

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented findings and discussions from data collected in reflection sheets. It was intended to answer the research question. The researcher reported the findings during data collection at student-teachers class A at fifth semester in the batch of 2017.

4.1. Findings

The aim of this study is to find out the sources of EFL student-teachers' anxiety during field teaching practice. In EFL student-teachers' data, it found three types of teacher competence are still lacking in doing field teaching practice. It was based on reference (Malm & Löfgren, 2006); they are: 1) Interpersonal Skills, 2) Classroom Procedures, and 3) Subject Knowledge.

4.1.1. Student-Teachers' Anxiety prior to Teaching Practicum Day

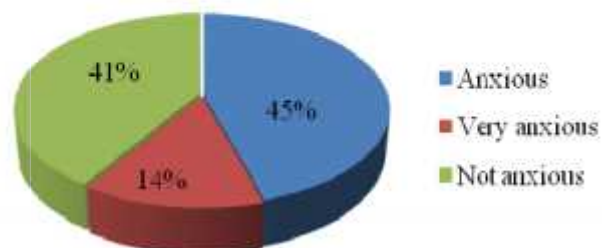


Figure 4.1 Student-teachers' Anxiety when they found out schools they were assigned

The figure 4.1 showed that 22 participants who responded to the question indicated that they felt anxious prior to teaching practicum day. Then, some of them were not feel anxious at all. Overall, from this question, the result indicated that most of the students-teachers' felt anxious related to the schools they were assigned.

To dig deeper about the sources of EFL student-teachers' anxiety after they found out the schools they were assigned, would be shown in the following figure.

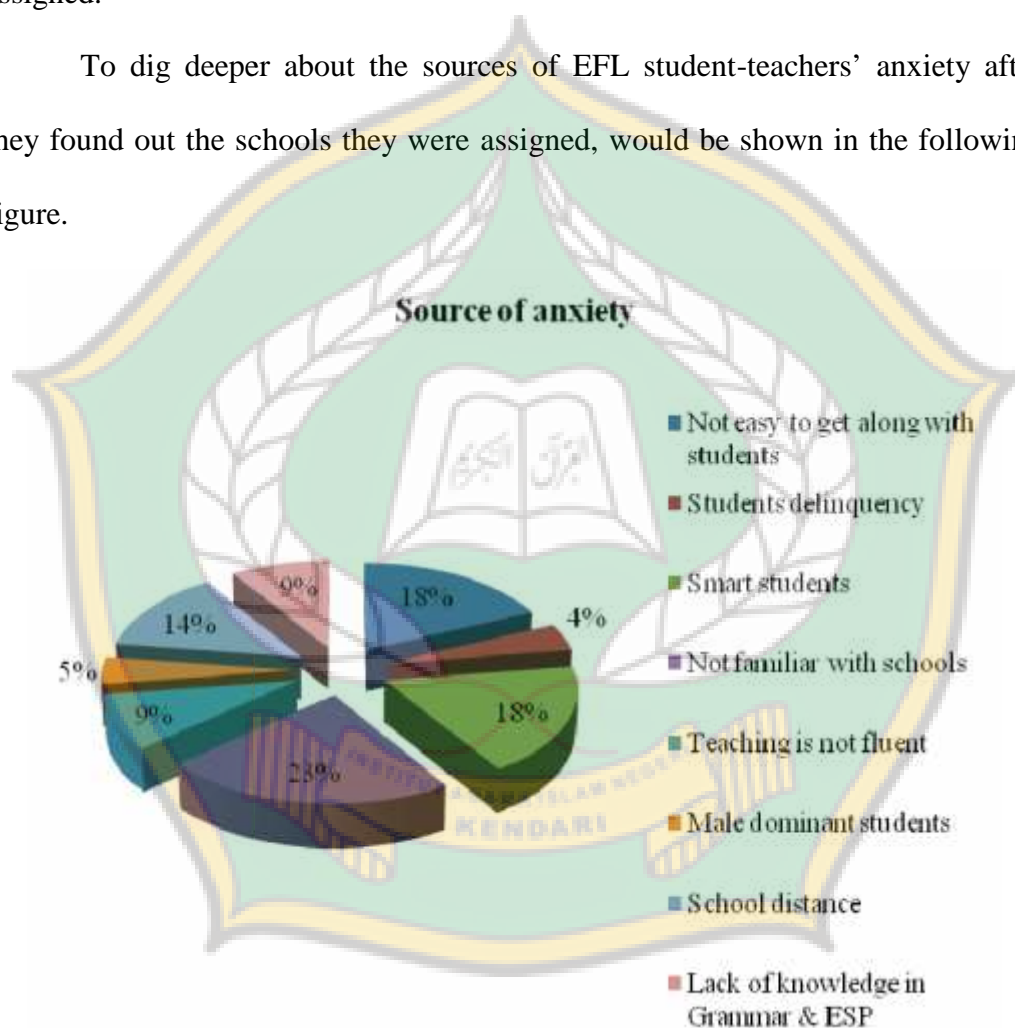


Figure 4.2 Sources of EFL student-teachers when they found out schools they were assigned

This section presented the student-teachers sources of anxiety since they found out schools they were assigned. Then, not familiar with the schools became

the foremost that caused teaching anxiety. According to Yoon (2012) anxiety will occur when people feel nervous in unfamiliar situations. This may be the reason why student-teachers felt anxious. Furthermore, it followed several things that they were afraid of smart students, they did not easily get along with students, their teaching was not fluent, students delinquency, lack of knowledge in Grammar and ESP, school distance, and then anxious about male dominant students. To sum up, student-teachers' had various sources of teaching anxiety related to the school they were assigned.

