

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion of the study. The researcher described the data result in findings part. While in discussion, the researcher deduced the findings about the causing factors of pre-service teachers' anxiety in the first teaching practice in microteaching class and the anxiety management of pre-service teachers in microteaching class in English Teacher Education Department at UIN Sunan Ampel Surabaya.

#### **A. Research Finding**

This research has been conducted by the researcher in Practice Teaching class from 7<sup>th</sup> of May 2015– 21<sup>st</sup> of May 2015 by employing the techniques of collecting the data as stated in the research method. The data collected were utilized subsequently to answer two research questions of this study. The first question is dealing with what are the causing factors of pre-service teachers' anxiety in their first teaching practice in microteaching class, while, the second question is How do pre-service teacher manage their anxiety in the first teaching practice in microteaching class. To present the result of this study suitably, the researcher sorts them based on the research questions.

## **1. The Causing Factors of Pre-Service Teachers' Anxiety in the First Teaching Practice in Microteaching Class (PPL 1) English Teacher Education Department UIN Sunan Ampel Surabaya**

To determine the causing factors of pre-service teachers' anxiety in the first teaching practice in microteaching class, the researcher used questionnaire and interview. In fulfilling the questionnaire, if the column "yes" had been fulfilled dominantly, it indicated that those factors that causing factors of pre-service teachers' anxiety. On the other hand, if the column "no" had been fulfilled dominantly, it automatically indicated that the pre-service teacher not infected the factor. The questionnaire had been given to 35 pre-service teachers from all the class (A, B, C, D, E, F, and G) that every class was taken five pre-service teachers randomly. To answer the first research question, the researcher displays the result of questionnaire by this graphic below:

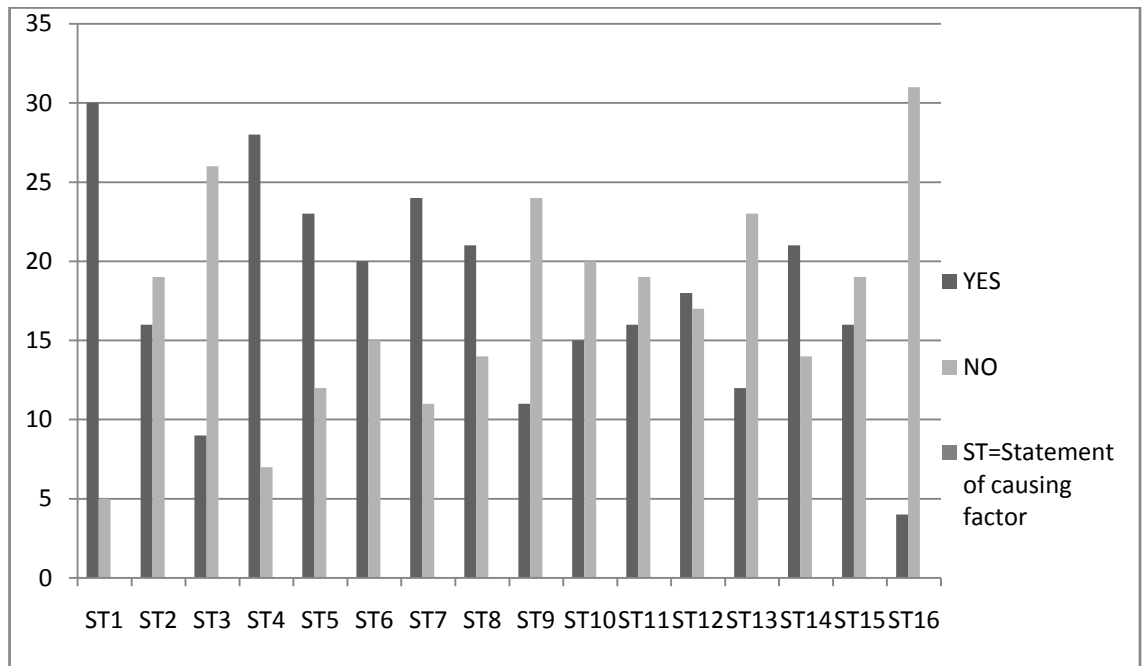


Chart 4.1

The result of questionnaire of causing factor of pre-service teachers' anxiety

Then, the researcher determines the factor that indicated as causing factor of pre-service teachers' anxiety by displaying the result of questionnaire that only the column "yes" had been fulfilled dominantly, it indicated that those factors that causing factors of pre-service teachers' anxiety. The result had been displayed in this table.

