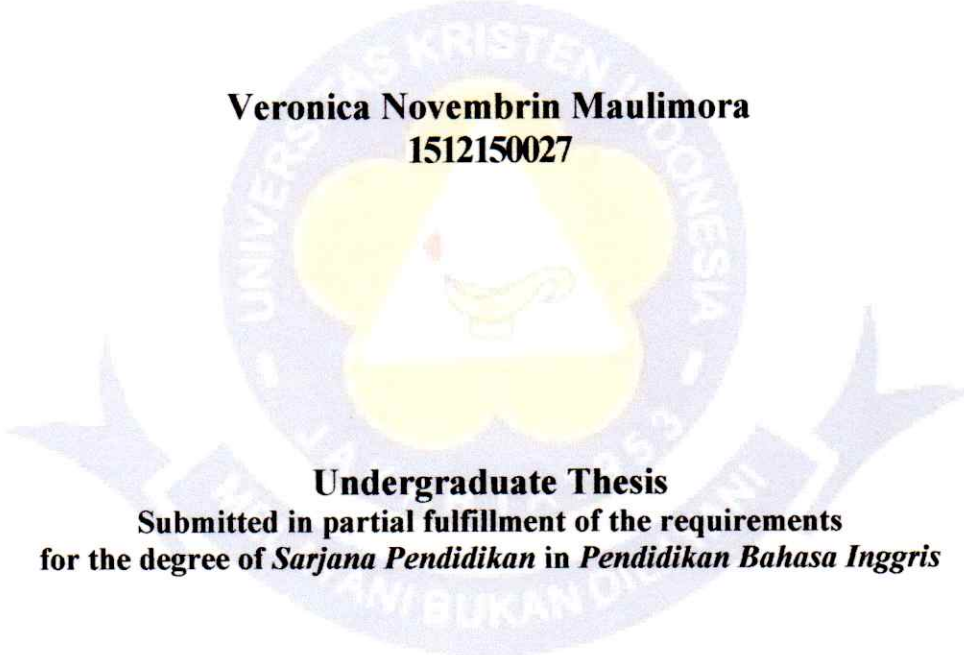
**Veronica Novembrin Maulimora
1512150027**

Undergraduate Thesis

**English Education Department
Faculty of Teacher Training and Education
Universitas Kristen Indonesia
Jakarta
2019**

**Pre-service English Teachers' Perception of Anxiety in Peer
Teaching: A Case Study at Universitas Kristen Indonesia**

Veronica Novembrin Maulimora
1512150027



Undergraduate Thesis
Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in *Pendidikan Bahasa Inggris*

English Education Department
Faculty of Teachers Training and Education
Universitas Kristen Indonesia
Jakarta
2019

ADVISORS' APPROVAL


As the research advisors of the following student:

Name : Veronica Novembrin Maulimora
Student Reg. No. : 1512150027
Thesis Title : Pre-service English Teachers' Perception of Anxiety
in Peer Teaching: A Case Study at Universitas
Kristen Indonesia
Date of Exam : August 19th, 2019

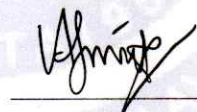
we certify that we have read this student's undergraduate thesis (title above), have approved changes required by the final examiners and recommended this Undergraduate Thesis to the Faculty Teacher Training and Education of the Christian University of Indonesia to be examined.

Advisor I,

Parlindungan Pardede, M.Hum.
Advisor II,


 Date August 13th, 2019

Asri Purnamasari, M.Ed. in TESOL

 Date 13th August 2019

Notified by
Head of English Education Department,

Hendrikus Male, S.Pd., M.Hum.

 Date August 13, 2019

INTELLECTUAL PROPERTY STATEMENT

I,

Name : Veronica Novembrin Maulimora

SRN : 1512150027

clarify that this undergraduate thesis, *Pre-service English Teachers' Perception of Anxiety in Peer Teaching: A Case Study at Universitas Kristen Indonesia*, is my own original work and no portion of the thesis has been copyrighted previously unless properly referenced.

