

**THE EMOTIONAL GEOGRAPHIES OF EFL
STUDENT TEACHERS AND COPING
STRATEGIES DURING INTERNATIONAL
TEACHING INTERNSHIP**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Degree of Bachelor Education in English Education



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Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu'alaikum Wr. Wb.

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MOTTO

Try first, do first

Acknowledgement

First of all, in this great opportunity, I would like to express my greatest gratitude to my God Allah SWT. The only God, who always gives us his mercies, blessings, loves, and kindness, in order to I can complete this final project. Peace and salutation may always be given to my beloved Prophet, the best human character, the Prophet Muhammad SAW.

After going through many processes, I can finally finish my thesis under the title “Emotional Geographies of EFL Student teachers and Coping strategies during International Teaching Internship”. This thesis was submitted as partial fulfillment of the requirements in completing undergraduate of English Education Department, Walisongo Islamic State University.

The author realizes that this thesis would not be completed without any help, advice, support, and guidance from other parties or people around the author. Therefore, the author would like to express her deepest gratitude and appreciation to:

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Saefullah, thanks for being my enemy, and thank you for little bit proud of me in last few year.

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Semarang, 12 December 2023

The Researcher,

A square box containing a handwritten signature in black ink. The signature is stylized and appears to be 'Aida Nur Khamidah'.

Aida Nur Khamidah

ABSTRACT

Title : THE EMOTIONAL GEOGRAPHIES OF EFL STUDENT TEACHERS AND COPING STRATEGIES DURING INTERNATIONAL TEACHING INTERNSHIP

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Abstract :

The research aims to describe emotional geographies and strategies for overcoming emotional challenges during an International Teaching Internship. The research uses a qualitative method. The participants were 2 EFL Student teachers who had carried out an International Teaching Internship at Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia. Two EFL Student-teachers were selected based on purposive sampling. The technique used in this study to collect data was semi-structured interviews. Then, the data was analyzed using thematic analysis with steps including Familiarizing yourself with the data, Generating initial codes, Searching for themes, Reviewing themes, Defining and naming themes, and Producing reports. The study found that the interaction between the EFL student teachers and the school community generated positive emotions such as motivation, admiration, satisfaction, excitement, and relaxation. Not only positive emotions, negative emotions such as anger, worry, fear, and depression also surfaced. In order not to affect the teaching process, these negative feelings are dealt by problem and emotion focusing strategies such as asking and forgiving, self-reflection, ignoring emotions, and trying to understand students' backgrounds. The research is valuable for increasing cross-cultural sensitivity in teacher education programs, preparing educators to successfully navigate diverse cultural landscapes.

Keywords: *EFL Student teacher, Emotional Geographies, Coping strategies, International teaching Internship*

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CHAPTER I

INTRODUCTION

This chapter contains research background, research questions, research objectives, and research significances.

A. Research Background

The international teaching internship program is designed to provide a unique and enriching experience for student teachers by offering them the opportunity to teach in an environment with different cultural, age, and racial aspects (Dvorak et al., 2020). Student teachers will have the opportunity to immerse themselves in different educational systems, gain valuable teaching experience, and develop a broader perspective on pedagogy. These different aspects will lead to understandings and misunderstandings in the student teachers' interactions with the school community which in turn will lead to different emotions, both positive and negative, and form what Andy Hargreaves (2001) calls the 'emotional geography' of teaching.

In an educational context, this emotional geography refers to the feelings experienced by student teachers as they work with colleagues, navigate classrooms, and face the rewards and challenges of teaching. Several factors, such as internship environment, mentorship, and individual traits, all have an impact on this highly dynamic emotional geography. As new teachers,

student teachers struggle with a variety of tasks for which they lack moral frameworks and coping mechanisms, mingling with a professional community can lead to understandings and misunderstandings. Therefore, to succeed as teachers, they must not only possess pedagogical knowledge but also be able to manage emotions when dealing with the dynamics of the professional community (Hastings, 2010).

The geography of emotions provides insight into how our environment can influence our emotions, while coping strategies are the tools that individuals use to cope with those emotions. Understanding this relationship can help individuals develop more effective strategies to manage their emotions in different contexts. EFL Student teachers need to learn various coping mechanisms to overcome emotional difficulties in order to thrive in unfamiliar environments. Student teachers are required to be competent in coping with various emotional demands and situational challenges to ensure successful teaching and smooth interactions with those around them (Lee, J., & Yin, 2011). Emotional coping strategies refer to the ability to control emotional experience and expression (Gross, 1998).

International teaching internship programs have been held by several universities, including two in Central Java. Sekolah Indonesia Kuala Lumpur served as the host school for the foreign teaching internship. Sekolah Indonesia Kuala Lumpur (SIKL) is

home to teachers and students from a variety of Indonesian cities, each with its own unique social, cultural, educational, and religious backgrounds. However, EFL student teachers are students who have always attended school in Indonesia, where customs and laws differ from those of SIKL. These variations have an impact on how closely EFL student teachers interact with the school community, which will result in a range of emotions, both positive and negative.

Research on teachers' emotional geography in teaching practice is very important, as we can see how they respond to their feelings which could potentially affect the teaching and learning process. Research is still needed to examine student teachers' emotions, especially for EFL student teachers because teaching English is challenging, especially for student teachers who may be less experienced. In addition, the importance of emotions may be particularly salient for student teachers living in a foreign country, as they face various emotional challenges as a result of the changes in their working environment. Understanding coping strategies can help them manage their emotional challenges, which in turn can improve their teaching effectiveness and overall well-being.

Framing EFL Student teachers' emotional experiences in terms of five themes: sociocultural, moral, physical, professional, and political according to Andy (2001), it is hoped that this study can provide insights that can reduce the potential for

misunderstandings in interactions between school members. A better understanding of these emotional factors can strengthen interpersonal relationships and promote a more positive and productive school environment.

Previous research conducted by Rejeki et al., (2018) which shows that the presence of emotions provides advantages and/or disadvantages for the learning process. In addition, Cowie (2011) analyzed teachers' EFL negatively and found that even though it was negative, EFL was seen as an important perspective from which to view teacher life and an important part of being a teacher. It can be interpreted that emotions are good or bad. Another study by Yuan & Lee (2016) tried to explore teacher emotions in a student-teacher context at a university in Beijing, China. Their study showed that participants experienced both positive and negative emotions.

A study has already conducted a descriptive qualitative study of the emotional geography of student teachers during online teaching practicum. Their study revealed that student-teachers experience both positive and negative emotions during online teaching practice. The negative emotions came from various aspects such as feelings of inexperience, challenging lesson planning, power structures within the school, perfectionism, and changes in space (Astutik & Hapsari, 2022).

Qualitative descriptive research on emotional geography was also carried out by Imamyartha et al.(2023). This research seeks to describe student teacher's emotional understanding and misunderstandings resulting from involvement with the school community. This study also examines student teacher's emotion regulation strategy, as an orchestra that builds and reconstructs their emotions, beliefs, skills, and professional identities. This finding document describes the emotional experience expressed by three major themes, namely (dis)engagement, (dis)orientation, and distress; personal support and social acceptance; and signing, cooperation, and settlement.

However, this study emphasizes the emotional geography of EFL student teachers during international teaching internships. Furthermore, this study also discusses the coping strategies in dealing with the emotional challenges that arise during the internship abroad.

The study implies that EFL student teachers need guidance and support to get through these emotional challenges and develop practical coping strategies. Furthermore, this research is valuable for enhancing cross-cultural sensitivity in teacher education programs, preparing educators to successfully navigate diverse cultural landscapes.

B. Research questions

Based on the background study mentioned above, the problem of this research is formulated into these questions:

1. What emotional geography do EFL student teachers encounter during their international teaching Internships?
2. What are the strategies employed by EFL Student Teachers to cope with their Emotional challenges during international teaching Internships?

C. Research Objectives

Based on the research questions mentioned above, the objectives of this research are:

1. To describe EFL student teachers emotional geography during their international teaching internship
2. To describe EFL student teacher's strategies for coping with the emotional challenging arising from international teaching internship experience

D. Research Significances

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as below:

1. For the student teachers
The result of this research can provide information on Emotional geography and how to cope with emotional challenges
2. For the supportive lecturers

The result of this research can provide insight about what student teachers experience on emotional geography and coping strategies

3. For the writer

From the result of this research, the writer hopefully can take and give the benefits of this research to many people.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter contains previous research and some literature reviews of this research, it also provides a theoretical review to make this research more understandable.

A. PREVIOUS RESEARCH

Several previous studies have inspired researchers to research emotional geographies and coping strategies. Therefore, the researcher explains these previous studies.

The first research is a research conducted by Safaa Mohammad Alhebaishi (2019) . This research revealed that practicum is an emotionally positive experience. The frequency of occurrence of pleasant affective situations is more than unpleasant affective situations. In descending order of frequency, the most frequent emotional responses were happy, angry, and stressed, while the least frequent were lost, influential, and embarrassed. In addition, the results showed that student teachers adopted many regulatory strategies to manage their emotions. This study recommends that teacher education programs increase the focus on teachers' emotions and train student teachers to manage their emotions to build a professional identity in the future.

The second research is a research conducted by Heryatun (2020). This research shows that student teachers have positive and negative emotional experiences. The emotional experiences that student teachers have in personal geography range from being nervous, anxious, afraid, feeling guilty, embarrassed, doubtful, and depressed to being calm, excited about teaching, having confidence, and having good relationships with school members. Meanwhile, in terms of professional geography, pre-service teachers' emotions varied, ranging from how to apply theory to practice, being confused about how to interpret feedback from mentor teachers to students, learning how to design lesson plans and manage classes, learning to dress well, and maintaining good relationships with students, mentor teachers, supervisors, and school staff. In addition, this study found cultural influences on Student teachers personally and professionally. The Indonesian culture of respecting seniors emerged during teaching practice such as the different social statuses between students and teachers, and the tendency to underestimate the value of quality and achievement.

The third research is a research conducted by Imamyartha et al (2023). This research reported on the emotional dynamics of student teachers during teaching practice in Indonesian schools. Findings reported emotional experiences characterized by three main themes, including (dis)engagement, (dis)orientation, and distress; personal support and social acceptance; and compliance,

cooperation, and resolution. Student teachers used antecedent-focused strategies to cope with emotional dilemmas due to their contextual relevance, effectiveness, and peripherality within the school community.

The fourth research is a research conducted by Astutik & Hapsari (2022). This research attempts to investigate the emotions of a student teacher during online teaching practice by using Hargreaves' (2001) concept of emotional geography. The Data was collected from daily journals and interviews conducted during one month of teaching practice at a high school. The narratives were analyzed using a descriptive qualitative approach combined with thematic analysis. The findings show that EFL student teachers experience a range of positive and negative emotions due to understanding and misunderstanding at school and that these emotions gradually change their perception of their teaching practice.

The fifth research is a research conducted by Jiang, J., Vauras, M., Volet, S., & Wang (2016). This research conducted on emotions in general and emotion regulation in addition to emotional geography. This study linked 53 junior high school students' perceptions of their teachers' emotions with their teachers' four emotion regulations while teaching. A mixed methods approach, combining student surveys and teacher interviews, revealed the relationship between teachers' positive or negative emotions as perceived by their students, and teachers'

reflections on their emotion regulation. Antecedent-focused emotion regulation appeared more desirable than response-focused emotion regulation, and in particular, reappraisal was more effective than suppression in increasing the expression of positive emotions and decreasing the expression of negative emotions.

The five previous studies above discuss geography emotions and how to overcome negative emotions in teaching practice. These studies provide insight to the researcher to explore similar issues but in the context of international teaching internships where English Student teacher students have a background in English as a foreign language while the place of teaching practice is a country where English is the second language.

B. Literature Review

1. EFL Student teachers and Teaching Internship

Student-teachers or pre-service teachers comprise a community in the educational context that is interesting to investigate because they have a dual role; they are students and teachers at the same time, they are enrolled in educator preparation programs, studying to become practicing teachers. Their success in their role as students may indicate similar success in the teacher education program. Their roles and experiences in the pre-service program indicate their prospects for becoming teachers in the future (Lipka, R. P., &

Brinthaupt, 1999). EFL student teachers refer to individuals enrolled in programs or courses that aim to prepare them to become English as a Foreign Language (EFL) teachers. These students typically study to teach English to non-native speakers in countries or regions where English is not the primary language (Reynolds et al., 2021).

Teacher preparation is offered to student teachers. Pre-service teachers who will become teachers' primary goal is to give them a proper understanding of the goals and purposes of education. The aim is to enhance the comprehension of student teachers regarding the fundamental concepts of child growth and development in addition to the methods through which students acquire knowledge (Tarwiyah et al., 2018). To enable them to plan and present subject matter in ways that will promote students' interest, sense of purpose, and growth understanding processes. To develop skills, communication skills, and psychomotor skills that foster positive human interactions, facilitating engagement with children to encourage learning both within and beyond the classroom setting. To develop understanding, interests, attitudes, and skills that enable them to further the development of the children under their care. One of the final stages of teaching training is the teaching internship.

A study reports that student teachers think teaching internships are great for putting the theoretical knowledge

they learn into practice and have a significant impact on how they approach teaching (Koşar, 2021). Teaching internships has a positive effect on their teaching regarding preparation and adaptation materials, various activities, interaction with peers, and a sense of preparedness. For most student teachers, the teaching internship was their first experience in teaching. Although they have acquired theoretical courses such as language teaching methods, second language acquisition, language acquisition, language assessment, speaking skills, and so on, they still encounter problems during their teaching internships one of them is emotional challenging.

EFL student teachers' experiences during teaching internships are inherently emotional and can be challenging. Emotional coping strategies serve as an important link between these experiences, helping EFL student teachers navigate their emotional geography, and ultimately contributing to their professional growth and effectiveness as language educators. The ability to cope and manage emotions is a valuable skill that not only applies during the internship but will also continue to benefit teachers throughout their careers.

2. Emotional Geography in Learning and Teaching Process

The idea of emotional geography under the heading of emotional regulation was introduced by Frijda (1986). Emotion regulation, according to him, refers to how people

choose which emotions to experience, how to express those emotions, and how to interpret them. Emotion regulation, on the other hand, is the process by which people control the emotions they experience and the way in which they express them. This demonstrates that emotions can be felt in a variety of spheres of life, with education being one of them. Education and the organization more broadly both depend on emotions. It varies from person to person and from Student teachers who participate in internship activities how emotions are felt and expressed. Additionally, different emotions are applicable in various settings. Emotional geography is the study of how proximity and distance in human interaction shape the emotions we feel about ourselves, others, and our environment (A Hargreaves, 2001).

Hargreaves (2001a)'s concept of emotional geography gives the theoretical and analytical foundation for this investigation. The framework encompasses physical geography, moral geography, sociocultural geography, professional geography, and political geography.

Physical geography, which has a spatial and temporal framework, deals with proximity and/or distance. By its very nature, teaching is a demanding profession that frequently leaves little time for teacher reflection or collaboration (Zhu, M., Liu, Q., Fu, Y., Yang, T., Zhang, X., & Shi, 2018). Because it allows them the opportunity to support each other's

understanding of learning. Teaching, identity, and professional community, collegial support is particularly crucial for student teachers during their first and ongoing teaching experiences (Güngör, M. N., & Güngör, 2018). The physical geography of the classroom environment sets the stage for teaching and learning experiences, with considerations of space, resources, and infrastructure shaping pedagogical opportunities and constraints. Collegiality is especially crucial for EFL student teachers who are teaching overseas because it gives them a chance to discuss and work through differences in their perspectives on leadership, teaching, and learning.

Moral geography refers to the proximity and/or distance that the goals and achievements of professional practice imply. Moral norms are completely new to student teachers because they only fight with a positive theoretical view. Therefore, they must create and reorganize their understanding of the legal norms of moral practice. Such feelings of shame, guilt, and self-doubt usually arise during this process (M. Zembylas, 2007). Moral geography comes into play when student teachers navigate ethical dilemmas, make value-based decisions, and grapple with the moral responsibilities inherent in education. Coming from a different social and educational system, EFL Student teachers

usually have different sets of moral standards in teaching abroad.

The management of proximity and/or distance resulting from racial, gendered, ethnic, cultural, and linguistic differences is known as sociocultural geography. While student teachers can work in communities that uphold their acknowledged ethnicities, languages, and values, these cultural entities might not always welcome them. Interactions with new teachers, students, staff, and parents may exacerbate or lessen these cultural issues (M Zembylas, 2011). Sociocultural geography concerns the importance of recognizing diverse student backgrounds, cultures, and identities, highlighting the necessity of culturally responsive teaching and promoting inclusivity. Student teachers participating in an international teaching internship typically originate from a different nation, speak a different mother tongue, hold different cultural values, and may even have quite different physical characteristics. When they interact with students, teachers, administrators, and parents, their uniqueness can easily be amplified and result in various emotional connections or disconnections.

Professional geography is about proximity and/or distance, the difference of which evokes an understanding of professional skills and professional practice. Haukås & Mercer (2022) argue that different communities define

different standards for teaching and learning, and Student teachers can relate to professional benchmarks in several ways. These colors of professional closeness and/or distance are the professional identity, legitimacy, and purpose of Student teachers, which can cause stress, anxiety, and frustration. Professional geography is a central element, as teaching internships are critical for student teachers to bridge theory with practice, forging their identities as educators through real-world experiences. These internships serve as sites of professional development, offering opportunities for reflection, skill refinement, and the cultivation of effective teaching strategies. For EFL-background student teachers, it is professional closeness and/or distance that impinges on their feeling of professional legitimacy and appropriateness and consequently gives rise to various emotions, such as anxiety, stress, and frustration.

Political geography deals with the proximity and/or distance that results from differences in the understanding of power relations. Power structures influence the professional community and determine the mechanisms and social values of teaching practice. It emphasizes the need to recognize the position and roles of oneself and others. Misunderstanding these rules can lead to feelings like guilt and shame. Political geography cannot be overlooked, as educational policies, regulations, and the broader political context influence the

classroom landscape and the educational experiences of both students and teachers.