EFL student-teacher #AAg stated that *"I felt anxious when I found out that we were assigned to Vocational High School in the heart of Kendari. This anxiety arose because I was unfamiliar with the social conditions in this school."*

Another EFL student-teacher's reflection as #AM stated that *"I was anxious because I also didn't get along very well with students and what I was very worried dealing with students' delinquency."*

As said to EFL student-teacher above that she was afraid of students' delinquency, in fact, this included into the classroom procedure experience that she had very little or none at all. Examples of students' delinquency such as disturbing other friends, not respecting the teacher while teaching and acting like passing by in the classroom for things that were less important. Thus, this caused her to be afraid to face delinquency students.

Another EFL student-teacher's reflection as #NE stated that *"At first, I was anxious because as far as I know, one of the schools that I will go to is one of the favourite schools, and of course it has the best teachers and students too, I had*

time to think whether I would be able to teach them because there would be lots of bright students there, but I suggest myself that everything will go smoothly.”

Another anxiety also happened to #NE, she said that she was very anxious to do teaching practice in a favorite school, which was she would meet expert teachers and bright students. Anxiety like this could hinder the productivity or self-confidence of the interns. But she, too, had time to instill in himself that everything would go well. This is quite helpful to increase his motivation.

4.1.2. Student-Teachers' Anxiety during Observation Week

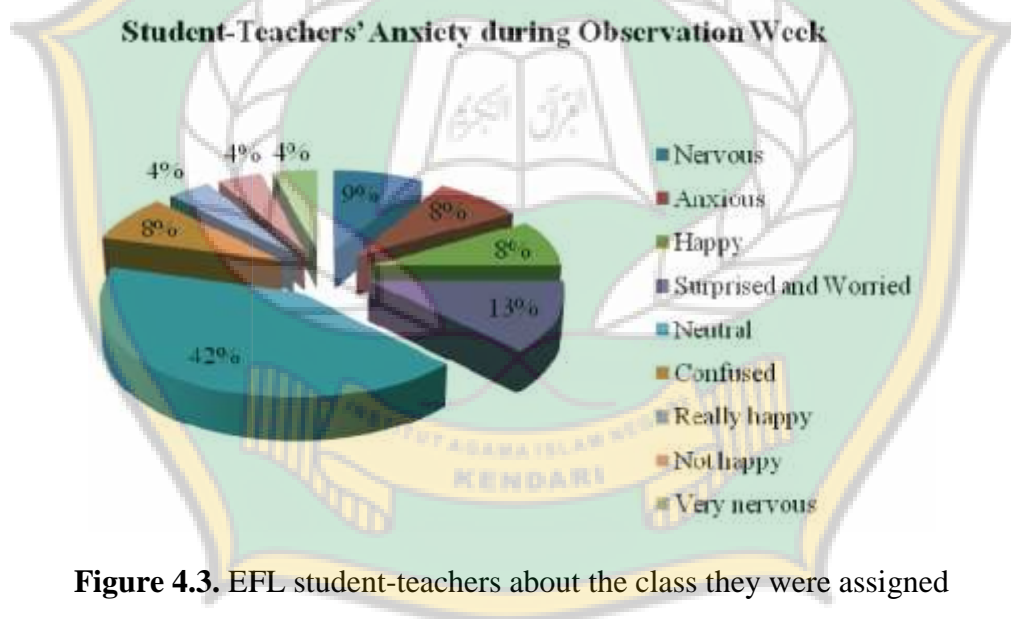


Figure 4.3. EFL student-teachers about the class they were assigned

Regarding to the figure shown above, feeling neutral was the dominant answer. However, if the researcher saw more detail the figure, being nervous, anxious, surprised, worry, confused and not happy were still found. These answers were insufficient if researcher did not know what the causes of teaching

anxiety during the class divisions. Furthermore, the sources would be shown below.

