

**INVESTIGATING STUDENTS' ANXIETY IN THE  
PRACTICE OF TEACHING ENGLISH  
IN MICROTEACHING COURSE**

**A THESIS**

**Submitted in Partial Fulfillments of the Requirements for the Degree  
of *Sarjana Pendidikan in English Education***



By

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**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Dengan ini menyatakan bahwa skripsi yang berjudul **“Investigating Students’ Anxiety in the Practice of Teaching English in Microteaching Course”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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*Assalamu 'alaikum Wr.Wb.*

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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## **MOTTO**

*“Infuse your life with action. Do not wait for it to happen. Make it happen. Make your own future. Make your own hope. Make your own love and whatever your beliefs, honor your creator, not by passively waiting for grace to come down from upon high, but by doing what you can to make grace happen....yourself, right now, right down here on Earth.”*

Bradley Whitford

## **ABSTRACT**

In the field of education especially in tertiary institutions, sixth-semester students are required to take a microteaching course. In this semester students are faced with teaching practice. Most English student teacher experience anxiety when doing teaching practice. This study aims to determine the anxiety of students majoring in English when did teaching practice in microteaching course, the reason students feel anxious and how students deal with anxiety. The participants in this study were four students majoring in English who took the microteaching course at an Islamic university in Pekalongan, Central Java. This study uses a qualitative descriptive method by conducting observation, in-depth interviews, and documentation. The results of this study revealed that students majoring in English experienced three different types of anxiety, namely trait anxiety, state anxiety, and situation-specific anxiety. Students majoring in English had two reasons why they feel anxious when practicing teaching, namely negative experiences in the past and irrational thoughts. Students majoring in English could overcome their anxiety in four ways, namely preparation, relaxation, holding things and gesture or body language.

**Keywords:** Anxiety, microteaching, teaching English



## ABSTRAK

Dalam bidang pendidikan khususnya di perguruan tinggi, mahasiswa semester enam diwajibkan mengikuti mata kuliah *microteaching*. Pada semester ini mahasiswa dihadapkan pada praktik mengajar. Sebagian besar mahasiswa jurusan bahasa Inggris mengalami kecemasan saat melakukan praktik mengajar. Penelitian ini bertujuan untuk mengetahui kecemasan mahasiswa jurusan bahasa Inggris saat melakukan praktek mengajar pada mata kuliah *microteaching*, alasan mahasiswa merasa cemas, dan cara siswa mengatasi kecemasan. Partisipan dalam penelitian ini adalah empat mahasiswa jurusan bahasa Inggris yang mengambil mata kuliah *microteaching* di salah satu universitas Islam di pekalongan, Jawa Tengah. Penelitian ini menggunakan metode deskriptif kualitatif dengan melakukan observasi, wawancara mendalam, dan dokumentasi. Hasil dari penelitian ini mengungkapkan bahwa Mahasiswa jurusan bahasa Inggris mengalami tiga jenis kecemasan yang berbeda yaitu *trait anxiety*, *state anxiety*, dan *situation-specific anxiety*. Mahasiswa jurusan bahasa Inggris memiliki dua alasan mengapa mereka merasa cemas saat praktek mengajar yaitu *negative experiences in the past* dan *irrational thoughts*. Mahasiswa jurusan bahasa Inggris mengatasi kecemasannya dengan empat cara yaitu *preparation*, *relaxation*, *holding things* dan *gesture* atau *body language*.

**Kata Kunci:** Kecemasan, *microteaching*, mengajar bahasa Inggris

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a brief description of the whole content of the research including the background of the study, the Formulation of the problem, the objectives of the study, the operational definitions, and the significance of the research.

#### **1.1 Background**

Anxiety is a health problem that almost everyone experiences. Anxiety is a natural thing in life, no one can avoid the effects of anxiety (Nakayama, 2003). The main problem faced by students, especially student-teacher candidates, is anxiety. According to Donnelly & Fitmaurice (2011), the fears that prospective teachers experience when teaching microteaching classes have been researched extensively over the last three decades. Numerous empirical studies have examined the stress that aspiring teachers experience when they are required to lead practice classes in the setting of teaching in Indonesia. These studies are more focused on math anxiety, foreign language anxiety, and anxiety in information and communication technology (ICT) classes (Nurfaidah et al, 2018).

A teacher will be required to appear confident and dare to appear in front of the class to teach students without feeling anxious. When the teacher does not feel anxious teaching and learning activities will run well. Individuals who are in a state of anxiety will forget everything that has been learned previously, so it does not show maximum results (Harlisna, 2007). Anxiety is characterized by fear, discomfort, and worry about something that makes you feel uncomfortable. According to Mahmoodzadeh (2012), anxiety is a mental and physical state characterized by a variety of emotional, bodily, cognitive, and behavioral symptoms. Anxiety is a response to a threat that warns individuals instinctively that there is a threat and that they may lose control of the situation. Anxiety is sometimes referred to as a mental illness marked by constant worry and anxiety about the future, whether it be concerning minor

issues or bizarre things (Putra, 2021). According to Pokhrel et al. (2018), anxiety is a person's subjective reaction to situations, threats, or outside stimuli.

