INVESTIGATING STUDENTS' NERVOUSNESS AND TIME MANAGEMENT PROBLEMS IN MICRO-TEACHING ACTIVITY
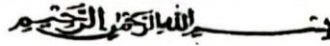
A Thesis

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfilment of the requirement for the degree of education in English department

RESKY AIMAN ANANDA PRATIWI

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ENGLISH DEPARTMENT

FACULTY TEACHER TRAINING EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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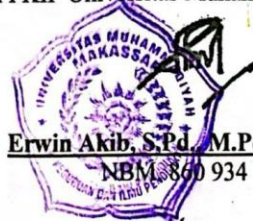
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Day / Date	Chapter	Note	Sign
Tuesday March, 26.24	4	- Revise the result finding. - Rearrange the findings' narration. - Sharpen the data findings.	
Tuesday March, 28.24	4.	- Revise discussion - Put the theories which is supported the findings. - Give additional description of the result finding which supported by some theories.	

Makassar, 29 May 2024

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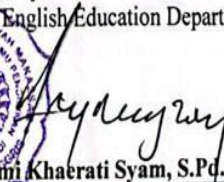## COUNSELING SHEET FOR THESIS CONSULTATION

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Consultant 1	:	**Dr. Sujariati, S.Pd.,M.Pd**

Day / Date	Chapter	Note	Sign
Wednesday April 24. 24.	IV	- Revise Result Findings. - Put on the Result from Informat (observation) - Rearrange the point of result Finding Pn chapter 4.	
Friday April. 26. 24.		- Revise Abstract - Revise References	
Wednesday Monday April. 1. 24.		→ Recheck References - Revise Abstract. - Rearrange Discussion	
Friday April, 3. 24		→ Refix Abstract - Prepare to Exam	Acc.

Makassar, ...24 May.......2024

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Day / Date	Chapter	Note	Sign
Thursday, 2 may 2024	1-3	- Revise cover - Revise abstract - Revise background	
Friday, 3 may 2024	1-3	- Revise bibliography - Revise subject of the research	
Saturday, 4 may 2024	1-3	- Revise previous research - Revise background - Revise the page	
Monday, 6 may 2024		- Revise bibliography - Revise subject of the research	
Monday, 20 may 2024	4-5	- Revise finding	
Tuesday, 21 may 2024		- AC	

Makassar, 24 May 2024

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Head of English Education Department

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MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Judul Skripsi : Investigating Students' Nervoussnes and Time Management Problems In Micro-Teaching Activity

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Yang membuat pernyataan,

Resky Aiman Ananda Pratiwi

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SURAT PERJANJIAN

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Judul Skripsi : Investigating Students' Nervoussnes and Time Management
Problems In Micro-Teaching Activity

Dengan ini menyatakan perjanjian sebagai berikut:

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Yang membuat perjanjian,

Resky Aiman Ananda Pratiwi

MOTTO

*"The first thing to remember when you fall down is how to get up"*

ABSTRACT

Resky Aiman Ananda Pratiwi, 2024. *Investigating Students' Nervousness And Time Management Problems in Microteaching Activity.* Under the thesis of the English Education Department, faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Sujariati and Dzur Rif'ah Mahmudah.

This research aimed to find out the factors of students' nervousness and time management problems in microteaching activity. The type of this research was descriptive qualitative. The subject of this research were the microteaching students' in Muhammadiyah University of Makassar. The data collected throught observation and interview.

The result of the study showed that factors of students' nervousness in microteaching activity found from obsevation and interview were, low English proficiency such fear of making mistake in arranging word, lack of confidance for example feel nervouse about the performance, and fear of making mistake as relevant by being laugh by others or making fool themselves. Furthermore, factors of students time manangement problems in microteaching were planning technique such as forgetting the equipment that will be used in microteaching activity and time control that is less attitudes toward time .

*Keyword: Nervosness, Time Management, Microteaching*
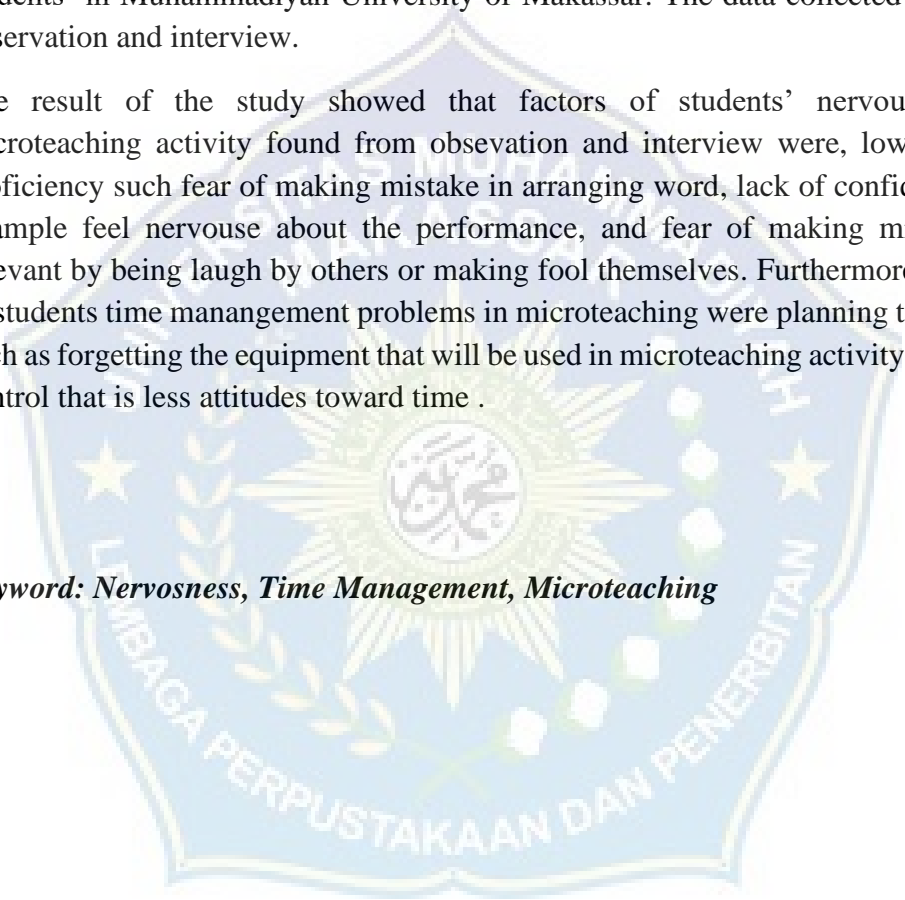
ABSTAK

Resky Aiman Ananda Pratiwi, 2024. *Menyelidiki Kegugupan Siswa dan Masalah Manajemen Waktu Dalam Kegiatan Micro-teaching*. Skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sujariati and Dzur Rif'ah Mahmudah.

Penelitian ini bertujuan untuk mengetahui faktor kegugupan dan masalah manajemen waktu pada siswa dalam kegiatan microteaching. Penelitian ini merupakan penelitian deskriptif kulitatif. Subjek penelitian adalah mahasiswa microteaching di universitas muhammadiyah makassar. Pengumpulan data di lakukan dengan melalui observasi dan wawancara.

Hasil dari penelitian menunjukkan bahwa faktor dari kegugupan siswa dalam kegiatan microteaching yang ditemukan melalui observasi dan wawancara adalah, kemahiran bahasa inggris yang rendah seperti takut dalam menyusun kata, kurang percaya diri misalnya merasa gugup saat tampil, dan takut membuat kesalahan karena di tertawakan orang lain atau membodohi diri sendiri. Serta, faktor dari masalah manajement waktu siswa pada kegiatan microteaching adalah teknik perencanaan dan kontrol waktu.

Kata Kunci: Kegugupan, Manajemen Waktu, Microteaching.
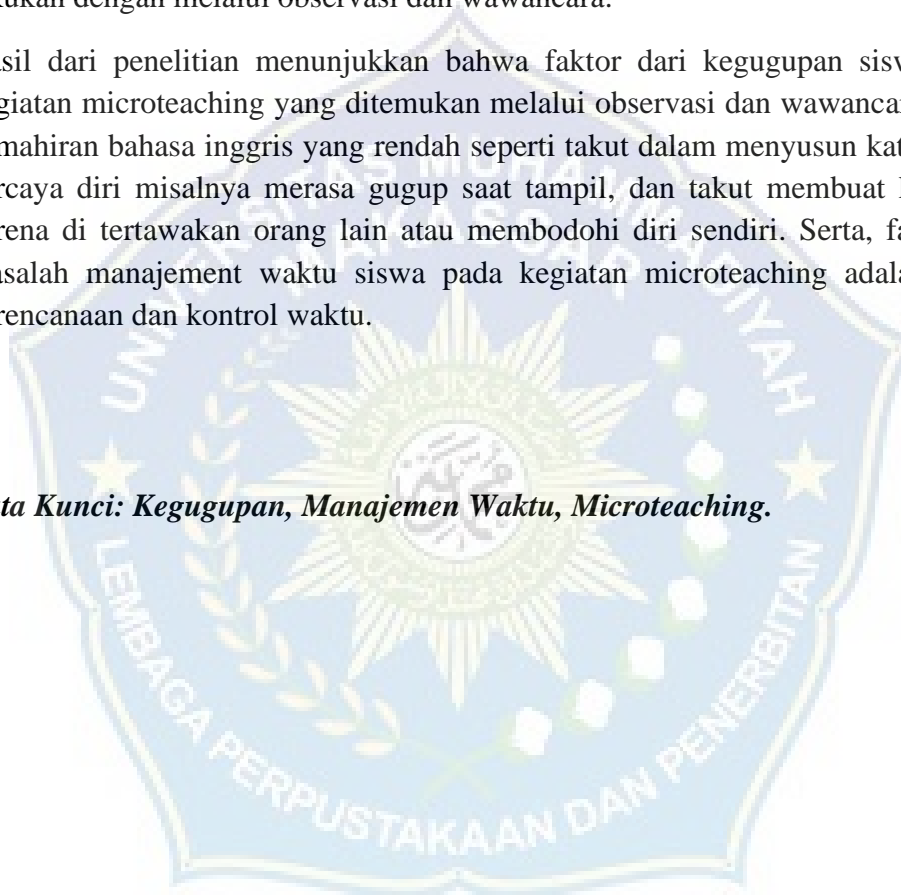
ACKNOWLEDGEMENTS

