

INDONESIAN STUDENT TEACHERS' ANXIETY DURING TEACHING PRACTICUM AT A PRIVATE SHS IN CENTRAL JAVA

Yohana Joifani Rambu Djawamara and Listyani

Universitas Kristen Satya Wacana, Salatiga

correspondence: listyani.listyani@uksw.edu

<https://doi.org/10.37147/eltr.v5i1.102>

received 11 October 2020; accepted 16 October 2020

Abstract

Teaching practicum is a compulsory course for students majoring in education program. Through teaching practicum, student teachers can gain experiences before becoming real teachers. However, there are some students who still feel anxious towards teaching practicum. Therefore, this study aimed to find out the factors contributing to student teachers' anxiety during teaching practicum and the strategies to cope with the anxiety. The participants of this study were six student teachers who had done their teaching practicum at a private senior high school in Central Java. The data were collected qualitatively by using semi-structured interviews to get in-depth information from the participants. The findings revealed that facing a new environment, school teachers and students' attitudes, lesson plans and teaching materials, the ways of presenting the materials, time management, availability of AVAs, and observation by mentor teachers and the supervisor were the factors that contributed to student teachers' anxiety during teaching practicum. The strategies used by student teachers to cope with their anxiety were adapting themselves to the new environment, preparing well before teaching, building a good rapport with school teachers and students, creating a good learning environment, prioritizing the most crucial teaching part, and doing relaxation.

Keywords: teaching practicum, student teachers, anxiety, contributing factors, strategies to cope with anxiety

Introduction

Teaching Practicum is one of the prerequisite courses that must be done by the students in education programs. According to Rahayuningsih (2016), teaching practicum is one of the most important components for student teachers in which they are provided with the opportunity to testify and also to act out the knowledge which they have acquired previously in the theoretical study. Hamaidi (as cited in Rahayuningsih, 2016) stated that teaching practicum is a real opportunity for the students to have the experience of the teaching process in real environments, the complexity, and challenges that may contribute in inhibiting the process of school curriculum implementation.

During the teaching practicum, student teachers will experience teaching real students in the real school context with different characteristics. In their micro teaching, however, these student teachers teach their peer students. These two are

different. During the teaching practicum, student teachers are required to use the school curriculum as the guideline whenever they prepare the material for the teaching process. During the micro-teaching, nevertheless, they are free to select the materials to be delivered themselves. On the contrary, in teaching practicum, they will teach the materials based on their mentor teachers' choice. It means they have to be able to master all the materials just in case their mentors ask them to teach their selected material anytime. Moreover, they will also be assessed and evaluated by their mentors and supervisors during the teaching practicum.

Based on the researchers' observation, many students felt anxious about the Teaching Practicum. Most of them felt that those things mentioned above were the reasons that could cause the emergence of their anxiety toward teaching practicum. The anxiety during teaching practicum may affect the student teachers' performances in the teaching practicum process negatively. Thus, the student teachers must take some actions to cope with their anxiety so that they can perform well during their teaching practicum. That is why the researchers perceived the need to conduct research about the possible factors that cause student teachers to feel anxious during their teaching practicum and the strategies that they can do to deal with their anxiety as well so that the student teachers can be ready for their teaching practicum.

The purpose of this study was thus to find out the factors that cause student teachers' anxiety during their teaching practicum and how they will cope with their anxiety during their teaching practicum.

This study can hopefully provide the information needed by both future student teachers and lecturers to get prepared for the teaching practicum. For the student teachers, it can hopefully help them to gain information about the possible factors of anxiety that they may encounter when they do their teaching practicum and also the possible strategies that they can do to cope with their anxiety. This study hopefully can also help the lecturers to have the information about what they should do to help the students who are going to do their teaching practicum so that they will not feel anxious during the teaching practicum time.

This study aimed to find out the answers to the following questions. Firstly, what are the factors that make student teachers anxious during their teaching practicum? Secondly, what strategies do student teachers do to cope with their anxiety during teaching practicum?

In this section, relevant literature such as teaching practicum and its role for student teachers, problems in teaching practicum, psychological problems in a teaching practicum, anxiety, possible factors of anxiety during teaching practicum, and strategies to cope with anxiety were discussed.

Teaching Practicum and Its Role for Student Teachers

Before graduating from the education program and becoming real teachers, student teachers will have to do a teaching practicum to have the experience of teaching. Teaching practicum itself is a necessary component in the education program where student teachers gain the experience of teaching in a real situation (Ekşi & Yakışık, 2016). Additionally, Yusof et al. (2014) stated that teaching practicum aims to integrate theoretical study with practice. Through teaching practicum, student teachers are provided with the opportunity to observe and experience the teaching difficulties and possible solutions to be applied in many

settings of teaching. The experiences gained from teaching practicum are helpful for student teachers to be aware of their teaching performance and to be able to manage their classroom (Yusof et al., 2014).