If there is a breach of items above, I will take full responsibility to the Christian University of Indonesia for any legal action that might be caused.

Jakarta, 14th August, 2019



Veronica N. M.

COPYRIGHT TRANSFER AGREEMENT

As a graduate of the Christian University of Indonesia, I hereby certify that for the sake of knowledge and scientific development, I grant the Christian University of Indonesia the full term of copyright to publish, reproduce, distribute, display, and store my undergraduate thesis entitled *Pre-service English Teachers' Perception of Anxiety in Peer Teaching: A Case Study at Universitas Kristen Indonesia* in all forms, formats, and media whether now known or here after developed (including without limitation in print, digital and electronic form/or language) throughout the world.

Jakarta, 14 August, 2019



Veronica N.M

APPROVAL

We hereby certify that:

Name : Veronica Novembrin Maulimora

SIN : 1512150027

Thesis Title : *Pre-service English Teachers' Perception of Anxiety in Peer Teaching: A Case Study at Universitas Kristen Indonesia*

Date of Exam : August 19th, 2019

has passed the undergraduate thesis examination and confirmed that this undergraduate thesis had been thoroughly examined, improved, and approved by the Board of Examiners of the English Education Department and the advisor.

Board of Examiners,

1. Hendrikus Male, S.Pd., M.Hum.



2. Parindungan Pardede, M.Hum.



3. Asri Purnamasari, M.Ed. in TESOL



Approved by,

Dean of FKIP UKI

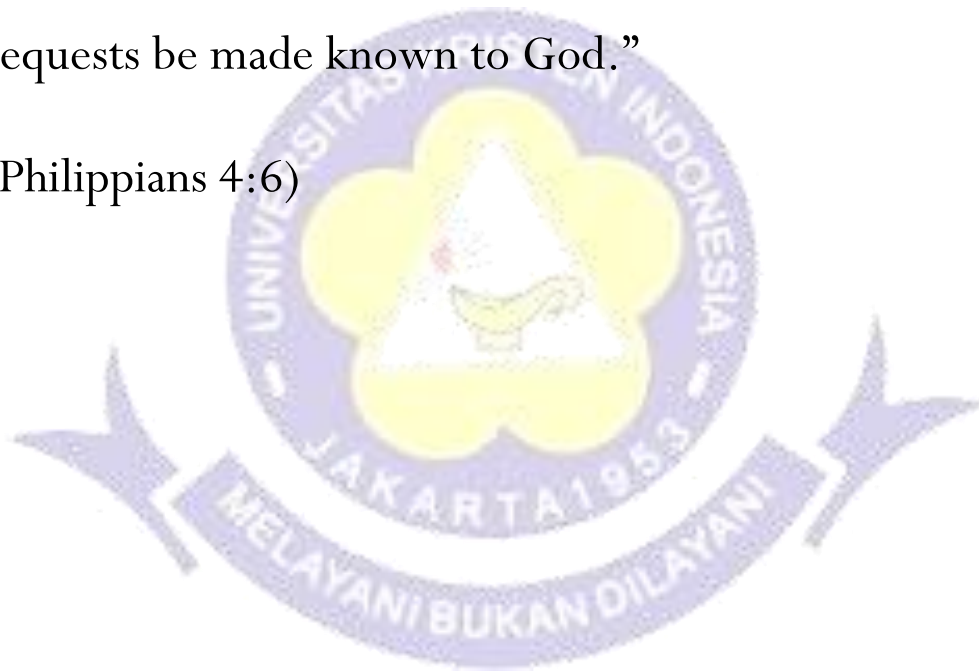


Dr. Drs. Sunarto, M.Hum.

MOTTOS

“Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God.”

