

**PRE-SERVICE TEACHERS' ANXIETY DURING TEACHING
PRACTICE IN MICROTEACHING CLASS**

AN UNDERGRADUATE THESIS

**Submitted in Partial Fulfillment of the requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

IMROATUS SOLEHAH
SN. 2519063

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
K.H. ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY
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2023**

**SURAT PERNYATAAN
KEASLIAN SKRIPSI**

Yang bertandatangan di bawah ini:

Nama : Imroatus Solehah

NIM : 2519063

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Pre-Service Teachers’ Anxiety During Teaching Practice in Microteaching Class”** adalah benar-benar hasil penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 19 Mei 2023

Yang menyatakan,



IMROATUS SOLEHAH
NIM. 2519063

Hafizah Ghany Hayudinna, M.Pd.
Perum BRD Blok B5, No. 6
Kec. Pekalongan Barat

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar

Hal : Naskah Skripsi

Sdr. Imroatus Solehah

Kepada

Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan

c.q. Ketua Prodi TBIG

di

PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Imroatus Solehah

NIM : 2519063

Prodi : FTIK/Tadris Bahasa Inggris

Judul : Pre-Service Teachers' Anxiety During Teaching Practice in Microteaching Class

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.

Pekalongan, 15 Mei 2023
Pembimbing



Hafizah Ghani Hayudinna, M.Pd.
NITK 19900412201608D2017



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **IMROATUS SOLEHAH**
NIM : **2519063**
Judul : **PRE-SERVICE TEACHERS' ANXIETY DURING TEACHING PRACTICE IN MICROTEACHING CLASS**

Has been examined and approved by the panel of examiners on Thursday, 15th June 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Dewi PuSpitasari, M.Pd.
NIP. 19790221 200801 2 008

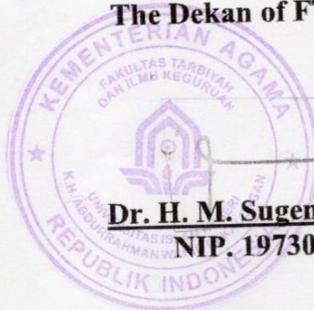
Examiner II

Muhammad Jauhari Sofi, M.A.
NIP. 19861226 201801 1 001

Pekalongan, 21st June 2023

Assigned by

The Dekan of FTIK UIN Pekalongan



Dr. H. M. Sugeng Sholehuddin, M.Ag.
NIP. 19730112 200003 1 001

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“When things get hard, stop for a while and look back and see how far you’ve come. Don’t forget how rewarding it is. You are the most beautiful flower, more than anyone else in this world.”

-Kim Taehyung of BTS

ABSTRAK

Praktik mengajar merupakan komponen penting bagi mahasiswa dalam program pendidikan guru untuk mendapatkan pengalaman mengajar yang akan berguna bagi mereka. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan kecemasan pre-service teachers dalam praktik mengajar dan strategi mereka dalam mengelola kecemasannya selama praktik mengajar di kelas microteaching. Metode yang digunakan oleh peneliti adalah metode kualitatif dengan desain narrative inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis dengan menggunakan analisis tematik dari Braun dan Clark. Partisipan dari penelitian ini adalah pre-service teachers dari jurusan Pendidikan Bahasa Inggris yang telah mengambil kelas microteaching yang merasa cemas saat melakukan praktik mengajar di kelas microteaching. Hasil dari penelitian ini menunjukkan bahwa faktor penyebab kecemasan saat praktik mengajar meliputi gugup, tidak percaya diri, kosakata yang kurang baik, khawatir melakukan kesalahan, kerumitan dalam melaksanakan rencana pembelajaran, kurangnya persiapan, dan khawatir diobservasi oleh supervisor, sedangkan strategi yang digunakan untuk mengatasi kecemasan adalah dengan melakukan relaksasi, seperti berfokus pada diri sendiri dan menarik nafas dalam-dalam serta mengembangkan kemampuan presentasi dan kesadaran diri. Temuan ini dapat menjadi bahan pertimbangan bagi pre-service teachers yang akan mengajar di kelas microteaching.

Kata kunci: *Pre-service teachers; Praktik mengajar; Faktor penyebab kecemasan; Strategi mengelola kecemasan; Kelas microteaching*

ABSTRACT

Teaching practice is an important component for students through teacher training programs to gain teaching experience that will be useful to them. This study is aimed to know the factors that cause pre-service teacher anxiety in teaching practice and their strategies in managing their anxiety during teaching practice in microteaching classes. The method used by the researcher is a qualitative method with a narrative inquiry design. The researcher used the semi-structured interview to collect the data. The data were analyzed using the thematic analysis of Braun and Clark. The participants of this study are pre-service teachers of English Education department that have taken microteaching classes who felt anxious when practicing teaching in microteaching classes. the result of this study showed that the causing factors of anxiety during teaching practice includes nervous, insecurity and uncertainty, poor vocabulary, worried to make mistake, complexity of implementing the lesson plan, lack of preparation, and worried about being observed by supervisor while the strategies to manage anxiety includes relaxing, such as focusing on themselves and breathing deeply and developing presentation skills and self-awareness. The finding can be a consideration for pre-service teachers who will teach in microteaching class.

Keywords: *Pre-service teachers; Teaching practice; Causing factors of anxiety, Strategies to manage anxiety, Microteaching class*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Pre-Service Teachers’ Anxiety During Teaching Practice in Microteaching Class”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed about background, formulation of the problem, aim of the study, operational definitions and significances of the study.

