

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

In the Department of English Education, several programs are designed to encourage students to be well prepared to teach English in a real classroom. A teaching practicum is one of the programs for all students majoring in the Department of English Education. This program is required for all English education majors as one of the requirements for graduation. Students are placed in school for 1-2 months to have EFL real teaching experience. A teaching practicum allows pre-service teachers to apply what they have learned during college in a real classroom.

According to Agustiana (2014), a teaching practicum is a teaching practice activity that takes place in a real classroom. Pre-service teachers participate in this activity by creating lesson plans, teaching classes, and assessing student achievement. Furthermore, teaching practicum provides pre-service teachers with the opportunity to conduct teaching trials in school settings. Matoti and Lekhu (2016) stated that in the context of teacher education, a teaching practicum is a required field practice experience for pre-service teachers in which they apply theoretical concepts and ideas they acquire in real classroom settings. Pre-service teachers must be able to teach students successfully and adapt to the culture of the school where they are doing teaching practice. Obviously, this is a difficult task for pre-service teachers to complete. With so many responsibilities, they often feel anxiety.

According to Horwitz (2016) (as cited in Permatasari.D, Mulyono. H, and Ferawati, 2019), anxiety is a feeling of uneasiness, incompetence, fear, or nervousness about doing something in a specific situation. In addition, Aydin and Ustuk (2020) stated that “anxiety is a multifaceted and dynamic phenomenon; it cannot be limited to a certain set of universal factors.” Moreover, Djouad and Idri (2020) stated that this anxiety is a serious concern

that could negatively impact pre-service teachers' performance, efficacy, and attitudes toward teaching as a profession.

There are various factors or sources that can cause anxiety. According to Mosaddaq and Barahmeh (2016), The most common sources of anxiety revealed by studies are time management, classroom management, speaking English during the lesson, lesson planning, evaluating students, teaching approaches, and being observed. In addition, a study from Agustiana (2014) showed that there are eight major categories of teacher anxiety among foreign language students when cooperative teachers and/or supervisors observe their teaching activities; a lack of teaching experience; stress on the first day of teaching practicum; doing practicum assessment; having a large class; teaching grammar, feeling worried if their students ask questions; and attracting students' attention.

Anxiety is one of the critical issues that pre-service teachers face when doing classroom teaching during a practicum program (Permatasari.D , Mulyono.H, Ferawati, 2019). The researcher chose this topic because of the phenomenon of anxiety that the writer faced during the teaching practicum. The writer is interested in investigating what factors can provoke anxiety in pre-service teachers in the English Education Department at a private university in Cirebon during teaching practicum and what the strategies used by pre-service teachers to overcome their anxieties.

## **B. Scope and Limitation**

According to the problem formulation, the scope of this research is in the English language education study program at a private university in Cirebon, with participants including 8th semester students who completed a teaching practicum during the pandemic.

The limitation of this study is that it focuses only on identifying what factors can provoke anxiety in pre-service teachers during teaching practicum and identifying the strategies used by pre-service teachers to overcome their anxieties.

### **C. Research Question**

1. What factors can provoke anxiety in the pre-service teachers during teaching practicum?
2. What are the strategies used by pre-service teachers to overcome their anxieties?

### **D. The Aims of The Study**

The aim of this study is to answer the following research question :

1. To identify what factors can provoke anxiety to the pre-service teachers during teaching practicum.
2. To identify the strategies used by pre-service teachers to overcome their anxieties.

### **E. Benefit of The Study**

1. Theoretically  
The result of this study can be used as a reference for future research to find out what factors can provoke anxiety in pre-service teachers during teaching practicum and what the strategies are used by pre-service teachers to overcome their anxieties.
2. Practically  
This study is expected to make a contribution in the field of education, specifically by assisting EFL students as pre-service teachers in overcoming anxiety that may arise during teaching practicum.

### **F. Clarification of Key Term**

1. Pre-service Teacher  
According to Johnson and Perry (1967; cited in Agustiana, 2014), a pre-service teacher is a college student who is participating in an assigned student teaching experience.
2. Anxiety  
According to Spielberger (1983), anxiety is a feeling of fear and tension that is accompanied or associated with the activation of the autonomic

nervous system. Anxiety is distinguished from other unpleasant affective (emotional) states by its distinct combination of phenomenological and physiological characteristics.

### 3. Teaching Practicum

According to Agustiana (2014), a teaching practicum is a teaching practice activity that takes place in a real classroom. Students in the teaching and education faculties are required to participate in this activity. Pre-service teachers participate in this activity by creating lesson plans, teaching classes, and assessing student achievement. Furthermore, teaching practicum provides pre-service teachers with the opportunity to conduct teaching trials in school settings.