ENGLISH TEACHER STUDENTS' ANXIETY IN TEACHING ENGLISH AT MICRO TEACHING PRACTICE

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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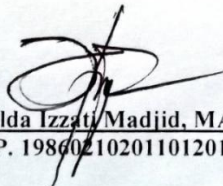
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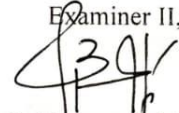Dean,

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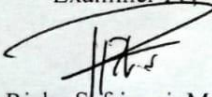NIP. 196709301993032004

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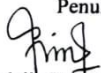
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ABSTRACT

Ninggar, Adella Dara (2020) *"English Teacher Students' Anxiety in Teaching English at Micro Teaching Practice".* A Thesis English Language Education Department. Faculty of Education and Teacher Training. Sunan Ampel State University Surabaya. Advisors I: Drs. Muhtarom, M.Ed, Grad, Dip. TESOL, Advisor II: Hilda Izzati Madjid, MA.

Key Words: Micro teaching, anxiety, teaching English

English teacher students should do micro teaching practice to improve their teaching skills. English teacher students must confidence, brave and manage classroom during micro teaching practice. However, some English teacher students faced anxiety during micro teaching practice. But English teacher students could soothe their anxiety with some strategy. Anxiety is a feeling that is in someone when facing something emoional reaction like stress and nervousness. This research aims to investigate English teacher students' anxiety in doing micro teaching and their reasons they feel anxiety. This research used descriptive qualitative by interviewing and observing four English teacher students' teaching performance. According to the theory there are four types of anxiety. However there are two types of anxiety the researcher did not found trait anxiety and facilitative anxiety versus debilitative anxiety. English teacher students who taught in junior high school had state anxiety and English teacher students who taught in senior high school had situation specific anxiety. They give different reasons of why they felt anxious, the reasons from English teacher students which teach in junior high school English teacher student did not understand the material, students did not understand the material and students underestimated to the teacher. The reasons from English teacher students which teach in senior high school unpredictable classroom condition and students did not pay attention the teacher. This study highlight that English teacher students should prepare all their needs (material, media, knowledge, esactra) before doing micro teaching. This study also expects the lecturers should be aware to give more supply to minimize English teacher students' anxiety in doing micro teaching.

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ABSTRAK

Ninggar, Adella Dara (2020) *"English Teacher Students' Anxiety in Teaching English at Micro Teaching Practice".* A Thesis English Language Education Department. Faculty of Education and Teacher Training. Sunan Ampel State University Surabaya. Advisors I: Drs. Muhtarom, M.Ed. Grad. Dip. TESOL, Advisor II: Hilda Izzati Madjid, MA.

Kata Kunci : Micro teaching, kecemasan, pengajaran bahasa Inggris

Mahasiswa PBI harus melakukan micro teaching untuk memperbaiki keterampilan mengajar. Mahasiswa PBI harus percaya diri, berani dan mengatur kelas selama micro teaching. meskipun beberapa mahasiswa PBI mengalami kecemasan selama micro teaching. tetapi mahasiswa PBI dapat meredakannya dengan beberapa strategi. Kecemasan adalah sesuatu perasaan yang dirasakan seseorang ketika menghadapi sesuatu serta menimbulkan reaksi emosional seperti setres dan gugup. Penelitian ini bertujuan untuk menginvestigasi kecemasan mahasiswa PBI dalam melakukan micro teaching dan alasan mereka merasa takut dalam mengajar. Penelitian ini menggunakan pendekatan deskripsi qualitatif dengan mewawancarai dan mengamati kegiatan mengajar oleh empat mahasiswa PBI dengan cara observasi dan interview. Berdasarkan teori kecemasan terdiri dari empat tipe. Hasil dari penelitian ini mengungkapkan bahwa mahasiswa PBI mengalami dua tipe kecemasan yang berbeda yaitu state anxiety dan situation-specific anxiety. Mahasiswa yang mengajar di MTs mengalami state anxiety dan mahasiswa yang mengajar di MA mengalami situation-specific anxiety. Meskipun peneliti tidak menemukan dua tipe tersebut yaitu trait anxiety dan facilitative anxiety versus debilitative anxiety. Mereka juga memiliki alasan yang berbeda mengapa mereka merasa cemas. Mahasiswa PBI yang mengajar di MTs memberikan beberapa alasan mengapa mereka merasa cemas yaitu mahasiswa PBI tidak memahami materi, siswa tidak memahami materi dan siswa menyepelahkan gurunya. Mahasiswa PBI yang mengajar MA juga memberikan alasan mereka mengapa merasa cemas ketika micro teaching yaitu, kondisi kelas yang tidak terprediksi dan siswa yang tidak memperhatikan gurunya ketika penyampaian materi.

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Penelitian ini menggaris bawahi bahwa mahasiswa seharusnya menyiapkan semua yang mereka butuhkan (materi, media, pengetahuan dan lain-lainnya) sebelum melakukan micro teaching. Penelitian ini juga mengharapkan para dosen seharusnya sadar untuk memberikan pembekalan lebih untuk meminimalisir kecemasan mahasiswa dalam melakukan micro teaching.
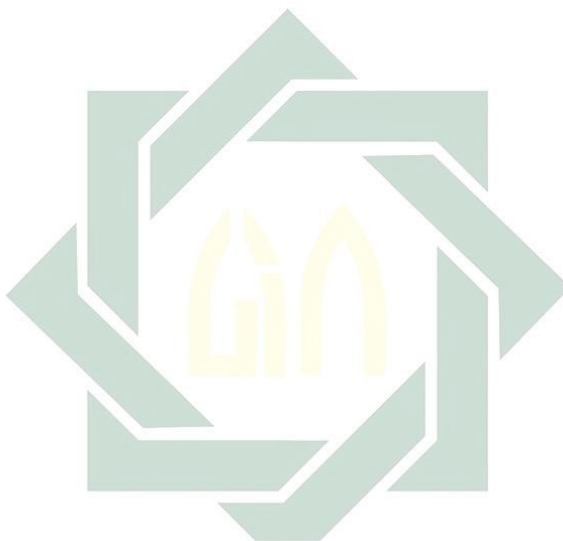
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LIST OF ABBREVIATION

PPL   : Praktik Pengalaman Lapangan

EFL   : English Foreign Language

MTsN.   : Madrasah Tsanawiyah Negeri

MA   : Madrasah Aliyah

MI   : Madrasah Ibtidaiyah

LKS   : Lembar Kerja Siswa

HOTS   : High Order Thinking Skills

ETS   : English Teacher Student

ELT   : English Language Teacher

EFL   : English Foreign Language

SPSS   : The Statistical Package for the Social Sciences

FLT   : Foreign Language Teacher

PBI   : Pendidikan Bahasa Inggri

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CHAPTER I
INTRODUCTION

This chapter presents a brief description of the whole content of the research included research background, research questions, the objective of the study, the significance of the study, and the definition of key terms.

A. Background

Teaching is an actual learning process that needs art in handling the activity, besides having teaching creativity (teaching skill), this creativity needs a specific exercise, it is called micro-teaching.[1] While in the state Islamic University of Sunan Ampel Surabaya there is twice micro-teaching practice. The first micro-teaching practice (PPL I) is done in the classroom in which the students are their friends, the lecture only gives 20 minutes to practice. The function of this activity to improve their teaching ability before they teach real students in the school at micro-teaching practice. There is also the second micro-teaching practice (PPL II), it is also known as real teaching. I n this activity English teacher students have to teach English nicely, can manage the class and should be confident while they teach in front of the class. The micro-teaching here is a training activity for English teacher students before they were a real teacher.

Some English teacher students have a problem while doing teaching in micro-teaching practice. One of the problems is the anxiety in micro-teaching. Anxiety is a feeling that is in someone when facing something emotional reaction like stress and nervousness.[2] The students have different anxiety in teaching when they do the micro-teaching practice. The anxiety has some levels that show how extreme teachers get anxious in their teaching. The anxiety can happen to everyone, not excepted for students who will be a teacher in the future. The teacher should be confident, brave and can handle the classroom. It is the problem while the pre teacher students get anxious in their first experience in teaching because this

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[1] Zainal Asril, *Micro Teaching* (Jakarta: PT Raja Grafindo Persada, 2010), 41.
[2] Atilgan Erozkan, "Determining the Anxiety Sensitivity Bases of Anxiety: A Study With Undergraduate Students". *Universal Journal of Educaion Research.* Vol. 5 No. 1 2017, 128

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is something new for them. This investigates the anxiety of English teacher students as a foreign language in teaching English in micro-teaching practice. The researcher analyzes the types of anxiety and reasons why the English teacher students feel anxious when they do their micro-teaching practice. The researcher is interested to investigate this issue to know the anxiety of English teacher students in their first teaching in the school. This research conducted in two schools, the first in MTsN 4 Surabaya, the second in MA Unggulan Amanatul Ummah Surabaya. Those schools have teaching internship relations in this semester.

Baidi Bukhori's study that has been done in Surabaya by doing collecting active speaking of students in the organization with 28 participants. This study focuses on anxiety speaking and confidence. His study showed that the anxiety of students who are active in the organization's student affairs is lower than students who are not active in student organizations.[3] The difference between this research and the previous one is the researcher focused on the anxiety of English teacher students in micro-teaching practice, but the previous one focused on the anxiety of English language teacher candidates and has no relation to gender, age, and grade.

In Irmawati Liliana Kusuma Dewi's study that has been done Semarang by doing questionnaires and documentation with two class participants. This study focused on self-confidence prospective students mathematics teachers in micro-teaching courses for preparation for the implementation of PPL in schools. Her study showed that all percentages are on self indicator confidence in understanding the concept transformation geometry show at high criteria, so it can be said that students have high self-confidence for each indicator and can be said students are ready to do teaching practice in subject micro-learning with understanding and the concept of its transformation geometry.[4] The difference between this research and the previous one is the researcher focused on the

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[3] Baidi Bukhori, "Kecemasan Berbicara di Depan Umum ditinjau dari Kepercayaan Diri dan Keaktifan dalam Organisasi Kemahasiswaan". *Jurnal Komunikasi Islam.* Vol. 6 no. 1, June 2016, 186

[4] Irmawati Liliana Kusuma Dewi, "Pemahaman Konsep Geometri dan Self Confidence Mahasiswa Calon Guru Matematika pada Mata Kuliah Pembelajaran Mikro untuk Persiapan Pelaksanaan PPL di Sekolah*". Journal of Mathematics Education IKIP Veteran Semarang.* Vol. 3 No. 1 January 2019, 85

anxiety of English teacher students in micro-teaching practice, but the previous one focused on the attitude of their speaking in native teacher class and local teacher class.