Sources of Anxiety during Class Divisions

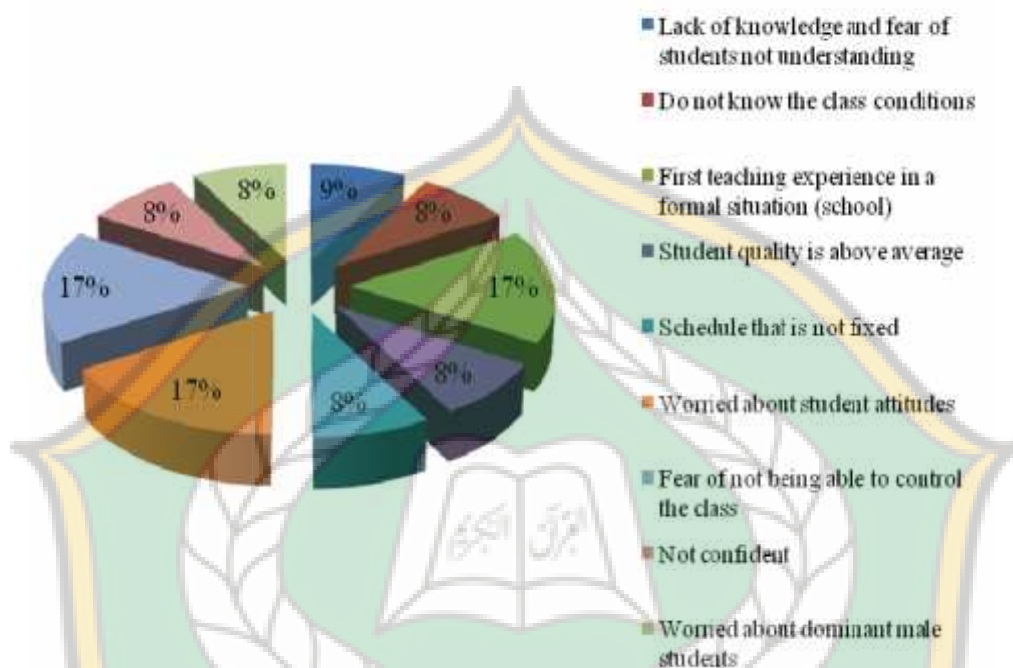


Figure 4.4. Sources of Anxiety for EFL student-teachers during Class Divisions

From the figure shown above, there were three most common sources of anxiety during class divisions. There were EFL student-teachers worried about student attitudes, fear of not being able to control the class, and it was their first teaching experience in a formal situation (real classroom). These findings were in line with (Kim & Kim, 2004) they 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. Also, it followed by student-teachers in lack of knowledge and fear of students will not understanding their teaching, not confident, they worried about male dominant students, schedule was not fixed, students they were taught were above average.

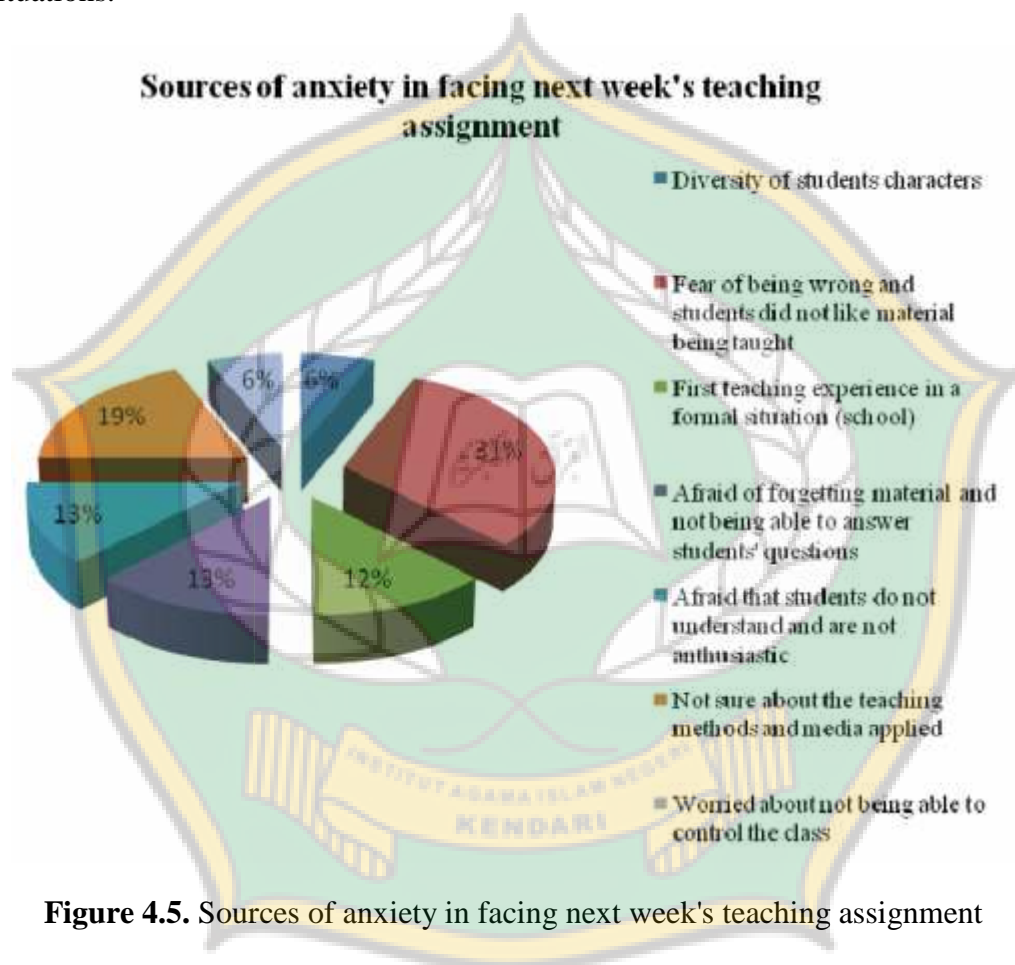
EFL student-teacher #AM “I served in class X IPA 2 and X IPS 2. After the division of this class, I felt nervous because my language knowledge was not good enough and I was afraid that the students would not understand what I was explaining. Even though I am doing peer teaching, I still felt nervous.”

EFL student-teacher #SW stated that *“I was shocked and curious after knowing that I was going to teach in grade 7. I had never taught a grade 7 junior high school student before. Therefore, I was confused about how to control the class with students who just graduated from elementary school.”*

EFL student-teacher #AA stated that *“I served in class 7.6 every Monday and Tuesday. My reactions and feelings during this division of tasks were normal, but I was mildly nervous because I was thinking about teaching for the first time in a formal school estate”.*

As excerpted from the three reflection samples above, the #AM student-teacher was worried about his teaching abilities and worried that students might not understand what he was explaining. While the student-teacher #SW she stated that she was worried about the ability to control the class such as dividing groups and students making noise while learning was taking place. Also, the same thing

happened to student-teacher #AA she stated that she was anxious about taking on a real class for the first time. This gives a picture of the uncertainty of the conditions that they will face in the teaching place which can negatively affect their emotions so that they feel nervous, worried, and afraid to face new situations.



