

NON-NATIVE PRE-SERVICE TEACHERS' ANXIETY IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL

Anisa Ayu Oktaviani¹ and Alan Jaelani²

English Education Program

Faculty of Teacher Training and Education

Universitas Ibn Khaldun Bogor

anisaayu272@gmail.com¹; alan.jaelani@uika-bogor.ac.id²

ABSTRAK

Pelajar ataupun mahasiswa yang sedang melaksanakan praktik pengajaran biasanya mengalami beberapa masalah. Salah satunya adalah merasa gelisah ketika sedang mengajar di dalam kelas. Maka dari itu, penelitian ini bertujuan untuk menjelajahi kegelisahan tipe kognitif dan afektif yang seringkali guru pra-jabatan atau (pre-service teacher) hadapi ketika mengajar di Sekolah Menengah Atas dan bagaimana mereka mengatasi masalah tersebut. Studi kasus digunakan sebagai desain penelitian ini dengan menggunakan metode kualitatif untuk menjelaskan data secara mendalam serta memilih 10 mahasiswa (semester 8) yang telah melaksanakan praktik mengajar di Sekolah Menengah Atas. Questionnaire dan interview digunakan sebagai instrumen untuk mendapatkan data. Hasil penelitian ini menunjukkan bahwa pada sisi kognitif faktor-faktor yang menyebabkan kegelisahan guru pra-jabatan ketika mengajar adalah masalah manajemen kelas, kemampuan memahami materi, dan ketika dinilai oleh guru praktik. Sedangkan pada sisi afektif adalah kegelisahan karena takut dengan manajemen kelas dan takut karena dievaluasi oleh guru praktik. Dan strategi yang digunakan dalam mengatasi masalah tersebut adalah dengan selalu percaya diri dan mencoba untuk rileks ketika melakukan kesalahan di dalam kelas. Menjelajahi berbagai topik secara lebih mendalam tentang praktik mengajar serta masalahnya sangatlah menarik untuk para peneliti selanjutnya, mengingat banyaknya tantangan dan masalah yang dihadapi guru pra-jabatan ketika praktik mengajar.

Kata kunci: Guru pra-jabatan, Masalah dalam mengajar, Tipe-tipe kegelisahan

ABSTRACT

Students who are performing teaching practice usually face many problems. One of them is the feeling of anxiety while teaching English in the classroom. Then, this research is aimed at exploring the cognitive and affective types of anxiety most of the pre-service English teachers face during teaching English at senior high school and how they overcome those problems. This study used a case study and the qualitative method was chosen to explain the data deeply, it also took 10 students in the 8th semester that has done their teaching practice. This study used both questionnaire and interview guideline as a research instrument to gain the data. The result of this study showed that in the cognitive domain the factors of anxiety most the pre-service English teachers face were in the classroom management, mastery of the material, and when being assessed by practice teacher. In the affective domain, the factors of anxiety most pre-service English teachers face were anxiety because of fear of the classroom management and fear of being assessed or evaluated by the practice teacher. And the strategies they used in overcoming those problems were being confident and trying to keep relax when they got mistakes while teaching English in the classroom. Exploring other topics deeply about teaching practicum and its problem was interesting for the next researcher since many challenges faced by them.

Keywords: Pre-service English teacher, Problems in teaching, Types of anxiety

INTRODUCTION

Even English is a foreign language in Indonesia but it has become an important lesson in every school from the primary up to secondary school. That is why English teachers are exist and needed by every school. As well as the fact that English teacher is really important, many universities provide teacher education for those who interested in becoming a teacher in this case, is an English teacher. Before experiencing the real life of how to be the teacher, the college students who take an English teacher education should practice their teaching performance before graduating or they called a pre-service English teacher. Teaching, according to Jaelani & Zabidi (2020), is not just about delivering subject matter but also process of changing student behavior in accordance with expected goals. Johnson and Perry (1967) cited in Augustine (2014) said that pre-service teachers refer to college students who are engaged in an assigned student teaching experience.

As pre-service English teachers, they might face some problems, such as lack of experience in teaching, class management, time management and those are the example causes of feeling anxiety in the classroom. Pasaribu and Harendita (2018) claimed that English teaching practice is one of the most important aspects of the English Language Education Study Program since they need opportunities to learn from real schools. However, because they are lack of classroom experience, some may experience difficulties and problems resulting in anxiety, which hinders them to give a successful teaching performance.

