

Chapter One

Introduction

This chapter presents the description of the research. This research covers the background of study to explain the basis and the reasons why the researcher is interested in exploring this topic. Next, the researcher provides the identification of the problems to identify matters related to the contexts which are intended to be investigated. Furthermore, the researcher points out the delimitation of the study. The researcher also presents several research questions followed by the research objectives, significance of the research, and organization of the chapters.

Background of the Study

For pre-service teachers, teaching skills are essential aspects to fulfil the requirement of their study. Teaching practice during internship is used in teacher education institutions as a program to prepare their students in enhancing their teaching skills. Teaching practice serves as one of the most important roles for pre-service teachers. Johnson and Perry described pre-service teachers as university students who are involved in teacher-training experience (as cited in Agustiana, 2014). Internship program involving teaching practice acts as the aid for student teachers includes lesson plan preparation, teaching practice, and students' performance assessment (Agustiana, 2014). In other words, teaching practice during internship program provides pre-service teachers the chance to have real-world experience in school situations where they can apply theoretical knowledge they have received in university. Therefore, pre-service teacher is

expected to use teaching practice during internship program as the opportunity to enhance their teaching skills.

Teaching practice during internship program offers various benefits for pre-service teachers. Lestari (2020) found that practicum program at schools helps pre-service teachers boost their pedagogical knowledge that includes teacher preparations with lesson plans, knowledge of students' various characteristics in the classroom, classroom management, teaching strategies, and soft skills. The program is not only to familiarize pre-service teachers in their profession environment, but also to improve and initiate their personal skills through first-hand experience.

Although teaching practice offers various benefits, unfortunately, in doing teaching practice, pre-service teachers are often confronted with unexpected situations that happen during teaching and put them in pressure. Pre-service teachers experience pressure because teaching practice in the real classroom is complex, and they might not be prepared adequately. They are prone to encounter a reality shock when their idealistic conception of language teaching and learning, that was given during teaching preparation clashes with the reality of school life (Canh, 2014). Kazazoglu (2020) argued that pre-service teachers do not yet have the competency to handle the trouble they are experiencing during teaching because of their lack of professional adequacy, and they only have pedagogical theory as their background knowledge.

English Language Education Department (ELED) of a private university in Yogyakarta provides internship program for their students. In a total of six internships, students will experience practicum that include observation in odd semester and teaching practice in the 6th semester as the final internship. Internship programs in this department are compulsory for students with a minimum passing grade of “B”. According to the teaching practice for the sixth semester student 2022 guideline book from this department, the goals of teaching practice are: having the first-hand experience on teaching and learning activities and implementing teacher administrative work tasks. The activities included in the internship program are orientation, guided teaching practice, guided teacher administrative work tasks, monitoring, and report writing.

Based on the preliminary interview from pre-service teachers in this department, they experienced trembling, shaking, and sweating during teaching practice. It can be concluded that they were exposed to anxiety. From these, it is undeniable that they experience a nerve-racking and stressful time during teaching practice. Novious and Yawe (2021) stated that the level of pressure and anxiety can reflect into low teaching performance. When a pre-service teacher is exposed to anxiety, this can be a problem because it may result into ineffective teaching as they could not teach the students properly. Considering that anxiety may contribute to the ineffective teaching practice, the researcher is interested in exploring this topic.

Identification of the Problems

For pre-service teachers, their teaching skills are important to prepare them to be competent teachers. There are many things that affect the success of teaching practice. It includes choosing and preparing the lesson plan, managing the classroom, and optimizing students' performance also contribute to the success in teaching practice. However, when they are not addressed well, these factors are potential to raise a problem for pre-service teachers during teaching practice.

To prepare the students, ELED of a private university in Yogyakarta provides teaching practice as a part of internship program. The pre-service teachers in this department experienced five times of internships before conducting teaching practice as the final step of internship program. Despite having several exposure in teaching and learning environment beforehand, pre-service teachers were still being exposed to anxiety in teaching practice. This issue arises because pre-service teachers do not have the awareness of anxiety that may occur in teaching practice, especially on the factors triggering the anxiety and strategies to manage anxiety, which can be a problem for pre-service teachers.

Delimitation of the Problem

Based on the problems written in identification, this research is limited to the anxiety faced by the pre-service teachers when they experience teaching practice in internship. More specifically, this research focuses on the factors that trigger pre-service teachers' anxiety and strategies to manage anxiety. The anxiety

factors and the ways in managing the anxiety may vary from one to another. They are identified based on the students' perception and experience in teaching practice as a part of internship program. This research is limited by using qualitative approach.

Research Question

In this research, the problems are formulated as follows.

1. What are the factors that trigger pre-service teachers' anxiety in teaching practice during internship program?
2. What are the strategies used by pre-service teachers to manage anxiety in teaching practice during internship program?

Research Objective

1. To find out the factors that trigger pre-service teachers' anxiety in teaching practice during internship program.
2. To find out the strategies used by pre-service teachers to manage anxiety in teaching practice during internship program.

Significance of the Research

For pre-service teachers. This research is expected to give information for pre-service teachers on the factors that trigger anxiety in teaching practice during internship program and strategies to manage anxiety. Furthermore, this research can assist pre-service teachers to be well-prepared from the possibility of anxiety that may exist during teaching practice and know how to face it.

For institutions. This research provides information on the factors triggering anxiety that the pre-service teachers experience in teaching practice during internship program. Therefore, the institution may use the findings of this research as reference in making policy to aid pre-service teachers to manage anxiety in teaching practice during internship program.

For other researchers. This research can be used as beneficial source for other researchers who are interested to conduct research under the same topic especially related to the triggering factors of pre-service teachers' anxiety and the strategy to manage the anxiety.

Organization of the Chapters

The report of this research is presented into five chapters.

Chapter One contains the explanation of background of the study, identification of the problem, and the delimitation of the problem. Furthermore, this chapter provides the research question the researcher intended to investigate followed by research objective, significance of the research, and organization of the chapters.

Chapter Two presents the literature review of the related studies based on the introduction to support what researcher believes. This part explains about anxiety, pre-service teacher's anxiety in teaching practice, factors that trigger pre-service teacher's anxiety in teaching practice, and pre-service teachers' strategies to manage anxiety.

Chapter Three provides the explanation of methodology used to conduct this research that includes the design, settings, participants. Furthermore, this chapter also provides data collection method, the instrument, data collection procedure, data analysis and trustworthiness used in this research.

Chapter Four shows the findings and discussion of the research. The findings are described based on the data the researcher gathered using the methodology used in previous chapter. In addition, the researcher discusses the findings of this research with references that are relevant to support the findings.

Chapter Five presents the conclusion and recommendations from the research. In this chapter, the researcher provides the summary of the research based on the findings. Moreover, the researcher offers recommendations for pre-service teachers, institution, and other researchers who are interested in this field.