There were kind answers stated above related to sources of teaching anxiety in facing next week's teaching assignment. Some answers, there were student-teachers' fear of being wrong, and students did not like material being taught. These findings were in line with Ipek(2007) as he 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. Then, some of them were not sure about the teaching method and media applied, anxiety of their first teaching experience in the real classroom, they were afraid that students they taught would not understand and were not enthusiastic. Also, they were afraid of forgetting material and not being able to answer students' questions, worried about the diversity of student characters, and worried about not being able to control the class (pek, 2007).

The following data represented the acknowledgment of all participants for their anxiety at the beginning of field teaching practice at school. Anxiety appeared for a while before they plunged straight into schools. Teaching anxiety, which was included in the teacher's emotional domain, can arise due to conditions of uncertainty experienced by teachers or EFL student-teachers teachers. This anxiety arose very closely with the demands of self-change to become a successful teacher teaching in a new place. This is in line with Tsui (2003). She believes that both EFL student-teachers and new teachers show anxiety related to material mastery competencies, teaching methods, classroom management abilities, and student achievement.

EFL student-teacher #NE stated that *“Yes, I was a little worried, because I was afraid that my students would not like when I explained a lesson”*.

EFL student-teacher #KW stated that *“I was worried because I was worried that I would appear nervous in front of the students, I was also worried if*

I could not improvise if I forgot the material I was going to teach. In addition, I am also worried that there are student questions that I cannot answer.”

EFL student-teacher #TA stated that *“I am also worried that my teaching will not appeal to them and will not be liked by them. To remain optimistic, I always believe in myself that I will be able to face their behaviour during the learning process later.”*

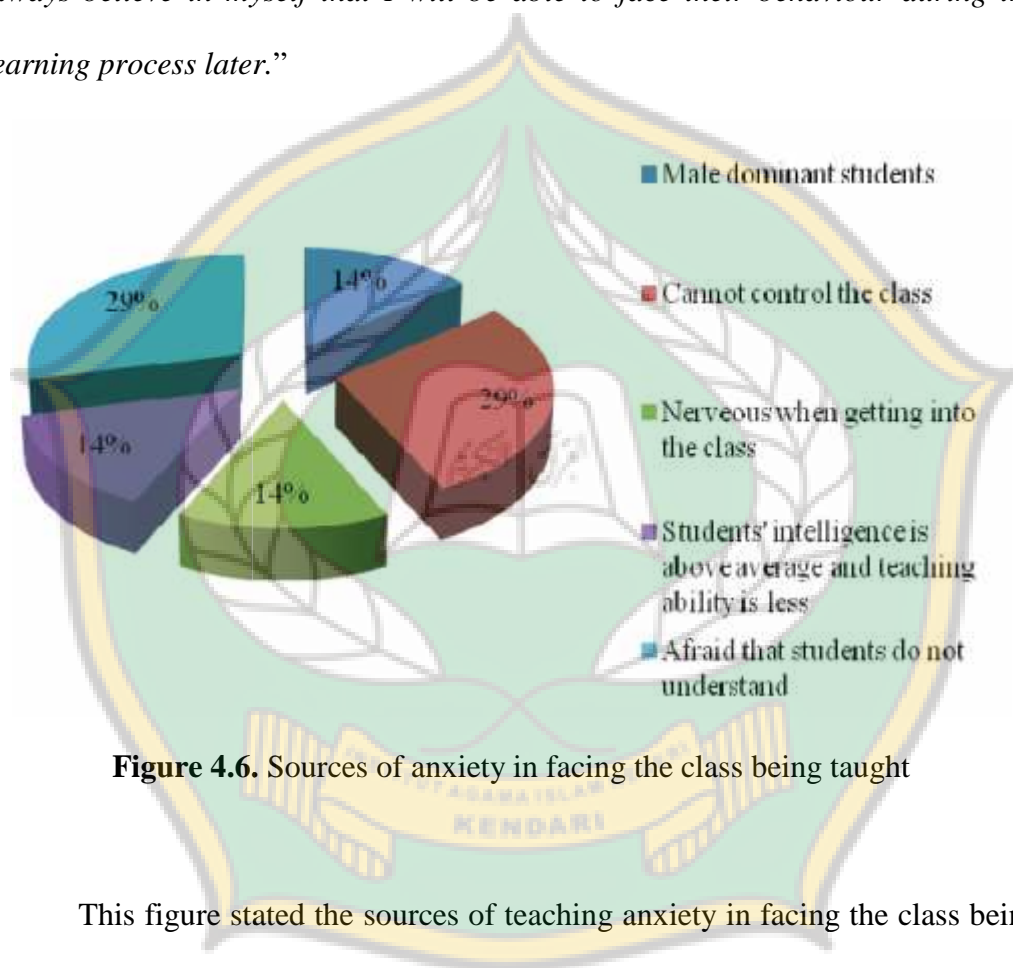


Figure 4.6. Sources of anxiety in facing the class being taught

This figure stated the sources of teaching anxiety in facing the class being taught. There were two common answers such as; they could not control the class and they were afraid of students would not understand. These findings were in line with Merç's study, revealing that the participants felt anxious because of evaluation, classroom management, and some pedagogical issues (Merç, 2011). Other sources showed they were afraid of male dominant students, students' intelligence they taught was above average and their teaching ability was less, and

they were nervous when getting into the class. This is also in line with Barahmeh research which states that EFL teacher students generally experience anxiety in terms of classroom management, time management, lesson planning, being observed by supervisors, and language fluency (Barahmeh, 2016).

