

CHAPTER I

INTRODUCTION

This study was intended to investigate the EFL student-teachers' anxiety encountered during their field teaching practice at schools in Kendari, South East Sulawesi. This chapter was going to depict the background of the study, the scope of the study, research question, purpose of the study, significance of study and definition of key terms.

1.1. Background of the Study

Research on anxiety experienced by student-teachers when assigned to teach in a real class has become the center of attention of researchers in education (Day & Lee, 2011). Merc (2015) supported that teacher anxiety has become the research interest of education scholars for more than three decades. The importance of understanding EFL student-teachers' anxiety such as the researcher or the student-teachers are able to find the sources of feeling anxiety and its solutions. They should review their role in preventing unnecessary problems occurring in the process of the teaching practicum and help student-teachers go through the process smoothly by providing necessary feedback (Merc, 2015).

In global context, a number of studies have been conducted to explore the sources of and solutions to teacher anxiety in the last 30 years (Merc, 2015). Moreover, in the span of the last three decades many research results have been presented related to the anxiety of student-teachers both when teaching in the

Microteaching class (Donnelly & Fitzmaurice, 2011), as well as when teaching in practicum programs or field teaching practice (known as Pengenalan Lapangan Persekolahan or PLP) (Ripski, LoCasale-Crouch, & Decker, 2011). Keavney and Sinclair (1978) found that teacher concerns and teacher anxiety as a neglected topic of classroom research. They identified the research areas of teacher anxiety as a) the conceptualization of teacher anxiety, b) measurement of teacher anxiety, c) sources of teacher anxiety (concerns as sources and correlates of teacher anxiety as sources), d) and consequences of teacher anxiety (survival-non survival in the teaching profession, affective impact, achievement, and coping styles) (Keavney & Sinclair, 1978).

For the context of teaching in Indonesia, there were many empirical studies focusing on the anxiety of student-teachers when they have to deal with real class. However, these studies were more focused on Islamic education pre-service teachers' anxiety (Nurfaidah, Datu, & Amsar, 2018), mathematics teachers' anxiety (Dzulfikar, 2016), anxiety of teaching foreign languages (Agustiana, 2014) anxiety in teaching information and communication technology class (Arifin, Putro, & Putranto, 2014), anxiety in teaching physics class (Kusyairy, 2014), as well as anxiety in prospective student educator midwives (Rizkha & Rokhanawati, 2014). Indeed, there have been some studies about anxiety of foreign languages or pre-service teachers' anxiety, but there was no specifically what are the sources of teaching anxiety student-teachers' encountered during their field teaching practice. The researcher, consequently,

claimed that certain actions need to be taken in order to deal with the different concerns of student-teachers in teacher education programs.

As the students of Faculty of Teacher Training and Education, teaching practicum or micro teaching is an obligatory task to do individually. Agustiana (2014) argued that teaching practicum is an essential time for pre-service teachers or student-teachers in practicing their teaching skills. It showed the student-teachers ability in applying the knowledge that they have learned from the college to the real school and social environments. Teaching practicum was the activity of teaching practice that was held in real classrooms or in schools. It also involved the activities of preparing the lesson plan, teaching at class, and assessing the students' achievement (Agustiana, 2014). Agustiana (2014) stated that based on her presurvey, she found out that most pre-service teachers feel anxiety when they have to face the teaching practicum. As the active participants of the classroom procedures, student-teachers or prospective teachers might sometimes experience anxiety while they are delivering a lesson. Teaching anxiety could be a part of negative dialogue on student-teachers, an uncertainty or circumstances that they could not estimate such as depending on a new teaching place from an atmosphere other than normal could be their reasons (Agustiana, 2014).

Gardner and Leak (1994) also believed that teaching anxiety included apprehension concerning interactions with the audience which involve questions from students, immediate negative feedback, class disruptions, or end-of-term student evaluations as distinct from speech anxiety.

Kimand 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.

1.2. Scope of the Study

The scope of this study was limited to analyze the student-teachers' anxiety at English Department level among English student-teachers during their teaching practicum. This study focused on identifying sources that cause student-teachers anxiety encountered during their field teaching practice. As perceived by student-teachers in the fifth semester of Department of English Education in one of the universities in Kendari. Moreover, the reflection sheet and interview attempted to find out the sources of student-teachers' anxiety, and the solution or strategies to overcome the anxiety.

1.3. Research Question

Based on the elaboration in the background of the study, this study aimed to investigate the following research question: "What are the sources of EFL student-teachers' anxiety they encountered during their field teaching practice?"

1.4. Purpose of the Study

Based on the research question, this study aimed to identify the sources of teaching anxiety EFL student-teachers' encountered during their field teaching practice.

1.5. Significance of the Study

This study offered important practical significance. For the student-teachers, the sources that were found could be used as a reference to be aware and well-prepared when teaching, so it may reduce anxieties in various ways. Hopefully, student-teachers could choose the best strategy to use as the shield of their anxiety. For the next researchers, this research will give some contribution and information for next researchers about the sources of teaching anxiety student-teachers' encountered during their field teaching practice which was conducted by the fifth semester of English college students in one of the universities in Kendari, the capital of South East Sulawesi. Moreover, researcher gives a contribution to investigate a difference between the anxiety levels experienced by EFL student-teachers male and female. The result of the research is expected to give some contributions for student-teachers, teachers, and future researchers.

1.6. Definition of Key Terms

For the objective of this study, this stage aimed to define some crucial terms of this study as the following;

Anxiety in Teaching Context: In this study, anxiety in teaching context means situations of EFL student-teachers' feeling when facing a real classroom and any disturbance they face to make their teaching performance is not going well.

Source of Teaching Anxiety: This defines how the anxiety comes from the performance of the student-teachers' when they are teaching. Some sources of teaching anxiety such as sex, experience, school type, physical condition of the class and school, personality, students' characteristics, relationship with administrators and students' parents are not all but some of the factors contributing to the level of stress and its consequences.

Anxiety during Field Teaching Practice: This phrase means some anxieties come during their field teaching practice, the awareness of anxiety found when conducting a real class. An example of anxiety comes such as a student who is not well-prepared for her/his lesson plan, so when they come in the class she/her gets confused when going to teach.

Student-Teachers' Anxiety in ELT Classroom Context: This describes student-teachers' anxiety when teaching in ELT classroom and/or ELT is the teaching of English to people whose first language is not English. Therefore, some challenges might come from this situation and caused anxiety of EFL student-teachers.