



**EXPLORING EFL IN-SERVICE TEACHERS' ANXIETY DURING THEIR
TEACHING PRACTICUM**

THESIS

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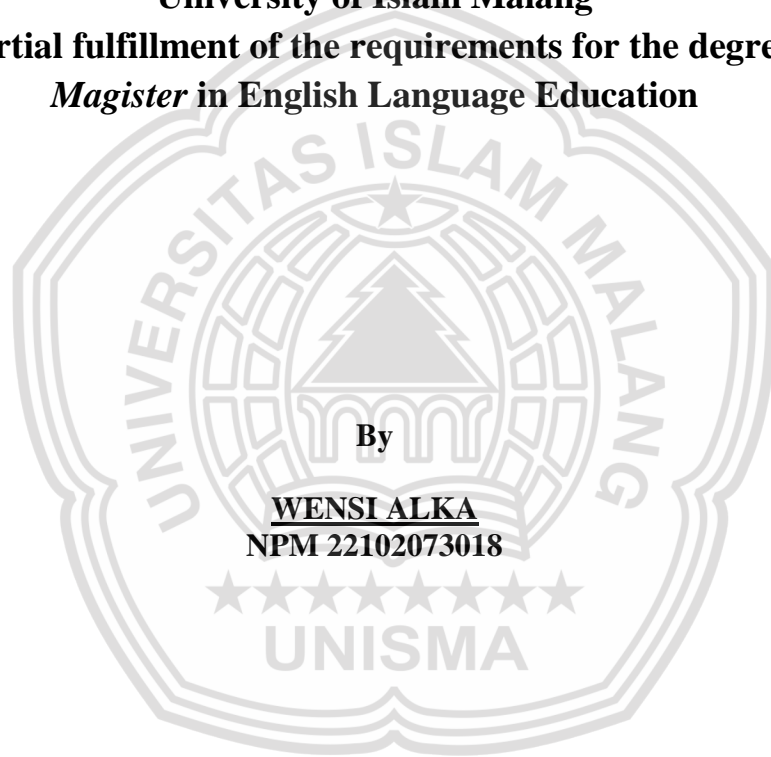
**UNIVERSITAS ISLAM MALANG
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE TEACHING STUDY PROGRAM
JULY, 2023**



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THESIS

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ABSTRACT

Alka, Wensi. 2023. Exploring EFL In-service Teachers' Anxiety during their Teaching Practicum. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Alfian Zuhairi, M.Pd., (II) Dr. Imam Wahyudi K., S.S., M.A.

Keywords: EFL in-service teacher, FLTA, teaching practicum

Some studies about pre-service teachers' anxiety and difficulties in teaching has been widely conducted, and the subjects were undergraduate students. However, none of the previous studies examined EFL in-service teachers of Teacher professional Education Programme which have different education background. Some of the subjects were from English Literature who did not get teaching practice programme when they were in undergraduate programme. Therefore, this research attempted to measure EFL in-service teachers' anxiety level, the differences between EFL in-service teachers' anxiety based on their educational background at Teacher Professional Education Programme, and also the factors caused the anxiety.

This research applied both quantitative and qualitative research design. There were 38 EFL in-service teachers of Teacher Professional Education Programme who became the subjects of this research. However, to carry out the interview, only four subjects were chosen to be interviewed. The instruments that used in this research were questionnaire and interview. The researcher collected the data by sharing the questionnaire in form of Google Form online through WhatsApp. Then, the data interview was also collected online by using WhatsApp as well. To analyze the data, the researcher utilized SPSS 20 version for quantitative data. Then, data interviews were interpreted.

The results of this research showed that EFL in-service teachers of Teacher Professional Education Programme had moderate anxiety level with the mean was 73.86. Then, it was found that there is a statistically significant difference level of anxiety between EFL in-service teachers who graduated from English Literature Department and those who graduated from English Education Department. It was significant at $p = .001$ level. Moreover, there were four major factors that caused the EFL in-service teachers anxiety. Those factors were fear of negative evaluation, lack of teaching experiences, classroom management, and fear of making mistakes. In conclusion, It was suggested that EFL in-service teachers should be well-prepared before teaching practicum so that they will face less difficulties and anxiety.

ABSTRACT

Alka, Wensi. 2023. Exploring EFL In-service Teachers' Anxiety during their Teaching Practicum. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Alfian Zuhairi, M.Pd., (II) Dr. Imam Wahyudi K., S.S., M.A.

