CHAPTER I
INTRODUCTION

This chapter introduces the underlying principles of this research, including background, research question, research purpose, research significance, clarification of key terms, and the paper's organization.

1.1 Background of Study

Foreign Language Anxiety (FLA) has been a prominent area of research in the field of education for several decades. However, the majority of studies have primarily focused on anxiety experienced by language learners (e.g., Estrella, 2022; Karunanayake, 2022; Nurilahi & Suhartono, 2022; Suparia et al., 2022; Tsang, 2022), with limited investigation into the anxiety encountered by foreign language teachers. It is crucial to examine anxiety in the context of foreign language teachers as both students and teachers can experience foreign language anxiety (Zeidner, 2014). Among various types of teachers, pre-service teachers, who have limited teaching experience, are particularly prone to foreign language anxiety (Tum, 2015), especially when it comes to speaking in a foreign language within the classroom. Moreover, the pre-service teachers are expected to be professional just like experienced teachers. This professional demand, in turn, can cause anxiety (Agustiana & Nurhayati, 2019).

Pre-service teacher is a term refers to the bachelor's degree students who undergo teaching practicum to gain practical experience and insights into teaching. This teaching practicum provides a unique opportunity for pre-service teachers to immerse themselves in the roles and responsibilities of a teacher in a real-life setting (Meyer, 2009). In recent times, EFL pre-service teacher might be increased as the demand for English language learning is high. Therefore, it is obvious that this area requires urgently more research. The anxiety on EFL teacher is commonly known as foreign language teaching anxiety. To present, there is no commonly acknowledged definition of foreign language teaching anxiety in the literature. Can (2018) provided a comprehensive definition of Foreign Language Teaching

Anxiety (FLTA) based on insights shared by Prof. Dr. Rod Ellis at the 4th and 5th International Conferences on New Trends in English Language Teaching and Testing, organised in Istanbul on March 30, 2018. FLTA, as conceptualized by Ellis (1994), refers to a form of situation-specific anxiety characterized by psychological discomfort or unease that pre-service teachers, language teachers, and practitioners responsible for proficiently and professionally teaching learners the skills to acquire a foreign language. This anxiety manifests itself in the actual classroom environment and involves the use of all essential language teaching skills and subskills required to instruct the target language.

To simply, foreign language teaching anxiety is the anxious situation experience by the teacher when they use foreign language during teaching, it can be reading, writing, listening, and speaking foreign language. In reality, among the four skills, speaking using foreign language might be the most frequent action done by the teacher because it is the primary means of delivering instructions to students, explaining materials, and more. Surprisingly, most studies confirmed that speaking is the most triggering foreign language anxiety. The anxious of speaking foreign language make the teacher prefer to speak their native language in the classroom (Horwitz et al., 1986 as quoted in Goetze, 2023). The main disadvantage of using much native language in the classroom makes the students get less exposure of the target language. The limited exposure to the English language is of a great impact on the students' language proficiency (Eddraoui & Wirza, 2020). Moreover, effective communication through speaking is a vital skill for teachers to succeed in the classroom setting. Demonstrating proficiency in speaking allows teachers to establish themselves as knowledgeable and competent educators, enabling them to convey their ideas and actions effectively. The ability to communicate verbally is essential for teachers to effective communication through speaking is a vital skill for teachers to succeed in the classroom setting (Frykedal & Chiriac, 2014). Demonstrating proficiency in speaking allows teachers to establish themselves as knowledgeable and competent educators, enabling them to convey their ideas and actions effectively. share their knowledge and insights with their students during

classroom interactions. Success in teaching is not solely dependent on possessing subject knowledge; equally crucial are strong communication skills that foster meaningful teacher-student interactions.

Considering the importance of speaking on the teacher, the present research specifies the topic to foreign language speaking anxiety on pre-service teacher rather than foreign language teaching anxiety on pre-service teacher to gain more detailed and specific result. In terms of foreign language speaking anxiety on pre-service teachers in Indonesia context, some researchers have investigated the issue (Daud et al., 2019; Fuadiyah et al., 2022; Maharyadin et al., 2022; Syafi'i, 2020). In a mixed-method research conducted by Daud et al. (2019), a unit of 30 pre-service English teachers from an Indonesian university was studied. The study assessed the level of speaking anxiety experienced by these participants and found it to be moderate. To measure foreign language speaking anxiety, the researchers utilized the Foreign Language Anxiety Classroom Scale (FLCAS), a validated instrument developed by Horwitz et al. (1986). The analysis of the interview data provided insights into the factors contributing to the students' anxiety. The identified factors encompassed social, linguistic, and personal dimensions. Social factors encompassed apprehension regarding making mistakes, pressure associated with interpersonal interactions, negative evaluations from teachers, and concerns about maintaining one's reputation. Linguistic factors were associated with challenges such as grammatical errors, pronunciation difficulties, and vocabulary limitations. Additionally, personal factors, including low motivation and familial issues, were found to contribute to the students' anxiety.