Table 4.1

Displaying of questionnaire result that indicated causing factor of pre-service teachers' anxiety

No	Statements of causing factor of PSTs' anxiety in the first teaching practice (ST)	Fulfillment about causing factors of PSTs' anxiety		Percentage of "yes" choices	Conclusion
		Yes	No		
1.	I felt nervous when teaching performance in the first teaching practice microteaching class before	30	5	86%	Indicated as causing factor of PSTs' anxiety
2.	I felt Tremble in my hands or other part of body when I will practice teaching in the first teaching practice in microteaching class	16	19	46%	Not indicated as causing factor of PSTs' anxiety
3.	I felt Tremble in my hands or other part of body when practice teaching in the first teaching practice in microteaching class	9	26	26%	Not indicated as causing factor of PSTs' anxiety
4.	I worried that I would pronounce the words incorrectly when teaching performance in microteaching class	28	7	80%	Indicated as causing factor of PSTs' anxiety
5.	I worried about making mistakes in my first teaching practice in microteaching class	23	12	66%	Indicated as causing factor of PSTs' anxiety
6	I did not know how to balance the interactions between teacher talk and student talk appropriately	20	15	57%	Indicated as causing factor of PSTs' anxiety

	in the first teaching practice in microteaching class				
7	I realized the rationale of selection and implementation of classroom activities with confidence in the first teaching practice in microteaching class	24	11	69%	Indicated as causing factor of PSTs' anxiety
8	I felt anxious when I had to control my speaking pace and modify language in order to use the language as a language teacher in the first class.	21	14	60%	Indicated as causing factor of PSTs' anxiety
9	I was worried that the students did not understand what I explained particular concepts to them in English in the first teaching practice in microteaching class	11	24	31%	Not Indicated as causing factor of PSTs' anxiety
10	I felt anxious that my teaching process in the first time of teaching practice in microteaching class unsuitable with RPP that prepared before	15	20	43%	Not Indicated as causing factor of PSTs' anxiety
11	I felt anxious that in teaching process in the first time of teaching practice in microteaching class, I could not do it fluently	16	19	45%	Not Indicated as causing factor of PSTs' anxiety
12	I worried that most of the students kept silent while I was drawing the interactions in the first teaching practice in microteaching class	18	17	51%	Indicated as causing factor of PSTs' anxiety

13	I was concerned about the ways to help the students to reach the goals through activities in my first teaching practice in microteaching class	12	23	34%	Not Indicated as causing factor of PSTs' anxiety
14	I had anxiety when I saw the reactions of the supervisors while observing my first teaching practice in microteaching class..	21	14	60%	Indicated as causing factor of PSTs' anxiety
15	I felt anxious when supervisor gave the comments about my first teaching practice in microteaching class	16	19	45%	Not Indicated as causing factor of PSTs' anxiety
16	I had anxiety when supervisor gave me the result of observation after finished of my first teaching practice in microteaching class	4	31	11%	Not Indicated as causing factor of PSTs' anxiety

The data from table above show that there are eight factors that indicated as causing factor of pre-service teacher' anxiety in the first teaching practice in microteaching class, they are:

1. ST1 - I felt nervous when teaching performance in the first teaching practice microteaching class (86%)
2. ST4 - I worried that I would pronounce the words incorrectly when teaching performance in microteaching class (80%)
3. ST5 - I worried about making mistakes in my first teaching practice in microteaching class (66%)

4. ST6 - I did not know how to balance the interactions between teacher talk and student talk appropriately in the first teaching practice in microteaching class (57%)
5. ST7 - I realized the rationale of selection and implementation of classroom activities with confidence in the first teaching practice in microteaching class (69%)
6. ST8 - I felt anxious when I had to control my speaking pace and modify language in order to use the language as a language teacher in the first class (60%)
7. ST12 - I worried that most of the students kept silent while I was drawing the interactions in the first teaching practice in microteaching class (51%)
8. ST14 - I had anxiety when I saw the reactions of the supervisors while observing my first teaching practice in microteaching class (60%)

Besides the research finding from questionnaire, another finding is from interview result. The interview was conducted by the researcher after teaching practice of pre-service teachers; exactly it was supported by recording. In this research, the researcher interviewed personally 7 pre-service teachers from all classes and in every class that was taken randomly. This interview question ready to support the questionnaire to get data of this research. Then, the researcher displays the data findings from interview result on the table below:

Table 4.2

## Interview Result of Causing Factor of Pre-Service Teachers' Anxiety

No	Behavior Pattern	Questions	Interview result about Causing Factor of PST's Anxiety
1	Plan, prepare and Practice	What did you felt anxious with your lesson plan in the first teaching practice in microteaching class?	5 PSTs felt anxious with lesson plan that used in the first teaching practice. 2 PSTs not felt anxious with lesson plan that used in the first teaching practice.
		What did you worried with your language when giving instruction to your students in the first teaching practice in microteaching class?	4 PSTs worried about their language when giving instruction in microteaching class. 2 PST unworried about their language when giving instruction in microteaching class. 1 PST sometime worried
		What did you afraid to make mistake when you taught in the first teaching practice in microteaching class?	6 PSTs afraid to make mistake when taught in the first teaching practice. 1 PST not afraid
2	Mastery experience	Before you practice teaching in microteaching class, did you ever taught in formal or non-formal institution?	4 PSTs ever taught before practice teaching in microteaching class. 3 PSTs never taught before practice teaching in microteaching class
3	Social Persuasion	What did you worried and afraid when you looked at the reaction of your supervisor who observed you are when you taught in the first teaching practice in microteaching class?	3 PSTs worried and afraid when supervisor observe the performance in the first teaching practice. 3 PSTs not worried and not afraid 1 PST little bit worried and afraid
4	Psychology factor	What did you felt when you are doing practice teaching in microteaching class in first teaching	4 PSTs felt panic in the first teaching practice in microteaching class. 1 PST felt nervous