The relation between these geographical dimensions focuses the holistic nature of teacher preparation and the intricate interplay between the physical, moral, socio-cultural, professional, and political aspects of teaching internships. Acknowledging and addressing these dimensions within teacher preparation programs are essential to equip EFL Student teachers with the knowledge, skills, and sensitivity required to navigate the complexities of the educational landscape. By recognizing and integrating these various geographies, teacher preparation programs can better prepare future educators to thrive in the diverse and evolving world of teaching, ultimately enhancing the quality of education for all students.

3. Coping strategies in Teaching Internship

Coping is the process of continuously adjusting one's cognitive and behavioral strategies to deal with particular demands, both internal and external, that are deemed too much for one to handle or taxing. Coping, then, is a general term that refers to a variety of techniques people employ to efficiently control their emotions (Folkman, S., 1988). Furthermore, while coping and emotion regulation are frequently used interchangeably to describe techniques for handling difficult emotions, their purviews and objectives are

different. More precisely, coping strategies concentrate especially on situations that elicit intensely negative emotional experiences, as opposed to emotion regulation, which concentrates on the method or stages of managing both positive and negative emotions over time. In addition, coping strategies typically refer to managing strong emotions that have been evoked by stressful encounters, whereas emotion regulation strategies can involve mitigating and preventing negative emotional experiences (Folkman et al., 1986). Therefore, coping strategies typically concentrate on reducing strong negative emotions or attempting to change the stressful situation that has elicited those emotions, as opposed to selecting or altering specific situations to prevent negative emotions.

The most well-known dual-process coping framework was developed by Lazarus (1991) who contrasted emotion-focused coping, which focuses on reducing the intensity of unpleasant emotions directly, with problem-focused coping, which focuses on altering more remote situational causes. Additionally, Folkman et al (1986) suggested that a person's choice of coping mechanisms and situational assessment are closely related. More precisely, it seems that emotion-focused coping happens most frequently when people view the situation as uncontrollable, necessitating acceptance of their circumstances and the unpleasant emotions that go along with

them to reduce psychological losses. However, people are more likely to employ problem-focused coping when they feel in control of the circumstance and can make changes immediately. As for the particular techniques teachers might employ, emotion-focused coping involves asking people for help when they're feeling down and talking to them about it. On the flip side, problem-focused coping involves asking people about their experiences in a similar situation, talking to people to get more information, or asking for advice on how to solve the issue (Chang, 2013).

According to Tobin's (1995) hierarchical framework of coping skills, individuals have the agency to consciously choose to actively participate in or avoid challenging circumstances. The framework divides the coping strategies into four categories: problem-focused disengagement (i.e., self-blame, social disengagement, feeling suppression), emotion-focused engagement (i.e., focusing on emotional responses, expressing emotions, seeking social support), and problem-focused engagement (i.e., confronting the situation itself or cognitively reconstructing its meaning). Empirical research involving teachers has been carried out using this theoretical framework to investigate the connection between coping strategies (behavior-focused versus emotion-focused, engagement versus disengagement) and different teaching-related outcomes (Tobin, 1995).

Student teachers may experience stress and anxiety during their teaching practicum, and it is essential to develop coping strategies to manage these challenges. Some coping strategies for pre-service teachers include consulting with mentors and cooperating teachers, socializing with relatives and friends, attending religious services, creating fun times, and punishing or beating students (Osiesi, 2023). Other coping strategies include developing personal, social, and behavioral coping strategies, seeking continuous mediation, and raising awareness of coping strategies and teacher agency issues (Derya YAYLI, 2017). Pre-service teachers can also use mindfulness techniques, such as mind ful breathing exercises, to manage stress and anxiety (Mahmoudi & Özkan, 2016).

Coping strategies are important for student teachers during teaching internships. These strategies enable them to navigate the emotional landscape of the classroom, enhance their teaching effectiveness, and promote their long-term well-being as educators. Recognizing the importance of coping strategies and integrating it into teacher preparation programs can better equip future teachers to succeed in the dynamic and emotionally charged field of education.

4. International Teaching Internship (The Practicum)

A program referred to as an international teaching internship is made to give students the chance to experience life abroad (Xiaochi, 2012). Students are exposed to diverse

cultural values outside of their context through international internships, which is one of their primary goals. International internships typically take the form of teaching practice for students enrolled in teacher education. Araya (2013) defines a teaching practicum as a structured program designed for aspiring educators in which student teachers work in classrooms under the guidance of teachers to apply the skills they have learned from teacher preparation programs. A practicum is a university course that provides student teachers with practical knowledge of the real teaching context (Saleem & Masadeh, 2017). It also aids in their familiarization with the difficulties and processes of teaching. Through practicum programs, Student teachers can put their skills to the test and gain knowledge from the experiences of more seasoned educators.

Through the international practicum program, student-teachers can receive training in settings other than their own. We refer to this as "borderless education." Development that transcends the conventional boundaries of education—both conceptually and physically—is referred to as borderless education (Middlehurst, 2001). The idea behind education without borders is that improved education cannot be achieved without international collaboration. These factors make setting up international practicum programs beneficial for a large number of institutions and governments. Studying

Hong Kong student-teachers who took part in a six-week international teaching internship program in New Zealand, Fung & Lee (2011) discovered that the experience improved participants' classroom language, pedagogical knowledge and skills, and cultural understanding. Yang (2011) conducted interviews with seven Canadians who participated in an eight-week teaching practicum in Hong Kong to learn more about their opinions of the international teaching practicum program. The participants' perceptions revealed that the practicum enhanced their teaching skills since it allowed them to watch mentors in action and get feedback from them. Participants also thought that participating in extracurricular activities at school helped them. Engaging in these kinds of activities gave them a sense of belonging to the school and gave them more opportunities to talk to students and learn about their interests.

Furthermore, Auni et al (2022) identified the competencies that student teachers should develop. The findings demonstrated how the overseas teaching internship program enhanced student teachers' competencies, including their capacity for self-assurance, coping strategies, and time management. Additionally, the program enhanced the pre-service teachers' professional competencies by helping them develop their pedagogical skills, communicative competencies, new perspectives on education, career goals,

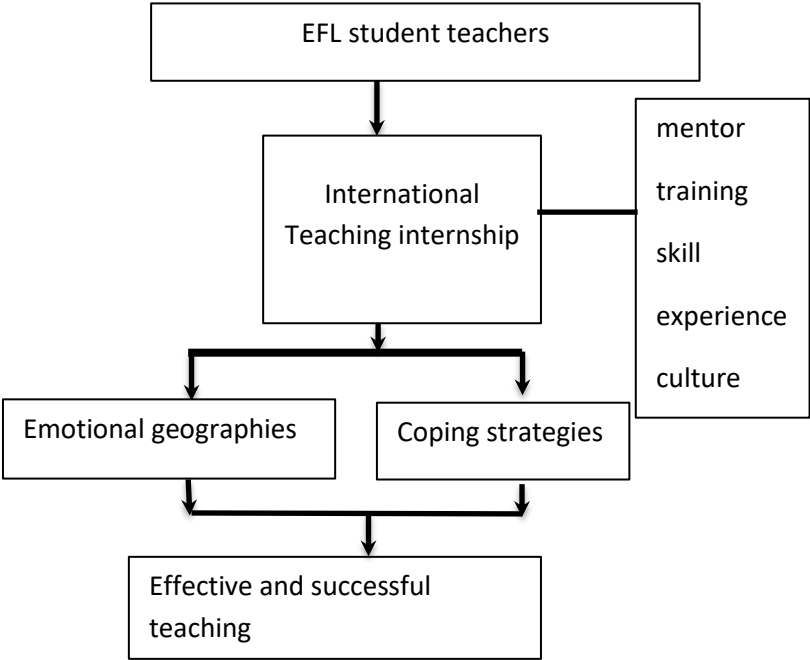
and opportunities. Pre-service teachers can benefit from the program by strengthening their global networks, developing intercultural understanding, and cultivating a greater sense of mutual respect. The results also show that more work needs to be done to improve Southeast Asian teachers' competencies.

International teaching internships offer a dynamic intersection of education and cultural diversity. These experiences are a bridge connecting Student teachers to the rich tapestry of different cultures, providing a unique lens through which to view the world of teaching. In this context, student teachers not only become ambassadors of their cultural backgrounds but also avid learners, absorbing the nuances and intricacies of the host country's culture. It is within this crossroads of cultures that they encounter both challenges and opportunities, forging a profound connection between their pedagogical journey and the global society they engage with. The classroom, therefore, becomes a microcosm of the world, where understanding, adaptation, and a celebration of cultural diversity are not only fostered but also essential for effective teaching and lasting educational impact.

C. Theoretical Framework

The research is discussed in the frame of international teaching internship which encompasses emotional geographies

(Hargreaves, 2001) and coping strategies (Folkman et al., 1986). These factors collectively bolster the successful teaching in International Internship of EFL Student teachers.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study employs descriptive qualitative design and focuses on the emotional geographies of Student teachers and their coping strategies during international teaching Internships. This method is appropriate for outlining the emotional geography experiences and coping strategies of EFL student teachers during their teaching Internship. Thematic analysis by Braun & Clarke (2006) is used in the data analysis for this qualitative methodology. Thematic analysis is a versatile and practical research tool with the ability to produce intricate yet complex data accounts, thereby offering multiple formats for qualitative research. When describing perceptions of emotional geography and emotion coping strategies during international teaching internship, thematic analysis can be used.

B. Research Setting and Participants

The setting of the research is in the context of international teaching Internships for EFL Student teachers. The international internship was conducted for 2 weeks at Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia. The community members of the school are residents from almost all parts of Indonesia who have

different cultures, customs, and languages. In addition, many of the students use English rather than their own Indonesian language because they have lived in Malaysia for a long time, and because English in Malaysia itself is a second language. Because of these geographical differences, a lot of data about the emotions of EFL Student teachers can be researched.

The participants of this research are two EFL Student teachers who join an International Internship Program in Malaysia in 2023. There are Pseudonyms (Karina and Winter). Karina and Winter are 7th semester students majoring in English language education in two different Islamic universities in Central Java Indonesia. Karina did an International teaching internship on 2nd September-14th September 2023. Meanwhile Winter did an International teaching Internship on 3rd May-24th May 2023.

According to Creswell (2012), purposive sampling in qualitative research involves selecting participants based on the individuals or locations who can most effectively assist in the understanding of the main phenomenon being studied. Because they provided enough data to support the research, study participants were selected as the research sample. In addition, one of the factors utilized to choose the participants for this study was their availability as a sample. Additionally, because they are easy to get in touch with or meet, they are more cooperative, which facilitates data collection for researchers.

Table 3.1. Demographic Data of Research Participants

Pseudonyms	Gender	School level	Location	Teaching Experience
Karina	Female	Elementary School	SIKL	First experience
Winter	Female	Junior & Senior High School	SIKL	First experience

C. Data Collection and Research Instrument

Researcher used semi-structured interviews as a data collection technique. In interviews, researchers use semi-structured interviews, where questions have been assumed before the interview meetings. These interviews will highlight feelings and student opinions during the international teaching internship. Researcher chose semi-structured interviews to make it easier to obtain more in-depth information. The instrument in this research is interview questions developed based on Hagraves' (2001) emotional geography construct. Data collection was obtained by researcher through direct face-to-face meetings on several multimedia platforms such as Zoom meetings, WhatsApp voice notes, and chat. The use of multiple media because of the nature of these tools is preventive if participants do not want to use one of these media. Apart from that, these platforms are an easily

accessible tool to use. The interviews were conducted for 50-60 minutes using the Indonesian language to make it easier to understand. The following is the question instrument.

Table 3.2. Instrument of Interview

No.	Dimensions (Hargreaves, 2001)	Indicators	Questions
1.	Sociocultural geography	The proximity or distance brought about by racial, ethnic, gender, linguistic, and cultural differences.	How do the cultures, norms, and language at the school determine your engagement with the school community?
2.	Moral geography	The proximity or distance generated by various goals and feelings of success in the workplace	During your foreign teaching internship, how did your colleagues and students behave?
3.	Professional geography	A professional distance exists in the relationship between a teacher and their students in addition to	1. Do you have to adhere to any particular standards for teaching? 2. How do you manage to teach well in the teaching context?

		one of authority.	
4.	Physical geography	The separation and/or proximity generated by space and time	<p>1. How much time do you have to talk or discuss with your colleagues? How does the engagement with them affect your teaching practicum?</p> <p>2. Do you have the access and time to engage with the school community? How does the engagement with the community affect your teaching Internship?</p> <p>3. How do you manage your feelings and resolve conflicts with coworkers to keep the office atmosphere positive?</p>

5.	Political geography	The proximity or separation generated by various conceptions of power	1. Tell me about the rules at the school. 2. To what extent is your teaching practice impacted by the policy or rules?
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D. Data Analysis

The researcher can find, examine, and present themes in data by using thematic analysis. Some independent and trustworthy method of qualitative analysis is thematic analysis. This approach provides rich, intricate, and sophisticated research and is also a versatile and practical research tool (Braun, V., & Clarke, 2006).

Data analysis involves the following six steps:

1. Familiarizing with the data: the researcher Listens to the audio and transcription of the data, then reads the transcription and emphasizes important sections from The significance of the information to comprehend the information.
2. Generating initial codes: the researcher codes interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes: the researcher collates codes into potential themes, gathering all data relevant to each potential theme.

4. Reviewing themes: the researcher checks if the themes work in relation to the coded extracts and the entire data set, then generates a thematic ‘map’ of the analysis..
5. Defining and naming the themes: Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report: The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

E. Trustworthiness

The method used in this research facilitates data collection and analysis for researchers. According to Braun, V., & Clarke (2006), reliability and final data need to be verified. To ensure the data's reliability, the researcher triangulated it using sources like conceptual and empirical journal articles as well as stimulated recall interviews. Furthermore, the data was examined by one supervisor in a peer review procedure. The participants also reviewed the interpreted information. In this case, two EFL Student teachers reviewed the data of EFL student teachers during international teaching Internship.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

Data was gathered via Zoom and WhatsApp platforms as well as in-person interviews. The researcher set up an appointment by messaging Karina and Winter on WhatsApp. There were two sessions for the interviews, each lasting between sixty and ninety minutes. Numerous statements are transcriptions of audio recordings. Based on data analysis, it was found that all participants felt both positive and negative emotions. The most dominant emotion they feel during the international teaching internship process is sociocultural geography, while for strategies to overcome emotional challenges each participant has their strategies. Since emotions and coping strategies are mutually reinforcing, the themes addressing the two research questions report typical emotional events or sequences of emotional events as embodying emotional experiences and associated coping strategies. The interactions that elicit emotions along with coping with emotional challenges can be seen in the table below.

Table 4.1. report of emotional experiences

Theme	Emotional findings	Coping strategies	Code
social acceptance	Motivated Offended Confused	- Understanding student's	SA

Teaching ESL students	Feared disappointed	background Optimal preparation Forgiving	TESL
Politeness value	Feel clumsy Admired	Adapting -	PV DV
Discipline value	shocked	-	
Cooperation Classroom management	Satisfied worried	- Apologizing, and reflecting	C CM
Personal support	Happy relaxed	-	PS
compliance	pressured	Neglecting and focusing on instruction	Com

The research findings are outlined in the table above, where the interactions between participants and members of the school community are divided into eight themes. Each theme elicited a range of emotions and coping strategies, which are the answers to these 2 research questions. Therefore the data is presented based on the research question answers as will be further discussed below.

1. The emotional geography experienced by EFL student teachers during international teaching internship

1.1. Motivated

Karina provides insights into the lifestyle of both teachers and students, characterizing it as somewhat hedonistic. The

description suggests a degree of indulgence, particularly in culinary preferences. Karina notes instances of motivation, particularly in the context of being able to afford desired items, such as special foods. The mention of typical food, like chicken, and the convenience of street vendors add a layer to the lifestyle. Following the lifestyle of the school community is a way to be seen as equal by the school community which will certainly make the participant comfortable with the internship activities. as Karina said below.

‘For the lifestyle of teachers and student. there is a bit of hedonism. But for some reason. I was motivated to buy something like that. Rich, for example, if you are given typical food there like what the hell, what's the name, anyway, meat like that, chicken, chicken, what to cook and what to drink and that's on the streets there is like that there are those who sell it. Yes, we will definitely not have to cook. Just buy something like that that we tasted yesterday. Then from the lifestyles. Like for example a bottle here. The bottle there is cutlery. The students use smiggle. Then if you look at it, it's enough to buy this, buy that so that we don't look different from the others’

1.2. Offended

The diversity of Indonesian dialects contributes to emotional miscommunication between EFL student teachers and students in addition to lifestyle differences. This can be attributed to the social acceptance process, as they hail from different tribes across Indonesia. Some dialects, though typical among a certain tribe, are regarded by people in general as high-pitched and even aggressive. As stated below by Karina

''There are students from various regions of Indonesia, I'm sure it's because on Independence Day they were told to wear traditional clothes, so even though they both speak Indonesian, their accents are different. Once when I first started teaching, I felt a little offended by one child because she asked a question with high intonation, and because of that, my teaching was interrupted. but after I found out from college that he was a madura, I began to understand.''

1.3. Confused

The different use of language by students makes Winter has to consider what language to use when teaching. Winter also considered the students' feelings in order to be fair to the students. As Winter said

''Both teachers and students use different languages depending on their respective languages to unite them, yes using Indonesian. If they don't use Indonesian, they

use Malay. If for example they don't use Malay, they use Malaysian-style English, what is it called there, it's the second language in Malaysia. I am a bit confused about what language to use when teaching in class. So in class, I use the language that the majority of students can, although sometimes I have to explain it again using another language. The solution is so that children don't feel jealous.''

1.4. Feared

Karina began her teaching internship with a class observation accompanied by a host teacher. As this process unfolded, a sense of tension emerged. Furthermore, related to self-confidence was a creeping sense of trepidation and fear stemming from the uncertainty of understanding. Fear arose: Would they understand the intricacies of Karina's explanations could Karina's insights be effectively absorbed? As Karina says below.

