

CHAPTER I

INTRODUCTION

This study was intended to investigate the EFL pre-service teachers' anxiety during their field teaching practice at a technical vocational school in Kendari, South East Sulawesi. This chapter depicted the background of the study, the scope of the study, the research questions, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

1.1 Background of the Study

Over the decades, the study of preservice teacher context has been investigated in many focuses, such as Baltaci-Goktalay and Ozdilek (2010) examined the perceptions of pre-service teachers. The study focused on web 2.0 technologies, understanding their acceptance levels and attitudes toward these technologies. They stated that pre-service teachers generally have adequate technical resources, and that they often use computers and general internet-based resources. Also, the investigation by Stites, Rakes, Noggle, & Shah (2018), the perceptions of pre-service teachers focused on their needs regarding to inclusion. Their study indicated that pre-service teachers did not have a coherent understanding regarding inclusion so that it is necessary to provide a more coherent conceptual framework in guiding the improvement of coursework and fieldwork related to effective inclusion and inclusive practices for them. Meanwhile, Zheng (2009) also examined pre-service teachers and focused on pre-service teachers' beliefs and practices in the field of teaching English as foreign language (EFL), extrapolating the complex relationship between EFL teachers' beliefs and practices. Zheng (2009) have highlighted the complex array of factors that interact in the process of learning and teaching.

Additionally, research on the extent to which pre-service teacher education includes direct information and/or training in SEL (Second English Language) is in a nascent stage. However, findings from a few recent studies provide a glimpse into the extent to which factors that provide the foundation for promoting students' SEL in classrooms and school are routinely included in teacher preparation (Weissberg et al., 2007). More recently, (Loreman, Sharma, and Forlin, 2013) examined pre-service teacher reports of self-efficacy for inclusive education from Australia, Canada, Hong Kong and Indonesia and the relationship to a number of democratic variables. In their research, they statec strong international differences exist, and that these differences do not always occur between countries with more obvious cultural and contextual differences. The universal development of English has increased the demand for good communication skills in English. This is a general idea among students that speaking is more difficult than other skills of learning English and may be more important than other skills. Language learners are face with anxiety problems when they speak in front of the class without preparation. Speaking class sometimes becomes an anxiety-breeding class, as students have to deliver English impromptu activity n front of the class. Speaking in the class is often citing as anxiety provoking by anxious learners (Mak, 2011). It is in accordance with what occhipinti (2009) state that foreign language class can make students become more anxious rather that any other class they take.

In Indonesian area as different context, the number of pre-service teachers study has been increased. Many previous studies come from Nariyati, Sudirman, and Pratiwi (2020) who addressed the EFL pre-service teachers' perception toward the use of Mobile Assisted Language Learning in teaching English as Foreign Language. Then Nurlaelawati and Novianti (2017) find out about pre-service teachers' knowledge and understanding about genre based pedagogy in the

curriculum and its implementation in their EFL classrooms. Nurfaidah, Lengkanawati and Sukyadi (2017) have further investigated the level of reflection from EFL's pre-service teacher field teaching practice. Meanwhile, Riski (2021) investigated the extent of the EFL pre-service teachers' digital footprints of their experience in using digital tools as reflected in their digital footprints during service learning program amidst the COVID-19 pandemic. Likewise, Rustam, (2021) tried to explore the beliefs of pre-service teachers regarding vocabulary teaching in the classroom.

Several studies also have been conducted about some factors that can be the cause of students' anxiety as the pre-service teacher. Daud et al (2019) explained some factors which are the cause of the high level of anxiety towards students as a pre-service teacher. Social factor seems to be the most significant factor affecting students' speaking anxiety. In the other case, Maulimora (2019) examined the study about English pre-service teachers' perception of anxiety in peer teaching. In her study, Most of the participants in the study agreed that they experienced anxiety while teaching. The causes of that anxiety were their confidence, English skills, preparation, lesson delivery, students' condition, evaluation, and classroom management. As inexperienced teachers, they were a little unconfident with their own teaching performance. Pasaribu and Herendita (2018) clarified that English pre-service teachers were worried about their lack of English mastery. The participants of their study said their realization of others' better English language skills made them afraid, insecure and worried. Besides, the study by Jannah (2021) aimed to find out the sources of teaching anxiety EFL preservice teachers faced during their field teaching practice.

After examining those of relevant studies, the researcher found that growing body of research dealing with EFL pre-service teacher anxiety at vocational school is still limited. It is

because those of recent studies have investigated preservice teachers that only focused on public school as the scope of the study not at vocational school. Therefore, this research is willing to fill in this gap by focusing on the EFL pre-service teachers' anxiety during field teaching practice at vocational school. Researchers are interested in exploring and analyzing the anxiety felt by pre-service teachers who teach English in vocational schools. Furthermore, it is necessary to know the EFL pre-service teacher anxiety during field teaching practice as future teaching and learning process can be implemented properly.

1.2 Scope of the Study

The scope of the study is limited this study only involved EFL pre-service teachers who had finish their field teaching practice at one of vocational schools in Kendari. This study was not integrate out of the context relate to the EFL pre-service teacher's gender. Moreover, this study only conducted in one of vocational schools in Kendari which the finding just focused on the context of vocational school. This study will be focused on the EFL pre-service teachers' anxiety during their teaching practice and collected after the program had finished.

1.3 Research Questions

Based on the focus of the research outlined above, researcher formulates research questions "What are EFL pre-service teachers' anxiety during their field teaching practice at a technical vocational school?"

1.4 Significance of the Study

This research will be contributed to the existing body of knowledge in teaching practice in the field of EFL teaching. This study is expected to be able to determine the anxiety of EFL Pre-

Service Teachers when teaching in the vocational classroom. The results of this study are expected to adapt the challenges of EFL students in teaching English in the real classroom.

1.5 Definition of Key Terms

For the purpose of this study, the use terms will be defined are listened as the following;

EFL Pre-service teacher: A student teacher or pre-service teacher that is teaching English as a foreign language under the supervision of a certified teacher in order to qualify for a degree in teaching.

Field Teaching Practice: Teaching Practice is an integral component of any teacher training program because it provides student' teachers with experience in the actual teaching and learning environment.

Anxiety: Anxiety in this particular meaning is an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

