

PRE-SERVICE EFL TEACHERS' ANXIETY DURING TEACHING PRACTICUM

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Abstract

Teaching practicum is an important stage for all students in university, because it is allowed them put into practice what have been learned in university courses and allowing them to interact directly with students in school. However, Anxiety is one of the critical issues that EFL pre- service teachers face when doing classroom teaching during a practicum program. This study aimed to know what factors can provoke anxiety of pre-service teachers in the English Education Department at a private university in Cirebon during teaching practicum and to know what strategies used by pre-service teachers to overcome with their anxieties. In this study, qualitative research with a case study approach was used to answer the research questions, and data were collected through interviews. Based on the data obtained from the interviews, the researcher discovered several factors that can provoke anxiety in pre- service teachers during teaching practicum. There is lack of teaching experience, being observed by a mentor teacher or supervisor, classroom management, proficiency in English, and unfamiliar with the Environment. While the strategies that used by pre-service teachers to overcome their anxieties during teaching practicum are preparation, increase self-confidents, and keep relax. The findings of this study provide information for university supervisors, mentors, and student teachers that anxiety may occur during teaching practicum.

Keywords: *Pre-service EFL Teachers, Teaching Practicum, English Education*

Sari

Praktik mengajar merupakan tahap penting bagi semua mahasiswa di perguruan tinggi, karena memungkinkan mereka menerapkan apa yang telah dipelajari dalam mata kuliah di perguruan tinggi dan berinteraksi langsung dengan siswa di sekolah. Namun, kecemasan merupakan salah satu masalah kritis yang dihadapi oleh calon guru bahasa Inggris (EFL) saat melakukan pengajaran di kelas selama program praktik mengajar. Penelitian ini bertujuan untuk mengetahui faktor-faktor apa yang dapat memicu

kecemasan calon guru di Departemen Pendidikan Bahasa Inggris di sebuah universitas swasta di Cirebon selama praktik mengajar, serta strategi apa yang digunakan oleh calon guru untuk mengatasi kecemasan mereka. Dalam penelitian ini, digunakan metode penelitian kualitatif dengan pendekatan studi kasus untuk menjawab pertanyaan penelitian, dan data dikumpulkan melalui wawancara. Berdasarkan data yang diperoleh dari wawancara, peneliti menemukan beberapa faktor yang dapat memicu kecemasan pada calon guru selama praktik mengajar. Faktor-faktor tersebut meliputi kurangnya pengalaman mengajar, diamati oleh guru pembimbing atau supervisor, manajemen kelas, kemahiran dalam bahasa Inggris, dan ketidakfamiliaran dengan lingkungan. Sementara strategi yang digunakan oleh calon guru untuk mengatasi kecemasan mereka selama praktik mengajar adalah persiapan, meningkatkan kepercayaan diri, dan tetap tenang. Temuan penelitian ini memberikan informasi bagi supervisor universitas, mentor, dan calon guru bahwa kecemasan dapat terjadi selama praktik mengajar.

Kata kunci: *Pembelajaran Berbasis Masalah, Kelas Bahasa Inggris, Penelitian Tindakan Kelas*

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Introduction

In the English Education Department, the most significant jobs are the process of preparing, training, and supplementing students with basic teaching abilities to be well prepared to teach in real classroom situation. Teaching practicum is one of the programs for all students majoring in the English Education Department. This is an important stage because it is allow them to put what they've learned in academic, educational, and general cultural courses into practice while also allowing them to interact directly with students and live in the school environment with all of its internal and external elements.

Agustiana (2014) defines a teaching practicum as a practice activity for pre-service teachers that takes place in a real classroom. This task requires pre-service teachers to create lesson plans, deliver lessons, and evaluate student performance. Additionally, teaching practicum gives pre-service teachers the opportunity to practice out their skills in school setting. Furthermore, teaching practicum according to Weinstein (1990) "Teaching Practicum is the period during which the genuine levels of pre-service teachers' basic competencies are determined, allowing them to be successful

teachers in the future”. The ability to properly teaching students and adapt into the school's culture are two qualities that pre-service teachers must need. It is clear that pre-service teachers will be struggling to complete this task. With so many obligations, they frequently experience anxiety.