Problems in Teaching Practicum

Since student teachers never experienced teaching in a real environment, there can be some problems that they may encounter during teaching practicum. As the first real teaching attempt, it is expected that problems will arise in teaching practicum since teaching is a very complicated task (Jusoh, 2013). The exploration and identification of student teachers frequently encountered problems are essential as it can be helpful in understanding the challenges in teaching practicum and it can provide much-needed support so that the practicum can be optimized (Moussaid & Zerhouni, 2017).

Moussaid and Zerhouni (2017) also indicated some frequent problems encountered by student teachers of EFL high school during teaching practicum. Those frequent problems are teaching methodology, classroom management, teaching preparation, reaching out the students, context of placement, content adequacy, and self-concerns.

Additionally, according to Sariçoban (2010), the lack of support in terms of materials and equipment, problems related to the coursebook, the students, the curriculum, and the classroom environment should also be considered as those can be the problems in teaching practicum.

Psychological Problems in Teaching Practicum

In teacher education programs, paying special attention to teachers and their teaching practicum is important (Mahmoudi & Özkan, 2016) as according to MacDonald (as cited in Mahmoudi & Özkan, 2016) teaching practicum is a source of significant stress and during this time, language student teachers encounter a variety of stressful experience. Consequently, stress influences teacher behaviour which results in the effectiveness of the classroom, which especially leads to lower achievement from the students and the increase of students' anxiety (Murray-Harvey, Silins & Saebel, as cited in Çelik, 2008).

Furthermore, Mahmoudi and Özkan (2016) stated that typical sources of stress consist of serious demands on time and energy of language student teachers, the implementation of written requirements, conformity of mistrusted practices, understanding of the mentor teachers' expectations, evaluation, fear of not satisfying self-expectations, the establishment of a positive relationship with the mentor teacher and the supervisor, management of difficult behavior in the classroom. Likewise, Çelik, 2008) stated that individual differences, peer student teachers, personal concerns which may result from student teachers' personality, expectations, communication problems, and responsibilities are the sources of stress experienced by student teachers during teaching practicum.

Anxiety

All people must have experienced anxiety. Wiedemann (2015) argued that anxiety is part of important emotions that occurs normally and regularly. It is the emotion felt by people when they think they are being threatened and they cannot overcome a situation. It can be terrible stress as people can intensely experience it

which results in people stop doing what they want to do in their life (Brosan et al., 2010). On the other hand, according to Mental Health Foundation (2014), anxiety has a natural function that aims to give people a warning about potential threats and allow them to evaluate and to respond to the threats appropriately.

Brosan et al. (2010) postulated that there are four components of anxiety. These components are thoughts, emotions, behavior, and physical (physical here means medical examination to see the health of a person's body (Merriam-Webster Dictionary, 1934)). Thoughts are related to when people are thinking about the possibility of something going wrong, are seeing the worst-case scenario, or are afraid that a terrible thing will happen, are thinking that they will not be able to deal and are unable to stop thinking about all the problems that they have. Emotions are related to conditions where people may encounter the feeling of restlessness, fear, nervousness, or irritability. Behavior concerns a situation in which people are avoiding some activities in an attempt to protect themselves. Physical is related to situations when people may experience shallow, rapid breathing, tense muscles, increased heart rate, reduced appetite, and difficulty sleeping.

Possible Factors of Anxiety during Teaching Practicum

A previous study was conducted by Agustina (2014) to find out the level of foreign language teaching anxiety experienced by the student teachers of the English Education Department of the Faculty of Teacher Training and Education, Kuningan University during their teaching practicum. The findings revealed that there are eight main categories of foreign language student teachers' anxiety. Those are when their teaching activity was observed by their cooperative teacher and/or supervisor when they lack teaching experience when they got stressed on the first day of teaching practicum when they have to conduct practicum assessment when they have a big class when they have to teach grammar when they feel worried when the students ask questions to them, and when they have to catch up the students' attention. Furthermore, it was found that the lack of teaching experience and material mastery has an impact on the emergence of anxiety during teaching practicum.

Another study was also conducted by Paker (2011). The study was conducted to find out the possible sources of anxiety for student teachers of the English Language Teaching Department at a Faculty of Education in Turkey related to the teaching practicum. In the study, it was found that student teachers' anxiety is related to factors such as evaluation, classroom management, pedagogy, and staff relations. It was also found that student teachers' anxiety related to teaching practicum may be affected by some inconsistencies such as the way they are assessed and evaluated, different expectations of the mentors and supervisors toward their teaching performance, lack of congruence related to teaching practice approach among mentors, and poor quality of feedback to student teachers given by their mentors and supervisors.

Strategies to Cope with Anxiety

It was seen that coping strategy was an action directed to the resolution or mitigation of a problematic situation (Ray et al.; Lazarus & Folkman, as cited in Pozzi et al., 2015). Ogden (as cited in Pozzi et al., 2015) argued that coping strategy is seen as the main component of the overall stress process, as a link between

stressors and psychological strain, or as a moderator of the stress-strain relationship in a stress model. Several studies reported that by using the problem-focused coping strategies effectively, it may lower distress even in advanced somatic disease patients (Uitterhoeve et al.; Naaman et al., as cited in Pozzi et al., 2015).