(Philippians 4:6)



Do the best and let God do the rest

DEDICATIONS

I dedicate this final project to:

My beloved parents:

Frans Poran Sitorus and Elisabeth Nurdiana br. Pakpahan

My beloved sisters:

Pitta Sitorus, Paloma Sitorus, Yolanda Sitorus

My beloved brother:

Deling Bonaraja Sitorus

My beloved brothers in law:

Tiido Naiborhu, Andrew Tobing, Rindu Simbolon

ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty God, for all of His blessings given to me, so that I can complete this undergraduate thesis in time. I would like to thank my parents, Frans Poran Sitorus and Elisabeth Nurdiana Pakpahan who always give me support, encouragement, motivation, advice and prayers, so that I can complete this undergraduate thesis.

I do thank you to my beloved sisters, Pitta Sitorus, Paloma Sitorus, Yolanda Sitorus, to my beloved brother Deling Bonaraja Sitorus, and to my beloved brothers in law, Tiodo Naiborhu, Andrew Tobing, and Rindu Simbolon for always supporting me mentally and financially.

I would also thank my advisors, Parlindungan Pardede, M.Hum. and Asri Purnamasari, M.Ed. in TESOL who have guided, directed, and advised me during the process of completing this undergraduate thesis.

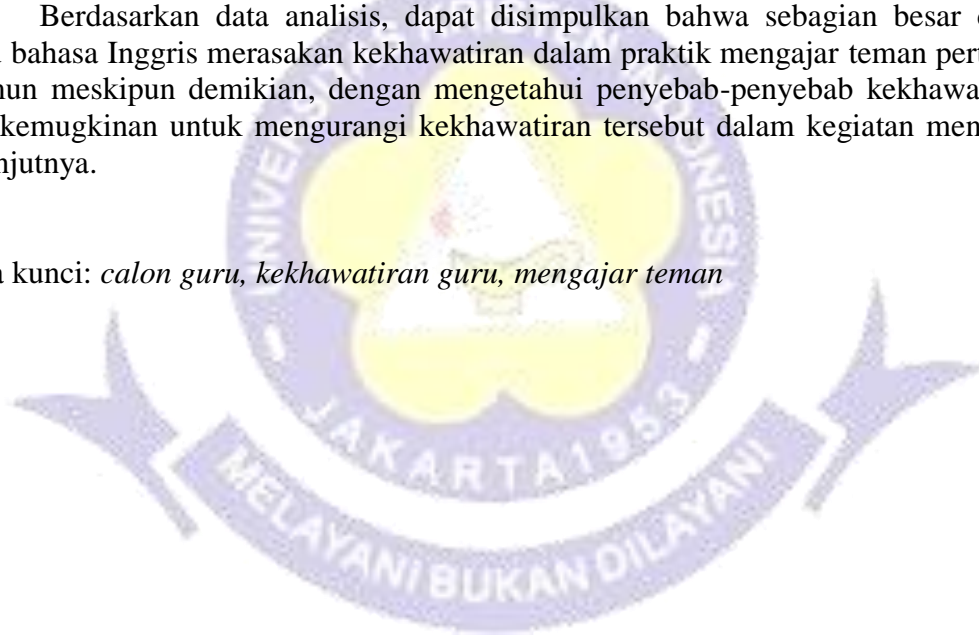
Also, thank you to my best companion, Agus Fabianto who always supports and helps me, and sticks with me through thick and thin. I want to thank my best friends, too, Angel, Clara, Merry Christin, Gita, Rera, Rivqy, Bella, Tigor and Trias for always supporting and accompanying me during this thesis writing. And for all friends of 2015 batch, thank you for fighting together. Last is for sixth and eighth semester students in English Education Department, I would like to thank you for the participation to allow me to conduct the research.

