

PRE SERVICE TEACHERS' ANXIETY IN TEACHING ENGLISH
(A study of pre service teachers' at Junior High School in Rejang Lebong
Regency)

SKRIPSI

This thesis is submitted to fulfill
the requirement for 'Sarjana' degree
in English Study Program



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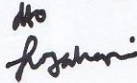
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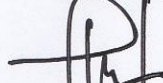
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
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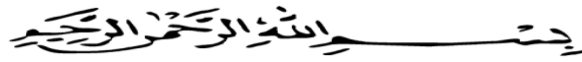
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PREFACE



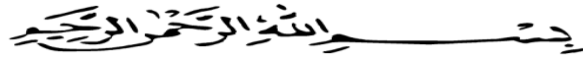
Alhamdulillah, thanks to Allah SWT who has given writer finished writing the paper entitled “Pre service teachers’ anxiety in teaching English”. The purpose in reserch this paper is to fulfill the assignment arranging this paper, the writer trully get lots challenges and obstructions but with help of many indiviuals, those obstructions could passed. writer also realized there are still many mistakes in process of writing this paper.because of that, the writer says thank you to all individuals who helps in the process of writing this paper. hopefully allah replies all helps and bless you all.the writer realized this paper still imperfect in arrangment and the content. then the writer hope the criticism from the readers can help the writer in perfecting the next paper. last but not the least Hopefully, this paper can helps the readers to gain more knowledge Aamiin.

Curup, August 2019

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First of all, the researcher would like to say thanks to God, Allah SWT the Glorious, Lord, Almighty, and the Merciful for his blessing and his guidance, so that the researcher could finish this thesis entitled, “Pre service teachers’ anxiety in teaching English (a study of pre service teacher anxiety in teaching English)”. Praying and greeting to our prophet Muhammad SAW and all of his family and buddy who has bought us from the darkness to the lightness as we felt right now.

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Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive sugesstion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution to the developmentof English education in Curup, especially in teaching English.

Wassalamualaikum warahmatullahi wabarakatuh

Curup, 21 Augst 2019

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MOTTO

➤ **Do the best and pray. God will take care of the**

rest

➤ **Better to feel how hard education is at this**

time rather than feel the bitterness of stupidity-

➤ **Patience is needed when you want to achieve**

a success -

Dedication

This Thesis Dedicates To :

- *My Wonderful And Beloved Family, My Hero, He Is My Father (Mr. Amra) My Life, She Is My Mother (Mrs.Mega).*
- *My Sister: Rapi'ah Andini, my brothers Kafra Wirahim and FAthul Kholis. Nayla Syaripah Nurfadilah, Ujukku Yanti Amila and All of My Family That Can Not Be Mentioned One By One.*
- *My beloved friend Satria Ribowo, A.Md who always give to me support.*
- *My lovely group pretty girls (Yukmay, Tinong, Ropiot, ceceku, ayu cannet, ade elcha) thanks for time and story.*
- *My friend in TBI (Icut, Cece, Piot, Tiyut ,Zaira, Irah, Andi, Khoiri, Mbak Novita, Rizkan, Yukmay, Tinong, Ade elcha, cannet, helli, Sinur.*
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➤ *All Of The People Around Me Who Gave Me The Golden Precept That I
Could Not Be Mentioned One By One*

ABSTRACT

Wilda Amelia: Pre Service Teachers' Anxiety In Teaching English (A Study of Pre Service Teachers at Junior High School in Rejang Lebong Regency)

Advisor : Desfitranita, M.Pd

Co-Advisor : Paidi Gusmuliana, M.Pd

The research was focused on the pre service teachers' anxiety in teaching English a study of pre service teachers' at Junior High School in Rejang Lebong regency, pre service teachers eight semester students of IAIN Curup, this research objectives were to find out the cause pre service teacher anxiety in teaching English and the highest of pre service teachers' anxiety in teaching English. This research is a quantitative research which is presented in table and percentages. Subject of the research are 13 pre service teachers' in junior high school and techniques for collecting data was questionnaire. The questionnaire is pre service teacher (PTs) developed by Kim and Yoon to analysis the data, the steps were scoring and analysis statistical. The result showed the cause pre service teachers anxiety are confident, English language skill, preparation, lesson delivery, condition of the student, evaluation, classroom management and the highest pre service teachers' anxiety is lesson delivery consist of 223 frequency and 15,40%. Better to pre service teachers in the future to decrease anxiety when teaching English.

Keyword: Pre service teacher, anxiety, teaching English

LIST OF CONTENTS

TITLE OF PAGE	PAGE
PENGAJUAN SKRIPSI.....	ii
THE STATEMENT OF OWNERSHIP.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT.....	v
MOTTO.....	vii
DEDICATIONS.....	viii
ABSTRACT.....	x
LIST OF CONTENTS.....	xi

CHAPTER 1 : INTRODUCTION

A. Background of the research.....	1
B. Research questions.....	3
C. Objective of the research.....	4
D. Delimitation of the research.....	4
E. Significant of the research.....	4
F. Definition of key term.....	5

CHAPTER 2 : LITERATURE REVIEW

A. Definition of pre service teacher.....	7
B. Anxiety.....	9
1. Types of anxiety.....	11
C. Causes of English pre service teacher anxiety.....	15
a. Confidence.....	15
b. English language skill.....	16
c. Preparation.....	16
d. Lesson delivery.....	17

e. The condition of the student.	18
f. Evaluation.	19
g. Classroom Management.....	20
D. The Principles of Good Teaching Practice.	21
E. Review of Related Finding.	24

CHAPTER 3: RESEARCH OF METHODOLOGY

A. Kind of the research.	26
B. Population and sample.	27
C. Technique of collecting data.	28
D. Research instrument.	33
E. Technique of analysis data.	36

CHAPTER 4: FINDING AND DISCUSSION

A. Finding.	38
B. Discussion.	45

CHAPTER 5: CONCLUSION AND SUGGESTION

A. Conclusion.	49
B. Suggestion.	50

REFERENCES

APPENDIX

BIOGRAPHY

CHAPTER I

INTRODUCTION

A. Background of the research

Teachers should have four competences in teaching. They are pedagogic, personal, social and professional. Having professional competent means that a pre service teacher has a lot of knowledge, masters the field of study that will be taught and methodological competent, and has appropriate methods and is able to use various methods in the teaching and learning process. Meanwhile, pedagogic competent in teaching refers to educational and teaching qualifications. Pedagogical competence means that the quality of teaching should be the primary consideration. Therefore, the professional teacher needs field experience practice.

