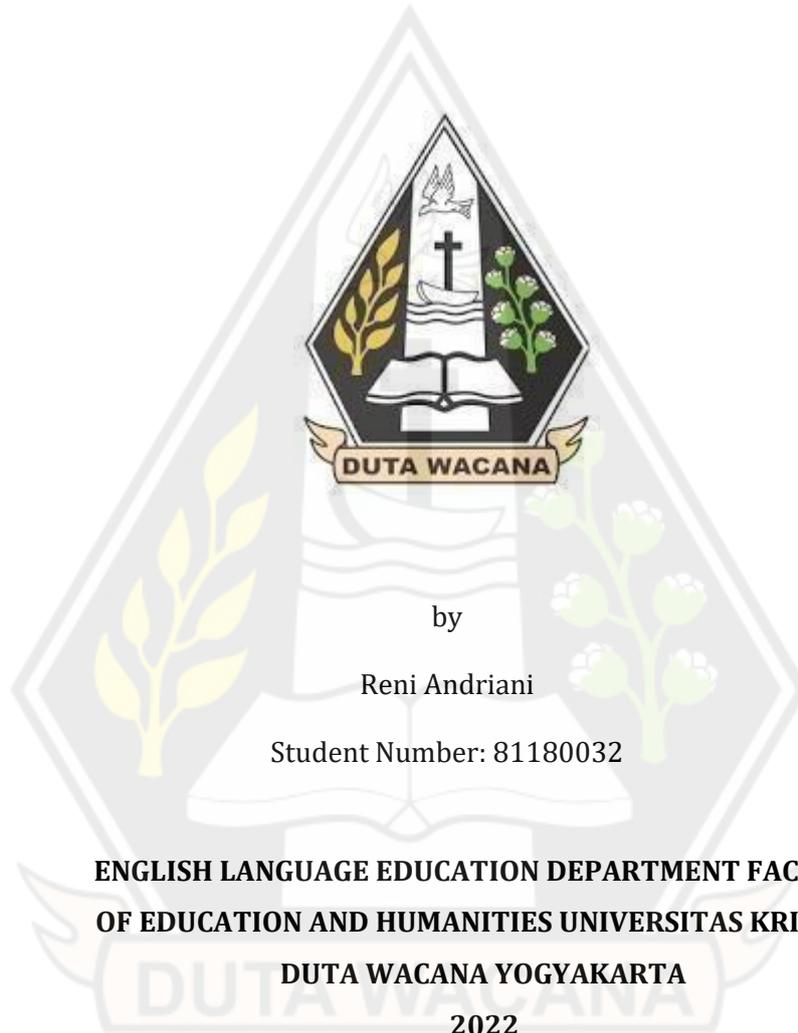


**PRE-SERVICE TEACHERS' TEACHING ANXIETY IN TEACHING
ENGLISH FOR OCCUPATIONAL PURPOSES (EOP) CLASSES**

SKRIPSI



by

Reni Andriani

Student Number: 81180032

**ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY
OF EDUCATION AND HUMANITIES UNIVERSITAS KRISTEN**

DUTA WACANA YOGYAKARTA

2022

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SKRIPSI

Presented as a partial fulfilment of the requirements

for the degree of *Sarjana Pendidikan (S.Pd.)*

in English Language Education Department

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STATEMENT OF ORIGINALITY

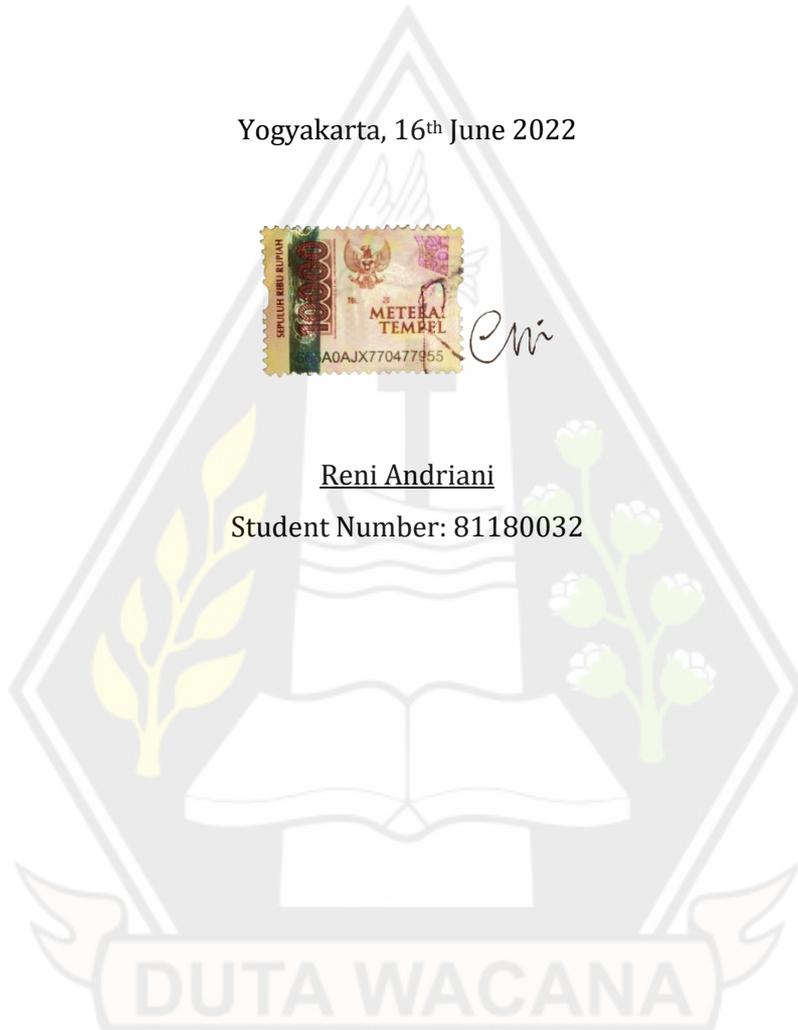
I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 16th June 2022



Reni Andriani

Student Number: 81180032



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ABSTRACT

Andriani, R. (2022). *Pre-service teachers' teaching anxiety in teaching English for Occupational Purposes (EOP) classes*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

This study aims to investigate pre-service English teachers' anxiety in teaching English for Occupational Purposes (EOP) classes and to explore the main factors of teaching anxiety during teaching EOP classes. The participants of this study were six pre-service English teachers. This study implemented qualitative method and the instruments were observation and interview. From research question (RQ) 1 there were three themes which emerged. The study found that pre-service teachers experienced anxiety when opening the class, when students asked questions, and when they had mispronunciations or forgot certain vocabulary. Based on RQ 2 which examines the factors that cause pre-service teachers to experience anxiety while teaching, there were four themes which emerged. The first, the pre-service teachers' perceived lack of EOP teaching experience and lack of content knowledge. The second was lack of confidence in their English in general. The third was teaching mixed ability students. The last was teaching students who were older than them. There were several implications of this study such as: the lecturer can gain references for preparing activities that can make pre-service teachers familiar with EOP context. In addition, lecturers can provide trainings specifically on how to teach adult learners effectively. The last, the pre-service teachers can focus to practice before teaching to decrease their anxiety and avoid wrong in teaching.

Keywords: EOP classes, pre-service English teachers, teaching anxiety

INTISARI

Andriani, R. (2022). *Pre-service teachers' teaching anxiety in teaching English for Occupational Purposes (EOP) classes*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

