

## PRE-SERVICE TEACHERS' ANXIETY DURING TEACHING PRACTICUM

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**Abstract:** Teaching practicum is an obligatory task for students of Faculty of Teacher Training and Education to fulfill their graduation requirement. Based on pre survey, this study aimed to find out the level of foreign language teaching anxiety (FLTA) experienced by English students and teachers throughout the teaching practicum. By using qualitative methods, 50 pre-service teachers completing their teaching practicum as part of their graduation requirement at English Department, Faculty of Teaching, participated in the study. The research tools were close-ended questionnaires filled by pre-service teachers and semistructured interviews conducted with 5 of the participant pre-service teachers. The analysis of the data revealed eight main categories as the foreign language student teacher anxiety: when the cooperative teacher and/or supervisor observe their teaching activity (3.6 mean rate), lack of teaching experience (3.4 mean rate), got stressed when they face the first day of teaching practicum (3.4 mean rate), conducting practicum assessment (3.1 mean rate), having a big class (2.9 mean rate), teaching grammar (2.8%), feeling worry if their students ask them questions (2.7 mean rate), and catching up students' attention (2.6 mean rate). Lack of teaching experience and less of mastering the material caused the anxiety during teaching appeared. Therefore, before conduct teaching activity, it is a must to the teacher to comprehend the material in order to avoid to make mistake and support our confident during teaching activity.

**Keywords:** *foreign language teaching anxiety, pre-service teachers, teaching practicum*

### INTRODUCTION

As the students of Faculty of Teacher Training and Education, teaching practicum is an obligatory task to do. Teaching practicum is the activity of teaching practice held in real classroom. It involves the activities of preparing the lesson plan, teaching at class, and assessing the students' achievement. Besides, teaching practicum is the opportunity given to the pre-service teachers to do teaching trials in school situation. Pre-service teachers refers to a college student who is engaged in an assigned student teaching experience (Johnson and Perry, 1967). Based on pre survey, found out that most of pre-service teachers feel anxiety to face the teaching practicum.

There are a number of perspectives taken as theoretical bases of the study. First, Oxford (1989) states that a certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety block language learning. Harmful anxiety presents itself in many forms, such as worry, self doubt, frustration, helplessness, insecurity, fear, and physical appearance. In addition, Scovel (1991) defines anxiety as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Furthermore, Horwitz and Cope (1991) state that Foreign Language Teaching Anxiety (FLTA) is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to

classroom language teaching that arises from the uniqueness of the language teaching process.

Language teaching anxiety is a confrontation that must be taken into account as a different but related concept to language learning anxiety as well as general teaching anxiety (Merç, 2004). According to Horwitz and Cope (1991), foreign language teaching anxiety (FLTA) is a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language teaching that arises from the uniqueness of the language teaching process. Therefore, Horwitz (1996) stated that "even if this anxiety had no impact on the effectiveness of the language instruction, it would seem to be a substantial detriment to the mental well-being and job satisfaction of foreign language teachers". In addition, Shrestha (2009) stated language teachers should be sensitive to foreign language teaching anxiety in their classrooms so as to make their teaching ecologically sound.

A number of researchers investigated the notion of language teaching anxiety. Such as Numrich (1996) investigated anxiety as a part of problems experienced by language teachers. The researcher analyzed the diary entries by non-native ESL teachers and found out that teachers were feeling anxious in times of feeling insufficient for effective grammar teaching, time management in class, and giving instructions for classroom activities.

El-Okda & Al-Humaidi (2003) conducted a study to investigate the relationship between the level of anxiety experienced by pre-service teachers of English and their language teaching self-efficacy beliefs. For the aim of the study, the researchers developed a scale to measure foreign language anxiety called Foreign Language Student Teaching Anxiety Scale. The scale has 34 items subsumed under six dimensions with

a reliability value of .8779. The scale consists of the following dimensions as the factors causing foreign language student teaching anxiety: interaction with students (8 items), interaction with peers (5 items), interaction with other language teachers (5 items), interaction with supervisors (5 items), planning and written work checking (5 items), and classroom management (6 items). The study also employed a "Student Teaching Self-Efficacy Scale consisting of 30 items including four dimensions. The results of the quantitative analyses showed that pre-service teachers of English experienced a moderate level of language teaching anxiety. Moreover, it was found that there was a statistically significant negative correlation between their level of language teaching anxiety and their perceived language-teaching efficacy. The researchers conclude that some measures be taken to alleviate the pre-service teachers anxiety levels; and this responsibility is loaded to the pre-service teachers themselves and the ones who supervise practice teaching.