Pre service teacher means how teacher can be prepared to take up new roles and to perform teaching effectively to meet the challenges and expectation. Education reform is crucial to the reform practice as teacher education and professional development. So, pre service teacher program implemented that many kinds of knowledge, attitude, and creativity to create professional teachers in IAIN Curup especially in Tarbiyah education.¹ Pre service teacher is a field experience program in which the main component is training. The meaning of training in this part is how to be the real teacher in school. In Tarbiyah education, there is English study program. It means that English study program students also join pre service teacher. Pre service teachers in teaching English have more challenges than pre service teachers of other study program. Learning new language, especially foreign language is not easy. It can be a frightful experience which constancy provokes anxiety. According to

¹ Panitia Pelaksanaan Panitia pelaksanaan PPL Angkatan XVII, *Buku Pedoman Praktek Pengalaman Lapangan (PPL) Angkatan XXII Fakultas Tarbiyah*, IAIN curup: 2019, p.3

² Tecnam, Yoon, *Teaching English through English: Exploring Anxiety in Non –native Pre-service*

Speilberger, anxiety is the subjective feeling of tension, apprehension, nervousness and worry associate with an arousal of the autonomic nervous system.² So, anxiety can give bad impact in delivering material that has been planed before. Anxiety also makes relation between teachers and students become unidirectional. It means that anxiety can disturb activities in learning process and anxiety often interferes with the feeling that makes the mind uneasy and afraid. Furthermore, anxiety can be felt when teaching in the new situation.

According to Almendo as cited in Yoon and Kim, the causes of pre service teachers' anxiety are confidence, English language skill, preparation, condition of students, and evaluation and classroom management.³ It means that pre service teachers have caused anxiety in teaching English.

From the pre observation with several English pre service teachers' and their experience, they said they felt anxiety when taught English as a foreign language in the first time at classroom. They could not use the good English in front of students. They were nervous if the student ask about vocabulary and afraid when cannot manage the class effectively. The symptoms consist of lack of confidence, nervous, worry, insufficient preparation, English proficiency, lack of teaching experience. It means that English pre service teachers have anxious when they did teaching practice in real situation.

Based on the explanation above, many anxious affecting the last semester English language pre service teachers at IAIN Curup when the practice of teaching English in the classroom. So, the researcher was interested in investigating this phenomenon by doing research with the title **“PRE-SERVICE TEACHERS’**

² Tecnam, Yoon, *Teaching English through English: Exploring Anxiety in Non –native Pre-service ESL Teachers*, 2012, Vol.2 No.6, p.1100

³ Trully Almendo, dkk, English language anxiety of pre service teachers: Causes and coping strategies. LLT Journal: *A journal on language and language teaching*, Sanata Dharma University: 2018, v.21, no.2, p.136

ANXIETY IN TEACHING ENGLISH” (A study of pre service teacher at Junior High School in Rejang Lebong Regency)

B. Research question

To obtain the result for this research, the researcher identified the research question as:

1. What are the causes of pre service teachers’ anxiety in teaching English?

C. Objective of the research

Objective of the research is to find out the answer of the questions stated in the problems of the research. Therefore the focus of the research is:

1. To know the causes of English pre service teachers’ anxiety

D. Delimitation of research

In this research, the researcher focused to know the causes of pre service teachers’ anxiety and the causes of English pre service teachers’ anxiety at IAIN Curup in the eight semester academic year 2019. The researcher chose the last semester because in the eight semester, students do practice teaching directly into the field.

E. Significance of the research

The result of this research is expected to be useful in any use such as follows:

1. Practical

a. For the English lecturer

Through this research, the lecturers can find out the causes of anxiety of English pre service teachers, so that lecturers can give motivation to students when they do teaching practice at school.

b. For students

This study aims to provide knowledge to students when become pre service teachers' English and help students to overcomes their anxiety.

2. Theoretical

This thesis is expected to provide some information for another research about pre service teacher anxiety in teaching English and the result of this research can be used a reference to conduct further research on the same topic.

F. Definition of key terms

1. Pre-Service Teachers

Pre-service teachers is academic activities carried out by students in the Tarbiyah Department and in the context of applying and developing pedagogical, personality, social and professional competencies that manifest in teacher training activities and education management, student performance in aspects of

knowledge, skills, attitudes and behavior.⁴ In this research, pre service teachers are the students in the last semester who do practice teaching at the junior high school of junior Rejang Lebong.

2. Teaching English

Teaching English refers to teaching English language to students with deferent first languages. Teaching English can occur either within the state school system or more privately, at a language school or with a tutor. In this research, teaching English means students the last semester teaching English on the field.

3. Anxiety

Anxiety is a feeling worry, nervousness, or unease about something with an uncertain outcome.⁵ In this research, anxiety means pre service teachers feel worry, anxious, and nervous when teaching English in junior high school.

⁴Panitia pelaksanaan PPL Angkatan XVII, *Buku Pedoman Praktek Pengalaman Lapangan (PPL) Angkatan XXII Fakultas Tarbiyah*, IAIN curup: 2019, p.3

⁵Oxport Learner's Dictionary, p.1123

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of pre service teacher

Pre service teacher is how teachers can be prepared to take up new roles and perform teaching effectively to meet the challenges and expectations from education reform that is crucial to the reform and practices of teacher education and professional development.⁶ Pre service teacher is student of prospective teacher in the future. Teacher is required to deliver content knowledge, develop skills and foster attitudes that will enable learners to reach their potential. Pre service teacher is the training that occurs before teachers enter the profession and or take up employment in a range of different education or institution. To do all the task of the teacher, pre service teacher must have good ability firstly. One of the ability is a good confidence in teaching process. Remember that teacher is a dominant element in the classroom activity.

Pre service teacher needs a sound foundation in subject content knowledge and learning theory, while research also highlights the need for pre service teacher to be able to 'adapt their instruction to students' pre-existing knowledge beliefs about subject matter.⁷ To give direction to students, they must learn about theory in learning and teaching classroom because that is not easy for pre service teacher to have good preparation before teaching. Pre service teacher are required to demonstrate their ability to meet professional standard before they are eligible to graduate into the teaching profession. Thus, to successfully create and maintain support, pre service teachers must be skilled in teaching with a good confidence.

⁶ Cher ping ling, Kenneth Cock, Graeme Lock and Christopher Brook (Eds). *Innovative Practices in Pre-Service Teacher Education*. Putera Sampoerna Foundation Teacher Institute Indonesia: 2009, p.3

⁷ Ibid, p.5

Training in teaching confidence strategies will assist pre service teachers to understand how to deal with behavior they are most likely to encounter. Beginning teachers and pre service teachers consistently perceive confidence in teaching as a serious challenge.