To cope with the anxiety, people will need to remember that they will undergo anxiety and they will need to accept it, recognize the level of their anxiety, minimize their time around the people with anxiety, look for anxiety relievers, utilize of off-the-job diversions, look in the mirror, and give themselves times and spaces to refocus (Mortensen, 2014).

Teaching practicum is a compulsory course for students of the education program to be able to graduate. It is an opportunity for students to put all the acquired knowledge into practice and to teach in the real environment. Through teaching practicum, the students can gain the experience of teaching before they become real teachers. However, there must be some problems that may appear during teaching practicum since the students never experienced real teaching before. One of the problems encountered by student teachers is psychological which is related to anxiety. Student teachers may experience anxiety during teaching practicum which is derived from some factors. This can affect the student teachers teaching performance during teaching practicum. Therefore, there must be some actions to take to cope with the anxiety to have a better performance during teaching practicum.

Method

Since this study focused on finding out about the factors that contributed in student teachers' anxiety during teaching practicum and how they coped with it, qualitative methods were used to collect the data. Creswell (2014) stated that qualitative method is used to explore and understand how individuals or groups consider the meaning of a social or human problem. This method was selected because in-depth data from the participants need to be collected through exploration and understanding of the problems being discussed, in this case, anxiety and the coping strategies.

Context of the Study

This study was conducted at a private senior high school in Central Java where the student teachers did their teaching practicum. In terms of time, this study was conducted during the teaching practicum period (when the student teachers had done all of their teaching sessions and while they were waiting for the withdrawal) and after the teaching practicum had been completed by the student teachers as the participants.

Participants

The participants of this study were six student teachers of the English Language Education Program (ELEP) from the Faculty of Language and Arts (FLA), at a private university in Central Java, Indonesia. The names of the participants were sorted based on the interview time. For instance, the first interviewed participant was named as participant A, the second participant named as participant B, and so forth.

Data Collection Methods and Instruments

The data were collected through interview methods. There was one instrument that was used to collect the data. The instrument was semi-structured interviews. Semi-structured interviews were used because we needed to ask the participant in more detail and deep manner about the information needed for the study. The questions for the interviews were adopted from Angellia and Listyani (2019).

Findings and Discussion

The findings from this study such as the factors that contributed to student teachers' anxiety, how they coped with that anxiety, and the other findings related to student teachers' anxiety during teaching practicum which were found during the study were discussed.

The Contributing Factors of Anxiety

It was found that the student teacher's anxiety during teaching practicum was contributed by some factors such as facing a new environment, the school teachers and students' attitudes towards the student teachers, lesson plan and teaching material, the way the student teachers presented the material, time management, availability of AVAs, and observation by their mentor teachers and supervisor. These factors were discussed below.

Facing a New Environment

The first contributing factor of anxiety that was found through the interviews is the new environment. Since the teaching practicum was the first experience for the student teachers to teach in a real school context, they were definitely faced a new environment which was different from the environment before they started doing the practicum. This could come from either the social environment or the learning environment. It was evident through the interview results in which three participants were anxious about the environment which they just encountered, such as school regulations and the first teaching. One of them was participant C who experienced anxiety related to the new environment caused by school regulations which were different from the regulations that he had experienced so far in college. This can be seen in Excerpt 1.

Excerpt 1:

...what I felt anxious about is when I was in the school, it meant I had to be obedient to the school regulations. For instance, we had to be at school at 7 o'clock, and many other regulations. I was afraid that I could not be obedient to the regulations and the teachers would think that I was not good enough as a student-teacher because when we were doing our teaching practicum, we should be a good model for the students of this school. (Participant C's statement, translated by the researchers)

Here, the participant was afraid he could not obey the regulations which could result he could be a good role model for the school students in the school where he was doing his teaching practicum. He was anxious if he got a bad evaluation from the teachers in the school. Moreover, two participants, Participant D, and E stated

that their anxiety emerged when they taught for the first time. This can be seen in Excerpt 2.

Excerpt 2:

The anxiety I felt occurred when I taught for the first individual teaching because I did not know what would happen, what if I got blanked. I overthink that bad things would happen... I was anxious when I did my first individual and team teaching because I still did not know yet what the classroom condition was like and what I actually faced. (Participant E's statement, translated by the researchers)

Participant E said that she was anxious about the first teaching because she had no idea about the condition of the class that she would be teaching and her own thought of things which would not necessarily happen.

School Teachers' and School Students' Attitudes

Another factor contributing to student teachers' anxiety is related to the school teachers' and students' attitudes towards them. This was experienced by four student teachers. From the interviews, the participants' anxiety occurred from their thinking of the teachers' judgments toward them. They feared if the teachers would think, feel, and judge them negatively. This can be seen in Excerpt 3.