The past research performed by Syafi'i (2020) has the objective to investigate speaking anxiety among pre-service teachers in the English as a Foreign Language (EFL) classroom. The research sample consisted of 40 pre-service teachers from STKIP Al Hikmah Surabaya, Indonesia. A descriptive qualitative research design was employed for this study. The primary instrument utilized was a questionnaire in the form of a Likert scale, adapted from the work of Horwitz et al. (1986). The questionnaire served as the sole instrument for data collection in this study. The

findings of the research indicated the following: (1) Speaking anxiety was found universally among pre-service EFL teachers (2) The study revealed five primary domains of speaking anxiety experienced by pre-service teachers in the EFL classroom: fear of interaction, anxiety about how others perceive them, struggles with low self-esteem and lack of confidence, concerns about language proficiency, and fear of negative error correction. Next, Maharyadin et al. (2022) studied the levels of speaking anxiety among pre-service English instructors during the second, fourth, and sixth semesters. 274 pre-service English teachers, 190 of whom were females and 84 of whom were males, participated as respondents in a survey study. A questionnaire, specifically the Foreign Language Classroom Anxiety Scale (FLCAS), was used to collect data. The study revealed that pre-service English teachers encountered moderate levels of speaking anxiety across all semesters. In addition, when gender differences were considered, male pupils displayed lower levels of language apprehension than their female counterparts. In another study completed by Fuadiyah et al. (2022), investigating the speaking anxiety levels among pre-service English teachers. The researchers applied the Foreign Language Classroom Anxiety Scale developed by Horwitz et al. (1986) to gather data. A questionnaire was distributed to 22 English language education students via Google Form. The findings indicated that over half of the students experienced varying degrees of anxiety, ranging from moderate to severe or mild.

All of the previous studies primarily focused on pre-service teachers as English Education Department students, rather than as final-year students undergoing teaching practicum. Consequently, the analysis of foreign language speaking anxiety in those studies were directed from the perspective of students rather than teachers. The same definition was used by Kenoh (2021) in the Philippines, who focused on pre-service teachers as students in the English Education Department. In contrast, the present study aims to explore foreign language speaking anxiety among pre-service teachers during their teaching practicum. The different definition of "pre-service teacher" generates a population gap between the current study and prior research. Furthermore, the aforementioned previous studies applied

the same questionnaire instrument formulated by Horwitz et al. (1986) to measure participants' level of foreign language speaking anxiety. Contrary to this, the current research follows a new questionnaire instrument originated by Kralova & Tirpakova (2019), which is especially designed to measure teacher speaking anxiety. Given these differences, the present research is aimed to analyse to the level, factors, and coping strategies of foreign language speaking anxiety among pre-service teacher in Indonesia. Overall, the researcher hopes that the current study will demonstrate that the research of foreign language anxiety on teachers, especially foreign language speaking anxiety, is as essential and rewarding as the research of foreign language anxiety on students, and that it is worth a deeper exploration. Finally, the researcher decided to write the thesis titled "Investigating Levels, Factors and Coping Strategies of Foreign Language Speaking Anxiety Among Pre-service Teachers".

1.2 Research Question

This study addresses the following questions:

1. What is the level of foreign language speaking anxiety of EFL pre-service teachers?

2. What are the factors of foreign language speaking anxiety of EFL pre-service teachers during teaching practicum?

3. What are the coping strategies used by EFL pre-service teachers to cope their foreign language speaking anxiety during teaching practicum?

1.3 Research Purpose

This research centres on foreign language speaking anxiety experienced by pre-service teachers in Indonesia. The first objective of this study is to measure the level of foreign language speaking anxiety among EFL pre-service teachers, which remains relatively underexplored in the context of pre-service teacher education, highlighting its importance for further investigation. Gaining insights into the levels

of foreign language speaking anxiety among pre-service teachers is vital as it can significantly influence their professional development and classroom effectiveness.