In The name of Allah, The Beneficent and The Merciful

First of all, the researcher would like to express all praises to Allah SWT for the blessing, mercy guidance, and love during the study and love during the study and completion this thesis. Secondly, peace and blessing be upon to the prophet Muhammad SAW, his family, his companion, and his followers.

The researcher gives the special and deepest to beloved parents who have always prayed, motivated, reminded, supported the researcher in finishing the thesis and have been patient for my graduation. In this occasion, the researcher also would like to express her gratitude to:

1. Prof. Dr. H. Ambo Asse, M.Ag., thr Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd., Ph.D, the Dean of Faculty of Teacher of Training and Eduction, Muhammadiyah University of Makassar.

3. Ummi Khaerati Syam, S.Pd., M.Pd, the Head of English Education Department Faculty of Teacher and Education, Muhammadiyah University of Makassar.

4. The Greatest thank to the first advisor Dr. Sujariati, S.Pd., M.Pd. and the second advisor Dzur Rif'ah Mahmuda, S.Pd., M.Pd. who habe given their guide, advice, suggestion, support, and valuable time to the researcher during the completing of this thesis.

5. My highest appreciation and deepest thank to my beloved parents who always loved me, pray for me and always be number one support system.

6. The greatest thanks to the lecturers and staff of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

7. Lastly, thank you Ananda for trying hard and never giving up!

Finally, the researcher expect that this thesis can give some improvement of the English teaching and learning. The researcher believes that this thesis is far from being complete and perfect. Therefore, any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Makassar, 7 juni 2024
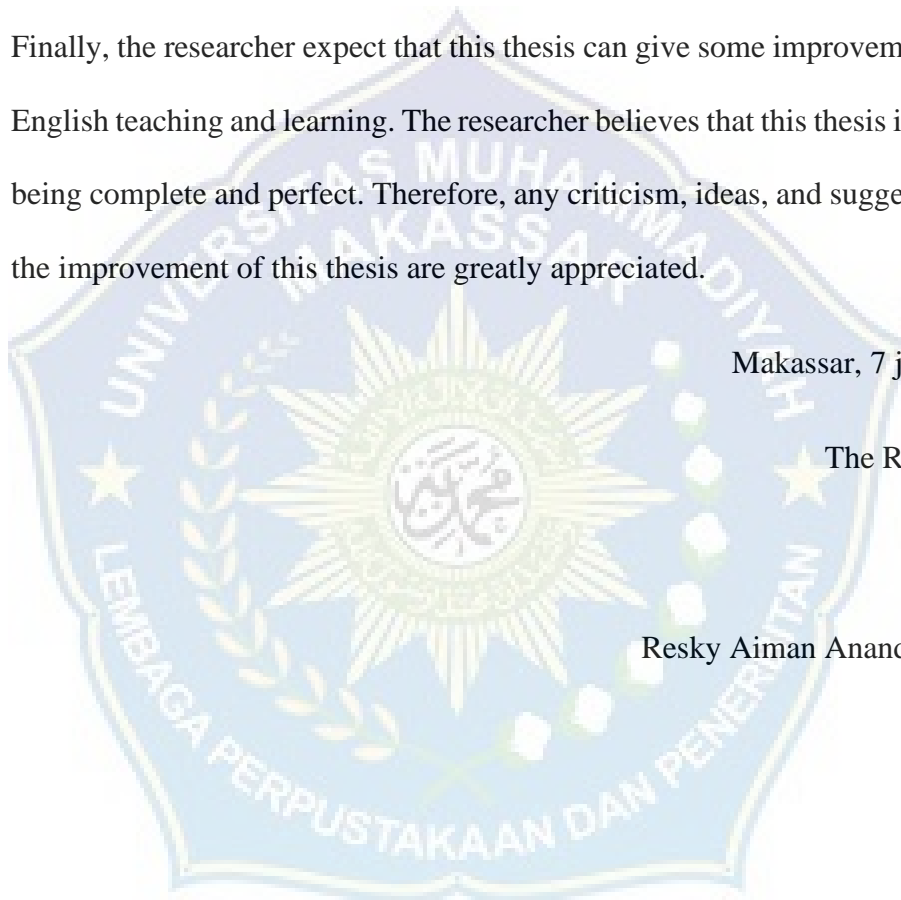
The Researcher

Resky Aiman Ananda Pratiwi

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background

English teaching activities as physical or mental activities that interact with one another to encourage the best learning (Arianti, 2016). For the activities to be effective, learners must have good emotions. In brief, they affect students' capacity for information processing and thorough comprehension of what they come across. In other word, emotional has impact on learning it can encourage or discourage learning. On the other hand, Student have good time management for the activities to be productive. In general, setting goals and prioritizing tasks are examples of successful time management techniques that can simplify tasks, reduce stress, and increase productivity. Therefore, management is the most crucial talent that every student needs to possess it follows that students must be capable of it.

Time management is a crucial aspect of running a successful work, but it comes with its fair share of challenges. From procrastination to distractions and issues with motivation, these obstacles can prevent your business from reaching its full potential. What's more, time management challenges affect work of all shapes and sizes in one way or another. The key is identifying the challenges that are having the biggest impact on staff productivity and implementing measures to overcome them.

Microteaching is a form of training that is carried out assist prospective student teachers (pre-service teachers) in mastery of teaching skills. As for the characteristics of the activity namely using specific skills and teaching with small number of students (Sudarman, 2021). Since being introduced in teacher education in 1960, microteaching has had a significant impact on anthropology and medical class teachers. Microteaching aids in the development of abilities to create lesson plans, select teaching objectives,

speak in front of a group, ask questions, and employ evaluation strategies. Furthermore, microteaching students is someone who aids others in gaining information, skills, or morals. In general, the goal of micro-teaching is to increase a student's capacity for learning, a potential teacher's professional skills and competencies, or a variety of educational skills and more specific skills. (Suarta, 2020).

The application of microteaching to students' at the Muhammadiyah university of Makassar has a very positive function because it allows students' to learn how to educated and engaged with students. However, in the pre-research conducted by researcher there were several factors that made some students feel nervous such as when making eye contact with students, or speaking in front of the class.

Microteaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique and subsequently been used to develop educators in all forms of education.

Why the researcher choose microteaching, because the researcher want to know the factors which contribute to students nervousness and time management problems that they face in microteaching activity.

Based on the description above, the researcher is interest to "investigating student's nervousness and time management in micro-teaching activity".

B. Problem Statement

Relate on the background above, the researcher develops the following research question as follow

1. What are the factor of students' nervousness in Micro-Teaching Activity?

2.What are the time management problems in Microteaching Activity?

C. Research Objective

Related to the problem statement the objective of this research to know

1. what are the factor of students' nervousness in microteaching activity.

2.What are the time management problems in Microteaching Activity.

D. Significant of the Study

a. For Students

The result of this research students' are expect to be able to identify their strengths and weaknesses when presenting or training themselves in Microteaching Activity.

b. For lectures

The result of this research will be used as information about students' nervousness and time management problems of microteaching students in Microteaching Activity.

E. Scope of the Study

The scope of this research, the researcher only focuses to observe and investigate the students' nervousness and time management problem in microteaching activity at Muhammadiyah university of Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This previous study become one of the researcher references use in completing research, so that the theories use in the research of the research conduct may be enrich. From the previous studies, the researcher do not find the identical title in the earlier studies, but the researcher raise some researcher as reference in enriching the material study in this research. There are some researches relate to this research.

According to Alika, (2012) who conduct the research on sources of stress undergraduate students. The highest source of stress for undergraduate students is the lack of time management cause when they study the night before the exam so they get sick the next day. Other sources of stress include inadequate facilities/accommodation, health problems, emotional problems, social and economic status. This research used descriptive qualitative method.

According to Baştürk (2016) who conduct the study investigates the efficiency of primary pre-service teachers in the quantitative microteaching of mathematics. The study's main finding is that there are numerous areas where pre-service teachers' teaching performances need to be improved. It is possible to tolerate some behaviours, including material use, self-control, and communication.

