

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter review some theories and previous studies related to the topic. Theories related to the topic are about the definition of teaching practice, definition, indicator and causes of students' anxiety. The previous studies consist of the studies related to the students' anxiety in the first teaching practice.

#### **A. Review of Related Literature**

This chapter reviewed some theories and previous studies related to the topic. Theories related to the topic are about the definition of teaching practice, definition, indicator and causing factor of pre-service teachers' anxiety. The previous studies consist of the studies related to the pre-service teachers' anxiety in the first teaching practice.

#### **1. Teaching Practice**

##### **a. Definition of teaching practice**

Teaching not only can learn by discussing it or just talking about materials and techniques, but teaching likes a skill that you cannot really learn it without doing it. Before students' teachers can really teach in the real class, they need an exercise for their skill. The exercise can be described a teaching practice. Teaching practice is informal practice of a particular technique, perhaps with other

training as students, to a formally assessed lesson.<sup>1</sup> Teaching practice is considered to be an important component of teacher training program since it allows student teachers gain their first teaching experience, which will be useful during their professional life.<sup>2</sup>

Teaching practice focuses on four areas. The first, sensitivity in problems of language use of learners, the second, sensitivity how learners learn, they skills they need, the strategies they employ and the problems they have. The third, sensitivity how develop classroom management skills. The fourth, sensitivity how develop students' teaching techniques in the class.

The objectives of teaching practice as follow:<sup>3</sup>

1. To allow the students to simulate or approach the real teaching situation under sympathetic supervision.
2. To provide the students with an opportunity to try out techniques.
3. To provide an area for assessment
4. To provide the students with an opportunity to have their teaching evaluate and constructively criticized.

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<sup>1</sup>Roger Gower, Diana Philips and Steve Walters. Teaching Practice .A handbook for teachers in training. Macmillan books for teacher page vi

<sup>2</sup>Vahide Can, *A microteaching application on a teaching practice course. Cypriot Journal of Educational Sciences*.Vol.4, 2009page 1

<sup>3</sup> Roger Gower, Diana Philips and Steve Walters. Teaching Practice .A handbook for teachers in training. Macmillan books for teacher Page 1-2

5. To provide an opportunity for the students to get used to being observed (an observation often forms part of teacher appraisal in many teaching instructions)
6. To encourage development of criteria for self-evaluation and self awareness.
7. To create a situation of gradually increased freedom so that the students become increasingly more independent –able to make decision about what the students' teach and how they teach.
8. To help the students develop their teaching style.
9. To provide the students with exposure to real learners, their learning problems and the factors which influence their learning
10. To expose the students to pupils at a range of levels and to develop an understanding of the differences of approach required.
11. To develop students' sense of responsibility for their pupils.

**b. Ways to provide teaching practice**

According to Gower that the way teaching practice is organized depends on the particular course of training scheme of

which it forms of part. This table below demonstrates some of the ways in which trainees can obtain teaching practice.<sup>4</sup>

**2.1: Table of the Ways of Teaching Practice**

<b>Trainees: Activities and grouping</b>	<b>Source of students</b>	<b>Observers</b>	<b>Feedback</b>	<b>Comments</b>
1. trainees, as whole groups or in small groups, teach specific for short periods (eg. Five to ten minutes)	Other trainees sometimes assuming predetermined roles (eg. A quiet students, slow to participate)	Course tutor; peers	Usually immediately after someone has “taught”; possibly leading to the same trainee trying to teach the point again. The sessions may be videoed and analyzed.	Allow everyone to concentrate closely on specific techniques (eg. Gesture)
2a. Three to eight trainees per group. Each trainee take part of lesson (the students receive a whole lesson) 2b. Individual trainees teach a whole lesson	groups of volunteer students		From course tutor and peers, either immediately after each teacher has taught or after the whole “lesson” re-teaching not normally possible unless two groups of students available.	As above but with real learners allows for real teaching tasks and enables one to judge the effectiveness of the teaching. “real” teaching points with the students’ need in mind give trainees a greater sense of whole lesson and how learners response and develop. A more systematic use coursebook is