		practice?	1 PST felt shortness of breath 1 PST felt exiting
		What did you felt nervous when you are doing practice teaching in microteaching class in first teaching practice?	6 PSTs felt nervous when teaching in the first teaching practice in microteaching class 1 PST not felt nervous
		Can you describe what felt you are when you are doing practice teaching in microteaching class in first teaching practice?	1 PST felt panic, worried about their language, afraid speechless 1 PST felt panic 1 PST felt unconfident 1 PST felt nervous 1 PST felt breathless 1 PST felt happy and want to repair her performance 1PST nothing answer

From the matrix above, the researcher subsequently describes the finding of interview result specifically. The researcher describes their answer one by one based on the questions given for respondents as these following descriptions

a. Plan, Prepare and Practice

1. Feeling anxious with lesson plan

The pre-service teachers (PST) had anxiety when they implemented the lesson plan in the first teaching practice. For example they felt worried about using a poor lesson plan that led them to face difficulty while teaching. Five pre-service teachers (PST3, PST4, PST5, PST6, PST7) had anxiety about it. One participant expressed that *“I felt anxious that my lesson plan would not follow when I practice teaching in the class”*. Other expressed

that *“I felt anxious with my lesson plan because I thought my lesson plan not good to implement in the class”*. There are two pre-service teachers (PST 1, PST2) who did not have anxious with lesson plan.

## 2. Worried with Language that are used

Pre-service teacher worried with their language that used to give instruction in the class, for example make grammatical mistake and pronounce the words incorrectly. From this interview result, there are six pre-service teachers (PST2, PST3, PST4, PST5, PST6, PST7) had worried about their language to give instruction in the class. One participant said that *“My pronunciation is not well, so I worried my students in the class not understand with my instruction”*. Another expressed that *“I felt anxious when I had to control my speaking pace in the class”*. In other hand, *“I was worried that the students did not understand what I explained particular concepts to them”*. Although only one pre-service teacher (PST1) had unworried about language teacher to give instruction in the class..

## 3. Afraid to make mistake when teaching practice in microteaching class

The researcher identifies that pre-service teacher felt afraid to make mistake when they were teaching practice in microteaching class. There are six pre-service teachers (PST1, PST2, PST3, PST4,

PST5, PST6) who afraid making mistake in their performance. One participant said that *“I was really worried if I will make mistake in my first teaching practice because I was so nervous”*. Other participant also said that *“I was nervous and afraid making mistake in my performance because this teaching practice was my first teaching experience”*. Although, only one pre-service teacher (PST7) who not felt afraid to make mistake in the first teaching practice in microteaching class.

b. Mastery Experience

This point focuses on pre-service teachers’ experience in teaching in formal or non formal institution before. The researcher identifies four pre-service teachers (PST4, PST5, PST6, PST7) who ever taught in informal institution before they were practice teaching in microteaching class. Although, there are three pre-service teachers (PST1, PST2, PST3) who never taught in formal or informal institution before practice teaching in microteaching class so this teaching practice is the first teaching practice for them.

c. Social Persuasion

This point focuses on being observed by supervisor. The pre-service teacher reflected that their anxiety increased when their supervisors went to observe their teaching. There are four pre-service teachers (PST1, PST2, PST3, PST5) who worried about reaction of

supervisor while observing their class. One participant said that *“I had anxiety when I saw the reactions of the supervisors while observing my first teaching practice, I saw my supervision wrote down on observation check sheet while I did something wrong”*. Although there are 3 pre-service teachers (PST4, PST6, PST7) who unworried about reaction of supervisor while observing their teaching practice..

d. Psychology Factor

In this point, the researcher asked the pre-service teachers to describe what they felt while they were teaching practice in microteaching class. From the interview result, the researcher find out the indicator of pre-service teachers' anxiety, they are:

a. Panic

From this result, there are four pre-service teachers who felt panic while they practiced teaching in microteaching class. They are PST 1, PST 2, PST5, and PST 6. One participant said that *“...it was my first teaching experience so I was so panic about all that conducted it...”*

b. Nervous

There are six pre-service teachers who felt nervous while practiced in microteaching class. They are PST1, PST2, PST3, PST4, PST5, and PST6. One participant expressed that *“I was so nervous because I did not have teaching experience before”*.

c. Unconfident

For this indicator, there is only one pre service teacher who felt unconfident while practiced teaching in microteaching class. He is PST 5, he said that *“I felt unconfident to practice teaching in microteaching class, because it was same with a really class”*.

d. Breathless

From the interview result, there are two pre-service teachers who felt breathless while practiced teaching in microteaching class. They are PST4 and PST6. One participant said that *“my breath felt up and down,, I was so breathless while before I practiced teaching in the class”*.