Excerpt 3:

I was anxious about how the teachers would feel about us. However, in the teaching process, I could not imagine what would happen in the beginning. Moreover, how to face school students directly. (Participant B's statement, translated by the researchers)

The participants also felt anxious because they needed to face and teach various school students with various characteristics, particularly the reluctant students. This was similar to a study by Merç (2011) where he found that student teachers experienced anxiety because of school students' characteristics such as reluctance to perform in certain classroom activities. This can be seen in Excerpt 4.

Excerpt 4:

Sometimes, there were school students who did not do their task seriously. (Participant A's statement, translated by the researchers)

Excerpt 4 showed that the school students who were taught by Participant A were rebellious since they did not do the given task seriously and it made the participant anxious. Furthermore, two participants confessed that they were anxious towards a particular class majoring in Social Science. Therefore, they always avoided teaching that class. It is shown through the Excerpt 5 below.

Excerpt 5:

To be honest, I avoided teaching Social Science students because I was afraid of how to handle them. (Participant B's statement, translated by the researchers)

This is similar to the same study by Merç (2011) which found out that one of the anxiety factors related to students' attitudes was a class's bad reputation. The student teachers were very anxious that they were unable to finish their lessons as they expected when they had to teach in one of these classes.

Lesson Planning and Teaching Materials

The other source of anxiety felt by student teachers during teaching practicum was lesson planning and teaching material. McKeachie (as cited in Sammephet and Wenphet, 2013) postulated that lesson plan and teaching material could cause the student-teacher anxiety. This was evident through the findings where three student teachers were anxious due to these factors. As student teachers, they needed to create their lesson plans and to master the teaching materials to be able to deliver them well to the school students. However, the student teachers said that lesson planning and teaching material were one of the factors contributing to the emergence of anxiety during their teaching practicum. This can be seen in Excerpt 6.

Excerpt 6:

I was anxious because I had created lesson plans as good as possible but the lesson plans were not appropriate for the target learners and all of the objectives and goals could not be achieved. (Participant F's statement, translated by the researchers)

Through the interview, it was found that Participant F was anxious about the appropriateness of the lesson plans he had created for the teaching process. The participant was concerned about whether or not his lesson plans were applicable in terms of target students, learning objectives, and learning goals. Meanwhile, another participant was anxious about the teaching materials. This can be seen in Excerpt 7.

Excerpt 7:

When I created the lesson plan, I planned to give different text as the group activity when I taught. But I was anxious because I needed to master various kinds of text. So, I had to learn really well before I asked the school students to do a group activity and discuss the various texts. (Participant A's statement, translated by the researchers)

Participant A stated that she got anxious when she had to teach the material which was new to her. She was afraid because when she had to teach the material that she did not know, it meant she would need to learn the material well before she delivered it to the school students.

The Way of Presenting Materials

How student teachers present the material to the school students was one factor that contributed to the feeling of anxiety for student teachers during teaching practicum. Three participants claimed this as the factor of their anxiety. Pasaribu and Harendita (2018) stated that student teachers tended to be unconfident with their teaching performance since they lacked teaching experience. This kind of feeling led the student teachers to feel anxious about how they delivered the materials to the school students. This can be seen in Excerpt 8.

Excerpt 8:

I was anxious when I had taught them or I had tried to be a good teacher but the students did not understand what I taught them. For example, I taught material to them, I was afraid they did not understand anything from my teaching and if so, it will be seen that I failed as a teacher. So, I was anxious whether or not the students could follow my lesson. (Participant C's statement, translated by the researchers)

In this case, the participants were fearful of whether or not the materials which they delivered could be understood by the school students. They were anxious if the students could not absorb the materials then they would be viewed as unsuccessful teachers.

Time Management

From the interviews, it was found that the participants felt anxious caused by time management. It was experienced by two participants. The participants were afraid of whether or not they could use the time as appropriately as they had planned before when they were going to do their teaching. This can be seen in Excerpt 9.

Excerpt 9:

... For the anxiety, I was anxious and afraid if I could not do the teaching in accordance with the time that I have set. (Participant D's statement, translated by the researchers)

Ugwulashi (2013) stated that in educational perspective, time management is considered as a necessary tool for the improvement of education. It enables the teachers to pass academic knowledge to the students appropriately without any significant problems. It means time management is essential for the success of a teacher's teaching process. However, time management still became one of the factors that contributed to student teachers' anxiety during their teaching practicum.

The Availability of AVAs

It was found that Availability of AVAs (Audio-Visual Aids) was also a contributing factor to student teachers' anxiety in their teaching practicum. Sariçoban (2010) found out in his study that lack of AVAs was one of the problems encountered by student teachers during teaching practicum. Similarly, in this study, two participants faced this kind of problem which made them feel anxious. This can be seen in Excerpt 10.