Kim & Kim (2004) found that most anxiety-provoking situations for pre-service teachers were as follows: when they have to teach English through English; when they are asked unexpected questions; when they have to teach speaking; when students are not motivated or are not interested in their English classes; when they cannot control students; when they have to teach students who have lived in English-speaking countries; when someone observes their English classes; when they teach English listening; and when they teach English culture. The sources of foreign language teaching anxiety were listed as limited English proficiency, lack of confidence, lack of knowledge about linguistics and education, insufficient class preparation, being compared to native teachers, fear of negative evaluation, and lack of teaching.

Merç (2004) studied on the problems of preservice EFL teachers. The researcher identified that anxiety was one of the most frequently reported problems of preservice teachers completing their teaching practicum. The sources of anxiety reported by the pre-service teachers were: anxiety because of the previous experience, anxiety caused by a big class, anxiety caused by feeling of incompetence in teaching, anxiety caused by supervisor/being observed, anxiety due to being recorded, anxiety due to using a new teaching technique, anxiety due to using the time effectively, anxiety in the pre-active stage, anxiety of being observed by the cooperating teacher, anxiety of being unfamiliar with students, anxiety of teaching a new/different level, anxiety of using a new/different device, first-day anxiety, negative attitude of pre-service teachers toward the class, and anxiety of not achieving the objectives.

İpek (2007) conducted a study to devise a valid and reliable instrument to measure the level of foreign language teaching anxiety. Data were collected from nonnative teachers of English with daily kept diaries and semi-structured interviews. The analyses of the data, first, revealed six categories of sources of anxiety: making mistakes, teaching a particular language area, using the native language, teaching students at particular language levels, fear of failure, and being compared to fellow teachers. Second, the qualitative data collected led to the development of a valid and reliable scale for measuring foreign language teaching anxiety.

Yuksel (2008) conducted a study to investigate the pre-service language teachers' teaching anxiety in relation with their language learning anxiety. The study also aimed to find out the strategies for coping with teaching anxiety. Sixty three (63) pre-service teachers of English answered three

questionnaires: the FLCAS, the FLTAS, and an open questionnaire. The quantitative analysis of the data showed that preservice English teachers were experiencing anxiety on a scale between rarely to sometimes. Teaching a particular language skill such as grammar, listening or speaking skills was found to be the highest concern to preservice teachers. The analysis also revealed that female and male pre-service teachers did not differ in terms of their level of teaching anxiety. The results also showed that foreign language learning anxiety was not correlated with the foreign language teaching anxiety. These findings suggest that foreign language pre-service teachers feel anxious from time to time, the reasons of which are sometimes based on the language they are teaching and their teaching skills and strategies at some other times. The nature of the student teaching with all elements of teaching practicum included (e.g. supervisors, students to be taught, peers) are also effective factors in the anxiety experienced by pre-service teachers.

This research was conducted to find out the Foreign Language Teaching Anxiety (FLTA) level of pre-service teachers during their teaching practicum. The scope of this research was limited to analyze the Foreign Language Teaching Anxiety (FLTA) level among English students teachers during their teaching practicum.

## **METHOD**

In order to find out the answer of the research questions, the researcher used some procedures. In accordance with it, the research methodology covers research design, data collection and data analysis.

This research uses a descriptive method. According to Gay (1987) a descriptive method is a method of research that involves collecting data

in order to test hypothesis or to answer questions concerning the current status of the subject of the research. The descriptive method was used since this researcher was not for search for something or make the prediction. It only described the situation or phenomenon within the research. Therefore this research used descriptive method to describe phenomenon about Foreign Language Teaching Anxiety (FLTA) among English pre-service teachers during their teaching practicum.

Fifty pre-service teachers of English Department, Faculty of Education, participated in the study. They were enrolled in the "Teaching Practicum" course as a part of their graduation. During the teaching practicum, the pre-service teachers were observed by the cooperating teachers each time they deliver a lesson and by the University supervisors at least two times during the practicum for the evaluation of their performance.

