

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Study**

To support this study the writer has compiled some previous studies. The first previous research was conducted by Charisma & Nurmalasari (2020) with the title "Investigating Teacher Student Anxiety Regarding Teaching Practicum." The purpose of this study is to identify student teacher anxiety related to teaching practice as well as the factors that contribute to anxiety during teaching practicum and to investigate student teacher strategies for overcoming anxiety during teaching practicum. This research employs a qualitative approach with a case study approach. This study's participants were students who had previously taught. Data was gathered through interviews and a weekly journal. The study's findings indicate that a variety of factors are encountered by teacher students during their teaching practicum. These factors include specific situations that differ from the normal situations that teachers and students face. They are also observed or supervised during teaching practicum. Other factors that contribute to anxiety include unfamiliarity with the class, student profile, class management, and a lack of teaching experience, which affects performance during the teaching practicum. Several strategies were used by student teachers during teaching practicum to overcome the anxiety factor, such as being confident, having good preparation, building good relationships with mentors and students, and most importantly, always thinking positively and enjoying the situation they face.

The second previous study was conducted by Agustiana (2014) with the title "Pre-service teachers' anxiety during teaching practicum". The purpose of this study is to determine the level of anxiety in foreign language teaching (FLTA) experienced by students and English teachers during teaching practicum. This study included 50 pre-service teachers who had completed their teaching practicum. The methods used in this study are qualitative. The research tools are closed questionnaires completed by pre-service teachers and

Semi-structured interviews were conducted with five participating pre-service teachers. According to the findings of this study, 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 during teaching is caused by a lack of teaching experience and mastery of the material. As a result, before engaging in teaching activities, teachers must understand the material so that mistakes are avoided and our confidence is maintained.

The third previous study was conducted by Can (2018) with the title "Foreign language teaching anxiety among pre-service teachers during teaching practicum". This study has several goals. The first goal was to define a new emerging concept known as FLTA. Second, this study aims to investigate the anxiety-provoking factors experienced by pre-service EFL teachers while practicing teaching English to young learners in real classrooms during their teaching practicum. The primary goal of this study was to develop a new classification of anxiety-inducing factors, specifically the sources of FLTA. This study included 25 pre-service EFL teachers from Balikesir University's ELT department. This study employs a qualitative approach, with data collected through questionnaires, interviews, reflections, and essay papers. According to the findings of this study, teaching practicum is one of the most important subjects in the ELT department for pre-service EFL teachers. The majority of pre-service teachers expressed positive feelings about the teaching practicum, while some expressed negative feelings. The findings also revealed that the participants experienced teaching anxiety both before and during the practicum. According to the findings of this study, anxiety-triggering factors can be divided into cognitive, affective, and socio-cultural factors.

## **B. Anxiety**

### 1. The Definition of Anxiety

Anxiety, according to Spielberger (1983), 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. In addition, Wolman (2015) defines anxiety as “a state of tension and expectation of disaster”. A person who feels anxiety persistently feels unhappy, worried, and pessimistic, regardless of whether or not danger is present. While Ormrod (2011) defines anxiety as “a feeling of uneasiness, nervousness, and apprehension concerning a situation with an uncertain outcome.” Anxiety arises when feelings of nervousness, anxiety, and fear of situations do not necessarily occur.

Anxiety can reduce a person's ability to act. Someone who is anxious doubts that all actions will produce results. Anxiety is associated with feelings of inferiority and weakness, as well as a long-lasting and profound sense of helplessness. Anxiety causes people to withdraw from others and can temporarily impair cognitive functioning, particularly memory and the ability to express oneself. Anxiety frequently results in feelings of low self-esteem, irritability, anger, and hatred directed at others, but primarily at oneself.

### 2. Types of Anxiety

#### a. State Anxiety

State anxiety, according to Byrne and Rosenman (1990), is a transitory state or condition influenced by situational stress. An anxiety state consists of unpleasant feelings of tension, apprehension, nervousness, and worry, and the activation of the autonomic nervous system.