Excerpt 10:

The thing that made me anxious during my teaching practicum was when the AVAs were not available. I once taught on Friday but suddenly the LCD projector which I usually used was not available. It was used by another teacher. While the material that I would deliver was in PowerPoint which meant I needed an LCD projector to show the material to the school students. (Participant E's statement, translated by the researchers)

From the interview results, the researcher found that the student teachers were anxious when they were about to teach but the AVAs were not available or there were technical errors that happened to the AVAs that they were going to use in the teaching process.

Observation by Mentor Teacher and The Supervisor

Being observed by either mentor teacher or supervisor also became one of the contributing factors of anxiety for student teachers. Two participants confessed that they were anxious when the mentor teachers and the supervisor came to the class to observe their teaching performances. This can be seen in Excerpt 11.

Excerpt 11:

At the beginning, I was observed by the mentor teacher only. I was afraid with the feedback from the mentor teacher, would it be good or bad. And it got worse when I was observed by both mentor teacher and supervisor. I sweated a lot and became very nervous especially when an unexpected accident happened. (Participant B's statement, translated by the researchers)

Here, the student teachers were afraid if they could not fulfill the mentor teachers and the supervisor's expectations towards them. They were also fearful when some problems happened in their teaching while they were observed. This was similar to a study by Agustina (2014) where she found out that mentor teachers and supervisor's observation of student teachers' teaching activity had a role that contributed to student teachers' anxiety during their teaching practicum.

Coping Strategies

To deal with their anxiety during their teaching practicum, the student teachers did some coping strategies. Those strategies were discussed below.

Adaptation

The first strategy used by student teachers to cope with their anxiety was adapting themselves to the new environment. One participant chose this strategy as a way to cope with his anxiety. This can be seen in Excerpt 12.

Excerpt 12:

The first thing I did to cope with my anxiety is adaptation. It is normal to feel anxious during teaching practicum, but sooner or later if we get

used to it, meet the teachers and students, staff, our anxiety will disappear. (Participant C's statement, translated by the researchers)

Here the participant, Participant C said that adaptation was the strategy that he used in coping with his anxiety during the teaching practicum. According to him, the more accustomed the student teachers were to the new environment, the quicker the anxiety during the teaching practicum would be gone. This participant's opinion was supported by the theory about adaptation from AlZboon (2013) who stated that adaptation is an important concern related to human behavior and is also a factor that motivates and satisfies human needs. In this case, the student teacher's need and motivation to be free from his anxiety led him to adapt himself to the new environment he just encountered.

Good Preparation before Teaching

Preparing everything well before the teaching process began was found as a coping strategy to deal with their anxiety used by the student-teacher. In this study, four participants chose this strategy. The student-teachers managed to prepare everything well such as materials, AVAs, and other plans besides what had been in their lesson plans just in case the prior plan could not work well as expected. This can be seen in Excerpt 13.

Excerpt 13:

Before teaching, I read the material that I was going to teach over and over again. For example, I often taught about kinds of texts. Before I delivered the material, I read the social functions, generic structures, and language features of the texts, and then I read the activities in the lesson plan so I would not forget them when I taught. (Participant A's statement, translated by the researchers)

It was seen in the above excerpt that Participant A prepared herself by mastering the material that she was going to deliver to the school students. She learned all the materials in advance before her teaching to get rid of her anxiety. On the other hand, participant D said that preparing the AVAs before teaching was her coping strategy for her anxiety. This can be seen in Excerpt 14.

Excerpt 14:

I tried my best to prepare everything, to make sure the LCD and speaker were turned on before the teaching process began. (Participant D's statement, translated by the researchers)

Participant D stated that to deal with her anxiety, she chose preparation as her strategy. The participant prepared the readiness of the AVAs that she was going to use in her teaching by ensuring whether or not all the AVAs were connected so her teaching process could run well. Meanwhile, related to AVAs, Participant E prepared other plans other than the plan that she had put in the lesson plan. This can be seen in Excerpt 15.

Excerpt 15:

Related to the AVAs, since they were not available, I tried to teach manually without LCD. I explained the material while writing it on the whiteboard. However, I still gave the PowerPoint file to the school students. (Participant D's statement, translated by the researchers)

In this case, the participant was going to use LCD in her teaching session, however, there was not LCD projector available at that time. Luckily, she already made another plan to replace her prior plan. She still taught the school students by writing the material on the whiteboard. Then, at the end of the class, she shared the file of the material with the school students. Based on the excerpts and explanations above, it can be concluded that well preparation before teaching was a good strategy in coping with teaching practicum anxiety.

Good Rapport Building with School Teachers and School Students

Another coping strategy for anxiety done by the student teachers was building good relationships among them, the school teachers, and students. This strategy was used by two participants. The participant stated that by doing this strategy, their anxiety can be overcome. This can be seen in Excerpt 16.

