

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Most universities in Indonesia provide English Education Department for students who want to be English teacher in the future. In English Education Department, some programs are designed to urge students to be well-prepared in teaching English in the real EFL classroom. One of the programs is teaching practicum.

Teaching practicum is a kind of program for the last semester students. University puts Teaching practicum as one of the requirements before graduating. In teaching practicum, last semester students are placed at school for two months to have real EFL class teaching. There is a mentor at each school where pre-service students have their teaching practicum. The mentor is as a rater as well as an advisor. Teaching practicum gives chance to pre-service teachers to implement what they have got during the college in the real EFL classroom.

Before having a teaching practicum, in English Education Department, State Islamic University Sultan Maulana Hasanduddin Banten, pre-service teachers must have passed Micro Teaching class. Micro Teaching class is a class where pre-service teachers can learn and feel how

to be a teacher. Practicing becomes the main activity in Micro Teaching class. The class is designed to be as similar as possible with the real EFL classroom.

Teaching practicum gives big impact for pre-service teachers in improving their ability in teaching because in teaching practicum pre-service teachers can teach and observe the real students directly.<sup>1</sup> A lot of teaching experiences can be gained by pre-service teachers in teaching practicum. Pre-service teachers will get something precious which cannot be got in Micro Teaching class. In spite of its advantages, teaching practice makes pre-service teacher experiencing a number of worries and anxieties.<sup>2</sup>

Anxiety means concern and fear about what might happen. Everyone could have had anxieties. In EFL classroom, pre-service teachers teach and use English in conveying the subject. Pre-service teachers who are not proficient enough in speaking English will be afraid of making mistake. Afraid of making mistake is a form of anxiety. According to Hulya Ipek cited in Gardner and Leak, anxiety also felt by teachers who have been teaching for years. Even psychology teacher also experienced anxiety

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<sup>1</sup> Mosaddaq and Y. Barahmeh, "A Study of Sources of EFL Student Teachers' Anxiety during Their Practicum Experience", *European Journal of Research and Reflection in Educational Sciences*, Vol. 4 No. 1,(2016), 1.

<sup>2</sup> Turan Paker, "Student Teacher Anxiety Related to the Teaching Practicum", *Eurasian Journal of Educational Research*, Vol. 2, No. 42, (2011), 2.

which proved by the result of a study which shows 87% of 239 psychology teachers experienced teaching anxiety.<sup>3</sup>

There must be sources of anxieties. According to Scovel which stated by Hulya that “Psychologists have described anxiety as a state of apprehension, a vague fear that is only indirectly associated with an object”.<sup>4</sup> Further, MacDonald which stated by Turan Parker stated that “there are some causes of pre-service teachers’ anxiety. The anxieties could be caused by the inconsistencies in the way pre-service teachers are evaluated by mentors, varying expectations of student performance and conformity among mentors, and marked variations in the quality of feedback given to students by their mentors”.<sup>5</sup>

The researcher had done a mini survey about anxiety in facing teaching practicum. There were 39 respondents. The respondents are seventh semester students of English Education Department, State Islamic University Sultan Maulana Hasanuddin Banten who will work in a teaching practicum in this semester. A question was asked through questionnaire that distributed online. The result shows that 38 respondents have anxiety in facing teaching practicum.

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<sup>3</sup> Hulya Ipek, “A Qualitative Study on Foreign Language Teaching Anxiety”, *Journal of Qualitative Research in Education*, Vol. 4. No. 3, (2016), 4.

<sup>4</sup> Hulya Ipek, “A Qualitative Study on Foreign Language Teaching Anxiety”, 2.

<sup>5</sup> Turan Parker, “Student Teacher Anxiety Related to the Teaching Practicum”, *Eurasian Journal of Educational Research*, Vol. 2, No. 42, (2011),

Based on the problem above, the researcher would like to conduct a research under the title “IDENTIFYING THE CAUSES OF NON-NATIVE PRE-SERVICE ENGLISH TEACHERS’ ANXIETY IN FACING TEACHING PRACTICUM”. (A Descriptive Qualitative Research at The Seventh Semester Students of English Education Department, Faculty of Education, State Islamic University Sultan Maulana Hasanuddin Banten).

## **B. Research Question**

The researcher in this research is eager to identify and investigate:

1. What are factors of pre-service English teachers’ anxieties in facing teaching practicum?
2. What are factors that can increase pre-service teachers’ anxiety during teaching English in the classroom?
3. What do they do to overcome the anxiety?

## **C. Objective of The Study**

The main aims of this research are as follows:

1. To identify the factors of pre-service teachers’ anxieties in facing teaching practicum.
2. To identify the factors that can increase pre-service teachers’ anxiety.
3. To identify the way pre-service teachers in overcoming their anxieties.

#### **D. The Significance of The Study**

The result of this research will be able to provide the information in detail what the university should do to help the students in overcoming their anxieties. By knowing the factors that causes pre-service teachers' anxiety in facing teaching practicum, the university will be able to provide the most appropriate programs in preparing and boosting students' ability in teaching.

The result of this research also will be useful for students who will work at teaching practicum. The students can find out how the pre-service teachers overcome their anxiety.

. For the researcher, the result of this research will give new knowledge about pre-service teachers' anxieties. And the last is for other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

#### **E. The Limitation of The Study**

Because this research is too wide, researcher limits this research by focusing on identifying the factors of the seventh semester students' anxiety in facing teaching practicum based on Foreign Language Anxiety Scale (FLCAS) and Student Teacher Anxiety Scale (STAS).

## **F. Previous Study**

There are some previous researches as to pre-service teachers' anxiety. A research had been done by Tecnam Yoon from Department of Teacher Education and Curriculum Studies, School of Education, University of Massachusetts, Amherst, USA. 52 NNPSETs (Non-Native Pre-service Teachers ESL Teachers) who registered as ESL Teacher Licensure Program at a public university located in Seoul, South Korea. Tecnam Yoon used questionnaire which developed by Horwitz. The questionnaire was called as FCLAS (Foreign Language Classroom Anxiety Scale). There were four factors which measured in the questionnaire; Language Anxiety on Using English, Language Anxiety Based on Self-Confidence, Language Anxiety about Class Preparation, and Language Anxiety Overcome with Efforts. The questionnaire which contained 24 items was distributed through online. NNPSETs were asked to indicate whether they agreed or disagreed. Two open-ended questions also given to the participants in order to know what exactly they felt related to Teaching Language Anxiety. The result of this study showed that the NNPSETs felt difficulties in teaching through English, They had problem in self-

confidence about English, and they have anxiety about using English in their ESL teaching practicum.<sup>6</sup>

A descriptive research was done by Turan Parke at ELT Department, Pamukkale University, Turkey. There were 101 ELT Department students who voluntarily joined the research. There were questionnaire and interview to collect the data. The Student Teacher Anxiety Scale (STAS) by Hart was used. The questionnaire was consisted of 35 questions which given to each group immediately before and after teaching practicum. The STAS scale had 26 items with a five-point Likert type; however, Turan Parker added new-nine item in order to find out student teachers' anxieties. The new-nine item was concerned on gaining the data of methodological issues in language teaching. The issues were teaching four language skills, grammar and vocabulary, using necessary equipment like a tape recorder, VCR or OHP, and preparing worksheets, quizzes and tests. For the interview, 25 students who had been selected randomly took an interview. Finding of this research showed that some factors like feeling of being observed by either the mentor or the university Mentors, or sometimes by both was 100 %, feeling of being evaluated was 100 %. Because pre-service teachers are too worries about themselves they