Yunus Dogan's study that has been done in Turkey by doing the survey consisted of 683 students at various engineering departments of Firat university. This study found a negative correlation between foreign language classroom anxiety and foreign language achievement. His study under the title "Foreign Language in Turkish University Students in Terms of Various Variables". The author focused on differences between foreign language preparation classroom anxiety and achievement in variables that are gender, experience abroad, perceived level of income and third language except for Turkish an English.[5] The differences between this research and the previous one are the researcher focused on the anxiety of English teacher students in micro-teaching practice, but the previous focused on the foreign language preparation classroom anxiety and achievement based on gender, experience abroad, perceived level of income and third language except for Turkish and English.

This research is done in micro-teaching practice and is a part of the new curriculum where the research conducted. The researcher remembers when she did her micro-teaching practice in the previous semester. The lesson plan is more complex and there are some references from the previous year, it is caused by curriculum development. Those are 4C (communication, collaboration, critical thinking and problem solving and creativity and innovation), media and literacy activity. Micro-teaching practice is the coaching that does by the students before being a teacher. Micro-teaching practice also uses to coaching before teach in the real world of education.

B. Research Question

Based on the rationale stated in the background of this study above, the research questions are formulated as follows:
1. What type of anxiety do the English teacher students have in micro-teaching practice?

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[5] Yunus Dogan, et.al.,"Foreign Language in Turkish University Sudents in Terms of Various Variables". *Journal of Educaion and Training Studies.* Vol. 4 No. 5 May 2016, 29

2. What are the English teacher students' reasons to feel anxiety while teaching at micro-teaching practice?

C. The Objective of the Study

Based on the rationale in the research questions of this study, the objective of the study is formulated as follows:

1. To understand the type of anxiety that the English teacher students have in micro-teaching practice.
2. To describe the reasons for English teacher students feel anxiety while micro-teaching practice.

D. Significance of the Study

The finding of this study is expected to know the anxiety problem of English teacher students in micro-teaching practice. This study is expected to give benefits for the English teacher students, the next researcher, prospective English teacher, and department curriculum. Besides, this research enriches some ideas for people who want to use this research as their references for a similar study.

1. For the English teacher students, they should improve their teaching English openly than they can decrease their anxiety in teaching English.
2. For the next researcher, the researcher expects the future researcher could study anxiety in assessing students' peer teaching performance on curriculum development.
3. For prospective English teachers, they can share their techniques or strategy in teaching English to the pre teacher to make them more confident in teaching and decrease their anxiety.
4. For the department curriculum, the researcher expects that the information of the result is very useful to facilitate the students in the next department curriculum.

E. Scope and limitation

This study focuses on anxiety in teaching English as a foreign language of English teacher students in micro-teaching practice at junior and senior high school in the seventh academic year 2019. Micro-teaching cycle II are the students to teach in the class in

particular *Madrasah* that is chosen by faculty. The researcher selected two-class junior high school and two class senior high school to investigate the kind of anxiety in teaching performance as the researcher is going to investigate. Types of anxiety in this researcher just the types that possibly happened to a new teacher or pre-teacher students in the first experience in teaching. Types of anxiety: trait anxiety, state anxiety, situation-specific anxiety and facilitative anxiety versus debilitative anxiety. After investigating the kind of anxiety the research verify the reasons for anxious feelings while doing micro-teaching practice. the feeling in this research just focuses on negative feelings specifically on anxiety. Here the researcher aimed to analyze the anxiety through student's attitudes while teaching.

F. Definition of Key Term

1. Micro-teaching practice (PPL II)

   Micro-teaching is teaching with limited time and develop skills.[6] The researcher believes that micro-teaching practice is teaching skill training before real teaching. Micro-teaching practice is just simple teaching in the class and they practice to teach but all of the activity must be structured. The first micro-teaching practice (PPL I) is done in the classroom in which the students are their friends, the lecture only gives twenty minutes to practice. There is also micro-teaching practice (PPL II), its also known as real teaching. English teacher students do real teaching at school for two months with some requirements.

2. Anxiety in teaching

   Anxiety is the fear of receiving negative feedback from others.[7] In this research, the researcher believes that anxiety is the anxious feeling that most people feel because they are afraid to make some mistakes and they feel worried tensions and nervousness. In this research, the definition of anxiety is the students feel anxious to do something and can not hide

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[6] Zainal Asril, *Micro Teaching*...43.
[7] Omid Talebi Rezaabadi, "The Relationships Between Social Class, Listening Test Anxiety and Test Scores". *Advances in Language and Literary Studies.* Vol. 7 No. 5, October 2016, 156

that feeling. In this research, the researcher concludes the anxiety as anxious is the students' feeling which makes their work can not optimally be done. Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language teaching that arises from the uniqueness of the language teaching process.[8] The researcher defines anxiety in teaching as every English teacher students have their characteristics in teaching English. The types of anxiety that used in this research are four types. The first type is trait anxiety based on Spielberger, the second type is state anxiety based on Spielberger, the third types are situation-specific anxiety based on MacIntyre, the last type is facilitative anxiety versus debilitative anxiety.[9] Trait anxiety is someones' feeling anxious in any situation. State anxiety is someones' feeling with real reaction at a particular moment. Situation-specific anxiety is people experienced in a well-defined situation. Facilitative anxiety helps people do higher than they could otherwise, debilitative anxiety is hindering the method of successful language learning.

3. English teacher students

The student of the education department who will be English language teachers and do micro-teaching.[10] In this research, the definition of English teacher-students is the students of the education department have a duty which does micro-teaching practice in the university (PPL I) and micro-teaching practice in the real classroom (PPL II). The students of the education department must do this because micro-teaching practice is one of the duties for them. In this research, the writer defines English teacher students must do training before being an English language teacher.

4. Students feeling

According to Muhammad Surya, the feeling divided into two kinds that are the feeling itself and the emotion. The

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[8] Vina Agustina, "Pre-Service Teachers' Anxiety During Teaching Practicum". *English Review: Journal of English Education.* Vol. 2, June 2014, 182

[9] Dr. Nilufer Bekleyen. Foreign Language Anxiety. English Language Teaching Department

[10] Zainal Asril, *Micro Teaching*..42.

feeling is something that someone feels without any reaction. Emotion is a feeling of someone that is showed by the reaction of someone feeling.[11] In this research, students feeling that is discussed is the anxiety that is happened to English teacher students as the participant.

5. Reason

According to Merriam reason is a statement offered in explanation or justification.[12] This research reason is an explanation from English teacher students who faced anxiety during the micro-teaching process.

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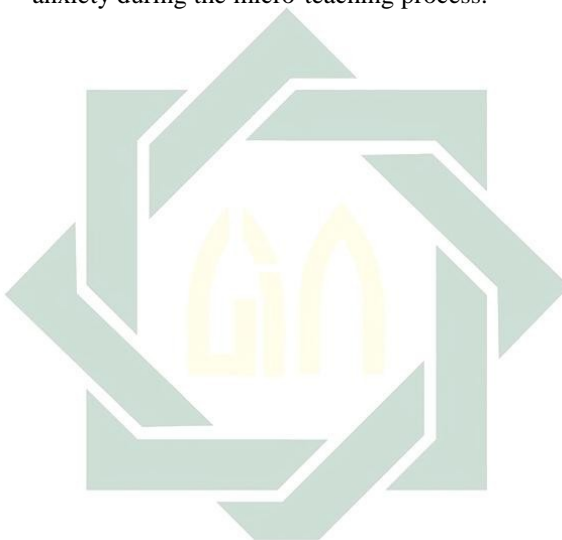
[11] Prof. Dr. H. Mohammad Surya. Psikologi Guru: kosep dan aplikasi, dari Guru untuk Guru. (Bandung: ALFABETA, 2014) 71
[12] Merriam Webster. "Definition of Reason". (https://www.merriam-webster.com/dictionary/reason acses on February 24, 2020)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature that is used in this research. Related to the topic of this research, the researcher has presented some reviews of literature that have been divided into four parts: anxiety, English teacher students, teaching English performance and micro-teaching. The researcher has explained those four parts briefly according to the theory related to the research.

A. Theoretical Framework

1. Anxiety

Anxiety is the feeling afraid to accept negative feedback from others.[13] In this research anxiety that English teacher students feel is a feeling worries accept negative feedback from the students, their friends and the teacher from selected school. English teacher students feel anxious because they are afraid of making a mistake and they feel worried, tensions and nervous. Krashen stated that anxiety is as part of learners' affective filter, anxiety can meddle with the process of learning and understand a language.[14] The researcher defines anxiety is English teacher students feel anxious during micro-teaching practice. The feeling like panicky or tremble that English teacher students faced during micro-teaching practice.

According to Horwitz and Cope state that foreign language teaching anxiety is heard complex of self-perceptions, conviction, feelings, and behaviors related to classroom language teaching that move from the uniqueness of the language teaching process.[15] The researcher defines teaching anxiety as feelings' English teacher students when they do micro-teaching practice. English teacher students feel worried or nervous when they do micro-teaching practice, but those feelings are natural because they are a pre-service

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[13] Omid Talebi Rezaabadi, "The Relationships Between Social Class, Listening Test Anxiety and Test Scores". *Advances in Language and Literary Studies.* Vol. 7 No. 5, October 2016, 156

[14] Dr. Nilufer Bekleyen, "Foreign Language Anxiety". 39

[15] Vina Agustina, "Pre-Service Teachers' Anxiety During Teaching Practicum". *English Review: Journal of English Education.* Vol. 2, June 2014, 182

teacher do training in the school. Each English teacher students have their feeling during the micro-teaching process. Gardner and Leak believe that teaching anxiety includes is the teacher involve questions from the students, make conversation and apprehension concerning interactions with the audience which involve questions from students, immediate negative feedback, class disruptions or end-of-term student evaluations as distinct from speech anxiety.[16] In this research anxiety in teaching define as English teacher students join the activity with the students in the class, English teacher students monitor every activity that does by the students like make conversation, ask about the assignment, and answer the questions from the students. English teacher students accept evaluation after micro-teaching practice from the teacher from the selected school. Types of anxiety:

a. Trait anxiety

Trait anxiety is someones' feeling anxious in any situation. Trait anxiety must be distinguishing that trait anxiety with state anxiety is different. Trait anxiety shapes to a relatively stable emotional state than individual experience more often than most people feel and is part of the individual's personality. People with high levels of trait anxiety are typically nervous and they lack emotional stability. On the other hand, a person with low trait anxiety is unstable, did not clam and did not relax.[17] In this research. Trait anxiety is felt by English teacher-students is a stable emotional more powerful than individual experience during micro-teaching practice. English teacher students can be overcome this anxiety, because their feeling can control although English teacher students have individual experiences before, about their worries in teaching. However, English teacher students can overcome and solve their anxiety, but English teacher students still feel it. For example, English teacher students can handle the students when they make a noise by giving them interest activities like play games.