Excerpt 16:

Getting closer with the teachers and students through communication and interaction so that when we meet in the next lessons or activities, we wouldn't feel nervous or anxious anymore. (Participant C's statement, translated by the researchers)

According to Ryan and Wilson (2015), rapport is a positive perception toward the closeness between parties which leads to good interaction between them. This statement supported the statement from the student-teacher in the above excerpt. It was clearly shown in the excerpt above that the student-teacher tried to build a good rapport with both the school teachers and students. Here the student-teacher built a good rapport with the school teachers and students through interaction and communication. This helped the student teacher to deal with the anxiety. For the participant, by interacting and communicating with the teachers and students at that school, he could be closer with them. Being closer with the school teachers and students thus could help him to overcome his anxiety. Another student teacher also stated that a good relationship between her and the school students was very helpful in coping with her anxiety. The participant established a good rapport with the students by communicating with them to look for their learning preferences and by chatting with them using Bahasa (this is because the school students were unconfident with their English skills). By doing so, the school students could enjoy the learning process, and therefore, according to the participant, her anxiety could be overcome.

Good Learning Atmosphere

Creating a good learning atmosphere was also a strategy to overcome anxiety during teaching practicum. This strategy was chosen by two participants. They

claimed that they could deal with their anxiety when they created a good atmosphere of learning. This can be seen in Excerpt 17.

Excerpt 17:

The way I dealt with my anxiety is I tried to create a fun classroom atmosphere where both the teacher and students could have fun. When the teachers and students were in a happy condition, the learning process could be fun as well so that the anxiety could be handled well. (Participant F's statement, translated by the researchers)

As postulated by Bannister et al., (2015), the learning atmosphere is derived from the setting of teaching and learning process in which the teacher and the students work and learn together, the student teachers decided to bring a positive atmosphere within the process in order to make both sides enjoy the process. Similarly, Excerpt 17 above showed that Participant F thought that by creating a good learning atmosphere, the learning process would be fun. According to the participant, when the learning atmosphere was good, both he, as the teacher, and the school students could be in a good mood during the teaching and learning process. Thus, it could help him in reducing his anxiety during the process. Additionally, the other participants added that to overcome her anxiety, she tried to make the learning atmosphere as good as possible so that the school students could feel comfortable during the learning process. When the students were comfortable, the student-teacher felt comfortable as well and thus the anxiety was reduced.

Priority on the Most Crucial Teaching Part

The other coping strategy was a priority for the most important teaching part. Ellis (2005) argued that all teaching parts are important and need to be developed. Nevertheless, the most crucial part should be prioritized. Similarly, in this study, it was found that two participants prioritized the most important part in teaching. They did so when they needed to handle their anxiety related to time management. This can be seen in Excerpt 18.

Excerpt 18:

We might need to prioritize the material first. The exercise could still be given but only the half amount of it to save time. (Participant D's statement, translated by the researchers)

Student teachers had already created lesson plans for all their teaching sessions during their teaching practicum. However, sometimes what happened in the classroom was different from what had previously planned. For instance, time allocation for each part of teaching. Therefore, student teachers felt anxious. However, they did not stay still when they experienced this kind of situation. Sometimes, they cut off some activities such as the games, exercises, and assignments or just gave the assignment as the students' homework to save time. The reason why the participants did so was according to them, prioritizing the most crucial part was a good strategy to deal with the time management problems that made them anxious.

Relaxation

The last strategy done by the student teachers to cope with their anxiety was relaxation. This strategy was used by two participants. It was shown from the interview results that relaxation helped the student teachers to feel less anxious in the teaching process. This can be seen in Excerpt 19.

Excerpt 19:

The first thing I did to handle my anxious feeling was I took a deep breath. Exhale and inhale for a while. After that, I tried to think positively to prevent the negative thinking which would not necessarily happen. (Participant E's statement, translated by the researchers)

Here, according to Participant E, relaxation activities such as exhaling, inhaling, and thinking positively were very helpful for her. It could help her to cope with her anxiety during the teaching process. Other than that, one student teacher confessed that she chose to drink some water or walk around the classroom so that she could feel more relaxed whenever the anxiety feeling occurred. Therefore, relaxation is considered as a helpful strategy for student teachers to overcome their anxiety during teaching practicum.

Conclusion

Teaching practicum is one of the compulsory courses that must be taken by the students of the education program. Through teaching practicum, the student teachers can learn how to teach in a real school context so that they can have some teaching experiences before becoming real teachers. However, some students experience anxiety towards teaching practicum, either before or during the teaching practicum.

The purpose of this study is to find out the factors that contribute to student teachers' anxiety during their teaching practicum and how they will cope with it. This study answered two research questions. The first question is "What are the factors that make student teachers anxious during their teaching practicum?" For this question, it was found that seven factors made the student teachers anxious during teaching practicum. Those factors were having to face the new environment, attitudes of school teachers and students, lesson plans and teaching materials, the student teachers' way of presenting materials to school students, time management, the availability of Audio-Visual Aids, and being observed by the supervisor and mentor teachers.

The second question is "What strategies do student teachers do to cope with their anxiety during teaching practicum?" From the findings, it was found that six strategies were implemented by the student teachers to cope with their anxiety during their teaching practicum. Those coping strategies were adapting themselves to the new environment, preparing well before teaching, building a good rapport with school teachers and students, creating a good learning atmosphere, prioritizing the most crucial part in teaching, and relaxing themselves when they felt anxious.