<sup>4</sup> Ibid page 188

				also possible.
<p>3a. Individual trainees or pairs of trainees take part of a whole lesson</p> <p>3b. Individuals teach whole lesson</p>	Real class taking place at usual time	Normal class teacher ; possibly course tutor(s) or peer (s)	Usually after lesson, normally no re-teaching is possible but interruption, demonstration and re-teaching possible provided it is acceptable to any students paying for their classes and to the intuition.	<p>Observation by an experienced teacher combined with practice and help can encourage the teaching to be more meaningful. Difficulty of trainee fitting in with problems of planning and co-ordination with class teacher. Feedback by class teacher more individual but trainees can miss the support of colleagues. Teaching an entire lesson to a real class is very close to real situation but can discourage experimentation and not be very helpful in learning specific teaching techniques.</p>

Teaching practice can be organized in different way. Here there are some common the term that used with an explanation of how they are usually employed as follow:<sup>5</sup>

### 1. Apprenticeship

In this way, the teacher as a centre who is responsible for teaching a group of students has one or two trainers as apprentices. They usually observe the teacher teaching the students and then teach part or all of some of the lesson. They can be guided by on observed by the group's teacher by another person acting as teaching practice tutor or supervisor.

### 2. Peer teaching

In this way, one trainee takes that role of the teacher and the part of the students is taken by his or her follow trainers.

### 3. Microteaching

This way usually refers to a time when the trainers are not teaching what is normally regarded as a whole lesson, either in term of time or content, but where the focus is on one particular teaching techniques or aspects of a lesson, for example illustrating word stress, setting up pair work activity etc.

According Allen and Ryan in Rawshon at.al research, microteaching has the e following characteristics:<sup>6</sup>

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<sup>5</sup> Ibid Page 190

<sup>6</sup> Shahriar Rawshon at.al Micro Teaching in Teachers Training: A Tool to Improve Craft of Tertiary Level Teachers (Bangladesh:2001)

1. It is a real teaching situation.
2. It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents
3. It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection
4. It offers better control over practicing teaching activities because many factors easily can be manipulated to attain this greater degree of control in the training program
5. The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in light of the feedback provided.

## **2. Anxiety**

### **a. Definition of Anxiety**

Anxiety could be defined as the uncomfortable feeling of nervousness or worry about something that is happening or might happen 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.<sup>7</sup> Barlow viewed anxiety as a future-oriented mood state associated with preparation for possible upcoming negative events. Anxiety could also be seen as the apprehension or excessive fear about real or imagined circumstances.<sup>8</sup>

According to McDonald in the research of Paker, anxiety classified the source of anxiety as:<sup>9</sup>

- 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 mentors.

#### **b. Indicators of anxiety**

Anxiety can be infected to everyone. It can be indicated by some indicators, for instance by body language that be appearance and the way of speaking. Based on Goldberg, the general indicators of anxiety can be classified as follow:<sup>10</sup>

1. Feelings of panic, fear, and uneasiness
2. Problems sleeping

<sup>7</sup>Joseph Goldberg, *Anxiety MD*. Journal of Psychology Vol.3 No 4 on February 2008, page 201

<sup>8</sup>American National Association of School Psychologists, (<http://www.nasponline.org/anxiety>) accessed on April 6, 2015

<sup>9</sup>Turan Paker. *Student Teacher Anxiety related to the Teaching Practicum*". Eurasian Journal of Educationnall research, Issue 42, winter 2011. Page 209

<sup>10</sup> Joseph Goldberg, *Anxiety MD*. Journal of Psychology Vol.3 No 4 on February 2008, page 202



3. Cold or sweaty hands and/or feet
4. Shortness of breath
5. Heart palpitations
6. An inability to be still and calm
7. Dry mouth
8. Numbness or tingling in the hands or feet
9. Muscle tension
10. Dizziness

Besides Nevid et,al. classified indicators of anxiety if it is seen by physical indicators, behavioral indicators and cognitive indicators.

