

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching is the process of transmitting knowledge that involves the teacher and the learner. It is the process of attending to people's needs, experiences, and feelings, and making specific interventions to help them learn a particular thing. Students in education programs, including students in English language education program, are prepared to be able to teach. Therefore, teaching practicum is compulsory for them. Teaching practicum plays a crucial part in their learning experience and preparation to become teachers (Saariaho et al., 2019). It provides the chance to testify and also to act out the knowledge which they have acquired previously in the theoretical study (Rahayuningsih, 2016). Diala et al. (2014) stated that teaching practicum is a real opportunity for students to experience the teaching process in real environments, the complexity, and challenges that may contribute to inhibiting the process of school curriculum implementation. In conclusion, teaching practicum creates an opportunity for student teachers to implement and act out their knowledge in real teaching environments.

The purposes of the teaching practicum are to give prospective teachers real experience of a school environment and to understand the process of teaching and learning in the classroom under the supervision of a coordinating teacher, a school teacher who assist the student teachers during the teaching practicum and teacher educator, a supervisor from the university. It is to help students get familiar with the educational practice, teacher responsibilities, engage in teaching, and creating a final internship report (Loc, 2014). During the teaching practicum, student teachers will have experience of teaching real students in a school situation with many different characteristics. Teaching practicum gives student-teacher experience in actual teaching and learning situations (Mortensen, 2014). Teaching practicum also allows student teachers to realize their knowledge with different teaching techniques and materials and be observed by their coordinating teacher (Merç, 2015). Although student teachers are required to use the school curriculum as a guideline to prepare for the teaching process, teaching practicum allows student teachers to modify the materials to teach. The student teachers have to be ready to teach teaching materials selected by the coordinating teacher. They are assessed and evaluated by mentors and coordinating teachers during teaching practicum (Aydin, 2016).

Because teaching practicum is also evaluated by the cooperating teachers and teacher educators, it becomes more challenging. In teaching practicum psychological barriers such as anxiety cannot be avoided. Teaching practicum might create a combination of anticipation anxiety, excitement, and apprehensiveness in the student teachers as they start their teaching practicum (Han & Takkaç-Tulgar, 2019b). This condition greatly affects the performance of the student teachers. Anxiety can be defined as the feeling of student teachers' restlessness, lack of self-belief; and self-confidence when they are in the new teaching-learning situation. Anxiety is an emotional state that results from the individual feelings, motivational, and perceptual unease. It can be observed before, during, and after teaching. It reflects the different experiences that student teachers are exposed to in their classroom and school work (Khoshlessan, 2017).

Teaching practicum can be very difficult for some anxious student teachers. Student teachers have doubts about their ability to handle situations, control and guide learners, classroom management or establish working relationships with mentors or supervisors. Aglazor (2017) deciphered that teaching practicum can give positive feeling such as exciting and negative feeling such as a mixture of anticipation, apprehension and anxiety. Horwitz (2016) added that student teachers showed their teaching anxiety by a negative feelings and emotions during facing any situation in the classroom learning. Foreign language teachers experience teaching anxiety from such sources as classroom management, school-related issues, fear of negative evaluation, and proficiency in using the target language (Şenel, 2016).

Many language teachers who are non-native speakers may have anxiety during EFL teaching. Anxiety might be also experienced by English student teachers during teaching practicum. It might happen because of a lack of experience using the language, lack of teaching experiences, they may feel anxious, worried, and lack the self-confidence to speak the target language in front of the class (Pasaribu & Harendita, 2018). Agustiana (2014) stated that English student teachers got anxiety because they have less of mastering English skills such as in speaking, listening, reading or writing skills. In this case, pre-service English teachers might also experience difficulties during the teaching practicum because of their lack of experience in using the target language. For example, they may feel worried or shy speaking.