**2. Anxiety Management of Pre-service Teachers in the First Teaching Practice in Microteaching Class (PPL 1) English Teacher Education Department UIN Sunan Ampel Surabaya**

To determine anxiety management of pre-service teachers in the first teaching practice, the researcher used questionnaire and interview result. In fulfilling the questionnaire, if the column “yes” had been fulfilled dominantly, it indicated that pre-service teacher use those anxiety managements. On the other hand, if the column “no” had been fulfilled dominantly, it automatically indicated that the pre-service teacher not use anxiety management. The questionnaire had been given to 35 pre-service teachers from all the class (A,

B, C, D, E, F, and G) that every class was taken five pre-service teachers randomly. To know the questionnaire result, the researcher displayed by this graphic below.

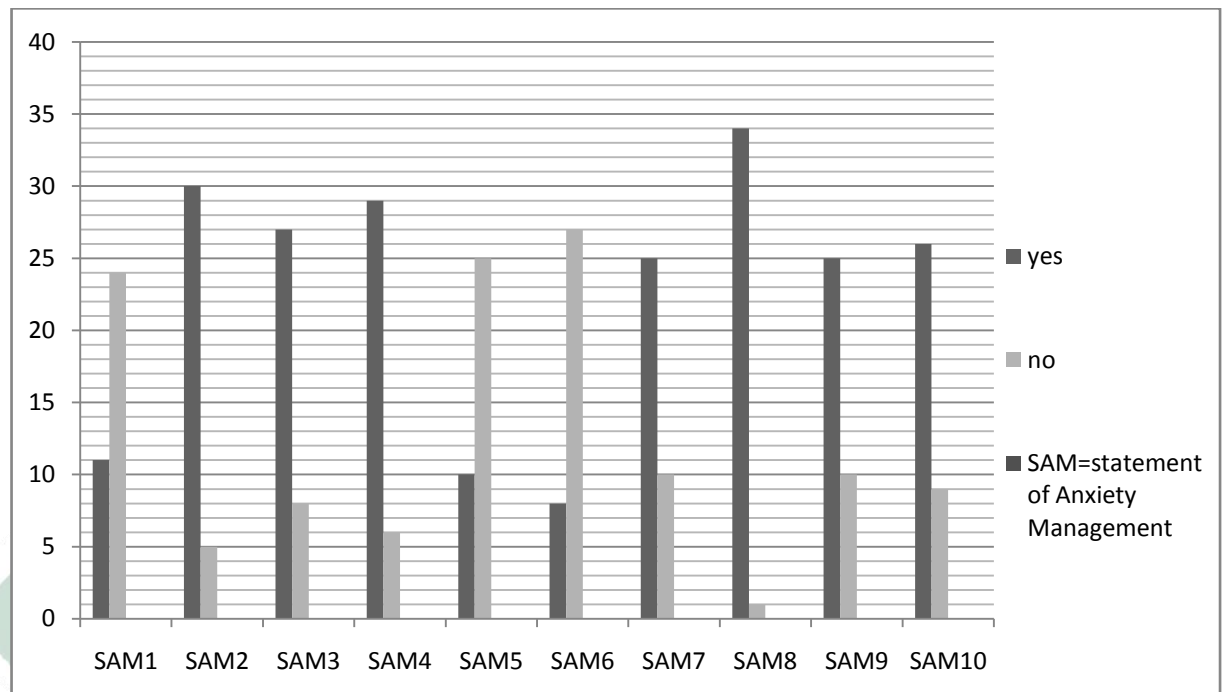


Chart 4.2

Questionnaire result of anxiety management of pre-service teacher

Then, the researcher determines the anxiety management that used to reduce pre-service teachers' anxiety by displaying the result of questionnaire that only the column "yes" had been fulfilled dominantly. The result had been displayed in this table.

Table 4.2

The result of used or no used of anxiety management of pre-service teacher

NO	Statement of Anxiety Management of pre-service teachers (SAM)	Fulfillment about Anxiety Management of PST		Percentage of "yes" choices	Conclusion
		YES	NO		
1	In home, I tried in front of mirror to anticipate a mistake when I practice teaching in microteaching class	11	24	31%	Not indicated as anxiety management of PST
2	In home, I prepare well my lesson plan materials and media to enhance self efficacy in the first teaching practice in microteaching class.	30	5	86%	Indicated as anxiety management of PST
3	I pray to Allah before I perform in first teaching practice to trust me that all is well.	27	8	77%	Indicated as anxiety management of PST
4	I will accept and let the situations go with the flow when faced with the unexpected situations in the teaching practice	29	6	83%	Indicated as anxiety management of PST
5	I will rely on someone else while practicing instruction when was uncertain during the process of making decisions in teaching practice	10	25	28%	Not indicated as anxiety management of PST
6	I will Consult with my supervisors about how to select the activities based on various aspects and how to handle it individually	8	27	23%	Not indicated as anxiety management of PST
7	I will use communication strategies were				Indicated as

	the techniques used to face the anxiety when had less confidence in controlling my speaking pace and modifying the language in the class	25	10	71%	anxiety management of PST
8	I will give the instructions step by step with examples if my students do not take an active role in their responses.	34	1	97%	Indicated as anxiety management of PST
9	I will think positively when I was not sure in using effective techniques for my teaching practice.	25	10	71%	Indicated as anxiety management of PST
10	I will use good medias (Realia, Video and picture) to reduce my anxiety when I confuse how to apply teaching approaches and techniques in the class.	26	9	74%	Indicated as anxiety management of PST