According to Rohman (2018) in his research, he find there are several problems that's students' faced in microteaching class, there is personal problems, students' preparation problem, class participation problems, instructional problems, and emotional problems. The method that the research used is descriptive qualitative.

In the other side Uzir (2020) this research additionally demonstrated that time management strategies were linked to various interventions in tailored analytics-based feedback and had a substantial impact on academic success.

There are some relation between the previous research and this research. Most of the previous research discuss about several problem that students faced in microteaching class. The different between the previous research and this researcher. In this research, the researcher only focus to observe and investigate and understanding the students' nervousness and time management problem in micro-teaching activity.

B. Some Pertinent Idea

This part discusses a few definitional theories relate to this research.

1. Concept of Nervousness

a. Definition of Nervousness

One of the psychological phenomena that has been studied the most is nervousness. In general, the human body reacts to a specific scenario by producing anxiety. Nervousness is frequently recognized as a feeling of danger, unease, anxiety, or concern. The majority of people experience nervousness, commonly referred to as typical anxiety. Because they serve as the basis for learning strategies and processes, according to Brown, emotions have the most fundamental impact on learning. (Brown, 1991).

Though they have an impact on teaching, emotions are crucial in the classroom. They affect how well students can process information and comprehend new material. In other words, emotional state is able to either encourage or inhibit learning. For instance, when they are confident, content, and enthusiastic about the material, students learn and perform better. Emotions have the power both to

stimulate students' thinking and obstruct their ability to learn. Students' attempts to study might be derailed by negative emotions including anger, anxiety, and despair.

Most people who learn a foreign language feel nervous when they ask to teach. Normally, the feeling of nervous appears marked by a sign such as no abnormal heartbeat, cold sweat and also shaking. Furthermore, nervous is a factor that often hinders a person's abilities in reaching because they will not focus on teaching process (Irmayani, 2022).

(Rumiyanti, 2018) states that caused of nervous that often occurs is speaking in front of others followed by feeling worry, grammatical errors, pronunciation and inability to speak spontaneously. In addition, many factors causes students' anxiety, such as fear of making mistakes, lack vocabulary, and lack of pronunciation.

b. Type of Nervousness

The majority of people experience nervousness, commonly referred to as typical anxiety. In order to accurately comprehend the type of anxiety, (Macintyre, 1991) identified three types of anxiety, namely trait anxiety (a personality trait), state anxiety (an emotional state), and situation specific anxiety (anxiety in a well-defined situation).

According to (Woodrow, 2006) characteristic a relatively constant personality trait is anxiousness. A person who has this nervousness is prone to experience anxiety in a range of circumstances. State anxiety, on the other hand, is a momentary condition that is felt at a specific time. Situational anxiety, on the other hand, reflects a trait that recurs in particular circumstances.

State anxiety and trait anxiety and trait anxiety are two of the most well known types. State anxiety and trail anxiety are two different types of anxiety that appear when a particular scenario is encountered.

1. State Anxiety

    The majority of people suffer State anxiety, additionally referred to as normal anxiety. According to Ormrod (2019) in (Musthachim, 2014), "state anxiety is temporary feeling of anxiety elicited by threatening situation." It is a state of tension at a certain moment brought on by an external stimulus. This type of anxiety only manifests under demanding circumstances or events, hence it is only transient. In other words, it is a temporary feeling of anxiety that fades away when threatening situation goes away.

2. Trail Anxiety

    However, anxiety can sometimes be more severe and persist longer. Trait anxiety is the name given to this type of anxiety. According to Ormrod in (Musthachim, 2014), "Trait anxiety is a pattern of reacting with worry even in nonthreatening situations." Such worry is a characteristic of that person. Individuals with trait anxiety often worry more than the average person and perceive many aspects of their environment as inappropriately threatening. Trait anxiety, in other terms refers to a person's propensity to experience anxiety or nervousness regardless of the circumstances.

3. Situation-specific Anxiety

    Situation –specific anxiety over time, similar to trail anxiety, but may not be consistent across circumstances. Anxiety in language learning is categorized into situation- specific anxiety.

Nervousness anxiety can be classified into two categories based on the degree, duration, and circumstances: Three types of anxiety exist: trait anxiety, which is more intense and is dependent on the individual independent of the situation. State anxiety, which is a sensation of trepidation and unease in response to a specific scenario, and Situation –specific anxiety.

c. **Factors of Nervousness**

These types of worry are brought on by many factors. According to (Horwitz, 1986) Nervousness through students or learners can result from test anxiety, lower communication, and fear of receiving a poor grade. Likewise, (Worde, 2023) argues there are five factors that can contribute to language Nervousness, such as non-comprehension, speaking activity, pedagogical and instructional practices, error corrections, and native speakers. This claim is in line with (Liu, 2007) who considered nine factors affecting students' nervousness, they were lack of vocabulary, low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, fear of losing face, fear of being focused of attention, fear of being unable to follow and understand others, and lastly the inability to express ideas. According to (Suryadi, 2021) there are some causes of nervousness, there are:

1. Low English Proficiency

This study also found that a key barrier to pupils speaking to others in English in class is low English skills. One main factor causes of low English proficiency among students include development of speaking skill, lack of vocabulary, preparation, low proficiency, fear of attention, and inability to

express ideas. Thus, students could feel weak about their English proficiency, perceived their English to be poor, and may feel that the others is better than him or her.

2. Lack of familiarity of task

The definition of familiar is famous, often seen or heard, knowledgeable, close, or friendly with something. The active involvement of students in teaching activities is greatly influenced by the level of knowledge of the meaning of words. In short, students will talk about a subject if they are interested in it, are well known about it, have frequent exposure to it, are knowledgeable about it, or are simply familiar with it.

3. Lack of confidence

Confidence is defined as having a strong set of beliefs, a solid foundation of faith or expectation, a sense of assurance that one will succeed, etc. A lack of confidence can affect how people feel about themselves and their abilities, they may have an unbalanced view of themselves and feel doubtful of their abilities or what they have to offer even though they are highly competent and have excellent pronunciation, some learners choose to be reticent because they lack the confidence to speak up.

4. Fear of making mistake

The students are nervous about seeming foolish in class. Because they worry about making mistakes and feel embarrassed, students remain silent until they are compelled to speak.

According to (Horwitz, 1986) found that are three factor of anxiety in language learning. They are communication fear, exam anxiety, and fear of negative evaluations.

1) Communication fear

   Communication fear is define as feeling embarrassed because of the impact of fear of communicating with others. In this case, students who have the problem speaking in group usually have difficulty in speaking in foreign language classes. The student have a lack of control; in communicatively situations. Thus, it affects their teaching performance.

2) Exam anxiety

   Generally. Anxiety arises when students worry about feeling the test. Students who feel anxious in foreign language exams language class may get difficult test and quizzes since the test. Furthermore, the most prepared students often make mistake on exam.

3) Fear of negative evaluations.

   Fear of negative evaluations is define as students who not only feel anxious in the face of exams. Hey can feel anxious at every social evaluation situation, such as an question and answer session, interview, or speaking foreign language classes.

2. **Time Management**

   a. **Definition of Time Management**

      Management is the process of carrying out various work in the context of implementing goals, as well as the capability or skill of individuals in managerial positions to produce the best results in the context of attaining goals through the actions (Triana, 2015). In general, management is defined as group of behavioural abilities that are crucial for planning your studies and course load the ability or skill to obtain results in order to achieve certain goals through or by moving other people (Sopiatin, 2010).

Time management is a planning, organizing, actuating and controlling time productivity. Time must be effectively and efficiently managed as it is one of the performance factors use for work (Nuh, 1954). The ability to manage one's time involves all efforts and actions that are carried out with a plan in order to maximize the utilization of available time. The implementation of time management abilities helps students in analysing tasks and planning their completion, strengthening their overall critical planning skills and understanding of commitments and their importance while developing task schedules. (Wilson et al., 2021).

According to (Covay, 1994) self-management and time management go with each other. Self-management is the technique by which an individual sets priorities in his life by ranking the things that need to get done in that order. Students that have good time management abilities plan ahead, prioritize their workload, study for tests, and stick to a timetable. By balancing efficient time management and study strategies, one can attain good academic success (Sansgiry, 2006). According to (Kwan, 2002) Good time management behaviour such as setting goals and prioritizing activities can facilitate work, minimize stress, work more effectively, and achieve academic success. Time management can be concluded as self-regulation in making a plan, scheduling, setting priorities according to interests without delaying work in order to achieve the specified goals.

b. Factors Influencing Time Management

Each student' time management can be different from another person because of the factors that influence time management. These factors consist internal and external factor:

1. According to (Macan, 1994) there are two internal factor that influence time management:

   a. Gender

   Female students are more efficient at managing their time than male students are. There is a perception that women prefer to occupy their free time with a variety of small tasks rather than simply unwinding. As a result, it may be claim that he spends practically all of his time doing something. Contrary to men who like to sleep or relax in their free time.

   b. Age

   Age and student time management have a good association, according to the findings of (Macan, 1994) the student's time management skills improve with age.