Teaching practice is a compulsory subject that should be taken by students of teacher training and education faculty. Teaching practice gives field experience directly and the chance for students to practice the teaching skill they have learned to improve the teaching skill to be a better. As pre service teachers are hoped to be good teacher in any situation, during teaching practice, teachers do not only participate in curricular activity, teaching students in the classroom, but also extra-curricular activity. Besides teaching, teachers are also trained to do administration in school. According to Wardani and Suparno, teaching practice or pre service teachers already should be used as the main grip for the institution of education to create professional teachers in the future.⁸

Although student teachers have been trained before undergoing teaching practice at schools, of course there are still constraints the student teachers face, whether it is in managing the class, the un-readiness in preparing the material, giving reinforcement to the students, and so on. Therefore, clinical supervision is needed by student teachers as helps for student teachers. Parwanto has agreed that clinical supervision is the provision of professional assistance based on the needs of student teachers, and sourced from systematic observation and analysis of the behavior of real student teachers in the classroom. As well as a professional teacher, there are also criteria of a good teaching practice. Among the ten basic competence of a professional teacher suggested by Sardiman and Wardhani, it has been

⁸ Wardhani, *Program Pengalaman Lapangan (PPL)*. Jakarta : Direktorat Jendral Pendidikan Tinggi Depatemen Pendidikan dan Kebudayaan: 1994

suggested that student teachers should master at least four of teacher competencies. They are the mastery of teaching materials, instructional program mastery, mastery in the use of instructional media, and the ability to evaluate the student outcomes. Teaching practice is done to give chance for student teachers to learn more. Of course, there are points that are hoped from student teachers as they finish teaching practice.

B. Anxiety

There are many theories that discuss anxiety. Among them, according to Spielberger, anxiety is the subjective feeling of tension, apprehension nervousness, and worry associated with an arousal of the autonomic nervous system.⁹ It means feeling anxious, worried that can disrupt the autonomic system. On the other hand, according to Hewitt, anxiety is an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs as sweating, tension, and increased pulse, by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.¹⁰ In short, anxiety is fear characterized by sweating, tension and pulse. On the other words, anxiety is language teaching and learning is not considered a new issue, yet there has been little information as to how English pre-service teacher in Indonesia experience and overcome anxiety.

According to Regard, anxiety is a psychological symptom which occurs when people feel nervous in unfamiliar situations.¹¹ It means that anxiety is a condition that occurs suddenly for a reason. This cannot be expressed numerically,

⁹ Tecnam Yoon, *Teaching English through English: Exploring Anxiety in Non –native Pre-service ESL Teachers*, 2012, Vol.2 No.6, p.1100

¹⁰ *Ibid.*

¹¹ *Ibid.*

because it is deeply associated with feeling and emotion of human beings such as nervousness, tension, frustration, and uneasiness.

According to Barlow, feeling anxiety response consist of emotional component, feeling of tension, cognitive component, worry, psychological responses, increased heart rate and blood pressure and behavior responses, and avoidance of certain situation.¹² It means that the response to felling of tension, increased heart and blood pressure are so fast and strong.

Kyriacou defines teacher stress as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher.¹³ It means that pre service teacher anxiety is always having unpleasant feelings such as negative emotions, anger, tension generated from the aspect of being a teacher. On the other word, pre service teacher anxiety is a concern different from in-service teachers bearing the fact in mind that pre service teachers are just on their way to become teachers and might feel distinctly different from the real teacher.

Based on explanation above, anxiety is a condition experienced by someone such as irritability, emotion, depression when facing something new especially when speaking in public.

1. Types of Anxiety

Generally, anxiety can be divided into two categories: “state anxiety” and trait anxiety”. State anxiety is linked to a specific stressor such as a test. Trait

¹² Paul Heiser at all, *Anxious for success*, (New York: 2015), p.4

¹³ Kristen, Ferguson, Predicting Teacher Anxiety, Depression, and Job Satisfaction. *Journal of teaching and learning*, Nipissing University: 2012, Vol.8, No.1, p.27

anxiety is more generalized anxiety not linked to a specific stressor. Test anxiety is an example of state anxiety.¹⁴

a. State Anxiety

State anxiety can be considered as one of the basic in human feeling, students all have little anxiety in certain situations that are considered dangerous.¹⁵ On the other hands according to Hoover state anxiety is therefore also recognized as a multidimensional construct consisting of cognitive and somatic component and can also be seen as trait anxiety characteristics or in response to certain situations.¹⁶

According to Krista M. Hixson, state anxiety refers to how one feels when various situation.¹⁷ In the other words according to James state anxiety is an emotional state that occurs suddenly at a certain time that is characterized by anxiety, fear, and tension.¹⁸

b. Trait anxiety

Trait anxiety is anxiety which is a personal or innate trait. According to Singgih, the nature of anxiety is a predisposition to perceive environmental situations that threaten him.¹⁹

Types of anxiety personality include : anxious, worried, uneasy, doubtful, and indecisive, anxiety worry, lack of confidence, nervousness, stage fright, often feeling innocent and blaming others, not easy to succumb or insistent, movement often awry, uneasy and anxious, often complaining,

¹⁴ Eleni, Papamihel, *English as a second language anxiety: issues in the mainstream classroom. Research in the teaching of English*, the Florida state university: 2002, p.327

¹⁵ *Ibid*

¹⁶ *Ibid*, p.328

¹⁷ Elaine, Horwitz, *foreign and second language anxiety*, Cambridge University press: 2010, v.43, no.2, p.154

¹⁸ *Ibid*

¹⁹ *Ibid*, p.160

excessive worry about disease, irritability, likes to exaggerate small problems, often hesitant and hesitant in making decisions, often hysterical when emotional.²⁰

Based on the explanation, state anxiety is related to fear of failure and negative thoughts that can result in loss confidence and concentration so that is can become suddenly nervous and trait anxiety is nature innate so that anxiety can occur when facing new something.

On the other hand, according to Freud, anxiety consists of three types:

a. Anxiety neurosis

Anxiety to unknown danger. The feeling is different in ego, but arises from self-impulse. The severity of neurosis is not a fear of the instincts themselves, but a fear of punishment that might occur if an instinct is satisfied.

b. Moral anxiety

This anxiety stems from a conflict between ego and superego. This anxiety can arise because of failure to be consistent with what they believe is morally right. Moral anxiety also has a basis in reality, in the past a person has been punished for violating moral norms and can be punished again.

c. Realistic anxiety

Unpleasant feeling is the include possibility of danger itself. Realistic anxiety is fear of real dangers emanating from the outside world.²¹ It means that anxiety happen to human in other world.

From three types above the human has types anxiety there are neurosis,

²⁰ *Ibid*, p.167

²¹ Gregory J, Teori kepribadian, *theories of personality* Buku 1 Edisi 7, Jakarta: Salemba Humanika,

moral and realistic.