Anxiety is often experienced by a prospective English teacher, one of which is in the practice of teaching in the microteaching course. The success of learning depends on how the teacher can manage his class well. To achieve this goal, prospective teachers are given training before they become real educators (Helmiati, 2013). Prospective teachers are given basic teaching skills. These skills can be obtained by prospective teachers through microteaching courses. Microteaching is a tool for teacher preparation that gives students the chance to practice teaching under the supervision and simulates the environment in a way that reflects the complexity of the actual teaching situation (Mahmud & Rawshon, 2013). In the practice of teaching in microteaching courses, students practice with their classmates in making small groups. They practice for 10 to 15 minutes under the supervision of the course lecturer. This training can train students' self-confidence and provide skills on how to teach properly and correctly (Olensia, 2018). According to Sumani & Arifin (2017) In the practice of microteaching students must possess eight fundamental teaching skills, including the ability to open and close lessons, explain lessons, reinforce learning, manage classes, teach individuals and small groups, vary skills, ask questions, and assess learning. Microteaching learning is a subject that must be followed by all prospective English teacher in the sixth semester, so students cannot miss this course. Most of those who feel anxious about microteaching practice cannot make excuses not to take part.

Based on the explanation above, the researcher is interested in examining the anxiety felt by students when teaching practice in microteaching courses. Many previous studies have examined anxiety, but research investigating anxiety in the practice of teaching English in microteaching courses is still limited. Therefore, this study focused on the anxiety of English students in teaching practices in microteaching courses. By conducting this research, it

aims to enrich knowledge and also give empirical insights related to students' anxiety.

## **1.2 Formulation of the Problem**

Based on the background of the study above, the researcher will answer the following questions.

1. What kind of anxiety do students have in the practice of teaching a microteaching course?
2. Why do students feel anxious when teaching practice in the microteaching course?
3. How do students overcome their anxiety when teaching practice in microteaching English?

## **1.3 Objectives of the Study**

The purpose of the study is stated as follows in light of the logic behind the research questions:

1. To describe the type of anxiety that students feel when practicing teaching English in a microteaching course.
2. To explain the reasons students feel anxious when practicing teaching English in a microteaching course.
3. To explore how students overcome anxiety in the practice of teaching English in a microteaching course.

## **1.4 Operational Definitions**

1. Anxiety : According to Balemir (2009), anxiety is a key component of the affective domain. According to Gardner dan Leak (1994), anxiety occurs when there is a teaching assignment related to teaching activities which is the involvement of the teacher's activities in the classroom.

2. Microteaching : A way to deliver future teachers confidence, support, and feedback by giving them opportunities to try out among friends a brief sample of what they plan to do with their future students (Arsal, 2014).
3. Teaching English is an art. It necessitates not only having a solid grasp of the fundamental concepts of learning but also having the innovative teaching skills necessary to encourage the same in students (Rochman, 2011).

### **1.5 Significances of the Research**

The significances of this study are as follows.

1. **Theoretical Use:** This study contributes to the theory of anxiety by Horwitz (1986) and support theories related to students' anxiety.
2. **Empirical Use:** This study provides an empirical insights into student anxiety in the practice of teaching English in microteaching course.
3. **Practical Use:** This study presents information for the readers about student anxiety in the practice of teaching English in microteaching course.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter draws conclusions from the earlier research and discussion, regarding the many types of anxiety, the cause of anxiety in English students and the strategies used by students to manage anxiety during microteaching practice. The researcher also provides advice to English students, lecturers, and future researchers.

#### **5.1 Conclusion**

The findings show that students' anxiety in teaching English in the sixth semester at an Islamic university in Pekalongan, Central Java, can be seen below.

1. There are three types of anxiety for sixth-semester English students when practicing teaching in microteaching courses based on Horwitz's theory (1986), namely trait anxiety, state anxiety and situation-specific anxiety. Trait anxiety happened when the student felt embarrassed when speaking in front of the class. State anxiety happened when the student felt nervous at the beginning of teaching practice and the student was nervous when there were mistakes in speaking English. Situation-specific anxiety happened when the student felt anxious about the class atmosphere that was not conducive during the microteaching test.
2. There are two reasons for students' anxiety when practicing teaching in microteaching courses based on Adler and Rodman (1991), namely negative experiences in the past and irrational thoughts. Negative experiences, namely anxiety, occurred because students often forgot when speaking in front of the class and was often laughed at by their friends. Irrational thoughts happened when the student was afraid of making mistakes when speaking in public and the student was unable to convey the material well.

3. There was four ways to overcome students' anxiety during practicing teaching microteaching courses namely preparation, relaxation, holding things, and gesture or body language.

## **5.2 Suggestions**

This research suggests several possibilities in terms of directions for future work. Microteaching must be carried out by prospective teachers as training before they can become good teachers. Based on the conclusions above, the researcher would like to offer some suggestions which are presented as follows.

1. English Department students

English students who have problems with anxiety must learn how to overcome their anxiety. They have to find out what strategies to use to deal with their anxiety. English teacher students can ask for feedback from their lecturer or friends about their performance during teaching practice. English teachers and students should often practice teaching and often speak in public to reduce their anxiety.

2. Lecturer

Lecturers must motivate and provide teaching on how to overcome the anxiety faced by their students. Lecturers should provide opportunities for students to share the difficulties they face. Lecturers should be able to understand the characteristics of their students to be able to help solve their problems.

3. Researchers

This research is expected to be used as a consideration for other researchers to conduct further research on anxiety in teaching practice. In future research, it is suggested to learn about anxiety related to a person's personality.

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