

CHAPTER I

INTRODUCTION

This chapter elaborates five points of the research which consist of the background, research questions and research purposes, rationale, and previous studies.

A. Background of the Research

For the students of Teacher Training and Education Faculty, teaching practicum is one of the obligatory tasks to do. Teaching practicum is the activity of teaching and learning process held in real classroom. Besides, teaching practicum is the opportunity given to the pre-service teacher to do teaching trials in school situation (Agustiana, 2014).

Nowadays, in the 21st Century, international teaching practicum exists. Garson (2005) stated that in the 21st century, we are teaching management principles to future global leaders who will experience cross-cultural challenges as well as other issues involving diversity (e.g., gender, religion, race). In international teaching practicum program, the pre-service teacher has an opportunity to teach in a foreign country. International teaching practice opportunities are one way in which the goal of building intercultural competence can be met and such opportunities are increasingly being made available to pre-service teachers (Major & Santoro, 2013).

However, as the active participants of the classroom procedures, teachers or prospective teachers may sometimes experience anxiety while they are delivering a lesson (Merç, 2015). Besides, for the foreign language teacher candidates, who are supposed to teach a language that is not theirs, anxieties experienced are worth mentioning (Merç, 2015). Accordingly, pre-service teachers may feel anxious when they deliver a lesson even less when they teach a foreign language in a foreign country that has a different culture and country; they may feel more anxious.

Anxiety is a subjective feeling of tension, apprehension, nervousness and worry (Spielberger 1983 in İpek, 2016). Furthermore, teaching anxiety is anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities (Gardner and Leak 1994 in Merch, 2015). Moreover, foreign language teaching anxiety is a psychological discomfort or apprehension which is unique for pre-service teachers, language teachers, instructors and practitioners who are responsible for teaching learners how to learn a foreign language effectively and professionally at a real classroom setting by using all skills and subskills required for teaching the target language (Can, 2018a)

There are several studies that discussed teaching anxiety. First, a study conducted by Can (2018) indicating that factors that create anxiety of pre-service EFL teachers in teaching English to young learners at real classroom settings particularly related to cognitive, affective and socio-cultural factors. Second, a study conducted by Mosaddaq & Barahmeh (2016) shows that EFL student teachers reflected different sources of anxiety. Efl student teachers experienced anxiety of which the sources are classroom management, time management, lesson planning, being observed, and fluency in a language. Third, a study conducted by Agustiana (2014) indicated that the lack of teaching experience and mastering the materials caused anxiety during teaching.

Further, in Indonesian context, studies about teaching anxiety are still limited. There were two studies documented; a study conducted by Agustina (2014) and a study conducted by Lestari (2017). However, the context of the studies mentioned above is conducted inside the country: Indonesia. In line with this, this study is different from those previous studies. While the previous studies investigate the anxiety of teacher during teaching a foreign language in their country, this study investigates the teacher anxiety during teaching a foreign language in a foreign country: Thailand. Accordingly, this study conducts the levels and the sources of teaching anxiety experienced by Indonesian EFL Pre-service teachers in a foreign country. Specifically, the researcher conducts an analysis of anxiety during teaching practice faced by the pre-service teachers of English Education

Department of State Islamic University Bandung during an International Internship in South Thailand. Thus, this research is entitled: **“INDONESIAN EFL PRE-SERVICE TEACHERS ANXIETY DURING INTERNATIONAL INTERNSHIP PROGRAM”**

A. Research Question

Based on the background of the research, the statements of research questions are formulated as follows:

1. What is the level of teaching anxiety experienced by Indonesian EFL pre-service teachers during teaching in International Internship Program?
2. What are the sources of teaching anxiety of the Indonesian EFL pre-service teachers during an International Internship Program?

B. Research Purposes

Based on the questions formulated above, the purposes of this research are restated as follows:

1. To find out the level of teaching anxiety experienced by Indonesian EFL pre-service teachers during teaching in International Internship Program.
2. To find out the sources of teaching anxiety of the Indonesian EFL pre-service teachers during an International Internship Program.

C. Research Significancies

Theoretically, this research is significant in providing an information about the sources that caused teaching anxiety that Indonesian pre-service teachers experienced. This can be useful for researchers, teacher education department students, the lecturers and all readers that have the same interest in the issue.

Practically, this research is expected to help the student teachers' (pre-service teacher) do much better when they join such this program by preparing all of the things that is related to this program.