This research uses two main instruments in the data collection process, such as close-ended questionnaires and interview. Both instruments were held at the end of teaching practicum. Questionnaire is the most common instrument used in descriptive research. It is extensively used to collect data about phenomena that are not directly observable such as inner experience, opinions, values, interests, and the like (Gall et al, 2003). It is used to obtain specific information data gathered from the participants. All participants were asked to fill the 20 items of close-ended questionnaires. After filling the questionnaires, they were collected to the researcher in order to be analyzed.

In order to triangulate the data collection, and to provide further information to the collected data, the interview was held. As stated by Fraenkel and Wallen (1993), the purpose

of interview is to find what is in their mind, what they think or how they feel about something. Semi-structured interviews were conducted with 5 participants who were chosen randomly. A set of questions were prepared by the researcher to lead the conversation during the interviews. All the interviews were audio-recorded with the permission taken from the interviewees. The participants were not informed about the aim of the study until the interview was done (Ipek, 2007) to avoid biased utterances during the interview. Each interview lasted between 7 - 13 minutes based on the interviewees' stories and explanations.

There are some steps of collecting the data. First, distributing the questionnaires to respondents. Sets of close-ended questionnaires were administered after teaching practicum. The pre-service teachers were asked 20 questionnaire items. There were some aspects adapted from the related research embracing problem regarding insufficient for effective grammar teaching, time management in class, giving instructions for classroom activities (Numrich, 1996), teach English through English; be asked unexpected questions; teach speaking; motivate the students; control students; someone observes their English classes; teach listening, lack of confidence, insufficient class preparation, fear of negative evaluation, and lack of teaching experience (Kim and Kim, 2004). Respondents were asked to put a checklist under the scale which best describe how they experienced the teaching practicum.

Second, collecting the result of questionnaires. After answering the questionnaires, respondents collected it out to the researcher. Third, sorting out the questionnaires. If the whole items were not filled, so the data were not taken, avoiding the unvalid data. Fourth, scoring the questionnaires answer. Those

items employed a five-point Likert Scale. The scales were Strongly Agree (5/1), Agree (4/2), Uncertain (3/3), Disagree (2/4), and Strongly Disagree (1/5). It means that for odd numbers (1,3,5,7,9,11,13,15,17,19) the score was SA (5), A (4), UN (3), DA (2), SDA (1). On the other hand, for even number (2,4,6,8,10,12,14,16,18,20) the score was SA (1), A (2), UN (3), DA (4), SDA (5).

Fifth, classifying the score by using microsoft office excel into groups in order to simplify their tabulation and interpretation based on the percentage statistics. Sixth, recording the interview with the respondents. After the questionnaires were administered, the researcher conducted interview with 5 pre-service teachers. The interview was intended to seek additional information as to pre-service teachers' teaching anxiety. Seventh, transcribing the interview of each respondents. As the interviewes done, the research transcribed the interview in order to avoid misunderstanding within conversation. The last, presenting the result into a coherent description.

The result of questionnaires filled by respondents were collected. The researcher sorted out the questionnaires. If the whole items were not filled, so the data were not taken. It is done to avoid the invalid data. Then, the researcher classified the score into groups in order to simplify their tabulation and interpretation based on the percentage statistics. Data from the questionnaires will give the specific informations about level of Foreign Language Teaching Anxiety (FLTA). Out of 50 questionnaires distributed to students and whole items were filled, so whole data were used to be analyzed.

In the tabulation, the researcher recorded the score of each aspect into table in Microsoft Excel. The table contains number of respondents, statements and score for each statement.

The item score was put under the number of statement.

Having put the score into the table 1, the researcher reported the data in the form of mean rating. The rating was obtained by summing all score given by respondents then divided by number of respondents. Since Likert Scale was used in this study, the researcher also consulted the mean rating of each aspect with descriptive analysis criteria by Muhidin and Abdurrahman (2007: 146).

Table 1. *Descriptive Analysis Criteria*

Range	Description
1.00 - 1.79	Very Relaxed
1.80 - 2.59	Relaxed
2.60 - 3.39	Mildly Anxious
3.40 - 4.19	Anxious
4.20 - 5.00	Very Anxious

As the other data source, the semi-structured interviews that were audio-tape recorded were transcribed by the researcher. The transcribed interviews were not taken for content analysis. However, as an important research tool, the interview result were used to provide first-hand evidence and samples from student teacher' own words. The interviews were used to shed more light onto explanations of foreign language student teacher anxiety, and the possible increases or decreases in certain aspects of the anxiety experienced.