Otherside, the problem of anxiety in teaching English as a foreign language for the pre-service English teachers is really important to explore. By knowing the causes of anxiety in the classroom while teaching English for pre-service English teachers would help the next pre-service English teachers to avoid those causes. As Horwitz, Horwitz, and Cope (1986) indicate that foreign language anxiety is “a distinct complex of self-perceptions, beliefs,

feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”.

Lots of studies have already conducted in the case of exploring pre-service English teachers’ anxiety during teaching English and how they overcome those problems. Hismanoglu (2013) researched “Foreign language anxiety of English language teacher candidates: A sample from Turkey”. The results of the study showed that English language teacher candidates had low levels of foreign language learning anxiety and that there was a significant relationship between anxiety and independent variables such as gender, age, and grade level. Male English language teacher candidates had lower levels of foreign language learning anxiety than female English language teacher candidates.

Besides, Pasaribu and Harendita (2018) researched “English Language Anxiety of Pre-Service Teachers: Causes and Coping Strategies”. The results show that several factors contributing to pre-service teachers’ anxiety, namely: confidence, English skills, preparation, lesson delivery, students’ profiles, evaluation, and classroom management. In tackling the problems, the participants applied personal, professional, social, and institutional coping strategies.

Also, Aydin (2016) researched “A Qualitative Research on Foreign Language Teaching Anxiety” The study concluded that the sources of FLTA (foreign language teaching anxiety) are teachers’ personality, perceptions of low-level language proficiency, fear of negative evaluation, teaching demotivation and motivation, teaching inexperience and technical concerns.

According to the results above, show that most of the pre-service English teachers always deal with anxiety. Such as, their language proficiency is still low, fear of classroom management, lack of preparation, and also one research shows that both females and males have a different level of

anxiety. This study investigates the types of anxiety do the pre-service English teachers face during teaching English at the senior high school level.

LITERATURE REVIEW

Teaching and learning activities have become our daily routine. Even English is a foreign language it has become an important subject of every school. Nowadays, many universities provided a major in English education study programs for students who are interested in becoming an English teacher. Around the last semester, they have to practice teaching before facing the real action of teaching after graduating from their university and they called a non-native pre-service English teacher. Anderson & Erickson (2003) claimed that “pre-service teaching’ has been gradually used within teacher education programs as a means of improving language skills and providing real-life experiences for pre-service teachers”.

The practice of teaching for the pre-service teacher especially pre-service English teachers is helping them to prepare the teaching process before facing real life. Also, Harendita (2017) said that “Pre-service teachers undergo an important phase, called teaching practice, before plunging in the ‘real’ teaching”. This statement says that the practice of teaching especially in English subjects is really important for the pre-service English teacher. Because it will give them many experiences and they can learn from those experiences so they will have better preparation when teaching in the real class someday.

In teaching English as a foreign language, teachers might face some problems. Alrawashdeh & Al-zayed (2017) state that Teaching English as a Foreign Language (TEFL) has become very popular during the last century. Teachers face different kinds of problems that make the process slow and rather weak. These problems put teachers into a dilemma in dealing with all the hardships in teaching students for the sake of their future.

Also, Songbatumis (2017) also states that Teaching English as a foreign language is a challenging duty in places where English has inadequate exposure. Lack of English exposure also serves fewer opportunities for students to use English. This statement proves that teachers felt difficult to teach English because students live in a country that even not use English as the first language but as a foreign language.

The statement above is also supported by Derakhsan and Shirmohammadli (2015) “Teaching English has been an important issue in countries where English is not their first language because they should learn sentences in textbooks, not in a real environment”.

Anxiety is one of the common problems encountered by pre-service English teachers while teaching in the classroom. Feeling or worrying something too much before doing it is a sign of anxiety disorder. It happened when we want to face an important event, work, and so on. Rector et.al (2005) wrote that Anxiety disorders are the most common mental health problem in women, and are second only to substance use disorders in men. Anxiety disorders can make it hard for people to work or study, to manage daily tasks, and to relate well with others. This statement claims that the measurement of anxiety disorders in women is higher than men.

As well as Maina et.al (2016) “Anxiety disorders share the characteristics of excessive fear and anxiety and related behavioral alterations. In anxiety disorder, the stimulus, external or internal, produces disproportionate anxiety that is the source of intense distress or significant impairment of functioning”. The statement before also supported by Wiedemann (2015) who also claimed that both anxiety and fear are regularly experienced within a range of normal emotional responses of everyday life. Specifically, fear is necessary to achieve personal growth and individual freedom during ontogeny.

