

CHAPTER I

INTRODUCTION

This chapter consists of research background that explains about the problem and why the writer chooses the topic, the statement of the problem, the significance of the study and objectives of the study, scope and limitation of the study and definition of key terms.

A. Research Background

As the students of English Teacher Training Program, teaching practice cannot be separated for them before they teach in the real class. Teaching practice is the important component to the students of teacher training program to get the first teaching experience, which will be useful for them.¹ Through teaching practice, the quality and development of students' knowledge, skills and attitudes can be improved. Besides, the pre-service teachers are expected that can develop and apply the theory of teaching when they practice teaching in microteaching class.

Vahide stated that more effective practice teaching is, the better the opportunities for the student teachers to develop their teaching knowledge and skills at the practice schools.² It means that the much they practice to teach,

¹Vahide Can, *A microteaching application on a teaching practice course. Cypriot Journal of Educational Sciences*. Vol.4, 2009 page 125

²Ibid page 125-126

they will be able to develop their teaching knowledge and skills when they are teaching in the real class.

In the teaching practice, the pre-service teacher will learn how to administered teaching-learning process in the class, how to manage the time effectively and how to resolve the classroom problem. For this reason, teaching practice cannot be separated to microteaching. Microteaching is the first step for the teacher candidate to practice teaching before they teach in the class with the classmate as their students who are ten until twelve students in the class.³ The pre service teacher will demonstrate of the teaching practice in the class during 35-40 minutes.

Microteaching is an idea with three essential propositions. Firstly, microteaching lessens the complexity of normal classroom teaching so that class size, scope of context and time are all reduced. Secondly, microteaching focuses on training for accomplishment of specific tasks such as practice for instructional skills, demonstration of teaching method, practice of techniques of teaching and others. Thirdly, microteaching allows for the increased control of practice. The ritual of time, students, supervision, and many other factors can be manipulated and greatly expands the feedback dimensions in teaching.⁴

The success of teaching practice of pre-service teacher not only determined by

³Anupama Bhargava. *Teaching Practice for Student Teacher of B.ED Programme Issues, Predicaments & Suggestions*. Turkish Online Journal of Distance Education-TOJDE April 2009 Vol.10 No: 2 Article 3, page 112

⁴ Intensive Tutorial Service. *Introduction on Microteaching-* ([www.intensivetutorial.com>doc>file](http://www.intensivetutorial.com/doc/file)) accessed on May 3, 2015

academic factors but also by non-academic factors. Whether in external or in internal factor. The external factors of teaching practice are such as the support or resistance of environment (such as parenting support, classmate and lecturer), facility (such as media and building), and system of social economy. Besides the internal factor is pre-service teachers' health condition whether physically or psychologically or emotionally condition. One of it is anxiety. The internal factor is so important in the success of teaching practice, because the condition of pre-service teacher's psychology can be changed according to condition of environment.

As mention before, anxiety is one of internal factor that can affect in pre-service teachers' performance in teaching practice. Anxiety could be defined as the uncomfortable feeling of nervousness or worry about something that happen or might be happened in the future. Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision.⁵

Anxiety can be happened to everyone, also to the pre-service teacher. In English Teacher Training Program in Tarbiyah Faculty UIN Sunan Ampel, pre-service teacher had twice teaching practices in microteaching class (PPL 1). Every pre-service teacher did a teaching practice during twenty minutes with nine other classmates as students and two students as observers. Here,

⁵ Joseph Goldberg, *Anxiety MD*. Journal of Psychology Vol.3 No 4 on February 2008, page 201

they must totally perfect in their performance, showing their teaching ability and applying teaching theoretical in the class. in microteaching class (PPL 1), the pre-service teacher can be infected anxiety during they practice of teaching, especially in the first teaching practice.

In previous study, the researcher reviewed some researchers related to the topic in pre-service teachers' anxiety in teaching practice. The first was by Sannephet and Wanphet entitled "*Pre Service Teachers' Anxiety and Anxiety Management during the First Encounter with Students in EFL Classroom.*"⁶ The aims of this study were to investigate possible causes of pre-service teachers' anxiety and to study how the teachers managed their anxiety effectively. From this research can be known that that pre-service teachers' anxiety occurred in three times in teaching practice. Those were anxiety before teaching practice, anxiety during teaching practice and anxiety after teaching practice.