Penelitian ini bertujuan untuk menyelidiki kecemasan guru bahasa Inggris prajabatan dalam mengajar bahasa Inggris untuk kelas Tujuan Pekerjaan (EOP) dan untuk mengeksplorasi faktor utama kecemasan mengajar dalam mengajar bahasa Inggris untuk Kelas EOP. Partisipan dalam studi ini adalah enam guru Bahasa Inggris prajabatan. Penelitian ini menggunakan metode kualitatif dengan instrumen observasi dan wawancara. Dari pertanyaan penelitian pertama ada tiga tema yang muncul. Studi ini menemukan bahwa guru prajabatan mengalami kecemasan saat membuka kelas, ketika siswa mengajukan pertanyaan, dan ketika mereka salah pengucapan atau lupa kosa kata Bahasa Inggris tertentu. Berdasarkan dari pertanyaan penelitian ke dua, yang mengkaji gaktor-faktor yang menyebabkan guru pra-jabatan mengalami kecemasan saat mengajar, ada empat tema yang muncul. Yang pertama, guru prajabatan merasa kurang berpengalaman dalam mengajar EOP dan kurangnya pengetahuan konten bahan ajar. Yang kedua adalah kurangnya kepercayaan diri dalam kompetensi bahasa Inggris mereka secara umum. Ketiga adalah mengajar siswa dengan kemampuan yang bervariasi. Yang terakhir adalah mengajar siswa yang lebih tua dari mereka. Ada beberapa implikasi dari penelitian ini seperti: dosen dapat memperoleh referensi untuk mempersiapkan kegiatan yang dapat membuat guru prajabatan akrab dengan konteks EOP. Selain itu, dosen dapat memberikan pelatihan khusus tentang cara mengajar pembelajar dewasa secara efektif. Terakhir, guru prajabatan dapat fokus berlatih sebelum mengajar untuk mengurangi kecemasan mereka dan menghindari kesalahan dalam mengajar.

Kata kunci: Kelas EOP, guru bahasa Inggris pra-jabatan, kecemasan mengajar

CHAPTER I

INTRODUCTION

This chapter consists of research background, research questions, research objectives, and research benefits. Therefore, this proposal will introduce the readers to the big concepts of the present study.

A. Research Background

Foreign language teaching anxiety (FLTA) has become a prominent issue, especially in the education field. The anxiety is not only experienced by the experienced teachers, but it is also something that pre-service teachers have to deal with (Sammephet & Wanphet, 2013). For the pre-service teachers, they usually experience this when they conduct teaching practice in schools. While doing it, the pre-service teachers have to prepare the lesson plan, materials, teach the students and assess the students' works (Agustiana, 2014). During conducting the teaching practicum, the pre-service teachers are expected to be professional as experienced teachers. With the professional demands, it can cause the pre-service teachers to experience anxiety (Agustiana & Nurhayati, 2019). According to Aydin (2016), foreign language teaching anxiety is an emotional and affective state felt by a teacher due to professional problems, and technical problems before, during, and after teaching. The impact from the pre service teachers' experiencing anxiety influences them to struggle in giving the best teaching performance in classrooms (Pasaribu & Herendita, 2018). That is why it is important to investigate the extent and the factors provoking teaching anxiety among pre-service English teachers to find the solutions and remedy the situations when teaching.

The issue of FLTA for pre-service teachers has become a growing issue and attention in various contexts. For example, pre-service English teachers' teaching anxiety was investigated in Turkey context (e.g Aydin, 2016; Aydin & Ustuk, 2020b; Can, 2018b, 2018a; Eksi & Yakisik, 2016; Farhadi, 2021; Han & Tulgar, 2019; Merc, 2011; Merc, 2015; Paker, 2011) in Nigeria (e.g Akinsola, 2014), in Kenya (e.g Otanga & Mwangi, 2015), in Iran (e.g Aslrasouli & Vahid, 2014), in Palestine (e.g Barahmeh, 2016), in Albania (e.g Bilali & Tarusha, 2015), in South Korea (e.g Yoon, 2012), in Thailand (e.g

Sammephet & Wanphet, 2013; Suwannaset & Rimkeeratikul, 2014), and in Indonesia (e.g. Agustiana, 2019; Agustiana & Nurhayati, 2019; Oktaviani & Jaelani, 2020; Pasaribu & Herendita, 2018; Permatasari et al., 2019). All of the aforementioned studies were conducted either in elementary, junior, and senior high school students. Therefore, conducting a study on FLTA in English for occupational purposes (EOP) classes would be worthwhile since teaching EOP students seems to be more difficult than teaching general English (GE) students. Moreover, the challenges in teaching EOP is the teachers must deal with the students who have different educational backgrounds, ages, English comprehension skills, interest, and confidence (Cahyani et al., 2018). The challenges in teaching EOP might make the pre-service teachers feel more anxious when teaching because they have no experience in teaching and they are not experienced teachers. To the best of my knowledge, studies that discuss pre-service teachers' teaching anxiety in teaching English for Occupational Purposes (EOP) classes seemed to be unavailable in Indonesia. That is why this study is conducted in Indonesia. Therefore, it is essential and worthwhile to study about this particular issue in depth.