The data collected through interview were explained by narrating the respondents' answers. By means of interview, reconfirmation toward pre-service teachers' responses were attained.

## RESULTS AND DISCUSSION

Based on data analysis on table 1, there are three anxious things appeared during teaching practicum. The first is when the cooperative teacher and/or supervisor observe their teaching activity. It has 3,6 mean rate. The interviewe also found that when pre-

service teachers would conduct the practicum assessment, because they would be observed by both cooperating teacher and supervisor. Although, some of them felt normal when the cooperating teacher came to their class, but not for being observed by the supervisor.

Pre-service teacher #1 stated that *"Ya waktu pertama saya ngajar, saya takut kalo guru pamong ke kelas, tapi lama2 biasa, Cuma waktu DPL datang, gugup lagi bu."*

(At the first time I taught, I worried if the teacher observed my class, but it didn't take a long time. This worry also appeared when the lecturer came.)

The second is lack of teaching experience (3,4 mean rate). 4 out of 5 interviewees stated that although they had experience in teaching but not to teach in the formal school before they had teaching practicum. So, they lack of teaching experience.

Pre-service teacher #2 stated *"Ya, saya pernah mengajar, walaupun cuma ngasih les private anak SMA."*

(Yes, I have ever taught. I taught a private class for senior high school students.)

The pre-service teacher #3 got stressed when they face the first day of teaching practicum. It has 3.4 mean rate. It has correlation with the most anxiety level, that pre-service teachers were lacking of teaching experience so they did not know how the real class would be.

As pre-service teacher 4 stated *"Iya bu, saya cemas banget. Belum pernah saya ngajar di kelas beneran, ya maksudnya di sekolah formal..."*

(Well mam, I felt so worry. I have never taught the real class, I mean the formal one.)

Besides, it is also five the mildly anxious things appeared. The first is conducting practicum assessment (3,1 mean rate). Pre-service teachers felt that time allocation in practicum assessment was longer than the usual. It is also described in the interview interpretation that they felt that the time seemed longer than the usual.

As pre-service teacher #1 said that *"Waduh bu, kayaknya 2 jam pelajaran tuh kayak ngajar seharian bu, ga bel-bel."*

(Well, I felt that 2 hours time allocation seemed a day along, the bell didn't ring.)

And pre-service teacher #3 stated *"Keringet dingin keluar bu, lamaaaa banget nunggu bel dipencet."*

(I got stressed. It seemed that it's longer waiting the bell was rung.)

The second anxiety is having a big class. It has 2,9 mean rate. It is correlated to being familiar with the students they would teach. As the interviewee, it found that all of the interviewees did not know the student they would teach.

As pre-service teachers #2 said *"Gak bu, ga tau. Ada berapa banyaknya juga ga' tau, mudah-mudahan mah ga' terlalu banyak bu."*

(I don't know how many the students are. I hope, it won't be too many students there)

Then, teaching grammar also becomes the anxiety of pre-service teachers which has 2,8 mean rate. Then, pre-service teachers would feel worry if their students ask them questions. It has 2,7 mean rate. It is correlated to pre-service teacher 4's statement that *"Ga' selalu bu, ada juga yang kurang saya pahami, tapi ya saya juga berusaha untuk tanya temen atau googling bu. Takutnya ada yang nanya terus ga' bisa jawab, ya*

*saya malu bu.*" (Sometimes I don't master the material well enough, but I tried to master it by asking friend, or somehow, by searching on the internet. It was done because I worry if there is a student who asks a question to me, but I can't answer it. So, It will embarasse me.)

The last is pre-service teachers felt it was difficult to catch up students' attention (2,6 mean rate). Based on interviewe, pre-service teachers always used different technique to catch up students' attention.

As pre-service teacher #4 stated "*Ya games bu, kadang dalam kelompok anak disuruh membuat kalimat berantai, satu per satu maju dan diwaktu, jadi rame kelasnya bu,*"

(It were games. Sometime, I grouped them. Then each students of a group was asked to make chain writing with their groupmates, and it was being timed. And it worked. I made the active class.)