D. Rationale

For pre-service teachers, teaching practicum has an important role in developing teaching skill. Teaching practicum is the opportunity given to the pre-service teachers to do teaching trials in school situation (Agustina, 2014). Besides, teaching practicum is a required field-practice experience in which pre-service teachers apply their learned theoretical concepts and ideas in real classroom (Matoti & Lekhu, 2016). Furthermore, teaching practicum is a required field-practice experience in which pre-service teachers apply their learned theoretical concepts and ideas in real classroom settings (Matoti & Lekhu, 2016).

The preparation of teachers for the culturally and linguistically diverse classrooms of the twenty-first century has become a major focus for teacher educators internationally (Dantas, 2007; Ochoa, 2010; Olmedo & Harbon, 2010 in Major & Santoro 2013). Accordingly, in this era International educator is available. Studies suggest that international teaching experiences can develop in participants, deeper understandings of other cultures and cultural practices and instructional practices and challenge deficit notions of difference in order to promote the use of culturally responsive pedagogies in the classroom (Brown, 2009; Dantas, 2007; Olmedo & Harbon, 2010).

However, pre-services teacher may have some anxieties when they are teaching either in their country or in a foreign country. Anxiety was one of the most frequently reported problems of pre-service EFL teachers completing their teaching practicum at Anadolu University Faculty of Education (Merç 2004 in Can 2018). Besides, teaching practice might be-anxiety-provoking from self-doubting one's own teaching skills, learning to plan, and managing learners, often with limited resources (Ngidi & Sibaya, 2003; Marais & Meier, 2004 in Matoti & Lekhu 2016). Moreover, Kim and Kim (2004) also conducted a study focusing on the most anxiety-provoking sources for pre-service teachers. The results revealed that the pre-service teachers were anxious at times when teaching English through English; teaching English to the students who had lived in English speaking countries; teaching unmotivated students; teaching speaking; teaching English

listening; being asked unexpected questions; being unable to control class and lastly, being observed in classes (Can, 2018).

Anxiety is thought to be a normal feeling to human beings which can be brought about by any internal or external changes, uncertain situations, or feeling of uncertainty (Yoon, 2012). Furthermore, anxiety is an unpleasant condition characterized by subjective feelings of tension, apprehension, and worry and activation or arousal of the nervous system (Spielberger 1983 in Öztürk 2016).

Language teaching anxiety is a confrontation that must be taken into account as a different but related concept to language learning anxiety as well as general teaching anxiety (Merç 2004 in Agustina 2014). Moreover, foreign language teaching anxiety (FLTA) is a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language teaching that arises from the uniqueness of the language teaching process (Horwitz and Cope 1991 in Agustina 2014).

E. Previous Research

There are several studies that discussed teaching anxiety. First, a study conducted by Can (2018) that aimed to make a novel classification on anxiety provoking factors, namely the sources of Foreign Language Teaching Anxiety (FLTA). He used a background questionnaire, interviews, reflections and essay papers to conduct 25 pre-service EFL teachers studying in the ELT department at Balikesir University to collect qualitative data. From this study, he indicated that the pre-service EFL teachers experienced anxiety in teaching English to young learners at real classroom settings particularly related to cognitive, affective and socio-cultural factors.

Second, Ipek (2016) investigated the factors that create anxiety in non-native EFL teachers while teaching the target language, English. He used diaries and semi-structured interviews to conduct 32 non-native EFL teachers to collect the data. From this study, he stated five categories that can be sources of anxiety for EFL teachers while teaching the target language. Among these categories were making mistakes, fear of failure, and using the native language.

Third, a study conducted by Mosaddaq & Barahmeh (2016). This study aim at exploring the different sources of anxiety EFL student- teachers experience while doing their practicum courses at the Arab American University of Jenin (AAUJ). He used student- teacher's daily diaries and the discussion between the student teachers and their university supervisor during the weekly meetings to conduct twenty two (22) student teachers from The Arab American University Faculty of Arts and Sciences to collect the data. In this study, the study revealed that EFL student teachers reflected different sources of anxiety. The sources of anxiety are classroom management, time management, lesson planning, being observed, and fluency in language.

Fourth, Agustina (2014) researched to determine the level of foreign language teaching anxiety (FLTA) experienced by English students and teachers throughout the teaching practicum. In collecting the data of her research, the researcher used close-ended questionnaire that filled by fifty pre-service teachers of English Department, Faculty of Education, The University of Kuningan, Indonesia. Besides, the researcher also used semi-structured interviewes that conducted with 5 participants who were chosen randomly. The finding of the research showed that the main categories that caused anxiety faced by pre-service teacher were lack of teaching experience and less of mastering the material.