2. According to (Häfner, 2010) there are three external factors affect time management. There is self-regulation, motivation, and goal attainment. However, According to Mediana in (Fitriah, 2014), there are several inhibiting factors that are often encountered when managing time, including: procrastinating work, breaking self-determined deadlines and targets, and management by mood.

c. **Aspect of Time Management**

According to (Macan, 1994) time management aspect is defied into four, there is.

1. Setting goals and priorities

    That is, what are the needs and wants someone to solve and how individuals can place the needs according to the priority of the tasks required to hit the goal. Procrastination is the act of unnecessarily and voluntarily delaying or postponing something despite knowing that there will be negative consequences for doing so. Therefore, Prioritizing is essentially just organizing your day from the most critical tasks to the least important ones. If you follow your schedule from high priority to low priority, you won't drag out easy tasks to avoid difficult ones.

2. Planning techniques or mechanics scheduling

    Planning and scheduling is done after compiling priority, and before carrying out the scheduling in advance planning drawn up. This second aspect contains activities related to timing, making lists to do, make a schedule, use the book agenda and organize working papers.

3. Time control

    That is related to the feeling of being able to manage time and control of the things that can influence use of time. Most of us tend to underestimate how long projects and tasks will take us to finish. This phenomenon is called planning fallacy and refers to making unrealistic. This third aspect leads to faith or an individual's view of how capable learners' is controlling time and how individuals use it existing time.

4. Preference for being organized

In this aspect it is explained that to know habits of use of time, the learners' preferably using logs of time usage for the week and checked again at the weekend. Recording and inspection it is important to evaluate how much is expected for goal-oriented activities and becoming priority, as well as how much time is expected. Lacking organizational skills makes everything in life more challenging. Organize day around what you need to accomplish, where have to go, and how long have to do it.

3. Micro-Teaching

a. Definition of Microteaching

Micro-teaching is a way to practice teaching practices carried out in a "micro" teaching and learning process that forms/develops teaching skills. However, the teaching and learning situation is deliberately designed in such a way that it can be adjusted, hence the formation of new skills or renewal of teaching skills carried out in isolation. Prospective teachers or current instructors can try various teaching techniques in fighting games as a way of improving their needs while practicing in a lab setting through micro-teaching.

Microteaching, a form of teacher preparation that is now practiced all over the world, gives educators the ability to hone their instructional skills by honing even the most basic tasks. Microteaching supports the development of in-person teaching experiences because to its proven success with both beginners and older students (Wijaya, 1992).

Micro teaching has been employed in many settings and stages of professional development for some time and is considered to be a successful strategy in the education of teacher candidates (Kpanja, 2001).

b. Cycle of microteaching

There are some steps generally involved microteaching cycle there are: plan, teach and feedback (Indah Wahyu, 2016).

1) Plan: This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyse into different activities of the teacher and the pupils. The activities are planned in such as lesson plan and logical sequence where maximum application of the components of a skill are possible.

2) Teach: This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

3) Feedback: This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

c. Stage of Microteaching

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. The alleged limitations of microteaching can be minimized by implementing this at the departmental level in several stage. According to (Remesh 2013) Microteaching involves three stages; 1. Knowledge Acquisition Stage. 2. Skill Acquisition Stage. 3. Transfer Stage of Micro-teaching.

1) Knowledge Acquisition Stage: During this stage, the teacher candidate gains knowledge of the skill and its components through discussion, illustrations, and expert demonstrations of the skill. Teacher candidate gains knowledge of the skill's function and the circumstances in which it is helpful during the teaching-learning process. The teacher candidate breakdown of the skill into its constituent parts that result in the numerous forms of behaviour that need to be practiced. A teacher candidate tries to learn a lot about the skill from the expert's demonstration.

2) Skill Acquisition Stage: The teacher candidate designs a micro-lesson, or lesson, to allow students to practice the skill being exhibited, based on the expert's demonstration. The teacher candidate works on his teaching technique through the Micro-teaching cycle, and keeps trying until reaches the mastery level. The feedback element of microteaching makes a substantial contribution to the acquisition of the skill at the mastery level. Feedback is given based on how the teacher candidate performed when instructing students with the goal of changing the student's behaviour in the desired direction.

3) The Transfer Stage of Micro-teaching: During this step, the teacher candidate combines all of these skills into actual classroom instruction after demonstrating command and mastery of each one.

d. Benefit of Microteaching

Beginner teachers can develop their teaching skills through the use of microteaching. The following are some benefits of microteaching.

1) The adaptability of practice: Microteaching aids in the growth of a variety of skills in both trainees and current teaching personnel. It aids in enhancing the teachers' interpersonal abilities. A better opportunity is provided because of the reduce class sizes. Additionally, it increases knowledge of a variety of instructional methods.

2) Confidence builder: Microlearning also improves personality. The confidence level of the teachers is effectively raise by a variety of microteaching activities and procedures. Additionally, their teaching expertise gives them the ability to improve classroom management.

3) Cost-effective: Micro teaching programs are much more affordable than other kinds of expensive seminars and programs is cost-conscious. Teachers might practice in actual classes or elsewhere.

4) More learning and less damage: The micro-teaching method only functions with three to four learners at a time. More learning and less damage. This makes it possible to gain exceptional teaching experience. Additionally, it lessens the chance of mistakes.

5) Enhances attitude: Positive attitudes contribute to greater results. Therefore, one of the objectives of this program is to assist the participants in cultivating a constructive attitude toward criticism. Thus, criticism motivates students to strive for better.

6) Encourages methodical lesson planning: One of the abilities a teacher must possess is the ability to organize lessons. Within a specific topic, a micro-teaching program aids students in creating organized lesson plans.

7) Immediate feedback: The best method to advance is through feedback. Through the use of microteaching, teachers can receive immediate feedback from their managers. Instant feedback offers more chances for error rectification.

8) Developing skills: This curriculum helps students learn a variety of microteaching strategies, including lecturing, questioning, probing, and launching conversations. It also helps in the development of a different teaching strategy.
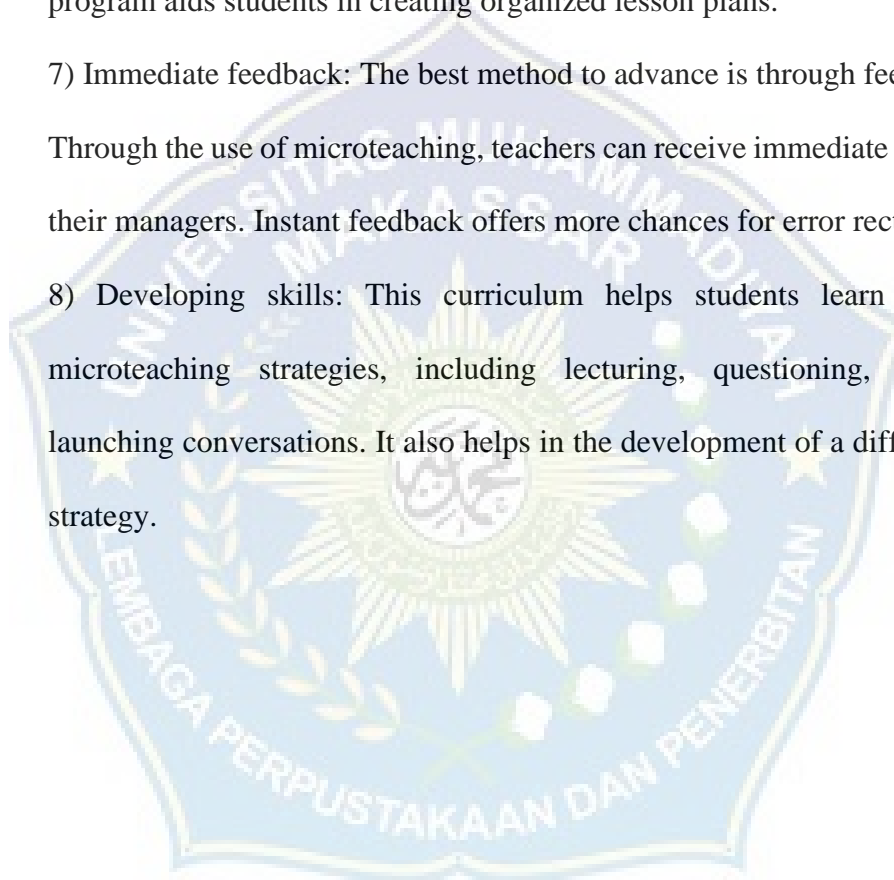
C. Conceptual Framework

The conceptual framework underlying in this research given as bellow:
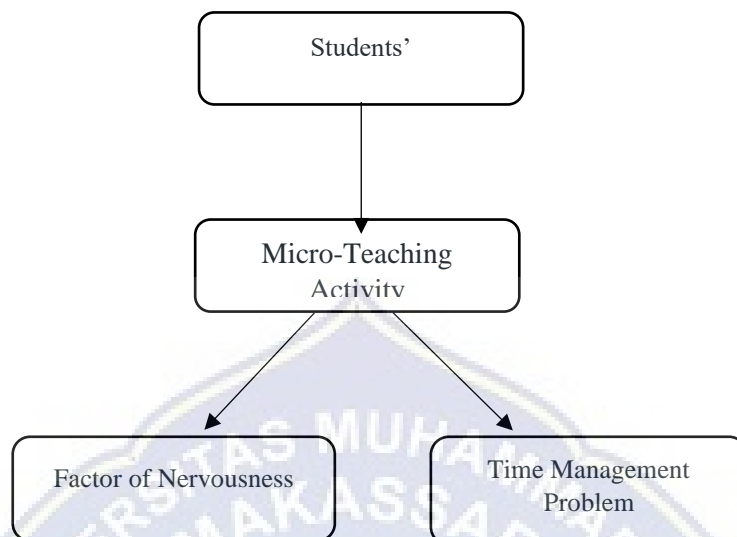
Figure 2.1 Conceptual Framework

Based on conceptual framework above, investigating and understanding nervousness factor and time management problems of English students' during microteaching activity. The researcher will start by observations during the learning process, and conducting interviews after the teaching process is complete. To find out what factor of nervousness and time management problems contribute in the teaching process.