1.1 Background of The Study

Teaching practice is an important component for students through teacher training programs to gain teaching experience that will be useful to them. Through teaching practice, their knowledge, skills, and attitudes can be improved. In addition, pre-service teachers are expected to be able to apply and develop teaching theory during teaching practice in microteaching classes (Gower et al., 2005). According to Vahide (2009) as cited by (Can, 2009), more effective teaching practices make pre-service teachers better at developing their knowledge and skills while teaching.

Teaching practice cannot be separated from microteaching. Microteaching is the first step for pre-service teachers to practice teaching before they enter formal schools (Aminah, 2016). According to Ghanaguru, Nair, and Yong (2013) as cited by (Amalia, 2021), microteaching is a method to assess students' understanding as prospective teachers where they must have the ability to convey information and skills.

The success of teaching practice for a pre-service teacher must be supported by internal factors. Internal factors are very important in the success of teaching practice. One of the internal factors in teaching practice is anxiety.

Anxiety is an emotion that everyone experiences at any given time. Many people feel anxious or nervous when they are about to face something. According to Cambridge (2012), anxiety is a feeling of tension, fear, or discomfort about something that will happen or something that might happen in the future.

Many previous studies had examined the pre-service teacher's anxiety in teaching practice. For example, the negative impact from the experience of social anxiety and the main factor causing this anxiety is their class management skills. Meanwhile, what distinguishes this study from previous studies is that in this study the researcher wanted to find out what are the factors that cause pre-service teacher anxiety in teaching practice and their strategies in managing their anxiety during teaching practice in microteaching classes.

Based on the data, some of the pre-service teachers of English education department in one of university in Pekalongan may experience difficulties in teaching practice in a microteaching class because of their lack of experience in using the target language. The reason why the researcher took the pre-service teachers when teaching practice in microteaching class because some pre-service teachers may feel embarrassed when they have to deliver material in a foreign language or lack confidence when speaking in front of the class. Those problems are categorized into foreign language anxiety. By conducting this research, this research aims to describe the factors that cause pre-service

teacher anxiety in teaching practice and their strategies in managing their anxiety during teaching practice in microteaching classes.

1.2 Formulation of the Problem

This study provides two research questions, they are:

- 1.2.1 Why do pre-service teachers experience anxiety when teaching practice in microteaching classes?
- 1.2.2 What are the pre-service teachers' strategies for managing their anxiety during teaching practice in microteaching classes?

1.3 Operational Definition

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

- 1.3.1 Pre-service teacher: A person who joins teaching practice in school, field studies, school-based experience, or internship program in school (Taneja, 2000).
- 1.3.2 Anxiety: The total response of a human being to threat or danger. Each experience of anxiety involves a perception of danger, thoughts about harm, and a process of physiological alarm and activation (Fischer, 1970).
- 1.3.3 Microteaching: The pre-service teacher with a simulated situation to put the theories that they have learned into practice and to develop confidence and teaching skills (Bell, 2007).

1.4 Aim of the Study

Based on the problems that have been described, the aims of this research are:

- 1.4.1 To describe the pre-service teachers experience anxiety when teaching practice in microteaching classes.
- 1.4.2 To describe the pre-service teachers' strategies for managing their anxiety during teaching practice in microteaching classes.

1.5 Significance of the Study

The benefits of this study are can be theoretically, empirically and practically:

1.1.1 Theoretical Use

Theoretically, the writer hopes the result of this study can contribute to Sammephet and Wanphet's theory and support theories related to the factors that cause pre-service teacher anxiety in teaching practice and their strategies in managing their anxiety.

1.1.2 Empirical Use

Hopefully, this study can give empirical insights about the pre-service teachers experience in teaching practice in microteaching classes.

1.1.3 Practical Use

a. For the students

The writer hopes this research can add the knowledge about the factors that cause pre-service teacher anxiety in teaching practice and their strategies in managing their anxiety during teaching practice in microteaching classes.

b. For the lecture

The writer hopes the lecturer can know and understand about symptoms and the factors of factors that cause pre-service teacher anxiety in teaching practice and their strategies in managing their anxiety during teaching practice in microteaching classes.

CHAPTER V

CONCLUSION

5.1 Summary of The Findings

The researcher found 7 factors that cause pre-service teachers to experience anxiety when practicing teaching in microteaching classes. This include feeling nervous, insecurity and uncertainty, poor vocabulary, worried to make mistake, complexity of implementing the lesson plan, lack of preparation, and worried about being observed by supervisor. The causing factors of anxiety basedon the theory of Sammephet and Wanphet (2013). Nervousness and insecurity were the strongest factors because teaching practice in microteaching class was the first experience.

Moreover, the researcher investigated the strategies to manage anxiety during teaching practice in microteaching class. Cox and Heames (2005) stated 3 strategies to manage anxiety problem. The strategies include relaxation, developing presentation skills, and developing self-awareness. In the middle of the research, the researcher found relaxation is focusing on themselves and breathing deeply. In developing presentation skills, Preparing yourself and materials before practicing teaching is important. Finally, in developing self-awareness asking the audience for feedback is very useful as a reference to do better.

5.2 Recommendation

This research has many weaknesses in various aspects. Then, the researcher would like to provide suggestions for future research to expand the participants to get more detailed information so that the researcher in the next future finds more complete answers. The study explains the causing factors of anxiety during practice teaching in microteaching class and the strategies to manage anxiety. This reseach can be conducted in a college enviroentment in education department.

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