Anxiety, according to Horwitz (2016) (as cited in Permatasari.D, Mulyono.H, and Ferawati, 2019), is a sense of unease, incompetence, fear, or nervousness about reacting in a certain situation. Additionally, according to Aydin and Ustuk (2020), "anxiety is a complex and dynamic phenomena; it cannot be limited to a particular set of universal factors." Also, according to Djouad and Idri (2020), this anxiety is a huge concern that might have a negative effect on pre-service teachers' performance, effectiveness, and attitudes about teaching as a career.

There are various factors that can cause EFL Pre-service teachers' anxiety, according to Agustiana (2014) conducted research “Pre-Service Teachers During Teaching Practicum” to determine the degrees of anxiety experienced during practicum. There are eight categories that trigger pre-service teacher anxiety. When cooperative teachers and/or supervisors observe their teaching activities, a lack of teaching experience, stress on the first day of teaching practicum, doing practicum assessment, having a large class, teaching grammar, feeling worried if their students ask questions, and attracting students' attention. In addition, according to Mosaddaq and Barahmeh (2016). Studies have shown that time management, classroom management, speaking in English during class, lesson planning, student evaluation, teaching methods, and being observed are the most frequent sources of anxiety.

Anxiety is one of the critical issues that EFL pre-service teachers face when doing classroom teaching during a practicum program (Permatasari.D, Mulyono. H, Ferawati, 2019). According to this phenomenon, the researcher interested in knowing what factors can trigger anxiety of EFL pre-service teachers in the English Education Department at a private university in Cirebon and what the strategies used by pre-service teachers to overcome their anxiety during teaching practicum.

Methods

In carrying out this analysis, the writer uses qualitative method with case study approach. Qualitative method, according to Cresswell (2016) is a method for investigating into and understanding the significance of social issues. According to stake (1998; cited in Hyett, 2014), Case study research involves the investigation and assessment of one or more cases in order to fully comprehend the complexity of the study topic. Participants of the study used purposive sampling. According to Gay, Mills, & Airasian (2012:141), purposive sampling means researcher select a sample based on his or her experience or knowledge of the group to be sample. With criteria 1) English students at one of private university in Cirebon who have already followed Teaching practicum program 2) The English students who got anxiety during teaching practicum. These criteria are intended to be set in order to select prospective participants. The participants of this research are 8th semester students from the English education department of the Faculty of Teacher Training and Education at one of Cirebon's private universities. Participants of this research consisted of five participants.

To collect the data, the researcher used semi-structured interview technique. The researcher used interviews to examine pre-service teachers' feelings and opinions based on their teaching practicum experiences. Interviews were conducted face-to-face directly to obtain a reliable and valid measure in the form of verbal responses from one or more respondents. Before conducting the interview, the researcher prepared several questions and made sure that the participants were ready to answer the questions.

Technique of data collection use interview. For interview, After recording the audio through the interview, the researcher transcribed the audio into written form. This is done to make it easier for researchers to analyze further data. Researcher was coding the transcriptions for each item related to pre- service teacher anxieties during teaching practicum. In coding the transcriptions, the researcher used R, and P. "R" stands for Researcher, and "P" stands for Participant. Then, the researcher makes an indicator of factors contributing anxiety to the pre-service teachers and the strategies to overcome anxiety to the pre-service teachers and last make the results of several themes based on the research questions.

Results and Discussion

Factors that can provoke anxiety to the pre-service teachers during teaching practicum

Lack of teaching experience

One of the factors that causes pre-service teacher anxiety during teaching practice is the lack of experience in teaching. The participant said they felt anxious when they had to come to the class for the first time, because this was their first experience teaching in a real school and have to teach in large groups of students.

“because this was my first experience in teaching students, of course I felt anxious when the first time I entered the class.”(P1)

“I was nervous throughout the teaching practicum, especially for the first meeting as it was my first time teaching a large group of students in person.”(P1)

Due to lack of experience in teaching pre-service teachers feel anxious because they are afraid that they will make mistakes when explaining or delivering learning materials, they are also afraid that if there are students who ask questions while teaching they cannot answer the question.