The participants of this study were English language education department (ELED) students who did teaching practice in EOP context. It is important to investigate the factors contributing anxiety experienced by the pre-service teachers since the role of a teacher in classrooms is important and usually the pre-service English teachers are prone to experience anxiety because of some reasons. For instance, the pre-service teachers experience anxiety because they have no experience in teaching (Aydin, 2016; Han & Tulgar, 2019; Suwannaset & Rimkeeratikul, 2014). The pre-service English teachers will feel afraid if they are making mistakes when teaching (Han & Tulgar, 2019). The pre-service teachers feel pressure when they are not able to teach (Oktaviani & Jaelani, 2020), and incapable for managing classroom (Suwannaset & Rimkeeratikul, 2014). In Indonesian context, the role of the teachers is very crucial because the teachers is the main source of the language itself (Sulistiyo, 2016).

Observation and interview will be conducted in this study to get the data from the participants. The qualitative method was applied and the methods to get the data was observation and interview. The observation was applied based on the purpose of the

research question to get the data and the observation was conducted to observe the pre-service teachers' behaviors, activities, and conversation during teaching (Creswell & Poth, 2018). Besides that, interview has been used by previous researchers in investigating the extent and factors that affected the pre-service teachers to experience teaching anxiety (e.g. (Agustiana, 2014, 2019; Aydin & Ustuk, 2020a; Can, 2018a; Han & Tulgar, 2019; Merc, 2011; Oktaviani & Jaelani, 2020; Sammephet & Wanphet, 2013; Suwannaset & Rimkeeratikul, 2014). This popularity of interview method in the field also becomes a consideration to using qualitative methods in this study. Furthermore, according to McCusker and Gunaydin, (2014) qualitative methods usually tends to investigate in-depth information regarding experiences and attitudes of the participants in this study. Besides that, if the aim of study is to grasp deeper understanding regarding a way of a participant or a person sees the particular issue, then conducting a qualitative method is a best applicable (McCusker & Gunaydin, 2014).

B. Research Questions

Considering the rationales of the study, this research addresses the following questions:

1. To what extent do pre-service teachers of English experience anxiety in teaching English for Occupational Purposes (EOP) classes?
2. What are the main factors of pre-service teachers' teaching anxiety?

C. Research Objectives

The objective of this study is to examine the anxiety experienced by pre-service teachers from English Language Education Department (ELED) when teaching EOP classes. By conducting this research, the research intends to investigate:

1. The extent of pre-service English teachers' anxiety in teaching English for Occupational Purposes (EOP) class.
2. The main factors of teaching anxiety that pre-service teachers have experienced.

D. Research Benefits

By conducting this study, hopefully it can be beneficial for lecturers, pre-service teachers, and other researchers.

1. Lecturers

This study will give lecturers insight regarding the extent of anxiety that pre-service teachers experience and some main factors that provoke anxiety when pre-service teachers teaching in EOP classes. Thus, the lecturers can also gain information from the findings of this study in regard to the factors that provoke anxiety when teaching. Moreover, lecturers can provide the classroom activities that support the pre-service teachers to be familiar with English related to work places, classroom management and designing materials before assigning the pre-service teachers into the real teaching.

2. Pre-service Teachers

From this study, the pre-service teachers may get an insight about anxiety they experience when teaching EOP classes. Therefore, pre-service teachers can learn, practice, and prepare themselves to avoid anxiety when teaching. Moreover, the pre-service teachers can find possible strategies to deal with it to make them feel less pressure before getting assigned by the lecturers to the practicum class.