From 20 anxiety tested to respondents, actually, 11 out of 20 anxiety are felt relaxed by the pre-service teachers. The are data no. 4, 5, 6, 10, 12, 13, 14, 16, 18, 19, 20. It means that they were not so worry of those things. However, one did not appear, it is being confident (1,7 mean rate). The respondent were confident of themselves that they could to the best in their teaching practicum.

In data analysis of questionnaires, pre-service teachers always made lesson plan before conducting teaching activity. It has the lowest anxiety level which took 1,7 mean rate. But, not all the material were mastered by the pre-service teachers. As student teacher 1 said "*Ya atuh bu, biar ada persiapan sebelum ngajar.*" (Of course I did, I made a lesson plan before I teach). Based on the interviewe, there is negative correlation between make the well-prepared lesson plan with mastery the material.

As pre-service teacher #3 said "*Ya bu,*

*saya sering keseleo lidah, salah ngucapin kata, eeehh, ada murid yang tau kalo saya salah, ya saya bilang aja lagi ngecek, he he...*"

(It's right. I often made a mistake when speaking in front of my students. There was student who knew that I had made a mistake. Then I avoided by saying I purposed to be false, to check your understanding on the material, ha ha...)

Also, they still felt worry of face the day they would taught. As pre-service teacher 3 stated "*Cemas banget bu, banyak banget pikiran2 jelek bu...*". (I felt so worried. There were negative thingking on my mind). Based on these, the researcher may state that the well-prepared lesson plan will not guarantee that the pre-service teachers will be ready to face the day they are teaching.

Besides preparing the lesson plan, all of the interviewees paid attention of their appearance before teaching. In data analysis of questionnaires, being confident of appearance is felt relaxed (2,6 mean rate) by the pre-service teachers, but in fact, they prepared their appearance, too, before teaching activity.

As pre-service teacher #2 said "*Iya donk bu,, masa mau ngajar saya pake baju sembarangan. Jadinya minta mamah saya buat nyetrika baju yang mau dipake besok. Biar rapih.*" (Yes, I do. I always prepare my clothes by ironing them a day before I teach. It's done to keep my performance). They did this in order to support their teaching performance, as student teacher 4 stated "*Ya bu, mulai dari kerudung, blazer, celana, sepatu, sampe tas saya setel, biar PD, hi hi. Ga' lupa juga pake make-up ma minyak wangi.*" (I have prepared my appearance, starting from the veil, blazer, trousers, and bags. I matched them well.)

Table 1,5 shows data of respondents. It is found that respondents were 12(24%) males and 38(76%) females. Only 9(18%) respondents who had teaching experience before they conduct

teaching practicum, and 41(82%) respondents had no experience. 28(56%) of them were at mildly anxiety level, 18(36%) were at relax level, and 4(8%) were at very relaxe level. it means that more than a half of respondents feel the anxiety of teaching.

## CONCLUSION

Based on data questionnaires and interview, it is found that there are eight categories appeared during teaching practicum among pre-service teachers of English Department, Faculty of Teacher, Kuningan University, such as when the cooperative teacher and/or supervisor observe their teaching activity (3.6 mean rate), lack of teaching experience (3,4 mean rate), got stressed when they face the first day of teaching practicum (3,4 mean rate), conducting practicum assessment (3,1 mean rate), having a big class (2,9 mean rate), teaching grammar (2,8%), feeling worry if their students ask them questions (2,7 mean rate), and catching up students' attention (2,6 mean rate).

From 20 anxiety tested to respondents, actually, 11 out of 20 anxiety are felt relaxed by the pre-service teachers. The are data no. 4, 5, 6, 10, 12, 13, 14, 16, 18, 19, 20. It means that they were not so worry of those things. However, one did not appear, it is being confident (1,7 mean rate). The respondent were confident of themselves that they could to the best in their teaching practicum.

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Based on the findings, the researcher may recommend to the readers that practice more is better. Lack of teaching experience and less of mastering the material caused the anxiety during teaching appeared. Therefore, before conducting teaching activity, it is a must for teachers to comprehend the material in order to avoid making mistake(s) and support our confident during teaching activity. It is also found the positive things of the FLTA, that is FLTA compels teachers to make well-prepared before conducting teaching activity.

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