“I feel anxious and afraid of being wrong in explaining the learning material.”(P1)

“..there is a feeling of anxiety in me when a student asks a question, I feel afraid what if I can't answer the question.”(P1)

Being observed by a mentor teacher or supervisor

Another factor that causes pre-service teacher anxiety is being observed by a mentor teacher or supervisor. Pre-service teachers feel anxious when they have to teach and afraid of being wrong in explaining the learning material when the tutor pays attention to how they teach in the classroom.

“Of course, I was very worried, especially when I had to teach and the mentors paid attention to the way I taught.”(P5)

“Yes, I feel anxious and afraid of being wrong in explaining the learning material...” (P1)

The pre-service teachers also worried because they are afraid that the mentor teacher or supervisor does not understand the material they are given in class when teaching. Pre-service teachers also afraid of the assessment given by them so that the pre-service teacher felt anxious.

“Yes, I feel anxious. Because I am afraid of the assessment that will be given by my mentor teacher.” (P4)

“I am quite anxious and afraid that they do not understand the material given by me in class” (P2)

Classroom management

Another factor that makes pre-service anxiety is when they manage the class. The pre-service teacher feels anxious when students do not pay attention to them while explaining the material. pre-service teachers think that their teaching strategies are less interesting and students do not understand the material so that they do not pay attention.

“Yes, I feel anxious, because I will think that maybe my teaching strategy is less interesting or that students may have difficulty understanding the teaching materials that I convey.” (P1)

“Yes, I feel anxious because I am afraid that students will not understand the material given.” (P4)

The pre-service teacher also feels anxious when the students are inactive, unfocused and the students talk to their classmates when they explain the material. The unfavorable situation makes the pre-service teacher anxious and thinks that the material he conveys will be useless and their teaching methods are ineffective.

“Of course I was anxious because I felt that the class situation was not conducive and the material I thought would be in wasted.”(P2)

“When controlling the class, I feel a little overwhelmed, especially when there are students who are not active,...”(P3)

Proficiency in English

The next factor that makes pre-service teacher anxiety is proficiency in English. The pre-service teacher's primary language is Indonesian, and English is a second foreign language for them so that their English skills are not as good as native speakers. This makes them feel anxious when they are required to speak English while teaching and are afraid of making mistakes in pronunciation, forgetting the vocabulary to be spoken and afraid of students laughing at it.

“I was anxious that I would miss pronunciation and make the students laugh at me.”(P2)

“I was anxious, but I also felt like I was used to it because I had previously practiced in microteaching courses.”(P3)

Unfamiliar with the Environment

The last factor that makes preservice teachers anxious is that they are not familiar with the situation and environment. teaching practice at school is a situation that they rarely do even their first experience, so they have to adapt to a new environment and they are afraid of not being able to adapt to the environment and rules that exist in school.

“Yes, I experienced anxiety because fear of not being able to adapt to the school environment and its rules.(P2)

“during my teaching practice I experienced anxiety because this was my first experience so I had to adapt to the school environment.”(P5)

The strategies used by pre-service teachers to overcome their anxieties

Preparation

Based on the results found, the strategy used by the pre-service teacher to reduce anxiety is to prepare. Preparing and master the material well and develop the learning strategy that can attract student attention.

“...master the material because mastering the material will certainly increase my self-confidence which can reduce the anxiety I feel.” (P1)

In addition, pre-service teachers also prepare lesson plans so that the teaching materials that will be conveyed to students will be directed, organized, and structured. Preparing a lesson plan can also help an overview to the next lesson and will be mentally prepared

“...because by making lesson plans, the teaching materials that we will convey to students will be directed and learning will be more organized.” (P1)

Increase self-confidents

The strategy used by the pre-service teacher is to develop self-confidence by setting the mindset that I can do it and pay attention to appearance. paying attention to appearance can also increase their self-confidence, and they try to give their best performance in teaching.

“...I think confidence and paying attention to appearance is very important. Because in my opinion to be a teacher, we are required to speak in front of many people, where we must have strong self-confidence and look good. My anxiety can disappear when I pay attention to these two points.” (P1)

Keep relax

The last strategy used by pre-service teachers to relieve anxiety is to remain calm and relaxed before and during class teaching. This is done so that their minds are not blank while teaching and they believe in their ability to complete the tasks successfully.

