

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter gives some definition of internship program and elaborates on the anxiety on internship program and their effects on language Teaching. Then, it deals with anxiety in foreign language teaching, and possible sources of pre-service teachers' anxiety after that, it explains previous studies on pre-service teachers' foreign language anxiety. Finally, foreign language anxiety causes and strategies to reducing anxiety are discussed.

#### **1. Internship Program**

Teachers are the first pillar whose quality must be improved to improve the quality of education (Mulyasa, 2009:5). One of the efforts to improve education is the internship program. The internship program is an activity that provides initial experience to build the identity of educators, strengthens academic competence in education and fields of study, strengthens the initial abilities of prospective teacher students, and develops learning tools and pedagogical skills in building educational expertise. In the internship program has the main goal to be achieved in this program is to form prospective educators personally and competently who have the right knowledge, skills, values, and attitudes to be applied in the field of education and teaching inside or outside the school scope (Hamalik, 2004: 171). Educational Internships are very important to equip students with real teaching, this activity consists of three stages:

Educational Internships I, II, and III. Each of these activities is carried out in accordance with the policies of the study program/faculty. The internship activity begins with student orientation to partner schools (implementation of school/class observations) then at the final stage, student internships carry out teaching practices in schools for approximately one month.

### 2.1 Internship program 3

Teaching practice helps student teacher candidates to train and provide direct experience when teaching in the classroom so that the experience can develop not only teaching skills but can train their professional attitude when they become teachers (Hamruni, 2009). So, the existence of an internship program 3 for student-teacher candidates is very important to help them when they become teachers. The definition of internship program 3 according to the intensity program manual (2019:3) is one of the Intra-Curricular activities as a continuation of Micro Teaching courses which are carried out by students in a guided manner in the form of teaching exercises. in a real class at SMA Negeri, Madrasah. State Aliyah, State Madrasah Tsanawiyah, or Private, State or Aliyah Madrasa. The essence of Internship 3 activities is teaching practice in the classroom by using and developing all existing teaching abilities and skills. In the classroom teaching exercises are determined as follows:

- a) Students are required to teach at least 6 (six) times face-to-face in classes with the same subject and the same class.
- b) If the school/madrasah wants to teach in another class in the same subject, then it is fully submitted to the school/madrasah, but it is not counted in the 6 meetings as mentioned above.
- c) In classroom teaching practice, it is recommended that students teach 1x (one time) a week and if under certain circumstances such as time constraints with a target of 6 meetings, they are allowed to pursue 2 times a week.
- d) Internship 3 students teach in class under the guidance of a civil servant teacher who has been appointed by the principal with the provisions and policies that apply in partner schools.
- e) Subjects taught by practical students of the Tarbiyah Faculty of IAIN Kediri include: Islamic Religious Education Subjects for PAI Study Programs that teach in Public Schools, Subjects: Al-qur'an-Hadith, Akidah-Akhlak, History of Islamic Culture, Fiqh for PAI Study Programs that teach in Madrasahs, English Subjects for English Studies Programs that teach both in Public Schools and Madrasahs, Arabic Subjects for Arabic Education Study Programs for both those teaching in Public Schools and Madrasahs, Subjects Mathematics for Tadris Mathematics Study Programs, both teaching in public schools and Madrasahs, Class teachers for PGMI

Study Programs for schools under the Ministry of Religion and public schools.

## 2.2 The purpose of internship program 3

The objectives of the internship program can be summarized in detail according to the IAIN Kediri (2019) intensity program manual as follows:

a. Internship program 3 (teaching practice) for student-teacher candidates is aimed at training them to have the skills and knowledge that will be needed for their profession. Knowledge and attitudes are formed through experience in completing assigned activities including overcoming problems encountered in the field (in this case partner schools) while skills are formed from the habit of running or doing something.

b. This internship program aims to train student teacher candidates to have various skills and abilities in the field of education and teaching. In this case, this internship program helps prospective teachers to help improve and develop the pedagogic competencies of prospective teacher students, according to Hakim (2015: 2) teacher pedagogic competencies are the ability to regulate learning, instruction and implementation frameworks, learning evaluation results, and student development to actualize their potential. The pedagogic competence of teachers is important to improve because it will increase the

professional competence of teachers in teaching. So that teachers have the ability to manage learning materials that will be delivered properly to their students with various techniques (Rahman, 2014: 79).

c. In internship activities, every student teacher candidate has the opportunity to form a professional attitude as a prospective teacher. The internship is an important part and is a precondition activity of the professional teacher preparation system because professional attitude is one of the four competencies that must be mastered by teachers. Teachers who have professional competence will produce quality educational processes and outcomes

In Internship 3, students not only get theory in college but can apply the knowledge gained during lectures in class in direct practical activities. In addition, students will gain other knowledge from the institution/school where they practice teaching, which they may not get in college.

