

CHAPTER I

INTRODUCTION

This study is intended to investigate the EFL pre-service teachers' anxiety during field teaching practice amidst COVID-19. This chapter depicts the study's background, the study's scope, the research question, the purpose of the study, the significance of the study, and the definition of the key term.

1.1 Background of the Study

Over the past decades, the teaching profession has been a cynosure of researchers. The teaching profession is essential to maintaining standards education (Day, 2004 p. 14). Pre-service teacher is an introductory level for university students to allow being involved in current teaching practice (Fraser-Seeto, 2013). Classroom management skills are crucial for the EFL pre-service to increase teacher quality and build on teacher preparation programs (Freeman, 2014).

A novel corona virus identified as Covid-19 was discovered in a seafood market in Wuhan in the latter month of 2019 (Huang, 2020). According to WHO (2020) Following an evaluation of the fatal virus's rapid growth and intensity across the globe, the Director General of WHO proclaimed Covid-19 a pandemic in March 2020 with subsequent pronouncements of social separation as a means of controlling the pandemic spread. The educational landscape following COVID-

19 is difficult to anticipate, in part because to the severity of the community transmission threat posed by campus interaction (Weeden & Cornwell, 2020).

School closure and other limitation affect billion of pupils and millions of educators (Ozer, 2020). The majority of countries around the world have temporarily halted educational institutions in an effort to halt the spread of the COVID-19 pandemic. Over 60% of the world's student population is impact by this nationwide closure. Several other countries have enacted localized closures, affecting millions more students (UNESCO, 2020). Each person's psychological reaction to tremendous stress and panic produced by pandemic can vary. It has been noted that pandemic generate psychological impacts such as despair, anxiety, dread of death, loss of loved ones, posttraumatic stress disorder, psychotic symptoms, and general sorrow (Taylor, 2019).

Anxiety plays a vital role in personality and language learning (Alrabai, 2014). Akinsola (2014) reported that pre-service teachers have different anxiety levels in their field teaching practice in Nigeria. They feel apprehensive about having their first and second teaching practice, preparing their lesson plan, being observed, evaluated, or assessed, maintaining discipline in the classroom, and dealing tactfully with the student's misbehavior.

Previous studies found that the importance of studying EFL pre-service teachers' anxiety can know the outcomes of this study may yield several significant implications for the professional development of EFL teachers (Sammephet, 2013). Moreover, Paker, T. (2011) have distinguished some primary

levels of attention related to students' teachers' anxiety: inconsistencies in the way students are evaluated by mentors and supervisors, varying expectations from students' performance, lack of conformity among mentors, and the quality of feedback is given to student teachers by their mentors and supervisors. This finding was further supported by Yoon (2012), an analysis of the questionnaires from the 52 EFL pre-service teachers in Korea during the teaching practicum showed that most of the sources of their anxiety are fear of teaching using the English language and lack of confidence in the target language.

In addition (Alrabai, 2014) examines the practicality of anxiety-reducing techniques for Saudi EFL learners' anxiety when learning English as a foreign language (EFL). Furthermore, (Matoti, 2016) this study attempts to recognize the sources of anxiety among student teachers during teaching practice. The researcher recognizes that pre-service teachers are more anxious about evaluation by supervisors, classroom management, preparation, and execution of lesson plans. They feel more anxious about their professional relationships with host-school staff, prioritizing domains or practices perceived.

For the context of teaching in Indonesia, several studies have been conducted to explore the nature of pre-service teachers' anxiety related to practice teaching. Nevertheless, this research was intensely focused on the anxiety of the lack of teaching experience (Agustiana, 2014), anxiety about peer teaching (Maulimora, 2019), anxiety in Islamic Religious Education class (Nurfaidah, Datu & Amsar, 2018), the factor that contributes to pre-service EFL teachers' anxiety

(Permatasari, Mulyono & Ferawati, F, 2019), speaking anxiety (Syafi'i, 2020), math anxiety (Dzulfikar, 2016; Makur, & Prahmana, 2015).

No specific studies explore EFL Pre-service Teachers' Anxiety during Field Teaching Practice amidst COVID-19. Therefore, this study examines the sources that cause pre-service teachers' anxiety during field teaching practice in the first week amidst COVID-19. The result of this study is expected to provide information for pre-service teachers to understand the source of anxiety that could appear during field practice, especially in unexpected conditions such as though COVID-19 Pandemic.

1.2 Scope of Study

This study focused on the EFL pre-service teachers' anxiety during field teaching practice amidst covid-19. This study involved a seventh-semester EFL student that committed to fielding teaching practice amidst a pandemic in 40 days. This study was limited to scrutinizing the sources that cause EFL pre-service teachers' anxiety during their field teaching practice amidst COVID-19. The researcher used a reflection sheet and interview attempt to discover the sources of EFL pre-service teachers' anxiety amidst COVID-19 and the strategies to cope with the anxiety.

1.3 Research Question

Concerning the focus of the study mentioned above, the researcher formulated the research question, "*What are EFL Pre-Service Teachers' Anxiety during Field Teaching Practice amidst Covid-19*".

1.4 Purpose of the Study

Based on the research background, this study aims to investigate are sources of EFL pre-service teachers' anxiety encountered during teaching practice amidst COVID-19.

1.5 Significance of the Study

This study proposes crucial practical significance. This study is expected to be used as a reference for the EFL pre-service teachers in preparing field teaching practice in any condition. Hopefully, EFL pre-service teachers could determine the superlative strategy from the sources that researchers found as the fortress of their anxiety. Moreover, this research will give a contribution to the subsequent research about the sources of teaching anxiety EFL pre-service teachers found during field teaching practice amidst COVID-19, which was followed by the fifth semester of English college students in one of the universities in Kendari, the capital of Southeast Sulawesi.

1.6 Definition of Key Terms

For the aim of this study, this point will be defining some essential terms as follows;

Anxiety in Teaching Context: This study defines anxiety as the experience of EFL pre-service teachers in preparation and execution of actual classroom activity with any nuisance that makes their teaching performance not go well.

Source of Teaching Anxiety: This study defines how anxiety emerges from the EFL pre-service teachers' teaching performance. Some sources of anxiety, such as doing the teaching practice amidst COVID-19, preparing the material, facing the students in an actual class, not being confident with the English skills, student's character, the classroom situation, school type, and the relationship with the school teachers or the community.

Anxiety during Field Teaching Practice amidst COVID-19: This utterance means the anxieties that come during their field teaching practice, the consciousness of anxiety found when guiding a real class in the pandemic era. For instance, the EFL pre-service teachers find it challenging to find a school that implements face-to-face teaching or makes a study group in their environment. Moreover, add their anxiety in doing the field teaching practice.

Student-Teachers' Anxiety in ELT Classroom Context: This phrase means that pre-service teachers do not teach their first language to the students. This

becomes one of the challenges for the EFL pre-service teachers and the other's anxiety for themselves.