'It's observation and then mentoring, joining the teacher first. That's when it started to look really smooth. That's when the fear started to grow. I'm afraid I won't understand. Will they be able to absorb what we explain? But after we prove it ourselves, after we enter the class itself, thank God they understand our language, except for children who need special assistance.''

1.5. Disappointed

Karina had a less pleasant experience due to language misunderstanding, where she felt less respected by students.

“In fact, we are sometimes the ones who are, what is the rough term, fooled by him. like you don't understand what I said like that. When it was a little disappointing, for me”

1.6. feel clumsy and admired at the same time

Winter felt that high politeness can make the situation a little awkward, and this also has an impact on learning. However, Winter admires the high value of student politeness. As said by Winter.

“Then I go to class. They are More polite than students in Indonesia. Because if they want to drink what they want, let's say they want to pick up a fallen object, they will say that if they move from the chair, they will ask permission. At first, I felt like why did you even ask permission, it made me stop teaching for a moment, and more or less disturbed the concentration of other children and I was a bit awkward with the child too. But for the next few days, I'm used to it. Yes, it is indeed very good to instill good manners there.”

1.7. Shocked

Another noteworthy aspect of SIKL is the high standards of discipline upheld for all members of the school community, including the teachers. Karina was shocked to learn that being

late and receiving punishment was a common occurrence at SIKL, as she was not accustomed to the strict rules and regulations in Indonesian schools.

'So once we were late for school because we had to wait in line for the elevator, and we were punished by being told to stand for 10 minutes. He said that if you are late 3 times you will be summoned by the principal, fortunately we didn't repeat that again. shock because it was not a pure mistake from us, especially as far as I know in Indonesia if a teacher is late it doesn't go that far, hehe.'

1.8. Satisfied

Karina shared about working together with their cooperative teacher to teach a lesson. She and her cooperative teacher participate in a reflective evaluation process following each lesson. The cooperative teacher offers helpful criticism, pointing out areas that need work and providing detailed instructions on how to improve the explanation both generally and about particular details. Karina refers to additional onlookers, some of whom clap in agreement, while others offer criticism more assertive —possibly using words. The speaker expresses satisfaction with the post-lesson discussions with their cooperative teacher despite receiving different types of feedback. Karina saw these discussions as a chance for self-evaluation and improved preparation for future lessons.

“That's often even if after every teaching session it's definitely like we do it together, between me and my cooperative teacher, we evaluate how it was in class. She talks to me like oh this is not enough, you should explain it from here to here to here like from generally, then specifically according to her like that, so she gives it. Then some give feedback to what is more clapping like that because I was part of the elementary school at that time and then like yells. I'm satisfied, because after every lesson I chat with her so I can evaluate myself and be more prepared for the next lesson.”

Winter recounts a collaborative process involving discussion and the provision of a template by her cooperative teacher. Winter then proceeds to create something based on the template. Subsequently, a decision is made regarding whether to print the created material. Winter highlights the importance of reaching an agreement among themselves and cooperative teachers, emphasizing how such agreements contribute to clarity and efficiency in their work. This collaborative agreement eliminates confusion about adhering to specific standards set by the cooperative teacher and enhances the Winter's overall time management in preparing teaching modules. The cooperative nature of the process is underscored as a valuable factor in ensuring a streamlined and effective approach to their tasks.

“Yes, we discussed it. We were also given a template from our tutor. Then we just make it. Then later we want to print it or not, so we also agree between us and the student teacher. Having an agreement like this really helps me. So I'm not confused about which teaching module is right according to his standards, so my time is more efficient.”

1.9. Worried

Winter describes an incident where, after giving students the option to complete an assignment at home, they chose to do so. With the remaining class time, Winter decided to engage the students by inviting them to watch a movie. During the movie, some students were observed sleeping. When the lesson concluded, Winter attempted to bring the students back to attention, but they were reluctant to comply. Subsequently, the next-hour teacher encountered the scene and expressed disapproval. Worried about the reaction, Winter promptly apologized to the teacher. Despite feeling confused, Winter respected the teacher's decision not to discuss the matter further, prioritizing the act of apologizing as the key resolution in the situation.

“So I once invited the children to watch a movie in class because previously I asked them if they wanted to do the assignment here or at home and they chose at home, so I used the rest of the time to watch the movie

with the students. And there were also some children watching while sleeping. When the lesson ended I told them to sit down again, but they still didn't want to. Not long after, the teacher of the next hour came and saw the students like that, his face was a bit angry. I became worried, After that, I went to the teacher and apologized but the teacher said he didn't want to discuss it anymore, so I left because I was confused and the important thing was to apologize.''

1.10. Happy and relaxed

Winter expresses a positive and welcoming experience within a school community. Both students and teachers are described as genuinely nice, creating an overall positive atmosphere. Winter notes that everyone seems happy, and there's a sense of enthusiasm among both students and teachers. The students are highlighted as not only enthusiastic but also smart and kind, leaving a lasting impression as responsible citizens. The farewell gestures from the students, including gifts and toys, are mentioned as heartwarming, emphasizing the generosity and warmth within the community. Winter reflects on the absence of negative memories and appreciates the thoughtful gestures, whether they are in the form of snacks or gifts, making the overall experience memorable and impressive for them.

‘‘The students and teachers are really nice, all of them are nice and there is nothing that makes us not happy, it seems that everyone welcomes us well, and also enthusiastic if the students are enthusiastic, and smart. Still kids also said farewell to us at farewell so yes, they impressed us as citizens. There are no bad memories like that if the students like to give gifts so toys so yes, it's called a child, that's what if the big ones give snacks or what the small ones also have snacks, there are many things that make me, they all impress us.’’

The relationship shared with fellow teachers extends beyond the confines of the classroom, fostering a positive and supportive network. This bond transcends professional boundaries, evident in the exchange of contact numbers and the mutual decision to follow each other on Instagram a common practice among educators seeking to stay connected beyond school hours. The relationship goes beyond the formalities of the educational realm, evolving into a genuine connection.. Based on Karina's experience.

‘‘The relationship with teachers is good, they also save each other's numbers and follow each other because it is common for fellow teachers to follow each other's Instagram accounts. Moreover, communication is still continuing until now, yes, we made content with him in the video when we were doing our activities in the video

and then made Tik tok. He's good anyway. He has a good relationship to this extent. So it's like I feel more relaxed teaching him, because I feel like I'm already close.''

Karina's proximity deepens as her supervisor teacher takes charge of overseeing the international class program, creating a dynamic connection that extends beyond the conventional supervisory role. Communication channels, particularly through the WhatsApp group, remain active despite geographical distances, as her supervisor relocates to Malaysia post-handover. The commitment to staying connected is evident as daily inquiries about her activities prompt her to share snapshots, creating a tangible visual report for documentation. As Karina stated.

'We are already close because our supervisor oversees the international class program. Therefore, we continue to communicate, for example, through the WA group, even though he left for Malaysia shortly after the handover. We were questioned regarding our day's activities. What did we do? Forward the picture for your report. for the document. Sure, talk a little about it. How do you feel about the information you report? However, there isn't a thorough discussion of it—just a brief mention of "this is missing." Already, but not what is written down after being commented upon; no, just straightforward advice.

Additionally, it facilitates our teaching there by allowing us to talk about any issues that arise.”

Winter has a close emotional bond with other interns despite being far from home. To support the success of their teaching internship in the SIKL environment, EFL student teachers at least have a place to vent and share stories.

“So usually we tell each other stories after teaching. If they tell stories, the first day must be told to teach like that. Then the original teacher didn't go, and they themselves can't be a teacher like the original. So it's like a gap. Then I got feedback too, they said they were less relaxed and less confident. But it's also difficult. It's like feeling like you don't accept new people who have just come to submit when they are told to enter the class. Yes, automatically what we say without preparation. And I think it just feels better if I reveal it to my colleagues rather than keeping it to myself.”

1.11. Pressured

Karina found herself in a sour mood frequently, a common occurrence that stems from the ongoing challenge of finding a substitute. Neither she nor my friend can step in, leading to a frustrating sense of helplessness. This situation triggers a bad feeling, intensified by the pressure of reporting to her cooperative teacher, who also happens to be the vice principal. Despite the desire to focus on preparing effective

learning materials, the reality is that the responsibility falls squarely on her shoulders, creating a less-than-ideal situation that she must navigate.

‘‘Then. I feel like I’m in a bad mood. Most of the time. For example, No one wants to replace, meaning like I can’t, my friend can’t, it’s like a bad feeling arises, yes it’s actually bad. I once felt like I was under pressure because that was the one who told my tutor where he was also the vice principal.’’

2. Strategies used by EFL Student teachers to overcome their emotional challenges during international teaching internship

2.1. Understanding student’s background

Karina overcomes feelings of offense caused by cultural differences by finding out the background so that she can understand the treatment of students who offend her. As told by Karina below.

‘‘Once when I first started teaching, I felt a little offended by one child because he asked a question with high intonation, and because of that, my teaching was interrupted. But after I found out from college that he was a madura, I began to understand.’’

2.2. Preparing more knowledge before entering the class

Karina's strategy in overcoming the fear caused by her opinion that the majority of students at SIKL are proficient in

English is to prepare more thoroughly before entering the class. As Karina said below.

‘because of these fears, yes, so before entering the class I really prepare the material, how to say some vocabularies correctly, strategies that are likely to attract their attention are really thought out, so when entering the class we are fine because we have prepared’

2.3. Forgiving

Karina had a less pleasant experience due to language misunderstanding, where she felt less respected by students, but Karina responded by forgiving and providing positive feedback for the continuity of learning.

‘In fact, we are sometimes the ones who are, what is the rough term, fooled by him. like you don't understand what I said like that. when it was a little disappointing, for me. Well, I'm just. Because we are with elementary school children, we can't be taken seriously and considered disrespectful. We basically deal with it in a way that is a little joking but also gets to him like advising yes. And not too serious. But he also has to be aware. So he understands and doesn't repeat it.’

2.4. Adapting to different customs

Winter applied adaptation strategies to overcome the shock of the different customs practiced at SIKL. As She said below.

‘‘At first, I felt like why did you even ask permission, it made me stop teaching for a moment, and more or less disturbed the concentration of other children and I was a bit awkward with the child too. But for the next few days I’m used to it. Yes, it is indeed very good to instill good manners there.’’

2.5. Apologizing and reflecting

Winter respected the teacher's decision not to discuss the matter of managing the classroom, prioritizing the act of apologizing as the key resolution in the situation. As she told below.

‘‘So I once invited the children to watch a movie in class because previously I asked them if they wanted to do the assignment here or at home and they chose at home, so I used the rest of the time to watch the movie with the students. And there were also some children watching while sleeping. When the lesson ended I told them to sit down again, but they still didn't want to. Not long after, the teacher of the next hour came and saw the students like that, his face was a bit angry. I became worried, After that, I went to the teacher and apologized but the teacher said he didn't want to discuss it anymore, so I left because I was confused and the important thing was to apologize.’’

After the incident of misunderstanding about managing the classroom, winter reflected on itself and understood its mistakes.

‘‘After the incident, I am more careful in making decisions and organizing the class properly.’’

2.6. Neglecting and focusing on instruction

Karina overcomes bad moods due to unclear tasks by simply adhering to them.

‘‘There are not many reasons. The point is to just do it if for example she is told what even though in my opinion, sometimes he is unclear, but let's just do it first. There is an inner self, yes. It's like how even though what's name, she told me to be like this, I'm already like this, but it's still wrong in his eyes.’’

Another of Karina's experiences is overcoming bad moods by ignoring and focusing on the orders of the tutor, because she thinks the tutor as having power.

‘‘Then, I feel like I'm in a bad mood. Most of the time. For example, No one wants to replace, meaning like I can't, my friend can't, it's like a bad feeling arises, yes it's actually bad. I once felt like I was under pressure because that was the one who told my tutor where he was also the vice principal. oh my gosh, I want to prepare the learning media right, but yes again we have to do it.’’

B. Discussion

After knowing the results of the interview, the researcher will discuss the emotional geographies obtained by EFL Student teachers and also strategies for dealing with emotional challenges more deeply below.

1. Emotional Geographies of EFL Student teachers during International Teaching Internship

This research presents eight stories about the emotional experiences of two EFL Student teachers in the school community at SIKL Malaysia. The stories focus on their experiences with social acceptance, teaching ESL students, adapting the values of politeness and discipline, collaborating with cooperative teachers, classroom organization, personal support by the school community, and compliance. Using Hargreaves' emotional geography framework, the stories are analyzed in light of the physical, moral, socio-cultural, professional, and political aspects of schools. Hargreaves (2000) describes teaching as "a deeply emotional thing." furthermore, Hargreaves contends that teacher preparation encompasses social and emotional components in addition to cognitive and technical ones. It is in line with this research that shows social processes are also involved in teaching English in a transnational setting. This process causes a range of emotions to surface, both good and bad, as a result of realizing and misinterpreting different facets of education. The results of this research are also consistent with research

conducted by Cowie (2011), who found that language teachers living abroad experience more emotions than others because they are perceived as culturally, linguistically, and socially different.

Teachers' emotions are owned by and shaped by the social structure and basic principles of society. EFL student teachers must recognize, abide by, and respect institutional norms and customs to survive as outsiders. Negative feelings can come from misinterpreting or breaking these guidelines, which can affect oneself as well as other people. In Karina and Winter's experience, her ignorance of the students' diverse backgrounds caused her to feel offended and confused when deciding what language to use. She felt uncomfortable when she saw how polite the students were. She was concerned about miscommunications with the teacher because of the unsuitable classroom environment, and she felt under pressure because she was the master teacher's apprentice. These experiences show that teachers are capable of expressing a wide range of socially realistic emotions. These results align with several recent sociocultural studies by Michalinos Zembylas (2002) that characterized teachers' emotions as 'part of a dynamic and constantly fluctuating system of meaningful experience'.

Positive emotions, however, including inspiration, admiration, satisfaction, enjoyment, and relaxation, were

discovered in this study. According to the conducted interviews, Karina and Winter experienced positive emotions while participating in an international teaching internship. This is possible because the school community is friendly and allows for the development of strong bonds. Additionally, Karina and Winter's interactions with the supervisor teacher and cooperative teacher, who consistently offer feedback after making up lost time or when confronting difficulties. Karina and Winter felt content as a result, which inspired them to reflect on themselves and improve as teachers. This is consistent with research conducted by Zeichner (2010) that indicates the importance of relationships with supervising teachers during practicum experiences for teacher development.

The emotional responses to cultural dissonance underscore the need for enhanced pre-departure training. Integrating cultural sensitivity workshops and emotional intelligence training into teacher education programs can better prepare EFL student teachers for the emotional challenges associated with cross-cultural teaching. Language barriers significantly impact emotional well-being. Institutions should consider implementing language support programs tailored to the needs of EFL student teachers. These programs can include language immersion opportunities, language exchange initiatives, and regular language

proficiency assessments. The positive impact of interpersonal connections on emotional well-being emphasizes the importance of fostering inclusive learning environments. Institutions and mentorship programs should actively promote cultural exchange initiatives, encouraging open communication and collaboration among students and teachers from diverse backgrounds.

Teacher education programs should incorporate reflective practices and mentorship opportunities that guide EFL student teachers in navigating the integration of diverse cultural experiences into their evolving professional identities. Recognizing the pivotal role of support systems, institutions should establish robust support structures, including mentorship programs, peer support networks, and counseling services. These structures can provide ongoing assistance to EFL student teachers as they navigate the emotional complexities of international teaching. . Integrating emotional intelligence training into teacher education curricula can equip EFL student teachers with the skills needed to understand, manage, and navigate their emotions effectively.

2. Strategies used by EFL Teaching Students to overcome their emotional challenges during their teaching internships abroad

Emotion management is a must when negative emotions arise (Goodwin et al., 2012). For instance, in Karina's story, she persisted in instructing the class despite being offended by

her student's high intonation. She also learns about her students' backgrounds, including where they are from, to comprehend the intonation with which the students answer questions. To use Zembylas' words (2005, 936), Karina is actively working on developing strategies and tactics that surface in diverse emotional practices at different moments regarding one's teaching.

Prioritizing meticulous planning before entering the classroom can help Karina and Winter effectively overcome their feelings of fear, offense, confusion, and awkwardness when teaching. EFL student teachers' confidence is greatly increased when they take the time and make the effort to meticulously plan lessons, become familiar with the subject matter, and refine their teaching techniques. A strong remedy for fear of the unknown is adequate preparation, which also lowers the chance of being offended by unforeseen difficulties and lessens the possibility of confusion or awkwardness during instruction. By becoming proactive in their preparation, teachers not only become more at ease and competent themselves, but they also foster an environment that is favorable to learning, which makes learning easier and more enjoyable for both teachers and students. In this instance, Karina and Winter used problem-focused coping, which entailed asking people about their experiences in comparable circumstances, conversing with people to obtain

additional information, or looking for suggestions on how to resolve the issue (Wang & Hall, 2021).

During a teaching internship, feelings of distress that surface from working on tasks that shouldn't be a responsibility can be managed by employing techniques similar to Karina's to ignore the distress. Even though it might not be easy to get rid of the uneasy feelings right away, working on the given tasks consistently over time can help reduce the tension. At times, circumstances that make us feel helpless to refuse an assignment can occur in the internship setting. Even if the tasks don't turn out as planned, concentrating on finishing them can still yield valuable experience. In addition to reducing pressure, tackling and finishing such tasks with an optimistic mindset can help one better understand the dynamics of work in the field of education. This type of coping is consistent with Lazarus's (1984) theory that emotional focus usually arises when people perceive the situation as uncontrollable, necessitating acceptance of the circumstances and the negative emotions that go along with them to minimize psychological losses.