The secondary research's purpose is to identify the factors that contribute to foreign language speaking anxiety among EFL pre-service teachers during teaching practicum. The significance of this research lies in the understanding of the sources of foreign language speaking anxiety, which can help pre-service teachers in preventing the causes of such anxiety in a classroom situation. Therefore, the aim of this prospective thesis is to gain a deeper understanding of the sources of foreign language speaking anxiety experienced by pre-service teachers.

The final objective of this research is to evaluate the coping strategies used by Indonesian EFL pre-service teachers who experience foreign language speaking anxiety. Consistently, research has shown that teacher anxiety may negatively affect their performance. Thus, it is crucial for pre-service teachers to be equipped with efficient coping strategies to reduce anxiety associated with foreign language speaking in the classroom context.

1.4 Scope of the Study

This section clarifies the scope and limitations of the research on foreign language speaking anxiety among Indonesian EFL pre-service teachers. It is crucial to understand that the study focuses purely on pre-service teachers in Indonesia, making its applicability to experienced educators or teachers from other countries questionable. In addition, the research employs a qualitative methodology with a relatively small sample size and is limited to a particular geographic region, which may limit the generalizability of the findings. While the study investigates coping strategies for foreign language speaking anxiety, it does not evaluate the efficacy of these strategies in reducing foreign language speaking anxiety. Moreover, it is critical to understand that the study primarily investigates causes and strategies associated with foreign language speaking anxiety and does not examine other types of language anxiety, such as writing or listening anxiety. By limiting the research's scope, a more refined understanding of the foreign language speaking anxiety

experienced by pre-service teachers may be gained. These limitations must be taken into consideration when interpreting the study's results.

1.5 Research Significances

The results of this study will have both theoretical and practical implications for pre-service teachers who are learning to become English as a Foreign Language (EFL) teachers in West Java, Indonesia. The study aims to shed light on the issue of speaking anxiety in the foreign language classroom, including the level to which pre-service teachers experience anxiety when speaking a foreign language, the factors that contribute to this anxiety, and the coping strategies that pre-service teachers use to manage it.

Firstly, it is envisaged that the findings of this research would have considerable significance for the theory enrichment of foreign language speaking anxiety, specifically among EFL pre-service teacher in Indonesia. The research on foreign language speaking anxiety has a long history and is a popular area of study. Hence, it is clear that numerous studies of foreign language speaking anxiety have been conducted with varying variables and gaps up to now. However, the findings of various studies concerning the relationship between foreign language speaking anxiety and pre-service teachers are still limited. Therefore, this research is expected to add more theories and finding about foreign language speaking anxiety, especially among EFL pre-service teacher in West Java, Indonesia.

Second, this research contributes to the practical significance since it discusses the sources of foreign language speaking anxiety and the strategies used by EFL pre-service teacher. As a result, the the study helps pre-service teachers overcome their foreign language speaking anxiety and perform the teaching in English class at their best. The findings may inform the design of interventions or programs to help EFL pre-service teachers manage their anxiety when speaking a foreign language in the classroom.

1.6 Clarification of Key Terms

Several terminologies are defined as follows, intending to remove any room for confusion or ambiguity:

- Foreign Language Speaking Anxiety (FLSA) is related to the specific anxiety when speaking using a foreign language in a formal educational setting (Samad, 2014). FLSA in this study related to the discomfort, nervousness, or apprehension felt by pre-service teachers while speaking English during their teaching practicums. Foreign language speaking anxiety may be seen as a skill-based version of foreign language anxiety.

- A pre-service teacher refers to a student in the final semester of an English Education Department program who is currently completing their internship teaching requirements.

- English as a Foreign Language (EFL) is the phrase used to represent the study of English by non-native speakers in places where English is not the prevalent language.

1.7 Organization of the Paper

There are five parts that compose the overall organization of a research paper. The first chapter encompasses the research's background, the research questions, the study's objectives, the significance of the investigation, the definition of key terms, the paper's organization, and concluding remarks. The second chapter, entitled "Theoretical Framework," elucidates the theoretical foundation of the study. In the third chapter, "Research Methodology," the research design, site, participants, data collection, and data analysis methods are detailed. The fourth chapter, "Findings and Discussion," thoroughly explores the collected data, presenting the study's results and facilitating discussions. Lastly, the concluding chapter, "Conclusions, Implications, and Recommendations," provides the study's conclusions, discusses the implications of the findings, and offers recommendations based on the study's outcomes.