Keywords: Guru PPL Bahasa Inggris, kecemasan dalam mengajar, praktik mengajar

Beberapa penelitian tentang kecemasan dan kesulitan guru prajabatan dalam mengajar telah banyak dilakukan, dan subjeknya adalah mahasiswa S1. Namun, tidak ada penelitian sebelumnya yang meneliti guru dalam jabatan EFL Program Pendidikan Profesi Guru yang memiliki latar belakang pendidikan berbeda. Sebagian dari mata kuliah Sastra Inggris yang tidak mendapatkan program praktik mengajar ketika mereka berada di program sarjana. Oleh karena itu, penelitian ini berusaha untuk mengukur tingkat kecemasan guru dalam jabatan EFL, perbedaan antara kecemasan guru dalam jabatan EFL berdasarkan latar belakang pendidikan mereka di Program Pendidikan Profesi Guru, serta faktor-faktor penyebab kecemasan tersebut.

Penelitian ini menggunakan desain penelitian kuantitatif dan kualitatif. Terdapat 38 guru PLPG Program Pendidikan Profesi Guru yang menjadi subyek penelitian ini. Namun, untuk melakukan wawancara, hanya dipilih empat subjek untuk diwawancarai. Instrumen yang digunakan dalam penelitian ini adalah angket dan wawancara. Peneliti mengumpulkan data dengan membagikan kuesioner dalam bentuk Google Form secara online melalui WhatsApp. Kemudian, wawancara data juga dikumpulkan secara online dengan menggunakan WhatsApp juga. Untuk menganalisis data, peneliti menggunakan SPSS versi 20 untuk data kuantitatif. Kemudian, data wawancara diinterpretasikan.

Hasil penelitian menunjukkan bahwa guru dalam jabatan EFL Program Pendidikan Profesi Guru memiliki tingkat kecemasan sedang dengan rata-rata 73,86. Kemudian, ditemukan bahwa ada perbedaan tingkat kecemasan yang signifikan secara statistik antara guru dalam jabatan EFL yang lulus dari Jurusan Sastra Inggris dan mereka yang lulus dari Jurusan Pendidikan Bahasa Inggris. Itu signifikan pada tingkat $p = 0,001$. Selain itu, ada empat faktor utama yang menyebabkan kecemasan guru dalam jabatan EFL. Faktor-faktor tersebut adalah ketakutan akan evaluasi negatif, kurangnya pengalaman mengajar, pengelolaan kelas, dan ketakutan



melakukan kesalahan. Kesimpulannya, Disarankan bahwa guru dalam jabatan EFL harus dipersiapkan dengan baik sebelum praktikum mengajar sehingga mereka akan menghadapi lebih sedikit kesulitan dan kecemasan.





CHAPTER I

INTRODUCTION

This chapter presented some topics; the background of the study, the formulation of research problems, the purpose of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

1.1 Background of Study

Teaching anxiety has lately emerged as a research topic in field of education. Studies on teaching anxiety in classroom teachers have generally focused on typical apprehensions and challenges faced by teachers. Several research have been undertaken to investigate teachers' anxiety from a psychological standpoint (e.g., Gao & Zhang, 2020; Santamaria et al., 2021; Pressley et al., 2021). Since they lack teaching experience and are the reserve force of exceptional instructors, in-service teachers are more likely to feel anxious and inadequate when dealing with real-world issues. This is especially true during the teaching practicum. Preservice teachers may be led astray by teaching anxiety into continuing to experience unwarranted fear, worry, or even self-doubt. However, teaching and learning process has been conducted in the classroom since the COVID-19 is over. Moreover, the anxiety can be experienced by pre-service teachers and in-service teachers as well. According to Ozturk (2016), the more worried the students are, the more critical they are of teachers performance, and teachers anxiety may be growing. As a result, it suggests that an increase in teachers anxiety may interfere the teaching process. This was

consistent with the findings of Pasaribu and Harendita (2018), who discovered that a high expectation is one of the variables that lead to EFL pre-service teachers' anxiety. However, everyone's level of anxiety is different. According to current research, identifying the source of anxiety and developing coping techniques can assist to reduce EFL pre-service teachers' anxiety.

A teacher education program should emphasize the value of teaching practicum. For this reason, conducting the teaching practicum is required of all students in this teacher education program. In order to prepare the students for their future careers as teachers, it aims to give them a variety of teaching experiences. Pre-service teachers are the term used for these types of pupils. In their teaching practicum, pre-service teachers will have three different types of experiences, including immediate classroom practice, educational organization needs, and classroom instructor expectations (Geng, Smith, & Black, 2017). Furthermore, Caires et al. (2012) claimed that their teaching practicum will provide them with opportunities to improve their talents, especially their ability to communicate with students. In addition, Agustiana (2014) clarified that the pre-service teachers also have the chance to experience the classroom environment.. Then, Mena et al. (2017) suggested that pre-service teachers will have the opportunity to act and make decisions in a variety of classroom circumstances..