EFL student-teacher #TA stated that *“To be honest, I was really feeling anxious for all the classes I was going to teach. I think this is because there are so many classes I will be dealing with in teaching. I'm worried that I can't control the class well”*.

EFL student-teacher #KW stated that *“I was surprised and a little worried because the class I taught was a class that had students with above average quality. In other words, students in this class are clever students.”*

EFL student-teacher #AM stated that *“Yes, I am worried. Because this is the first time I teach in a class where all the students are boys. I am very confused about how to attract their attention, organize the class, because during this learning process I really put all my energy into it.”*

EFL student-teacher #AD stated that *“Before I started teaching or entered class I was often nervous and excited. However, when I entered the classroom to teach, the excitement was gone and I didn't feel nervous at all either.”*

EFL student-teacher #SW stated that *“When I was in class, I was still worried if my students did not understand what I was explaining because I was teaching in a weak condition.”*

4.1.3. Student-Teachers' Anxiety during Teaching Weeks

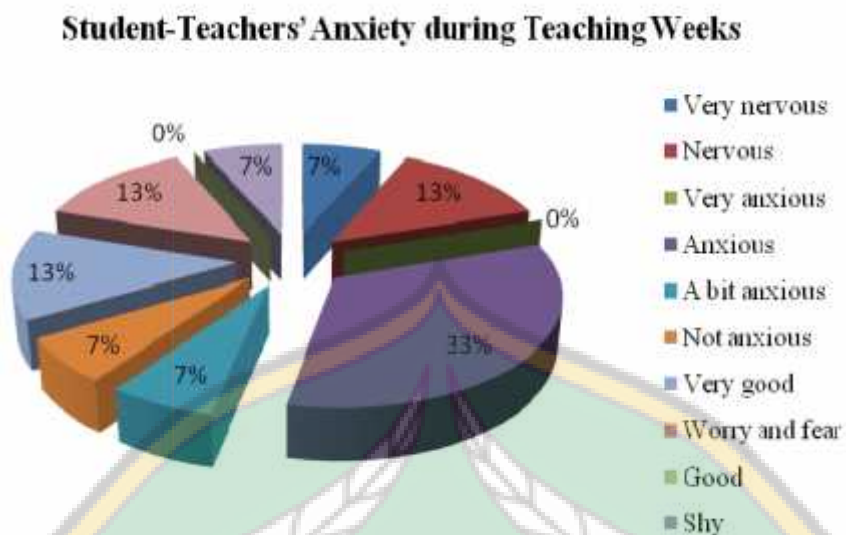


Figure 4.7. Student-Teachers' Anxiety during Teaching Weeks (for the first time teaching in the second week)

By looking at the student-teachers' answer above, being anxious was the dominant answer of this question. Furthermore, researcher needed a reason about the causes of their teaching anxiety. What were the sources of teaching anxiety for the first time they taught in the real classroom?