ABSTRAK

Penelitian ini bertujuan untuk meneliti mengenai persepsi calon guru bahasa Inggris tentang kekhawatiran dalam praktik mengajar teman. Penelitian dilakukan di Fakultas Keguruan dan Ilmu Pendidikan, Program Studi Pendidikan Bahasa Inggris, Universitas Kristen Indonesia pada bulan Juni 2019. Penelitian ini melibatkan 44 responden untuk mengisi kuesioner dan 5 responden sebagai narasumber dalam wawancara. Responden diambil dari murid semester 6 dan 8 yang telah mengalami praktik mengajar. Data kuantitatif dikumpulkan dengan cara menggunakan kuesioner dan dianalisis dengan menggunakan teknik analisis deskriptif, sedangkan data kualitatif dikumpulkan dengan cara wawancara dan dianalisis secara deskriptif.

Berdasarkan data analisis, dapat disimpulkan bahwa sebagian besar calon guru bahasa Inggris merasakan kekhawatiran dalam praktik mengajar teman pertama. Namun meskipun demikian, dengan mengetahui penyebab-penyebab kekhawatiran, ada kemungkinan untuk mengurangi kekhawatiran tersebut dalam kegiatan mengajar selanjutnya.

Kata kunci: *calon guru, kekhawatiran guru, mengajar teman*



ABSTRACT

This study was aimed to examine the pre-service English teachers' perception of anxiety in peer teaching. This study was conducted on English Education Department, Faculty of Education and Teachers Training at Universitas Kristen Indonesia in June 2019. The study involved 44 respondents participating in filling the questionnaire and 5 respondents participated in the interview. The respondents belonged to the sixth and eighth semester who had experienced the teaching practice. The quantitative data collected using the questionnaire was analyzed by using the descriptive technique, while the qualitative data obtained from the interview was analyzed descriptively.

Based on the data analysis, it was concluded that the majority of the pre-service English teachers felt the anxiety on their first peer teaching practice. Nevertheless, by knowing the causes of the anxiety, there are chances to reduce the anxiety while teaching in the future.

Keywords: pre-service teachers, teacher's anxiety, peer teaching

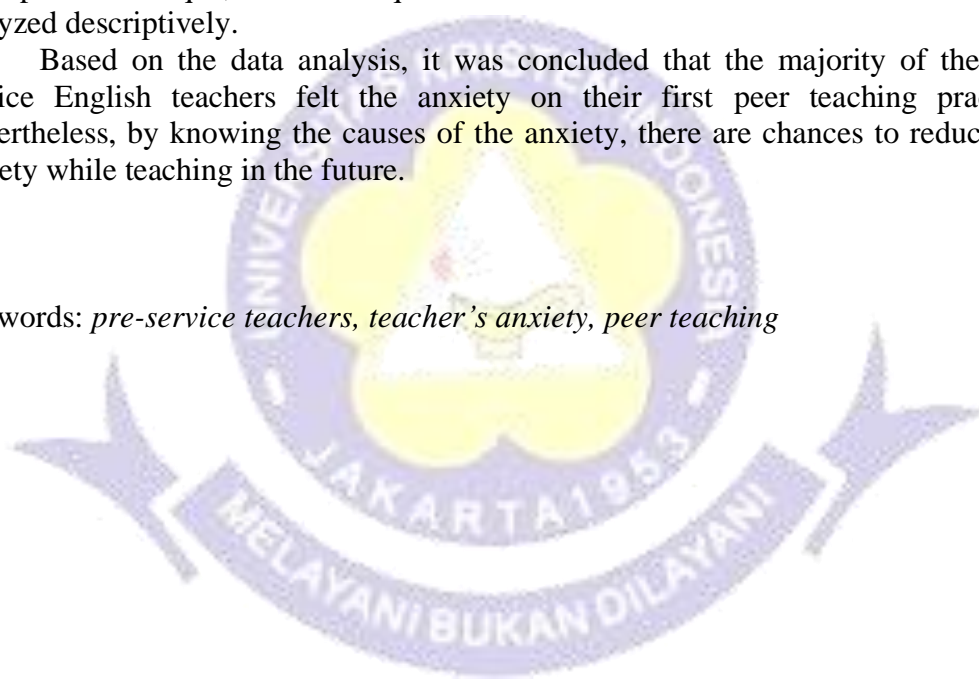


TABLE OF CONTENTS

Advisors' Approval	i
Intellectual Property Statement	ii
Copyright Transfer Agreement	iii
Approval	iv
Mottos	v
Dedication	vi
Acknowledgement	vii
Abstrak	viii
Abstract	ix
Table of Contents	x
List of Tables	xiv
List of Figure	xv
List of Appendices	xvi

