

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching practice anxiety is a phenomenon that often occurs in every pre-service teacher, especially English teachers. This refers to the worries and fears experienced by teachers when faced with English teaching situations. Feelings of anxiety themselves are feelings of discomfort, fear and anxiety that a person experiences when doing something in a certain situation (Horwitz, 2016; Tum, 2015; Permatasari et al, 2019). Anxiety in teaching English is related to situations where pre-service teachers feel tension before, during and after teaching Permatasari et al, (2019).

According to Can (2018), foreign language teaching anxiety (FLTA) is the sensation of not having enough self-confidence to teach a foreign language to others effectively and the feeling of not being able to use a foreign language when teaching students. This anxiety can have a significant impact on teaching performance, both affecting teacher self-confidence and the quality of teaching provided to students. The fear and tension that teaching practice anxiety usually creates in pre-service teachers hinders them from teaching foreign languages effectively (Tum, 2015).

Based on pre-interviews that I conducted with several of my classmates who were going to do practicums at several schools, they felt

anxious and worried about how they would teach English material to students. There are several reasons that make them (pre-service teacher) anxious, including; lack of experience teaching students at school, fear of being assessed as bad by students in teaching English, worry of not being able to answer students' questions, and fear of not being able to manage the class well.

Pre-service teachers are teachers who are still in the educational stage to become teachers who are ready to teach professionally according to the needs of the times (Mufidah, 2019). In this case, teaching practice is very important for every pre-service teacher considering that the learning process that occurs in schools is not as simple as a lecture program (Trent, 2013). Education in Indonesia, especially English language education, these pre-service teachers have their own challenges in teaching because they have to teach English material which is not their mother tongue (foreign language). The challenge for pre-service English teachers is anxiety when teaching which means using the target language itself, both in communicating with students, delivering instructions, and how to use the right words during learning (Aydin, 2016; Ipek, 2016).

This is apparently implied in the Al-Qur'an Surah *Al-Baqarah* verse 155-156:

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ ۗ وَبَشِّرِ
الصَّابِرِينَ ﴿١٥٥﴾

الَّذِينَ إِذَا أَصَابَتْهُمْ مُصِيبَةٌ قَالُوا إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ ﴿١٥٦﴾

In this verse, Allah Swt deliberately gives a test in the form of fear (anxiety) so that we always ask for help only from Him and this feeling of anxiety will definitely happen to anyone in any condition because we humans are God's weak creatures. The anxiety factor is an important factor in determining failure or success in learning in English classes (Fadillah, 2015). But what if the teacher who is supposed to be a facilitator of English learning actually experiences anxiety when he wants to teach it.

There are many discussions regarding foreign language teaching anxiety, one of which was put forward by Merc (2011) who stated that there are several factors that cause pre-service teachers to experience anxiety, including supervisory observations, class management, teaching techniques, student and class characteristics. Ipek (2016) also stated that the reasons pre-service English teachers feel anxious are fear of making mistakes, fear of failure, and lack of expertise in certain fields. This anxiety factor makes pre-service teachers' learning seem stiff, less interesting and uncomfortable.

Apart from that, in Indonesia, Maulimora (2019) conducted case study research at the Indonesian Christian University to look at pre-service teachers' perceptions of anxiety in peer teaching. The results show that many people experience anxiety in teaching English and there are 3 main causal factors, including; English skills, peer conditions, and classroom management. English language skills are a measure of the self-confidence

that pre-service teachers have. If they are not proficient in it, it is certain that they will be anxious about teaching it.

Furthermore research (Pasaribu & Harendita, 2018) identified the causes that trigger anxiety and the strategies used by pre-service teachers to overcome it. The results show that several factors contribute to pre-service teacher anxiety, namely: self-confidence, English language skills, preparation, lesson delivery, student profile/background, evaluation/assessment system and classroom management. In overcoming this anxiety, there are 4 coping strategies that have been prepared by this research, including personal, professional, social and institutional strategies (Novitasari & Murtafi'ah, 2022). Recognizing the causes of anxiety and adapting strategies to deal with them can be one step forward in reducing teaching anxiety (Pasaribu & Herendita, 2018).

Then, to ensure that foreign language teaching can run well, pre-service teachers need to prepare a plan that is closely related to strategy. Strategy can also be said to be teacher preparation or action for teaching, which of course is also related to anxiety about teaching practice, because anxiety itself often occurs in people who are not ready when teaching English (Pasaribu & Harendita, 2018). This is in line with the pre-interviews I get from my classmates because they sometimes worry about not preparing well before a presentation.

In light of the above research, this suggests that additional research should be conducted to investigate more specifically how anxiety pre-service English teachers face. This research aims to explore the views of pre-service English teachers regarding the causes of their anxiety and the strategies they use to reduce this anxiety. After that the findings can be used as a reference in reducing anxiety in teaching practices by pre-service teachers when they are at school, especially for educational institutions, research, lecturers and students.

B. Definition of Key Terms

To minimize confusion, a few research-related words are defined.

1. Pre-service English teachers

English pre-service teachers refer to English education students who carry out teaching practice assignments in schools as an implementation of the knowledge they have gained during their studies.

2. Teaching Practice Anxiety

Teaching practice anxiety refers to feelings of anxiety that occur in pre-service teachers when teaching material in class due to a lack of self-confidence, fear of making mistakes and being unable to manage the class.

3. Pre-service English Teachers' Strategies to Reducing Anxiety

Pre-service English Teachers' Strategies for Reducing Anxiety refers to the methods and approaches used by pre-service teachers to manage and reduce their anxiety levels during teaching practicums.

4. EFL

EFL (English as a Foreign Language) refers to people who learn or teach English which is not their native/first language but as a second language.

C. Research Questions

The following primary inquiries will be addressed by this study:

1. What causes pre-service English teachers to feel anxious when teaching English?
2. What are the strategies used by pre-service teachers to reduce teaching anxiety?

D. Objectives of Study

Based on the research questions, this study aims to investigate:

1. To find what are causes pre-service English teacher to feel anxious when teaching English
2. To find out what are the teachers' strategies used by pre-service teachers to reduce teaching anxiety.

E. Significance of Study

This research is expected to provide some information regarding pre-service English teachers' strategies in reducing teaching practice anxiety. So readers can see it as a guide to optimize the learning process better. The importance of this research is as follows:

1. For pre-service English teachers

This study helps participants have references regarding how to reduce the anxiety they will face during teaching practice in order to better prepare themselves for future problems.

2. For teachers

Teachers can prepare students to be more mature in the teaching practices that students will face with appropriate coping strategies according to the circumstances of students who are doing teaching practice. This is also a reference for lecturers to train students in preparing interesting lessons so that pre-service teachers are not too anxious when teaching English material in class.

3. For future researchers

It is hoped that future researchers can provide useful information and become a catalyst for future researchers to conduct further research on how to reduce anxiety in teaching practice in schools.