

# CHAPTER I INTRODUCTION

## 1.1 Background of the Research

One of the essential components in a teacher education program is teaching practicum. Teachers should have four competences in teaching. They are pedagogic, personal, social and professional. Having professional competent means that a pre-service teacher has a lot of knowledge, masters the field of study that will be taught and methodological competent, and has appropriate methods and is able to use various methods in the teaching and learning process.

Pre-service teacher means how teacher can be prepared to take up new roles and to perform teaching effectively to meet the challenges and expectation. Education reform is crucial to the reform practice as teacher education and professional development. So, pre-service teacher program implemented that many kinds of knowledge, attitude, and creativity to create professional teachers in English Language Teaching Department.

EFL pre-service teachers are students that participate in education or training programs before starting their careers as language teachers (Ulgu & Er, 2016). Pre-service teachers are university students who are assigned to student teaching experiences (Agustiana, 2022). English education students who are practicing teaching English in classrooms are English pre-service teachers. For at least two months, these pre-service English teachers practice teaching English in classrooms (Sari & Anwar, 2021).

However, because they are still in training or education and have to complete teaching practices at school in order to earn their degree. The meaning of training in this part is how to be the real teacher at school. In *Tarbiyah* and Teacher Training Faculty, there is English language education program where students become pre-service teacher when entering seventh semester. Pre-service teachers in teaching English have more challenges than pre-service teachers of other language education program. Learning new

language, especially foreign language is not easy. The feeling can be frightening and its consistency makes student anxious.

Furthermore, according to (Ivanova & Skara-Minclone, 2016) pre-service teachers are college students who are constructing their professional identities through real-world classroom experience teaching and pedagogy courses. These pre-service teachers improve their teaching abilities and competencies and apply the pedagogical knowledge they have learned on campus to their actual teaching (Rahmawati et al., 2021). English pre-service teachers are assigned by the institution to practice teaching and pedagogical courses related to English language components and abilities in actual classroom settings. They will also have better experiences because they will automatically face some challenges when they implement the theories that they have learned in their courses in the real teaching classrooms (Gan, 2013).

Anxiety about speaking as foreign language can be caused by various factors. First of all, students can feel anxious when they are expected to communicate with other people. These reasons can be psychological factors (emotions, self-esteem, anxiety, attitudes, fears, and motivation), instructional factors (implemented classroom procedures and lecturer-student relationships) and situational settings (such as speaking in front of the whole class).

Anxiety is a situation of worry or stress, such as being uncomfortable because of a fear of something that might occur in the future, believing that something scary will occur immediately, or wondering if the individual won't be able to solve an issue (Oktapiani & Pranata, 2018). It means that anxiety can disturb activities in learning process and makes the mind uneasy or afraid.

As a result, during their teaching practices, prospective English teachers frequently run into a number of issues and difficulties. When doing their English teaching practice, pre-service English teachers deal with anxiety due to a lack of teaching experience, managing the classroom, and managing their time (Pasaribu & Harendita, 2018). Furthermore, student teachers will experience teaching the actual learners with a variety of personalities in real

educational environments through their teaching practice (Djawamara & Listyani, 2021).

The problem of English language anxiety among prospective teachers should be resolved. Prospective teachers have an important role, namely as determining the success of the learning process. A prospective teacher is also required to have strong English language skills. Apart from that, they are expected to have a high level of self-confidence and not have English language anxiety which can affect student learning outcomes. Therefore, it is necessary to know what sources influence pre-service English teachers teaching anxiety in teaching practicum and how does pre-service teachers deal with their anxiety.

Based on the explanation above, anxiety were affecting 7<sup>th</sup> semester English language pre-service teachers at IAIN Syekh Nurjati Cirebon when doing teaching practicum of teaching English during field experience practice. So, the researcher was interested in investigating this phenomenon by doing research with the title **"Pre-service Teachers Anxiety in Teaching Practicum"** (A case study of pre-service teacher at Syekh Nurjati Cirebon State Islamic Institute).

## **1.2 Identification of the Problem**

Based on the background of the research explained above, several problems can be identified as follows:

1. Teaching anxiety affects the teaching performance
2. Lack of experience teaching students
3. Teaching anxiety affects learning outcomes
4. Lack of classroom management experience
5. Readiness is an important aspect

## **1.3 Limitation of the Problem**

In this research, the researcher focused to know the sources of English pre-service teachers' anxiety and the strategies to deal with English pre-service teachers' anxiety at IAIN Syekh Nurjati Cirebon in the seventh semester

academic year 2023. The researcher chose the seventh semester because students do teaching practice directly into the field.

#### **1.4 Research Questions**

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

1. What are the sources of teaching anxiety experienced by EFL pre-service teachers' in teaching practicum?
2. What are the strategies used by EFL pre-service teachers' to deal with anxiety in teaching practicum?

#### **1.5 Aims of the Research**

Based on the research question stated above, the aims of the study are as follows:

1. To find out what are sources of teaching anxiety experienced by EFL pre-service teachers
2. To find out how does EFL pre-service teachers manage their teaching anxiety

#### **1.6 Significance of the Research**

1. Theoretically
  - a. The researcher can describe his experience in conducting research related to the anxiety of EFL pre-service teachers' and their anxiety management in teaching practicum.
  - b. The results of this study can add insight or reference into its achievement and the things that influence it.
2. Practically
  - a. For lectures, it is hoped that they can check and evaluate the readiness of students before facing field experience practices.
  - b. For students, it is hoped that they can increase their skill and have good prepare before following field experiences practices.

- c. For researchers, this research is hoped to add new insight and experience to research on anxiety of EFL pre-service teachers' and their anxiety management in teaching practicum.