The indicators as follow:<sup>11</sup>

1. Physical indicators of anxiety
  - a. Nervousness or worry
  - b. Tremble in the hands or other part of body
  - c. Be sweaty in the palm of hand or other part of body
  - d. Dry mouth
  - e. Cold or sweaty hands and/or feet
  - f. Shortness of breath
  - g. Speechless
  - h. Breathless
  - i. Diarrhea

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<sup>11</sup>Jeffry S. Nevid , at, al. *Psychology Abnormal edisikelima*. (Jakarta: Erlangga) 2005 pp 164

j. Urinate involuntarily

k. Heart palpitations

2. Behavioral indicators of anxiety

a. Behavior to pull

b. Dependent behavior

c. Shock behavior

3. Cognitive indicators of anxiety

a. Worried about something

b. Afraid if lost control

c. Afraid if cannot solve the problem

d. Worried about little things

e. Difficult to concentrate or focus of mine

**c. Category of Causing Factors of Anxiety**

According to the students' anxiety in this literature review, there are some categories of causes of anxiety that can be seen from some result of research. Berry classified the categories of causes of anxiety as below:<sup>12</sup>

1. Telling and growth (*giving a chance to self-reflect and accepting student teachers' concerns to develop ability*)

2. Confidence and uncertainty

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<sup>12</sup>Kim, S. Y.- Kim, J. H. "When the Learner Becomes a Teacher: Foreign Language Teaching Anxiety as an Occupational Hazard", *English Teaching*, Vol. 59, No. 1, 2004 pp. 165.

3. Working with and against
4. Discomfort and challenge
5. Acknowledging and building upon experience
6. Planning and being responsive

Sammephet and Wanphet also classified the categories of causes of student teachers' anxiety as follow:<sup>13</sup>

#### 1. Student teacher's own Personality

In this category includes confidence and uncertainly. Here the pre-service teachers' anxiety increased when they met the new students and classroom situation because they had no experience before about teaching. Therefore all these determinants decreased pre-service teachers' confidence in taking a role in front of class.

#### 2. Teaching context

The pre-service teacher had anxiety when confronted with the complexity in implementing the lesson plan for the first class. Besides anxiety increased when the pre-service teachers cannot follow lesson plan procedure and they had to change the plan immediately to survive in the first class.

#### 3. Supervision context

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<sup>13</sup>Banchakarn Sammephet and Phalangchok 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 page 84-85

In this category the pre-service teachers were concerned about being observed in their first class by supervisors. Because of the fear of making mistakes, they worried that they would make serious mistakes while the supervisors were observing, and then the supervisors would notice their mistakes.

#### 4. Others

There were other factors that caused anxiety for the pre-service teachers in the first class such as lesson planning and managing tasks and time. To elaborate more, the pre-service teachers felt anxious when they had to select and design activities to serve all aspects of the students.

They also divide the pre-service teachers' anxieties according to three stages.<sup>14</sup> There are (1) before teaching hour; (2) while teaching hour and; (3) after teaching hour. During before teaching hour, the pre-service teachers are worried about planning lesson or preparing materials because a success of the first lesson can support teaching and learning for the overall achievement of the course. Moreover the pre-service teachers feel worried when they have inadequate time to create the lesson plan.

During while teaching hour, the pre-service teachers are worried about unexpected situations, for example the pre-service

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<sup>14</sup> Ibid page 79

teachers' anxiety over interaction with the students, overtime management, and over classroom management etc. in after teaching hour, the pre-service teachers feel worried about feedback from the another students and supervisor.

#### **d. Anxiety Management**

Pre-service teacher need know how to manage their anxiety when they perform in teaching practice. Sammephet and Wanphet indicated strategies to manage anxiety when the pre-service teachers are doing teaching practice.<sup>15</sup> There are (1) self-control strategy; (2) let-it-be strategy; and (3) face-it and handle-it strategy.