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<sup>6</sup> Tecnam Yoo, "Teaching English Though English: Exploring Anxiety in Non-native Pre-service ESL Teachers", *Academy Publisher*, Vol. 2, No. 6, (June 2012).

are afraid of making mistake. The most important of all is the feeling of failure.<sup>7</sup>

Another research of Pre-service Teachers' Anxiety was done by Watuyo and Sacharat in Faculty of Education, Burapha University, Thailand. The participants were 56 English pre-service teachers who were students of English teaching major at Faculty of Education, Burapha University. The research question of this research was what the sources of English language teaching anxiety experienced by Thai English student teachers during their teaching practicum. To answer the research question, the researchers used Interview as Instrument. The finding showed that pre-service teachers had at least 13 sources of English language teaching anxiety during their English teaching practicum. The anxieties were lack of supervision by supervising school teachers, being evaluated, feeling not teaching well, students either had low knowledge or had learning output, having a poor approach to teach, having low confidence, do not spirit when teaching, having problems about lesson plans, being compared with other pre-service teachers, teaching in favorite school, managing students, developing teaching materials, and problems about having research project.<sup>8</sup>

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<sup>7</sup> Turan Paker, "A Qualitative Study on Foreign Language Teaching Anxiety", *Journal of Qualitative Research in Education*, Vol. 4. (2016).

<sup>8</sup> Watuyo and Sacharat, "English Language Teaching Anxiety during Practical Teaching Experience of English Student Teachers", *Hrd Journal*, Vol. 5, (December, 2014),



The other research conducted by Vina Agustina at Department of English Education, Faculty of Teacher Training and Education, The university of Kuningan, Indonesia. A qualitative research method was used to find out 50 pre-service teachers' anxiety level. Close-ended questionnaire and interview was used as the research instruments. The result showed that there were eight main categories of foreign language student teachers' anxiety. When being observed by supervisor, lack of teaching experience, stressed at the first time of teaching practicum, conducting teaching assessment, having a big class, teaching grammar, feeling worry if the students ask them questions, and catching up students' attention.<sup>9</sup>

Related to the previous researches, researcher conducts the same research in different ways. In this research, the researcher tries to find out factors of anxiety and the way pre-service in overcoming it. In this research, researcher also used two scales namely FLCAS and STAS.

## **G. The Organization of Writing**

To make this research easy to comprehend, the writer divided this research into five chapters:

**Chapter 1 is Introduction.** In this chapter the researcher puts some points: background of the study, the statement of the problem, the objective of the

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<sup>9</sup> Vina Agustina, "Pre-service Teachers' Anxiety during Teaching Practicum, *The University of Kuningan, Indonesia*, Vol. 2, No 2, (June 2014), 1.

study, the significant of the study, the limitation of the study, and the writing organization.

**Chapter 2 is Theoretical Framework.** This chapter consists of definition of anxiety, types of anxiety, communication and foreign language anxiety, scales to determine pre-service teachers' anxiety, and teaching practicum.

**Chapter 3 is Method of The Research** which consists of research method, time and research site, population and respondent, technique of data collecting, technique of data analyzing.

**Chapter 4 is Finding and Discussion.** This chapter consists of the result of this research.

**Chapter 5 is Conclusion and Suggestion.** The inference of the research and the suggestion for university , and other researchers.

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Anxiety

##### 1. Definition of Anxiety

Very often, when people are going to do something important like facing test, having interview, or joining a competition, people feel uneasy and worry about doing it not perfectly. The condition sometimes makes their body producing a lot of sweat. Trembling also can be experienced by people who are worrying about something. If people meet with those kinds of conditions, the people must have had anxiety.

According to Alex Sobur anxiety is unreal fear of something.<sup>10</sup> Jersild in Sutihati explained anxiety as unpleasant mind condition relates to intense pain or anticipated pain.<sup>11</sup> Spielberg in Zdena Krá ová and Daniela Sorádová, defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system.”<sup>12</sup> Further, Arthur and Robert stated that “Anxiety may be defined as a tense emotional state characterized by variety of sympathetic symptoms including, for example, chest

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<sup>10</sup> Alex Sobur, *Psikologi Pendidikan* (Bandung: CV Pustaka Media, 2016), 299.

<sup>11</sup> T Sutihati Somantri, *Psikologi Anak Luar Biasa* (Bandung: PT Reflika Aditama), 30.

<sup>12</sup> Zdena and Daniela, “Teaching Foreign Languages in Inclusive Education: A teacher-trainee’s handbook”, *Nitra: Constantine the Philosopher University*, Desember 2011  
<https://www.researchgate.net/publication/288823472>.

discomfort, palpitation, shortness of breath.”<sup>13</sup> . Terry Dixon mentioned some symptoms of anxiety are as follows: <sup>14</sup>

- a. We breathing fast.
- b. Heart beat becomes faster.
- c. We feel dizzy and light-headed.
- d. We get 'butterflies' in our stomach.
- e. We feel sick and/or need the toilet.
- f. Our mouth becomes dry and it feels difficult to swallow.
- g. We sweat more.

Based on theory above researcher point out that anxiety is feeling worry and uncomfortable about something which is signed by some symptoms. Having anxiety is a normal condition even sometimes self-survival raises because we feel anxious with something. For instance, when we are walking along on quiet road at night, we will get more ready and more cautious if we feel anxious; we will either walk fast or bring a thing which can protect us from the worst possibility. Joining competition also often makes us anxious in doing it; we afraid of losing on the competition so that we keep on practicing and training ourselves to be well prepared. In the other hand, if we cannot manage the anxiety

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<sup>13</sup>Arthur and Robert, “The Cognitive Theory of Anxiety”, *International Psychotherapy Institute*, [://www.freepsychotherapybooks.org/ebook/the-cognitive-theory-of-anxiety/](http://www.freepsychotherapybooks.org/ebook/the-cognitive-theory-of-anxiety/).

<sup>14</sup> Terry Dixon, “Understanding Anxiety Problems”, *help-Fo*, [https://: www.help-for.com](https://www.help-for.com).

that we have, we will get the bad impact of anxiety. We will not be able to say any single word or do what we should do when we are being attacked by anxiety.

Anxiety can attack everyone included teacher, especially pre-service teachers who do not have any experience in teaching before.

## 2. Types of Anxiety

There are six types of anxiety which generally people have, as follows:<sup>15</sup>

### a. Generalized Anxiety Disorder

This kind of anxiety is the most common anxiety which is widespread-felt by people. When people have this anxiety they don't know either where it comes or how it is stopped.

### b. Social Phobia

This phobia is considered as a normal condition when people feel either shy or not comfortable to have a public speaking. Social phobia can be said "danger" as fear and shyness of socializing either with public, strangers, or even with our friend. People will have difficulties being able to speak fluently. People will consider public as something which can give them pain and distress. The result is people who have this anxiety will do something stupid and embarrassing.