The previous research from Merç’s (2004) cited in Merç’s (2010) study on

problems of pre-service EFL teachers identified that anxiety was one of the most frequently reported problems of pre-service teachers. This study found that the sources of anxiety were because of anxiety because of the previous experience, anxiety caused by a big class, anxiety caused by the supervisor, etc. Another research by Sammephet and Wanphet (2013) also found some causes of pre-service English teacher's anxiety. They were divided into four categories: Teacher's personality category, teaching context category, supervision context category.

METHOD

This study used qualitative research because qualitative research seeks to collect the data in-depth insight. And a case study was chosen in this research. Based on Harrison et.al (2017) case study research has grown in reputation as an effective methodology to investigate and understand complex issues in

FINDINGS AND DISCUSSIONS

The research finding presents and discusses the answer to the research problems. This study is based on Bloom's revised taxonomy about the cognitive and affective domain used by the researcher in identifying the type of anxiety faced by pre-service English teachers in teaching English in the classroom. Bloom's revised taxonomy stated that the cognitive domain consists of six levels of complexity: knowledge, comprehension, application, analysis, synthesis, evaluation. It can be said that we will know when the people are master on something, it is because they have a good cognitive domain in understanding the

real-world settings. This research used a questionnaire that was adapted from Can (2018) to gain the data. This research presented the data from the college students of the English Education study program in one of the universities in Bogor city, West Java, Indonesia. It took around 10 college students both 2 males and 8 females who already had experiences in teaching English as a pre-service English teacher at the senior high school level. The data which has been collected will be analyzed by the researcher, and the steps of analyzing the data will be; (1) Collecting the data of the close-ended questionnaire sheet from the participants, (2) Analyzing the data regarding of the pre-service English teacher's anxiety from the cognitive and affective factors during a teaching in the classroom at senior high school level and how they overcome that anxiety, and (3) Drawing an interpretation and conclusion about the data.

knowledge and the skill they have gotten. Otherside, the affective domain includes in the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Krathwohl, Bloom, Masia 1973). It can be said that the affective domain is dealing with human feelings.

1. Types of Anxiety Most of the Pre-service English Teachers Face in Teaching English from Cognitive Factor

The questionnaires consist of 10 questions about the factors provoking pre-service English teachers' anxiety while teaching English in the classroom that has been answered by the participants. It can be seen in the table below:

No	Questionnaires	Students' Responds					Score	Interpretation
		SA	A	UN	D	SD		
1.	Classroom Management							
	Being unable to teach the subject properly.	0	7	1	1	1	2.6	Somewhat Anxious

	Using inappropriate materials.	0	4	3	3	0	2.9	Somewhat Anxious
	Being unable to practice at a heterogeneous class.	0	4	1	5	0	3.1	Neutral
	Being unable to use interactive ways of teaching.	1	5	1	3	0	2.6	Somewhat Anxious
	Using the allowed time unwisely and inefficiently	3	4	0	3	0	2.3	Somewhat Anxious
2.	Mastery of the Material							
	Making grammar and vocabulary mistakes.	0	6	1	3	0	2.7	Somewhat Anxious
	Being unable to answer students' questions.	2	6	1	1	0	2.1	Somewhat Anxious
	Being unable to transfer knowledge.	1	6	1	2	0	2.4	Somewhat Anxious
	Being unable to know the content of the coursebook.	1	3	4	2	0	2.7	Somewhat Anxious
3.	Assessing/Observing Time							
	Being academically assessed by practice teachers.	0	6	2	1	1	2.7	Somewhat Anxious

The table above showed that pre-service English teachers often face anxiety moment during teaching English in the classroom. Based on the cognitive factors, the types of anxiety faced by pre-service English teachers were because of the “Classroom Management”, “Mastery of the Material”, and “Assessing or Observing time”. The interpretation of “Somewhat Anxious” indicated that the pre-service English teachers still feel anxious in their teaching performance. Most of the participants agreed that as a pre-service English teacher who still learns how to be a good teacher to control the class and to master the material was quite hard. However, the classroom management and

the mastery of the material were two important things that the teacher should master on it. Also being assessed by practice teachers while teaching was a moment that makes the pre-service teachers felt anxiety in the classroom.