It is possible to get over worries about how classroom mismanagement might affect relationships with teachers by taking self-improvement-oriented actions. Recognizing errors and fixing them is essential. Winter chose to apologize to the offending teacher to mend the relationship, though it was

unclear how she would react. Winter decided to disregard the teacher's lack of response even though he did not receive a response right away. Winter also gave the incident some thought and considered ways to strengthen her classroom management techniques. Through reflection, Winter was able to pinpoint the error's cause and create stronger plans of action to steer clear of it in the future. By making the effort to get better, Winter hoped to win back the trust of the educators and steer clear of the same mistakes in the future, resulting in a classroom that is more harmonious and productive. In this instance, reflection is used to help implement coping mechanisms. This is in accordance with the findings of research conducted by Mahardhani et al (2020) which says that one of the strategies to overcome emotional challenges is by reflecting on the situation.

Recognizing the need to enhance their teaching skills, EFL teaching students may actively seek professional development opportunities. This might involve attending workshops, participating in language training programs, or collaborating with experienced educators. These actions align with Lazarus's problem-focused coping, as the students are directly addressing the stressors related to their teaching proficiency. Emotion-focused coping also involves internal processes such as mindfulness and reflection. EFL teaching students may engage in reflective practices, considering their

emotional responses to various situations. By cultivating self-awareness and mindfulness, they aim to manage emotional distress, reinterpreting stressors in a more positive light. This aligns with Lazarus's emphasis on regulating emotional responses as a means of coping.

EFL teaching students often find solace in building supportive social networks, aligning with Lazarus's emotion-focused coping. Establishing connections with fellow interns, local teachers, and mentor figures provides an emotional outlet. Sharing experiences, concerns, and successes with peers helps to regulate emotional responses to the challenges of teaching abroad. Lazarus's transactional model underscores the dynamic interplay between the individual and their environment. EFL teaching students continually assess their emotional experiences during internships, adjusting their coping strategies accordingly. For instance, if initial problem-focused strategies prove challenging, they may shift toward emotion-focused coping, and vice versa.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting research on emotional geographies and coping strategies of EFL student teachers during international teaching internship, the researcher will provide some conclusions from this study.

This study focuses on two research questions, the first being the emotional geography experienced by EFL student teachers in international teaching internship programs. The researcher found that EFL student teachers felt two emotions caused by interactions between school members, namely positive emotions in the form of motivation, admiration, satisfaction, pleasure, and relaxation, these positive emotions made EFL Student teachers feel comfortable teaching abroad while the negative emotions felt in the form of feelings of offense, confusion, fear, disappointment, and depression could be overcome so that they did not have enough impact on EFL Student teachers' teaching.

The second research question was "what strategies do EFL student teachers use to overcome emotional challenges". The researcher obtained data that EFL Student teachers overcame emotional challenges in the form of feeling offended and confused by finding out the students' background, fear was overcome by optimal preparation, feeling awkward and surprised

was overcome by adapting, and feeling worried was overcome by apologizing and self-reflection, and feeling depressed was overcome by ignoring it and focusing on instruction. In the end, these strategies saved the teachers from unfortunate incidents and supporting successful teaching.

B. Suggestions

From the results, discussions, and conclusions, there are several suggestions proposed by the researcher:

1. For student teachers

EFL student teachers should know what actions cause emotions. Therefore when negative emotions arise EFL student teachers know how to deal with them appropriately which will not hinder teaching.

2. For cooperative teachers

For cooperative teachers, it is preferable to take part in activities that will strengthen the emotional bond between the EFL student teacher and himself/her. Activities involving the student teacher and the students follow the same guidelines. This is done to give the EFL student teacher more flexibility in assimilating the knowledge gained from her teaching internship.

3. For supervisor lecturers

Supervisor lecturer should support the student teacher's teaching internship activities by frequently communicating and discussing some of the problems that arise so that the

student teacher is directed when doing an international teaching internship.

4. For further researchers

Emotional geography research and coping mechanisms are difficult subjects. In order to obtain more thorough data from this research, it is advised that future researchers investigate the subject first.

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APPENDIXES

Appendix I . Consent Form of Participants

INFORMED CONSENT

(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Fani Fitriani

Umur : 21

Jenis kelamin : Perempuan

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi Informan dalam Penelitian yang berjudul "Emotional Geographies of EFL Student teachers and Coping strategies during Teaching Internship" dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama akan dijaga kerahasiaannya, serta informasi hanya digunakan untuk keperluan penelitian saja. Demikian pernyataan ini saya buat dengan sebenar benarnya tanpa paksaan dari pihak manapun.

Peneliti



Aida Nur Khamidah

Partisipan



Fani Fitriani

INFORMED CONSENT

(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Fera Nanis Tiana

Umur : 22

Jenis kelamin : Perempuan

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi Informan dalam Penelitian yang berjudul "Emotional Geographies of EFL Student teachers and Coping strategies during Teaching Internship" dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama akan dijaga kerahasiaannya, serta informasi hanya digunakan untuk keperluan penelitian saja

Demikian pernyataan ini saya buat dengan sebenar benarnya tanpa paksaan dari pihak manapun.

Peneliti

Partisipan



Aida Nur Khamidah

Fera Nanis Tiana

Appendix II Interview data transcription

INTERVIEW DATA TRANSCRIPTION PARTICIPANT 1

Interviewer : Aida Nur Khamidah

Participant : Fera (Karina)

Time : Saturday, November 18, 2023

Place : Zoom

Length of Interview : 60 Minutes (11:30 - 12:30)

1. Social Acceptance (**SA**) : a process of social acceptance that elicits several emotions
2. Teaching for English Second language students (**TESL**): the process of teaching students with English as a second language, which raises some emotions
3. Politeness value (**PV**) : the differences in the meaning of the value of politeness that cause several emotions
4. Discipline Value (**DV**): the differences in the meaning of the value of politeness that cause several emotions
5. Cooperation (**C**) : the process of cooperation between the EFL student teacher and the cooperative teacher which caused a variety of emotions.
6. Classroom management (**CM**) : emotions that arise when the EFL Student teacher organizes the students in the classroom
7. Personal support (**PS**) : supports from students and teachers towards EFL Student teachers which causes the emergence of emotions
8. Compliance (**Com**) : the side of EFL Student teachers' obedience to the teacher's orders causes the emotions that EFL Student teachers feel

Indonesian Version

Data number	Interview	Data reduction	Coding
001	<p>A : Assalamualaikum kak Karina, gimana kabarnya?</p> <p>K :Alhamdulillah baik. Aida kabarnya gimana?</p> <p>A : Baik juga. Btw Makasih loh sudah mau menjadi participant saya.</p> <p>K : Sama-sama. Oke.</p> <p>A : Pertanyaan pertama yang saya. Nah kalau kita kan udah tahu kamu PPL di sekolah Indonesia Kuala Lumpur nah itu dari mulai kapan sampai kapan ya? Tanggalnya atau bulannya gitu?</p> <p>K : Mengenai penyerahan tangan 2 Agustus. Penarikan tanggal 14 September, jadi total sekitar 24 . hari untuk SIKL nya. Belum sama pulang pergi kalau pulang pergi total 28 hari.</p> <p>A : Oke. terus kamu disitu mengajar di jenjang apa ya kak Karina?</p> <p>K : ngajar SD</p> <p>A : itu kelas berapa kak Karina?</p> <p>K : SD kelas 4 5 untuk bahasa inggris</p> <p>A : Untuk bahasa Inggris berarti satu minggu sekali ya?Sekali.</p> <p>K : Iya. Satu minggu Sekali.</p>		

	<p>Cuma dua jam pelajaran bahasa inggris pelajaran setiap satu minggu.</p> <p>A : Itu berarti kelas 4 sampai kelas 5 ada satu kelas?. Total atau biasanya kan ada ya? Setiap jenjang berapa kelas? I</p> <p>K :iya. Totalnya satu kelas satu kelas. Kecuali yang kelas satu satu itu muridnya banyak itu ada satu a satu b. Mulai tahun ini.</p> <p>A : Berarti kamu di sana ngajar. Kira2 berapa kali 3 kali?</p> <p>B : Jadi kami masuk 6 kali kalau yang pokoknya. 6 kali ya. Kelas 4 kelas 5 masing masing. 3 kali masuk. Tapi kalo gantinya sama penggantinya begitu banyak menggantikan beberapa kelas. SD juga SMP SMA.</p>		
002	<p>A : lumayan sering juga ya kak</p> <p>K : iya, hehe</p> <p>A: kak Karina kan PLP di Sekolah Indonesia Kuala lumpur, bisa diceritakan mungkin kak bagaimana background bahasa, suku, agama, maupun ras siswa-siswa disana, apakah seluruh komunitas sekolah disana itu orang indonesia?</p> <p>K: Latar belakang siswa dan para guru di sana itu multikultural Eh apa ya berkebinekaan global banget</p>	<p>Jadi kita awal ya merasa takut Gitu. bisa ngga bisa ngga? Terus enggak pede juga pernah. Sempat merasa tidak pede. Takut juga kalau misalkan anak didiknya itu enggak paham dengan apa yang kita jelaskan materinya.</p>	TESL

karena berasal dari seluruh daerah yang ada di Indonesia dari sabang sampai Merauke ada deh. Aku yakin ada soalnya ya memang bentuknya beda, beda dan kalau misalkan apa itu namanya Indonesia? Hari raya Indonesia hari ulang tahun Indonesia itu pakaiannya emang beda beda terus pas saya masuk kelas juga kan saya tanya asalnya dari mana gitu? Nah itu ada yang dari Aceh Madiun terus Sumatera. Ya banyak itulah kadang papua juga ada Samarinda gitu. Baik dari krunya maupun siswanya dan mereka itu memakai bahasa yang berbeda beda sesuai bahasanya mereka sendiri untuk menyatukan ya pakai bahasa Indonesia. Kalau mereka nggak pakai bahasa Indonesia pakai bahasa melayu. Kalau misalkan nggak pakai bahasa melayu, mereka pakai bahasa Inggris yang ala ala Malaysia gitu gitu apa namanya kan di sana second language ya kalau di Malaysia jadi ya. Sebenarnya ada yang kronisasi nya. Mungkin nggak pas tapi mereka paham gitu. Karena itu mereka biasanya mereka setiap hari baik di kelas maupun di luar kelas.

A: oh iya bahasa Inggris disana kan jadi Second language. Apa yang kamu rasakan dengan itu?,

Tapi setelah kita buktikan sendiri, **dan aku memang prepare materi banget, setelah kita masuk kelas sendiri. Alhamdulillah mereka paham dengan bahasa kita** Kecuali anak-anak yang butuh pendamping khusus ya.

apakah kamu mempunyai kekhawatiran tersendiri?

K : Kalo menghadapi dengan lingkungan yang seperti itu. Emang susah ya kaya bisa nggak ya Gitu. Soalnya emang kita juga. Enggak terlalu fluent banget bahasa inggrisnya Maksudnya Kita yakin pasti mereka itu lebih lancar karena mereka udah dipake sehari-hari. Sedangkan kita itu ngga Menerapkan dalam kehidupan sehari hari atau apalagi karena kosakata di lingkungan akademik, lingkungan pendidikan. Jadi kita awal ya merasa takut Gitu. bisa ngga bisa ngga Terus enggak pede juga pernah. Sempat merasa tidak pede. Takut juga kalau misalkan anak didiknya itu enggak paham dengan apa yang kita jelaskan materinya.

A : tapi setelah merasakan itu kan jadi mikir strateginya kaya prepare lebih gitu kan fer?. Maksudnya perasaan itu tu selama kamu ngajar atau kayak cuma awal awal nya doang kan?

K : iya jadi itu pas pertama kaya masa- nya observasi. Kan ada ya itu observasi terus mentoring, ikut dulu ikut sama gurunya. Nah itu udah mulai terlihat ko lancar banget. Nah itu udah mulai tumbuh ketakutan. Takutnya nanti ga

paham. Apa bisa menyerap apa yang kita jelaskan. Tapi setelah kita buktikan sendiri, dan aku memang prepare materi banget, setelah kita masuk kelas sendiri. alhamdulillah mereka paham dengan bahasa kita Kecuali anak-anak yang butuh pendamping khusus ya.

A: Itu untuk anak yang butuh pendampingan gimana maksudnya setelah pelajaran kamu ngobrol face to face atau gimana?

K : Itu ada 2 orang. Satu cewek satu cowok. Kalau yang cowok itu. Dia biasanya setelah kelas. Jadi kaya kelas akukan sebelum istirahat jadi pas Istirahat dia baru dideketin. Terus gimana tadi paham atau Enggak, Terus enggak Aku enggak tahu apa yang dijelaskan tadi. Kebetulan waktu itu aku menggantikan matematika. Kalau bahasa inggrisnya ya dia paham maksudnya apa, Pas itu matematika. Ya udah aku jelasin dengan bahasa inggris ke dia Sebisaku. Itu kalau yang cowok biasanya langsung setelah selesai pelajaran langsung. Tapi kalau satu orang lagi yang cewek. Iya itu. Dulunya sekolah internasional di bogor Kurikulumnya pake cambridge Dia baru pindah ke sini itu sekitar bulan juli tahun

	<p>2000. Ketika ini jadi aku PLP Agustus. Dia itu baru masuk gitu termasuk berapa bulan baru aja pindah ke sini. Jadi dia posisi masih beradaptasi dengan Lingkungan SIKL masih beradaptasi dengan bahasanya. Ee, jadi dia nggak paham. Terus, orang tua, Dia malah menyuruh aku dan teman teman untuk ngelesi dia. Kalau anak cowok itu kan. Ya emang dari kecil ngomongnya Inggris. Nggak salah itu dibesarkan di Singapura Karena bapaknya insinyur di bidang teknik apa gitu jadi kayak penggede Di suatu perusahaan gitulah. Dan dia udah terbiasa bahasa Inggris. Di rumah pun ngomongnya pake bahasa Inggris sama kakaknya sama orang tuanya. Terus di kelas di sana cuma bahasa Inggris ngga bisa bahasa Indonesia. Kalau yang cewek itu masih mending ada paham pahamnya dikit ada bahasa Indonesia, tapi kalau yang cowo itu susah memang. Malah kita kadang yang di ini apa ya istilah kasarnya tuh di bodoh-bodohin sama dia gitu loh . kaya kamu tu Paham enggak sih sama apa yang aku Ucapkan kaya gitu.</p> <p>A : ya Allah, Terus kamu kalo dikaya gituin Gimana fer?, responnya gimana?</p>	<p>Tetapi untuk beberapa point saya termotivasi seperti termotivasi untuk beli kayak gitu loh. Kaya misalkan Dikasih makanan khas-khas sana kayak Apa sih ya Apa namanya pokoknya daging-daging gitu ayam ayam masak apa terus Minuman apa gitu lah dan itu di jalan-jalan ada kayak gitu ada yang jual. ya pasti nanti kita heh ngga usah masak.</p> <p>pas itu agak kecewa si, Kalau saya.</p> <p>Nah saya cuma. Karena kita ke anak sd ya, jadi tak maafin aja, jadi kita nggak boleh yang dianggap serius dan dianggap tidak sopan.</p>	<p>SA</p> <p>TESL</p>
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	<p>K : pas itu agak kecewa si, Kalau saya. Nah saya cuma. Karena kita ke anak sd ya, jadi tak maafin aja, jadi kita nggak boleh yang dianggap serius dan dianggap tidak sopan. Kita intinya mengatasinya dengan cara sedikit Bercanda tapi juga ngena gitu ke dia Kayak menasehati iya. Tapi enggak terlalu serius. Tapi dia juga harus sadar gitu. Jadi diane paham diem dan nggak diulangi lagi si.</p> <p>A : cara responnya bijak banget kamu kak. Oh ya, karena kamu kan PLP di Malaysia, ya walaupun ngajarnya tetap ada perbedaan ga mengenai kultur persekolahan disana dan di Indonesia?</p> <p>K: kultur saya dengan SIKL ya cukup berbeda sih karena di sana itu hedon apa apanya itu berduit gitu, sedangkan kalau yang apa ya di di kampus saya itu kan enggak gitu. Sederhana gitu lah apa adanya. Tapi kalau di sana itu bahkan ada kayak anggaran khusus buat orang orang yang katakanlah kaya gitu ya itu dimintai dan buat uang gedung gitu buat menu. Topi kayak fasilitas gelas atau apa gitu ada terus kalter lagi kultur lainnya itu ya kan? Di sana kan benar benar dari seluruh Indonesia jadi logat Antara</p>	<p>enggak tahu nih dari daerah mana itu kalau ngomong kayak nada tinggi kayak seolah olah ia memarahi kita gitu jadi awalnya aku ngerasa tersinggung. tapi setelah aku tahu latarbelakang mereka jadi bisa memaklumi.</p>	<p>SA</p>
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orang dari Jawa dan orang dari luar Jawa itu kan pasti beda ya. Nah kalau ngomong itu kadang ada yang suka apalagi Sulawesi atau apa enggak tahu nih dari daerah mana itu kalau ngomong kayak nada tinggi kayak seolah olah ia memarahi kita gitu jadi awalnya aku ngerasa tersinggung. tapi setelah aku tahu latarbelakang mereka jadi bisa memaklumi. Cuma. Itu ya bagian dari dunia mereka itu setiap Jumat ada makan, makan dan makan. Makannya itu bukan cuma satu menu aja gitu, tapi ada banyak dan itu semua ya gimana ya kayak habis habis gitu loh ambil tapi enggak pernah dihabisin gimana sih namanya juga enggak semuanya islam juga di situ ada Kristen, ada hindu budha. Yang enggak tahu aturan ini lah kalau misalkan di agama Islam kan mungkin ini ya paham terus, apalagi kalau yang itu. Kedisiplinannya mungkin ya di sana disiplin banget dan kalau misalkan enggak enggak tepat waktu itu enggak boleh masuk, udah disuruh pulang anaknya enggak boleh masuk kelas kecuali emang. Mudah mudahan ya anaknya. Terus itu absennya pake barcode. Jadi gak ada absen yang manual di panggil di kelas namanya satu

persatu gitu enggak. Tapi kalau siswa berangkat itu ada scan barcode, jadi siswa itu pakai kalung apa ya? Bukan kalung sih tapi gitu. Kayak kok gitu tapi isinya barcode nya dia sama namanya nanti udah kedetek sama sistemnya. Oh dia berangkat pas hari ini kayak gitu. Itu bagian dari ya canggih gitu ya, di sana udah canggih terus juga di sana menjunjung tinggi ya persatuan Indonesia ya karena dari berbagai daerah gitu. Terus juga budaya kayak kebudayaan kebudayaan yang mungkin lebih kebudayaan tari terus musik alat musik kayak gitu tari itu juga ditanamkan banget dan ada ekstranya. Jadi tari apa aja tuh ada di dari seluruh Indonesia. Mereka bisa menampilkan.