CHAPTER III
RESEARCH METHOD

A. Research Design

The researcher used descriptive-qualitative research in this study. According to (Sugiyono, 2018) who said that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. It means that collected data was in the form of words rather than number. This research used descriptive qualitative method and used observation and interview as the instrument of this research, intend to find out what are the students' Nervousness and time management problem of microteaching activity.

B. Subject of the Research

In qualitative research, the determination of data sources through purposively, which is chosen with certain considerations and objectives. According to (Sugiyono, 2013) sampling strategy of data sources with specific considerations. The subject of this research were selected based on observation and would be conduct 4(four) fifth-semester students' of Muhammadiyah University of Makassar.

C. Research Instrument

The research instrument for data collection are observation and interview. The researcher begin by doing observations during the learning process, the data from observation collected by using field notes. The Interview that used to get more information about students' nervousness and time management problems of teaching activity.

1) Field notes

   Field notes refer to transcribed notes or the written account derived from data collected during observations and interviews. Field notes should be written as soon as possible after the observation and/or interviews. The original data may be recorded in cryptic form, and unless they are fleshed out as soon as possible after the observation, important details may be forgotten and not appear in the field notes. Field notes are used to "broaden your range of vision" and produce data that will be of use in later stages of the system design.

2) Semi-Structured interview

   Semi structured interview was conducted to collect the data from conversation between interviewer and respondents. The purpose of this type interview to find problems more openly, where the interviewer asked for opinion and ideas. In conducting interviews, researcher need to listen carefully and record what was state by respondent. The researcher interview them in order to know what are the factor of students' nervousness and time management problem in microteaching activity.

D. Data Analysis

   After the data collection, the researcher review about the students' problems that contribute then make conclusions descriptively to analysis the data. According to (L. R. Gay, 2012) "One way to produce with analysing is to follow four steps; analyse, classifying, data display, verification". The process of data analysis such as:

1. Analysis

   Analysis is the process of checking or investigating an event using data to determine the true situation. Analysis is usually carry out in the context and data processing. The result of the analysis are expect to help the research.

2. Classifying

   Classifying data is the process of associating metadata characteristics were compared to obtain valid data, then data display was carry out.

3. Data Display

   Display means organized information that leads the writer to draw conclusions. Data display is displayed based on research focus. The use of data display can help researcher see the overall picture or certain parts of the research result.

4. Drawing Conclusion

   In this stage, the researcher draw the conclusion based on the summary that have been note and make a conclusion on descriptively. Withdrawal conclusion are drawn by comparing the appropriateness of the respondents' statement to the meaning contain in the research problem in general conceptual term.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter contain data description and research findings that have been collect, the researcher describe the result of data analysis base on the problem statement. In this research, the researcher use observation and interview use to get information about factor students' nervousness and time management problems in Microteaching Activity of Muhammadiyah University of Makassar.

Researcher conduct observation to obtain data about students' nervousness and time management problems in microteaching. The researcher made an appointment with English lecturer and came to the class. There are one class involved in this research.

Base on interview, the researcher interview four students (S) microteaching. The interview was use by the researcher to obtain data about factor students' nervousness and time management problems in microteaching activity. The findings of the main problems were describe as follow:

1. Factor Students' of Nervousness in Microteaching Activity

In this research, the researcher use an observation field notes and interview in collecting the data to answer the question relate to the students' factor of nervousness and time management problems in microteaching. Some these factor include:

a. Low English Proficiency

Base on observations in microteaching activities, student1 use introduction material with a junior high school level audience in teaching activities. Student1 provide teaching material in the form of a learning video which was shown to the

audience. After playing the learning video, student1 explain shortly and give assignments to students mostly using Indonesian language.

Besides, based on interview the researcher conclude that microteaching students' felt nervous when carrying out microteaching activities in the lab because of their lack of vocabulary and fear of making mistakes in arranging words.

> "*Saya kadang merasa sangat gugup untuk berbicara dalam bahasa inggris karna kurangya kosa kata yang saya ketahui dan pasti akan merasa gugup karna tidak bisa menyusun kosa kata dengan baik dan audience tidak memahami perkataan saya*" (S1)
>
> (I sometimes feel so nervouss in speaking English because of the lack of vocabulary that I know and will definitely feel nervous because I can't organize the vocabulary well and the audience doesn't understand what I say.)
>
> "*Saya merasa gugup dan malu ketika saya harus berbicara dalam bahasa inggris di depan banyak orang ataupun dosen karana saya tahu bahasa inggris saya sangat buruk dan itu memalukan*"(S2)
>
> (I feel nervous and embarrassed when I have to speak English in front of many people or lecturers because I know my English is very bad and it's embarrassing)

The students believe that their English language potential was so low that it had an impact on their performance when carrying out microteaching activities.

Furthermore, in microteaching activities carry out by students with offering help material at junior high school level, students start class using Indonesian so that the audience also does not use English in teaching and learning activities.

In addition, Students' look amused about their English proficiency. As a result the students get nervous when they would say something in English. Low English proficiency have an impact on microteaching activity, they affect how well the

students can give an information and made the audience understand about the material.

b. Lack of Confidence

Base on the observation in the classroom, during the microteaching activity that students look nervous at teaching activity. Students were mostly nervous in speaking showing uncontrolled hand movements, avoiding eye contact, and also pretending to be busy by reading a book or writing a note.

Base on the result of the interview, most microteaching students feel nervous about the performance shown in teaching due to a lack of self-confidence in students.

"karna saya tahu saya seperti tidak memiliki bakat untuk menjadi seorang guru dan saya merasa kurang pengetahuan untuk menciptakan atmostfere di dalam kelas ketika saya melakukan kegiatan microteaching itulah yang membuat saya merasa kurang percaya diri pada saat melakukan kegiatan mengajar di microteaching" (S2)

(because I know I don't seem to have the talent to be a teacher and I feel I lack the knowledge to create an atmosphere in the classroom when I do microteaching activities, which is what makes me feel less confident when doing teaching activities in microteaching)

"*Ada beberapa hal yang membuat saya gugup ketika melakukan kegiatan microteaching seperti tatapan mata audience dan audience yang tidak memperhatikan saya hal itu membuat saya tidak percaya diri pada kemampuan menagajar saya*" (S3)

(There are several things that make me nervous when doing microteaching activities, such as the gaze of the audience and the audience not paying attention to me, this makes me not confident in my teaching abilities.)

In the student's statement above, lack of self-confidence makes students feel nervous, which often hinders the students' abilities and obstructs their abilities in microteaching processes.

It also revealed that students often laugh at audience to cover the nervous. Some students appear to be nervous when their peers ridicule them. Moreover, it also appear that students feel nervous when the lecturer given a comment for their appearance, they began uneasy when not understanding the instruction.

c. **Fear of Making Mistake**

Base on observation in the classroom, found that students appear to be nervous when microteaching activity. Some of them lowered their voice or read faster. The students' fear of being negatively evaluates by both lecturer and audience which can expose their inadequacies. Furthermore, some of them had painful memories of being ridiculed by other students. They admit their audience often ridicul or even sometimes shout at them if they make a mistake. It just simple makes them lose their focus and feel embrace. This finding also indicated that is why the students get so nervous when had to speak in front of the class.

Base on interview, another factor that play great role in contributing the students into nervous feeling is fear of making mistake. The students thought that people in their classroom will laugh at them if they make a mistake. In other word the students were very concerned about being laugh by others or making fool of themselves.

"*Saya gugup seperti akan melakukan kesalah dan begitu takut ditertawakan oleh teman- teman*" (S3)

(I was nervous like I was going to make a mistake and was so afraid of being laughed at by my friends)

"*Karna kebiasaan saya sering ditertawakan jika membuat kesalah kecil. Makanya saya selalu merasa takut membuat kesalahan ketika saya berbicara di depan kelas*" (S2)

(Because of my habit of often being laughed at if I cause small problems. That's why I always feel afraid of making mistakes when I speak in front of the class).

In this case, students who have the problem speaking in group usually have difficulty in speaking in foreign language classes. The student has a lack of control; in communicatively situations. Thus, it affects their teaching performance. Though they have an impact on teaching, emotions are crucial in the classroom. They affect how well students can process information and comprehend new material. In other words, emotional state is able to either encourage or inhibit learning. For instance, when they are confident, content, and enthusiastic about the material, students learn and perform better. Emotions have the power both to stimulate students' thinking and obstruct their ability to learn. Students' attempts to study might be derailed by negative emotions including anger and despair.