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[16] Assist. Prof. Dr. Ali MERC, "Teaching Anxiety of Student Teachers From Different Disciplins". *International Journal of Global Education.* Vol. 4 January 2015, 20

[17] Spielberger, C.D., "Manual for the State-Trait Anxiety Inventory". *California: Consuling Psychological Press.*

b. State anxiety

State anxiety is someones' feeling with real reaction at a particular moment.[18] The researcher defines state anxiety as feeling anxious in a certain part and indicate real reaction in micro-teaching practice. English teacher students who have experienced in teaching in the past as a real moment to a certain situation. However, there has been a criticism pointed at the ambiguity that the supply of apprehension can only be assumed to be given situation because this technique does not ask the subject to ascribe his or her emotional state to any cause despite numerous chance. For instance, the subject who expecting some daunting situation within shortly, for example, giving a speech or an examination, can be anxious despite the provided experimental condition.[19] This anxiety in teaching describes that English teacher students can be hidden or can not admit they are anxious although any causes that can cause this anxiety. This anxiety usually appears in every activity in teaching because of unexpected moments. For example, English teacher-student worries if the students ask HOTS questions because in the past English teacher-student can not answer HOTS questions. State anxiety has been defined as "consisting of subjective feelings of tension, apprehension, nervousness and worry, with associated arousal of the autonomic nervous system.[20]

c. Situation-specific anxiety

Situation specific anxiety is the people experienced in a well-defined situation.[21] This anxiety in teaching defines as English teacher students feel anxious at a certain time during micro-teaching practice. Situation-specific anxiety constructs that they called foreign language anxiety. They argue that foreign language anxiety is answerable for students' negative emotional reactions to language learning. Foreign language anxiety consists of three components:

[18] Spielberger, C.D., et.al., *Cross-cultural Anxiety*. Washington: Hemisphere Publising Corporation

[19] MacIntyre, P.D., et.al., *Method and Result in the Study of Anxiety and Language Learning*. Language Learning, 1991

[20] Illahi Bux Gopang, "English Speaking Anxiety: A Study of Undergraduate at Lasbela University, Baluchistan". *The International Research Journal "International Researcher"*. Vol. 4, January 2015, 53-61

[21] MacIntyre, P.D., et.al., *Language Anxiety: its Relationship to Other Anxieties and to Processing in Native and Second Languages.* Language Learning, 1991

communication apprehension, test anxiety, and the fear of negative analysis.[22] This type of anxiety in teaching gives name foreign language anxiety. This anxiety in teaching tells other people that teach a foreign language is different because this language is the international language in the world and not all the students like this language. This anxiety appears when the English teacher-student makes a conversation with the students during micro-teaching practice. English teacher-student also feels anxious when the students do their tests. English teacher students also worry if they get a bad evaluation from teacher-selected school after micro-teaching practice in the class. There the cause of situation-specific anxiety nervousness, irritability, fatigue, worry, low self-esteem, shaky hands, headaches, muscle tension, chest pains, sweaty palms, rapid heartbeat, shallow breathing, sweating and blushing.[23]

d. Facilitative anxiety versus debilitative anxiety

In addition to the trait, state, and situation-specific distinction, previous research has additionally "facilitative anxiety", that helps people do higher than they could otherwise, from "debilitative anxiety", that gets in the way. Debilitative anxiety hinders the method of successful language learning and it is detrimental to the students' learning whereas helpful anxiety would keep the students' balance and alert.[24] In this research, this type of anxiety in teaching define facilitative anxiety as the students strong and the teacher weak. For Example, the teacher worries about the students' understanding during the learning process, if the students do not understand the material they score in the exam is bad. Debilitative anxiety defines as the teacher's strength and the students' weak example, a student who is worried about the upcoming exams decide not to take the test. This type of anxiety can facilitate or debilitate for English teacher students who did micro-teaching practice.

According to Nevid, et. al., there are three symptoms of anxiety physical characteristics, cognitive and behavior.

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[22] Mahshad Tasnimi, "Affective Factors: Anxiety". Journal of Pan-Pasific Association of Applied Linguistics. Vol. 13 No. 2, 2009, 124

[23] Guest Author, "Three Types for Managing Situational Anxiety". rtor.org (https://www.rtor.org/2018/11/06/tips-for-managing-situational-anxiety/ acses on February 24, 2020)

[24] Brown D.H, *Principles of Language Learning and Teaching*. London: Prentice Hall Regents, 1994

1) Physical characteristics

Physical anxiety in someone include disquiet, nervousness, hand and body tremble, fainting, difficulty speaking, heart palpitations, fingers or limbs feel cold, dizzy, feel weak, throat feels constricted, or neck the back feels stiff, hot-cold, frequent urination, cheeks or face feels red, sensitive and irritable.

2) Cognitive

The characteristics of the cognitive aspect include worried about something happening, that belief something terrible will happen soon, feel threatened by a person or event normally little or no attention. Difficult to concentrate or difficult to focus the mind, and worried about being left alone.

3) Behavior

Behavior or often referred to as behavior includes avoiding behavior, behavior inherent and shaken behavior.[25]

According to Savitri, there are several factors show anxiety reactions, including:

a) Environment

The environment or the vicinity of residence affect the way of thinking individuals about themselves and others. This is caused by there are unpleasant experiences in individuals with family, friends, or colleagues. So that the individual feels insecure about the environment.

b) Suppressed Emotions

Anxiety can occur if the individual is unable to find a way out for his feelings in this personal relationship, especially if he suppresses anger or frustration in the long run very long.

c) Physical causes

The main and body always interact with each other and can cause anxiety to arise. This is seen in a condition such as for example pregnancy, as a teenager and when recovering from an illness. During these conditions, feelings changes commonly appear, and this can cause anxiety.[26]

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[25] Widyaastuti. "Punyusunan Skala Kecemasan Aspek Sosial untuk Siswa Kelas IV Sekolah Dasar". In Nevid, et.al., (Ed.). *Psikologi Obnormal* (Jakarta: Erlangga, 2003).
[26] Savitri Ramaiah. *Kecemasan Bagaimana Mengatasi Penyebabnya*. Jakarta: Pustaka Populer Obor. 2003

2. English Teacher Students
    a. Requirements to follow (micro-teaching):
        1. Students have passed the micro-teaching prerequisite course according to departmental policies and study programs.
        2. Students have passed the micro-teaching course micro-teaching.
        3. Students actively study (not on leave) who have taken courses with a minimum credit amount of 120 credits.[27]
    b. Participant of micro-teaching II:
        1. Participant of micro-teaching II is the English teacher students fill pre-requirement a participant of micro-teaching II.
        2. Participants of micro-teaching II has registered as the participant and also have joined provisioning micro-teaching II.
        3. Participants of micro-teaching II must join all of the activities starting from the preparation stage, implementation, until making the report.
        4. The participant must obey all of the arrangement of implementation micro-teaching II.
        5. The participant must succeed in micro-teaching II program that has set by the university.
        6. The participant has the right procure service leadership from the lecture and teacher from selected schools.[28]

3. Micro Teaching
        According to Mc Knight, he said that micro-teaching is teaching with limited time and developing skills.[29] In this research, micro-teaching practice is teaching skill training before real teaching. Micro-teaching practice just a simple teach but all of the activity must structure. Micro-teaching

[27] Evi Fatimatur Rusydiyah, et.al., Pedoman Praktik Pengalaman Lapangan (PPL II) Menggunakan Model Konferensi 321 (Fakultas Tarbiyah dan Keguruan, 2018)
[28] Evi Fatimatur Rusydiyah, et.al., Pedoman Praktik Pengalaman Lapangan (PPL II) Menggunakan Model Konferensi 321 ... 9
[29] Zainal Asril, Micro teaching...43

practice has several benefits as describe by Zainal Asril. Develop and foster the skills of certain prospective teachers in learning, controlled teaching skills and can be trained, rapid repairs or improvements can be immediately observed, practice mastering better teaching skills, during the training the prospective teacher can focus attention objectively, demands a systematic and objectiveness of school use in a relatively short teaching practice time.[30] In this research micro-teaching practice is one of the courses in English language education. English teacher students have passed the micro-teaching course (PPL I) before doing micro-teaching practice (PPL II) in the real classroom. These courses usually did in the seventh semester by English teacher students. English teacher students did the micro-teaching practice after have taken courses 120 credits. English teacher students must follow all of the rules at micro-teaching practice. English teacher students teach in the school that has been determined by faculty. English teacher students teach in the school for two months.

4. Students Feeling

According to Muhammad Surya, the feeling divided into two kinds that are the feeling itself and the emotion. The feeling is something that someone feels without any reaction. Emotion is a feeling of someone that is showed by the reaction of someone feeling.[31] However, the feeling and the emotions have the same category in someone's affection. According to Kretch and Crutchfield, they are six groups in emotion and feeling. Those six groups are primary (sad, happy, scary and angry), sensory stimulation (hurt, happy, horrible and disgusted), self-assessment (shy, proud and guilty), individual relation (love, hate, and pity), appreciative (humor, beauty and indebted), and heart situation (sadness, happiness, and anxiety).[32] It can be

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[30] Zainal Asril, *Micro Teachi*..53
[31] Prof. Dr. H. Mohammad Surya. Psikologi Guru: kosep dan aplikasi, dari Guru untuk Guru. (Bandung: ALFABETA, 2014) 71
[32] Prof. Dr. H. Mohammad Surya. Psikologi Guru: kosep dan aplikasi........................80

concluded the anxiety is included in the hurt situation, emotion, and feeling.