A : jadi secara langsung perbedaan tersebut mempengaruhi pengajaran kak Karina ya, mengenai perbedaan tersebut, bagaimana kak Karina menanggapinya?, karena mau tidak mau kan kita harus beradaptasi juga ya?

K : untuk lifestyle guru dan siswa disana memang hedon. Tetapi untuk beberapa point saya termotivasi seperti termotivasi untuk beli kayak gitu loh. Kaya misalkan Dikasih makanan khas-khas sana kayak

	<p>Apa sih ya Apa namanya pokoknya daging-daging gitu ayam ayam masak apa terus Minuman apa gitu lah dan itu di jalan-jalan ada kayak gitu ada yang jual. ya pasti nanti kita heh ngga usah masak. Beli yang kayak gitu aja yang kemarin kita rasain. Terus kalau dari lifestylenya . kayak misalkan botol nih. Botol di sana alat makan . Yang siswa siswa pakainya smiggle. Terus kalau lihat tuh ya cukup beli ini beli itu biar kayak gitu.</p> <p>A: apakah kak Karina meniru semua gaya hedon warga sekolah?</p> <p>K: ngga semua. Cuma beberapa aja yan sekiranya kita mampu. Kalo misal mengenai merk hp dll jelas ngga kita tiru, hehe</p> <p>A: oke2</p>		
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Data number	Interview	Data reduction	Coding
003	<p>A : tell me about your school regulation. Maksudnya kayak ada gak sih peraturan yang harus kamu ikuti juga dalam sekolah itu?</p> <p>K : ga ada peraturan khusus yang gimana-gimana si. Kalo disana peraturan untuk siswa juga dipatuhi oleh guru seperti kedisiplinan. karena di sana kan</p>	<p>shock si karena kan itu bukan pure kesalahan dari kita, apalagi setauku kalo di Indo kalo ada guru telat itu ngga sampai sebegitunya, hehe</p>	<p>DV</p>

disiplin banget dan kita itu kan tinggal di kondominium. Jadi harus pakai lift gitu itu gantian kalau misalkan udah penuh kita nggak bisa naik dan itu harus ngantri. Kalau ngantri berarti sampai sekolah bisa jadi telat lebih dari 8:00 waktu Malaysia sana kan 8:00 ya masuk sekolahnya. Itu yang pertama kali itu agak sulit karena waktu yang berbeda di negara yang berbeda dan kita harus mengimbangi gitu gitu. Jadi pernah kita terlambat ke sekolah karena harus ngantri naik lift, nah kita dihukum tuh disuruh berdiri selama 10 menit. Tapi itu Cuma sekali aja si, Kalo udh tiga kali kita bakal dipanggil Kepala Sekolah

A: berarti disana guru juga bisa dihukum ya kak kalo melanggar sesuatu?

K : iya, awalnya shock si karena kan itu bukan pure kesalahan dari kita, apalagi setauku kalo di Indo kalo ada guru telat itu ngga sampai sebegitunya, hehe

A : oke I see, ada ga si kak standard mengajar SIKL yang diberitahukan oleh guru pamong?

K : ga ada standard khusus mengajar misalkan ngajar bahasa inggris harus gini-ngga, tetapi kita harus jd guru yg interaktif utk siswanya. bukan

	hnya siswa yg menyapa duluan, tp gurur jug menyapa		
004	<p>A: oh ya kak, pas awal-awal kamu merasa susah ga untuk berbaur dengan warga sekolah disana?</p> <p>K : Oh. Susah. Kalau merasa susah untuk bergabung. Iya pernah ada merasa. Aku sendiri orangnya enggak itu ya. Nggak bisa Langsung gaul gitu lah kalau ketemu orang baru apalagi. Anak kecil. Belum bisa menarik perhatiannya gitu. Kalau enggak masuk kelas Tuh kayaknya belum bisa. Nah Itu misal pagi2 5 S kotak tanyain selamat pagi sama siapa gitu caranya ya saya lama lama mereka mengenal terus akhirnya akrab-akrab aja. Dari awalnya yang takut tapi ternyata bisa melewati itu.</p> <p>A: oh ya kak, aku penasaran deh hubungannya tuh sedeket apa sih kak karina sama teman teman PPL? Ada interaksi yang gimana gitu?</p> <p>B : interaksinya lumayan dekat. Jadi biasanya kita itu saling cerita kalo habis ngajar. kalau mereka ceritanya Yang hari pertama harus disuruh ngajar kayak gitu lah. Terus guru aslinya Aslinya itu asli, tapi mereka sendiri belum bisa menjadi guru seperti aslinya.</p>	Mempengaruhi secara langsung si engga. Tapi kaya lebih rileks aja ngajarnya, karena ngerasa udah deket gitu	PS

Jadi kayak jomplang gitu lah. Terus dapat feedback juga katanya kurang rileks kurang pede gitu. Tapi sulit juga ya gimana ya? Kayak merasa nggak terima orang baru dateng baru penyerahan masa disuruh masuk kelas . ya otomatis apa adanya kita ngomong tanpa persiapan gitu. Dan menurutku Feel better aja si kalo diungkapin sama temen-temen daripada dipendem sendiri

A : oh ya kak, setengah bulan itu kan waktu yang cukup sebentar. Kira-kira bagaimana hubungan kak Karina dengan guru disitu?

K : hubungan Antara dengan guru kalau hubungan dengan guru baik juga saling save nomor mengikuti juga follow gitu ya karena di sana tuh emang apa ya sama. Kita itu saling staf guru guru di sana dia bukan kita guru guru di sana itu udah biasa. Itu tuh follow. Guru follow murid follow followan gitu gitu udah jadi hal biasa jadi ya sama murid aja follow resep apalagi sama kita yang notabene kita itu rekan kerjanya beliau kan itu salah satunya tv. Terus tk. Dalam hal. Apalagi ya komunikasi sampai sekarang masih terus juga ini ya pernah kita dibuatin konten sama beliau video gitu lah pas lagi

	<p>kegiatannya kita gitu di video trus dibikin tik tok. Baik sih ya beliau. Beliau baik hubungannya baik sampai sampai segitunya gitu gitu aja gitu</p> <p>A : wah, lumayan deket juga ya kak. Menurut kak Karina apakah hal tersebut mempengaruhi teaching performa kak fera?</p> <p>K : mempengaruhi secara langsung si engga. Tapi kaya lebih rileks aja ngajarnya, karena ngerasa udah deket gitu.</p>		
005	<p>A : oh ya kak, pas PLP berarti ada dosen pembimbing Lapangannya?</p> <p>K : iya ada. DPL nya itu 3. DPL nya aku ya dari kampusku. Jadi itu DPL Penarikan sendiri. Terus DPL dalam proses PPL nya sendiri. Kayak untuk komunikasi soal laporan dan lain lain terus DPL penarikan juga sendiri. Jadi totalnya ada 3.</p> <p>A: Untuk yang DPL selama di sana kayak gimana? Maksudnya enak enak. Aja. Kalau misal bimbingan laporan ini. Boleh diceritain hubungan kedekatan sama DPL yang ada disana?</p> <p>K: Kebetulan itu yang buat DPL yang ada di sana itu direktur program internasional class programme jadi memang sudah dekat. Kayak misalkan. Kita</p>	<p>Saya puas karena setiap selesai pelajaran saya ngobrol sama dia jadi saya bisa evaluasi diri saya dan lebih siap untuk pelajaran berikutnya.</p>	C

hari ini tuh ditanyain kegiatan kita hari ini ngapain? Kirim foto itu sebagai bahan laporan anda. Itu di grup entah dalam sekolah atau luar sekolah sekolah, jalan jalan ke mana gitu dikirim ke grup. Kalau untuk Laporannya. Iya diskusikan sedikit. Sempet Apa aja kira kira apa yang laporin gitu . Tapi memang gak sampai yang diKomentari secara mendalam enggak, kayak cuma komen oh kurang ini. Udah, tapi nggak yang dikomen terus dicorat coret engga, Cuma sederhana Konsultasi sederhana. Dan itu membantu kehidupan mengajar kita disana si, jadi kek kalo ada problem bisa didiskusikan

A: oke Berarti fine-fine aja lah ya sama DPL. Untuk kedekatan dengan guru pamong bagaimana kak?

K : Jadi totalnya ada 4 guru pamong guru pamong Antara satu dan lainnya itu ya ada keterkaitan gitu kayak misalnya ya guru pamong nya aku. Itu yang waka waka kurikulum SD jadi kayak gini. Kalau misalkan ada jam kosong ya, beliau tetap berkomunikasi dengan kita semua. Enggak cuma satu enggak cuma satu orang ke saya gitu ya maksudnya tapi ke semua masih. 2 yang satu kampus dengan saya juga yang

beda. Guru pamong terus yang guru smk itu guru pamong tingkat itu kebetulan apartemennya itu satu kamar dipakai oleh kita. Jadi hubungannya baik juga ya gitu terus yang satunya lagi itu yang pernah ngecek kita makan di rumahnya terus yang dari pendidikan agama Islam itu pernah ngecek kita jalan jalan ya semuanya baik sih maksudnya saling melengkapi gitu ada yang ngajak makan ada yang ngajak jalan. Ada yang tempatnya di tempatin terus ada juga yang suka itu. Itu yang jadi perantara Antara semua guru pamong jadi dia itu koor nya gitu lah istilahnya gitu baik ya saling melengkapi itu hubungannya gitu sih.

A : oke Berarti fine-fine aja lah ya sama guru pamong . Tapi aku mau nanya ini. kan setiap mengajar kan dikasih feedback ga?

K : "Itu sering, bahkan setiap selesai mengajar itu pasti kita lakukan bersama, antara saya dan guru kooperatif saya, kita evaluasi bagaimana tadi di kelas. Dia ngomong ke aku kayak oh ini kurang, kamu harusnya jelasinnya dari sini ke sini ke sini kayak dari secara umum, terus secara spesifik menurut dia kayak gitu, jadi dia

kasih. Terus ada yang kasih feedback apa lagi tepuk tangan gitu karena aku kan waktu itu masih SD terus kayak yel-yel gitu. Saya puas, karena setiap selesai pelajaran saya ngobrol sama dia jadi saya bisa evaluasi diri saya dan lebih siap untuk pelajaran berikutnya.

A: Dan kamu menerima itu semua aja fer? Atau Pernah ada satu momen ? Kaya ihh ngapain kaya gitu ngga?

B: kalo misalkan batin sendiri ya ada ya. Kayak lah gimana si Padahal apa namanya Nyuruhnya kan kaya gini loh aku kan udah kayak gini tetep aja masih salah di mata beliau. Pernah lah tapi itu engga diucapkan lah. Kalo kita didepan guru pamong ya manut. Engga pernah diungkapin langsung, paling diungkapinnya sama temen PPL, engga sama gurunya langsung.

A: kamu modelnya gimana kak, pas bikin modul ajar atau rpp, diskusi ga dengan guru pamong?

B: iya bikinnya didiskusikan. Dikasih template juga dari guru pamong. Terus kita baru bikin. Terus nanti mau diprint tau enggak gitu. Kek Kita persetujuan juga antara kita sama guru pamong. Adanya kesepakatan kayak gini bantu

	banget sih buat aku. Biar ga bingung buat modul ajar yang tepat menurut standard beliau gimana, jadi waktunya lebih efisien.		
006	<p>A : iya betul, namanya ditempat orang kan ya kak, jadi kita harus ngikut. Btw, tadi kak Karina bilang kalo guru pamong nya itu Waka Kurikulum. pernah ngga si kak dimintain bantuan sama beliau selain mengenai pengajaran?</p> <p>K : Ya kalau misalkan dalam hal selain mengajar . Enggak pernah saya. Ya waka kurikulum. Itu kan anak anak itu kan biasanya mengatur kegiatan anak-anak. Kayak apa biasanya senin upacara gitu ya. Tapi aku nggak pernah sih karena PPL pure untuk mengajar . paling disuruhnya ngoreksi menilai, masih seputar kayak gitu. Atau paling disuruh gantiin guru yang ga masuk atau jaga piket</p> <p>A : bisa diceritakan kak mengenai jaga piket dan gantiin guru yang ga masuk?</p> <p>K : 5 s pagi pagi terus. Kalau jadwal piket. Ada 2 tempat. 4 lantai satu lantai 2. Sama kedua SMA. Yang lantai satu lantai 2 itu tempatnya TKSD SMP. Lantai satu TKSD terus lantai 2 SDSMP itu ada 2 tempat</p>	<p>Pernah merasa ya ALLAH aku merasa tertekan itu mau nyiapin media pembelajarannya aku gt kan. kayak aku masuk sekitar 10:00. Tapi pagi pagi itu habis piket 5 s. Jadi kalau 5 s gan sekalian beresin tempat 4 sketsa itu senengah jaman kan.</p> <p>Tapi aku ga mikirin rasa tertekanku si, tapi ya lagi-lagi harus di jalani ini ya</p>	Com

masing masing ada 2 guru. SMA juga ada tempatnya. Dan nanti ada guru yang di situ. Kalau misalkan guru yang piket itu ngga berangkat ya berarti kita gantiin guru itu.

A : untuk yang gantiin guru itu hanya untuk pelajaran bahasa inggris saja atau bagaimana?

K : engga. Tergantung yang ga berangkat guru yang ngajar apa, bisa jadi pelajaran lain. terus kadang-kadang juga bisa lintas jenjang, bisa di SMP atau SMA

A : Nah pas kamu disuruh ganti kaya gitu. Kamu fine fine aja fer maksudnya apa? Kadangkala kan ada capek?Atau. Enggak apa apa?

K: Pernah merasa ya ALLAH aku merasa tertekan itu mau nyiapin media pembelajarannya aku gt kan. kayak aku masuk sekitar 10:00. Tapi pagi pagi itu habis piket 5 s. Jadi kalau 5 s gan sekalian beresin tempat 4 sketsa itu senengah jaman kan. Sama. Aku pernah ini juga gitu nego sama teman yang lain yang lebih ini ya yang lebih slow gitu lah yang memang dia cari itu memang dia nggak ada jadwal sekolah belas. Karena aku pernah minta dia. Terus kalo. Merasa itunya kayak sambat gitu. Paling. Misalnya. Tidak ada yang mau menggantikan maksudnya

kayak aku nggak bisa temanku enggak bisa itu kayak muncul perasaan ga enak gitu, ya gimana gitu sebenarnya enggak buat saya, tapi ya lagi-lagi harus di jalani ini ya.

A : alami lah ya misal misuh2 gitu Tapi tetap dilakuin maksudnya. Untuk jaga piket yang beda pelajaran gimana perasaan kamu kak?, apakah kamu kesusahan karena kan itu bukan mata pelajaran yang kamu kuasai?