“I think that if I keep calm and confidence in my ability to finish the task successfully, my anxious will decrease.” (P1)

“We have to keep ourselves calm and relaxed before learning, that's also so that we don't go blank while learning takes place.” (P3)

Discussion

In this section, the study results were gathered into a discussion unit. The research question was the foundation for all findings. The researcher tries to find out what provokes pre-service teachers' anxiety in the English Education Department at a private university in Cirebon during teaching practicum, as well as what coping mechanisms they employ.

We can conclude from the research's findings that the majority of students experience anxiety throughout their teaching practicum. According to the pre-service teachers, anxiety can be caused by a variety of factors include: lack of teaching experience, being observed by a mentor teacher or supervisor, classroom management, proficiency in English, and unfamiliar with the Environment. Then the strategies they use include: preparation, increase self-confidents, and relax.

In the results of this study, there are similarities with previous research was conducted by Agustiana (2014) in the factors that make pre-service teacher anxiety during teaching practicum there are lack of teaching experience, and when cooperative teachers and/or supervisors observe their teaching activities. Furthermore, there are similarities between this study and previous research conducted by Charisma (2020). The factors that make student teachers' anxiety are being not familiar with the situations, being observed by mentor or supervisor, incompetency in teaching, proficiency in English and classroom management.

Conclusion & Recommendation

There are several factors that can provoke anxiety in pre-service teachers during teaching practicum. The first factor is lack of teaching experience. Pre- service teachers feel anxious because teaching in real school is first time experience for them, so that they are afraid of make a mistake in explaining or delivering the material that pre-service teacher will teach. They are also afraid cannot answer the question if there are students who ask questions while teaching. The second factor is being observed by a

mentor teacher or supervisor. Pre-service teachers feel anxious when the tutor observed or pays attention to how they teach in the classroom and they are afraid of being wrong in explaining the learning material. Pre-service teachers also felt anxious because afraid of the assessment given by them. The third factor is classroom management. Pre-service teacher feel anxious when the class situation wasn't conducive because students inactive, unfocused, and didn't pay attention to them while they explaining the material. The fourth factor is proficiency in English. Pre-service teacher feel anxiety when they have to speak English in teaching. They are afraid making miss pronunciation, forget the vocabulary to be spoken and afraid of students laughing at it. The last factor is unfamiliar with the Environment. Pre-service teacher feel anxiety when they have to adapt to a new environment and they are afraid of not being able to adapt to the environment and rules that exist in school.

The researcher discovered several strategies that were used by pre-service teachers to overcome their anxieties. The first strategy is preparation. To reduce anxiety, pre-service teachers prepare and master the material to be taught by making lesson plans and developing teaching strategies that can attract students' attention in the classroom. By making lesson plans, learning can be directed, organized and structured. The second strategy is increasing self-confidents. The strategy that pre-service did to reduce anxiety is to be confident, set the mindset I can do it, give the best performance, and pay attention to appearance. Paying attention to appearance can also increase the pre-service teacher's self-confidence in teaching. The last strategy is relaxed. By staying calm, relaxed when teaching, and believing in ability to complete the task successfully, this can reduce the anxiety experienced by pre-service teachers during their teaching practicum.

This part consists of two (2) sub-parts: conclusion of the article and suggestions or recommendation from the research. Conclude your article critically and logically based on the research findings. Please be careful in making generalization of the findings. You should also state your research limitation in these parts. Generally, the conclusion should explain how the research has moved the body of scientific knowledge forward. In suggestion, please describe your recommendation for further studies regarding your research implication.

This research is focus on factors can provoke pre-service teachers' anxiety and the strategy they cope to reduce the anxiety during practicum. Due to the limitation of this study, further investigation with similar research can be conducted but with a broader scope, for example, larger population or different group of student teacher, between universities, and with the use of additional methods besides interviews can obtain different result and will be useful to give better understanding of the issue of Pre-service teacher anxiety.

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Conflict of Interest

Potential conflict of interest, if any, should be reported here during data collection.

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