Based on the explanation above, the researcher concluded three types of anxiety are neurosis fear of punishment that might occur if an instinct is satisfied. Moral also has a basis in reality, in the past a person has been punished for violating moral norms and can be punished. Realistic is fear of real dangers emanating from the outside world.

C. Causes of English pre service teacher anxiety

According to Yoon and Kim as cited in Almendo, there are seven causes of English pre service teacher anxiety in below²²:

a. Confidence

Confidence is a feeling that comes within a person while doing something that sure can do it. In this research pre service teachers' feel different thing when doing teaching practice in schools. The symptoms are nervous, shy, comfortable, relaxed and quite. As for the statement used to determine the causes of pre service teachers' anxiety based on the indicator of confidence according to Yoon and Kim as cited in Almendo below:

Table.I. Pre service teachers' confidence

No.	Statement
1.	I get nervous when I speak in classroom
2.	I feel shy when speaking English in front of students
3.	I feel very comfortable in speaking English
4.	When I'm on my way to language class, I feel very sure and relaxed
5.	I never feel quite sure of myself when I am speaking in the class

From the statement above, causes of pre service teachers anxiety is confidence, getting nervous when speak in classroom, feeling shy when speaking

²² Trully Almendo, dkk, English language anxiety of pre service teachers: Causes and coping strategies. LLT Journal: *A journal on language and language teaching*, Sanata Dharma University: 2018, v.21, no.2, p.136

English in front of students, feeling very comfortable in speaking English, feeling very sure and relaxed and never feel quite sure when speaking in the class.

b. English language skills

English language skill is the ability of English teacher in speaking, reading, listening and writing while teaching in the class. In this research English language skill is an indicator used to determine the causes of pre service teachers' anxiety in teaching English. The symptoms of anxiety are worry and afraid. Below is a statement from the indicator English language skill:

Table.II. Pre service teachers' English language skill

No.	Statement
1.	I worry when I explain the lesson in English
2.	I worry that I may need to explain advanced vocabulary
3.	I am afraid that I will not know how to teach certain grammatical rules
4	When I realize I have made errors, I become more nervous
5.	I am afraid that my English is not as good as the regular English teachers

From the statement above it can be concluded that pre service teacher felt afraid when explaining the material, did not know the vocabulary and afraid cannot give good teaching, afraid that will not know to teach certain grammatical rules, realize have made errors become more nervous, afraid that English is not as good as the regular English teachers.

c. Preparation

Preparation is activities to complete every material needed when teaching. In this study pre service teachers' cannot use good English in the class. The symptoms

are lack of prepare, anxious, afraid and worried. Below indicator preparation by Yoon and Kim:

Table.III. Pre service teachers' Preparation

No.	Statement
1.	The more I prepare for English class, the more nervous
2.	I am anxious about maintaining a good enough standard of preparation
3.	I am afraid when I need to write detailed lesson plan
4.	I am anxious when I have to develop suitable sources/materials for the lessons
5	I am worried if the lesson is not interesting

From the indicators above, pre service teachers' must maximally prepare before teach. More prepare for English class so more nervous, anxious about maintaining a good enough standard of preparation, afraid when need to write detailed lesson plan, anxious when have to develop suitable sources/materials for the lessons and worried if the lesson is not interesting.

d. Lesson delivery

Lesson delivery is giving deep knowledge to students. In this research pre service teachers' anxiety when cannot deliver material the symptoms are worry, afraid and fear. Below the statement pre service teachers' lesson delivery:

Table.IV. Pre service teachers' lesson delivery

No .	Statement
1.	I worry when I introduce new topics to my students
2.	I am afraid that I cannot deliver abstract concept to my students
3.	I fear that I can't get the students' attention when I deliver my lessons
4.	I fear that I cannot meet the goals of the lesson plan when teaching
5	I am afraid that I cannot give appropriate feedback to the students

From the statement above, pre service teachers' anxiety appeared when introduce new topics to student, afraid cannot deliver abstract concept to students, fear cannot get students' attention when deliver lessons, fear cannot meet the

goals of the lesson plan when teaching and afraid cannot give appropriate feedback to the students.

e. The condition of the student

The condition of the students in the classroom is proved to be one significant cause of pre service teachers' anxiety. The symptom is anxious. Below statement by Yoon and Kim as cited in Almendo:

Table.V. Pre service teachers' condition of the students

No.	Statement
1.	I am anxious about possible problems in the class with individual learners' misbehavior
2.	I am anxious that my students will not respect me in the classroom
3.	I am anxious when my students ask me difficult question
4.	I am anxious about how to give each learner the attention to each students' needs
5	I am anxious that my students unable to follow the lesson

From the statement above, causes of pre service teachers' anxious about possible problem in the class with individual, anxious that students will not respect in the class, anxious when the students ask difficult question, anxious about how to give each learner the attention to teach students' need and anxious that students unable to follow the lesson.

f. Evaluation

Evaluation is activity after doing test. From the evaluation anxiety there are symptoms such as worry and anxious. Belows are indicators of causes of pre service teachers' anxiety:

Table.VI. Pre service teachers' evaluation

No.	Statement
1.	I worry about not passing the practicum
2.	I am anxious about being observed and evaluated by my supervisors while teaching
3.	I am anxious with my supervisors' expectation
4.	I feel anxious when I am observed by my peers
5	I am anxious when my lecturer gives me a verbal evaluation of my teaching in front of my peers

From the statement above, the causes of anxiety are worry about not passing the practicum, anxious about being observed and evaluated by supervisors while teaching, anxious with supervisor expectation and feel anxious when observed by peers and anxious when lecturer gives a verbal evaluation of teaching in front of peers.

g. Classroom Management

Classroom management is the way teacher arranges the class, so that it becomes safer from the commotion and chaos of the class while doing the learning process teaching. Belows are the statement that causes pre service teacher anxiety by Yoon and Kim as cited in Almendo:

Table.VII. Pre service teachers' classroom management

No.	Statement
1.	I am anxious that I cannot have the full control of the class
2.	I am worried when teaching English because the classes are crowded
3.	I am worried I cannot manage the time to deliver the materials

4.	I feel uncomfortable when the noise level in my class
5	I worry when I have to enforce

From the statement above, the causes of anxiety are classroom management, anxious that cannot have full control of the class, worried when teaching English because the classes are crowded, worried cannot manage the time to deliver materials, feel uncomfortable when the noise level in class and worry when have enforce.

Based on the explanation above, this theory is used to investigate causes anxiety of English pre service teachers when they do teaching practice at Junior high school in Rejang Lebong Regency.