The second was by Ngidi and Sibaya entitled "*Student teacher anxieties related to practice teaching.*"⁷ The aim of this study was investigated anxieties experienced by student teachers with regard to practice teaching. The results showed significant three-way interaction effects of student teachers' biographical variables (gender, age and grade placement) on

⁶ Banchakarn Sannephet and Phalanchok Wanphet. *Pre-Service Teachers' Anxiety and Anxiety Management during the First Encounter with Students in EFL Classroom.*Journal of Education and Practice.Vol.4, No.2, 2013

⁷David P. Ngidi and Patrick T. Sibaya.*Student teacher anxieties related to practice teaching.*South African Journal of Education. 2003.Vol 23(1) 18 – 22

practice-teaching related factors such as evaluation and an unsuccessful lesson. The third was by Park and Lee entitled “*L2 Learners’ Anxiety, Self-Confidence and Oral Performance.*”⁸ The aims of this study were examined the relationship between L2 learners’ anxiety, self-confidence and oral presentation. The result of this study showed that there were significant effects of anxiety and self confidence on L2 learners’ oral performance.

Meanwhile what made this research different from the researches above was that this research about the causing factor of pre-service teachers’ anxiety in the first teaching practice and how they managed their anxiety during teaching practice in microteaching class. This study aims to found out the causing factors of pre-service teachers’ anxiety in the first class in microteaching class and to know how they can manage their anxiety when they taught in the class. Some previous studies above explained about the relation between pre-service teachers’ anxiety with teaching practice. The other studies analyze the relation between L2 students’ anxiety with self confidence and oral presentation. The researcher believed that this study was different with other research above.

In preliminary research, the researcher has found the problem about pre-service teachers’ anxiety. The researcher asked some students of 7th semester academic year 2011 in English Teacher Education Department about

⁸Hyesook Park-Adam R. Lee. *L2 Learners’ Anxiety, Self Confidence and Oral Performance*” (www.paaljapan.org/pdfs/hyesook) accessed on April 5, 2015

their experience when they practiced of teaching in microteaching class (PPL 1) in 6th semester, their semester before. The researcher found that pre-service teachers had some problems when practiced of teaching such as; they felt afraid and unconfident when they stand up in front of the students, they also worried about their lesson plan not suitable with the objective of study. Besides, they also worried that they could not apply the teaching technique and classroom management technique in the class. In other hand, from all of the problems, feeling anxiety in teaching practice was the most problem of the pre-service teacher especially in the first teaching practice. The first teaching practice in microteaching class was new environment for pre-service teacher who never teach in academic or non-academic institution before.

The first teaching practice for the students of 6th semester of English Teacher Training and Education was their own problem to be their performance. Besides, the first teaching practice was the first references for them and it can be a media to know how much they can develop their own teaching skill in the class. According to Wong and Wong that the first practice is important for the success of teaching practice.⁹ The pre-service teacher can measure their teaching skill and through feedback they can repair their mistake in the further teaching practice.

⁹Harry K. Wong-Rosemary T. Wong. *How to be effective teacher "The First Days of School"*. (Singapura: Harry K. Wong Publication Inc, 2005), Pp 3

As candidate of English teacher, the pre-service teachers should know how to perform well in front of class. Through speaking English fluently and confidently, and giving clear instruction. Besides, they should know themselves, how to manage their emotion when taught in the class and how to reduce their anxiety when they taught the students in the class.

The researcher had been taken object of the research at English Teacher Education Department in UIN Sunan Ampel Surabaya especially to 6th semester who now are taking microteaching subject (PPL 1). In this semester there are 7 classes of microteaching but the researcher took the subject of research randomly from all the classes. The researcher took 5 pre-service teaches in every class so there are 35 pre-service teachers as object of this research classes. The researcher had chosen them to find out the teaching practice experience of pre-service teachers from different lecturers and other information which were related to pre-service teachers' anxiety in the first teaching practice and anxiety management from different lecturers.

From some reasons above, the researcher wants to find out the causing factors of pre-service teachers' anxiety in the first teaching practice and how the pre-service teachers managed their anxiety when they practice teaching in the class in order to measure the teaching skill and repair their teaching practice to be better in the next teaching practice in the real class.

B. Research Questions

This research especially focused in the area of psychological education.