Spielberger and his co-authors defined state anxiety as aversive, conscious feelings of nervousness, tension, fear, and worry

experienced in the present moment as a result of the autonomic nervous system awakening (Spielberger et al. 1983). A person who drives a car at high speeds and gets a traffic violation, for example, is likely to experience high levels of state anxiety. Anxiety states are a complex, largely unobservable response or process with cue-stimulus and nudge-stimulus properties. The nature of the cues can be thought of as the foundation for Freud's concept of anxiety as a "danger signal."

b. Trait Anxiety

Trait anxiety, according to Byrne and Rosenman (1990), is a term that refers to individual differences in personality characteristics that have remained relatively stable over time. In addition, according to Spielberger (1983), trait anxiety is an individual difference that frequently experiences anxiety as a personality trait. A person with a high level of trait anxiety, for example, will experience feelings of anxiety more frequently, will be perceived as threatening a wider range of situations, and will feel anxious and nervous more frequently than someone with a low level of trait anxiety. The trait anxiety factor is interpreted as a consistent measure of individual differences in a single, relatively stable personality trait. A relatively stable loading of trait anxiety factor variables, including personality characteristics such as ego weakness, guilt proclivity, and shyness.

c. The distinction between Anxious and Nervous

A nervous person responds to a specific situation with an emotion that makes them feel nervous or worried. According to Carino (2022), nervousness is situational. It normally fades away once the situation has passed. You might be nervous about a large presentation at work or an approaching examination, for example. The nervousness is gone after it's over.

Anxiety is situational, yet it is more frequent than nervousness. It can also be broader. The primary distinction between anxiety and nervousness is that anxiety affects your daily life, whereas nervousness is more confined to a specific occasion.

Let's take the big work presentation as an example. If you're nervous, you might feel jittery and worried about how it will go. If the presentation is making you anxious, you may have insomnia, a change in appetite, and physical symptoms such as headaches, stomachaches, and exhaustion. You could also be nervous and anxious about that presentation, which would be a double whammy for your nervous system. Nervousness is often felt in the mind, whereas anxiety is felt on both a physical and emotional level. When you're nervous, you concentrate on one thing only. You can be nervous about that thing, such as a large work presentation, but it's not the same as regular nervousness.

The primary distinction between anxious and nervous is one of time, intensity, and focus. When the situation that is provoking your nervousness has passed, you will no longer feel nervous. Anxiety, on the other hand, comes and goes. It stays with some people for a long time. You will be able to do the thing that is making you nervous even if you are nervous. When you're anxious, the feeling is stronger and can interfere with your ability to function normally. The focus is also important because nervousness is specific, whereas anxiety can be much more general.

### 3. Factors contributing to anxiety for pre-service teachers.

According to Charisma & Nurmallasari (2020), there are six factors that contribute to anxiety pre-service teachers.

#### a. Students are unfamiliar with the situation in the classroom

Because they are unfamiliar with the situation and students in the classroom, pre-service teachers are nervous. They claim that it is

not the same as micro-teaching. Because their students are their classmates when they are microteaching. However, when they teach practicum in the classroom, they encounter real students with different personalities and levels of ability. They are shocked, nervous, anxious, and afraid as a result of this situation.

b. Being observed by a mentor or supervisor

According to participant information, being observed by a mentor was one of the causes of participants feeling nervous, anxious, nervous, and afraid while teaching. They express embarrassment and nervousness when their mentor observes their teaching in class, and they are anxious and concerned about their mentor's assessment; they are afraid of negative feedback from the mentor.

c. Incompetency in teaching

The findings revealed that there was an increase in anxiety in delivering the material, with pre-service teachers fearful of making mistakes or having failed to master the material being taught. Furthermore, participants are expected to apply the learning they have prepared, despite their confusion about the best teaching method to apply to the 2013 curriculum, in order to encourage students to be more active in their learning. This is due to a lack of teaching experience and knowledge of learning methods.

d. The learning objectives have not been met, or that the results have not been as expected

The pre-service teachers had actually prepared everything even before teaching, but when it came time to teach, everything did not go as planned. This condition differs from the plan, causing the RPP to malfunction.

e. Proficiency in English

Some pre-service teachers express anxiety about teaching in English. Pre-service teachers recognize that their English proficiency is still lacking, particularly in speaking and grammar.

When they have to convey material to students in English, they become anxious and worried. Furthermore, mentors who participated in in-class observation said that it made them more anxious and concerned about their performance during the teaching practicum.

f. Classroom management

Managing a large class with a large number of students can be difficult for pre-service teachers during their teaching practicum. They find it difficult to find students who are less engaged in class, busy with themselves, and forget to complete their homework or assignments. This heightened their anxiety.

Based on the theory above, there are various factors that can provoke anxiety in the pre-service teachers during teaching practicum. There are student is unfamiliar with the situation in the classroom, being observed by a mentor or supervisor, incompetency in teaching, the learning objectives have not been met, or that the results have not been as expected, proficiency in English, and classroom management.