From data above can be described that there are seven statements of anxiety managements were indicated as anxiety management of pre-service teachers when teaching practice in the microteaching class. There are:

1. Statement of Anxiety Management 2 (SAM 2) - In home, I prepare well my lesson plan materials and media to enhance self efficacy in the first teaching practice in microteaching class (86%)
2. SAM 3 - I pray to Allah before I perform in first teaching practice to trust me that all is well (77%)
3. SAM 4 - I will accept and let the situations go with the flow when faced with the unexpected situations in the teaching practice (83%)



4. SAM 7 - I will use communication strategies were the techniques used to face the anxiety when had less confidence in controlling my speaking pace and modifying the language in the class (71%)
5. SAM 8 - I will give the instructions step by step with examples if my students do not take an active role in their responses (97%)
6. SAM 9 - I will think positively when I was not sure in using effective techniques for my teaching practice (71%)
7. SAM 10 - I will use good media (Realia, Video and picture) to reduce my anxiety when I confuse how to apply teaching approaches and techniques in the class (74%)

Besides the research finding from questionnaire, another finding is from interview result. The interview was conducted by the researcher after teaching practice of pre-service teachers; exactly it was supported by recording. In this research, the researcher interviewed personally 7 pre-service teachers from all classes and in every class that was taken randomly. This interview question ready to support the questionnaire to get data of this research. Then, the researcher displays the data findings from interview result on the table below:

**Table 4.3**  
**The result of interview of anxiety management in the first teaching practice**

No	Behavioral pattern	Questions	Interview result about Anxiety Management
1	Plan, prepare and Practice	What did you do if you felt felt anxious with your lesson plan in the first teaching practice in microteaching class	2 PSTs pray in order to all is well 2 PSTs ask to friends to check the lesson plan 2 PSTs practice well before perform 1 PST often checking lesson plan what good or not
		What did you do if you worried with your language when giving instruction to your students in the first teaching practice in microteaching class?	6 PSTs practice to speak before perform in microteaching class. - 1 PST controlled her speaking when teaching in microteaching class.
		What did you do if you afraid to make mistake when you taught in the first teaching practice in microteaching class??	1 PST prepared well, 1 PST ask to friend competently, 1 PST tried to calm, 1 PST making reflection, 1 PST learned well, 2 PST nothing act
2.	Social Persuasion	What did you do if you worried and afraid when you looked at the reaction of your supervisor who observed you are when you taught in the first teaching practice in microteaching class??	4 PSTs ever taught before practice teaching in microteaching class. 3 PSTs never taught before practice teaching in microteaching class
3.	Psychology factor	What did you do if you felt anxious when you are doing practice teaching in microteaching class in first teaching practice?	1 PST tried to relax 1 PST tried to slow down and take a deep breath 1 PST took a deep breath 1 PST tried to calm down 1 PST tried to positive thinking 1 PST tried hard before perform 1 PST tried to control an anxiety

From the matrix above, the researcher subsequently describes the finding of interview result specifically. The researcher describes their answer one by one based on the questions given for respondents as these following descriptions

a. Plan, Prepare and Practice

1. Feeling anxious with lesson plan

To manage their anxiety in implementing lesson plan in the class, the researcher gets five anxiety managements from this interview result. The first, two pre-service teachers (PST2 and PST6) pray to God in order to the lesson plan can follow in the class. The second, two pre-service teachers (PST5 and PST7) ask to their friend who competently about lesson plan and ask them to check it. The third, one pre-service teacher (PST1) controlled the anxiety through kept calm down and positive thinking. The fourth, one pre-service teacher (PST4) tried to practice the lesson plan before perform in microteaching class. The last, one pre-service teacher (PST3) often checked the lesson plan before implemented in microteaching class.

2. Worried with Language that are used

From participants, The researcher find out two anxiety managements to control of pre-service teachers' worried with their language that are used to give instruction. The first, the pre-service teachers (PST2, PST4, PST5, PST6, PST7) practiced to speak

before they are teaching practice in microteaching class. Second, the pre-service teacher (PST3) tried to control her speaking when she was teaching practice in microteaching class.