5. Teaching English

    Teaching English is art. It demands not only knowledge and understanding of the core areas of learning, but also the ability to teach these creatively and foster learner creativity in the process. five skills that are important for a teacher. These five skills are ethical work, collaboration, good communication, social responsibility, critical thinking problem-solving.

a. Work ethic is a system of moral principles in performance or rules of conduct in performance. Work ethic in the world of work in the form of skills in fulfilling duties and obedience to established rules and skills to maintain ethics in interpersonal relations.

b. Collaboration is the ability to build a network of collaboration with others.

c. Good communication is the ability to communicate effectively and efficiently with other people, both individually and in groups.

d. Social responsibility is the ability to participate in having social responsibility.

e. Critical thinking and problem-solving are critical skills and problem-solving skills.[33]

B. Previous Study

Five previous studies that are used in this research. The first previous study is entitled to "Foreign language anxiety of English language teacher candidates: a sample from Turkey" by Murat Hismanoglu. This study has been done in Turkey by administering questionnaires to 132 participants (46 males and 86 female) English language teacher candidates at different grades of the ELT department at a state university in Turkey. This study found a significant relationship of anxiety towards age, gender, and grade

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[33] Rochman, Chaerul. 2011. Pengembangan kompetensi kepribadian guru: menjadi guru yang dicintai dan diteladani oleh siswa. Bandung. Nuansa cendikia

level. His study under the title The author focused on revealing the factors having an impact on foreign language anxiety.[34]

The second previous study is entitled to"Investigating foreign language learning anxiety among Yemeni university EFL learners: a theoretical framework development" by Amr Abdullatif Yasin. This study has been done in Yemeni by doing a questionnaire and surveys, and the participants are 155 Yemeni university students. This study focused on investigating the level of foreign language anxiety experienced by Yemeni university EFL students. This study under the title The result of this study for the whole group shows that the students experienced a moderate level of anxiety. The source of anxiety might be due to the difference in the language system as the English language system is different from the Arabic language.[35]

The third previous study is entitled to"Foreign language teaching anxiety of language teachers pre-service versus in-service" by Hasan Serif Baltaci. The study has been done in Turkish state university by doing SPSS research and with 30 participants from non-native pre-service teachers. This study under the title This study focused on investigating the feeling of foreign language teaching anxiety of pre-service and in-service teachers. The result of this study shows that different levels of anxiety were measured in each group individually and there was a significant difference between pre-service and in-service foreign language teachers' concern to their FLT.[36]

The fourth previous study is entitled "English speaking anxiety: A Study of Undergraduate at Lasbela University, Baluchistan" by Illahi Bux Gopang. This study has been done in Pakistan, by doing questionnaire research and 35 undergraduate (15 female and 20 male) students studying English as a major subject participant. His study under the title This study focused on address the concerned issue found in students of Lasbela University, Baluchistan. The result of this study to show students feel moderately anxious in an

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[34] Murat Hismanoglu, "Foreign Language Anxiety of English Language Teacher Candidates: a Sample From Turkey". *Procedia Social amd Behavioral Sciences*. September 2013, 937

[35] Amr Abdullatif Yasin, et.al., "Investigating Foreign Language Learning Anxiety Among Yemeni University EFL Learners: a Theorotical Framework Development". *Canadian Center of Science and Educatin*. Vol.11 No. 10, September 2018, 51

[36] Hasan Serif, "Foreign Language Teaching Anxiety of Language Teachers Pre-service versus In-service". *First International Black Sea Conference on Language and Language Education.* 22-23 September 2017, 291-296

oral presentation, participate in a conversation with native speakers.[37]

The last previous study is entitled to "Pre-service mathematics teachers' math anxiety" by Ahmad Dzulfikar. This study has been done in Universitas pesantren Tinggi Darul Ulum by doing a mixed method with participant 20 students of mathematics education. His study under the title His study focused on pre-service mathematics teachers' anxiety. He found that pre-service mathematics teachers' have a medium level of anxiety.[38]

Comparing all of the previous studies and this recent one, the study that is done by Murat Hismanoglu discusses foreign language anxiety of English language teacher candidates: a sample from Turkey. The difference with this recent study that more focuses on English teacher students' anxiety in teaching English as a foreign language at micro-teaching in high school. The similarity between this research is the participant from English language teacher candidates. The second study that is done by Amr Abdullatif Yasin discusses investigating foreign language learning anxiety among Yemeni university EFL learners: a theoretical framework development. The difference with this recent study more focuses on English teacher anxiety in micro-teaching. The recent one has a similarity, the participant from the English teacher-student department. The third study that is done by Hasan Serif Baltaci discusses Foreign language teaching anxiety of language teachers pre-service versus in-service. The difference with this study is discussed about English teacher students' anxiety in teaching English as a foreign language at micro-teaching practice. The sixth study that has been done by Illahi Bux Gopaang discusses English speaking anxiety: A Study of Undergraduate at Lasbela University, Baluchistan. The difference between this study discusses English teacher students' anxiety in teaching English as a foreign language at micro-teaching practice. The seventh study that has been done by Ahmad Dzulfikar discusses pre-service mathematics teachers' math

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[37] Illahi Bux Gopang, "English Speaking Anxiety: A Study of Undergraduate at Lasbela University, Baluchistan". *The International Research Journal "International Researcher".* Vol. 4, January 2015, 53-61

[38] Ahmad Dzulfikar,"Pre-service mathematics teachers' math anxiety". Vol.1 No.1, March 2016, 44

anxiety. The difference with this recent study focuses on English teacher-students' anxiety in micro-teaching. The recent one has similarity, the similarity used an interview in collecting the data.
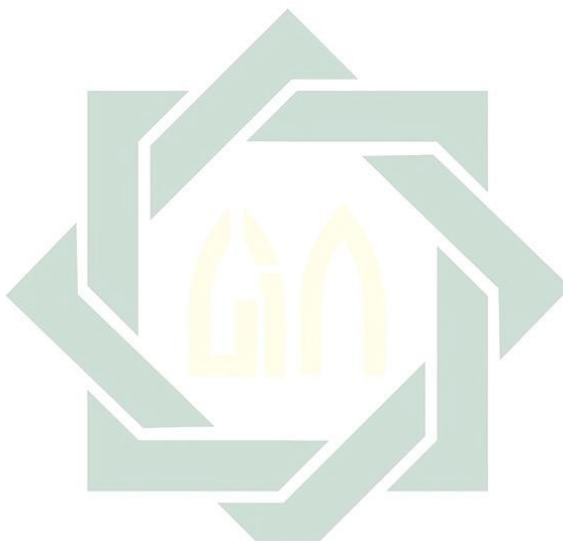
CHAPTER III

RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers research design, research setting, research subject, data and source of data, data collection technique, research instrument, and data analysis technique.

A. Research Design

Based on the aim of the study, this study used a qualitative approach. The researcher chooses this method because this research explains the data descriptively. To start collecting the data, first, the researcher observed the micro-teaching activity of students and observed the anxiety of English teacher-student during micro-teaching. During the microteaching process, the researcher observed English teacher-student activities in the class by making observation notes. The researcher also recorded an English teacher-student when the micro-teaching process. Meanwhile, to support the data valid the researcher interviewed the English teacher students to know reasons for English language teacher students' feeling anxious while teaching at micro-teaching.

B. Research Setting

This research is conducted at MTsN. 4 in Surabaya that located at Jl. Kendung Gg I No. 25 Benowo, Surabaya, East Java and MA Unggulan Amanatul Ummah in Surabaya located at Jl. Siwalankerto Utara No. 56 Wonocolo, Surabaya, East Java. This research had been conducted in September 2019 when the English teacher students do micro-teaching practice in the school. Those schools were chosen because those schools have teaching internship relations with the English teacher education department. There are only a few schools in Surabaya with English teacher students. There are two English teacher students of each school that observed and interviewed by the researcher. The researcher intended to collect the data to two selected students spread evenly. It is taking one student from each class in school.

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C. Research Subject

The researcher chooses teacher students of the English education department of UINSA. The researcher chooses four English teacher students. They were selected based on purposive sampling[39] that is significant as the same meaning with qualitative research. Typical case sampling when a researcher is dealing with large programs helps set the bar of what is standard or "typical". Candidates are generally chosen based on their likelihood of behaving like everyone else.[40] The researcher chooses both two schools in a different grade because, in the book of pedoman PPL, two grade schools are used for teaching practice, there is junior and senior high school.

D. Data and Source of Data

1. Data

    The first data is used in this research is the researcher did observation to four English teaches students to know what types of anxiety that were faced by the English teacher students have in micro-teaching practice at the school. The researcher observed four English teacher students in a school when they did micro-teaching. The researcher recorded them during observation in the classroom. The researcher takes the data from their performance.

    The second data that is used in this research is the researcher interviewed four English teacher students. The researcher interviewed to know what are English teacher students' reasons felt anxiety while micro-teaching practice at the school based on the person. The researcher interviewed English teacher students after observation, during interviewed the researcher also recorded the information from English teacher students.

2. Source of Data

    The Source of data was needed in this research and was obtained from the subject of this research by interviewing four

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[39] Palys T, "Purposive Sampling". In L. M. Given (Ed.). *The Sage Encyclopedia of Qualitative Research Method* (Sage: Los Angles)

[40] Ilker Etikan, et.al, "Comparison of Convenience Sampling and Purposive Sampling". *American Journal of Theorotical and Applied Statistics.* Vol 5 No. 1 December 22, 2015, 1-4

students of high school. The data that is got in this research is from four English teacher students who were doing micro-teaching practice in those schools.

E. Data Collection Technique

The researcher used a video recorder and audio recorder as a simplifier of data collection. The video recorder is used for evidence of observation. The audio recorder is used as evidence of an interview. Firstly the researcher contacted the resource person an observation agreement. The researcher chooses the class then asked permission from the lecturer concerned. After that, the researcher began observation using observation notes and recording during micro-teaching practice. After observation, the researcher interviewed the English teacher students out of class. The researcher observed four English teacher students at a different school. The observation also did four in a different class. The researcher observed four English teacher students from the state Islamic University of Sunan Ampel Surabaya at MTsN. 4 Surabaya and MA Unggulan Amanatul Ummah Surabaya. The first observation at MA Unggulan Amantul Ummah on 2nd September 2019 and second observation at MTsN. 4 Surabaya on September 12, 2019.