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<sup>15</sup>“The Main Types of Anxiety - The anxiety Guide” 10<sup>th</sup> of May 2018  
<http://www.calmclinic.com>

c. Panic Disorder

This type of anxiety is quite different from Generalized Anxiety Disorder. This doesn't mean "panic" as people usually know like getting worried about losing our job or something dangerous haunts the people. Panic disorder is more than that. People can be hospitalized when have this anxiety. Headache and ear pressure are symptoms of Panic Disorder.

d. Agoraphobia

Feeling fear of being outside house is Agoraphobia. Staying at home is the best choice for people who have this anxiety. Either Being in open-space and visiting new place is a big disaster. People who have this phobia also possible attacked by Panic Disorder which can be the scary bullet for them.

e. Specific Phobia

Specific Phobia is a phobia which fearing object, scenarios, animals, and cetera. People who have this phobia will afraid if they see the something which they afraid of, like see a spider. Fearing of seeing a spider called as arachnophobia. When they only think something which they fear of (even it is not seen directly) they will have stress anxiety or even worse.

f. Post -Traumatic Stress Disorder (PTSD)

When people are riding a bike then the people get an accident. After the accident has occurred the people do not have any bravery to ride a bike anymore. This phobia called as Post Traumatic Stress Disorder (PTSD). PTSD is caused by a traumatic event which has occurred. This stress order attacks either physically or mentally.

3. Pre-service Teacher's Anxiety

According to Johnson and Perry in Vina Agustina, pre-service teachers is a term that refers to college student who is engaged in a teaching experience.<sup>16</sup> Pre-service teacher is interchangeably with student teacher. Pre-service teacher anxiety means feeling of nervousness, tension felt by student who enrolls teaching practicum. In having teaching practicum, pre-service teachers often have foreign language anxiety. According to Horwitz and Cope in Watuyo and Sacharat mentioned that “foreign language anxiety is a phenomenon related to but distinguishable from other specific anxieties”.<sup>17</sup> Horwitz in Danyal stated that language anxiety can make teachers having uneasiness feeling like:

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<sup>16</sup> Vina Agustina, “Pre-service Teachers’ Anxiety during Teaching Practicum, *The University of Kuningan, Indonesia*, Vol. 2, No 2, (June, 2014), 1.

<sup>17</sup> Watuyo and Sacharat, “English Language Teaching Anxiety during Practical Teaching Experience of English Student Teachers” , *Hrd Journal*, Vol. 5, No, (December, 2014), 3.

- a. Teachers will suffer from speaking English so that teachers will use more L1 than English in conveying the subject. If this happen students will not get enough English exposure.
- b. The students can know that the teachers have uneasiness when using English then it can also appears in students mind which can make students suffer in using English.
- c. Teachers are generally required to use English on a daily basis in front of the classroom. This reality could have a considerable impact on the levels of job satisfaction of anxious foreign language teachers.<sup>18</sup>

Pre-service teachers also may have communication anxiety. According to MacIntyre and Gardner which stated by Watuyono and Sacharat, communication apprehension depends on our judgment of ourselves. The more we feel not able to communicate, the lower our communication skill will be.<sup>19</sup> Further Lane which stated by Watuyono and Sacharat explains that people who have high communication anxiety will not capable of speaking even for saying any single word. Definitely this can be a big problem for a teacher who experiences this. Teacher will not able to convey the subject when she/he is attacked by

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<sup>18</sup> Horwitz in Danyal Oztas Tum, "Feelings of Language Anxiety Amongst Non-native Student Teachers, *Procedia Social and Behavioral Sciences*, ( 2012), <http://www.sciencedirect.com>.

<sup>19</sup> Watuyo and Sacharat, "English Language Teaching Anxiety during Practical Teaching Experience of English Student Teachers" , *Hrd Journal*, Vol. 5, No, (December, 2014), 2.



the anxiety, no matter how good teacher in comprehending the subject that will be taught to the students.<sup>20</sup>

According to Hulya Ipek pre-service teachers have five language anxieties in teaching. The first is making mistakes. The students feel that their target language proficiency is being tested when they work in a teaching practicum. Pre-service teachers sometime think that the students propose questions in order to assess the pre-service teachers' knowledge. The second is teaching a particular language skill. Sometimes pre-service teachers suffer anxiety which caused by feeling not too proficient enough in teaching particular language skills like grammar. The third is using the native language. Using native language can make pre-service teachers discomfort. The forth is teaching students at a particular language proficiency level. When pre-service teachers must teach English to begginer level or advance level they anxious wether they can or can't teach the students. The last is fear of failure. pre-service teachers anxious about not giving clear intructions to students when teaching or don't know meaning of a word.<sup>21</sup>

Hart in Turan Parker mentioned that there are four factors of anxiety which pre-servie teachers feel. First is evaluation anxiety.

When working in the teaching practicum a mentor and university will

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<sup>20</sup>Watuyo and Sacharat, "English Language Teaching Anxiety during Practical Teaching Experience of English Student Teachers" , *Hrd Journal*, Vol. 5, No, (December, 2014), 2.

<sup>21</sup>Hulya Ipek, "A Qualitative Study on Foreign Language Teaching Anxiety", *Journal of Qualitative Research in Education*, Vol. 4. No. 3, (2016), 8-11.

observe directly to pre-service teachers' ability in teaching. The Second is pupil and professional concerns. Having fear of teaching students who are smart is one of the sources of anxiety related to pupil. The third is class control. Working on the real EFL class will be something new for pre-service teachers. They do not only have to teach English, but they also must be able to manage the class appropriately. The last is teaching practicum requirement. Maybe this is the most main source of anxiety. Pre-service teachers will be very anxious if they feel that their teaching requirement is not good enough. In other words, they have not ready yet to face the teaching practicum.<sup>22</sup>

Based on the theories above, it is very clear that pre-service teachers who have anxiety will not be able to teach effectively and anxiety can make them feel not comfortable during working at teaching practicum.

#### 4. Pre-service Teachers Anxiety Scale

There are two scales that are usually used to identify pre-service teachers' anxiety. The first scale is Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz. Horwitz and Cope in Tecnam Yoon defined FLCAS as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors, related to classroom

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<sup>22</sup> Hart in Turan Paker, "Student Teacher Anxiety Related to the Teaching Practicum", *Eurasian Journal of Educational Research*, Vol.2, No. 42 (2011), 3.

language learning, arising from the uniqueness of the language learning process”.<sup>23</sup> This scale is more concern on English anxiety itself. The second is Student Teachers Anxiety Scale (STAS) by Norah I Hart. STAS is quite different from FLCAS. STAS is used to identify pre-service teachers’ anxiety in three factors; evaluation anxiety, professional concerns anxiety, class control anxiety, and teaching practice requirements anxiety.<sup>24</sup>

## 5. Strategy to Overcome Anxiety

There are some researchers who have done research about strategy in overcoming language anxiety. Kondo and Ling in their research could identify students’ strategies in overcoming the anxiety. The strategies are as follows:<sup>25</sup>

### a. Preparation

The first strategy is preparation. Students usually learn the material that they are going to learn. They also practice by themselves. The students also can make list of things they should do to make everything under control. They do not only

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<sup>23</sup> Tecnam Yoon, “Teaching English Though English: Exploring Anxiety in Non-native Pre-service ESL Teachers”, *Academy Publisher*. Vol. 2, No. 6, (June 2012), 2-3.

<sup>24</sup> Ali Merc, “Teaching Anxiety of Student Teachers from different disciplines”, *International Journal of Global Education* , Vol. 4, Issue 1, (2015), 4.