4. Strategies to Overcome Anxiety to the Pre-service teachers.

According to Charisma & Nurmalasari (2020) there are six strategies to overcome anxiety for pre-service teachers.

a. Adaptation

The findings indicate that preservice teachers recognize that adaptation can help them overcome and reduce anxiety during teaching practice. Accepting class conditions, knowing each student's character, and applying the existing rules at school are part of the adaptations they have to face.

b. Preparation

According to the study's findings, the most important thing to do to avoid anxiety during teaching practicum is to plan ahead of time. Making lesson plans before class, expanding vocabulary, watching

learning videos on YouTube to apply in class, and discussing with friends and mentors are some anxiety-reduction strategies.

c. Build a good relationship with the mentor and the students

This has a significant impact on the development of student teachers who teach in the classroom. Pre-service teachers must communicate with their mentors about issues that arise in the classroom. Pre-service teachers must also maintain positive relationships with their students. One strategy for creating a conducive learning environment in the classroom is to encourage student cooperation.

d. Boosting their self-confidence

The findings showed that self-confidence could reduce anxiety during teaching practicum. One method for overcoming anxiety related to teaching practicum was to believe in one's own abilities.

e. Think positively

According to Lampadan (2014), student teachers recognized that they might be in an unexpected situation and that they needed to remain optimistic. To produce positive results, one's mind must always be awakened to think positively.

f. Keep calm and relax

The result showed that remaining calm in the face of challenges and difficulties, as well as remaining relaxed and enjoying the conditions, were effective ways to overcome anxiety during the teaching practicum.

Based on the theory above there are various strategies to overcome anxiety to the pre-service teachers. There are adaptation, preparation, build good relationships with the mentor and the students, boosting their self-confidence, think positively, and keep calm and relax.

## C. Teaching Practicum

### 1. The Definition of Teaching Practicum

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. Manzar-Abbas and Lu (2013) define practicum as a transition from student to professional worker, as well as a link between theory and practice. According to Ong'ondo and Jwan (2009), a practicum is a session in which students participate in a teaching experience at a school or other learning institution where they can interact with real students. According to Darling-Hammond (2010, p. 40), "learning to practice in practice, with expert guidance, is essential to being a great teacher for students with diverse needs." Implementation of teaching practice is important to bridge the gap between what has been learned by pre-service teachers in the program and the reality of teaching practice in the actual classroom context (Darling-Hammond, 2006; cited in Sulistiyo et al., 2017). Ngidi and Sibaya (2003) define practicum as a field experience when teacher candidates teach in schools and apply the knowledge they learn in real situations, while Chireshe and Chireshe (2010) view it as a teaching experience that is supervised and mentored by prospective teachers under experienced mentors.

### 2. Student teachers (pre-service teachers)

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. Teaching experience is a critical component of teacher preparation for student teachers (Morales-Cortes, 2016). Field experience, which is considered a foundation in pre-service teacher education programs, has many advantages,

including assisting students in determining whether teaching is the right career choice, allowing pre-service teachers to practice their skills before teaching students, and supporting the process of becoming a teacher. Richards (2002) states that teaching practice broadens pre-service teachers' general understanding of teaching while also providing opportunities for continued academic and professional growth.

### 3. Mentors and Mentoring

Mentors are an important component of the practicum teaching process. Mentors are usually experienced teachers who "look after" the mentees while they are at school (Kwan & Lopez-Real, 2005). In their study, Kwan and Lopez-Real (2005) defined and provided some insight into the following roles: observer, feedback provider, role model, counselor, critical friend, instructor, manager, assessor, quality controller, and equivalent Butler and Cuenca (2012) divide the role of the teacher into three themes that summarize the mentor's role in the mentoring process discussed thus far: (1) The instructional coach's role in assisting pre-service teachers to improve their practice, deepen collegiality, promote professional dialogue, and think more deeply about their work. (2) An emotional support role that helps students build self-esteem and overcome fears. (3) The role of socialization agents, which refers to the mentor teacher's influence in shaping student teachers' perspectives and practices.

Mentoring is a complex activity that necessitates an understanding of both the mentor's and the mentee's processes and functions (Sudzina, Giebelhaus, & Coolican, 1997). As Hudson (2014) points out, mentors play an important role in preparing pre-service teachers for their chosen careers, and guiding pre-service teachers (mentees) entails the responsibility of ensuring the profession's future quality. The mentor-novice match is critical because the relationship between the two parties ensures that novice teachers survive their initial teaching

experience, develop their teaching competence, and define their teaching life. According to research, aspiring teachers who participate in successful mentoring relationships develop a more positive attitude toward teaching and stay in the classroom for a longer period of time (van Ginkel et al., 2016). At that point, it must be recognized that the identity of the mentor teacher is the most important factor influencing the mentoring relationship, and the concept of "educative mentoring" becomes important in interpreting student behavior and meaning, and assisting beginners in finding ways to advance it. His or her education (2009) (Iancu-Haddad & Oplatka).