Source of Student-Teachers' Anxiety during Teaching Weeks

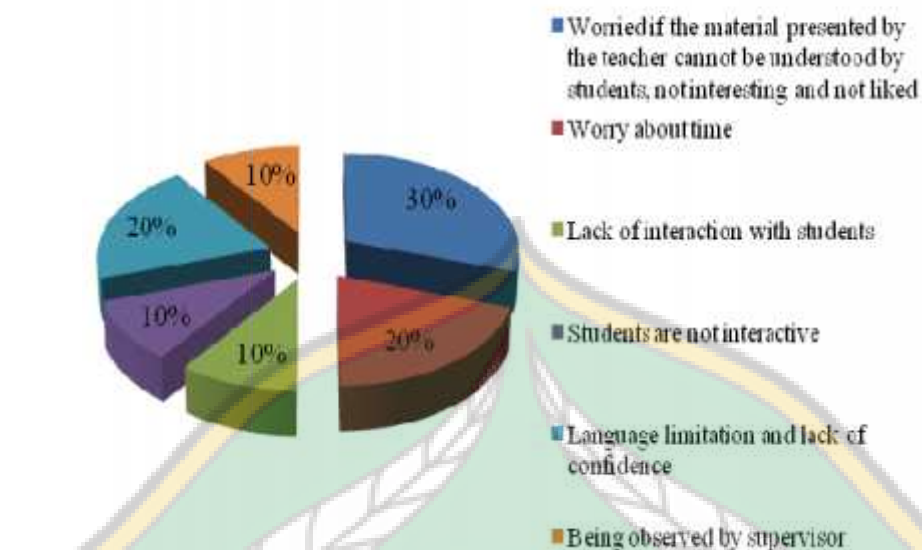


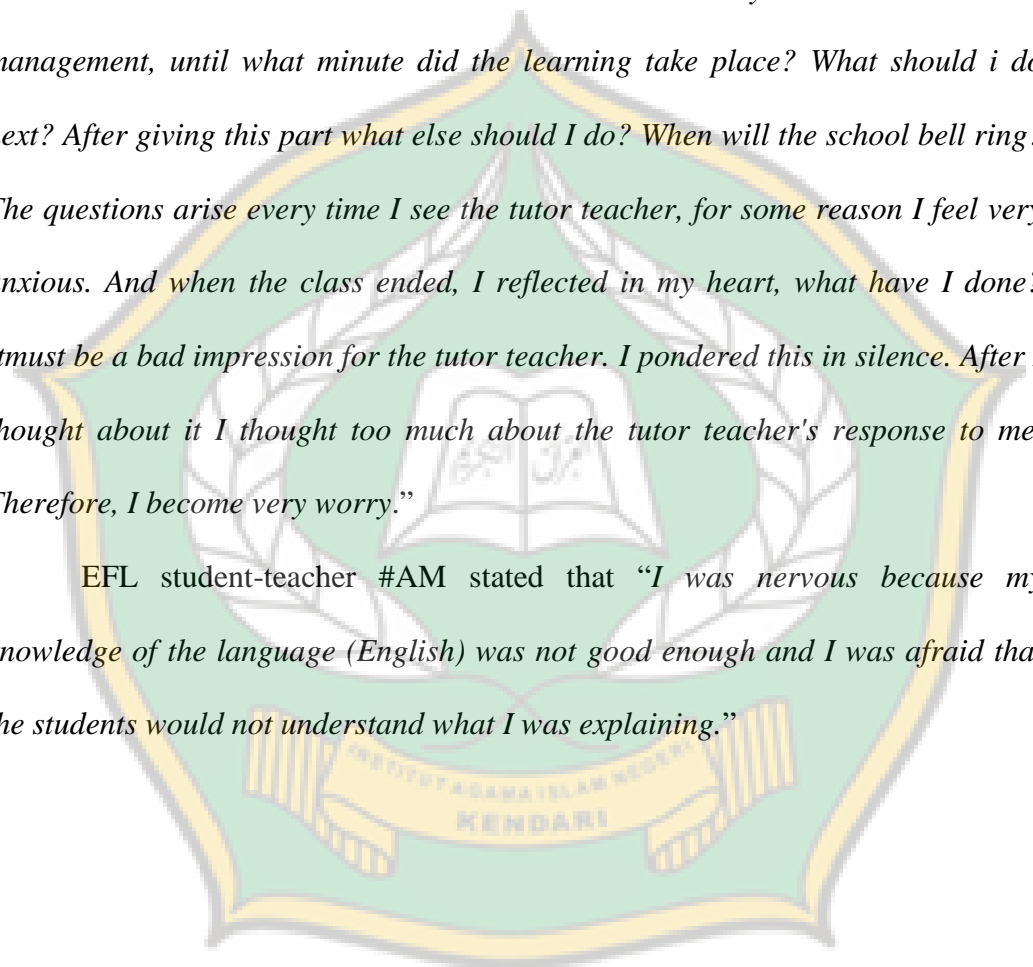
Figure 4.8. The sources of Student-Teachers' Anxiety during Teaching Weeks (for the first time teaching in the second week)

Thus, there were kinds of sources of teaching anxiety for the first time in the real classroom EFL student-teachers encountered. Dominant sources were EFL student-teachers' worried if the material presented by the teacher would not be understood by students, it would not be interesting and not liked. These findings were in line with Azmi (2012) who revealed that being observed, unexpected situations, communicative teaching, and student reactions were among the factors of stress for the participants. Then, it followed by language limitation, lack of confidence, anxious because students were not interactive during their teaching, student-teachers found lack of interaction with students, anxious when being observed by a supervisor, and then they still worried about time, whether they could finish the class on time or vice versa.

EFL student-teacher #WNA stated that *“I was quite anxious because there were many things that I think about, namely when students are not enthusiastic about the learning process and also the assignments given even the material I convey is not understood by students.*

EFL student-teacher #Nn stated that *“I always think about time management, until what minute did the learning take place? What should i do next? After giving this part what else should I do? When will the school bell ring? The questions arise every time I see the tutor teacher, for some reason I feel very anxious. And when the class ended, I reflected in my heart, what have I done? It must be a bad impression for the tutor teacher. I pondered this in silence. After I thought about it I thought too much about the tutor teacher's response to me. Therefore, I become very worry.”*

EFL student-teacher #AM stated that *“I was nervous because my knowledge of the language (English) was not good enough and I was afraid that the students would not understand what I was explaining.”*



Sources of teaching anxiety (for those who have taught more than once)