<sup>25</sup> Thomas J.P Sembodo “Dampak dan Strategi untuk Mengatasi Kecemasan Berbicara dalam Pembelajaran Bahasa Inggris sebagai bahasa Ke dua dan Asing”, *Jurnal Lingua Aplicata*, Vol.2, No.2, (Maret, 2018), 2-4.

prepare for the academic aspect but they also can get enough rest to face the day.

b. Relax

The second strategy is to be relax when in class. Relax is aimed to decrease or minimize nervous. General technique to be relax is to take deeply breath. The technique can make students be more relax so that they will be able to control their voice, articulation, and pronunciation.

c. Positive thinking

This strategy includes self-perception that someone can try to enjoy the tense situation when learning. By thinking positively, students can be more confident so that they will enjoy what to do. When students enjoy the learning automatically they can decrease the anxiety.

## **B. Teaching Practicum**

### 1. Definition of Teaching Practicum

Teaching practicum is a kind of program where pre-service teachers are given chance to apply theory through teaching in real EFL classroom for period of time.<sup>26</sup> Teaching Practicum is a program which designed for last semester students. Pre-service teachers will be placed at a school for a month to teach. Pre-service teachers will experience

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<sup>26</sup> Vina Agustina, "Pre-service Teachers' Anxiety during Teaching Practicum", *The University of Kuningan, Indonesia*, Volume 2, No 2, (June 2014), 1.

something which they never have before. They will feel what exactly a teacher does when teaching. Creating lesson plane is done while having teaching practicum. During the work, pre-service teachers will be observed by the mentor. There will be some evaluations which done along with the University mentors.

## 2. The Aims of Teaching Practicum

Teaching Practicum became as a compulsory program that must be followed by the last semester students. Students or pre-service teachers will earn much knowledge relates how a teacher exactly does. According to the teaching practicum guideline book Faculty of Education and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten, the aims of teaching practicum are as follows:

- a. To know the condition of the environment around school.
- b. To apply the teacher's capability which earned during the college.
- c. To earn the precious experiences to be used at the real teaching world.
- d. To work together with the schools in order to develop a good education quality.<sup>27</sup>

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<sup>27</sup> Fakultas Tarbiyah dan Keguruan UIN SMH Banten, "Pedoman Praktik Pengalaman Lapangan Kependidikan", 2018, 5.

### 3. Activities in Teaching Practicum

There are some activities in teaching practicum that pre-service teacher should follow. The activities are as follows:

#### a. Orientation

In this stage, the pre-service teachers are given knowledge, skills, and guidance in order to make students to be well-prepared when they work at teaching practicum. This Orientation is done at the university before students work at the school.

#### b. Observation

Pre-service teachers have chance to know well the school where they have their teaching practicum. Pre-service teachers in teaching practicum not only must comprehend the teaching methodology but also they have to comprehend all aspects that are in the school like the building, the staff, the teachers, the students, and the environment around school. Before teaching in classroom, pre-service teachers must observe their mentors teacher when teaching English as well as observing the students. Observation is done at the first and the second week.

#### c. Teaching Practicum

##### 1) Guided Teaching Practicum

After a two-week observation, pre-service teachers must teach in classroom. Guided Teaching Practicum means pre-

service teachers must teach in classroom under supervision of mentors. In this moment, pre-service teachers must have at least four guided-teaching meetings with different lesson plan. Reflection is done after each meeting. In reflection, mentors will know how good their performance is during teaching. Guided Teaching Practicum is in the third and the second week.

## 2) Unguided Teaching Practicum

At the fifth, sixth, and seventh week, pre-service teachers do not have supervision any more. They are given chance to have their own classroom. Pre-service teachers still have to teach based on the syllabus and the lesson plan. In this stage, pre-service teachers are trained to be fully responsible for being a teacher.

## d. Evaluation

After pre-service teachers have at least 4-time unguided meeting of teaching, they will be evaluated by their mentors and advisor lecturer. In this time, they will be assessed to know either they have succeed or have not.<sup>28</sup>

All the activities above help pre-service teachers in working at teaching practicum. Before working in teaching practicum, they

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<sup>28</sup> Fakultas Tarbiyah dan Keguruan UIN SMH Banten, "Pedoman Praktik Pengalaman Lapangan Kependidikan", 2018, 15-20.

will have known what to do when they follow the orientation and do the observation



## CHAPTER III

### METHOD OF RESEARCH

#### A. The Research Method

A descriptive qualitative research is used in this research. Creswell says that “Qualitative research is a mean for exploring the meaning of individuals or group ascribe to a social or human problem”.<sup>29</sup> This research has purpose to know the causes of pre-service teachers’ anxiety during teaching practicum.

According to Hussein descriptive research has purpose to describe a phenomenon and its characteristic and this research is common used to know what rather than why something happen.<sup>30</sup> In this research, researcher tries to describe what factors that cause pre-service teachers’ anxiety, what things that can make pre-service teachers’ anxiety increases during teaching in the classroom, and what pre-service teachers do to overcome the anxiety they have.

#### B. The Site and Time of Research

This research is conducted at the seventh semester students of English Education Department, Faculty of Education and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten in academic

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<sup>29</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, (Sage Publication: California, 2009), 4

<sup>30</sup> Hossein Nasaji, “Qualitative and Descriptive Research: Data Type Versus Data Analysis”, *Sage publication*, Vol. 9 (2), (2015), 2.

year 2018/2019 who are doing teaching practicum as a graduation requirement.

This research is started at the third week of teaching practicum in academic year 2018/2019.

### **C. Participant of The Research**

The participant of this research is the 145 seventh semester students of English Education Department who are working in teaching practicum. In taking the number of the respondents, the researcher uses purposive sampling. Purposive sampling is kind of sampling that based on the researcher needs.<sup>31</sup> In this research, researcher takes 70 students as the respondent of the questionnaire and 22 respondents as the respondents of the interview.

### **D. The Technique of Data Collecting**

Gay points out that there are many sources of qualitative data: observations, interviews, questionnaires, phones cells, personal and official documents, photographs, recordings, journal, email messages and responses.<sup>32</sup> The researcher uses primer data which got from the respondent directly so that for collecting data, the researcher uses closed-ended questionnaire and interview.

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<sup>31</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan RD* (Bandung:CV Pustaka Media,2016), 85.

<sup>32</sup> L. R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, (Pearson Education, Inc: New Jersey, 2012), 81.

## 1. Closed-ended Questionnaire

In order to identify the first problem statements of this research, researcher uses closed-ended questionnaire consisting of items which the answers have been presented by the researcher so that the respondent could only choose one of the answers like “agree or disagree”.<sup>33</sup> The items which are in the questionnaire are based on FCLAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz. The researcher uses eleven FCLAS items which 4-point Likert-type scales with options starts from “strongly agree” which is equal with four to “strongly disagree” equals with one. FCLAS measures three factors namely; Language Anxiety on Using English, Language Anxiety about Class Preparation, and Language Anxiety Overcome with Efforts.<sup>34</sup> Four items of STAS (Students Teachers’ Anxiety Scale) by Norah I. Hart are added in order to know anxiety about managing students, anxiety about school, anxiety about lesson plan, and anxiety about evaluation. Five items are added to know anxiety about teaching five English skills.

Here is the list of the Items in the Questionnaire:

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<sup>33</sup>David and Kathelen, *Exploring Second Language Class Room Research* (Heinle: Boston, 2009), 130.

<sup>34</sup>Tecnam Yoo: Teaching English Though English: Exploring Anxiety in Non-native Pre-service ESL Teachers, *Academy Publisher*. Vol. 2, No. 6, pp. 1099-1107, June 2012.