There have been studies investigate the factors that may cause teaching anxiety and ways to overcome teaching anxiety. Alrabai (2014) revealed that anxiety during classroom practice can

negatively affect student-teacher performance in the classroom practice process. Therefore, student-teachers need to take some measures to deal with anxiety in order to perform well during teaching practicum. In this study, coordinating teacher has an important role to reduce student teachers' anxiety, through motivation, builds student teachers' confidence and self-esteem in their foreign language abilities via encouragement, reassurance, positive reinforcement, and empathy. Han & Takkaç-Tulgar; (2019) found out that; being observed by coordinating teacher and teacher educator was the major teaching anxiety source during teaching practicum. Student teachers experienced anxiety because they knew that they would be evaluated and provided with feedback based on their teaching performances. and student teachers employed coping strategies with consult their coordinating teacher and teacher educator with receiving feedback to achieve a successful teaching process. Another study was conducted by Djawamara and Listyani (2021) who explored some possible sources of anxiety related to teaching practicum in senior high school. The result showed that the student teachers became nervous when having to face the new environment, attitudes of school teachers and students, lesson plans and teaching materials, the student teachers' way of presenting materials to school students, time management, the availability of Audio-Visual Aids, and being observed by the supervisor and mentor teachers. To overcome anxiety, student teachers must be convincing their self during teaching practicum, belief their self that they can be adapted with a new environment, build good relationships with teachers and all students and prepare for the best performance when doing teaching practicums.

Teaching anxiety might give negative effects on EFL student teachers' performance during teaching practicum. Abongdia (2015) examined the effect of teaching anxiety on student teachers and found that anxiety has a detrimental impact on the effectiveness of teaching performance, such as; student teachers feel uncomfortable or nervous during delivering the material with the right procedures, which can be caused the wrong perception of students to student teachers' explanation. In this condition, anxiety may reduce teaching effectiveness and thereby relieve the enthusiasm and motivation of students in terms of learning and student performance (Lindqvist et al., 2017). Thus, the student teachers must take some actions to cope with their anxiety so that they can perform well during their teaching practicum.

In the research above teaching anxiety has been evident to affect student teachers during practicum. Therefore, EFL student teachers need to overcome their anxiety during the teaching practicum. Meanwhile, there is still limited research investigating the factors and the strategies

that EFL student teachers employed to cope with their anxiety when they have teaching practicums. This study was conducted to investigate student teachers' anxiety and the strategies that they used to cope with it during teaching practicum. Djawamara and Listyani (2021) recommend studying in a different context, involving more participants and employing more than one research instrument. This study was conducted to reveal the various strategies that student teachers use to find out the factors that cause anxiety among EFL student teachers during their teaching practicum in junior high school and how they will cope with it. This study is expected to give more enlightenment concerning the efficient coping strategies for handling English language teaching anxiety commonly taking place among EFL student teachers during their teaching practicum.

1.2 Research Question

The research question of this study is formulated as follows:

1. What are the factors that may cause teaching anxiety among EFL student teachers during the teaching practicum?
2. What are the EFL student teachers' strategies to overcome their anxiety during the teaching practicum?

1.3 Aims of the Study

The aims of the study refer to the research question, they are:

1. To find out the factors that may cause teaching anxiety of EFL student teachers during the teaching practicum.
2. To explore the strategies used by EFL student teachers to reducing their anxiety during their teaching practicum

1.4 Significance of the Study

This research is expected to have theoretical and practical and give guidelines for overcoming teaching anxiety in the English language teaching process. In terms of practical benefits, this research hopefully helps EFL student teachers that will be taking a teaching practicum, to understand the factors that may be causing teaching anxiety and how to overcome

the teaching anxiety throughout the teaching practicum. Moreover, it provides a clear view of what strategies are likely appropriate and proper in overcoming EFL student teachers' anxiety, alongside the anticipation toward the emerging problems related to teaching anxiety. In the future, other researchers, especially in the education field, can give references about strategies to decrease student teachers' anxiety and conduct further research about teaching anxiety in English language teaching.