F. Research Instrument

1. Observation is a technique of collecting data by observing directly the students' teaching activity by observation notes and recording them in by using a video recorder. The researcher used observation field notes to answer the first research question about types of anxiety faced by English teacher students. First, the researcher came into the classroom to observed English teacher students. During the observation, the researcher also records the micro-teaching process. Then, the researcher observed and identify English teacher students used the instrument of observation field notes and also made a note. The researcher observed four Engling teacher students one by one in a different classroom. The observation field notes used an instrument to analyze the type of anxiety faced with English teacher students during micro-teaching. After analyzing the type

of anxiety the researcher made notes in the instrument about their anxiety.

2. The interview is a research technique carried out using dialogue both directly (face to face) and through certain media channels between interviewers and those interviewed as data sources. Interviews are widely used when researchers need qualitative data. The researcher used the interview to answer the second research question about English teacher students' reasons felt anxiety. The researcher interviewed four English teacher students after observed them. The researcher interviewed English teacher students one by one after micro-teaching practice. The researcher used audio recorders as the media interviewed. The researcher interviewed them with an interview guideline contained thirteen questions.

G. Data Analysis Technique

The observation and interview result of the anxiety in teaching English as a foreign language at the micro-teaching practice are analyzed through six steps:

1. The first step is collecting data. In this step, the data is collected and involves observation which answered the types of anxiety. The interview result was to answer students' reasons to feel anxiety. The researcher collected transcripts of observation, interview, audio recording, and video recording.

2. The second step was organizing and preparing data for analysis. The collected data was prepared and organized before going to the next step. After the researcher got the data from observation and interview, the researcher prepared and organized the data to be analyzed. The data were distinguished based on the type of data to answer the research question. To answer the research question, the researcher used the interview transcript as the main data which was supported by theory or literature review and documentation to get an answer to the first and second research questions.

3. The third step was reading all the data. After the data was prepared and organized well, the researcher read all the data

to gain information as much as possible. It was included a general idea that participants saying, the impression of the overall depth, credibility, and use of the information. While reading the data, the researcher transcript the data into the appropriate sentence. All information from the subjects needed to be categorized whether it could answer the research question or not. This step was about general information for the overall meaning of the data from the interviewed.

4. The fourth step was coding the description of data. In this step, the researcher started to analyze the data or information from the transcription that is categorized into several facts. It was to see the meaning of the participants' saying in answering the question for the interview. This was also to identify which information is useful to be used in this study or need to be reduced.

5. The fifth step is interrelating data with the theory. After coding the data, the researcher reel the data from the interview with the theory to answer both of the research questions. The data from the students' observation and the interview was matched with theory from an expert about the types and reasons for students' anxiety while doing micro-teaching practice. After the data transcribed well, the researcher also needs to analyze the theory. Then, relate it well to conclude the study.

6. The sixth step was interpreting the findings. The researcher needed to interpret the data from research findings and discussion. It could be a personal interpretation of the researcher. The interpretation could be a meaning derived from a comparison of the findings with information gleaned from the literature or theories. The analysis focused on the types and causes of why students are anxious while doing micro-teaching practice. The last step of analyzing data was to conclude the whole research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data findings and discussion related to the proposed questions based on the data gathered during the investigation. The finding of this research covered the type of anxiety do the English teacher students and students' reasons for feeling anxiety.

A. Findings

To answer the research questions, the researcher did observations and interview with four English language teacher students who taught in senior high school. The researcher selected those English language teacher students purposefully considered English language teacher students' anxiety. Here, English language teacher students who taught in senior high school also have their anxiety. The researcher wants to know whether any different anxiety and their reasons when doing micro-teaching.

A.1 English teacher students anxiety in micro-teaching

The researcher used observation notes as a tool to observation English teacher students in the class during micro-teaching. The researcher used the video recorder as the media. The researcher observed four English teacher students at two schools in a different class. The researcher observed English teaches students to know types of anxiety what the English teacher students have in micro-teaching. Here, it is described as follows:

1. English teacher students A

After observed English teacher-student A, the researcher classifies that English teacher-student faced state anxiety. She nervous when answering the questions from her students. At this moment she looks confused about the question. She often conversation in the class. At this moment she often invites her students to the conversation. She talked about the material with the students. She could not handle the class. At this moment, she did not use a strategy to take interest in the students.

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2. The English teacher students B

After observed English teacher-student B, the researcher classifies that English teacher-student faced state anxiety. She often moved her hand and often laughed. At this moment, she moved her hand when they explained the material. She also often laughed when she conversation with her students. She wasted time and did not give feedback to the students' assignments. At this moment she did not talk about time to do the assignment. During the assignment, she often conversed and joked with her students, and the students also did not yet finish their assignments.

3. The English teacher students C

After observed English teacher-student C, the researcher classifies that English teacher-student faced situation-specific anxiety. Some of the students coming late and the students miss teachers' explanations. At this moment, her students coming late because of the time of teaching pause with the first break, and some of the students outclass class. The students were lazy to learn. In the last activity, the students lazy to did the assignment, they felt lazy because of less motivation and also tired with activity in the Islamic boarding school. In the last part, the students could not focus. They could not focus because they slept and their mind divided with other activities in the Islamic boarding school.

4. The English teacher-student D

After observed English teacher-student D, the researcher classifies that English teacher-student faced situation-specific anxiety. The students slept in class. At this moment, the students slept because the time of teaching is time to break, and the students also tired of other activities in Islamic boarding school. Some of the students coming late and the students miss teachers' explanations. At this moment the students coming late because before the learning process is time to break. So, some of the students outclass. English teacher-student has a low voice, she also less enthusiastic to handle the class. At this moment, English teacher students have a low voice to teach her students, and she also could not handle the class. Some of the students slept but she did not care about the situation.

A.2 English teacher students' reasons for feeling anxiety while teaching at micro-teaching practice

Interview guidelines contained thirteen questions. Those questions were related to the second research questions that are English teacher students' reasons. The first question until the fourth question to opening and warming up the interviews. The main questions were about their reasons feels anxious while doing micro-teaching practice in the class. In closing, questions were about their strategy to reduce their anxiety.

1. English teacher-student A

She ever had teaching practiced in the course. She also ever had teaching practiced in micro-teaching. She had practiced in university with 15 students who the students were her friends and in the course with three students of third grade in Elementary school. She felt anxious because the students did not like the English language and the students gave less enthusiasm. She felt anxious because she was afraid whether she could not manage the condition of the classroom, and also worry that her lesson plan is not carried out in the class. Based on the table she does felt difficult in handling the students while teaching.

> *"I feel anxious when I manage the classroom and the students. Because the students are seventh grade in junior high school, a fresh graduate from elementary school that is difficult to manage their attitude."*

She ever felt anxious when she taught in private class. She felt that the students could not understand the material and she also worry the students, not like the English language. The children in private classes do not like English, for children English is difficult to understand, the children were from elementary school in the third grade.

> *"I ever anxious when I taught in private class because the students did not like English."*

In micro-teaching, she also felt anxious she worries in part after English teacher-student explained the material, English teacher students worry if the students could not understand the material, and usually, in the class, the students did not pay attention their teacher. English teacher students during the teaching process come one by

one to the students who asked the questions or who do not understand the material that the English teacher-student explained.

> *"I also worry at micro-teaching because the students can not understand the material because the students in the class are making a noisy."*

She felt occasion unexpected in teaching that during the learning process the students felt bored in the class and also slept. She had not interest activity that could make the students enjoyed and fun during the learning process. Her activity in the class explained the material first without brainstorming in the beginning activity.

> *"During the learning process, my students bored and sleep in class. I confused what should I do in the class"*

She just felt anxious at the beginning of the teaching, the students were less attitude and childish because they were fresh graduate from elementary school and she often gives them warning and punishment with diminishing the score and asked the students to did their assignment out of class. She also called the name who did not pay attention to her teacher during the explanation of the material.

> *"I just feel anxious about the beginning of time teaching. The students less attitude and childish because they fresh graduate from elementary school and I often give punishment to diminish the score and ask the students to do their assignment out of class."*

She just felt anxious at the beginning of the time of teaching and over time the students could not control and she got less anxious. For the first time, the English teacher felt anxious because she did not know her students, but know she accustomed to her students and with the school situation. English teacher students had a strategy that could manipulate their anxiety. So, know her anxiety diminish and she also could manipulate her anxiety while doing micro-teaching. The strategy was joking with the students in the class. Some time she also applied strategy from her friends.

> *"I joke with the students or playing the game before the learning process. I observe my friends when*

*they teach and also memories that strategy they use to
handle the classroom in micro-teaching."*

English teacher-student did not have anxiety from the first day
until the end. Her anxiety just at the beginning of time teaching, for
the first time she has anxiety, but over time the students could
control and they also know each other. So her anxiety diminishes
over time and could solve her anxiety. She felt not confident about
whether she could manage the classroom and she did not understand
the material, but she has a solution to solve her anxiety. She felt that
because if she could not manage the classroom the students did not
interest her activity and the students could not enjoy and have fun
during the learning process. If the students did not interest, they did
not pay attention to her explanation and the students do not
understand the material.

2. English teacher-student B

She ever had teaching practiced private courses and micro-
teaching I. In January until July in private course. She had practiced
in university with fourteen students who the students are her friends,
in the private course with 7-10 students and the school when she did
service-learning with 36-40 students. Based on the table, she
difficult in handling the students while teaching. What was the most
difficult for her to control the students, take their interest to focus on
her explanation and she also felt anxious if the students do not
understand with my explanation? She felt anxious if the students did
not understand her explanation and difficult to manage the students.
Her anxious same with her friend that difficult to manage the
students and also feel anxious if her students could not understand
the material.

*"I anxious if the students did not understand my
explanation and difficult to manage the students."*

She felt anxious at the beginning of the time of teaching. The
first time she taught in the seventh grade of junior high school in
another school, the students were difficult to control. Same with the
place of her micro-teaching, she also taught seventh grade of junior
high school that difficult to handle.