**Table 3.1**

Item of Questionnaire

<b>NO</b>	<b>Indicator</b>	<b>Number of Item</b>
1	Language Anxiety on Using English (FLCAS)	2, 4, 5, 8, 9, 13
2	Language Anxiety about Class Preparation (FLCAS)	3, 7, 11
3	Language Anxiety Overcome with Efforts. (FLCAS)	12, 10
4	Anxiety about Managing Student (STAS)	20
5	Anxiety about School (STAS)	19
7	Anxiety about Lesson Plan (STAS)	29
8	Anxiety about Evaluation by Mentor (STAS)	23
9	Anxiety about Teaching Grammar	14
10	Anxiety about Teaching Writing	15
11	Anxiety about Teaching Listening	16
12	Anxiety about Teaching Speaking	17
13	Anxiety about Teaching Reading	18

## 2. Interview

In order to identify the second and the third problem statements of this research, Interview is used. Interview is an instrument to collect data which done orally. Kothari has stated that “The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interview and, if possible, through telephone interviews”.<sup>35</sup> The researcher uses Voice Note on WhatsApp application to collect data during teaching practicum. Because the respondent is too large, the

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<sup>35</sup>Kothari, *Research Methodology*, (New Age International: 2004), 97.

researcher takes 22 students as the respondents. The interview is both be recorded and be transcript. There are two questions which are asked to the respondents. By choosing interview as one of the instruments in this research, the researcher hopes that the respondents give information in detail as to everything that can make pre-service teachers' anxiety increase and what they do to overcome the anxiety they have. The interview uses Indonesian language to make respondents feeling comfortable in answering the questions. Here is the list of the questions in the interview:

**Table. 3.2**

Questions of Interview

No	Question
1.	What things could increase your anxiety during Teaching Practicum?
2.	How did you overcome the anxiety you have?

## E. The Technique of Data Analyzing

### 1. Questionnaire

There are 70 participants in this research which means there are many data to be analyzed so that the researcher will use IBM SPSS Ver.16 to analyze the questionnaire data. In descriptive research, the data is often analyzed quantitatively using frequencies, percentages,

averages.<sup>36</sup> In this research, researcher uses percentage and frequencies to know the number of respondents of each item in the questionnaire.

## 2. Interview

In analyzing the Interview result, the researcher classifies every statement which mentioned by the respondents. Then, the researcher presents the frequency of each statement in a table. The researcher discusses the statement of respondent one by one.

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<sup>36</sup> Hossein Nasaji, "Qualitative and Descriptive Research: Data Type Versus Data Analysis", *Sage publication*, Vol. 19 (2), (2015), 2.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter is aimed to find what factors of pre-service English teachers' anxiety in facing teaching practicum, what factors could make pre-service teacher anxiety increases during Teaching English in the classroom, and how pre-service teachers dealing with the anxiety. This chapter is divided into two subheadings: finding and discussion. This chapter also consists of the analysis of both questionnaire and interview result.

#### **A. Finding**

This research used a descriptive qualitativ research. This research involved 70 seventh semester students of English Education Department, Faculty of Education and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten who were doing their teaching practicum. The data of this research was gained from questionnaire and interview.

##### **1. The Result of Questionnaire and Interview**

The data was collected through questionnaire that was distributed online at the third week of teaching practicum.

##### **a. The Result of Questionnaire**

The 20-item of the questionnaire was distributed at the third week of teaching practicum. There were 70 respondents who took apart in answering the questionnaire. The Result of Questionnaire is as follows:

**Table 4.3**

## Language Anxiety on Using English in The Classroom

Item	Agree	Disagree
I am thinking too much of not making any mistakes while speaking English	56(80%)	14(20%)
I sometimes feel it is difficult to speak English in front of students in the Class.	55(78.6%)	15(21.4%)
I am nervous that someone recognizes my mistake	49(70%)	21(30%)
At times I hesitate to speak English	51 (72.9%)	19 (27.1%)
I often feel uncomfortable to speak English even though I majored it.	47(67.2%)	23 (32.8%)
I feel nervous when students in the class don't understand my English.	38 (54.3%)	32 (45.7%)

The most influential factor form anxiety about using English came from thinking too much of making mistake while speaking English. Fifty six pre-service teachers (80%) agreed that when speaking English they were too afraid of making mistake. Fifty five pre-service teachers or 78.6% had anxiety about using English because they were difficult to speak English when teaching and 21.4% pre-service teachers did not have any difficulties in speaking English in front of students.

There were forty nine or 70% pre-service teachers felt anxiety because they were nervous if someone recognizes their mistake when



speaking English. Twenty one or 30% pre-service teacher did not feel nervousness when someone recognizes their mistakes. Fifty one or 68.8% pre-service teachers had anxiety about using English because they sometimes hesitate to speak. There were 19 or 27.1% pre-service teachers who did not hesitate to speak English. Forty seven or 67.3% pre-service teacher still felt uncomfortable when speaking English. Feeling nervous when students in the classromm didn't understand pre-service teachers when speaking Eling felt by 47 or 54.3% pre-service teachers.

**Table 4.4**

Anxiety about Class Preparation

Item	Agree	Disagree
When I teach English, I feel afraid if students more understand the material than me.	59(84.3%)	11(15.7%)
I am afraid that I forget things I prepared for classes in English	48(68.6%)	22(31.4%)
The more I prepare for the class, The more nervous I become.	35((50%)	35(50%)

Fifty nine or 84% pre-service teachers were anxious because they were afraid if students were more understand the material that being taught than them. Eleven or 15.7% pre-service teachers were not anxious because of this. Forty eight or 68.6% pre-service teachers afraid if they forget what they have prepared for the class. Thirty five or 50% pre-service teachers felt anxiety when they had preparation for the class.

**Table 4.5**  
Anxiety about Teaching Particular Language Skill

Item		
I feel tense when I should teach Grammar.	50(71.4%)	20(28.5%)
I feel tense when I should teach Writing	43(61.5%)	27(38.5%)
I feel tense when I should teach Listening.	45(64.3%)	25(35.7%)
I feel tense when I should teach Speaking.	45(64.3%)	25(35.7%)
I feel tense when I should teach Reading.	32(45.7%)	38(54.3%)

Teaching Grammar was factor that caused anxiety for 50 or 71.4% pre-service teachers. For 28 or 28.5% pre-service teacher, teaching Grammar was not a problem. Forty three or 61.5% pre-service teacher had anxiety about teaching writing. Teaching Listening and Speaking became the factor that caused anxiety for 45 or 64.3% pre-service teachers. Thirty two or 45.7% pre-service teachers considered that teaching Reading as the factor of anxiety.

**Table 4.6**  
Anxiety about School

Item	Agree	Disagree
I feel tense when I teach in favorite school.	59(83%)	11(17%)

Having teaching practicum in favourite school could make 59 or 83% pre-service teachers felt anxiety. Eleven or 17% didn't feel anxiety even they have to teach in favourite school.

**Table 4.7**  
Anxiety about Evaluation by Mentor

Item	Agree	Disagree
I feel tense when my mentor observes and evaluate me when teaching.	59	11(15.7%)

Being observed and evaluated by mentor when teaching made pre-service teacher feeling anxiety. This was felt by 59 or 84.3% pre-service teachers. Eleven or 15.7% pre-service tacher felt good when mentor observed them when they taught English in the classroom.