2. **Factor Time Management Problem in Microteaching Activity**

a. **Planning Technique or Mechanics Scheduling**

The data obtain from observation in the microteaching activity that were some students who have nervous when teaching cause by forgetting the facilities or tools and materials that will be used in microteaching activities, so it takes a lot of time to find and prepare the tools and materials for microteaching activities.

Moreover, to strengthen the data that have been obtain from the result of observation in the classroom, the researcher also conducts interview with several students about their problems.

"saya tidak menerapkan perencanaan waktu dalam keseharian saya, sehingga pada saat kegiatan microteaching yang dijadwalkan pukul 7 pagi saya lupa menyiapkan semalam semua alat dan bahan ajar yang sudah saya buat" (S4)

(I don't implement time planning in my daily life, so that when the microteaching activity is scheduled at 7 am I forget to prepare all the tools and teaching materials that I have made last night.)

In addition, other students also gave different response on the question.

"untuk membantu memudahkan saya, saya memakai perencanaan waktu, jadi saya membuat daftar tugas, dan saya juga menentukan prioritas target utama yang ingin sata capai" (S1)

(to help make it easier for me, I use time planning, so I make a to-do list, and I also determine the priority of the main targets that I want to achieve)

In conclusion, there are two different statements from two microteaching students. The methods used to manage time, such as making work lists, schedules and work plans, can help teaching run smoothly and help students place their needs according to the priority tasks needed to achieve targets.

b. **Time Control**

As a result of observation during the microteaching activity which was scheduled at 7 o'clock, it was seen that many students had not yet attended, as well as the tools that would be used such as laptops and LCDs had not been prepared, this was because students did not have good control over time so that the time not used as effectively and efficiently.

"kendala yang sering dihadapi seperti adanya perubahan dalam jadwal ataupun masalah teknis" (S1)

(Obstacles that are often faced include changes in schedules or technical problems.)

"ada beberapa masalah takterduga dalam control waktu kabar dosen yang belum jelas, peserta microteaching yang belum tiba, dan masalah masalah teknis lainnya" (S4)

(There were several unexpected problems in controlling the timing of unclear lecturers, microteaching participants who had not arrived, and other technical problems.)

As the students said above, Attitudes towards time relate to how a student feels efficient in using the time, how to control time, and how skilled they are at managing themselves.
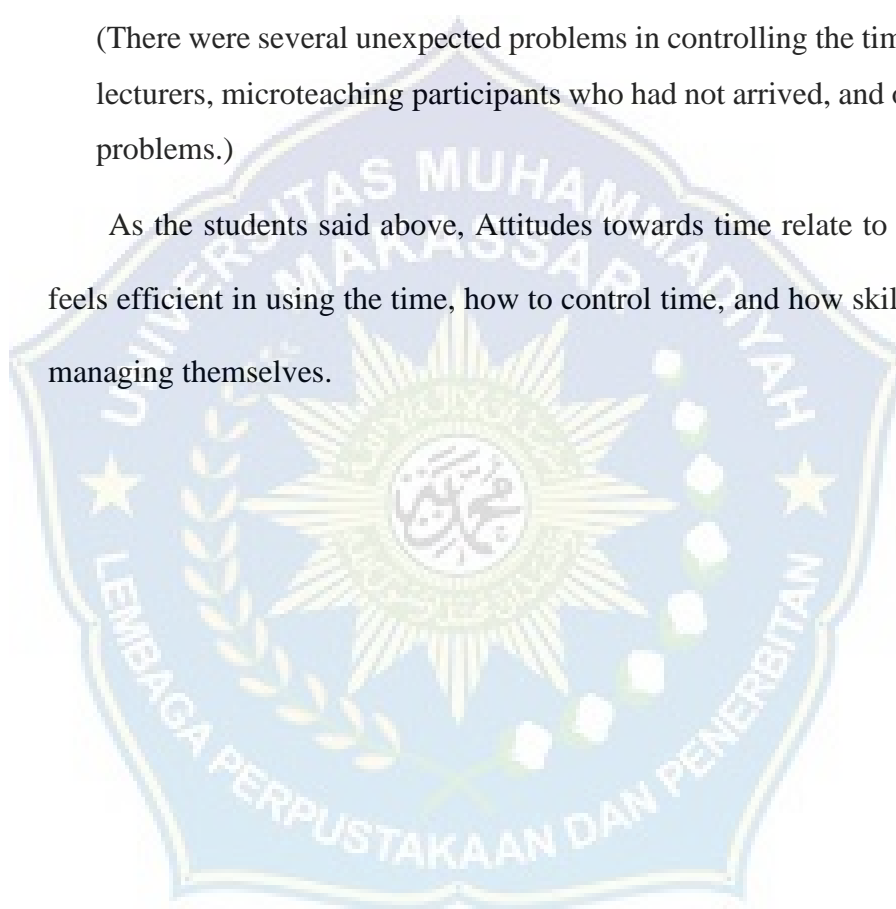
B. Discussion

This presents a discussion based on research findings. The result of this descriptive research related to answer the problem statement that aims to find out what are the factor students' of nervousness and time management problems in microteaching activity.

1. Factor Students' of Nervousness in Microteaching Activity

From the result of observation and interview by the microteaching students', the researcher found that problem experienced by the students' there is the first one is low English proficiency, Students' feel insecure about their English proficiency. As a result the students get nervous when they would say something in English. Low English proficiency have an impact on microteaching activity, they affect how well the students can give an information and made the audience understand about the material. Related to the (Suryadi, 2021) students could feel insecure about their English proficiency and that other individuals are superior to them.

The second findings indicated the lack of confidence was also that contribute to the students' nervousness. Few admitted that they usually get very nervous when the students' did not have self-confidence to speak in English. During the observation, some of students' lowered their voice or read faster to avoid their teacher correction, while several other were likely to pretend to be busy.

Moreover, another factor that play great role in contributing the students' into nervous feeling is fear of making mistake. The students' thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at other or making fool of themselves in front of class. In

addition, some of the student had painful memories of being ridiculed by other students', it just simply makes them lose their focus and feel so embarrassed. Though they have an impact on teaching, emotions are crucial in the classroom. They affect how well students can process information and comprehend new material. In other words, emotional state is able to either encourage or inhibit learning. For instance, when they are confident, content, and enthusiastic about the material, students learn and perform better. Emotions have the power both to stimulate students' thinking and obstruct their ability to learn. Students' attempts to study might be derailed by negative emotions including anger, anxiety, and despair.

In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their audience when made a mistake. The worst thing was the students who made mistake just stared to lose their focus. Their mind went blank and remained silent for a moment. They squirming, stammering, and fidgeting. The students looked so disturbed, worried, and even sweating. While some of them just smiled or also laughed to cover their nervous feeling.

According to Rohman (2018) find there are several problems that's students faced in microteaching class, there is personal problems, students' preparation problem, class participation problems, instructional problems, and emotional problems.

Similar result was found by (Marwan, 2007) that lack confidence is one of the primary causes of students' nervousness. Moreover, the result was found by (Brown, 1991) that fear of being laught at by other as one of the greates sources of nervousness.

2. Factor Time Management Problem in Microteaching Activity

From the result of observation and interview by the microteaching students', there are two problems faced by microteaching students, the first is the problem of planning techniques and the problem of controlling time, both of which can affect the microteaching process. According to Uzir (2020) this research additionally demonstrated that time management strategies were linked to various interventions in tailored analytics-based feedback and had a substantial impact on academic success.

Time management is where individuals first determine their needs and desires and then arrange them based on the order of importance. This means that there are special activities, namely setting goals to achieve needs and desires by prioritizing tasks that need to be completed. Completely important tasks are then matched to available time and resources through planning, scheduling, making lists, organizing and approaching tasks.

Related to (covay, 1994) says that time management cannot be separated from self-management. Self-management can be interpreted as the way individuals organize their lives with the principle of prioritizing what must be done on a priority scale. The ability to manage one's time involves all efforts and actions that are carried out with a plan in order to maximize the utilization of available time. The implementation of time management abilities helps students in analysing tasks and planning their completion, strengthening their overall critical planning skills and understanding of commitments and their importance while developing task schedules.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. There are three factors that contribute to feelings of nervousness among microteaching students at the Makassar Muhammadiyah University. low English proficiency such fear of making mistake in arranging word, lack of confidence for example feel nervous about the performance, and fear of making mistake as relevant by being laugh by others or making fool themselves. And,

2. There are two factors faced by microteaching students in time management, namely planning technique such as forgetting the equipment that will be used in microteaching activity and time control that is less attitudes toward time .

B. Suggestion

Based on conclusion that has been explained above, some suggestion are proposed as follow:

1. For students'

    For the students, they need to get involved to reduce nervousness in classroom. Students' should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridicule them. This world make them feel comfortable each other. Moreover, analyze attitudes towards time management and identify the extent of the manager's ability to manage time and also the importance of recognizing the importance of time, as well as establishing a priority scale without forgetting the obligation to commit to time.

2. For lectures

    For lectures in the learning process the lecturer must know about their students' capacity and be able to provide motivation to students in microteaching activities.

