

CHAPTER II

REVIEW OF THE LITERATURE

This study discussed several points related to theoretical study. Theoretical studies contained about pre-service teachers' anxiety and also previous study.

2.1 Theoretical Framework

The theoretical framework contained the discussion or review of relevant previous studies. It described formulations made from the results of deductive thinking that were carried out to produce new concepts and theses that make it easier for researcher to formulate hypotheses and perform data analysis.

2.1.1 English as Foreign Language Classroom

English as a Foreign Language (EFL) education has been of concern throughout the world and has prompted calls for reform to pre-service EFL teachers' practices to raise the standard of teaching and learning (Aiken & Day, 1999; Cook, 1996; Larsen-Freeman, 2000; Luo, 2003; Richards, 1998; Velez-Rendon; 2006). In Vietnam EFL teaching has developed rapidly, and English has become prevalent at all levels of national education from primary to secondary schools and universities. English has even become an essential requirement for employment at many institutions across the country. This growing demand for English reflects a change in a world that increasingly looks like a 'global village' where intercultural contact between people from different cultural backgrounds is a part of everyday life for many. The problem of intercultural language learning is very new to many EFL Vietnam teachers and students. Lack of attention to language learning between cultures may be due to two main reasons. First, students are not given the opportunity to get to know interculturality in everyday life. However, when

countries are geared towards multilateral and diverse international relations, there is an urgent need for foreign language learners to develop intercultural competence in order to succeed not only in communicating with people from other cultures but also in a multicultural environment at work.

Second, the neglect of intercultural language learning in Vietnam lies in the design of the EFL curriculum and the practice of language learning in the classroom. It can be observed that culture has a very modest place in the EFL curriculum. Based on observations and direct interviews with language teachers and students, Dinh (2005) states two main reasons for the neglect of teaching culture in foreign language classes in Vietnam. The first reason is that many language learners still believe that mastering vocabulary and grammar rules will help them learn a foreign language well. Therefore, all social rules that affect the use of language in communication are usually ignored. The second reason is that the focus on testing vocabulary, grammar and translation has relegated culture to subordinate status. Phan (2004) also states that many Vietnamese English teachers are not aware of the socio-cultural dimension of foreign language education, which leads to neglect of teaching and learning culture in EFL classrooms.

Furthermore, in China case, most of students can read and write English, but they cannot speak English fluently, which is mainly due to the lack of a natural English environment as well as too limited practice after class. Therefore, the existence of classroom teaching plays a role in foreign language learning. However, the formal teaching process in college EFL classes is not satisfactory. Because teachers in secondary schools tend to emphasize grammar structures, reading and writing, to prepare their students for national entrance examinations, rather than giving students the opportunity to practice spoken English in class. After six years of formal English education, students are accustomed to staying calm, listening to the teacher from start to

finish, rather than speaking English or interacting with the teacher and other students in the class. So, it is very difficult for teachers in universities to actively participate in students in EFL classes.

English education will be ideal if it starts at an early age, especially before they turn 12 years old. This is because a child has a golden period for children's language development. They are able to learn any language like the native speakers and so this period should be put to the best of it. However, because in Indonesia English is not the mother tongue, but as the first foreign language. Therefore Indonesia as a developing country, the application of the use of English is still too minimal, its existence can only be found in certain places, especially in big cities, where its use is for formal purposes. On the other hand, in areas far from urban areas, it is still very difficult to find the use of English to interact and communicate among people. By introducing English as early as possible, which is a trend nowadays, it will provide space for the young generation of the nation to understand how important it is to learn English.

2.1.2 EFL Pre-Service Teacher

A student teacher or pre-service teacher is a college university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in Teaching is a set of procedures undertaken by a teacher to enable learners to get valuable output (Feiman-Nemser & Buchmann, 1986), to plan, analyze, comprehend, and act (Ball & Forzani, 2009). A student in a teacher preparation program, also known as trainee teacher. Wang & Odell (2002) stated that EFL pre-service teachers are challenged by the conceptual struggle about teaching and learning. However, EFL Pre-service teacher should get through field teaching practice to enhance the quality of their teaching strategies.