Therefore, the problems of this research are mentioned as below:

1. What are the causing factors of pre-service teachers' anxiety in their first teaching practice in microteaching class (PPL 1) of English Teacher Education Department at UIN Sunan Ampel Surabaya?
2. How do pre-service teacher manage their anxiety in the first teaching practice in microteaching class (PPL 1) of English Teacher Education Department at UIN Sunan Ampel Surabaya?

C. Objectives of the Study

Considering the research question above, thus this research aims to:

1. Find of the causing factors of pre-service teachers' anxiety in first teaching practice in microteaching class (PPL 1) of 6th semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya
2. Find of the ways of how pre-service teacher manage their anxiety in the first teaching practice in microteaching class (PPL 1) of 6th semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya

D. Scope and Limitation of the Study

The scope of this research is pre-service teachers' anxiety. The researcher was interested in causing factors of pre-service teachers' anxiety in the first teaching practice that divide on three stages. They are before teaching hour, during teaching hour and after teaching hour. Besides how they can manage their own anxiety during they are teaching practice in microteaching class (PPL class). For this reason, the researcher believed that the first teaching is a first measure to the next teaching practice or in the real class.

The researcher limited the research to the pre-service teachers' anxiety in the first teaching practice in microteaching class (PPL 1) of 6th Semester in English Teacher Education Department at UIN Sunan Ampel Surabaya academic year 2014/2015. The object of this research was pre-service teachers (the students of 6th semester of English Teacher Education who take PPL 1 Subject) who never had experience in teaching whether academic education or non-academic education. The researcher would gave questionnaire and interview the some pre-service teachers to get data about causing factors of pre-service teachers' anxiety and the way of pre-service teacher manage their anxiety during teaching practice.

E. Significances of The Study

This research was expected to give contribution to educational area, especially in English teaching and learning. For details, the significances were broken down as below:

1. For pre-service teachers, as the candidate of English teachers this research is expected to give view about how to manage their anxiety in the first teaching practice in microteaching class (PPL 1). Hopefully the pre-service teachers will prepare before teaching practice, during teaching practice in the class and after teaching practice so the pre-service teachers will ready to teach for real classroom, especially in PPL 2 program.
2. For lecturers, this research can be basic to promote the pre-service teacher to prepare well and give them motivation in order to prepare well and teach in PPL 1 class.
3. For future researchers, this research is expected to enrich literature about students' anxiety management to teach in first teaching practice. In addition, this research is expected to be one of references for other researcher who wants to conduct further research in the same topic.

F. Definition of Key Terms

To avoid misinterpretation in understanding this research, several key terms are clarified as below:

1. Anxiety

According to McDonald in the research Paker, anxiety classified the source of anxiety as follow:

- a. The anxiety mainly generated by inconsistencies in the way students are evaluated by mentors.
- b. Varying expectation of students performance conformity among mentors
- c. Marked variations in the quality of feedback given to students by their mentors¹⁰

While anxiety in this research means that the pre-service teachers' worry, nervous, afraid and unconfident when they are doing teaching practice (perform) in microteaching class (PPL 1) in English Teacher Department in UIN Sunan Ampel Surabaya. Besides, it also means that the pre-service teacher's worry about what the lesson plan and classroom management are suitable with the situation of the class and the objectives of the research.

2. Teaching practice:

Teaching practice is informal practice of a particular technique, perhaps with other training as students, to a formally assessed lesson.¹¹

¹⁰ Turan Paker. *Student Teacher Anxiety related to the Teaching Practicum*". Eurasian Journal of Educationnal research, Issue 42, winter 2011. Page 209

¹¹ Roger gower, Diana Philips and Steve Walters. *Teaching Practice .A handbook for teachers in training*. Macmillan books for teacher page vi

While teaching practice in this research means that teaching performance of pre-service teacher in English Education Department. There have two times to practice of teaching in the class. This research only focuses on their first teaching practice.

3. Microteaching:

Microteaching as a process providing pre-service teachers with audio-visual materials which demonstrate the teaching sessions, and which can be used as the basis for further discussions with the supervisors.¹²

While microteaching of this research means that it is one way to present of teaching practice of pre-service teacher in 6th semester as a subject in English Education Department that their friends as the students and actually only 20 minutes in every practice.

¹²Vahide Can, *A microteaching application on a teaching practice course. Cypriot Journal of Educational Sciences*. Vol.4, 2009 Page 126