Self-Control Strategy includes positive thinking, self talking, and try to calm down. Who suggested that to control the anxiety, the teachers had to understand how anxious situations impact real life, then they needed to control their personality, behavior, attitude, and thought in order to generate pleasure and well-being in the classrooms. In let-it-be strategy, when pre-service teachers are facing with anxiety for example acknowledging and releasing the situations, they should make it to go with the flow. This strategy can increase relaxation by accepting the situation of having anxiety and letting them go tin particular moment.

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<sup>15</sup> Ibid page 85-86

The last strategy is face-it and handle-it strategy. In this strategy student teachers were able to use this strategy through two patterns which included immediate and delayed solutions. Immediate solution means student teachers needed to face up to anxiety and handled the difficult situations in the class immediately by using individual techniques. Whereas delayed solution means student teachers did not acquaint themselves with the techniques to cope with the anxiety at that time since they needed time to digest the problems. They searched for methods to cope with the causes of anxiety by consulting with co-teachers and supervisors.

According to Cox and Heames, there are some strategies to manage anxiety problem to become effective tutor in the class,<sup>16</sup> there are:

#### 1. Relaxation

Relaxation is the best way to reduce anxiety in the class. Students who suffer from panic attacks or other forms of anxiety can learn to stay in control by relaxing and slowing down their breathing. They can become with using relaxation exercise, for instance; before perform in front of class, the students close their eyes if they wish to do so. Put their hands on their thighs. Take a deep breath, and

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<sup>16</sup> Stephen Cox and Ruth Heames. 2005. *Managing the Pressures in Teaching: Practical Ideas for Tutors and Their Students*. UK Falmer Press: London page 36-46

count one to five, then now breathe out gradually. With time, everyone will come to enjoy and even to look forward before they perform in front of class.

## 2. Developing presentation skill

Many students find that the prospect of having to make an oral presentation is very threatening, whether they are due to perform alone or in groups. Sometimes the anxiety can be so uncontrolled that individuals become physically ill—so nervous that it inhibits clear thoughts and effective delivery. One way to improve this tendency in students is to give them practice before hand. It can be become with doing exercise is practice to allow them to develop some of the necessary skills prior to their formal assessed presentations, beside they can prepare of their presentation well, deliver their excellent presentation and debrief others.

## 3. Developing self awareness

Self-awareness is the process of attending to and noticing what we are doing. Self-awareness is therefore a process of self-monitoring; that is being focused on our actions, both verbal and non-verbal. The self is a complex concept. Each of us has a public self and a private self. The public self is how others see us, our body and our behavior (verbal and nonverbal). Therefore, in

developing self awareness we need to recognize the feedback others offer or give/impose on us.

The private self refers to our feelings, thoughts and intuitions. If we do not reflect on these aspects of self then we deny ourselves the opportunity to learn from current experiences and therefore test/establish a strategy for handling the next experience more comfortably or effectively. The development of self-awareness enhances not only personal skills; it can enhance the quality of interpersonal relationships, which is an intrinsically satisfying element of work and life roles. It can also help us to be more productive because, with it, we are more effective as people.

Some activities that can encourage self-awareness are follows:

- a. Making reflection.
- b. Encourage the use of journals and diaries in a reflective way, to note critical events and the feelings and thoughts surrounding them.
- c. Engage in the use of student presentations and student-led seminars where peer observation and feedback can be used to contribute as the feedback mechanism from significant others.
- d. Provide assertiveness skills training.



- e. Encourage students to consider a balanced lifestyle to include sporting activities that enhance the physical awareness of self in movement and activity.

In this research, the researcher used theory from Sammephet and Wanphet to categorize causing factor of pre-service teachers' anxiety; students teachers' own personality, teaching context and supervision context that were divided to three stages; before teaching hour, during teaching hour and after teaching hour. Although to know the way of pre-service teacher to manage their anxiety, the researcher used theory also from Sammephet and Wanphet, there were self-control strategy, let-it-be strategy and, face-it and handle-it strategy.

## **B. Preview of Previous Study**

In this part, the researcher reviews some previous studies related to the topic in pre-service teachers' anxiety in teaching practice.

