

CHAPTER I

INTRODUCTION

A. Background

Pre-service teachers are the ones who study in a teacher-training program in order to quest after teaching accreditation in domestic public schools or international sectors (Lee, 2019). Pre-service teachers face many states of affairs as they try to accomplish magnificence. Not only to prove that they master the subject matter, they also have to show their best at managing classroom, teaching with proper methods, and assessing their students. When pre-service teachers also choose to take the teaching degree in English as foreign language class, the difficulty of acquiring near-native fluency is added (Kfourri, 2013). One of the hurdles that pre-service teachers must face is teaching practice. No matter how impossible for them to do the teaching practice, it still must be done.

Professional development in pre-service teacher education includes teaching practice where teacher candidates have the opportunity for teaching experiences in cooperating schools (Genç, 2016). Teaching practice is an essential part of becoming a real teacher. It gives student-teacher experience in the actual teaching and learning situations (Ngidi & Sibaya, 2003). During teaching practice, the pre-service teachers have the chance to try the sense of teaching before they enter the real world of

teaching profession. Teaching practice also creates a combination of anticipation, anxiety, excitement and apprehensiveness in the student teachers as they start their teaching practice (Manion, et.al, 2003).

In learning English, students may feel anxious. The study of Male (2018) found out that majority of the students experienced anxiety on the learning process. The students were anxious in language skills learning. Writing skill was the highest concern of their anxiety, followed by reading, speaking and listening skill. Not only experienced by the students, teachers also experience anxiety when they teach. The anxiety of teachers is one of many disquiets that are experienced not only by the teachers but also something that pre-service teachers have to face. The negative effects of anxiety have a strong causation of the teaching performance that pre-service teachers experience especially in the first face-to-face meeting with students. Anxiety in this specific meaning is an uneasy feeling of tension or fear about something that is going to happen or something that might be happened in the future (Cambridge, 2012).

According to Horwitz (1986), many language teachers who are not native speakers experience anxiety in their language classroom. In this case, pre-service English teachers might also experience difficulties during the teaching practice because of their lack experience in using the target language. For example, they may feel worried or shy speaking the foreign language in the classroom.

The most anxious situations that were experienced by the pre-service English teachers were when they teach English through English, when students ask questions, when they teach speaking and listening skills, when the students are not motivated and when they cannot be controlled, and when they are observed by someone while teaching (Kim & Kim, 2004). Another study by Yuksel (2008) found out that the highest concern to pre-service teachers was when they have to teach English skills such as grammar, listening and speaking.

According to Horwitz and Cope (1991), foreign language teaching anxiety (FLTA) is a precise composite of self-perceptions, beliefs, feelings, and behaviors related to classroom language teaching that arises from the uniqueness of the language teaching process.” Accordingly, Horwitz (1996) stated that “even if this anxiety had no impact on the effectiveness of the language instruction, it would seem to be a substantial detriment to the mental well-being and job satisfaction of foreign language teachers”.

As the discussion above shows, some studies have investigated anxieties experienced by pre-service teachers in teaching practice at real classrooms. However, the anxiety experienced by the pre-service teachers in peer teaching in their micro teaching class has never been studied, whereas peer teaching is extremely effective for a wide range of goals, content, and students of different levels and personalities (McKeachie et al., 1986). Since peer teaching engages a student to teach other

students in a particular subject area, anxiety will also likely to occur. By identifying and understanding such anxiety, students can possibly prepare him or her better. One's success in peer teaching, in turn, can prepare him/her to do well in the teaching practice program he/she will take. Whitman (1998) accentuated, that "to teach is to learn twice", meaning that peer teaching is experienced by pre-service teachers before they start the teaching practice in schools. In relation to the background above, this study was conducted to explore pre-service English teachers' perception of anxiety in peer teaching.

B. Research Question

In this Research, the researcher verified the research as follow:

"What are the perceptions of pre-service English teachers' anxiety in peer teaching?"

C. Objective of the Study

The objective of this research is to find out the causes of pre-service teachers' anxiety on their first peer teaching practice.

D. Significance of the Study

The results of this study are expected to contribute to,

- 1 To students who are going to be teachers, they can be motivated to practice more than they did before and they will develop their teaching practice.
- 2 To other researchers, they can conduct a further study on the same area.

E. Scope and Limitation of the Study

This research, Pre-service English Teachers' Perception Anxiety in Peer Teaching: A Case Study at Universitas Kristen Indonesia, was limited in Universitas

Kristen Indonesia in 6th semester students of English Teaching Study Program, Faculty of Education and Teacher Training (Academic year 2018-2019). This research was conducted for about a month.