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APPENDIX

INSTRUMENT INTERVIEW

1. What do you feel when you speak in English?

   (Apa yang kamu rasakan ketika kamu berbicara dalam bahasa inggris?)

2. Why do you feel nervous when you present your material?

   (mengapa kamu merasa gugup kketika kamu mempresentasikan materimu?)

3. Why do you feel less confidence when doing microteaching activity?

   (Kenapa kamu kurang percaya diri ketika melakukan kegiatan microteaching?)

4. What makes you afraid of making mistake on microteaching activity?

   (Apa yang membuatmu takut dalam membuat kesalahan pada kegiatan microteaching?

5. What bother you the most when you doing microteaching activity?

   (Apa yang paling mengganggu mu ketika melakukan kegiatan microteaching?)

6. How do you manage your time to reach your target?

   (Bagiaman anda mengatur waktu anda untuk mencapai tujuan?)

7. What do you have prepared before doing microteaching activity?

   (Apa yang harus adna siapkan sebelum melakukan kegiatan microteaching?

8. How you can control your time?

   (Bagaimana anda mengontrol waktu anda?)

9. How do you face the time control problems?

   (Bagaimana anda mengahadapi masalah control waktu?)

10. What obstacle do you face to stay organizing the task?

    (Hambatan apa yang anda hadapi untuk tetap menyusun tugas?)

TRANSCRIPT INTERVIEWED RESULT

Resource: Student 1

1. What do you feel when you speak in English?

   (Apa yang kamu rasakan ketika kamu berbicara dalam bahasa inggris?)

   Answer: I sometimes feel less confident in speaking English because I lack vocabulary and will definitely be nervous because I can't organize my vocabulary well.)

2. Why do you feel nervous when you present your material?

   (mengapa kamu merasa gugup kketika kamu mempresentasikan materimu?)

   Answer: I feel nervous when something I say is not understood by the audience

3. Why do you feel less confidence when doing microteaching activity?

   (Kenapa kamu kurang percaya diri ketika melakukan kegiatan microteaching?)

   Answer: Because I feel I'm not very good at managing the class

4. What makes you afraid of making mistake on microteaching activity?

   (Apa yang membuatmu takut dalam membuat kesalahan pada kegiatan microteaching?)

   Answer: I am afraid that my nervousness will hinder the audience's understanding or provide unclear information

5. What bother you the most when you doing microteaching activity?

   (Apa yang paling mengganggu mu ketika melakukan kegiatan microteaching?)

   Answer: The audience's eyes, as well as the audience being noisy and not paying attention to the class

6. How do you manage your time to reach your target?

   (Bagiaman anda mengatur waktu anda untuk mencapai tujuan?)

   Answer: I use time planning, so I make a to-do list and I determine the priority of the main targets that I want to achieve.

7. What do you have prepared before doing microteaching activity?

   (Apa yang harus adna siapkan sebelum melakukan kegiatan microteaching?

   Answer: Mental, material and personal readiness

8. How you can control your time?

   (Bagaimana anda mengontrol waktu anda?)

Answer: My time management such as dividing time, using reminders, and prioritizing tasks that I need to complete first

9. How do you face the time control problems?

(Bagaimana anda mengahadapi masalah control waktu?)

Answer: By making a planning list

10. What obstacle do you face to stay organizing the task?

(Hambatan apa yang anda hadapi untuk tetap menyusun tugas?)

Answer: Obstacles that I often face include changes in schedule or technical problems

Resource: Student 2

1. What do you feel when you speak in English?

   (Apa yang kamu rasakan ketika kamu berbicara dalam bahasa inggris?)

   Answer: I feel very nervous and embarrassed when I have to speak English in front of many people or to lecturers. Advice I know my English is very bad

2. Why do you feel nervous when you present your material?

   (mengapa kamu merasa gugup kketika kamu mempresentasikan materimu?)

   Answer: I'm afraid of using the wrong vocabulary when speaking because I don't understand vocab.

3. Why do you feel less confidence when doing microteaching activity?

   (Kenapa kamu kurang percaya diri ketika melakukan kegiatan microteaching?)

   Answer: I feel like I don't have the talent to be a teacher and I don't know enough to make the class atmosphere enjoyable when I do microteaching, so this makes me not confident when I practice teaching

4. What makes you afraid of making mistake on microteaching activity?

   (Apa yang membuatmu takut dalam membuat kesalahan pada kegiatan microteaching?

   Answer: Because of habits, my habits make me overthink so I am very afraid of making mistakes when doing microteaching activities

5. What bother you the most when you doing microteaching activity?

   (Apa yang paling mengganggu mu ketika melakukan kegiatan microteaching?)

   Answer: When the audience does not pay attention to the explanation given during microteaching activities

6. How do you manage your time to reach your target?

   (Bagiaman anda mengatur waktu anda untuk mencapai tujuan?)

   Answer: I arrange what activities I will do during teaching practice later, so that it doesn't exceed the time we have during practice or we could say I design the learning activity and media that I will used.

7. What do you have prepared before doing microteaching activity?

   (Apa yang harus adna siapkan sebelum melakukan kegiatan microteaching?

   Answer: of course, I design the learning activity and media that I will use in teaching practice

8. How you can control your time?

   (Bagaimana anda mengontrol waktu anda?)

   Answer: I set timer to know when I have done teaching

9. How do you face the time control problems?

   (Bagaimana anda mengahadapi masalah control waktu?

   Answer: I speed up the last activities, for example during the game session for

   evaluation I only mention a few audience so that there is enough time

10. What obstacle do you face to stay organizing the task?

    (Hambatan apa yang anda hadapi untuk tetap menyusun tugas?)

    Answer: I have difficulty matching the material I will teach with teaching media

    that I will used
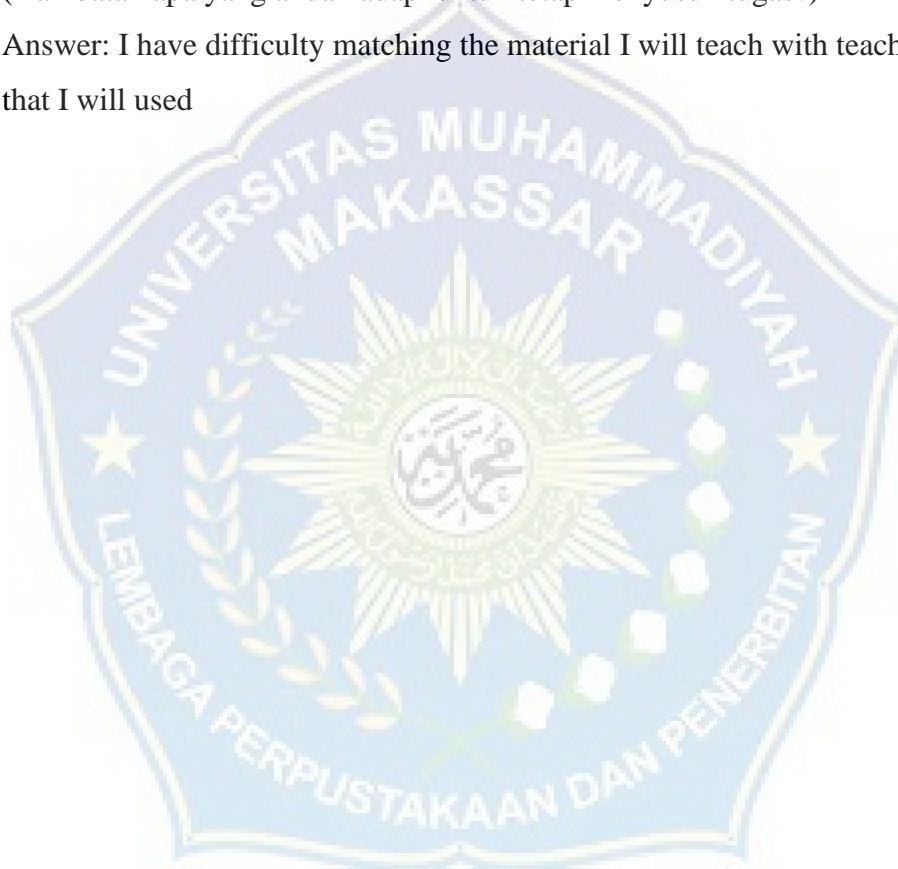
Resource: Student 3

1. What do you feel when you speak in English?

   (Apa yang kamu rasakan ketika kamu berbicara dalam bahasa inggris?)

   Answer: I feel nervous

2. Why do you feel nervous when you present your material?

   (mengapa kamu merasa gugup kketika kamu mempresentasikan materimu?)

   Answer: I feel like I'm going to make a mistake

3. Why do you feel less confidence when doing microteaching activity?

   (Kenapa kamu kurang percaya diri ketika melakukan kegiatan microteaching?)

   Answer: I feel like I'm not smart enough

4. What makes you afraid of making mistake on microteaching activity?

   (Apa yang membuatmu takut dalam membuat kesalahan pada kegiatan microteaching?

   Answer: I'm afraid of being laughed at

5. What bother you the most when you doing microteaching activity?

   (Apa yang paling mengganggu mu ketika melakukan kegiatan microteaching?)