K : engga masalah sih, jadi kalau misalkan ada jam kosong itu kan pasti gurunya Udah ngasih tahu karena di sana itu. Enggak mendatang tapi kayak Kebanyakan itu H-1 dikasih tahu. Itu bagusnya di sana gitu ya kalau mau digantiin. Itu H-1 udah ngumpulin gitu ke Waka kurikulum setiap jenjangnya waka kurikulum SD waka kurikulum SMP,SMA terus nanti dari waka kurikulum itu ngirim ke kita tapi itu H-1 . kalau mepet mepetnya ya pagi pagi banget sih jam 7 itu udah pada ke ruangan transit kita guru-guru yang mau minta jagain jadi bukan kita yang disuruh ke sana tapi guru-gurunya itu yang nyamperin kita karena mereka yang butuh kita kan itu jam 7:00 meskipun kelasnya nanti jam 13:20

	<p>kelasnya nanti jam. 10 atau habis dhuhur pas ya 12:00. Itu tuh udah dikasih Tahu dari jauh. Terus juga. Ada buku panduan dan walaupun ada tugas. Misalnya, ini matematika padahal kita enggak ada basic matematika di situ dicatetin stepnya gitu ini ngerjainnya gimana gimana jadi ya kita masuk kelas kayak ya udah masuk aja ngasih apa yang disuruh dikasih. Kalau ada yang tanya jawab. tanpa kita harus Mengulas dulu apa yang akan dipelajari hari tu.</p> <p>A : berarti enjoy-enjoy aja ya kak?</p> <p>K : iya</p>		
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Data number	Interview	Reduction	Coding
	<p>A: Last but not least aku pengen tau, kalau kamu disuruh menggambarkan masa masa PPL mu kemarin dalam satu kalimat gimana?</p> <p>F: mengesankan. itu aja si,</p> <p>A: oke fer, aku akhiri wawancaranya, sekali lagi makasih mau nyempetin waktu</p> <p>F: is okey, semoga lancar ya da</p> <p>A: aamin, kamu juga semoga dilancarkan urusannya</p>		

Data number	Interview	Data reduction	Coding
001	<p>A : Assalamualaikum Sis Karina, how are you?</p> <p>K: Thank God, it's fine. How is Aida?</p> <p>A : That's fine too. BTW, thank you for wanting to be my participant.</p> <p>K: You're welcome. Okay.</p> <p>A : My first question. So, if we already know that you are PPL at the Indonesian school in Kuala Lumpur, then from when to when, right? What's the date or month?</p> <p>K : Regarding the surrender of hands on August 2. Withdrawal is September 14th, so total is around 24 . day for the SIKL. It's not the same as round trip if round trip takes a total of 28 days.</p> <p>A : OK. So what level are you teaching there, Sis Karina?</p> <p>K : teaches elementary school</p> <p>A: What class is that, Karina?</p> <p>K: Elementary school class 4 5 for English</p> <p>A: In English, that means once a week, right? Once.</p> <p>K: Yes. Once a week. Only two hours of English lessons every week.</p> <p>A : That means there is one class for grades 4 to 5? Total or usual, right? How many classes</p>		

	<p>are there at each level? I</p> <p>K: yes. The total is one class and one class. Except for class one, there are many students, there are one a, one b. Starting this year.</p> <p>A : That means you are there teaching. Approximately how many times is 3 times?</p> <p>B : So we entered 6 times if that's the main thing. 6 times yeah. Class 4 class 5 respectively. 3 times entered. But if you replace it with the same substitute, it will replace so many classes. Elementary school as well as middle school.</p>		
002	<p>A: Quite often too, sis</p> <p>K: yes, hehe</p> <p>A: Sis Karina is a PLP at Kuala Lumpur Indonesian School, can you tell me about the linguistic, ethnic, religious and racial background of the students there, is the entire school community there Indonesian?</p> <p>K: The backgrounds of the students and teachers there are multicultural. Hey, there's really global diversity because they come from all regions in Indonesia, from Sabang to Merauke. I'm sure there is a problem, yes, the shape is different, different and for example, what is it called Indonesia? Indonesian holidays,</p>	<p>So at first we felt scared. can it or not? Then I'm not confident either. I felt unconfident. I'm also afraid that, for example, the students don't understand what we are explaining in the material.</p> <p>But after we proved it ourselves, and I really prepared the material, after we entered the class ourselves. Thank God, they understood our language. Except</p>	TESL

	<p>Indonesian birthdays, the clothes are really different, and when I entered class, I asked where did they come from? Well, there are those from Aceh Madiun and Sumatra. Yes, that's a lot, sometimes Papua also has Samarinda. Both from the crew and the students and they use different languages according to their own language to unite, use Indonesian. If they don't speak Indonesian, use Malay. For example, if they don't use Malay, they use Malaysian-style English, that's what it's called a second language there, yes, if it's in Malaysia, that's fine. Actually, there is some chronization. Maybe it's not right, but they understand that. Therefore they usually do it every day both in class and outside class.</p> <p>A: Oh yes, English is a second language there. How do you feel about that? Do you have any concerns of your own?</p> <p>K: If you face an environment like that. It's really difficult, can it be done or not? Because it's us too. I don't really speak fluent English. I mean, we are sure that they will be more fluent because they are used every day. Meanwhile, we don't apply it in everyday life or especially because of the</p>	for the children who needed special assistance.	
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vocabulary in the academic environment, educational environment. So at first we felt scared. I can't, I can't, I'm not confident either. I felt unconfident. I'm also afraid that, for example, the students don't understand what we are explaining in the material.

A: But after feeling that, you think about the strategy, like preparing more, right? What do you mean by that feeling while you're teaching or is it just the beginning, right?

K: Yes, so that first time was like an observation period. There is, yes, observation and mentoring, first following along with the teacher. Well, it's starting to look really smooth. Now that's starting to get scary. I'm afraid I won't understand. Can you absorb what we explain? But after we proved it ourselves, and I really prepared the material, after we entered the class ourselves, thank God they understood our language. Except for the children who needed special assistance.

A: That's for children who need assistance. What do you mean after class do you chat face to face or something?

K : There were 2 people. One girl, one boy. If it's a guy. He is usually after class. So it's like I

did the class before the break, so when I took a break, he was approached. So, did you understand or not, then no, I don't know what was explained earlier. Coincidentally at that time I replaced mathematics. If he speaks English, he understands what it means. It's mathematics. Yes, I explained it to him in English as best I could. That's for boys, usually straight after finishing lessons. But if another person is a girl. Yes it is. Previously, at an international school in Bogor, the curriculum used Cambridge. He only moved here around July 2000. When I became PLP in August. He just came in, including how many months he just moved here. So his position is still adapting to the SIKL environment, still adapting to the language. Ee, so he doesn't understand. Then, parents, he even told my friends and I to smear him. If it's a boy, right? Yes, I've been speaking English since I was little. There's nothing wrong with being raised in Singapore because his father was an engineer in a technical field, so he was like a big man in a company, that's what. And he is already used to English. At home, he speaks English with his older siblings and parents.

But for some **points I was motivated** like I was motivated to buy like that, you know. Like, for example, you are given typical food like that, what is it called, what is it called, basically

SA

	<p>Then in class there you only speak English, you can't speak Indonesian. If it's a girl, it's better if you understand a little bit of Indonesian, but if it's a guy, it's really difficult. In fact, sometimes those of us who are in this, what is the harsh term, make fools of him like that, you know? like that, do you understand what I say like that?</p> <p>A: Oh my God, what would you do if you were rich like that? What would your response be?</p> <p>K: At that time I was a bit disappointed, I was. Well, I just. Because we're going to elementary school children, we can't just forgive, so we can't be taken seriously and considered impolite. We basically deal with it by joking around a little but also hitting him like giving him advice. But not too serious. But he also has to be aware of that. So Diane understands, keep quiet and don't repeat it again.</p> <p>A: Your response was very wise, Sis. Oh yes, because you are a PLP in Malaysia, yes, even though you teach, are there still differences regarding the school culture there and in Indonesia?</p> <p>K: My culture with SIKL is quite different because there it's hedonism for whatever it takes to make money, whereas that's</p>	<p>meat, chicken, what kind of cooked chicken, what kind of drink, something like that, and on the streets there are things like that, some of them are selling it. Yes, of course we won't have to cook later.</p> <p>At that time, I was a bit disappointed, for me.</p> <p>Well, I just. Because we're going to elementary school children, we can't just forgive, so we can't be taken seriously and considered impolite.</p> <p>I don't know where he's from, if he speaks in a high pitched voice, it's as if he's scolding us, so at first I felt offended. But after I knew their background I was</p>	<p>TESL</p> <p>SA</p>
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	<p>not the case at my campus. That's how simple it is. But if there is even something like a special budget for people who are, say, rich, then they ask for money for the building and for the menu. Hats, like glass facilities or something like that, are there and other cultures, right? There really are people from all over Indonesia, so the accents between people from Java and people from outside Java are definitely different, right? Well, sometimes there are people who say that, especially from Sulawesi or I don't know what region they are from. If they speak in a high tone, it's as if they're scolding us, so at first I felt offended. but after I knew their background I was able to understand. Only. That's part of their world, every Friday there is eating, eating and eating. It's not just one menu, there's a lot of it and it's all there, it's like you've finished it, you take it but you never finish it, what's the name? Not all of them are Muslims, there are Christians, there are Hindus and Buddhists. Those who don't know this rule, for example in the Islamic religion, might still understand it, especially if it's that one. The discipline is probably very disciplined there and if it's not</p>	able to understand.	
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punctual, you're not allowed to come in, you've been told to go home, your child is not allowed to go to class unless you have to. Hopefully it's his son. Then there's the absence of using barcodes. So there are no absences that are manually called out in class by name one by one or not. But when a student leaves there is a barcode scan, so what necklace is the student wearing? Not a necklace, but something like that. It's like that, but the barcode contains the same name and the system will detect it. Oh, he left just today like that. That's part of being sophisticated, yes, it's sophisticated there and it also upholds the unity of Indonesia, because it comes from various regions. Then also culture like cultural culture, perhaps more cultural dance, and music with musical instruments like that, dance is also really embedded and there are extras. So there are dances all over Indonesia. They can display.

A: So these differences directly influence Sis Karina's teaching, right? Regarding these differences, how does Sis Karina respond to them? Because like it or not, we have to adapt too, right?

	<p>K: The lifestyle of the teachers and students there is hedonistic. But for some points I was motivated like I was motivated to buy like that, you know. Like, for example, you are given typical food like that, what is it called, what is it called, basically meat, chicken, what kind of cooked chicken, what kind of drink, something like that, and on the streets there are things like that, some of them are selling it. Yes, of course we won't have to cook later. Just buy something like that which we felt yesterday. Then in terms of lifestyle. like this bottle. Bottle there cutlery . The students use smiggle. Then if you see that, just buy this and buy that so it's like that.</p> <p>A: Does Sis Karina imitate all the hedonistic styles of the school community?</p> <p>K: not all. Only a few if we can afford it. For example, when it comes to cellphone brands, etc., we obviously won't copy them, hehe</p> <p>A: okay</p>		
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Data number	Interview	Data reduction	Coding
003	A : tell me about your school regulations. What do you mean	I was shocked because it wasn't	DV

	<p>by that, are there any rules you have to follow at school?</p> <p>K: There are no special regulations whatsoever. There, the teachers also obey the rules for students, such as discipline. because it's very disciplined there and we live in a condominium. So you have to use the lift instead, if for example it's full, you can't go up and you have to queue. If you queue up, it means you can get to school late, more than 8:00, Malaysian time. It's 8:00 when you get to school. The first time it was a bit difficult because the time was different in different countries and we had to balance things like that. So once we were late for school because we had to queue for the elevator, so we were punished and told to stand for 10 minutes. But that's only once, if it's three times we will be called by the principal</p> <p>A: Does that mean teachers can also be punished there if they break something?</p> <p>K: Yes, at first it was a shock because it wasn't really our fault, especially as far as I know in Indonesia when there are teachers who are late it doesn't happen to that extent, hehe</p> <p>A : OK, I see, are there any standards for teaching SIKL that the tutors tell us about?</p>	<p>really our fault, especially as far as I know in Indonesia, if there are teachers who are late, it doesn't happen to that extent, hehe</p>	
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	<p>K: There are no specific teaching standards, for example teaching English has to be like this, but we have to be interactive teachers for our students. It's not just the students who greet first, but the teacher also greets</p>		
<p>004</p>	<p>A: Oh yes sis, in the beginning, did you find it difficult to mingle with the school community there?</p> <p>K: Oh. Difficult. If you find it difficult to join. Yes, I've had that feeling. I'm not that person myself. You can't just hang out like that when you meet new people, especially. Small child. I haven't been able to attract his attention yet. If you don't go to class, I don't think you can do it. Well, for example, in the morning at 5 S the box asked who to say good morning to, that's how I did it, they got to know each other for a long time and then finally they just got along. I was scared at first but apparently I got through it.</p> <p>A: Oh yes sis, I'm curious about how close your relationship is between Karina and her friends PPL friends? What kind of interaction is there?</p> <p>B: the interaction is quite close. So usually we tell each other when we've finished teaching. If</p>	<p>Directly influence not. But it's like I'm more relaxed about teaching, because I feel like I'm close to you</p>	<p>PS</p>

they tell the story, on the first day they should be told to teach like that. Then the original teachers are genuine, but they themselves cannot be teachers like the originals. So it's like a jomplang. Then I got feedback and he said he wasn't relaxed or confident enough. But it's also difficult, right? It's like I don't feel like I accept new people coming in when I'm told to go to class. Yes, we speak automatically without preparation. And in my opinion, I would feel better if I told it to my friends rather than keeping it to myself

A : Oh yes sis, half a month is quite a short time. What is the relationship between Sis Karina and the teacher there?

K: the relationship between you and the teacher, if the relationship with the teacher is good, you can also save each other's numbers, follow and follow, right? Because what's there is really the same. We are each other's staff, the teachers there, not us, the teachers there, that's normal. That's following. Teachers following students, following and following, like that, has become a normal thing, so even students follow recipes, let alone us, who in fact we are co-workers, that's one of them

	<p>on TV. Keep going tk. In terms of. What's more, communication continues to this day, yes, we once made content with him on videos like that when we were doing activities like that on videos and then making tik toks. That's fine, he is. He has a good relationship, up to that point, that's all</p> <p>A : Wow, it's quite close, isn't it? According to Sis Karina, does this affect Sis Fera's teaching performance?</p> <p>K: directly influences the baseball. But it's like I'm more relaxed about teaching, because I feel like I'm close to you.</p>		
005	<p>A : Oh yes sis, when PLP does that mean there is a field supervisor?</p> <p>K: yes there is. The DPL is 3. My DPL is from my campus. So that's DPL Withdrawal itself. Continue DPL in its own PPL process. Like for communication about reports and other things, DPL also withdraws itself. So there are 3 in total.</p> <p>A: What was it like for those who were DPL while there? It means delicious delicious. Just. For example, the guidance of this report. Can you tell us about your close relationship with the DPL there?</p>	<p>I am satisfied because after every lesson I chat with him so I can evaluate myself and be better prepared for the next lesson.</p>	C

K: Coincidentally, the DPL that was there was the program director of the international class program, so it was close. Like for example. We were asked today what we are doing today? Send the photo as material for your report. It's in a group, whether in school or outside school, wherever you go, it's sent to the group. As for the report. Yes, discuss it a little. It doesn't matter what you think about what you're reporting. But it's not really commented on in depth, it's like just a comment, oh, that's not enough. Yes, but don't the comments continue to be scribbled on or not, just a simple simple consultation. And it helps our teaching life there, so if there is a problem we can discuss it

A: OK, that means just be fine with DPL. How do you get close to your tutor?

K: So in total there are 4 tutor teachers. There is a connection between one and the other, like for example, my tutor teacher. That's what makes the elementary school curriculum look like this. If, for example, he has free time, he still communicates with all of us. Not just one, not just one person to me, that's what I mean, but to

everyone. The 2 who are on the same campus as me are also different. The tutor teacher and the vocational school teacher were a tutor at that level and coincidentally the apartment was one room used by us. So the relationship is good too, like that, and the other one has checked on us eating at his house and the one from Islamic religious education has checked on us when we go out, yes, everything is good, that means they complement each other, so there are those who ask us to eat, there are those who ask us to go for a walk. There are those who have a place for it and there are also those who like it. That's the one who acts as an intermediary between all the tutors, so he's the choir, that's the term, it's good, that's how they complement each other, that's the relationship.

A: OK, that means just be fine with the tutor. But I want to ask this. Don't you give feedback every time you teach?

K: "That's often, in fact, every time we finish teaching, we definitely do it together, between me and my cooperative teacher, we evaluate how it was in class. He said to me like oh this isn't enough, you should explain it from here to here to

here like from in general, then specifically he thought it was like that, so he gave it. Then someone gave me feedback, especially applause like that, because at that time I was still in elementary school and shouted like that. I was satisfied, because after every lesson I chatted with him. so I can evaluate myself and be better prepared for the next lesson.

A: And you just accept all of that fer? Or Was there ever a moment? Like, why are you doing something like that?

B: For example, the mind itself exists, yes. It's like what, even though it's called telling him to be like this, you know, I'm already like this, but it's still wrong in his eyes. I did, but it wasn't said. If we are in front of a teacher, we obey. It was never revealed directly, most of all he said it to his PPL friends, not to his teacher directly.

A: What is your model, sis, when making a teaching module or lesson plan, do you discuss it with the tutor?

B: yes, discuss it. Also given a template from the tutor. Then we just make it. Then later you want to print it or not. Grandpa We also have an agreement between us and the tutor.

	<p>Having an agreement like this really helps me. So that you don't get confused about how to make the right teaching module according to his standards, so your time is more efficient.</p>		
<p>006</p>	<p>A: Yes, that's right, the name is in someone's place, right, sis, so we have to follow it. BTW, earlier Sis Karina said that her tutor was the Deputy Head of Curriculum. Have you ever asked him for help other than teaching?</p> <p>K: Yes, for example in matters other than teaching. Never have I. Yes, curriculum mate. Those are the children who usually organize children's activities. Is that what the Monday ceremony usually looks like? But I never did because PPL is purely for teaching. At most he asked me to correct his assessment, it was still something like that. Or at most they were told to replace teachers who weren't coming in or guarding picket lines</p> <p>A: Can you tell me about guarding picket lines and replacing teachers who don't come in?</p> <p>K: 5 s in the morning straight away. If it's a picket schedule. There are 2 places. 4 floors, one floor 2. Same as both high schools. The first floor on the</p>	<p>Have you ever felt, oh my God, I feel so pressured that I want to prepare the learning media, right? Like I came in around 10:00. But that morning the 5th picket was over. So, bro, if you clean up the 4 sketches at the same time, that's half a time, right?.</p> <p>But I don't think about how depressed I feel, but again, I have to go through with this</p>	<p>Com</p>

2nd floor is where TKSD SMP is located. There are 2 places on the first floor of TKSD and the second floor of SDSMP, each with 2 teachers. High school also has a place. And later there will be a teacher there. If, for example, the teacher on picket doesn't leave, that means we will replace that teacher.

A: Is it just for English lessons or what?

K: no. Depending on who doesn't go, what teacher is teaching, it could be another lesson. and sometimes it can also cross levels, it can be in middle school or high school

A : Well, when you were told to change it like that. What do you mean, fine, fine? Sometimes you get tired, right? Or. It is okay?

K: Have you ever felt that oh GOD, I feel pressured and I want to prepare the learning media, right? Like I came in around 10:00. But that morning the 5th picket was finished. So, bro, if you clean up the 4 sketches at the same time, that's half a time, right? Same. I've done this and that too, negotiating with another friend who's more like this, yes, who's slower, that's what he's really looking for, and he doesn't have a school schedule. Because I

once asked him. So if. It feels like it's stuck like that. Most. For example. No one wants to replace it, it means like I can't, my friend can't, it's like I'm feeling uncomfortable, like that, actually it's not for me, but again, I have to live with this, okay?

A: It's natural, for example, it's a mess, but it's still meant to be done. How do you feel about guarding pickets in different subjects? Are you having trouble because it's not a subject that you are good at?