3. Afraid to make mistake when teaching practice in microteaching class

To manage pre-service teachers' anxiety about felt afraid making mistake in their performance, the researcher finds out four anxiety managements. The first, the pre-service teacher (PST3 and PST5) prepared well before doing teaching practice in microteaching class. He said that *"I afraid making mistake so before perform in the class, I prepared lesson plan, media, and so on well"*. The second, pre-service teacher (PST2) tried to calm down when performed in class. The third, the pre-service teacher asked to friend competently. She expressed that *"Because of this teaching was my first teaching experience so before it, I asked to my friend competently to reduce my anxiety in making mistake in this performance"*. The fourth, the pre-service teacher (PST6) made reflection.

b. Social Persuasion

The researcher found out three anxiety managements from participants. The first, pre-service teachers (PST2, PST4, PST7) tried to positive thinking and only focused on teaching and students. One

participant expressed that *“I was so nervous when saw my supervision, but I tried to positive thinking and I trust I could do it well”*. The second, the pre-service teachers (PST1, PST3) try to calm down in every situation. The last (PST5) ask to the friend (students in microteaching class) to understand when she gave instruction in the class to reduce her anxiety when supervisor observed her teaching practice.

## **B. Discussion**

After gaining and presenting the research findings above, the researcher then deduces and infers them by reflecting on some theories to avoid misconception between the researcher and the readers. Therefore, in this part, the researcher discusses those findings that emphasize with the research question as follows:

### **1. The Causing Factors of Pre-Service Teachers’ Anxiety in the First Teaching Practice in Microteaching Class (PPL 1)**

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. As stated in the background, many people feel

anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision<sup>1</sup>.

In this discussion section, to discuss the significant issues, the researcher pointed out only the highlight of causing factor of pre-service teachers' anxiety in each category as follows:

a. Feeling Nervous in first teaching practice performance

This factor indicated as high causing factor of pre-service teachers' anxiety in the first teaching practice in microteaching class because there are 30 pre-service teachers (86%) who fulfilling yes choices in questionnaire and six from seven interviewees (PST1, PST2, PST3, PST4, PST5, PST6) who felt nervous while practiced in the first teaching practice. Nervous is one of physical indicator of anxiety.<sup>2</sup> The first teaching practice is the new classroom situation for pre-service teacher. Therefore, it is determinant increased pre-service teachers' nervous in performance in front of the class. One interviewee said that *"I was so nervous because I did not have teaching experience before"*. This finding further support the idea from Sammephet and Phalangchok

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<sup>1</sup> Joseph Goldberg, *Anxiety MD*. Journal of Psychology Vol.3 No 4 on February 2008, page 201

<sup>2</sup> Jeffry S. Nevid, at, al. *Psychology abnormal edisi kelima* (Jakarta:Airlangga) 2005 pp 106

that while in the class, teachers' meeting unfamiliar situation affected teachers' emotion and anxiety.<sup>3</sup>

Moreover, the teaching experience before increased pre-service teachers' nervous. The researcher identifies four interviewees (PST4, PST5, PST6, PST7) who never taught in informal or formal institution before they practice teaching in microteaching class. All of them said that they felt nervous because they have no teaching experience before. This finding supported by Merc's that the source of anxiety reported by the student teachers was anxiety because of previous experience.<sup>4</sup>

b. Worried about language

Pre-service teacher worried with their language that used to give instruction in the class, for example make grammatical mistake, pronounce the words incorrectly and The researcher identify the second level of causing factor of pre-service teachers' anxiety in the first teaching practice is worried with language competence. Language competence indicated as causing factor of pre-service teachers' anxiety because there are 28 participants (80%) who worried about pronounce the words incorrectly while teaching practice in the class. Besides, from

<sup>3</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

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

interview result, there are six interviewees who had worried about their language to give instruction in the class. They are (PST2, PST3, PST4, PST5, PST6, PST7). This factor include to behavioral pattern of causing factor of pre-service teachers' anxiety is during teaching hour that focus on pre-service teachers' own personality (*see page 32*).

Moreover the pre-service teachers applied language use in the class. Speaking in the class was definitely different from conversation in daily life. The pre-service teachers had anxiety when they had less confidence in controlling their speaking pace and modifying the language in the class. According data questionnaire, there were 21 pre-service teachers (60%) who felt anxious when they controlled speaking pace and modified language in the first teaching practice. Previous studies have shown that in which the teachers could not speak naturally in basic conversation in the class due to their anxiety; thus it was the negative side of language teachers' anxiety in their first class.<sup>5</sup>

c. Implementing Lesson Plan

Pre-service teachers had anxiety when implementing lesson plan in the first teaching practice in microteaching class. To clarify, the pre-service teachers' anxiety increased when they had to change the plan immediately to survive in the first teaching practice. Besides, when the