   Answer: jokes from friends who were in the audience when I made a small mistake

6. How do you manage your time to reach your target?

   (Bagiaman anda mengatur waktu anda untuk mencapai tujuan?)

   Answer: prepare all preparations the day before carrying out microteaching activities

7. What do you have prepared before doing microteaching activity?

   (Apa yang harus adna siapkan sebelum melakukan kegiatan microteaching?

   Answer: Power points and teaching materials

8. How you can control your time?

   (Bagaimana anda mengontrol waktu anda?)

   Answer: by using free time to work on all microteaching teaching materials

9. How do you face the time control problems?

   (Bagaimana anda mengahadapi masalah control waktu?

   Answer: I can't control time well

10. What obstacle do you face to stay organizing the task?

    (Hambatan apa yang anda hadapi untuk tetap menyusun tugas?)

Answer: lots of activities happen suddenly

Resource: Student 4

1. What do you feel when you speak in English?

   (Apa yang kamu rasakan ketika kamu berbicara dalam bahasa inggris?)

   Answer: I feel very nervous when I have to speak in front of many people, because I feel my English is very bad

2. Why do you feel nervous when you present your material?

   (mengapa kamu merasa gugup kketika kamu mempresentasikan materimu?)

   Answer: I get nervous when the audience looks into my eyes as if they don't understand the explanation I am giving

3. Why do you feel less confidence when doing microteaching activity?

   (Kenapa kamu kurang percaya diri ketika melakukan kegiatan microteaching?)

   Answer: I feel less confident with my English skills which are still very poor

4. What makes you afraid of making mistake on microteaching activity?

   (Apa yang membuatmu takut dalam membuat kesalahan pada kegiatan microteaching?

   Answer: I was afraid of being laughed at by the audience when I made a mistake

5. What bother you the most when you doing microteaching activity?

   (Apa yang paling mengganggu mu ketika melakukan kegiatan microteaching?)

   Answer: The audience's enthusiasm was lacking and I felt the audience's gaze was intimidating

6. How do you manage your time to reach your target?

   (Bagiaman anda mengatur waktu anda untuk mencapai tujuan?)

   Answer: I don't implement time planning in my daily life so that when the microteaching activity is scheduled at 7 o'clock I forget to prepare all the tools and teaching materials that I have made last night.

7. What do you have prepared before doing microteaching activity?

   (Apa yang harus adna siapkan sebelum melakukan kegiatan microteaching?

   Answer: things that I prepare such as teaching materials and power points as well as teaching tools

8. How you can control your time?

   (Bagaimana anda mengontrol waktu anda?)

Answer: In the practice of teaching microteaching, I control my time by making good use of it so that time in class is not wasted

9. How do you face the time control problems?

(Bagaimana anda mengahadapi masalah control waktu?

Answer: I'm not good at managing time

10. What obstacle do you face to stay organizing the task?

(Hambatan apa yang anda hadapi untuk tetap menyusun tugas?)

Answer: there were several unexpected problems in time control such as unclear news from the lecturer, microteaching participants who had not arrived and other technical problems

RESULT OF OBSERVATION FIELD NOTES

Observation Field Notes
Date: Thursday, 21 des 2024
Site: Universitas Muhammadiyah Makassar
Activity: Microteaching Activity
Participants: Microteaching Students
Summary: On Thursday 21 December. Microteaching classes start at 07:00 until 09:00. However, at 07:15 that day there were 2 students present. <u>Most students show up at 7:45</u>. The microteaching class starts with directions from the lecturer at 08:00. The participant in today's microteaching class is, Miftahul. With introduce yourself material. Students seemed to have difficulty when they wanted to start microteaching activities because <u>the students did not bring the tools they would use</u> (laptops). The students gave full explanation to the audience about the material. during the explanation of the material, <u>the students only mention a little bit English word</u>, the students more often use Indonesian during explaining the material, and also use Indonesian to communicate with the audience. After explaining the material the student gave a challenge to the audience to introduce themselves in front of the class using English. Generally the students faced difficulties in managing their class, such as their <u>lack of vocabulary</u>, <u>fear of making mistakes in pronounce English words</u> and so on.

Observation Field Notes
Date: Thursday, 28 des 2024 **Site:** Universitas Muhammadiyah Makassar **Activity:** Microteaching Activity **Participants:** Microteaching Students
Summary On Thursday 28 December. Microteaching classes start at 07:00 until 09:00. <u>Classes start at 07:45</u> after instructions from the lecturer. Today's microteaching participant is Muliana with offering help material. At the first, the students have not provided an explanation, the students only tell the audience about their topic that will be studied. The students use both Indonesian and English when giving an explanation, but more often the students use Indonesian. <u>The student looks nervous when in front of an audience.</u> This can be seen when the student avoids eye contact with the audience, his voice is muffled and his hands move. <u>Some of them lowered their voice or read faster.</u> The students' fear of being negatively evaluates by both teacher and audience which can expose their inadequacies. Furthermore, they admitted their audience often ridiculed or even sometimes shouted at them if they make a mistake. It just simple makes them lose their focus and feel embraced.

DOCUMENTATION

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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Resky Aiman Ananda Pratiwi

Nim   : 105351101219

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	17 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 24 Mei 2024
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Kepala UPT- Perpustakaan dan Pernerbitan,

Nursiah, S.Hum.,M.I.P
NBM. 964 591

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بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Resky Aiman Ananda Pratiwi
NIM	:	10535101219
Judul Penelitian	:	*Investigating Students' Nervousness and Time Management Problems in Microteaching Activity*
Tanggal Ujian Proposal	:	11 November 2023
Tempat/Lokasi Penelitian	:	Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkai t
1	Kamis, 21 des 2023	observasi	Dr.Hj.Ilmiah,S.Pd.,M.Pd	
2	Kamis, 28 des 2023	observasi	Dr.Hj.Ilmiah,S.Pd.,M.Pd	
3	Kamis, 4 jan 2024	Interview	Dr.Hj.Ilmiah,S.Pd.,M.Pd	
4	Kamis, 11 jan 2024	interview	Dr.Hj.Ilmiah,S.Pd.,M.Pd	
5				

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Mengetahui;

Makassar ...., 24 May 2023

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
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Pimpinan/Kepala sekolah/Instansi

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LETTER OF ACCEPTANCE
0884/BG-FKIP/LOA/B/V/1445/2024

Dear RESKY AIMAN ANANDA PRATIWI

It is our pleasure to inform you that, after reviewing your paper:
INVESTIGATING STUDENTS' NERVOUSNESS AND TIME
MANAGEMENT PROBLEMS IN MICRO-TEACHING ACTIVITY
The manuscript ID: 1474

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics,**
ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
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Makassar, 24 May 2024 M
16 Dzulqaiddah 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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SURAT KETERANGAN
PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA
Nomor : 043/2019-BG-FKIP/Research/III/1444/2023

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah **menerima** judul beserta draf penelitian yang saudara(i) ajukan pada tanggal *8 Maret 2023*. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa	: RESKY AIMAN ANANDA PRATIWI
Research Issue	: Psycholinguistics
NIM	: 105351101219
Dosen Penasihat Akademik	: Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
Judul Penelitian	: INVESTIGATING STUDENTS' NERVOUSNESS AND TIME MANAGEMENT PROBLEMS IN MICRO-TEACHING ACTIVITY AT SCHOOLS

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Originality Report

Similarity Index (max. 35 %)	Internet Sources	Publications	Student Papers
35%	Merged	Merged	Merged

Pembimbing I & II:

1. **Dr. Sujariati, S.Pd., M.Pd.**
2. **Dzur Rif'ah Mahmudah, S.Pd., M.Pd.**

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan international terindeksasi)
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Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 29 Sya'ban 1444 H
21 Maret 2023 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd
NBM 977 807

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Nomor : 15237/FKIP/A.4-II/XII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
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  Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Resky Aiman Ananda Pratiwi
Stambuk : 105351101219
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Pangkep / 24-10-2001
Alamat : Kampung Siang, Kel. Bori Appaka, Kec. Bungoro

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Investigating Students Nervousness and Time Management Problems in Microteaching

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
04 Desember 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	: **Resky Aiman Ananda Pratiwi**
NIM	: 10535 11012 19
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 21 Desember 2023 s.d 11 Januari 2024, dalam rangka penyusunan Skripsi dengan judul:

"Investigating Students' Nervousness and Time Management Problems in Microteaching Activity".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

16 Dzulkaidah 1445 H
Makassar ,---------------------------
24 Mei 2024 M

Dekan,
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CURRICULUM VITAE (CV)

RESKY AIMAN ANANDA PRATIWI, was born on October 24th , 2001. She is the first child of Muslimin and Sunarty couple. She has two sisters and one brother. She started her education in 2006 she study at TK Pertiwi, and 2008 continued her study at SDN 3 Sambung Jawa and graduated in 2013. Then she continued at SMPN 1 Bungoro and graduated in 2016. Afterwards, she continued her study at SMAN 3 Pangkep and graduated in 2019. In 2019, she was registered as a student of English Education Department of Teacher Training and Education Faculty at Muhammadiyah University of Makassar. And at the end of her study, she could finish her thesis entitle *"Investigating Students' Nervousness and Time Management Problems in Microteaching Activity".*