D. The Principles of Good Teaching Practice

Standard of a good teaching practice as National Council of Teacher Quality (NTCQ) suggested that:

1. The teaching practice should be last more than 10 weeks, require no less than five weeks at a single local school site and represent a full-time commitment.
2. The teacher preparation program must select the cooperating teacher for each student teacher placement.
3. The cooperating teacher candidate must have at least three years of teaching experience.
4. The cooperating teacher candidate must have the capacity to have a positive impact on student learning.

5. The cooperating teacher candidate must have the capacity to mentor an adult, with skill in observation, providing feedback, holding professional conversations and working collaboratively.²³

In addition, Mulyadi and Hilda suggested that there are six basic teaching skills that students should master, not only during the teaching practice, but also as the preparation for being a teacher. The six basic skills of teaching mentioned above there are:

1. The skill of opening the class

Before starting the lesson, a teacher is required to open the class as the warming up activity. The purpose is to create an effective and efficient teaching. There are many ways how a teacher opens a class, according to the teacher style, the lesson material, and the teaching media. Opening the class means informing the students that the lesson is ready to start, developing the students willing to listen to the explanation, and informing the limitation about what is being learned. Therefore, the opening is very important in the class because that as knows to student.

2. The skill of questioning

There are many purposes of asking, but for teacher, questioning in a classroom means that the teacher is really need to measure the students' comprehension toward the teachers' explanation. Sometimes it is done to attract the student attention when the students become noisy or not paying attention to the teacher.

3. The skill of giving reinforcement

Giving reinforcement for the students is to lead the student good attitude in a classroom to be happened again. Giving reinforcement can be done by complement on the students when answering question, sharing ideas, and

²³ Greenberg, Julie, Laura Pomerance & Kate Walsh, *Student Teaching in the United States*. National Council on Teacher Quality: 2011, p.134

presentation. The aims of reinforcement are to attract the student attention, to improve the student willing to take a part in an active learning, to maintain the willing of learning, and to control the student attitude.

4. The skill of using variation

Variation in a classroom is really needed to carried away bored of the students. Variation in teaching style could be the variation in using sounds, recollection, the silence, eye contact, gestures, position, the using of teaching media, and the pattern on teaching interaction. The variation is meant to maintain the students' interesting.

5. The skill of managing the classroom

Classroom management is aimed to create and to maintain the learning situation. Classroom management is done by a teacher in three in three situations; before the teacher entering the classroom, during the teacher teaching, and after teaching.

6. The skill of closing the class

When a learning process is opened before starting, of course it should be closed when it is finish. A good closing the class is by summarizing the material discussed, asking the students to summarizing, evaluation on the student comprehension, giving homework for the students, and asking for the student perception about the learning process at that time.²⁴ Based on the explanation above to be pre service teacher must know about good teaching practice in the class and any situation.

Based on the explanation above, before teach must be master all of skill in teaching English there are reading, listening, writing and speaking.

²⁴ Mulyadi & Hilda Puspita. 2009. *Pengajaran Terbatas* (Micro Teaching). Bengkulu: UNIB.

E. Review of Related Finding

There are many studies related to pre service teachers' anxiety in teaching English. To support this research, the researcher took some previous studies as reference. The first research is from Yogi Hariyanto, the title is Pre Service Teachers' Competence in Teaching Practice. The subjects were eight teachers supervising 23 English student teachers in teaching practice in the academic year of 2016. The method used by Yogi was descriptive, and used document analysis to collect the data. The result showed that pre service teacher during practice teaching was very good with mean score 88,0. The social competence have mean score 87,4, professional competence have mean score 88,2, pedagogical competence of pre service teacher score 88,7. The result above it can conclude that the pre service teachers competence in teaching practice in academic year 2016 was very good with the accumulated.

Pitriani in 2017 also did a research entitled "pre service teachers' maxims to build their confidence in the classroom activity. The subjects were students of eight semester English study program. As a descriptive research, the data collection was taken from interview and document analysis. The result showed that have difficult to get good with confidence and don't know how to get a good confidence when they are teaching in the classroom.

This research focus on pre service teachers' anxiety in teaching English. The object of the research is to measure the cause teacher anxiety in teaching English. With one research question include what are the highest causes of English pre service teacher anxiety. Researcher also used students in the last semester 2019 years at IAIN Curup as sample cause of some consideration. But still, those related findings gave the contributions for this research.

CHAPTER III

RESEARCH OF METHODOLOGY

This chapter describes about the method used to conduct the research. It consists of kind of the research, subject of the research, data collecting technique, and research instrument and data analysis technique.

A. Kind of the Research

In this research, the researcher wanted to get the information about causes of pre service teachers' anxiety in teaching English. In the research, the researcher used the descriptive design which was presented in quantitative way. The descriptive research aimed to describe the data and characteristics of what is being studied. The research did not only collect the data but also did analysis of the data and make the conclusion of data that will provide an account or description of individuals, groups or situations.²⁵ It means the collected data with descriptive researcher used to describe the highest English pre service teachers' anxiety.

Heigham explained that quantitative research cycle is usually characterized as being linear, each stage being carried out one after the other, research question are formulated, and data are collected then statistically analyzed, finding written up.²⁶ It means that the quantitative research relates each variable, and the data are explained in statistic or numbering. In this research, the finding data are formulated and researcher follows a set of described steps. Quantitative research is done to find out the highest English pre service teachers' anxiety.

²⁵ Polit D.F, Hungler B.P (1999) *Nursing Research: Principles And Methods* (6th Ed.) Philadelphia, lippincott

²⁶ Heigham Juanita and Robert A.croker. *Quantitative research in applied linguistic*. (Pgrave macmillan: London.2009),p.10

Therefore, the researcher used the descriptive quantitative method because the researcher wanted to know the cause of pre service teachers' anxiety.

B. Population and sample

1. Population

According to Sugiono, population is the generalization range consists of object or subject that has quality or specific characteristic which is determinant by the researcher to be learned drawn the conclusion.²⁷ The population of this research is pre service teachers of the eight Semester at IAIN Curup. The total amount population is around thirteen who follows the pre service teachers' at junior high school. They already have teaching experience for four months at school.

Table. 1

School	Number of students
SMP 1	2
SMP 2	3
SMP 3	4
SMP 4	1
SMP 5	2
SMP Kreatif 'Aisyiyah	1
TOTAL	13

2. Sample

Sample of this research is the whole the eight semester of students English tadrif program IAIN Curup which consists of 13 pre service teachers. According to Arikunto, if population consists of less than 100, it is better to take all of the population to be sample.²⁸ Sample is a little part of population. As a part of population, sample gives a correct representation regarding the population. Taking sample from population frequently called in the technical terms as a "sampling".