Nevertheless, this study has some limitations regarding the number of participants, data collection instruments, and the length of the report. Related to the number of participants, it was limited since this study was conducted in a school

where the student teachers did their practicum. The number of student teachers who were assigned to do their practicum at the school was seven including one of the researchers. Therefore, the researchers only focused on investigating the other six student teachers besides herself.

For the data collection instrument, since the number of participants was small, only one instrument was used in this study, which is an interview. This caused the researchers to rely on the data from the interview only.

Regarding the length of the report, since this is a qualitative study and the researchers used a narrative method to interpret the data, this study was considered pretty long. Unlike the quantitative study which provides diagrams, charts, and tables in data interpretation, this study interpreted the data in form of narratives. This may cause the readers to feel bored reading this report since it was full of words.

We believe that it would be great if this study can be continued as there were other findings that were found besides the answers to the research questions such as student teachers' perceptions towards teaching practicum, student teachers' feelings during the teaching practicum, anxiety symptoms, and the frequency of anxiety which the student teachers experienced during their teaching practicum. Future researchers can investigate further about those other findings that were found in this study.

Moreover, regarding the limitations mentioned above, we believe that if this study is continued, it would be better for the future researchers to add the number of participants by changing the context of the study which initially conducted in a specific school into a more general context, for instance, student teachers of ELEP. It would also be better if the researcher uses more than one instrument so that more data can be collected. Lastly, it might be better if the future researchers consider using quantitative or a combination of both qualitative and quantitative methods so that the data can be interpreted through diagrams, charts, or tables so the reader will find enjoyment reading the research report.

References

- Agustiana, V. (2014). Pre-service teachers' anxiety during teaching practicum. *English Review: Journal of English Education*, 2(2), 174-182. Retrieved from <http://www.journal.uniku.ac.id/index.php/ERJEE/article/download/104/65>
- AlZboon, S. O. (2013). Social adaptation and its relationship to achievement motivation among high school student in Jordan. *International Education Studies*, 6(10), 63-69. DOI: 10.5539/ies.v6n10p63. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1068713.pdf>
- Angella., & Listyani, L. (2019). Freshmens anxiety in an intensive listening class: A qualitative study. *Educational Research and Review*, 14(12), 443-457. DOI: 10.5897/ERR2018.3624. Retrieved from https://www.researchgate.net/publication/334778049_Freshmens_anxiety_in_an_intensive_listening_class_A_qualitative_study
- Bannister, S. L., Hanson, J. L., Maloney, C. G., & Dudas, R. A. (2015). Practical framework for fostering a positive learning environment. *Official Journal of American Academy of Pediatrics*, 136(1), 6-9. DOI: <https://doi.org/10.1542/peds.2015-1314>. Retrieved from <http://pediatrics.aappublications.org/content/136/1/6.full-text.pdf>

- Brosan, L., Hogan, B., Flight, E., Freyland, J., Kult, F., Lightning, E., & Heeswyk, R. V. (2010). Coping with anxiety. *Manual of Improving Access to Psychological Therapies (IAPT)*. Retrieved from <https://www.ohwellbeing.com/wp-content/uploads/2017/06/Coping-with-Anxiety-IAPT.pdf>
- Brown, T. M., DiBenedetti, D. B., Danchenko, N., Weller, E., & Fava, M. (2016). Symptoms of anxiety and irritability in patients with major depressive disorder. *Journal of Depression & Anxiety*, 5(3). DOI: 10.4172/2167-1044.1000237 Retrieved from <https://pdfs.semanticscholar.org/d002/22eb6a01fce696a3b5e18000fdb8f38376c4.pdf>
- Çelik, M. (2008). Pre-service EFL teachers' reported concerns and stress for practicum in Turkey. *Education and Science*, 33(150), 97-109. Retrieved from https://www.researchgate.net/publication/285936338_Pre-Service_Efl_Teachers'_Reported_Concerns_and_Stress_for_Practicum_in_Turkey
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). [e-book]. Retrieved from <https://www.researchgate.net/file.PostFileLoader.html?id=5901dad84048541d6c2b1fc3&assetKey=AS%3A487723636137986%401493293784496>
- Ekşi, Y. G., & Yakışık, B. Y. (2016). To be anxious or not: Student teachers in the practicum. *Universal Journal of Educational Research*, 4(6), 1332-1339. DOI: 10.13189/ujer.2016.040610. Retrieved from https://www.researchgate.net/publication/309709872_To_Be_Anxious_or_Not_Student_Teachers_in_the_Practicum
- Ellis, R. (2005). Principles of instructed language learning. *Asian EFL Journal*, 33(2), 209-224. DOI: <https://doi.org/10.1016/j.system.2004.12.006>. Retrieved from Principles of Instructed Language Learning
- Jusoh, Z. (2013). *Teaching practicum: Student teachers' perspectives*. Retrieved from http://litu.tu.ac.th/FLLT2013/www.flit2013.org/private_folder/Proceeding/865.pdf
- Mahmoudi, F., & Özkan, Y. (2016). Practicum stress and coping strategies of pre-service English language teachers. *Procedia - Social and Behavioral Sciences*, 232, 494-501. DOI: 10.1016/j.sbspro.2016.10.067. retrieved from <https://www.sciencedirect.com/science/article/pii/S187704281631299X>
- Mental Health Foundation. (2014). *Living with anxiety: Understanding the role and impact of anxiety in our lives*. Retrieved from <https://www.mentalhealth.org.uk/publications/living-with-anxiety>
- Merç, A. (2011). Sources of foreign language student teacher anxiety: A qualitative inquiry. *Turkish Online Journal of Qualitative Inquiry*, 2(4), 80-94. DOI: 10.17569/tojqi.08990. retrieved from https://www.researchgate.net/publication/289537888_Sources_of_Foreign_Language_Student_Teacher_Anxiety_A_Qualitative_Inquiry
- Merriam-Webster Online Dictionary*. (1934). Retrieved from <https://www.merriam-webster.com/dictionary/physical>