3. Researchers

The study about pre-service English teachers experience anxiety in teaching English for Occupational Purposes (EOP) class in Indonesian context seemed to be rare. However, many researchers have conducted study about teaching anxiety in general English and English for Specific Purposes (ESP) classes using qualitative method. Through this study, the researchers can gain reference regarding the factors that provoke anxiety of pre-service English teacher in teaching EOP classes since this study is conducted with qualitative method and the result of the study is from in-depth perspectives of the pre-service English teachers.

CHAPTER V

CONCLUSION

As the conclusion, some points will be highlighted in this chapter, such as summary, implications and contributions, limitations, and future studies.

A. Summary

In this study, there were two aims related to pre-service teachers' experience in FLTA English for Occupational Purposes (EOP) classes. This study conducted observations and interviews. The first research question aims to find the extent of anxiety experienced by the pre-service teachers while teaching. Through the observations and interviews, the study found that the pre-service teachers experienced anxiety when opening the class, students asked questions, and they had mispronunciations or forgot certain vocabulary.

The second research question aims to find the main factors of FLTA. The conducted interviews produced four themes. The first theme had two sub-themes in which they explained factors of the pre-service teachers perceiving lacks in teaching. The first sub-theme specifically explained the pre-service teachers' perceived inadequate experience to EOP teaching which made them more anxious. Furthermore, the second sub-theme was regarding lacks of content knowledge. The second theme was a lack of confidence in their English proficiency. The third was regarding teaching a mixed-ability students. The last factor found in this study was teaching students with older ages.

B. Implications and Contributions

Based on the findings of this study, there are several implications for pre-service teachers and lecturers, especially for the purpose of teaching English for Occupational Purposes (EOP) classes. Firstly, from the result, pre-service teachers admitted that they perceived lack of content knowledge and teaching mixed-ability class. It made the pre-service teachers felt anxious when teaching. From these findings, the lecturer may gain references for preparing activities that can make pre-service teachers become familiar with EOP. Moreover, the lecturer can ask all pre-service teachers to do a need analysis before teaching. It will help them to design a proper and suitable

material for their students. Secondly, the pre-service teachers in this study stated that they felt anxious when teaching the students who were older than them. In regard to this, lecturers can provide trainings specifically on how to teach adult learners effectively since most of the EOP students are adults and employees. Lastly, according to these findings, pre-service teachers can focus to practice before teaching to decrease their anxiety and avoid wrong in teaching.

In addition, this study contributes to enriching the literature in education field regarding to the study about pre-service teachers' teaching anxiety in EOP classes. Since this study was conducted using qualitative method, the results of the study provided in depth perspective from the pre-service teachers in Indonesian context. This study also can be used as a reference for future studies that are related to FLTA in EOP classes.

C. Limitations

This study still has some limitations. Firstly, in collecting the data for this research, the observations were conducted by teleconference and on site. Because two of the participants decided to teach online and four of the participants decided to teach the students on site. For those who conducted the teaching by teleconference the duration of the class was very short and the data obtained was limited. Besides that, I could not really see their facial expression and their body language when teaching because they had the PowerPoint in front of their laptop and their camera was not really clear. Besides that, the voice of the pre-service teachers and the students was not really clear because of the internet connection. Secondly, the result of this qualitative study cannot be generalised because it may be not applicable in different contexts and settings.

D. Future Studies

There are some recommendations for future studies that can be conducted based on the results and the limitations of this study. Firstly, the study about teaching anxiety in teaching English for occupational purposes are rare in Indonesian context and the findings of the present study cannot be generalized. Future studies may use quantitative to produce generalizable data so the findings of the study can be used as a reference in many fields. Secondly, the future studies can focus to analyse the strategy that pre-service teachers use to avoid anxiety when teaching EOP classes.

Thirdly, based on th finding, the pre-service teachers experienced anxiety when they had mispronunciations or forgot certain vocabulary when teaching and it made them explain the material in Indonesian language, so the future study can focus in investigate how to avoid mispronunciations and forget vocabulary while teaching. Finally, the future studies can focus on how to teach confidently in front of a group of adult learners.



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