2. Types of Anxiety Most of the Pre-service English Teachers Face in Teaching English from Affective Factor

The type of anxiety in the affective factor was also taken from the same questionnaires sheet that is consists of 10 questions about the factors provoking to the pre-service English teachers' anxiety while teaching English in the classroom. The data showed in the table below:

No	Questions	Students' Responds					Score	Interpretation
		SA	A	UN	D	SD		
1.	Fear of Classroom Management							
	Fear of losing class management while teaching.	0	6	0	4	0	2.8	Somewhat Anxious
	Afraid of students' good ability in English.	0	4	5	1	0	2.7	Somewhat Anxious

	Fear of being unprepared for the class.	0	7	2	1	0	2.4	Somewhat Anxious
	Worry too much couldn't run the class well.	0	6	2	2	0	2.6	Somewhat Anxious
2.	Fear of Not Being Able to Teach							
	The difficulty of accepting a new identity as a teacher.	0	5	0	4	1	3.1	Neutral
	Low self-confidence/self-esteem.	1	3	0	6	0	3.1	Neutral
	Fear of speaking in the public.	0	4	0	5	1	3.3	Neutral
3.	Fear of Being Assessed or Evaluated							
	The observation of practice teachers.	1	4	2	3	0	2.7	Somewhat Anxious
	Fear of being negatively evaluated by the practice teachers.	0	5	2	3	0	2.8	Somewhat Anxious
	The intolerance/indifference of practice teachers.	0	5	1	4	0	2.9	Somewhat Anxious

The table above indicated that pre-service English teachers often face an anxiety moment in their affective factors. The types of anxiety in affective factors mostly faced by the pre-service English teachers were because of **“Fear of Classroom Management”** and **“Fear of Being Assess or Evaluate”**. The interpretation of “Somewhat Anxious” indicated that most of the participants were worry and anxious when thinking of how to manage the class well and when there was practice teachers came to see how they were teaching the students in the classroom.

DISCUSSION

The first type of anxiety from cognitive factors was coming from classroom management. It can be seen from the interpretation of “somewhat anxious” were because of they being unable to teach the subject properly, using the inappropriate materials, being unable to use interactive ways of teaching, and sometimes they use the allowed time unwisely and inefficiently.

Teachers create a culture of success in schools through the effective implementation of classroom management and discipline. Students' understanding and willingness to learn are influenced by how the teachers control the classroom situation

(Gantini, 2016). It can be said that classroom management has a vital position to make the process of teaching and learning successful.

The second type of anxiety from the cognitive factors was mastery of the material. The interpretation of “somewhat anxious” showed that the problems were because of making grammar and vocabulary mistakes, being unable to answer students' questions, being unable to transfer the knowledge, and being unable to know the content of the coursebook. Ondrakova (2016) said that An error is an indicator of the teaching process, it has a correcting function and it becomes a starting point of new progress in further learning because it is it's important “interstage”. It said that making mistakes while the teacher was teaching in front of the classroom made them felt anxiety, but the most important is that they should embrace their mistakes, learn from mistakes and try to be better than before.

The last type of anxiety from the cognitive factors that are interpreted as “somewhat anxious” was because of the observing or assessing time by the practice teachers. Most of the participants agreed that while they were teaching and suddenly there was a practice teacher came to observe and assess them, it was made them anxiety.

Besides, the types of anxiety from the affective factors were because of “Fear of Classroom Management” and “Fear of Being Assessed or Evaluated”. The first problem encountered by the pre-service teachers that were interpreted as “somewhat anxious” was because of afraid could not manage the class as good as possible such as fear of losing class management while teaching, fear of students’ good ability in English, fear of being unprepared for the class and worry too much couldn’t run the class well.

As the study of Barahmeh (2016) revealed that EFL student teachers reflected different sources of anxiety; the main ones are classroom management, time management, lesson planning, being observed, and fluency in a language. Merç (2011) listed main sources of stress as follows: classroom management, being observed, students’ profiles, teaching procedures, and mentors.

CONCLUSION

The data showed that the types of anxiety from the cognitive factors that interpreted as “somewhat anxious” which has categorized as anxiety of classroom management, mastery of the material, and being assessed by practice teachers are the factors that make them feel anxiety from the cognitive side. And the types of anxiety from the affective factors that interpreted as “somewhat anxious” which has categorized as fear of the classroom management and fear of being assessed or evaluated by the practice teachers are the factors that make them feel anxiety from the affective side.

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