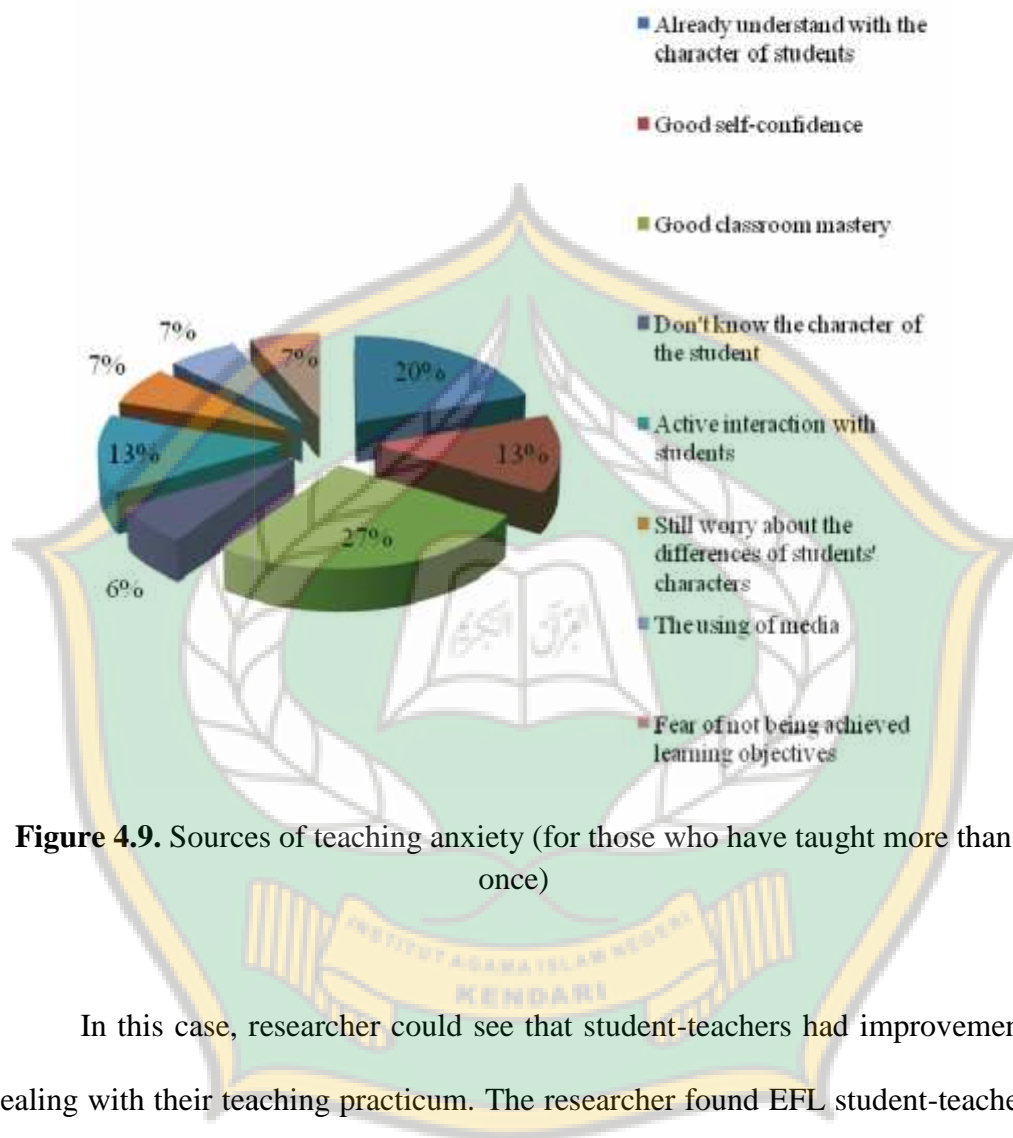


Figure 4.9. Sources of teaching anxiety (for those who have taught more than once)

In this case, researcher could see that student-teachers had improvements dealing with their teaching practicum. The researcher found EFL student-teachers had good classroom mastery. They already understand with the character of students, had good self-confidence, and showed active interaction with students. On the other hand, rest of them still found teaching anxiety such as; they still worried about the differences of students' character; still did not know the character of the students; fear of not being achieved learning objectives.

These findings were in line with Merç (2004) who reported some anxieties such as; 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.

EFL student-teacher #NA stated that *“I am worried if the tutor teacher is not sure about our teaching media. Besides that, my anxiety is that if in teaching I encounter students who have difficulty understanding and then I run out of methods, what should I do next?”*

EFL student-teacher #SW stated that *“Initially, I thought that teaching seventh grade was very challenging because the students were rowdy and still had to be organized. And my guess is right, after I entered the class and brought the material, they were a bit rowdy and difficult to control. I was increasingly anxious because I was afraid I could not achieve my learning goals”.*

EFL student-teacher #AI stated that *“I was very anxious, as if I dreamed of teaching the real class and facing students with various characteristics.”*

4.2. Discussion

The practice of teaching English is one of the most important aspects in the English Language Education Study Program because they need the

opportunity to learn from real classrooms. However, because they have no classroom experience, some may experience difficulties and anxiety-generating problems, which prevent them from giving a successful teaching performance. Students to be taught also play one of the most tangible roles in the teaching experience of student teachers and their anxiety as our data show.

EFL student-teachers experienced anxiety when they teach English in a real classroom situation. They found that anxiety produces restless movements, an inability to speak fluently, inability to focus and inability to sleep. Based on previous researches, this feeling came from several causes such as self-confidence, pre-service teachers' language proficiency, preparation, delivery of lessons, student situations or conditions, evaluation, and class management (Yoon, 2012; Kim & Kim, 2004).

This part presented the discussion from the research findings. This study described the sources of teaching anxiety EFL student-teachers encountered during their field teaching practice. In this discussion section, to discuss the significant issues, the researcher pointed out only the highlight of the causes of EFL student-teachers' anxiety in each category as follows: 1) Interpersonal Skills, 2) Classroom Procedures, and 3) Subject Knowledge. The findings shown that lack of interpersonal skill become the most provoking teaching anxiety.

In 2006, Malm and Lofgren interpersonal skills that found in this study such as; EFL student-teachers were not familiar with schools, afraid of smart students, they did not easy to get along with students, school distance, male dominant students, worry about students' attitudes, lack of confidence, male

dominant students, smart students, diversity of students' characters, first teaching experience in real class, students would not be enthusiastic, students would not be enthusiastic, being observed by supervisor (Malm & Löfgren, 2006).