Celik (2013) stated that teacher effectiveness is not limited to teacher characteristics or simply following a certain set of criteria, but also about the application of teaching practices that are valued, and contribute to, the wider community in which the teaching takes place. Therefore, the pre-service teachers also follow their teaching preparation, such as lesson plans, methods to the development of EFL pre-service teachers during field teaching practice. Furthermore, EFL Pre-Service Teacher is a prospective teachers. Furthermore, to be an EFL teachers, they need skills in teaching. EFL Preservice teachers are challenged by the “conceptual struggle about teaching and learning” (Wang & Odell, 2002, p. 515).

2.1.3 Field Teaching Practice

Teaching Practice is an integral component of any teacher training programme because it provides student teachers with experience in the actual teaching and learning environment. According to Taneja (2000) teaching practice is referred to a number of terms. These include practice teaching, student teaching, field studies, infield experience, school based experience or internship. Regardless of the way it is expressed, teaching practice is used to refer to all the learning experiences of student teachers in schools. Stones & Morris (1977) identify three major implications of teaching practice as: the practicing of teaching skills and acquisition of the role of a teacher, the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies. Ideally, the entire process of the teaching practice ought to include class observations, preparation of the lesson plan, actual classroom teaching, discussions with the supervisors, and documentation of the teaching experience.

As an EFL pre-service teacher, field teaching practice very necessary to support the skills of pre-service teachers. Overall purpose of teaching practice is to expose student teachers to the actual teaching and learning environment. During the teaching practice, student teachers observe subject teachers at work so as to learn about teachers' skills, strategies and classroom achievements. It is also the time when they evaluate their own teaching experiences through interactions with teachers and lecturers and, through self-reflection, implement a variety of approaches, strategies and skills with a view to bring about meaningful learning.

Field teaching practice is second stage in introduction to schooling field for undergraduate Program. Several things are necessary pre-service teachers do, among others: prepare learning tools, choosing appropriate learning strategies, condition the class, and mingle with all citizens school. Chan (2013) states that “through such practice student teachers are exposed to valuable opportunities to acquire professional knowledge, improve their teaching skills, and gain teaching competence”.

2.1.4 Anxiety

Brodar (2020) defined anxiety is mostly seen as a state or feeling which is characterized by negative emotions of worry, fear, and uneasiness. Van Deurzen (2012, as cited in Cuellar and Oxford, 2018) states that anxiety can be experienced either as excitement and anticipation or as aguish, which conforms to the above mentioned distinction between the beneficial and debilitating anxiety. Horwitz et al. (1986) identify three performance anxieties related to foreign language anxiety. Those are communication apprehension, test anxiety, and fear of negative evaluation. Furthermore, anxiety also affects the communication strategies students employ in foreign language classes (Horwitz et al., 1986).

Anxiety can be divided into three categories (Ellis, 2008), namely: trait anxiety, state anxiety, and specific-situation anxiety.

Trait anxiety, trait anxiety is a more permanent tendency to become anxious. This is best seen as an aspect of personality. Moreover, anxiety is a person's tendency to be nervous or feel anxious regardless of the situation. Indeed, such anxiety is part of one's character. Someone who has an anxious nature tends to feel anxious in various situations. Once anxiety becomes a trait, it will hinder language learning.

State anxiety is a fear that is experienced at a certain point in time in response to a particular situation. It's a combination of trait and situation-specific anxiety. This type of anxiety arises in certain situations and is therefore not permanent. It is nervousness or tension at a certain moment in response to some outside stimulus.

Situation-specific anxiety refers to the persistent and variable nature of anxiety. It is evoked by certain types of situations or events such as public speaking, exams, or class participants. Situation-specific anxiety can be seen as a subcategory of trait anxiety experienced in a particular context. A real physical reaction towards anxiety can be observed from several indicators. Erstentia (2016) states that it can be indicated by shortness of breath, hyperventilation, dry mouth, fast heart rate, sweating, dizziness, stomach problems, cold and damp hands, muscle tension and slurred pronunciation. Other reactions seen to speech anxiety are body movements such as excessive hand movements, flicking hair, or scratching the head. Howritz et al. (1986) revealed that the inability to control stage fright can create unwanted disturbances during speech performance, as well as activate the motor component if it is emotional. In addition to body reactions, speaking anxiety can also be shown from student

behavior such as blanks, forgetting what has been prepared, unable to say what is known, fear of miscommunication, and avoiding speaking (Occhipinti, 2009).