**Table 4.8**  
Anxiety about Lesson Plan

Item	Agree	Disagree
I feel tense when I have to make a lesson plan.	41(58.6%)	29(41.4%)

Lesson plan could make 41 or 58.6% pre-service teachers felt anxiety. Twenty nine or 41.4% pre-service teacher had no problem with lesson plan.

**Table 4.9**  
Anxiety about Managing students

Item	Agree	Disagree
I feel tense when I face naughty students.	38(54.3%)	32 (45.7%)

Managing student could not make 32 Or 45% pre-service teachers felt anxiety. Meanwhile for 38 or 54% pre-service teachers felt anxiety when they faced naughty students in teaching practicum.

## 2. The Interview Result

Two questions were asked to the 22 respondents. The first question asked about the things that could make pre-service teachers' anxiety increase when teaching English. The second question asked about the pre-service teachers' effort to overcome the anxiety. The Interview had done through Voice Note on WhatssApp. In analysing the interview, the result was presented in the table. Then discussed the statement one by one. By asking these questions, the researcher could identify the things that could increase pre-service teachers' anxiety when teaching English. Table below shows the result of the interview:

## a. Anxiety during Teaching English

**Table 4.10**

Respondents' Statement about Anxiety

No	Statement	F
1	I was so anxious when students asked me the meaning of some vocabularies that I did not know.	9
2	I was so anxious when students asked me something related to English that out of material being taught.	4
3	I was so anxious about using English in the classroom when giving the instruction to students.	3
3	I was so anxious about using grammar because I was afraid that I was incorrect in using grammar.	3
4	I was so anxious about pronouncing English word.	1

Based on the **Table 4.17** we could identify that Pre-service teachers' had varieties statements of anxiety. First was vocabulary. Vocabulary was the most domain statement. Pre-service teachers were getting more anxious when students asked them about vocabulary which they did not know the answer. Students always thought that pre-service teachers were able to know any English vocabulary because per-service teachers were English teacher. One pre-service teacher stated that "*Karena saya guru bahasa Inggris, siswa pikir saya tahu arti setiap kata bahasa Inggris. Terus mereka banyak tanya ke saya arti kosa kata bahasa Inggris. Kadang-kadang mereka menanyakan kosa kata yang saya sendiri tidak tahu apa artinya*".

Second was English material. During English class, sometimes students asked something unpredictable about English which was out of the

material being taught. This condition often made pre-service teachers getting anxious. As same as the vocabulary, the students considered that English teacher surely could answer all English questions. A pre-service teacher stated *“Saya suka cemas kalau ada siswa yang nanya tentang bahasa Inggris yang diluar materi pemebelajaran dan saya tidak ada persiapan untuk itu”*.

The third was using English during the class. Having fear of making mistake while speaking English felt by pre-service teachers. Especially when they used English to give some instructions to students. They had to think over whether their words correct or not. A statement had been released by a pre service teacher. *“Saya khawatir ketika saya mencoba untuk memberikan perintah dalam bahsa Inggris kepada siswa dikelas. Seperti menggunakan kata perintah ‘let’s read the text together’ saya selalu ragu dalam mengatakannya.”*

The forth was pronouncing English Word. Most of pre-service teachers had no anxiety as to pronunciation. They though that they looked up in the dictionary the words that they did not know before teaching. But there were pre-service teachers who claimed attacked by anxiety when they had to pronounce English word. *“Saya takut mengucapkan kata bahasa Inggris dengan pengucapan yang salah meskipun siswa tidak menyadarinya”*.

## b. Pre-service Teachers' Effort to Overcome The Anxiety

**Table 4.11**

Pre-service Teachers' Effort in Overcoming The Anxiety.

No	Statement	F
1	When I was anxious I would not directly teach students. I would try to distract students' attention by doing something funny or giving ice breaking to students warming the atmosphere in the class. When students and I had been relax and ready to start the class. Then I started the class right away.	12
2.	I did good preparation before teaching to overcome the anxiety. If I had good preparation I felt free to teach English without anxious.	7
3	I believed to myself that I can do well at this teaching practicum.	3

In identifying pre-service teachers' effort to overcome the anxiety, the researcher used two statements of the questionnaire and interview. The questionnaire result showed that pre-service teachers had effort to overcome the anxiety. "I sometime recognizes my mistake, and try not to make the same mistake next time" was which mean that pre-service teachers realized when they had made mistake during teaching English and they tried not to do it again. Pre-service teachers had worked in overcoming the anxiety they had. To know what pre-service teachers did to overcome the anxiety, the researcher collected the data through interview. Based on the Table there are some ways to over the anxiety during teaching English. First, make the students enjoy and relax with pre-service teachers. Working at teaching practicum was not something easy. Standing in front of students who never

met before caused most of pre-service teachers had anxiety. 10 answers stated that getting students' attention by giving the best impression was one of way to overcome the anxiety. Giving games or ice breaking was one of the best ways to give the best impression. A statement had stated by a pre-service teacher "*Saya biasanya ga langsung nagajar siswa. Saya akan membuat siswa jadi santai dulu dan merasa dekat dengan saya dengan cara mengajak siswa ngobrol dan melaukan permainan*". These ways could make pre-service teachers and students stick together in running the class. When pre-service teachers had got students' heart they would feel free to teach English. Two pre-service teachers stated that taking breath deeply could make them relax facing teaching practicum. Second is do good preparation before teaching. "*Untuk mengatasi kecemasan yang kit miliki kita harus mendapatkan kepercayaan diri kita. Kepercayaan diir bisa diperoleh dengan cara melakukan perisapan yang sangat matang. Saya benar-benar melakukan persiapan dengan matang*". Seven pre-service teachers considered that having confidence could overcome the anxiety they had. They did such good preparation to make them feel confident. Third is be positive thinking. Three pre-service teachers believed and trust to themselves were the best way to overcome the anxiety they had. They tried to accept the anxiety by executing what they to do. They did not want to think the anxiety deeply. Because it could make the anxiety getting worse.



Statements above as same as the result of research done by Kondo and Ling which have been written in chapter two of this paper. Kondo and Ling mentioned that there were three ways that generally do to overcome the anxiety. There were preparation, relax, and positive thinking.

Here must be noted that the causes anxiety felt by pre-service teachers that had been presented in chapter four is based on FLCAS and STAS. In other words, it is possible there are other causes that affect pre-service teachers' anxiety.

## **B. Discussion**

Based on the findings, the most influence factor about using English in the classroom is making mistake. They are too afraid of making mistake when speaking English. For anxiety about class preparation, the most influence factor is feeling afraid if students at school where pre-service teachers have teaching practicum is more understand the material that being taught than pre-service teachers. For anxiety about teaching particular language skill, teaching Grammar is the most influence factor felt by pre-service teachers. Pre-service teachers also had anxiety because of the profile of the school. Teaching in favorite school is the most influence factor felt by pre-service teachers. They are too afraid if they have their teaching practicum in favorite school.

During teaching English in the classroom, there are some factors that can make pre-service teachers anxiety increases. First is when students

ask pre-service teachers about vocabulary, when students ask pre-about something that out of material that being taught, when pre-service teacher give instructions to students using English, when pre-service teacher uses grammar during teaching, and the last is when pre-service teachers pronouncing English word.

To overcome the anxiety, pre-service teachers do some ways; make students relax, do good preparation, and have positive thinking.