Based on the first category, which mainly included interpersonal skills, the anxiety of EFL student-teachers increased when they met new students and classroom situations because they had no teaching experience in secondary school settings. Therefore, all these determinants of lack of interpersonal skills decreased EFL student-teachers' confidence in taking a role in front of the class. These findings were in line with the idea of (McKeachie, 1968) he said that; while in the class, EFL student-teachers were meeting unfamiliar people who could affect their emotions and anxiety. In addition, EFL student-teachers were concerned a great deal about their own real students' attitudes towards learning English. This would have a negative effect on their continuity in the real classroom regarding their interpersonal skills.

These findings were supported the idea of Sammeth and Wanphet (2013); if the students were dissatisfied with the new teachers in the first class meeting, the students would have negative attitudes towards the entire teaching hour; hence it explicitly affected the students' learning inputs. Another important finding was that EFL student-teachers were concerned about their first teaching experience. There were several possible clarifications for this issue. EFL student-teachers were unsure how to open and close the class, how to teach new real students, how to attract students' attention, and how to help students to achieve learning goals. This finding was consistent with research by Merç (2004) who

found EFL student-teachers were worried when they had to use new teaching strategies and opened the first stage on the first day of teaching practicum (Merç, 2004).

Being observed by supervisor also related to their interpersonal skill. The results of this research indicated that EFL student-teachers were concerned about being observed in their first class by supervisors. Out of fear of making mistakes, they worry that they would make a serious mistake while the supervisor was observing them, and then the supervisor would realize their mistake. Another interesting finding was that EFL student-teachers were seriously concerned with evaluations from the supervisors because it would directly affect their final grades at the end of the teaching practicum. This statement was supported by Watson and Friend they stated that when the person feared being negatively evaluated by others, that person would have anxiety (Watson & Friend, 1969).

Another category was related to classroom procedures that included in this study such as; fear of not being able to control the class, schedule was not fixed, students would not be enthusiastic, students did not like material being taught, students' delinquency, not sure about teaching method and media applied, fear of being achieved learning objectives, students would not like the material being taught, worried about time management.

There were various issues found in this research, the current study found that EFL student-teachers felt anxious when faced with the complexities of implementing lesson plans for their first real class meeting. A possible explanation for this was that when EFL student-teachers were unable to follow lesson plan

procedures, they were completely off track. In addition, EFL student-teachers' anxiety increased when they must immediately change their plans to survive in their first class experience. This finding is in agreement with (Merç, 2011) he found that teaching procedures were a significant category of EFL student-teachers' anxiety, since there were various factors that the teachers would take into account before teaching. Furthermore, this could cause other negative effects such as anxiety about whether or not their learning goals will be achieved, also about time management, or students who were not enthusiastic participating in the learning process.

To elaborate more, EFL student-teachers felt anxious when they have to select and design activities to cater to all aspects of students. For example, when the teacher designed challenging activities for high-ability students but the activities were not effective for low-ability students. In Huimin's (2008) study, he found that teachers sometimes designed activities beyond the ability of students. So that, it would cause anxiety as has been found in this study, namely; worry about time management, due to having to explain more to students who have limited ability to understand instructions which could affect in achieving learning objectives. This finding confirmed that time management was associated with the cause of EFL student-teachers' anxiety when they were unable to implement lesson plans on time (Howartz, 2002).

Last category was subject knowledge. It included such as; language limitations, not being able to answer the questions, students would not understand material being taught, fear of being wrong, lack of knowledge in Grammar & ESP,

teaching ability was not fluent. For further explanation, EFL student-teachers felt anxious when they got unexpected questions from students. It might happen because they had no sufficient knowledge and slight experience in teaching. This argument closely related to Gardner and Leak who found that teachers with highly teaching anxiety had difficulty standing up in front of the students and answering unexpected students' questions (Gardner & Leak, 1994).

Moreover, language limitations also been experienced by EFL student-teachers since they need to use English in their real classroom even though English is a foreign language in their country. This finding was also similar to Kim and Kim's(2004)research. They found out that pre-service teachers felt worried when they have to teach English through English. Most of them might do not have a lot of vocabulary that can form good sentences to communicate. Then, lack of knowledge in Grammar & ESP also had been experienced by EFL student-teachers. Grammar has important roles in making sentences. Besides that, it has stressful rules to understand for some pre-service teachers, plus they had to teach it to students. It might provoke teaching anxiety.

In Pasaribu and Harendita's research they also found out that EFL student-teachers were afraid of not knowing certain grammatical rules.From this finding, we could argue that the students' mastery of English language skills could influence their anxiety. EFL student-teachers were worried about their lack of linguistic mastery (Pasaribu & Harendita, 2018).

Related to the source of anxiety, namely the supervisor's observation during the student-teacher teaching practice, it was also reported by Barahmeh

(2016), who stated that elements of teaching practice such as mentors were an effective factor in the anxiety experienced by teacher students.

The language limitation factor was also reported by Barahmeh (2016), who stated that EFL teacher students generally experienced anxiety in terms of classroom management, time management, learning planning, being observed by a supervisor, and fluency in the language.

Based on the results of the study, showed that there was student anxiety during teaching practice activities. The experience of students during teaching practice is allegedly able to reduce the level of anxiety they experience. These results are in line with what has been reported in several references including Ngidi's (2003) study which found that student-teacher anxiety levels decrease after two weeks of teaching practice activities. Another finding in this study revealed that the initial experience of teaching in a real classroom is one of the factors that cause student-teacher anxiety. This is following what has been reported by Boadu (2014) and Barahmeh (2016) that teaching competence depends on teaching experience. In addition to training, good preparation, and availability of teaching aids, another thing that is the most basic and is the most important element for a teacher is teaching experience.