Some previous studies have explored pre-service teachers' anxiety during teaching practicum. Kobul and Saraolu (2020) discovered that graduate teachers in the English language teaching department had significantly lower levels of teaching anxiety, and there was no statistically significant difference in foreign language

teaching anxiety (FLTA) levels between pre-service and in-service teachers, though in-service teachers had lower FLTA levels than pre-service teachers. Then, others studies found that a variety of characteristics, such as self-confidence, English proficiency, preparation, course delivery, student profiles, assessment, and classroom management, contributed to the anxiety of pre-service teachers. Furthermore, pre-service teachers should be prepared for any challenges that may lie ahead of them. Faculty members should provide formal mentoring training (Han & Tulgar, 2019; Pasaribu & Harendita, 2018; Valera & Desiderio, 2020; Zhao, 2019).

Then, Can (2018) also conducted the same research, and he discovered that EFL pre-service teachers were anxious when teaching English to young learners in real-world classroom settings, which was connected to cognitive, emotional, and socio-cultural aspects. Finally, previous research indicated that pre-service instructors were unaware of all online engagement tools and their efficacy in language development. They were optimistic about incorporating interactive technologies into language sessions, and their most frequent hurdles were a lack of suitable technological infrastructure, knowledge, and teamwork (Subekti, 2021). The factors that caused were teaching inexperience, self-perception of language competency, fear of unfavorable assessment, lack of student engagement, and time management difficulties back then (Sari & Anwar, 2021; Taghizahdeh & Basirat, 2022).

The latest studies in the English foreign language (EFL) context have found that teachers suffered considerable levels of stress, as well as symptoms of anxiety, depression, and sleep disturbance, even at the outset of the epidemic, due to the

obligation to teach online (Al Lily, 2020; Besser et al., 2020; Camlibel-Acar and Eveyik-Aydin, 2022).

From the current research, studies about pre-service teachers' anxiety and difficulties in teaching has been widely conducted, and the subjects were undergraduate students (Camlibel-Acar & Eveyik-Aydin, 2022; Can, 2018; Han & Tulgar, 2019; Kobul and Saraolu, 2020; Li et al., 2023; Pasaribu & Harendita, 2018; Taghizahdeh & Basirat, 2022; Valera & Desiderio, 2020; Zhao, 2019). However, none of the previous studies examined EFL in-service teachers of PPG (*Pendidikan Profesi Guru*) program which have different educational background. Some of the subjects were from English Literature who did not get teaching practice programme when they were in undergraduate programme. Therefore, this study came up to explore the anxiety experienced by students of PPG program in Indonesia. To address this gap, this study attempted to measure EFL in-service teachers' anxiety level, the differences between EFL in-service teachers' anxiety based on their educational background at Teacher Professional Education Programme, and also the factors caused the anxiety.

1.2 Research Problems

This study aimed to address the question by taking into account the empirical gap as well as the issue given in the background:

1. What is the current level of FLTA among EFL in-service teachers?
2. Do EFL in-service teachers graduated from English Literature Department have higher anxiety than those who graduated from English Education Department?

3. What are the potential factors contributing to FLTA among the EFL in-service teachers during their teaching practicum?

1.3 Objectives of the Study

This study has some purposes as follows.

1. To measure the current level of FLTA among EFL in-service teachers
2. To measure whether EFL in-service teachers graduated from English Literature Department have higher anxiety than those who graduated from English Education Department
3. To describe the potential factors contributing to FLTA among the EFL in-service teachers during their teaching practicum

1.4 Hypotheses

The researcher proposed the hypotheses based on research problems:

1. EFL in-service teachers have high anxiety level.
2. EFL in-service teachers graduated from English Literature Department have higher anxiety than those who graduated from English Education Department.

1.5 Significances of the Study

The researcher anticipated that the findings of this study will be valuable to in-service teachers, teachers, and future researchers. As a result, the researcher explained the relevance of the study below:

- a. In-service teachers

This study was expected to contribute empirically to the issue of in-service teachers' anxiety during teaching practicum in Indonesia. In order to

inform participants about the realities of the practicum program, this study sought to explain and reflect on the relevant in-service anxiety experiences.

b. Teacher/lectures

Lecturers and faculties can use this study to find even better solutions so that students do not experience high anxiety when teaching practice.

c. Future researchers

Future researchers can use this study as a reference to conduct the next study. They can investigate and explore some topics which were not investigated in this study.

1.6 Scope and Limitation of the Study

The anxiety of in-service teachers was the focus of this study. The researcher was interested in the elements that contributed to EFL in-service teachers' anxiety during teaching practicum. Then, it also focused to investigate the difference anxiety level of EFL in-service teachers based on their educational background. In this study, the limitation was research participants were only those who take PPG program and experienced teaching practicum. Then, this study only has a small number of subjects. Furthermore, another limitation is the location of the subject which is far away so that the interview cannot be carried out optimally. Thus, the interview can only be done via WhatsApp. In addition, it only explored EFL in-service teachers anxiety level based on their educational background.