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<sup>5</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



pre-service teachers could not follow the lesson plan procedures, they totally went off track. The researcher identifies this factor as third level of causing factor of pre-service teachers' anxiety in the first teaching practice in microteaching class. The researcher found out 24 participants of questionnaire (69%) who worried about implementation of lesson plan with classroom activities in the first teaching practice. Besides, from the interview result, the researcher found out five pre-service teachers (PST3, PST4, PST5, PST6, PST7) had anxiety about it. PST3 said that she felt anxious with her lesson plan if her lesson plan would not follow when she practice teaching in the class. Another said (PST7) he felt anxious with lesson plan because he felt his lesson plan not good to implement in the class. This factor include in behavioral pattern of causing factor of pre-service teachers' anxiety is during teaching hour that focus on teaching context (*see page 32*). This finding is supported by Merc's that teaching procedures were a significant category of EFL pre-service teachers' anxiety, since there were various factors that the teachers would take into account before teaching.<sup>6</sup>

d. Worried to make mistake in performance

Pre-service teachers felt uncertain with their personality during teaching hour that includes afraid to make mistake in performance.

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<sup>6</sup> Ali Merc. *Sources of Foreign Language Student Teacher Anxiety: A Qualitative Inquiry*. *Turkish Online Journal of Qualitative Inquiry*, October 2011, 2(4)

Worried to make mistake in the first teaching practice can be increased pre-service teachers' anxiety because first teaching practice is a new classroom situation for them. For example, pre-service teachers afraid making mistake in classroom activities, making mistake in action and making mistake in pronunciations. From data can be known that there are 23 correspondents (66%) who worried to make mistake in their performance. Another data showed that six interviewees afraid to make mistake in their performance. They are PST1, PST2, PST3, PST4, PST5 and PST6. One of them said that she worried if when she was teaching practice will make mistake in front of her students. Previous studies have shown that personality factors cause anxiety for pre-service teachers.<sup>7</sup> Personality means the pre-service teachers confident and certain in classroom situation includes not afraid to make mistake in performance. This factor includes in behavioral pattern of causing factor of pre-service teachers' anxiety that is during teaching hour that focus on pre-service teachers' own personality (*see page 32*).

e. Seeing reaction of supervisor

The researcher indicated that the pre-service teachers felt worried about being observed by supervisor in the first teaching practice. When the pre-service teachers make a mistake and they saw supervisor took a

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<sup>7</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

note in observation check list, it be increased their anxiety. According to data questionnaire, there are 21 participants (60%) had anxiety when they saw the reaction of supervisor while observing their teaching practice in microteaching class. Besides, from analyzing interview the researcher identified there are three pre-service teachers who worried about reaction of supervisor while observing their class. They are PST1, PST2 and PST5. Although one pre-service teacher (PST3) felt worried little bit about reaction of supervisor. This finding further support the idea of Merc's that the sources of anxiety reported by the student teachers were: ....., anxiety caused by supervisor/being observed, ....., anxiety of being observed by the cooperating teacher.<sup>8</sup> This factor includes on behavioral pattern of causing factor of pre-service teachers' anxiety is after teaching hour that that focus on supervisor context (*see page 32*).

f. Balancing interaction between teacher-students

The pre-service teachers felt anxious about teacher-student interaction in the class. Teacher-student interactions played a very important role in classroom teaching and such interactions were a reliable indicator of the successful class as well. From analyzing data, the researcher identify this factor is the last causing factor of pre-

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<sup>8</sup> Ali Merc. *Sources of Foreign Language Student Teacher Anxiety: A Qualitative Inquiry*. *Turkish Online Journal of Qualitative Inquiry*, October 2011, 2(4)

service teachers' anxiety in the first teaching practice in microteaching class. The questionnaire data showed there are 20 pre-service teachers (57%) who felt worried about balancing the interactions between teacher talk and student talk appropriately in the first teaching practice. Besides, from interview result one pre-service teacher (PST7) said that she worried if the students in the class did not understand with her instruction. This result is supported by previous study that the pre-service teachers were concerned a great deal about teacher-student interactions in the class.<sup>9</sup>

Moreover, the pre-service teacher's anxiety increases because the students keep silent when the pre-service teachers asked them. It is include of Teacher-Student interaction in the class that the teacher should balance it. This factor showed from analyzing questionnaire that there are 18 pre-service teachers (51%) who worried if the students kept silent in the class. This finding supported by previous study that 'teacher student interaction' was one of the key indicators of a successful class.<sup>10</sup>

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<sup>9</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

<sup>10</sup> *ibid*

## **2. Anxiety Management of Pre-Service Teachers in the First Teaching Practice in Microteaching Class**

In this part, the researcher demonstrates the result of anxiety management technique were as follow:

### **a. Developing teaching skill strategy**

This strategy includes preparing a teaching tool and delivering an excellent practice teaching. Preparing a teaching tool means those pre-service teachers prepare well lesson plan, media and practice to speak before. From analyzing questionnaire, there are 30 pre-service teachers (86%) who prepared well lesson plan and media at home. Although from interview result, pre-service teachers (PST3 and PST5) prepared lesson plan and media to because they afraid to make mistake in the first teaching practice. Other result showed there are five pre-service teachers (PST2, PST4, PST5, PST6 and PST7) practiced to speak before they are teaching practice in microteaching class when they worried with their language in the class. Besides PST4 tried to practice the lesson plan before perform in the class. One way to alleviate this tendency in students is to give them practice before

hand.<sup>11</sup> Besides, Gower and friends said that one of preparation to new trainers were trainees prepare lesson plan and trainees teach.<sup>12</sup>