The first is by Sammephet and Wanphet entitled "*Pre Service Teachers' Anxiety and Anxiety Management during the First Encounter with Students in EFL Classroom.*"<sup>17</sup> 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. This research uses qualitative method that

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<sup>17</sup>Banchakarn Sammephet 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

uses interview to collect data. Focus group interviews were conducted to interrogate participants three times during this study: a few days before first teaching, a few days after first teaching, and in the middle of the semester. Each interview took 30-45 minutes and was tape-recorded. From this research can be known that the causes of anxiety were grouped into four categories; teacher's own personality, teaching context, supervision context, and others. Another important finding is that there were successfully anxiety management techniques; self-control, let-it-be, and face-it and handle-it.

The second is by Ngidi and Sibaya entitled "*Student teacher anxieties related to practice teaching.*"<sup>18</sup> The aim of this study was investigated anxieties experienced by student teachers with regard to practice teaching. This study used The Student Teacher Anxiety Scale (STAS) and Eysenck Personality Questionnaire (EPQ) to determine the relationship between student teachers' personalities and their anxiety levels. Three-way analysis of variance (Anova) was used to analyze the mean scores obtained on student teachers' biographical variables. The results also showed significant three-way interaction effects of student teachers' biographical variables (gender, age and grade placement) on practice-teaching related factors such as evaluation and an unsuccessful lesson.

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

The third is by Merc entitled “*Sources of Foreign Language Student Teacher Anxiety: A Qualitative Inquiry*.”<sup>19</sup> The aim of this study was to find out the sources of foreign language student teacher anxiety experienced by Turkish EFL student teachers. This study uses qualitative method through 150 student teachers completing their teaching practicum as part of their graduation requirement at Anadolu University Faculty of Education English Language Teaching Program participated in the study as the subject of the study. The finding of this study was that there were six main categories as the sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

The fourth is by Park and Lee entitled “*L2 Learners’ Anxiety, Self-Confidence and Oral Performance*.”<sup>20</sup> The aims of this study were examined the relationship between L2 learners’ anxiety, self-confidence and oral presentation. The participants were 132 Korean collage students who enrolled the English conversation. The researcher uses questionnaire to collect data. The result of this study showed that there were significant effects of anxiety and self confidence on L2 learners’ oral performance. The higher anxious the

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<sup>19</sup> Ali Merc. *Sources of Foreign Language Student Teacher Anxiety: A Qualitative Inquiry*. *Turkish Online Journal of Qualitative Inquiry*, October 2011, 2(4)

<sup>20</sup>Hyesook Park-Adam R. Lee. *L2 Learners’ Anxiety, Self Confidence and Oral Performance*” ([www.paaljapan.org/pdfs/hyesook](http://www.paaljapan.org/pdfs/hyesook)) accessed on April 5, 2015

students were about speaking English and the lower scores they gained on their oral performance.

The fifth is by Paker entitled “*Student teacher anxiety related to the teaching practicum.*”<sup>21</sup> This study aims to find out student teacher anxiety regarding the teaching practicum, what the possible sources of anxiety for student teachers are, and how different genders are affected. For this purpose, a student teacher anxiety scale has been used for data collection as well as student teachers’ interviews. Participants are 101 student teachers in an English Language teaching department of a faculty of education. The findings reveal that student teachers are anxious about factors such as evaluation, classroom management pedagogy and staff relations.

Meanwhile what makes this study different from the researches above is that this research is about the causing factors of pre-service teacher anxiety in the first teaching practice and how they manage their anxiety during teaching practice in microteaching class. This study aimed to find out the causes of pre-service teachers’ anxiety in the first class in microteaching class and to know how they can manage their anxiety when they teach in the class. Some previous studies above explain about the relation between pre-service teachers’ anxiety with teaching practice. The other studies analyze the relation

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<sup>21</sup> TuranPaker. *Student Teacher Anxiety related to the Teaching Practicum*”. Eurasian Journal of Educationnal research, Issue 42, winter 2011. Page 207-224

between L2 students' anxiety with self confidence and oral presentation. The researcher believes that this study is different with other research above.