Horwitz et al. (1986) identified three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication anxiety refers to a fear of involvement in real communication with others. Horwitz and Young (1991) defined test anxiety as the fear of failing in tests and a displeasing experience that learners hold either consciously or unconsciously in many situations. Waston and friend (1969) defined the fear of negative evaluation as the anxiety towards others' evaluations, distress over their negative evaluations, and the assumption that others would evaluate one negatively (cited in Chan & Wu, 2004). Limited English proficiency, lack of confidence, fear of negative evaluation, and lack of teaching experience are among the sources of language anxiety (Mahmoodzadeh, 2012).

Gender is a critical factor and has a significant role in foreign language learning. A survey of previous studies showed that gender influences the level of foreign language anxiety among learners, many other studies showed that male language learners have more anxiety than female language learners (Lian & Budin, 2014) and few studies indicates no differences in language anxiety between genders (Alsowat, 2016; Bell & McCallum, 2012).

2.1.4.1 EFL Pre-Service Teacher Anxiety during Field Teaching Practice

Teachers' anxiety is one of many concerns not only of experienced teachers but also something pre-service teachers have to deal with. The negative impact of the anxiety always has a strong influence on the teaching performance of the pre-service teachers particularly in the first encounter with students in EFL classroom. Anxiety in this particular meaning is an uncomfortable feeling of nervousness or worry about something that is happening or might

happen in the future. This issue has grown in importance according to the previous study of Kyriacou (1987, cited in Coombe, 2008) which found that teaching is one of the top five most stressful careers in the world. In fact, new teachers usually had anxiety and were confronted with the causes of anxiety more than an experienced teacher (Alashev & Bykov, 2002).

The teaching practicum is an indispensable component of initial-teacher education programs. However, students who go through the teaching practicum have some concerns related to their experience. They have a number of worries and anxieties, resulting in high levels of stress. Various factors may lead students to be anxious about the teaching practicum such as methods used in their teaching, classroom management and materials, or inconsistencies in the way students are evaluated by mentors or supervisors. 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.

Dealing with real teaching is the main topic of education practitioners. Schools, teachers, students, and lecturers are external factors that cause anxiety in the real teaching. It is undeniable that these stakeholders play an important role in the implementation of real teaching so that pre-service teachers naturally feel concerned about the role of stakeholders regarding the course of real teaching activities. Thus, the existence of good communication between students and pre-service teacher can reduce anxiety in implementing real teaching. Merc (2015) summarizes the things that cause teacher anxiety in teaching, such as lack of time, heavy workload, poor student behavior, and inadequate resources. Kiggundu and Nayimuli (2009) point out, despite the thorough preparation, the pre-service teachers found it difficult to teach, as pupils were unresponsive; the pupils did not do their tasks, were noisy and were not actively engaged in classroom activities. Furthermore, Guillaume and Rudney (1993) have pointed out that the

underlying reasons for student teachers' concerns are that they are influenced by a variety of factors shaping their classroom experiences, and that the personal characteristics such as gender and cognitive structure strongly interact with the development of such concerns.

2.1.4.2 Strategies in Diminishing EFL Pre-Service Teacher Anxiety during Field Teaching Practice

Randall and Thornton (2001) point out that anxiety can be a positive force for teachers if it is at the right scale. They also admit that a good number of teachers feel nervous before encountering a new class, so they tend to plan and organize effective lessons for their new class, and pay close attention to what is going on in the class. Anxiety is caused by fear, the fear that a teacher may do any unintentional damage to students (Moskowitz, 1978). In contrast, anxiety can relate to expectations, i.e., a person can have anxiety when his expectation is not met. This is evident in the study of Kongchan and Singhasiri (2008), which finds that the teachers expected to teach the students who had high English proficiency. But in reality, the teachers had to teach low English proficient students.