*"I feel anxious about the beginning of time
teaching. The first time I taught seventh grade of junior*

high school to fulfill an assignment in other schools. The
students are difficult to control. Different with now, I am
here as the pre-service teacher do micro-teaching cycle
II that teach during two months"

She had anxiety at the beginning of teaching that could not manage the classroom. However, in micro-teaching, her anxiety over time lost because she had a strategy that used to manipulate her anxiety. Over time the students could handle and her anxious loss.

"I have some anxiety at the beginning of time
teaching that is I can not manage the classroom."

She had occasion unexpected in teaching that is, she feels the students underestimated the teacher. The students consider English teacher students just pre-service teachers, not the real teacher. The students also consider English teacher students as their friends.

"I feel the students underestimated their
teacher"

She felt anxious just at the beginning of the time of teaching but still felt anxious. She felt anxious because worry if the students could not understand the material and accustomed to the condition of the students in the class. Sometimes the students were noisy or sleep in the class. Her time teaching is after the second break, so the students were sleepy in the class. However, over time her anxiety is lost because she could handle the students and manage the classroom.

"I feel anxious just at the beginning of time
teaching but still anxious. I feel anxious because I worry
if the students can not understand the material and
accustomed to the condition of the students in the class."

She just felt anxious at the beginning of the time of teaching. The part of students understands the material but other parts of students do not understand the material. She could soothe her anxiety with some strategy. To solve her anxious she asked the students about their understanding of the material, she also did the conversation with the students. She used reviews of the material and did the quiz to diminish her anxiety. If the students understood her explanation,

then her anxiety is diminished, but if the students did not understand her explanation then she more anxious.

> *"I used reviewing the material and do the quiz (ask and answer) some questions with the students."*

3. English teacher-student C

She ever had practiced teaching in micro-teaching (PPL I) and service-learning. She did not know for sure, perhaps more than five times. She ever taught in Islamic elementary school and junior high school more than three times. She had practiced in university with fourteen students who the students were her friends, MI Tarbiyatus Sarifah Sukodono with more than 30 first grade students, MTs Nurul Huda Sedati with 28-30 second grade students. Based on the table she did not difficult in handling the students while teaching.

> *"One thing that was most difficult for her was to motivating the students especially to keep their motivation from the beginning until the end of the class, because of the school condition. Also, there was break time for the English lesson, then there were some students who went out of the class and never come back after break time, or they wasted time to come back to the class. Some students also have some activity then the teacher can understand it. She wants all of the students to have the same enthusiasm and motivation in learning English."*

She did not felt teaching worries, because she is difficult to motivate the students. Her students different from other students, because her students are from an Islamic boarding school. Her students less motivated, because in Islamic boarding school have any activity and in the school, the students felt bored and tired. However English teacher students could take their interest in the learning process but, the students also need motivation.

> *"I feel no worry during the teaching process"*

She did not feel teaching worries because she never felt the same anxiety when teaching in the class. She also had not anxiety in every teaching in the beginning. She never felt anxious while doing micro-teaching.

> *"I never feel the same anxiety when teaching in the class."*

She had occasion unexpected when micro-teaching, that is the lesson plan not used because of the condition of the classroom and the students. However, English teacher students guessed and prepared other activities that could interest the students so that the students can enjoy and have fun during the learning process.

> *"I also have some expected occasion but she used to face it and sometime she will change the activity if it is not fit to the expectation."*

She did not felt anxious in every teaching, she just felt anxious at the beginning of teaching. She had a strategy to solve her anxiety, the strategy could diminish her anxiety when she did micro-teaching.

> *"She just feels anxious at the beginning of the time of teaching. But she used to fit the situation and she can be adapted with that."*

Her reasons felt anxious because when she had planned what should she did in the class but when she when to the class her plan is not fit for the class. She had some strategy to solve her anxiety, she prays at the beginning and during teaching prosses, she interacted with the students also involved in the activity. She tried to cover her anxiety during teaching prosses. She used the strategy that read the lesson plan before teaching, she also practices before micro-teaching and prepared multi-plan related micro-teaching. Her strategy could diminish her anxiety because that strategy could strengthen her memory of the lesson plan.

> *"I pray and read again my lesson plan before micro-teaching. Make a conversation with the students and involve themselves with the students during activity and try to cover anxiety."*

4. English teacher-student D

She ever had teaching practiced in the previous semester, in two schools in a few meetings, but for her preparation she never. She just made a lesson plan. She ever had teaching practiced from service-learning just three times. She had practiced in SMP Ittaqu Surabaya with twenty-five students and MTs Al-Hikmah Sidoarjo with 25-30 students. One thing that was most difficult for her to motivate them.

She had difficulties in handling the students while teaching. Her teaching time is after pray dhuhr and most of the students slept in the class, break and pray dhuhr. She must arouse them and must take their interest to study the English language.

> *"The students cannot pay attention to me, sleep in the class and talk. Students in Islamic boarding school are different because in Islamic boarding school have any activity and their break time just wait a minute so that in the class the students are tired."*

She had teaching worries when she felt anxious if the students do not pay attention to her explanation and instruction and the students could not understand the material. She felt anxious because she worries if the students do not understand the material. After all, in the class, they do not pay attention to their teacher. The students also slept and lazy in the class.

> *"I feel anxious if the students did not pay attention to my explanation and instruction, and the students can not understand the material. Now my feels more anxious because when I teach them, any time that wasted from brainstorming, game, and my discussion. I do not appropriate with the topic and the lesson did not understand."*

She had not the same anxiety in every teaching in the beginning. Her anxiety different depending on the situation and condition of the classroom. However, she had a strategy to solve anxiety and over time her anxiety is lost.

> *"I just feel anxious at the beginning of the time teaching. I also prepare anything before entering the class"*

She also had occasion unexpected in the teaching. The students tired in the class because of any activities in the Islamic boarding school. English teacher students confused about this situation, but she understood her students.

> *"There is one class that always keeps the spirit and one day most of them sleep in the class because they have activity a day before my teaching time."*

She just felt anxious at the beginning of the time of teaching. She also prepared everything before she entered the class, like a lesson plan, media and a game to take interest in the students. She did not feel anxious in every teaching because her anxiety is medium, in the first meeting the students want to know and as time goes by they just common.

"I just feel anxious at the begining of the time teaching. I also prepare anything before enter the class."

Her reasons felt anxious because the students often slept in the class and they also did not pay attention when she gave instruction. She had some strategies to solve her anxiety. To solve her anxious the first act is to calm down and tried to relax during teaching. Second, she did not hurry in teaching, she considers that she was the real teacher. She motivates herself that she could do good teaching and she could handle the students while teaching. The strategy that she used can diminish her anxiety while micro-teaching.

"I calm down my self, try to enjoy during micro-teaching, unhurried and do not target something perfect. I consider the real teacher in the class."

B. Discussion

In this part, the researcher discusses the findings that are correlated with the theories in chapter II. The findings showed that there were some types of anxiety and reasons that were faced by English teacher students in micro-teaching practice.

B.1 Types of anxiety do the English teacher students have in micro-teaching practice

There are two types of anxiety English teacher students experienced in micro-teaching practice. They are state anxiety and situation-specific anxiety.

1. State anxiety

As a result of observation notes, two English teacher students felt this type of anxiety, that is student A and B. The first English teacher-student A, she teaches junior high school in seventh grade. She felt this type of anxiety in the main activity. She could not manage the students because

there is someone enter the classroom to collect the books and the students could not focused on the teachers' explanation. This anxiety could not be stated as trait anxiety as Antonia results the dissociation between trait anxiety and state anxiety is useful for understanding the ways anxiety influences attentional processes, and it emphasizes the need to not only study the modulation exerted by circumstantial factors such as emotional state but also the structural ones such as affective personality traits.[41]

According to Spielberger state anxiety is experienced by an individual at a particular moment as a reaction to a definite situation.[42] Based on activity in the classroom, she did not use an interesting activity like playing the game or warming up to take the attention of the students. When the time to checking understanding there is the students ask a question but English teacher-student answer for a long time. As stated by Widyaastuti one of the physical characteristics of anxiety is difficulty speaking. [43] So student A has characteristic anxiety in physical that is difficult to speak. Oppositely, according to Hasan,[44] he said that language anxiety is not peculiar to lower-level learners, higher-level learners are affected by foreign language anxiety. Meanwhile, as student A's activity, it showed her level speaking was affected her anxiety.

Similarly, Illahi's study shows that students feel very anxious speaking English with native speakers. This interaction takes place when the natives visit the institute for

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[41] Antonia Pilar Pacheco-Unguetti, et.al., "Attention and Anxiety: Different Attentional Functioning Under State and Trait Anxiety". *Psychological Science*. 22 January 2010, 298-304

[42] MacIntyre, P.D., et.al., *Language Anxiety: its Relationship to Other Anxieties and to Processing in Native and Second Languages.* Language Learning, 1991

[43] Widyaastuti. "Punyusunan Skala Kecemasan Aspek Sosial untuk Siswa Kelas IV Sekolah Dasar". In Nevid, et.al., (Ed.). *Psikologi Obnormal* (Jakarta: Erlangga, 2003).

[44] Hasan Serif, "Foreign Language Teaching Anxiety of Language Teachers Pre-service versus In-service". *First International Black Sea Conference on Language and Language Education.* 22-23 September 2017, 291-296

official purposes.[45] In this study, the students feel anxious about speaking English with the teacher. As what MacIntyre found that communicative anxiety, is independent of the first and was defined by French Class anxiety, French Use anxiety, English Class anxiety, and Audience sensitivity. The first three are language-related anxieties with Audience sensitivity suggesting that this dimension reflects the communicative aspects of language.[46] This research support MacIntyre because this anxiety appeared in the foreign language class.

