

## **CHAPTER I**

### **INTRODUCTION**

This chapter clarifies statements or arguments relate to the topic or the problems of the research based on phenomenon of the study, experience, literature review, or relevant study. This chapter consists of four parts, they are: background, formulation of the problems, operational definitions, aim of the research, and uses of the research

#### **A. Background**

Based on experience of undergoing the teacher training program, teaching anxiety becomes one of the big problems faced by preservice teachers. As Sammephet & Wanphet (2013) defined that “teachers’ anxiety is one of many concerns not only for experienced teachers but also something preservice teachers have to deal with” (p.78). Majority of preservice teachers who do teacher training program are less experience and not familiar with teaching and real classroom situation. In cases of EFL teaching anxiety, teaching anxiety emerges not only because the EFL preservice teachers lack of formal classroom teaching experience or preparation of the material given at the classroom, at the same time English is not their mother tongue. According to Cheung & Hui (2011), the effectiveness of teachers who have teaching anxiety will certainly be affected.

In a language classroom, teaching anxiety also can not be avoided. Thompson & Lee (2013) stated that anxiety is seen as being the effect of the poor language classroom performance. While Buyukkarci (2014) stated that this problem takes place doubly when it comes to non-native EFL (English as a Foreign Language)

teacher training programmes. As the competence of proficiency in English is necessity for EFL teachers, mostly EFL teachers may be uneasy to speak in the target language during the teaching learning activity. Indeed, EFL teaching anxiety negatively influences the quality of various aspects of language learning.

According to Tum (2015), student teachers experienced varying level of feelings of inadequacy and anxiety when using English, ranging from what could be considered as normal to relatively high levels. Thus, it is very possible for an EFL teacher to feel anxiety during teaching process at the classroom (Baltaci, 2017; Buyukkarci, 2014; Gregersen, 2005; Yoon, 2012). For instance, in the previous research, Tum (2015) inquired a case study of nonnative-English-speaking preservice teachers who were enrolled in the last year of a 4-year EFL teacher education program in a Turkish university. He examined the levels of the anxiety of EFL preservice teachers during teacher training program by using Horwitz's (1996) FLCAS (Foreign Language Classroom Anxiety Scale) and TFLAS (Teaching Foreign Language Anxiety Scale) complementarily (as cited in Tum, 2015). In addition, he also used semi-structured interviews to gain more in-depth understanding about the EFL preservice teachers' experiences of foreign language anxiety. The results of the study indicate that the levels of their anxiety were significant due to the levels in the extent that may affect the EFL preservice teachers avoid using the target language in their classrooms.

In line with the issues of foreign language anxiety, as a student of English Department in EFL context, I contemplate investigating teaching anxiety perceived by EFL preservice teacher is a decent topic. The investigation conducted after teaching practice program was completed. This research based on the previous

research conducted by Tum (2015) that the title is “Foreign Language Anxiety’s Forgotten Study: The Case of the Anxious Preservice Teacher”. The previous research collected the data by using Horwitz’s (1996) FLCAS and TFLAS and semi-structured interviews, meanwhile this present study collected the data by using semi-structured interview and video as a complementary data as an evidence of the truth of the interview results if it is needed. The paper reports on a descriptive case study of an EFL preservice teacher’s anxiety during the experience of teaching practice program.

## **B. Formulation of the Problems**

Based on the background above, the problems of this research are formulated in this research questions:

1. What are the influences of teaching anxiety on an EFL preservice teacher's teaching performances?
2. How does he overcome the anxiety perceived during the teaching performance?

## **C. Operational Definitions**

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1. Teaching Anxiety : A subjective emotion of tension, worry, fear and self-doubt perceived by teacher. In this study, it refers to the anxiety perceived by an EFL preservice teacher during teaching performance in EFL classroom of a vocational school.

2. Preservice Teacher : An undergraduate of a University that has followed teacher training program in seventh semester. In this study, the preservice teacher refers to an EFL preservice teacher who taught in a vocational school.
3. EFL Classroom : The situation of teaching – learning of English as a Foreign Language in a vocational school.

#### **D. Aims of the Research**

The present study aims to investigate how the teaching anxiety perceived by an EFL preservice teacher influenced his teaching performance at a vocational school and the ways in how to overcome it.

#### **E. Uses of the Research**

This research has a number of beneficial contributions, as follows;

##### **1. Theoretical Uses**

Theoretically, this study will elaborate teaching anxiety that influences EFL preservice teacher's performance in his teaching process and how to overcome it by using interview and video as complementary evidence of the truth of the interview results

##### **2. Practical Uses**

This study will serve EFL preservice teacher an insight of teaching anxiety and how to overcome it.

### 3. Empirical Uses

This study provides empirical insight about anxiety felt by EFL preservice teacher, how to overcome it, and gap for the subsequent researches that intend to investigate more about teaching anxiety.