The consequence of this unexpectedness caused those teachers to worry about using English to instruct such students. Moreover, the teachers felt worried because the students did not understand what the teachers said in English. But the level of the anxiety the teachers found was moderate. Shrestha (2009) observes the negative side of language teachers' anxiety in their first class, and finds that they cannot express utterances naturally even it is basic conversation. That is, utterances of anxious teachers and that of other teachers differ in the structures and the flow. He also finds that anxiety leads the teachers to forget what he wants to say to the students and the students not to be able to understand what the teacher wants them to do next. In other words, teachers' anxiety results in unsmooth communication and communication breakdown.

Four pre-service teachers from the Department of Language Studies, School of Liberal Arts, KMUTT, Bangkok, Thailand participated in the study. Two of them were international M.A. students and the others were Thai M.A. students. The pre-service teacher had anxiety because she was faced with the unexpected situations in the first class. To relieve anxiety, she managed her anxiety by accepting the situations and letting the situations go with the flow. The result of these solutions indicated that she could reduce her anxiety. She clarified that “I was satisfied with the anxiety management techniques that I used because I could relieve the anxiety in the first class”. The pre-service teacher had anxiety when she had less confidence in controlling her speaking pace and modifying the language in the class. Thus, simplifying the language, and using communication strategies were the techniques used to cope with the anxiety in the second week. After using these solutions, the participant reflected that “... I was pleased that those techniques worked very well...”. Next, the pre-service teachers had anxiety when they implemented the lesson plan in the first class. For example, they felt worried about using a poor lesson plan that led them to face difficulty while teaching. Moreover, they suffered some hardship when the lesson plan intended to promote interaction did not go well.

One participant expressed that “I felt anxious that I would not follow my lesson since there were many factors influenced it”. Thus, they also worried about adjusting the plan immediately as well as worrying about going off track while teaching because of detailed lesson plans. The extract below supports the claim. Extract 6: “I had anxiety because the lesson plan did not go along with expectations of mine while teaching... the lesson plan did not match the ability of the students, hence the students did not enjoy the activities provided”. The implementation of the lesson plan into the first class led the pre-service teacher to have anxiety. So, she managed her anxiety by accepting the situations and letting it go. Moreover, after teaching, she

and her partner planned to solve the problem by adjusting levels of activities to meet students' ability in the second class. She also mentioned that "I could decrease my anxiety by using the right techniques to solve problems. Most students found the activity very enjoyable". The results indicated that she was satisfied that the students had enjoyed the lessons more.

2.1.5 Vocational School

Vocational high schools (VHS) or called *Sekolah Menengah Kejuruan* (SMK) in Indonesia is a form of formal education unit that provides vocational education at the secondary education level as a continuation of middle school (SMP/MTS) or other equivalent forms. This VHS or Vocational Madrasah Aliyah (VHS, under-guidanced of Religion Department), or other equivalent forms are set on law of National Education System of Indonesia (Number 20 of 2003). Vocational schools have a main mission to prepare students to enter the workforce. Thus, the existence of VHS is expected to be able to produce a middle-level workforce, in other words, vocational graduation (VG) is required to graduate students who are ready to work. According to Djohar (2007) vocational school is an educational program that prepares individual students to become professionals and ready to continue their education to a higher level. In a vocational school there are many majors available, such as medical, arts, technical or engineering, and others.

Technical vocational school is one of the teaching practice targeted schools for EFL pre-teaching teachers. Of course, this is a challenge for pre-service teachers in the learning process. The English Teachers in state VS in Surabaya also have the same challenges in their English language teaching. In addition, there was no significant difference in responses the English Language Teaching challenges among English teachers based on their age, level of education, and teaching workload. Only the group of English Teachers' teaching workload differs in

response the challenge which probably caused by fatigue in their teaching. Sucihati (2013) recommend that English in vocational high school should be directed at English for Specific Purposes (ESP) since it has specific characteristic. Moreover, English in vocational high school need more attention in 2013 Curriculum in all aspects such as the allocation time of teaching.

2.5 Relevant Studies

In the terms of EFL pre-service teachers' anxiety, there were many researcher have been conducted their research EFL pre-service teachers' anxiety with various focuses. Tufekci (2018) conducted his research that focused on two things. Those were firstly to define a newly emerging concept named FLTA (Foreign Language Teaching Anxiety). Secondly, the study aimed to explore pre-service EFL teachers' anxiety provoking factors while they were practicing teaching English to young learners at real classroom settings during teaching practicum. The results indicated that the pre-service EFL teachers experienced anxiety in teaching English to young learners at real classroom settings particularly related to cognitive, affective and socio-cultural factors.