- Mortensen, R. (2014). Anxiety, work, and coping. *The Psychologist-Manager Journal*, 17(3), 178-181. <http://dx.doi.org/10.1037/mgr0000020>. Retrieved from https://www.apa.org/images/mgr-0000020_tcm7-194120.pdf
- Moussaid, R., & Zerhouni, B. (2017). Problems of pre-service teachers during the practicum: An analysis of written reflections and mentor feedback. *Arab World English Journal (AWEJ)*, 8(3), 135 -153. DOI: <https://dx.doi.org/10.24093/awej/vol8no3.10>. Retrieved from https://www.academia.edu/34854742/Problems_of_Pre-service_Teachers_during_the_Practicum_An_Analysis_of_Written_Reflections_and_Mentor_Feedback?auto=download
- Paker, T. (2011). Student teacher anxiety related to the teaching practicum. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 42, 207-224. Retrieved from https://www.researchgate.net/publication/255754622_Student_Teacher_Anxiety_Related_to_the_Teaching_Practicum
- Pasaribu, T. A., & Harendita, M. E. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 134-147. DOI: doi.org/10.24071/llt.2018.210202 Retrieved from <https://ejournal.usd.ac.id/index.php/LLT/article/view/1261/pdf>
- Pozzi, G., Frustaci, A., Tedeschi, D., Solaroli, S., Grandinetti, P., Nicola, M. D., & Janiri, L. (2015) Coping strategies in a sample of anxiety patients: Factorial analysis and associations with psychopathology. *Brain and Behavior*, 5(8), 1-10. DOI: 10.1002/brb3.351. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4559016/>
- Rahayuningsih, D. (2016). Student teachers' challenges in developing teaching materials during teaching practicum in vocational school. *Journal of English and Education*, 4(2), 24-34. Retrieved from <http://ejournal.upi.edu/index.php/L-E/article/view/4629/3228>
- Ryan, R., & Wilson, J. (2015). The importance of establishing rapport with your students. NOBA Blog. Retrieved from <https://nobaproject.com/blog/2015-04-23-the-importance-of-establishing-rapport-with-your-students>
- Sammephet, B., & Wanphet, P. (2013). Pre-service teachers' anxiety and anxiety management during the first encounter with students in EFL classroom. *Journal of Education and Practice*, 4(2), 78-88. Retrieved from <https://pdfs.semanticscholar.org/1880/df1a97c290e261f3a247beb848152df425ba.pdf>
- Sarıoğan, A. (2010). Problems encountered by student-teachers during their practicum studies. *Procedia - Social and Behavioral Sciences*, 2, 707-711. DOI: 10.1016/j.sbspro.2010.03.088. Retrieved from https://www.researchgate.net/publication/248607392_Problems_encountered_by_student-teachers_during_their_practicum_studies
- Ugwulashi, C. S. (2013). Time management: Essential tool for teaching and learning improvement in challenging resource period in Nigeria. *Educational Research International*, 1(2), 61-68. Retrieved from <https://pdfs.semanticscholar.org/3638/7b9e5c3e4215657815c3256ffe52a0d2699f.pdf>

- Wiedemann, K. (2015). Anxiety and anxiety disorders. *International Encyclopedia of the Social & Behavioral Sciences, 1*, 804-810. DOI: 10.1016/B978-0-08-097086-8.27006-2. Retrieved from <http://www.imhlc.com/wp-content/uploads/2018/03/Anxiety-and-Anxiety-Disorders-1.pdf>
- Yusof, N., Yusof, A., Ali, A. B. M., Yusoff, C. M. N. B. C. M., Farza, M. N. S. B. M., & Nawai, N. B. M. (2014). Student teachers perception towards teaching practicum programme. *International Journal for Innovation Education and Research, 2*(10), 121-130. Retrieved from <https://ijer.net/ijer/article/download/253/173>