²⁷ Sugiono, *Metode Penelitian Kualitatif, kuantitatif dan R&D*, (Bandung: Alfabete, 2011), p. 117

²⁸ Suharsimi, Arikunto, *Metodologi penelitian*. Yogyakarta: Bina Aksara, 2006, P.134

Therefore, in this research, the researcher used total sampling. According to Sugiono, total sampling technique where the number of samples is the same as population.²⁹ It means that the researcher used total sampling in the research.

C. Technique of collecting data

1. Questionnaire

Questionnaire is the most commonly used data collection techniques used by researchers because they are view effective and efficient. According to Galton, a questionnaire is the main means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis.³⁰

Questionnaire is selected to collect the main data of pre service teachers' anxiety in teaching English. The questionnaire consisted of 35 item of PTs (pre service teacher) and 5 respondents consisted of SA (Strong Agree), A(Agree), SD (Strong Disagree), D (Disagree). To be clearer the questionnaire was designed by Kim and Yoon.

Table. II
Options and score Likert scale

Options	Score
Strong Agree	5
Agree	4
Neutral	3
Disagree	2
Strong Disagree	1

In addition, to classify the causes of pre service teachers' anxiety the distribution of items in the questionnaire are as follows:

²⁹ Sugiyono, 2007

³⁰ Galton, *Questionnaire designing for a survey*, 2017, p.273

Table. III
Causes of pre service teacher anxiety by Yoon and Kim

Indicator	Sub indicators	Items
Confidence	Nervous, shy, comfortable, relaxed and quite	1. I get nervous when I speak in classroom 2. I feel shy when speaking English in front of student 3. I feel very comfortable in speaking English 4. When I am on my way to language class, I feel very sure and relaxed 5. I never feel quite sure of myself when I am speaking in the class
English language skills	Worry, afraid, realize	6. I worry when I explain the lesson in English 7. I worry that I may need to explain advanced vocabulary 8. I afraid that I will not know how to teach certain grammatical rules 9. When I realize I have made errors, I become more nervous 10. I am afraid that my English is not as good as the regular English
Preparation	Prepare, anxious, afraid, worried	11. The more I prepare for English class, the more nervous 12. I am anxious about maintaining a good enough standard of preparation 13. I am afraid when

		<p>I need to write detailed lesson plan</p> <p>14. I am anxious when I have to develop suitable sources/materials for the lesson</p> <p>15. I am worried if the lesson is not interesting</p>
Lesson delivery	Worry, afraid, fear	<p>16. I worry when I introduce new topic to my students</p> <p>17. I am afraid that I cannot deliver abstract concept to my students</p> <p>18. I fear that I cannot get the students attention when I deliver my lesson</p> <p>19. I fear that I cannot meet the goals of the lesson plan when teaching</p> <p>20. I am afraid that I cannot give appropriate feedback to the students</p>
Condition of the students	Anxious	<p>21. I am anxious about possible problems in the class with individual learners' misbehavior</p> <p>22. I am anxious that my students will not respect me in the classroom</p> <p>23. I am anxious when my students ask me difficult question</p> <p>24. I am anxious</p>

		<p>about how to give each learner the attention to each students' needs</p> <p>25. I am anxious that my students unable to follow the lesson</p>
Evaluation	Worry, anxious	<p>26. I worry about not passing the practicum</p> <p>27. I am anxious about being observed and evaluated by my supervisors while teaching</p> <p>28. I am anxious with my supervisors' expectation</p> <p>29. I feel anxious when I am observed by my peers</p> <p>30. I am anxious when my lecturer gives me a verbal evaluation of my teaching in front of my peers</p>
Classroom Management	Anxious, worried, uncomfortable	<p>31. I am anxious that I cannot have the full control of the class</p> <p>32. I am worried when teaching English because the classes are crowded</p> <p>33. I am worried I cannot manage the time to deliver the materials</p> <p>34. I feel uncomfortable when the noise level in my class</p> <p>35. I worry when I have to enforce</p>

D. Research Instrument

Research instruments are tools or facilities and the results are better, in the collecting the data so that research is easier and the results are better, in the sense of being more careful, complete and systematic so that they are easier to process.³¹ In this study researchers used instruments namely questionnaire. The measuring instrument is used for the questionnaire in the pre service teacher anxiety in teaching English. Researcher uses likert scale that has five responses it can facilitate researchers in collecting data.

1. Questionnaire

One of the instruments which use in this research is questionnaire, which consists of some items in this research. Researcher adopted Yoon and Kim theory to investigate pre service teachers' anxiety in teaching English. The statement of questionnaire taken from PTs by Yoon and Kim consist of 35 who uses 5 responses namely Strong Agree(SA), Agree (Agree), Strong Disagree (SD), Disagree (D).

The questionnaire consisted of 35 items or statements. According to Kim and Yoon, there are some causes of pre service teacher anxiety, such as confidence, English language skill, preparation, lesson delivery, condition of the student, evaluation and classroom management which are shown in the table below:

Table.3

Pre service teachers (PTs) Questionnaire

NO	Statement	Responses				
1.	I get nervous when I speak in classroom	SA	A	N	D	SD
2.	I feel shy when speaking English in front of students					
3.	I feel very comfortable in speaking English					
4.	When I'm on my way to language class, I					

³¹ Suharsimi, Arikunto, *op.cit.*,122

	feel very sure and relaxed					
5.	I never feel quite sure of myself when I am speaking in the class					
6.	I worry when I explain the lesson in English					
7.	I worry that I may need to explain advanced vocabulary					
8.	I am afraid that I will not know how to teach certain grammatical					
9.	When I realise I have made errors, I become more nervous					
10.	I am afraid that my English is not as good as the regular English					
11.	The more I prepare for English class, the more nervous					
12.	I am anxious about maintaining a good enough standard of preparation					
13.	I am afraid when I need to write detailed lesson plan					
14.	I am anxious when I have to develop suitable sources/materials for the lessons					
15.	I am worried if the lesson is not interesting					
16.	I worry when I introduce new topics to my students					
17.	I am afraid that I cannot deliver abstract concept to my students					
18.	I fear that I cannot deliver concept to my students					
19.	I am afraid that I cannot meet the goals of the lesson plan when teaching					
20.	I am afraid that I cannot give appropriate feedback to the students					
21.	I am anxious about possible problems in the class with individual learners' misbehavior					
22.	I am anxious that my students will not respect me in the classroom					
23.	I am anxious when my students ask me difficult question					
24.	I am anxious about how to give each learner the attention to each students' needs					
25.	I am anxious that my students unable to follow the lessons					
26.	I worry about not passing the practicum					
27.	I am anxious about being observed and evaluated by my supervisors while teaching					
28.	I am anxious with my supervisors' expectation					
29.	I feel anxious when I am observed by my peers					
30.	I am anxious when my lecturer gives me a					

	verbal evaluation of my teaching in front of my peers					
31.	I am anxious that I cannot have the full control of the class					
32.	I am worried when teaching English because the classes are crowded					
33.	I am worried I cannot manage the time to deliver the materials					
34.	I feel uncomfortable with the noise level in my class					
35.	I worry when I have to enforce discipline to the students					

The questionnaire above uses questionnaires developed by Yoon and Kim which have been widely used by scientists in their research, and is standard so that is considered validity and reliability.