As well as what student A felt, English teacher-student B also taught junior high school in seventh grade. She feels this type of anxiety in the main activity. She could not manage the students because of her time of teaching at 12.30 the students slept in the class. She did not use interesting activities such as playing the game to spirit the students. According to Hasan,[47] he said that language anxiety is not peculiar to lower-level learners, higher-level learners are affected by foreign language anxiety. The factors that affect students' behavior and the classroom management of a teacher can be listed as follows: having a free and flexible environment in the classroom, carrying out learning experiences intentionally and in a planned way, using time effectively, communication level, teachers' behaviors, physical conditions of the classroom, students' characteristics, environment, extra.[48]

Cheryl said that good communication is the ability to communicate effectively and efficiently with other people,

[45] Illahi Bux Gopang, "English Speaking Anxiety: A Study of Undergraduate at Lasbela University, Baluchistan". *The International Research Journal "International Researcher"*. Vol. 4, January 2015, 53-61

[46] P. D. MacIntyre et.al., "Anxiety and Second Language Learning: Toward a Theorotical Clarification". *Language learning*. Vol. 39 No. 2 251-275

[47] Hasan Serif, "Foreign Language Teaching Anxiety of Language Teachers Pre-service versus In-service". *First International Black Sea Conference on Language and Language Education*. 22-23 September 2017, 291-296

[48] Behcet Oral. "Student Teachers' Classroom Management Anxiety: A Study on Behavior Management and Teaching Management". Journal of Applied Social Psychology. 2012.2901-2016

both individually and in groups.[49] Another study found by Peter that language anxiety was associated with increased time spent in studying in pairs. The increased effort at the processing stage during the learning trials eventually reduced the effects of anxiety at the output stage.[50] These studies emphasized that anxiety in communication needs more time and process to get good communication in a foreign language class. state anxiety which was faced by both students A and B are similar to Oxford's idea[51] that students may experience state anxiety when they are required to speak in foreign language classes, but it diminishes as their foreign language skills and levels of learning increase. However just because of the negative affective experience when they were learning the language and also, they would like to avoid 'losing face' in their English language class.[52] Participants with high state anxiety activated regions associated with the assessment of the valence of facial expression[53], what student B felt was not said by trait anxiety because high trait anxiety showed reduced activity in regions associated to control processes but this student faced unpredictable anxiety in state anxiety.

Cheng said that it is possible the discrepancy between a learner's first and second language competence in different skill areas, a language learner's varied experiences in acquiring each of the four language skills. Both students A and B got their anxiety in one of the language skills. Cheng found that recent research on second language anxiety appears to support the existence of language-skill-specific

[49] Chaerul Rochman, *Pengembangan Kompetensi Kepribadian Guru: Menjadi Guru Yang Dicintai dan Diteladani oleh Siswa* (Bandung: Nuansa Cendikia, 2011)

[50] Peter D. MacIntyre et.al., "The Subtle Effect of Language Anxiety on Cognitive Processing in the Second Language". *Language Learning*. Vol. 44 No. 2, 2 June 1994 283-305

[51] R Oxford, (1999) "Anxiety and the Language Learner: New Insights". In A. Jane (Ed.), Affect in Language Learning (pp.58-67). Cambridge: Cambridge University Press

[52] Rochelle Irene Lucas et.al., "English Language Learning Anxiety among Foreign Language Learners in the Philippines". *Philippine ESL Journal*. Vol. 7 July 2011 94-119

[53] Antonia Pilar Pacheco-Unguetti, et.al., "Attention and Anxiety: Different Attentional, Functioning Under State and Trait Anxiety". *Psychological Science*. 22 January 2010, 298-304

anxiety.[54] Cheng also supports the existence of language skill-specific anxiety to be a part of language anxiety.

English teacher-student A and B felt apprehension and subjective feeling of tension when she looked her students made noise in the class, but English teacher-student B did not felt the subjective feeling of tension during micro-teaching practice. She also nervousness to answer the questions from her students. She looked worried when she explains the material because the students did not understand. According to Muhammad Surya emotion is a feeling of someone that is showed by the reaction of someone feeling. They are categorized to heart situation types of affection.[55]

2. Situation-specific anxiety

According to MacIntyre[56] situation-specific anxiety which refers to anxiety experienced in a well-defined situation. Two English teacher students feel this anxiety that is English teacher-student C and D. The first English teacher-student C she feel this type of anxiety because she could not motivate the students. She used warming up in pre-activity, but her teaching time was cut with lunchtime. After lunchtime, the students did not enter the classroom, they had a break or in the bathroom. The students do it because they live at an Islamic boarding school. She feels this type of anxiety in the main activity. Meihua's study shows that the majority of the participants were moderately or even strongly motivated to learn English. They reported to have a moderate or even strong motivation intensity, be moderately or strongly instrumentally motivated, and be moderately or strongly interested in foreign languages.[57] Meihua strongly agrees that motivating students to learn a

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[54] Yuh-Show Cheng et.al., "Language Anxiety: Differentiating Writing ang Speaking Components". Language Learning. Vol. 49 No. 3, September 1999 417-446

[55] Prof. Dr. H. Mohammad Surya. Psikologi Guru: kosep dan aplikasi, dari Guru untuk Guru. (Bandung: ALFABETA, 2014)

[56] MacIntyre, P.D., et.al., *Language Anxiety: its Relationship to Other Anxieties and to Processing in Native and Second Languages.* Language Learning, 1991

[57] Meihua Liu et.al., "An Exploration of Foreign Language Anxiety and English Learning Motivation". Education Research International. 18 December 2010, 1-8

foreign language is very important, but student C exactly felt anxious to motivate the students.

Doug Mahar which results shows that computer anxious students exhibit many of the behaviors that are characteristic of a specific anxiety disorder. These students tend to avoid computer use more than do students with low computer anxiety scores, they exhibit higher state anxiety after a computer task, and they perform basic computer operations more slowly than do 'normal' students. This performance deficit seems to be independent of both the Ss' prior level of computer experience and of their level of state anxiety.[58]

The second English teacher-student D, she feels this type of anxiety in the first activity. The students sleep in the class because before enter the class is break time. She was difficult to handle and motivate the students, some of them pray, sleep or in the bathroom. Her voice during teaching is slow so that the students have no spirit. As a result of observation notes, the researcher argues that she having a physical characteristic in anxiety that is difficult to speak.[59] Although in Ahmad Dzulfikar's analysis that pre-service mathematics teachers' anxiety to mathematics in domain cognitive, mathematics knowledge or understanding and attitude.[60]

Based on the theory there are four types of anxiety: trait anxiety, state anxiety, situation-specific anxiety and facilitative anxiety versus debilitative anxiety. But English language teacher students feel two types of anxiety that are state anxiety and situation-specific anxiety.

English teacher-student C shaky hands during micro-teaching practice she also felt headaches if her students did not understand the material. But English teacher students D

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[58] Doug Mahar et.al., "The Effects of Computer Anxiety, State Anxiety and Computer Experience on Users' Performance of Computer Based Tasks". *Pergamon*. 15bJuly 1996, 683-692

[59] Chaerul Rochman, *Pengembangan Kompetensi Kepribadian Guru: Menjadi Guru Yang Dicintai dan Diteladani oleh Siswa* (Bandung: Nuansa Cendikia, 2011)

[60] Ahmad Dzulfikar,"Pre-service mathematics teachers' math anxiety". Vol.1 No.1, March 2016, 44

felt nervousness and low self-esteem when she explained to her students. She also shaky hands during explained the material. She worries if the students did not pay attention to the material and they could not understand the material. According to Muhammad Surya emotion is a feeling of someone that is showed by the reaction of someone feeling. They are categorized to heart situation types of affection.[61]

B.2 English teacher students' reasons to feel anxiety while teaching at micro-teaching practice

From the description of finding and interview result, it could be concluded that English teacher students have reasons to feel anxious. There are several reasons given by ETS related to their feeling of anxiety while teaching at micro-teaching practice. Those reasons will be explained in the following:

1. English teacher-student A, B, D difficult in handling the students while teaching at micro-teaching practice. English teacher students could not be handling the students because have a problem in the management classroom. Problem classroom management was a principal source of stress and burn out for both new and experienced teachers. Whilst inattention, calling out, disturbing others and non-compliance were the most commonly reported classroom behavior problems (Merrett and Wheldall).[62] So that the difficulty in handling the students is one of the problem management classrooms. English teacher students must know some strategies to design activity in the class. If English teacher students have an interesting activity the students could follow the activity and easy to handle them. The ability of teachers to organize the classroom and manage the behavior of their students is critical to positive

[61] Prof. Dr. H. Mohammad Surya. Psikologi Guru: kosep dan aplikasi, dari Guru untuk Guru. (Bandung: ALFABETA, 2014)
[62] Zuhair H. Al-Zu'bi. "Classroom Msnagement Problems Among Teachers Students Training at Hashemite University". *European Journal of Business and Social Sciences*. Vol. 2 No. 3 June 2013 140-149

educational outcomes.[63] English teacher students that can manage the classroom, will give positive education for their students in the class. Improving teacher quality through effective classroom organization and behavior management is an important step in improving outcomes in general and special education for all students.[64]

2. English teacher students A, B, D felt teaching worries. English teacher students felt worries in the first micro-teaching practice. Murray said that both instructional preparation and teaching experience can reduce students' anxieties over time.[65] English teacher students have practiced before, but their practice teaching in the school only for assignment. But English teacher students often practice teaching private courses.

3. English teacher-student A, B, D have some anxiety in every teaching in the beginning. English teacher students just felt anxious in the beginning, because they have a strategy to soothe their anxiety. Not only that, English teacher students and their students have known each other after some meetings. In this case, every people have different characteristics in their anxiety, and they also have a different feeling when they faced their anxiety.

4. English teacher students A, B, C, D have occasion unexpected in teaching. English teacher students A and B could not manage the classroom. The students are the seventh grade of senior high school which fresh graduates from elementary school. Their attitude was less and difficult to control. Comprehensive teacher preparation and professional development in effective classroom organization and behavior management were therefore needed to improve outcomes for students in general and

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[63] S. Thangarajathi et.al., "Classroom Management: A Challenging Task For The Teachers". *I-manager's Journal on Education Psychology.* Vol. 4 No. 2 August-October 2010 11-18

[64] S. Thangarajathi et.al., "Classroom Management: A Challenging Task For The Teachers". *I-manager's Journal on Education Psychology.* Vol. 4 No. 2 August-October 2010 11-18

[65] Murray-Harvey, R et.al., "Under Stress: the Concern and Coping Srategies of Teacher Education Students". *European Journal of Teacher Education.* 23 (1), 19-35

special education.[66] English teacher students must be prepared for activity in the class and they also improve their teaching and management classroom because those are important in the teaching process. English teacher students C and D difficult to motivate the students. They taught at Islamic boarding school and the students are different from other schools. The students have any activities in Islamic boarding school, so in the class, they feel tired and sleep in the class.