## CHAPTER V

### CONCLUSION AND DISCUSSION

#### A. Conclusion

Based on the result of the analysis which is conducted to identify the three statements of the problem stated in the first chapter, In this chapter, the researcher makes conclusion that can be seen as follows:

1. The first problem statement is to identify the factors that causes of pre-service teachers' anxiety.

For anxiety about using English in the classroom, the most influential factors was thinking too much of not making mistake. The factor felt by 56 or 80 % pre-service teachers. Forty nine service teachers or 70% felt nervous when their mistake is known by someone. Feeling difficult to speak English felt by 55 or 78.6% pre-service teachers. Hesitate to speak English felt by 51 or pre-service teachers. Getting nervous when students did not understand their English was felt by 38 or 54.3% pre-service teachers.

For anxiety about class preparation, the most influential factor was anxious if students more understand the material than pre-service teachers. Fifty nine pre-service teachers or 84.3% agreed that that the factor could make them anxious. Forty eight Pre-service teachers or 68.6% still anxious even they had prepared themselves. The more pre-service teachers prepared

for the class, the more nervous they became felt by 35 pre-service teachers or 50%.

Pre-service teachers also had anxiety about teaching Grammar which was the most influential factor of anxiety about teaching particular language skill. This factor felt by 50 or 71.55 % pre-service teachers. Anxiety about teaching Writing felt by 43 pre-service teachers 61.4%. Anxiety about teaching Listening felt by 45 pre-service teachers. Anxiety about teaching Speaking felt by 45 or 64.3% pre-service teachers. Anxiety about teaching Reading felt 32 or 45.8 % pre-service teachers.

The other factors of anxieties felt by pre-service teachers were anxious about evaluation by mentor, teaching in favourite school, lesson plan, and managing students. The most influential factors felt by pre-service teachers were anxious about teaching in favourite school felt by 58 or 82.8% pre-service teachers. Then, anxiety about evaluation by mentor felt by 59 or 84.3 pre-service teachers. Anxiety about lesson plan felt by 41 or 58.6% pre-service teachers. Anxiety about managing students felt by 38 or 54.3% pre-service teachers.

2. The second problem statement is aimed to identify things that can make pre-service teachers' anxiety increases.

There were some things that could make pre-service teachers' anxiety increase: unpredictable question from students as to vocabulary and English

material, Grammar, and Pronunciation were things that could increase the anxiety during teaching English in the class.

3. The second problem statement is aimed to identify the ways that pre-service did to overcome the anxiety

Based on the result of interview, there were four ways which pre-service teachers did to overcome the anxiety they had. First was they tried to make themselves and the students relax, second was did good preparation, and the last was believed that they can do anything (positive thinking).

## **B. Suggestion**

1. University

Based on the finding, researcher suggests the university especially English Education Department provide program where students can be used to speaking English in front of people. Micro teaching class must be set as real as teaching practicum. There must be deep evaluation every time students do the micro teaching so that students can know their mistake when teaching English.

2. Other Researchers

For other researches relating to this topic, researcher suggests the next researcher to identify the anxiety based on gender analysis. In this way, there must be difference anxiety felt by both female and male. Researcher also suggests the next researcher to find out the difference anxiety felt by pre-service teachers who have teaching practicum at Junior High School and

anxiety felt by pre-service teachers who have teaching practicum at Senior High School.

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**APPENDICE 1**  
**RESEARCH INSTRUMENT**

**Pre-service Teachers' Anxiety Questionnaire**

**Direction:** Read each item carefully. You just need to choose either you agree or disagree based on your feeling. Please note that there is no right or wrong answer here. Choose based your opinion by giving the Checklist to your choice. **SA**

**(Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree).**

NO	ITEM	SA (4)	A (3)	D (2)	SD (1)
1	I am nervous that someone recognizes mistake I make				
2	I am afraid that I forget things I prepared for classes in English				
3	At times, I hesitate to speak English				
4	I often feel uncomfortable to speak English Even though I majored it.				
5	The more I prepare for the class, The more nervous I become.				
6	I sometimes feel it is difficult to speak English in front of students in the Class.				
7	I feel nervous when students in the class don't understand my English.				
8	I sometime recognizes my mistake, and try not to make the same mistake next time.				
9	When I teach English, I feel very anxious when students more understand the material than me.				
10	I try to overcome the anxiety whenever I speak English.				
11	I am thinking too much of not making any mistakes while speaking English.				
12	I feel tense when I should teach grammar.				
13	I feel tense when I should teach writing.				
14	I feel tense when I should teach listening.				
15	I feel tense when I should teach speaking.				
16	I feel tense when I should teach reading.				
17	I feel tense when I teach in favorite school.				
18	I feel tense when I face naughty students.				
19	I feel tense when I have to make a lesson plan.				
20	I feel tense when mentor observes and evaluate me when teaching.				

## **LIST OF QUESTIONS IN THE INTERVIEW**

1. What things could make your anxiety increase during teaching English?
2. What did you do to overcome the anxiety you have?

## APPENDICE 2

## THE RECAPITULATION OF QUESTIONNAIRE RESULT

RESPONDE NT	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2
										0	1	2	3	4	5	6	7	8	9	0
1	2	2	3	3	2	1	2	2	4	3	3	3	3	2	2	2	2	2	2	3
2	3	2	2	2	2	2	3	2	4	2	3	2	2	2	2	2	2	2	3	3
3	2	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	4	2	3
4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4
5	3	3	3	3	2	2	3	1	4	3	3	3	1	1	3	3	2	2	3	3
6	1	4	3	3	3	3	3	2	3	3	3	3	3	2	3	3	2	3	2	2
7	2	1	2	1	3	1	2	2	3	2	4	4	3	2	2	1	2	2	2	2
8	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	2	3	2	2
9	3	3	3	3	2	3	4	3	3	3	3	3	4	2	2	3	2	3	3	2
10	3	2	4	3	3	3	2	2	4	4	4	2	2	2	3	3	2	2	2	2
11	3	3	3	3	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4
12	2	3	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	3	3
13	4	4	3	3	3	4	4	4	4	4	4	4	3	3	3	3	3	2	3	3
14	3	3	2	3	2	3	3	2	1	3	3	3	3	2	2	3	3	3	3	3
15	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	2	3	3	3
16	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2
17	2	2	2	2	2	1	3	1	4	2	3	3	2	2	3	2	2	2	2	1
18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
19	3	3	3	3	3	2	3	3	4	3	3	2	3	2	3	3	2	2	2	3
20	4	3	4	3	3	4	4	4	3	3	4	3	3	3	3	3	3	2	4	3



## THE RECAPITULATION OF QUESTIONNAIRE RESULT

RE SPO NDE NT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
40	3	2	2	2	2	2	3	3	3	2	2	3	2	2	2	2	3	2	3	3
41	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	2	3	3	3
42	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	2	3	2	2	3
43	4	3	4	3	4	3	3	4	4	3	4	4	3	3	3	3	3	3	3	4
44	4	3	3	3	2	3	3	3	4	3	2	4	3	4	4	3	4	3	3	4
45	2	3	2	3	2	3	2	3	2	3	3	3	3	3	3	3	2	3	3	3
46	3	3	2	2	2	2	2	4	4	2	2	3	3	2	3	2	2	4	4	4
47	4	2	3	3	2	3	2	3	3	2	3	2	2	3	3	3	2	2	3	4
48	2	2	2	1	1	1	2	3	2	2	3	2	3	2	2	2	2	2	2	2
49	2	2	3	2	2	3	3	3	3	3	3	2	3	2	2	3	3	3	3	3
50	4	3	3	3	3	4	3	3	4	3	3	4	3	3	3	3	3	3	3	4
51	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	2	3	3	3	3
52	2	2	3	2	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	3
53	4	4	3	3	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4
54	4	4	4	4	3	4	4	4	4	3	3	4	4	4	3	3	3	2	2	3
55	4	3	3	3	1	3	2	3	4	4	3	3	2	1	2	2	3	2	2	3
56	2	3	2	2	3	2	2	4	4	2	4	4	3	2	3	3	3	2	2	3
57	3	3	3	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3
58	3	2	3	3	2	2	3	4	3	3	3	2	2	3	2	2	3	3	3	3
59	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	2	3	3	3	3