Although delivering an excellent practice teaching means that pre-service teachers give a good performance through giving clear instruction, using communication strategies and using good media in the first teaching practice. From questionnaire result showed that there were 34 pre-service teachers (97%) who trying to give clear instruction strategies to reduce anxiety in the class, 26 pre-service teachers (74%) who using good media in the class That is supported with Sammephet and Wanphet that to reduce the anxiety, one of the informants solved the problem by using various solutions such as using realia, video, and pictures during the lead-in activity. In addition there are 25 pre-service teachers (71%) who using communication strategies to reduce anxiety. In other hand, from interview result showed that PST3 tried to control speaking pace when giving instruction in the class to reduce anxiety in the first teaching practice. This finding is support by Cox and Heames that sometimes the anxiety can be so severe that individuals become physically ill—so nervous that it inhibits clear thoughts and effective

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<sup>11</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

<sup>12</sup> Roger Gower, Diana Philips and Steve Walters. *Teaching Practice .A handbook for teachers in training*. Macmillan books for teacher

delivery.<sup>13</sup> In addition they said that the ways of developing presentation skill are delivering an excellent presentation and debriefing.<sup>14</sup>

b. Self control strategy

The strategy includes positive thinking, praying to god and trying to calm down. After using this strategy, the pre-service teachers decrease their anxiety. The self is a complex, self control only can be developed by pre-service teachers' private self themselves. From data of questionnaire, the researcher describe there are 25 pre-service teachers (71%) who thinking positively when they felt not sure in using effective techniques for their first teaching practice. This data supported by interview result that three pre-service teachers, they are PST2, PST4 and PST7 tried to positive thinking and only focused on teaching when supervisor being observed them in the first teaching practice. This finding supported by previous study that Positive thinking was the solution to cope with the anxiety; that is, she was talking to herself that she could not guarantee any outcome of using techniques in the first class.<sup>15</sup>

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<sup>13</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

<sup>14</sup> *ibid*

<sup>15</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

Moreover, the pre-service teachers tried to calm down in every situation to reduce their anxiety. From interview result showed that PST1 controlled the anxiety with lesson plan through kept calm down and positive thinking, PST2 tried to calm down if she afraid to make mistake in the first teaching practice, and PST1 and PST3 also tried to calm down to reduce their anxiety when supervisor observed their teaching practice. This finding is supported by Cox and Hames that 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.<sup>16</sup> Besides, Sammephet and Wanphet said 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 EFL classrooms.<sup>17</sup>

c. Let-it- be strategy

The researcher identify that this strategy includes releasing the situations to go with the flow while facing with anxiety and relaxing.

According to questionnaire result, there are 27 pre-service teachers

<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 46

<sup>17</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



(77%) who would accept and let the situation go with the flow when faced with the unexpected situations in the first teaching practice. This finding supported with interview result that showed that PST5 tried to relax and accept the situation and let it go when he was practice teaching to manage his anxiety. This finding is supported by Sammephet and Wanphet that the 'let-it-be strategy' was the way to increase relaxation by accepting the situations of having anxiety and letting them go in particular moments.<sup>18</sup> Also Cox and Hames said that Students who suffer from panic attacks or other forms of anxiety can learn to stay in control by relaxing and slowing down their breathing.<sup>19</sup>

d. Handle-it strategy

For this strategy, the pre-service teachers can reduce anxiety by consulting with partner or friends competently to help them solving the problems. This finding analyzed from interview result that PST2 and PST7 asked their friend competently about lesson plan and asked them to check it to reduce their anxiety, PST1 asked to her friend competently about teaching practice to reduce her anxiety such as, how to make lesson plan and media because she felt make a mistake when teaching practice in microteaching class and PST5 also asked to the partner (student in microteaching class) about how to gave instruction

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<sup>18</sup> *ibid*

<sup>19</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

clearly to reduce her anxiety. This finding is supported by Coombe that in which the basic things that the teachers could do to reduce the anxiety were consulting with colleagues, asking others for help, providing adequate resources, and getting involved professionally.<sup>20</sup>

e. Other anxiety management found by researcher

Considering the anxiety management above, the researcher finds other anxiety management that used by pre service teacher to manage their anxiety in the microteaching class. That is praying to God. From questionnaire result there are 27 pre-service teachers (77%) who praying to God before perform in front of the class to reduce their anxiety. Besides, from interview result showed those two pre-service teachers (PST2, PST6) prayed to God to reduce their anxiety and the lesson plan can follow in the class.

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<sup>20</sup> Coombe, C., 2008, "Burnout in ELT: Strategies for Avoidance and Prevention", TESOL Arabia Perspectives, Vol. 15, No. 3, pp. 11-13.