K: It doesn't matter, so if for example there is an empty hour, the teacher will definitely have told you because it's there. Not in the future, but like most people, they will be notified in H-1. That's the good thing there if you want to replace it. That's H-1, we have collected it from Waka Curriculum for each level, Waka SD Curriculum, Waka SMP Curriculum, High School, then later from Waka Curriculum we will send it to us, but that's H-1. If it's tight, it's really early in the morning, at 7 o'clock, we're already at the transit room, the teachers are the ones who want to take care of it, so it's not us who are told to go there, but the teachers are the ones who come to us

	<p>because they need us, right? It's 7:00. even though the class will be at 13:20 the class will be later. 10 or after midday at 12:00. I've been told that from afar. Keep going too. There is a guidebook and even if there are assignments. For example, this is mathematics even though we don't have basic mathematics there, we write down the steps, that's how to do it, so we enter the class as if we've already entered, just give us what we're told to give. If anyone asks, answer. without us having to review first what we will learn that day.</p> <p>A: That means just enjoy, right?</p> <p>K: yes</p>		
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Data number	Interview	Reduction	Coding
	<p>A: Last but not least I want to know, what would you say if you were asked to describe your PPL period yesterday in one sentence?</p> <p>F: impressive. that's all, sis</p> <p>A: OK Fer, I'll end the interview, once again thanks for taking the time</p> <p>F: it's okay, I hope it goes smoothly, okay?</p> <p>A: Amen, I hope things go smoothly for you too</p>		

INTERVIEW DATA TRANSCRIPTION PARTICIPANT 2

Interviewer : Aida Nur Khamidah

Participant : Fani (Winter)

Time : Saturday, November 21, 2023

Place : campus 2 Walisongo State Islamic University

Length of Interview : 45 Minutes (13:00 – 13.45)

1. Social Acceptance (**SA**) : a process of social acceptance that elicits several emotions
2. Teaching for English Second language students (**TESL**): the process of teaching students with English as a second language, which raises some emotions
3. Politeness value (**PV**) : the differences in the meaning of the value of politeness that cause several emotions
4. Discipline Value (**DV**): the differences in the meaning of the value of politeness that cause several emotions
5. Cooperation (**C**) : the process of cooperation between the EFL student teacher and the cooperative teacher which caused a variety of emotions.
6. Classroom management (**CM**) : emotions that arise when the EFL Student teacher organizes the students in the classroom
7. Personal support (**PS**) : supports from students and teachers towards EFL Student teachers which causes the emergence of emotions

8. Compliance (**Com**) : the side of EFL Student teachers' obedience to the teacher's orders causes the emotions that EFL Student teachers feel

Indonesian Version

Data Number	Interview	Data reduction	Code
01	<p>A: Hai kak Fani, apa kabar?</p> <p>F: Alhamdulillah baik</p> <p>A: oke, mulai pertanyaan yang pertama ya kak fani, Oh ya kamu PPL di SIKL tuh pas kapan ya?</p> <p>F: tanggal 4 sampai 24 mei, jadi totalnya 20 hari</p> <p>A: kamu ngajar di jenjang apa fan SD, SMP atau SMA?</p> <p>F: SMP sama SMA kelas SMP kelas 8 sama kelas 10 2 kelas.</p> <p>A: Oke kak Fani, pertanyaan pertama, ada ga si perbedaan kebiasaan antar disana sama disini mungkin contohny a lebih disiplin atau apa gitu. yang mencolok</p> <p>F: Okay Emang nggak boleh main HP</p>	<p>menurutku ya awalnya saya si agak kaget loh kok ngga setertib anak indonesia ya. tapi setelah dipikir-pikir lagi di luar negeri terus juga eh sekolahnya juga internasional Jadi enggak kayak yang sering masuk lah mungkin.</p> <p>Mereka lebih sopan daripada siswa di Indonesia. Karena kalau mereka mau minum, mau apa, mau ambil barang yang</p>	<p>SA</p> <p>PV</p>

	<p>di kelas boleh bawa tapi dikumpulin gitu mungkin dipakainya ketika ada kegiatan Cuman kadang ya Ada guru yang nyuruh apa dikumpulin Hp nya kalau mau apa ujian itu atau mau apa sih namanya ulangan tapi ada juga yang bener-bener di kelas pasti boleh main HP kayak gitu kan Ya zaman saya dulu kan ya nggak boleh ya pakai HP Kalau sekarang sih Kurang tahu ya Cuman waktu kemarin ikut observasi sama dosen baru itu memang enggak boleh main HP ikhlas boleh bawa tapi ini ngumpulin gitu mungkin dipakainya ketika ada kegiatan yang harus menggunakan HP terus mungkin anak-anaknya terlalu bebas ya, bebas disini tuh kaya ini tuh kayak boleh keluar boleh sering-sering keluar-keluar jadi gitu terus kenapa ya mereka tuh</p>	<p>jatuh, mereka bakal bilang kalau mau beranjak dari kursi, mereka akan minta izin. Awalnya aku ngerasa kek kenapa sih kok minta izin, itu membuat aku berhenti mengajar sejenak, dan sedikit banyak mengganggu konsentrasi anak-anak yang lain dan saya agak canggung juga dengan anak tersebut meskipun begitu aku tetep kagum si sama karakter mereka. Tapi untuk hari-hari berikutnya udah terbiasa. Ya, memang sangat baik menanamkan sopan santun di sana</p>	
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	<p>sering ga masuk kelas sekolah itu apa ya entah ada kalau kalau aku yang tanya ya kenapa kemarin enggak masalah tapi sering sakitnya jadi kayak misalnya dua hari masuk masuknya enggak masuk padahal seminggu sekolah cuman 5 kali</p> <p>A: disana itu ada apa namanya minimal alfa kayak gitu enggak sih soalnya disini kan ada</p> <p>F: ngga ada. Soalnya namanya kan internasional school ya jadi muridnya kan dari berbagai negara cuman yang kebanyakan memang dari Indonesia namanya juga sekolah Indonesia cuman ada juga yang asli malaysia ada yang blesteran juga jadi mereka kadang-kadang Kalau sekolah tuh kayak yang mood mood an gitu ya kadang masuk kadang enggak kadang ada yang kalau misalnya mereka pulang ke negeri mereka itu bisa</p>		
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beberapa hari ngga masuk sekolah. adapun yang entah itu dia bolos atau ijin dia ini pernah itu satu orang di kelasku itu enggak masuk sampai semingguan. Ini kenapa kan aku tanya bilanganya Ya enggak tahu Bu Udah seminggu enggak masuk gitu. Duh ngga jelas emang

A: Nah pas awal-awal kamu ngelihat itu gimana kak fani, maksudnya kayak kamu pernah Enggak si expect loh kok kayak gini ya sekolah disini kan karena tadi kayak free banget Terus kayak gitu ya. What do you feel?

B: menurutku ya awalnya saya si agak kaget loh kok ngga setertib anak indonesia ya. tapi setelah dipikir-pikir lagi di luar negeri terus juga eh sekolahnya juga internasional Jadi enggak kayak yang sering masuk lah mungkin.

	<p>A: berarti lebih ke kehadiran ya kak?</p> <p>F: iya, eh ada satu lagi, kalo disana tuh lebih apa ya sopan gitu misal pas aku pergi ke kelas. Mereka lebih sopan daripada siswa di Indonesia. Karena kalau mereka mau minum, mau apa, mau ambil barang yang jatuh, mereka bakal bilang kalau mau beranjak dari kursi, mereka akan minta izin. Awalnya aku ngerasa kek kenapa sih kok minta izin, itu membuat aku berhenti mengajar sejenak, dan sedikit banyak mengganggu konsentrasi anak-anak yang lain dan saya agak canggung juga dengan anak tersebut. Tapi untuk hari-hari berikutnya udah terbiasa. Ya, memang sangat baik menanamkan sopan santun di sana</p>		
02	A: wah keren ya kak. btw mereka most of	Agak bingung juga sih	TESL

	<p>pakai bahasa apa sih fan?</p> <p>B: Baik guru maupun siswa dan mereka menggunakan bahasa yang berbeda sesuai dengan bahasa masing-masing untuk menyatukan mereka, ya menggunakan bahasa Indonesia. Kalau tidak pakai bahasa Indonesia, mereka pakai bahasa Melayu. Kalau misalnya mereka tidak pakai bahasa Melayu, mereka pakai bahasa Inggris ala Malaysia, apa namanya di sana, itu bahasa kedua di Malaysia. agak bingung juga sih sebenarnya mau pakai bahasa apa saat mengajar di kelas. Jadi di kelas saya pakai bahasa yang mayoritas siswa bisa, walaupun kadang harus saya jelaskan lagi dengan bahasa lain. solusinya ya supaya anak-anak tidak merasa iri.</p> <p>A: selain ngajar ada tugas lain engga</p>	<p>sebenarnya mau pakai bahasa apa saat mengajar di kelas. Jadi di kelas saya pakai bahasa yang mayoritas siswa bisa, walaupun kadang harus saya jelaskan lagi dengan bahasa lain. solusinya ya memahami latarbelakang mereka dan menggunakan sebisanya semua bahasa supaya anak-anak tidak merasa iri.</p>
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disana misal jadwal tiket atau apa ada enggak disana

F: kalau aku sih ya pokoknya seminggu ini tiga kali ini salam-salaman cuman kemarin gara-gara jadwalnya itu nabrak sama ngajar jadinya ada yang enggak bisa jaga. Sebenarnya ada jadwal jaga perpus si cuman gara-gara tertabrak sama ngajar jadinya ga ada jadwal jaga perpus terus juga Eh ada kayak ganti kelas gitu.

Sebenarnya kita kan ngajar bahasa inggris, engga yang kan ada guru yang enggak bisa ngajar soalnya kayak ada acara di depannya ganti itu ada jadwalnya kok dikasih ya mungkin enggak terlalu susah soalnya kadang-kadang gurunya yang minta digantiin itu dengan kamu tinggal ambil kelas gitu atau enggak kasi aja materi ini

A: berarti kayak enggak masalah ya

	<p>mesin gantiin rasanya gitu soalnya kan saya sudah berikan</p> <p>F: hmmm, cuman kemarin ada tempat yang ngajar apa ya namanya anak SD olahraga itu bener-bener olahraga gitu. Bener-bener out of expectation ya . anak-anak gitu ya kayak spontan aja nanti kita kayak gini Aduh ngaturnya susah banget soalnya anak-anak kecil sudah enggak tahu mau ngejar apa diajakin aja main itu apa squid game.</p>		
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Data number	Interview	Data reduction	Code
03	<p>A: wah kedengarannya, seru gitu ya fan. karena kamu 2 minggu disana boleh diceritain ga kedekatan kamu sama siswa atau guru disana?</p> <p>F: Murid-murid dan guru-gurunya sangat baik, semuanya baik dan ga ada yang mbuat kami tidak senang, kek semua orang</p>	<p>Murid-murid dan guru-gurunya sangat baik, semuanya baik dan ga ada yang mbuat kami tidak senang, kek semua orang menyambut kami dengan baik, dan juga antusias kalau murid-muridnya antusias, dan pintar. pas anak-</p>	PS

	<p>menyambut kami dengan baik, dan juga antusias kalau murid-muridnya antusias, dan pintar. pas anak-anak juga untuk kami saat perpisahan jadi ya, mereka membuat kami terkesan sebagai warga sekolah. ga ada kenangan buruk seperti itu kalau siswanya suka kasih hadiah jadi mainan jadi ya namanya juga anak kecil, ya itu tadi kalau yang gede ngasih jajanan atau yang kecil juga ada jajanan, banyak hal yang membuat saya, semuanya membuat kami terkesan.</p> <p>A: wah berarti semuanya membuat terkesan ya fan?, menurutmu apa pengalaman yang sangat berkesan atau pengalaman menarik yang masih kamu ingat</p> <p>F: apa ya karena semuanya berkesan sampe aku bingung pen cerita yang mana. ooh mungkin ini aja ya pengalaman yang ga bakal aku lupain.</p>	<p>anak juga untuk kami saat perpisahan jadi ya, mereka membuat kami terkesan dan senang sebagai warga sekolah. ga ada kenangan buruk seperti itu kalau siswanya suka kasih hadiah jadi mainan jadi ya namanya juga anak kecil, ya itu tadi kalau yang gede ngasih jajanan atau yang kecil juga ada jajanan, banyak hal yang membuat saya, semuanya membuat kami terkesan</p> <p>Saya jadi khawatir, setelah itu saya mendatangi guru tersebut dan meminta maaf tapi guru tersebut mengatakan tidak mau memahasnya lagi, jadi saya pergi karena bingung dan yang penting sudah minta maaf.</p>	<p>CM</p>
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	<p>wkwk. ada satu momen ketika ini. boleh aku ceritain full? A: iya boleh. kelas 8 karena materinya sudah selesai Aku aku sebenarnya udah ngomong ke mereka Kalian mau PR apa Mau dikerjain di kelas gitu kan katanya PR aja biar nanti di kelas itu bisa bikin apa-apa di rumah akhirnya aku ngapain ngajak Mereka nonton kan karena udah di sini udah di Selesaiin dulu jadi kan aku bukan benar-benar enggak full yang enggak ada pelajaran kan dari pr yang di rumah gitu Terus waktu itu karena memang Kalau menurut aku santai aja ya mereka yang tiduran di depan sambil nonton kan nonton film terus kursinya tuh kayak di pinggir-pinggir semua gitu sama mejanya ya mereka 3 atau 4 orang gitu terus fokus dalam pelajaran. nah udah selesai Sebenarnya jam pelajarannya, ya aku udah suruh mereka</p>	<p>dari kejadian itu aku evaluasi diri aku biar ga keulang lagi</p>	
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buat bangun tapi kayak Masih pada santai-santai terus tiba-tiba ada guru yang Pelajaran setelah setelahnya itu auto terus Bapaknya gini loh iya ada gurunya Enggak kok tidur-tiduran gitu. karena aku duduk di belakang Ini ada di belakang ya udah mbak lanjut dulu terus aku ya karena enggak enak ya aku bilang enggak Pak ini udah selesai gitu kan aku berdiri terus yang kedua pada tidur itu kan ternyata bapaknya itu sudah siap terus Aduh udah deh udah itu tapi ternyata sebelum keluar bapaknya bilang gini ‘ya udah Kalian nonton aja tapi enggak usah saya ajar kayak gitu langsung bilang kayak gitu katanya nih yang pms siapa ya bapaknya tuh auranya tuh udah apalagi pakai baju merah.

A: jelasin nggak fan mengenai kejadian atau menjelaskan sebenarnya itu udah

pelajaran kok ini
F: nih semua itu
soalnya bapaknya ya
emang kayak aku kira
awalnya tuh bercanda
Terus waktu aku keluar
kan ketemu sama
bapaknya tetap gini
Pak gitu kayak senyum
gitu biasa aja gitu
kayak Ya udah
mungkin enggak tahu
bagaimana enggak tahu
kan terus habis itu aku
kayak perasaanku
sudah enggak enak
terus aku dicat anak-
anak Didik Kak ini
bapak ini marah di
kelas Katanya kamu
mau diadu ke guru
pamong kamu, ya terus
aku langsung takut
nyamperin temen aku
yang waktu itu jaga.
Oh ya Ada piket absen
tiket absen itu kayak
nunggu di depan kelas
karena nanti Menunggu
Kalau enggak kita bisa
keliling dan keliling
kelas tanya siapa terus
terus kayak gini aku
sama temanku kan
kira-kira kayak ngobrol
gitu ada bapak itu
keluar terus Bapaknya
lihat aku enggak

tenang sembunyi gitu serem banget sama mukanya. terus aku nyamperin Terus bapaknya tuh udah selesai ngajarnya tapi ngajarnya belum selesai marah-marah doang terus pada anak itu dimarahin gara-gara ada jam pelajaran mereka masih tidur-tiduran terus katanya Nanti aku mau ditemuin tadi. Terus gimana sih kalian bisa bilang kalau aku udah ngasih pelajaran Kak kita jelasin pun bapak itu enggak bakal mau dengar kayak gitu nah terus itu udahlah aku ajakin yang akan aku ayo kalian yang tidur tadi sama ketua kelas minta maaf nih sama bapaknya daripada nanti bapaknya sebel sama aku ya kan aku sama dia ngajar apa ya. terus aku datang bapaknya tuh lagi masak di perpustakaan yang belakangnya bisa buat masaknya di situ jago masak sebenarnya cuman Enggak tahu

Emang auranya kalau sama murid itu beda ketika dia masak atau ada acara itu beda. Terus aku kan nyapanah dia senyum. Pas anak didiku nyapa mukanya langsung berubah ngga ditanggepin bener. Terus aku bilang aku jelasin kan maaf pak tadi itu mereka tidur, saya lalai ngga ngasih tahu mereka. Terus bapaknya kaya udah nanti aja gitu. Kayak ngga mau nyelesain saat itu juga. Terus aku bilang makasi pa, terus ya gitu aja gimana orang ngga ditanggepin. Tapi dikemudian hari pas aku ketemu sama guru pamongku, guru pamongku ga bilang apa-apa si. Ga diaduin. Tapi itu emang bener-bener ngeri si. dan dari kejadian itu aku evaluasi diri aku biar ga keulang lagi (physical geography)
A: itu kejadian pas awal-awal, pertengahan, atau di akhir?