### THE RECAPITULATION OF QUESTIONNAIRE RESULT

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
60	3	2	2	2	1	3	3	4	4	3	3	4	2	3	2	2	3	2	3	3
61	4	4	4	4	3	4	4	4	4	3	3	4	4	4	3	3	3	2	2	3
62	4	4	4	4	4	4	3	4	4	3	3	4	4	4	3	3	3	2	2	3
63	2	3	3	3	2	3	2	4	3	4	4	1	1	1	2	1	3	3	3	3
64	1	1	3	3	1	3	2	3	1	1	2	2	2	2	2	2	1	1	3	2
65	3	2	2	2	2	3	1	3	2	3	3	2	3	2	2	2	2	2	2	2
66	4	3	3	3	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	3
67	3	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	4	3	4
68	2	2	3	3	2	2	3	2	3	3	3	3	2	3	3	2	2	3	3	4
69	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
70	3	3	3	2	1	3	2	4	4	3	3	2	2	2	3	2	2	3	3	3

### APPENDICES 3

#### INTERVIEW TRANSCRIPT

##### **Respondent 1**

“Karena saya guru bahasa Inggris, siswa pikir saya tahu arti setiap kata bahasa Inggris. Terus mereka banyak tanya ke saya arti kosa kata bahasa Inggris. Kadang-kadang mereka menanyakan kosa kata yang saya sendiri tidak tahu apa artinya”

“Ketika pertama kali datang ke sekolah tempat saya PPLk pastinya itu tantangan baru dan saya ngerasa gugup dan takut. Untuk mengatasinya, langkah pertama yaitu mencoba untuk sedikit lebah dekat dengan siswa. Sehingga siswa merasa santai dengan saya”

##### **Respondent 2**

“Untuk mengatasi kecemasan yang saya miliki ketika pertama kali mengajar di PPLK, saya banyak bertanya kepada guru pamong saya mengenai tingkah siswa ketika dikelas. Saya juga selalu mencoba membuat siswa santai dengan melakukan permainan dalam proses pembelajaran”

##### **Respondent 3**

“Pertama kali masuk kelas yang membuat saya cemas yaitu ketika siswa nanya sesuatu yang saya ga ada perispan untuk itu ”

“Untuk mengatasi kecemasan yang saya miliki, pertama Saya mencoba membuat siswa dekat dengan saya. Yang kedua yaitu saya melakukan persiapan yang matang. Terus saya juga melakukan permainan”.

##### **Respondent 4**

“Jika saya ditanyakan mengenai kecemasan, Saya merasa baik dalam mengajar. Tapi untuk saya, saya cemas kalau saya salah mengeja kosa kata. Saya mencoba untuk membuat siswa tidak menyadari kesalahan saya”

“Untuk mengatasi kecemasan yang saya miliki, saya tidak akan langsung ngajar. Biasanya saya akan mengajak mereka ngobrol dulu, sehingga mereka akan merasa penasaran dengan saya dan merasa santai dengan saya”

##### **Respondent 5**

“Hal yang bisa meningkatkan kecemasan saya pas siswa nanya arti kosa kata yang saya ga tahu artinya apa”

“Untuk mengatasi kecemasan, saya menyiapkan semuanya dengan baik”

### **Respondent 6**

“Saya merasa khawatir kalau siswa menilai cara pengucapan bahasa Inggris saya”

“Sesuatu yang bisa kita lakukan untuk mengatasi kecemasan yaitu kita perlu memasuki dunia mereka. Itu bisa dilakukan dengan melakukan permainan. Strategi itu bisa membuat komunikasi siswa dan guru menjadi lebih baik”

### **Respondent 7**

“Hal yang bisa membuat saya cemas yaitu ketika siswa nanya arti kosa kata”

### **Respondent 8**

“Ada beberapa kosa kata yang saya ga tahu artinya apa. Saya takut salah karena itu”

“Mempersiapkannya dengan baik. Misal dengan cara mencari arti kosa kata yang saya ga tahu artinya”

### **Respondent 9**

“Cemas kalau siswa nanya materi yang gak lagi ajarkan. Dan saya ga ada persiapan buat itu”

“Mengatasinya yaitu dengan mengalihkan pikiran siswa”

### **Respondent 10**

“Hal yang bisa buat cemas itu ketika siswa nganggap kita tahu arti semua kata bahasa Inggris. Kadang-kadang bisa jawab, Cuma ya ada aja beberapa yang ga bisa”

“Berfikir positif bahwa saya pasti bisa”

### **Respondent 11**

“Saya cemas sama grammar. Takut salah. Saya juga cemas kalau siswa nanya arti kosa kata”

“Untuk mengatasi kecemasan saya melakukan permainan. Itu bisa membuat siswa ga tegang dan santai. Itu juga membuat saya sebagai guru menjadi santai”



**Respondent 12**

“Biasanya yang buat cemas itu kalau siswa nanya materi yang diluat tema dan ga dipersiapkan”

“Mencoba untuk cari cara gimana supaya lebih dekat saa siswa. Ketika saya absen mereka, saya nanya-nanya tentang mereka. Yang paling penting sih berusaha untuj jadi lucu”

**Respondent 13**

“gugup ketika ngasih intruksi ke siswa pake bahasa Inggris”

“Mencoba untuk santai dan memposisikan diri kita sebagai guru dan melakukan persiapan total”

**Respondent 14**

“Cemas kalau ngomong bahasa Inggris di kelas, takut salah”

“Persipan dengan baik terutama di Speaking sama Grammar”

**Respondent 15**

“Kalau persiapannya bagus, maka ga bakal cemas. Tapi kalau persiapannya kurang pasti cemas””

**Respondent 16**

“Gugup kalau harys ngomong bahasa Inggris”

“Untuk mengatasi kecemasan, saya latihan jadi nanti bisa enjoy pas ngajar”

**Respondent 17**

“Takut ga bisa menguasai materi yang akan diajarkan”

“mengatasinya dengan mempunyai kepercayaan diri yang baik. Kepercayaan diri bisa didiapatkan kalau persiapannya bagus”

**Respondent 18**

“percaya diri dengan melakukan perisapan”

**Respondent 19**

“ketika siswa nanya kosa kata bahasa inggris”

“melakukan perispan dan mencoba dekat sama siswa”

**Respondent 20**

“To overcome the anxiety is to have good preparation. I do learn from book and Internet about the material that is going to be taught”

**Respondent 21**

“saya cemas dengan kemampuan grammar saya, saya merasa kurang di grammar dantakut kalau siswa nanya sesuatu diluar materi pembelajaran”

“tarik nafas dalam-dalam. Percaya diri dan focus sama yang udah dipelajari dan dipersiapan sebelumnya”

**Respondent 22**

“Ketika siswa nanya topik yang ga lagi di ajarin”

“Percaya bahawa bisa diri ini bisa ngajar”