However English teacher students felt anxious while teaching at micro-teaching practice, but each English teacher students have a strategy to soothe their anxiety. Their strategy could diminish their anxiety so that their anxiety did not show. The strategy works effectively to soothe anxiety in micro-teaching practice. English teacher students learn to soothe their anxiety from other people and books. They learned it because before teaching they must be prepared anything about teaching.

After analyzing the type of anxiety, the researcher tried to investigate the reason for English teacher students' anxiety. According to the finding, this study finds five different reasons why they feel anxious. The reasons that English teacher-student in junior high school was English teacher-student did not understand the material, the students did not understand the material and students were underestimated to the teacher. Student A has two reasons for those, she felt anxious when English teacher-student and the students did not understand the material. The researcher argued this is not the reason but the problem of English teacher-student.

In Wang Ping's study[67] teachers should participate consciously and creatively in their growth and development

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[66] S. Thangarajathi et.al., "Classroom Management: A Challenging Task For The Teachers". *I-manager's Journal on Education Psychology.* Vol. 4 No. 2 August-October 2010 11-18

[67] Wang Ping, "Developing Presentation Skills of Student Teachers Through Micro Teaching Method". International Journal of English Language and Literature Studies. 2013, 175

through reflection. From this statement, the researcher argues that the English teacher-student must learn more from the mistake and do not make a mistake again. English teacher-student also must creative to planed the activity in the class so that the students could enjoy and fun during the learning process. Aydin found that students felt that their anxiety resulted from personal concerns such as negative self-assessment of language learning ability and high personal expectations as well as certain classroom practices like speaking in front of the class.[68] Aydin declared based on his result, speaking in front of the class can create anxiety for anyone.

It shows that her anxiety appeared because of her ability. The observation result, she did not show that she did not understand the material, because when she was teaching there are some students asked questions and she could explain or answer well. The researcher argued that it might be one day she gets anxious when she was teaching. That is why she gives these reasons.

Student B had reasons for those, she felt anxious when her students did not understand the material and students were underestimated to the teacher. It showed that her anxiety appeared because of the condition of the class. The observation result, the students slept, students are lazy in the classroom and did not pay attention because she just a pre-service teacher not the real teacher and also she taught in the afternoon. Here, English teacher students who taught in junior high school have some reason. Both of them have students who do not understand the material. According to Chaerul Rochman, he said that social responsibility is the ability to participate in having social responsibility.[69] From his study, English teacher-student must be patient again to face their students. She must make conversation and involve her self to her students. Elaine stated in her result of the

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[68] B Aydin, "A Study of the Sources of Foreign Language Classroom Anxiety in Speaking and Writing Classes". Unpublished Doctoral Disertation Anadolu University, Eskisehir Turkey. 1999

[69] Chaerul Rochman, *Pengembangan Kompetensi Kepribadian Guru: Menjadi Guru Yang Dicintai dan Diteladani oleh Siswa* (Bandung: Nuansa Cendikia, 2011)

study that foreign language anxiety may also be a factor in student objections to foreign language requirements.[70] Elaine's study supports the result of this study in which foreign language anxiety affects their English ability.

Student C has one reason, she feels anxious when she faces unpredictable classroom conditions. It showed that her anxiety appeared because of the condition of the class. English teacher-student has a prediction if the students were lazy and sleep in the classroom although some the students pay attention to her teaching. In other predictions, the students did not want to study English. Their action makes her hard to motivate her students. She has no special strategy to motivate some students who study in the Islamic boarding school. Critical thinking and problem-solving are critical skills and problem-solving skills.[71] English teacher-student must have any lesson plan before starting the teaching-learning process.

Rochelle, it was also found test anxiety and fear of negative evaluation constitute the type of learning anxieties these were students experiencing.[72] It could be gleaned from the results that foreign learners experience anxiety if they are being evaluated by both their peers and their teachers as to their performance in using the target language. Based on the result, student C got anxious because of their previous experience that happened in the classroom during microteaching.

Students D has one reason, she felt anxious when the students did not pay attention to the teacher. It shows that her anxiety appeared because of the condition of the class. The observation result, the students are lazy and slept in the classroom because she teaches in the afternoon. Some students take a break and pray dhuhr out of class. Their action made her hard to invite the students to learn English

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[70] Elaine K. Et.al., "Foreign Language Classroom Anxiety". The Modern Language Journal. Vol. 70 No. 2 Summer 1986, 125-132

[71] Chaerul Rochman, *Pengembangan Kompetensi Kepribadian Guru: Menjadi Guru Yang Dicintai dan Diteladani oleh Siswa* (Bandung: Nuansa Cendikia, 2011)

[72] Rochelle Irene Lucas et.al., "English Language Learning Anxiety among Foreign Language Learners in the Philippines". *Philippine ESL Journal*. Vol. 7 July 2011 94-119

in the class. She was also hard to motivate her students during the learning process. Her media was not interesting, so the students were not entertained during the learning process. She used worksheets as the media in micro-teaching practice, and the students just do the worksheet. In the pre-activity, she used warming up, but the students still slept and no spirit.

This result is incompatible with what Hashemi declared in his study, students should be guided as to how direct their attention away from self-centered worries when they are speaking a second or foreign language.[73] Hashemi agreed that paying attention to the teacher was important and it makes the students get easier in speaking English.

Anthony said that the negative relationship found between foreign language anxiety and these three aspects of self-perception could be interpreted in four ways: (1) high levels of foreign language anxiety cause students to lower their course expectations, perceived self-worth, and perceived scholastic competence; (2) one or more other variables that are associated with both foreign language anxiety and self-perceptions (e.g., academic achievement) moderate the anxiety or self-perceptions relationship.[74]

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[73] Masoud Hashemi, "Language Stress and Anxiety Among The English Language Learners". Procedia Social and Behavioral Sciences. 2011, 1811-1816

[74] Anthony J. Onwuegbuzie et.al., "Factors Associated With Foreign Language Anxiety". Cambridge University Press. 1999,217-239

CHAPTER V

CONCLUSION AND SUGGESTION

From previous findings and discussion, this chapter presented a conclusion about types of anxiety and English teacher students' reasons to feel anxiety while teaching at micro-teaching. The researcher also gives suggestions to the English teacher students, teacher from selected school, lecturer and the next researcher.

A. Conclusion

Microteaching practice cycle II has been done for the seventh semester of English teacher students at the State Islamic University of Sunan Ampel Surabaya. Microteaching practice cycle II or real teaching classroom did in the school which has determined by the university. English teacher students must do this because it is a duty for the pre-service teacher, they must do training before will be a teacher. English teacher students did micro-teaching practice to create a mentality of each English teacher students. Before English teacher-student did micro-teaching practice II or real teaching classroom they must have done micro-teaching practice I in the university.

1. Type of anxiety

The researcher finds different anxiety faced by English teacher students. There are two English teacher students having state anxiety because the English teacher who taught in junior high school felt anxious when they manage the classroom. The condition in the classroom was sometimes noise because English teacher students taught seventh grade in junior high school. Seventh grade in junior high school was a fresh graduate from elementary school so the English teacher-student felt anxious to manage the classroom. The other anxiety that faced by English teacher students there were having situation-specific anxiety, they feel anxious because they could not motivate the students in the classroom during the learning process. English teacher students taught in senior high school but in an Islamic boarding school. Students of Islamic boarding school have many activities and different conditions with other students in no Islamic boarding school. There were two types of anxiety the

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researcher did not found trait anxiety and facilitative anxiety versus debilitative anxiety.

2. Students reason

The researcher also finds five different reasons that the English teacher students have. That was English teacher-student did not understand the material, the students did not understand the material, the students underestimated the teacher, unpredictable classroom condition and students did not pay attention to the teacher. The reasons for English teacher students who taught in junior high school there are the English teacher-student did not understand the material, the students did not understand the material and the students were underestimated to the teacher. The reason from English teacher students that taught in senior high school there are, unpredictable classroom condition and students did not pay attention to the teacher.

B. Suggesttion

This research suggests some possibilities in terms of direction for future work. It was clear that micro-teaching must do by the pre-service teacher as the training before they could be a good teacher. The English teacher students could soothe their anxiety while doing micro-teaching, so it is not possible to study English teacher students' anxiety in teaching English as a foreign language at high school. Based on the conclusion above, the researcher would like to offer some suggestions which are presented as follows:

a. English teacher students: English teacher students should study how to solve their anxiety, (teaching strategy and management classroom). English teacher students should often be teaching practice and often talk in a public to diminish their anxiety.

b. The teacher from selected school: The teacher should give motivate English teaches students to prepare their self before micro-teaching practice so that they did not face anxiety. The teacher should ask the English teacher students about their feeling during micro-teaching practice after teaching and evaluate them about their teaching skills after teaching.

c. Lecturer: The lecturer should preparing the English teacher students, give motivating and give the lesson about how to solve anxiety. the lecturer should give them a lesson about teaching strategy and management classroom.

d. Next researcher: The next researcher could study about anxiety in assessing students' peer teaching performance on curriculum development.
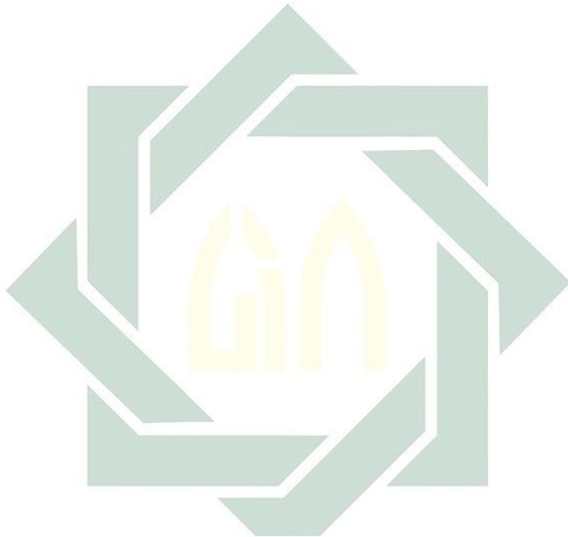
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