	<p>F: pas diakhir, besoknya aku pulang gitu. Makanya kan ya kali kita mau pulang ada masalah kaya gini kan ya udah aku selesaiin. Setelah kejadian tersebut, aku lebih berhati-hati dalam mengambil keputusan dan mengatur kelas dengan baik biar kejadian kek gitu ga terulang.</p>		
<p>04</p>	<p>A: wih pelajaran berharga banget itu ya fan. btw kalo kedekatan kamu sama guru pamongmu gimana fan? F: F: guru pamong si ya deket tapi yang biasalah. Soalnya kemarin itu waktu disana kan 3 mingguan, seminggu itu anak-anak pada piknik ke jogja jadi ngga sempat ketemu sama guru pamong kan jadi komunikasinya lewat chat kalau misalnya tanya-tanya lewat chat tapi setelah beliau pulang kan kayaknya tuh deket banget sama hari kepulangan Kita cuman kayak seneng gitu kayak pelukan gitu aja sih cuman dia baik</p>	<p>guru pamong si ya deket tapi yang biasalah. Soalnya kemarin itu waktu disana kan 3 mingguan, seminggu itu anak-anak pada piknik ke jogja jadi ngga sempat ketemu sama guru pamong kan jadi komunikasinya lewat chat kalau misalnya tanya-tanya lewat chat tapi setelah beliau pulang kan kayaknya tuh deket banget sama hari kepulangan Kita cuman kayak seneng gitu kayak pelukan gitu aja sih cuman dia baik</p>	<p>PS</p>

<p>cuman kayak seneng gitu kayak pelukan gitu aja sih cuman dia baik enggak yang kayak maksa kamu nanti harus kaya gini kalo di kelas</p> <p>A: Berarti pas itu ya kayak gitu fast respon</p> <p>F: Iya sih lumayan fast respon enggak sampai tunggu seharian baru bales</p> <p>A: pernah dikasi feedback pas konsultasi ga?</p> <p>F: iya pas misalkan konsultasi RPP deh dikasi feedback dikasi contoh kayak nanti kamu kayak gini aja kan udah dikasih contoh tinggal bikin aja Guru pamong kamu di situ jabatannya hanya guru apa misalnya jadi waka gitu enggak?</p> <p>F: Biasa.</p> <p>A: Berarti tadi kan kamu bilang beliau itu kayak enggak mau apa ya macam macam kamu harus ngejar kayak gini berarti kaya ya tinggal ngajar aja kayak gitu kan kayak enggak ada ketentuan pasti biasanya kayak</p>	<p>enggak yang kayak maksa kamu nanti harus kaya gini kalo di kelas</p>	
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	<p>ada guru yang harus misal kamu itu kalau ngajar itu harus kayak gini kayak gitu.</p> <p>F: Enggak sih, Enggak pokoknya ya, Kayaknya tuh yang masih ngotot tuh bilang gini beliau, yang penting kamu bisa narik perhatian siswa dulu. Nah tertarik kayak gitu Sama gurunya biar mereka mau fokus Soalnya kan aku ngajar itu kan kelas 10 katanya ya tuh kelas 10 IPS emang paling susah, jadi kalau emang kayak udah gak tertarik ya udah tidur di kelas iya tidur. Udah nggak dengerin guru gitu. Makanya harus udah mancing dulu perhatian Mereka. Sengaja terus selanjutnya tuh ya udah kamu. Mau sekreatif apa itu terserah kamu yang penting Kamu ngajar itu sesuai buku kan ada bukunya.</p>		
05	<p>A: berarti walopun LDR sama guru pamong beliau tetep support ya fan. oke</p>		

pertanyaan terakhir nih fan. kan sebelumnya kamu bilang kalo ada piket nyambut anak-anak gitu sama temen ppl mu, bisa diceritain ga si seberapa deket apa gitu kamu sama temen-temen ppl?

F: Jadi biasanya kita saling bercerita setelah mengajar. Kalau mereka bercerita, hari pertama pasti disuruh mengajar seperti itu. Lalu guru aslinya tidak berangkat, dan mereka sendiri tidak bisa menjadi guru seperti guru aslinya. Jadi kaya ada gap. Lalu aku dapat feedback juga, mereka bilang kurang rileks dan kurang percaya diri. Tapi itu juga sulit. Rasanya seperti tidak menerima orang yang baru datang dan langsung disuruh masuk ke kelas, ya otomatis apa yang kita sampaikan tanpa persiapan. Dan aku pikir rasanya lebih baik kalo kita mengungkapkannya kepada rekan-rekan saya daripada

<p>menyimpannya sendiri. A: soalnya emang di negara asing jadi ya yang dipunya temen sendiri ya kak. F: iya bener A: oke fan, wawancaranya aku tutup ya, btw makasih banyak udah mau jadi Participantku F: iya sama-sama da</p>		
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English Version

Data Number	Interview	Data reduction	Code
01	<p>A: Hi Sis Fani, how are you? F: Thank God, it's good A: OK, starting with the first question, Sis Fani, Oh yes, when are you PPL at SIKL? F: May 4th to 24th, so a total of 20 days A: At what level do you teach, elementary school, middle school or high school? F: Middle school and high school, middle school, class 8 and class 10, 2 classes. A: OK, Sis Fani, first question, is there a</p>	<p>In my opinion, at first I was a bit surprised that I wasn't as orderly as Indonesian children. But after thinking about it, I'm going abroad and the school is also international, so it's not like I go there often, maybe.</p> <p>They are more polite than students in</p>	SA

	<p>difference in habits between there and here, maybe for example, more discipline or something like that. which is striking</p> <p>F: Okay, you're not allowed to play with your cell phone in class, you can bring it with you, but you can collect it, maybe you'll use it when there are activities, but sometimes there are teachers who tell you to collect your cell phone if you want to take an exam or what's called a test, but there are also those who actually use it. Classes are definitely allowed to play on cellphones like that, right? Yes, in my past, you weren't allowed to use cellphones. Now, I don't know, but yesterday when I was observing with a new lecturer, I really wasn't allowed to play with cellphones, but I'm allowed to take this with me, so</p>	<p>Indonesia.</p> <p>Because if they want to drink, whatever they want, want to pick up something that has fallen, they will say that if they want to get up from their chair, they will ask permission. At first I felt like why did I ask permission, it made me stop teaching for a moment, and more or less disturbed the concentration of the other children and I was a bit awkward with the children, even though I was still amazed by their characters. But in the following days I got used to it. Yes, it is very good to instill good manners there</p>	<p>PV</p>
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maybe I'll use it when I have it. activities that require using cellphones all the time, maybe the children are too free, yes, freedom here is like this, it's like you can go out, you can go out often, so that's how it is, so why don't they often go to school classes? I don't know if there are any if I who asked why yesterday it wasn't a problem but the pain often became like, for example, two days when I didn't come in even though I only went to school 5 times a week.

A: What is it called, at least alpha like that or not, because it's here

F: nothing. The thing is, it's called an international school, so the students come from various countries, but most of them are from Indonesia, it's called an Indonesian school, but there are also some that are native to Malaysia, there are

also some that are half-breed, so they sometimes. If the school is in a mood like that, then sometimes they come in. Sometimes not, sometimes there are those who, for example, if they return to their country, they may not go to school for several days. As for those who either skipped class or gave permission, there was one person in my class who didn't come in for a week. This is why I asked and said yes, I don't know ma'am. I haven't been in for a week. Wow, that's not clear

A: Well, when you first saw it, what was it like, Sis Fani, I mean it was like you never expected it to be like this, right? Going to school here is because it seemed like it was really free. And then it was like that, right? What do you feel?

B: In my opinion, at

first I was a bit surprised that I wasn't as disciplined as Indonesian children. But after thinking about it, I'm going abroad and the school is also international, so it's not like I go there often, maybe.

A: That means it's more about presence, right?

F: Yes, there's one more thing, what's more polite there, for example when I'm going to class. They are more polite than students in Indonesia. Because if they want to drink, whatever they want, want to pick up something that has fallen, they will say that if they want to get up from their chair, they will ask permission. At first I felt like why did I ask permission, it made me stop teaching for a moment, and more or less disturbed the concentration of the other children and I was a bit awkward

	<p>with that child. But in the following days I got used to it. Yes, it is very good to instill good manners there</p>		
<p>02</p>	<p>A: Wow, that's cool, bro. btw, what language do they use most of?</p> <p>B: Both teachers and students and they use different languages according to their respective languages to unite them, yes using Indonesian. If they don't speak Indonesian, they use Malay. For example, if they don't speak Malay, they use Malaysian-style English, whatever it's called there, that's the second language in Malaysia. I'm a bit confused about what language to use when teaching in class. So in class I use language that the majority of students can speak, even though sometimes I have to explain it again in another language. The solution is so that</p>	<p>I'm also a bit confused about what language to use when teaching in class. So in class I use language that the majority of students can speak, even though sometimes I have to explain it again in another language. The solution is to understand their background and use as much language as possible so that children don't feel jealous.</p>	<p>TESL</p>

children don't feel jealous.

A: Apart from teaching, are there any other tasks there, for example the ticket schedule or what is there?

F: For me, basically three times a week, greetings, only yesterday because my schedule collided with teaching, so I couldn't keep up. Actually, there was a schedule for guarding the library, but because I was hit by teaching, there wasn't a schedule for guarding the library as well. Eh, there was something like changing classes like that. Actually, we teach English, but there aren't any teachers who can't teach because it's like there's an event in front of them, so why don't you give them a schedule, maybe it's not too difficult because sometimes the teacher asks to be replaced, so you just

	<p>have to take that class or not. just give me this material</p> <p>A: That means it doesn't seem like a problem, it feels like that's the case because I already gave it to you</p> <p>F: hmmm, just yesterday there was a place that taught elementary school children sports, that's really sports. Really out of expectations huh? Children are like that, it's just like being spontaneous, then we'll be like this. Oh, it's really difficult to organize because small children don't know what to do or what to do, just invite them to play squid games.</p>		
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Data number	Interview	Data reduction	Code
03	A: Wow, that sounds exciting, fan. Since you were there for 2 weeks, can you tell me about your closeness with the students or teachers	The students and teachers were very good, everyone was nice and there was nothing that made us unhappy, everyone	PS

<p>there?</p> <p>F: The students and teachers were very good, everyone was nice and there was nothing that made us unhappy, everyone welcomed us well, and was also enthusiastic if the students were enthusiastic and smart. fitting the children also for us during the farewell so yes, they made an impression on us as members of the school. There are no bad memories like that if the students like to give gifts as toys, so yes, they are also small children, yes, that was if the big ones gave snacks or the small ones also got snacks, there were many things that impressed me, everything impressed us.</p> <p>A: Wow, that means everything impressed you, right fan? What do you think was the most memorable experience or interesting experience that you still remember?</p>	<p>welcomed us well, and was also enthusiastic if the students were enthusiastic and smart. The children were also there for us during farewell so yes, they impressed and made us happy as school members. There are no bad memories like that if the students like to give gifts and become toys, so yes, they are also small children, yes, that was if the big ones gave snacks or the small ones also got snacks, there were many things that impressed me, everything impressed us</p> <p>I became worried, after that I went to the teacher and apologized but the teacher said he didn't want to discuss it any more, so I left</p>	<p>CM</p>
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	<p>F: Yes, because everything is impressive until I'm confused about which story to write. ooh, maybe this is just an experience that I will never forget. haha. there was a moment right now. can I tell you in full?</p> <p>A: yes, you can. 8th grade because the material has already been finished. I actually already told them what homework do you want? Do you want to do it in class? That's what they said, just homework so that later in class you can make something at home. In the end, what's the point of asking them? They're watching it because they're already here. Finish it first, so I'm not really full, I don't have any lessons from homework at home, and at that time, because in my opinion, just relax, those who lie in front while watching a movie and the chairs are like on</p>	<p>because I was confused and the important thing was that he had apologized.</p> <p>From that incident I evaluated myself so that it doesn't happen again</p>	
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the edge. -All of them are at the edge of the table, yes, 3 or 4 of them continue to focus on the lesson. Well, it's finished. Actually, it's class time, yes, I've told them to get up but it's like they're still relaxing and then suddenly there's a teacher who's lesson after that is automatic and the father continues to be like this, yes, there's a teacher. No, how come he's sleeping like that. because I'm sitting in the back. This is in the back. Yes, sis, I'll go on for a while, and then I'll do it. Because it's not good, I'll say no, sir. I'm done. That's it. I stand up and the second one goes to sleep. It turns out that the father is ready. Oh, that's it, that's it. That's it. but it turns out that before he came out, his father said something like this, "Okay, you can just watch it, but you don't need to teach me like that, he immediately said

something like that, he said, who's the one who's PMSing? The father has that aura, especially when he's wearing a red shirt.

A: Explaining what happened or explaining what actually happened is already a lesson

F: Well, that's all because of the father, it's like, I thought at first it was a joke. Then when I went out, I met the father, he was still like that, sir, like smiling like that, just like that, like that. Yes, maybe I don't know how, I don't know, then after that, I was like, my feelings are over. It didn't feel good and I was being painted by the children. Educate Sis. This father was angry in class. He said you wanted to complain to your tutor, so then I was immediately afraid to go to my friend who was on guard at that time. Oh yes, there's an absentee ticket picket, it's like waiting in front of the class because

you'll be waiting. If not, we can go around and around the class asking who and then it's like this, I'm with my friend, it's like chatting like that, the father comes out and the father sees that I'm not calm. hiding like that is really scary like his face. Then I came over. Then the father had finished teaching, but he hadn't finished teaching, he was angry, and the child was getting scolded because there was class time, they were still sleeping and he said, I'll see you later. Then how can you say that I've taught you a lesson, Sis, let's explain it, even if the father doesn't want to hear it like that, then that's enough, I'll tell you what I'm going to do. Those of you who were sleeping with the head of the class, apologize to your father, so that later your father will be annoyed with you. Yes, what do I teach him? Then when I came, the

father was cooking in the library, but in the end he was able to cook there. Actually, he's really good at cooking, but I don't know. It's true that the aura with students is different when he cooks or there's an event. It's different. Then I said hello and he smiled. When my student greeted me, his face immediately changed and he didn't respond properly. Then I said, I'll explain, sorry sir, they were sleeping, I was negligent in not telling them. Then his father will be like that later. It's like I don't want to finish it right away. Then I said thank you, Dad, and then that's how people don't respond. But later on, when I met my tutor, my tutor didn't say anything. Don't play it. But it's really scary. and from that incident I evaluated myself so that it doesn't happen again

A: Did that happen at

	<p>the beginning, middle or end?</p> <p>F: Right at the end, I'll go home the next day. That's why, the next time we want to go home, there's a problem like this, so I'll solve it. After that incident, I was more careful in making decisions and managing the class well so that something like that didn't happen again.</p>		
04	<p>A: Wow, that's a really valuable lesson, fan. BTW, how is your closeness with your tutor, fan?</p> <p>F: F: The tutor is close, but the usual one. The problem is that yesterday we were there for 3 weeks, that week the children were on a picnic in Jogja so they didn't have time to meet the tutor, so the communication was via chat, for example, asking questions via chat, but after he came home, it seemed like it was really close to the day we were going</p>	<p>The tutor is close but normal. The problem is that yesterday we were there for 3 weeks, that week the children were on a picnic in Jogja so they didn't have time to meet the tutor, so the communication was via chat, for example, asking questions via chat, but after he came home, it seemed like it was really close to the day we were going home. It's just like he's happy, like a hug, just like that, he's just nice, isn't</p>	<p>PS</p>

	<p>home. It's just like he's happy, like a hug, just like that, he's just nice, isn't he, like he's forcing you to be like this in class?</p> <p>A: That means it's like that, fast response</p> <p>F: Yes, the response is quite fast, you don't have to wait a whole day to reply</p> <p>A: Have you ever been given feedback during a consultation?</p> <p>F: Yes, for example, if you are consulting on a RPP, you will be given feedback and an example will be given, then you will be like this, you will have been given an example, just make it.</p> <p>Your tutor's position there is just a teacher, for example, is he a deputy or not?</p> <p>F: Normal.</p> <p>A: That means you said earlier that it's like he doesn't want anything like that, you have to teach like this, which means you're rich, you just have to teach like that, right? It's like there are no definite</p>	<p>he, like he's forcing you to be like this in class?</p>	
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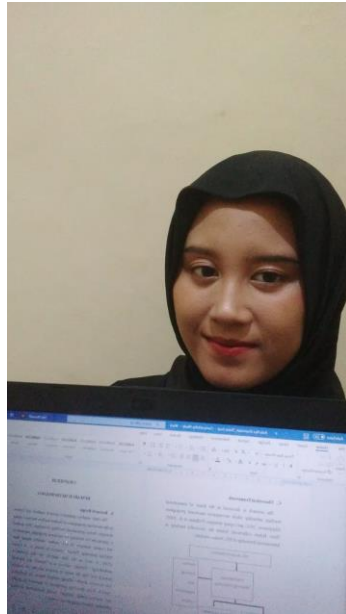
	<p>rules, usually it's like there are teachers who have to, for example, if you teach, you have to teach like this. like that.</p> <p>F: No, that's not the point, it seems like he's the one who still insists on saying this, the important thing is that you can attract the students' attention first. Well, I'm interested like that with the teacher so they want to focus. Because I teach class 10, they say that class 10 social studies is the most difficult, so if you're really not interested, just sleep in class, then sleep. I don't listen to the teacher anymore. That's why you have to catch their attention first. Deliberately continuing with the next step, that's it for you. How creative you want to be is up to you. The important thing is that you teach according to the book.</p>		
05	A: This means that even though you are in		

a LDR with your tutor, you still support me, fan. OK, last question, fan. Previously, you said that if there was a picket welcoming children like that with your ppl friends, can you tell us how close you are to your ppl friends?

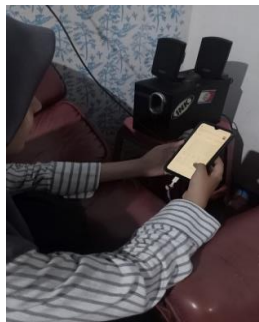
F: So usually we tell each other stories after teaching. If they tell a story, the first day they will definitely be told to teach like that. Then the original teachers didn't go, and they themselves couldn't become teachers like the original teachers. So it's like there's a gap. Then I got feedback too, they said they were less relaxed and less confident. But it's also difficult. It feels like we don't accept people who have just arrived and are immediately told to go into class, so we automatically say what we say without preparation. And I think it feels better if we reveal it to my

	<p>colleagues rather than keeping it to ourselves.</p> <p>A: because it's in a foreign country, so it's your friend's own, bro.</p> <p>F: Yes, that's right</p> <p>A: OK fan, I'll close the interview, btw thank you very much for wanting to be my participant</p> <p>F: yes, you're welcome</p>		
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APPENDIXES III. Participant's reviewing (Thrustwortisness)



The first participant reviews the findings of data and validates it



The second participant reviews the findings of data and validates it

CURRICULUM VITAE

Personal Data

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Date of Birth : 23th June 2001

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Formal Education

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Semarang, 15th December 2023

TheWriter,



Aida Nur Khamidah