1.7 Definition of Key Term

To minimize confusion and to ensure the readers' understanding, the researcher explained the words used in this study as follows:

a. EFL In-service Teacher

At the university level, students joining Teacher Professional Education Programme were recognized as EFL in-service teachers. These were students trained from higher education institutions who have little to no experience teaching in the classrooms. The term referred to the training that students receive during the learning process, which prepares them to become professional teachers in the future.

b. Anxiety

Anxiety was a state of concern, nervousness, or uneasiness, usually caused by an impending event or something. Anxiety was defined in this study as unpleasant sensations experienced by EFL in-service teachers throughout their teaching practicum.

c. Teaching Practicum

A requirement for student teaching, a crucial element of graduate education programs, is a teaching practicum. Under the guidance of a mentor, a teaching practicum explores the practice of teaching in its actual context. This usually entails both practical teaching and profession-related activities.

CONCLUSION AND SUGGESTION

From all the analysis and descriptions discussed in the previous chapters, this chapter drew the conclusions and provided some suggestions.

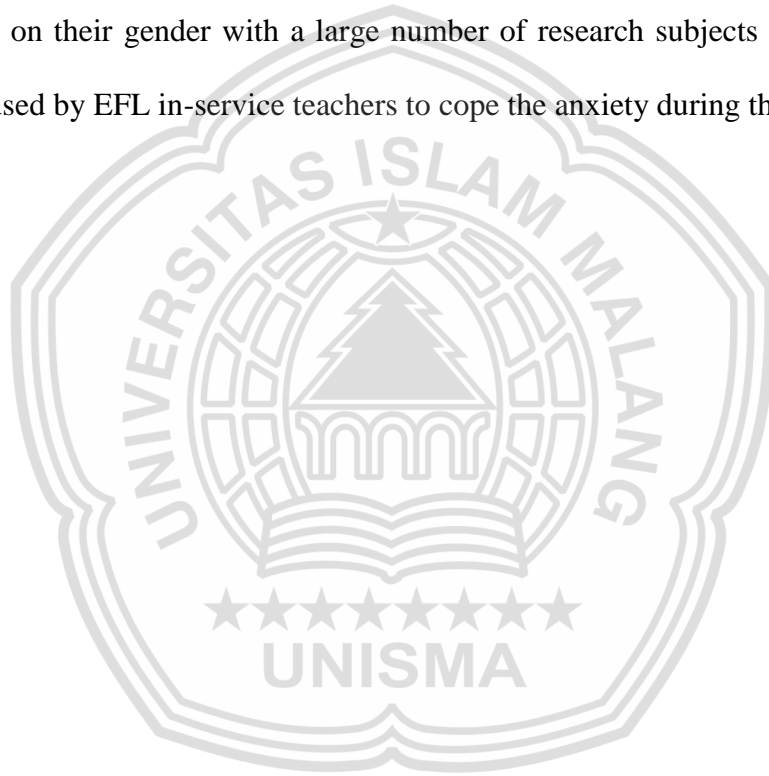
6.1 Conclusion

Several conclusions were presented in this chapter. Based on the this study, EFL in-service teachers experienced teaching anxiety during their teaching practicum. Firstly, EFL in-service teachers have moderate FLTA level. EFL in-service teachers who graduated from English Literature Department had moderate level. Then, those who graduated from English Education Department had moderately low level. Secondly, there were a significant difference between EFL in-service teachers who graduated from English Literature and those who graduated from English Education. It was significant at .001 level with mean difference 11.580. Lastly, there were four major factors that caused the EFL in-service teachers anxiety. Those factors were fear of negative evaluaton, lack of teaching experiences, classroom management, and fear of making mistakes.

6.2 Suggestion

It was suggested that EFL in-service teachers should be well-prepared before teaching practicum so that they will face less difficulties and anxiety. Then, the English Literature major was supposed to add teaching courses as an option course because lately many EFL in-service teachers are taking the PPG program so that they

have teaching experience from the undergraduate program. In addition, it also was suggested for PPG program to held a training for EFL in-service teachers to teach in the real classroom setting before carrying out the teaching practicum. Furthermore, this study had some limitations. It only investigated EFL in-service teachers anxiety level and the difference of anxiety level based on their eduactional background. Then, this study only had a small number of the research subjects. Therefore, it was suggested for the next researcher to measure the difference of EFL in-service teachers anxiety based on their gender with a large number of research subjects and explore the strategies used by EFL in-service teachers to cope the anxiety during their teaching practicum.



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