### 2.3 The importance of internship program

The internship program is an important foundation for education students because it is their first experience of teaching when becoming a teacher. This is a compulsory well-structured program in any teaching education program. It purports to provide students with the experience in both developing teaching skills and evaluating the competence of teacher candidates indirect school setting. In my department, students are required

to take the course of teaching practice/internship in the seventh semester. They are placed in schools for at least 2 months with the supervisors both the lecturer and the supervising teachers. Thus, the program is actually the culmination point and the final point where the mutual relationship between the three main players: the supervising lecturer, the supervising teacher, and the pre-service teacher determines the quality of the soon-to-be teacher.

Teaching practice is the context in which pre-service teachers incorporate theory into practice by understanding and experiencing the practical reality of the classroom and school (Richards & Crookes, 1988). In addition, this is also reinforced by a statement (Tang, 2002) in Merc (2010) that this program occupies the highest level of cooperation between universities and other educational institutions. The main consideration in this program is how to make sure that the placement of the students at school can optimally provide them with significant experience in developing their teaching skills. It is argued by Paker (2000) that the department plays a very important role in placing the students in a cooperative school. They must carefully choose schools in which the teachers are cooperative and successful aspirants of the target language and where teachers who work together are successful aspirants of the target language and master constructive teaching methodology at any level. Both supervising lecturers and teachers must take into account that teacher students/pre-service need more pedagogical preparation and

support to address them with FLTA support so that they will feel more confident with their own proficiency.

## **2. Teaching English as a Foreign Language in Internship Program**

Given the importance of teaching English as a foreign language to students, there are goals that must be achieved, based on the Decree of the Minister of Education and Culture No.060/U/1993 dated February 25, 1993, and the 1989 Constitution on the National Education System which is the ultimate goal of English subjects. at school so that students are able to speak English in the era of globalization (Rachmajanti, 2008). Meanwhile, Nurkamto (2003) asserts that “the aim of teaching English in schools is to develop students' communicative competencies that will assist students in their university education” (p. 287). However, this goal was never satisfactorily achieved. Although English is officially taught at all levels of education. The cause of not achieving these goals is caused by several factors and one of the factors is the lack of skills possessed by a teacher. The lack of skills possessed by these teachers may be caused by a lack of teaching training while being a prospective teacher at a university. Previous studies found several problems and solutions offered to overcome these problems such as the problem of lack of teaching training, in several countries the problem that most often arises in teaching English is the lack of teaching training (Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003). From this statement, the quality of the

apprenticeship program must be improved to improve the quality of teachers.

However, in the internship program process, when students do teaching practice, of course, they will face several obstacles, for example experiencing anxiety because they do not have actual classroom teaching experience. Anxiety usually appears when the learning process has not started. Teaching practice creates complex feelings such as anxiety, pleasure, and fear when they start their teaching practice (Manion, et.al, 2003). If the anxiety during actual teaching practice in the classroom cannot be handled properly, it will affect the appearance of pre-service teachers during activities and affect their competence when they will become teachers. Researchers have found that preservice teachers' perceptions of the causes of teaching anxiety vary widely. Knowing the root of the problems they face in the process of becoming a teacher is certainly the first step in preparing quality teachers. Therefore, reflection from the actual implementation of teaching activities is the right effort to overcome these problems. Thus, this study explores in depth the teaching anxiety experienced by pre-service teachers.

### **3. Foreign Language Teaching Anxiety in Pre-service Teacher**

In the teaching process, a teacher has the possibility to experience a lot of pressure, both pressure in delivering material, preparing students for exams, and demands to complete administrative matters. It is possible that



teachers have pent-up anxiety in their hearts and minds. Anxiety causes feelings of being disturbed and accompanied by worry and can even have symptoms that appear physically (Susanto & Sunoto, 2016). This can also be felt by pre-service students who have just learned to practice teaching in foreign language classes. Anxiety in language teaching is a challenge that must be recognized as something related to one another (Merç, 2011). Anxiety and foreign language teaching are part of the challenges that must be faced in the learning process.

The term anxiety in foreign language teaching was first introduced by Horwitz (1996), who defined it as a feeling of anxiety experienced by non-native teachers in using a foreign language or target language as the language of instruction in the classroom due to the fact that they themselves are foreign language learners. who still feel they have not mastered the target language adequately. This statement is finally supported by Mercer (2018) who also argues that anxiety is actually a negative emotion of the teacher which is the result of low mastery of the target language. Merç (2011) argues that FLTA has several triggering factors including classroom management, a particular language teaching approach, or power-related problems such as the supervisor-teacher relationship. Aydın (2016) as concluded in Tum (2012) further defines FLTA in his qualitative study as “an emotional and affective state perceived by teachers as tension caused by personal, perceptual, motivational and technical problems before, during and after teaching

activities.” Thus, different views on FLTA must exist and the factors causing the problem of FLTA are worthy of research in the hope that a comprehensive understanding of this phenomenon can lead to conclusions about how FLTA is closely related to the success of the teaching and learning process in foreign language classes.