Chapter I: Introduction

A. Background	1
B. Research Question	4
C. Objective of the Study	4
D. Significances of the Study	4
E. Scope of the Study	5

Chapter II: Literature Review, Conceptual Framework

A. Pre-Service Teachers	6
B. Anxiety	7
1. Definition of Anxiety	7
2. Language Teaching Anxiety	7
C. Teachers' Anxiety	8
D. Pre-Service Teachers Anxiety	10
E. Peer Teaching	13
F. Teaching Practice	14
G. Conceptual Framework	15

Chapter III: Research Methodology

A. Research Question	17
B. Research Methods	17
C. Population and Sample	18
D. Time and Place Study	18
E. Data Collection, Instrument, and Technique	18
F. Data Analysis	19
G. Research Procedure	20

Chapter IV: Result and Discussion

A. Result	22
-----------	----

1. The Demographic Data	22
2. Data Description	23
a. Pre-Service English Teachers' Classroom Management in Peer Teaching	23
b. Peers' Condition in Peer Teaching	24
c. Pre-Service Teachers' English Language Skills in Peer Teaching	25
d. Pre-Service English Teachers' Evaluation in Peer Teaching	26
e. Pre-Service English Teachers' Lesson Delivery in Peer Teaching	27
f. Pre-Service English Teachers' Preparation in Peer Teaching	28
g. Pre-Service English Teachers' Confident in Peer Teaching	29
B. Discussion	30
1. Pre-Service English Teachers' Confidence in Peer Teaching	30
2. Pre-Service Teachers' English Language Skills in Peer Teaching	32
3. Pre-Service English Teachers' Preparation in Peer Teaching	33

4. Pre-Service English Teachers' Lesson Delivery in Peer Teaching	34
5. Peers' Condition in Peer Teaching	35
6. Pre-Service English Teachers' Evaluation in Peer Teaching	37
7. Pre-Service English Teachers' Classroom Management in Peer Teaching	38
C. Pre-Service English Teachers' Perception on Each Indicator	40
D. Pre-Service English Teachers' Holistic Perception	41
Chapter V: Conclusion and Suggestion	
A. Conclusion	43
B. Suggestion	44
REFERENCES	46
APPENDICES	50

LIST OF TABLES

Table 3.1 : Reliability Statistics	19
Table 4.1 : Respondents' Demographic Data	23
Table 4.2 : Pre-service English Teachers' Classroom Management	23
Table 4.3 : Peers' Condition in Peer Teaching	24
Table 4.4 : Pre-service Teachers' English Language Skills	25
Table 4.5 : Pre-service English Teachers' Evaluations in Peer Teaching	26
Table 4.6 : Pre-service English Teachers' Lesson Delivery in Peer Teaching	27
Table 4.7 : Pre-service English Teachers' Preparation in Peer Teaching	29
Table 4.8 : Pre-service English Teachers' Confidence in Peer Teaching	30
Table 4.9 : Pre-service English Teachers' Perception on Each Indicator	40

LIST OF FIGURE

Figure 4.1 : Pre-service English Teachers' Holistic Perception

42



LIST OF APPENDICES

APPENDIX I	Questionnaire	50
APPENDIX II	Questions of Interview	53
APPENDIX III	Questionnaire Variable Indicators	54
APPENDIX IV	Recapitulation of Questionnaire	56
APPENDIX V	Reliability Item Statistics	59
APPENDIX VI	Reliability Item Total Statistics	61