Another study is done by Jannah (2021). In her research, she focused on the sources of teaching anxiety EFL student teachers encountered during their field teaching practice. The findings of the study indicate that the significant source of student teachers' anxiety comes from lack in interpersonal skills. The analytical part of other studies presents the results of the research aimed to investigate the foreign language teaching anxiety among pre-service EFL teachers in the Croatian context (Brodar, 2020). The results showed that all participants experienced either low or moderate foreign language teaching anxiety. However, no significant difference in

anxiety levels was found between those participants who have had more English teaching practice and those who have had less teaching practice.

Ozturk (2009) investigated the influential factors of foreign language speaking anxiety and language learners' perceptions of it in a Turkish EFL context. The results of the quantitative data showed that pronunciation, immediate questions, fear of making mistakes, and negative evaluation were causes of the EFL speaking anxiety, the interview suggested that most of language learners perceive speaking skill as the major cause of anxiety.

Alsowat (2016) investigated foreign language anxiety level and the factors affecting the anxiety among Saudi English language learners at Taif University in the Saudi context. The results revealed that learners had a moderate level of anxiety. The most important causes of language learners' anxiety were worrying about consequences of failing, forgetting things they knew, and feeling uneasy during language tests.

Debreli and Demirkan (2016) analyzed the level of EFL learners' speaking anxiety and sources that make them anxious. The finding indicated that the language learners generally had a low level of speaking anxiety factors such as difficulty in pronunciations, being ask immediate questions by the teacher, and not understanding the question asked by the teacher resulted in anxiety.

Choi (2016) investigated the perceptions of university language learners on English speaking anxiety in a Hong Kong classroom. The results showed that pedagogical and personal factors lead to language learners' negative and positive feeling toward speaking activities and finally, the behavior and attitudes of the teacher were important aspects that might help to reduce apprehension feelings.

Therefore, another early research investigated possible causes of pre-service teachers' anxiety and to study how the teachers managed their anxiety effectively. The causes of anxiety were grouped into four categories according to the research framework determined: teachers own personality, teaching context, supervision context, and others. Another important finding is that there were successful anxiety management techniques, i.e., 'self-control', 'let-it-be', and 'face-it and handle-it' (Sammephet & Wanphet, 2013). While Fatih and Demet (2012) conducted their research about self-efficacy and anxiety perceptions of pre-service efl teachers. at the end of their research, they concluded that pre-service teachers were observed to have an above average self-efficacy perception, they were anxious about their English level and their teaching speaking-listening comprehension skills.

Futhermore, Hammad & Gali (2015) in their research, they identified Gaza EFL pre-service teachers' speaking anxiety level and the reasons behind such anxiety. Results' study showed that Gaza EFL pre-service teachers' speaking anxiety level was high, and the potential sources for such anxiety included teachers' inappropriate procedures, students' inability to use only-English in English classes, students' fear of negative evaluation, and students' sensitivity to teachers' correcting comments. Additionally, another research study described that nonnative preservice teachers are just as susceptible to foreign language anxiety as are inexperienced language learners, a claim carrying important implications for the EFL classroom (Tum, 2015). Tum (2015) then added that preservice teachers experience significant levels of language anxiety to a degree that may cause them to avoid using the target language and language-intensive teaching practices in their classrooms.

The similarities my research with the other research is discussing the anxiety of pre-service teachers. While the differences this research with the other research were some

researchers focus on the sources of teaching anxiety EFL student teachers encountered during their field teaching practice, explore pre-service EFL teacher anxiety provoking factors while they were practicing teaching English to young learners, EFL pre-service teachers' speaking anxiety level and the reasons behind such anxiety and self-efficacy and anxiety perceptions of pre-service efl teachers. Regarding, those researchers still less explored about EFL pre-service teacher anxiety in technical vocational school. So this research focused on EFL pre-service teacher anxiety during field teaching practice at technical vocational school.