#### **4. Possible Causes of Pre-service Teachers' Anxiety in Internship Program**

The possibility of the cause of teaching anxiety has been investigated by several researchers. The factor that causes teaching anxiety is generally because they themselves are language learners, Horwitz (2000), this is indeed a challenge for foreign language teachers when teaching, especially for pre-service teachers, as it will encourage their nervousness when teaching practice. Meanwhile, Kim and Kim's (2004) study of Korean primary and secondary school EFL teachers showed that the most dominant source of teaching anxiety was inadequate English proficiency, followed by limited self-confidence, limited linguistic and educational knowledge, and poor class preparation. Another study found teacher candidates' anxiety factors while teaching, Tum (2014) interviewed a group of 12 students of EFL teachers and found that their anxiety stems from fear of mistakes and fear of negative evaluation.

As for the internship program, previous research has examined anxiety during teaching practice. Agustiana (2014) conducted research on

English education students who were carrying out teaching practices, she found that there were several factors that caused the anxiety of prospective teacher students in carrying out teaching practices. These factors are when PNS teachers or lecturers observe their teaching practice process in class, then because they do not have previous teaching experience, carry out teaching practice exams on the first day, teach in classes with many students, when teaching grammar in class, when students submit questions and attract students' attention. Supported by research conducted by Aydin (2016) in his research observing 60 Turkish pre-service teachers before, during, and after teaching practice it was found that their teaching anxiety was caused by fear of negative evaluation, language proficiency, and lack of experience in teaching. Then Merç (2015) also conducted research on teaching anxiety faced by students in various disciplines. He said, at the beginning of teaching practice, students experienced high teaching anxiety, while at the end of teaching practice there was a decrease in anxiety level. From this research, it can be said that the level of teaching anxiety is high at the beginning of teaching practice and then decreases after that, which means that teaching practice on the first day greatly affects pre-service teacher anxiety and after.

In conclusion, from these statements, it can be concluded that the assessment of the pre-service itself, then the role of the observer teacher, and the situation in the classroom can trigger pre-service anxiety during

teaching practice. This research emphasizes seeking direct data from students regarding anxiety coping strategies during teaching practice.

## **5. Pre-service Teachers' Strategies to Reduce Anxiety During Internship Program**

Overcoming a problem is an obligation that must be done when you know the source of the problem, as well as the anxiety problems experienced by in-service teachers or pre-service teachers. At least there are several strategies found to reduce teaching anxiety. In previous research, several strategies have been found to overcome the anxiety of teaching foreign languages, MacDonald (1993) conducted a survey, focus group interviews, observations, and conducted interviews with the participants and asked them to keep a journal about how their teaching practice process was like as the challenges they faced. experience and the challenges they face. what strategies they can employ. The results showed that they were concerned about the expectations placed on them by the mentor, student, and cooperating school, then worried about time management, and the evaluation they would receive from the mentor. From this research, it can be found several strategies that they use to reduce anxiety by doing relaxation and then setting clear goals. In another study that aimed to identify the sources of anxiety of four pre-service FLTA teachers in Thailand and their coping mechanisms with potential problems Sannephet and Wanphet (2013) used interviews as the main research tool and conducted three interviews with participants: a few days

before teaching. their first, the second, a few days after their first teaching experience, and the third, in the middle of the semester. The results showed that the pre-service teacher's personality affected their anxiety, and the teaching context, and being supervised by the mentor was the main cause of anxiety in the participants. To overcome these challenges, the participants used anxiety management such as self-control and coping with situations.

In a subsequent study, Lampadan (2014) conducted interviews with pre-service teachers in Thailand who were preparing to teach. classroom management and building relationships with stakeholders in schools is a challenge for them. These challenges trigger their anxiety so pre-service teachers must prepare well before teaching and they use strategies that can adapt, have good attitudes, and have good relationships with peers and mentors to reduce anxiety levels.

## 6. Previous Studies

Regarding the negative anxiety experienced by teachers when teaching (FLTA) has been investigated in previous studies, there are several previous studies regarding FLTA. In Wieczorek's first research (2016) this study used qualitative research with teachers from various institutions participating. The results of this study found that there are two factors that trigger teacher stress, namely general teacher stressors and special teacher stressors in the context of EFL. Factors such as heterogeneity of the target group of learners, lack of teaching tools and support, teaching of specific skills such as listening, speaking, grammar, and application of new materials related to foreign language teaching. The above research underlies Aydın (2016) to conduct qualitative research that specifically focuses on FLTA and how it manifests in foreign language teaching. Interview questionnaires as well as writing reflective papers from 60 pre-service EFL teachers resulted in the FLTA dimension. In addition, his research also supports several previous findings such as technical problems in the classroom, low-level language skills. On the other hand, it provides evidence for further sources of FLTA such as fear of evaluation, teaching experience, decreased teaching motivation, and motivation. The studies described above show that there are several studies that directly address the issue of FLTA.

In addition, several studies have focused on negative teacher emotions and stressors for teachers that can arguably be generalized to

FLTA. In addition, Aydin & Ustuk (2020) conducted a study this was later considered to be the third study—which aimed to investigate the level of FLTA among EFL teachers and if FLTA levels differed in terms of the variables of gender, age, school level and type, teaching experience over the years, whether they are native or non-native speakers of English, their graduation rate and nationality. There are 156 EFL teachers from various countries were taken as samples. The Background Questionnaire and the Foreign Language Teaching Anxiety Scale (FLTAS) were tools for collecting data.