E. Technique of analysis data

After getting the data, researcher continued to analyze the data. In this study, the researcher used descriptive analysis method to see pre service teacher anxiety in teaching English, the following steps:

1. Scoring

Scoring is count of the questions contained in the questionnaire. The questionnaire in this research use likert scale that is the most common used in measuring attitude, opinion, and perception of respondent toward an object.³² In lin in Djali, it is said that likert scale can be used in measuring attitude, opinion or perception of people or some groups of people about the tendency or phenomenon of education.³³ In this research, the researcher used likert scale to know about causes of pre service teachers' anxiety.

2. Analysis statistical

³² Amirul, Hadi dkk. *Metodologi penelitian pendidikan*, (bandung: pustaka setia), 1993, p.39

³³ Djali.2008,*Skala Linkert*, Jakarta: Pustaka Utama

Analysis is the statically analysis is the calculation of the data that has been given a score based on the type of data into quantitative, then technique used is the statistical analysis, which is use traditional statistical formula percentage used to describe the result of studies using following formula:

$$P = F/N \times 100$$

Description:

P= Percentage questionnaire

F= Total frequency each item

N=Number of Respondents.³⁴

³⁴ Anas sudjiono, *Pengantar Statistic Pendidikan*,(Jakarta : Raja Grapinndo persad), 2004, p.35

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Causes of pre service teachers' anxiety

In this chapter, the researcher showed the research on pre service teachers' anxiety in teaching English. After investigating and collecting the data of the research, researcher described the result of the research into the table. The data obtained from the questionnaire which were conducted from students eight Semester who taken pre service teacher at junior high school which the number is 13 people.

The result of the questionnaire was counted as frequency of cause pre service teacher answer which comes from each option, Including SA: Strong Agree, A: Agree, Neutral, D: Disagree, SA: Strong Disagree. Then the number of pre service teacher answer in each option multiplied SA: 5, A: 4, N: 3, D: 2, SD: 1. After the researcher knew the number of pre service teacher answers, the researcher divided the number of answer (total score) with the maximal and multiplied 100% and the researcher would look for the average value of pre service teacher. According to the theory by Yoon and Kim, there are seven causes of pre service teachers' anxiety. They are confidence, English language skill, preparation, condition of the students, evaluation, classroom management.³⁵ There are the causes of pre service teachers' anxiety:

Table.I
The Result of pre service teacher anxiety

No	Indicators	Frequency	Percentage
1	Confidence	213	14,70%
2	English language skills	203	14,01%
3	Preparation	206	14,22%

³⁵*Ibid*

4	Lesson delivery	223	15,40%
5	Condition of the students	213	14,70%
6	Evaluation	199	13,74%
7	Classroom Management	191	13,19%
TOTAL		1448	100 %

The table described about confidence consists of 213 or 14,70%. English language skills consists of 203 or 14,01%. Preparation consists of 206 or 14,22%. Lesson delivery consists of 223 or 15,40%. Condition of the student.it consist 213 or 14,70%. Evaluation consists of 199 or 13,74%. Classroom management consists of 191 or 13,19%. In short, total of resuming of indicator pre service teacher anxiety consists of 100%.

a. Confidence

Confidence is a feeling that comes within a person while doing something that sure can do it. In this research, pre service teachers feel different thing when doing teaching practice in schools. The result of cause pre service teachers' anxiety are belows:

Table. II
Confidence

No.	Confidence	F	P
1.	I get nervous when I speak in classroom	44	3,03%
2.	I feel shy when speaking English in front of students	38	2,62%
3	I feel very comfortable in speaking English	45	3,10%
4	When I'm on my way to language class, I feel very sure and relaxed	44	3,03%
5	I never feel quite sure of myself when I am speaking	42	2,90%
TOTAL		213	14,70%

From the data above, I get nervous when I speak in classroom consists of 44 or 3,03%. I feel shy when I speaking English in front of students consists of 38 or 2,62. I feel very comfortable in speaking English consists of 45 or 3,10%. When I'm on my way to language class, I feel very sure and relaxed consists of 44 or 3,03%. I never

feel quite sure of myself when I am speaking consists of 42 or 2,90%. In short, the total confidence based on factors anxiety consists of 213 or 14,70%.

b. English language skill

English language skill is the ability of English teacher in speaking, reading, listening and writing while teaching in the class. The result of cause of pre service teachers' anxiety is below:

Table. II
English language skills

No	English language skills	F	P
1	I worry when I explain the lesson in English	41	2,83%
2	I worry that I may need to explain advanced vocabulary	40	2,76%
3	I am afraid that I will not know how to teach certain grammatical rules	42	2,90%
4	When I realize I have made errors, I become more nervous	38	2,62%
5	I am afraid that my English is not as good as the regular English	42	2,90%
TOTAL		203	14,01%

The table above described about I worry when I explain the lesson in English consists of 41 or 2,8 3%. I worry that I may need to explain advanced vocabulary consists of 40 or 2,76%. I am afraid that I will not know how to teach certain grammatical rules consists of 42 or 2,90%. When I realize I have made errors, I become more nervous consists of 38 or 2,62%. I am afraid that my English is not as good as the regular English consists of 42 or 2,90%. In short, total of English language skill consists of 203 or 14,01%.

c. Preparation

Preparation is activities to complete every material needed when teaching. In this study, pre service teachers cannot use good English in the class. The result is as below:

Table. III
Preparation

No	Preparation	F	P
1	The more I prepare for English class, the more nervous	39	2,69%
2	I am anxious about maintaining a good enough standard of preparation	41	2,83%
3	I am afraid when I need to write detailed lesson plan	37	2,55%
4	I am anxious when I have to develop suitable sources/materials for the lessons	41	2,83%
5	I am worried if the lesson is not interesting	48	3,31%
Total		206	14,22%

The table described about the more I prepare for English class, the more nervous consists of 39 or 2,69%. I am anxious about maintaining a good enough standard of preparation consists of 41 or 2,83%. I am afraid when I need to write detailed lesson plan consists of 37 or 2,55%. I am anxious when I have to develop suitable sources/materials for the lessons consists of 41 or 2,83%. I am worried if the lesson is not interesting consists of 48 or 3,31%. In short, total of preparation consists of 206 or 14,22%.

d. Lesson delivery

Lesson delivery is giving deep knowledge to students. The result of pre service teachers' anxiety is below:

Table. IV
Lesson delivery

NO	Lesson delivery	F	P
1	I worry when I introduce new topics to my students	41	2,83%
2	I am afraid I cannot deliver abstract concept to my students	45	3,10%
3	I fear that I can't get the students' attention when I deliver my lessons	43	2,96%
4	I fear that I cannot meet the goals of the lesson plan when teaching	48	3,31%
5	I am afraid that I cannot give appropriate feedback to the students	46	3,17%
TOTAL		223	15,40%

The table described about I worry when I introduce new topics to my students consists of 41 or 2,83%. I am afraid I cannot deliver abstract concept to my students

consists of 45 or 3,10%. I fear that I can't get the students' attention when I deliver my lessons consists of 43 or 2,96%. I fear that I cannot meet the goals of the lesson plan when teachings consists of 48 or 3,31%. I am afraid that I cannot give appropriate feedback to the students consists of 46 or 3,17%. In short, total of lesson delivery consists of 223 or 15,40%.

e. Condition of the students

The condition of the students in the classroom is proved to be one significant cause of pre service teachers' anxiety. The result of pre service teachers' anxiety is below:

Table. V
Condition of the students

NO	Condition of the students	P	F
1	I am anxious about possible problems in the class with individual learners' misbehavior	45	3,10%
2	I am anxious that my students will not respect me in the classroom	43	2,96%
3	I am anxious when my students ask me difficult questions	42	2,90%
4	I am anxious about how to give each learner the attention to each students' needs	40	2,76%
5	I am anxious that my students unable to follow the lessons	43	2,96%
TOTAL		213	14,70%

From the table above, I am anxious about possible problems in the class with individual learners' misbehavior consists of 45 or 3,10%. I am anxious that my students will not respect me in the classroom consists of 43 or 2,96%. I am anxious when my students ask me difficult questions consists of 40 or 2,76%. I am anxious that my students unable to follow the lessons consists of 43 or 2,96%. In short, total of condition of the students consists of 213 or 14,70%.

f. Evaluation

Evaluation is activity after doing test. The result of pre service teachers' anxiety is below:

Table. VI
Evaluation

NO	Evaluation	P	F
1	I worry about not passing the practicum	39	2,69%
2	I am anxious about being observed and evaluated by my supervisors while teaching	45	3,10%
3	I am anxious with my supervisors' expectation	41	2,83%
4	I feel anxious when I am observed by my peers	32	2,20%
5	I am anxious when my lecturer gives me a verbal evaluation of my teaching in front of my peers	42	2,90%
TOTAL		199	13,74%

The table described about I worry about not passing the practicum consists of 39 or 2,69%. I am anxious about being observed and evaluated by my supervisors while teaching consists of 45 or 3,10%. I am anxious with my supervisors' expectation consists of 41 or 2,83%. I feel anxious when I am observed by my peers consists of 32 or 2,20%. I am anxious when my lecturer gives me a verbal evaluation of my teaching in front of my peers consists of 42 or 2,90%. In short, total of evaluation consists of 199 or 13,74%.

g. Classroom management

Classroom management is the way teacher arranges the class, so that it becomes safer from the commotion and chaos of the class while doing the learning process teaching. The result of pre service teachers' anxiety is below:

Table.VII
Classroom management

NO	Classroom Management	P	F
1	I am anxious that I cannot have the full control of the class	41	2.83%
2	I am worried when teaching English because the classes are	32	2,20%

	crowded		
3	I am worried I cannot manage the time to deliver materials	37	2,55%
4	I feel uncomfortable with the noise level in my class	41	2,83%
5	I worry when I have to enforce discipline to the students	40	2,76%
TOTAL		191	13,19%

The table described about I am anxious that I cannot have the full control of the class consists of 41 or 2,83%. I am worried when teaching English because the classes are crowded consists of 32 or 2,20%. I am worried I cannot manage the time to deliver materials consists of 37 or 2,55%. I feel uncomfortable with the noise level in my class consists of 41 or 2,83%. I worry when I have to enforce discipline to the students consists of 40 or 2,76%. In short, total of classroom management consists of 191 or 13,19%.

B. Discussion

1. Causes of pre service teachers anxiety

Based on the theory according to Yoon and Kim, the causes of pre service teachers' anxiety are confidence, English language skill, preparation, lesson delivery, condition of the students, and evaluation and classroom management.³⁶

The researcher have used this theory to measure the causes of pre service teacher anxiety the eight semester at IAIN Curup with the samples of 13 pre service teacher.

Based on the finding, the highest causes of pre service teacher anxiety is lesson delivery that the frequency is 223 and the percentage is 15,40%. It causes in lesson delivery pre service teachers feel anxiety when introducing new topics to student, afraid cannot deliver abstract concept to students, fear get the students'

³⁶Trully Almendo, dkk, English language anxiety of pre service teachers: Causes and coping strategies. LLT Journal: *A journal on language and Language Teaching*, Sanata Dharma University: 2018, v.21, no.2, p.136

attention when deliver lessons, and afraid that they cannot give feedback to the students. In this cause, pre service teachers must give maximal effort to decrease their anxiety.

On the other hand, the causes of pre service teachers' anxiety are confidence and condition of the students, that frequency is 213 and the percentage is 14,70%.. This cause also makes pre service teacher feel anxiety when teaching practice in the classroom. However, lesson delivery is the highest cause of pre service teacher anxiety. Confidence and condition of the students are important to pre service teacher when teaching English in the classroom because with confidence pre service teacher can give knowledge better than pre service teacher didn't have confidence when teaching English in classroom. Furthermore, condition of the students is also the cause of pre service teacher anxiety when teaching practice in the classroom at Junior high school. They feel anxiety when they cannot manage students in the class and the students always busy when learning English with the pre service teacher. In short, confidence and condition of the students also cause the pre service teacher anxiety after lesson delivery.

The next cause of anxiety after confidence and condition of the students is preparation is that the pre service teachers' also feel anxiety when they are cannot make preparation before such us make a good media, mastery of the grammar, vocabulary, and good pronunciation. Beside that, the cause of pre service teacher anxiety is English language skill. This is also important for pre service teacher because when they teach English, automatically they use English language in the classroom, but when they cannot have English language skill such as reading, speaking, writing, listening, they cannot teach English more confidence in the classroom.

In addition, the cause of pre service teacher anxiety after English language skill is evaluation. In this cause, pre service teacher feel anxiety when they cannot give evaluation after teach the students and deliver material, such as when they gave the material, but when evaluating, the students get low score. This is one of the effect that cause the pre service anxiety when they do evaluation. The last cause of pre service teacher anxiety is classroom management. This is the lowest cause that make pre service teacher feel anxiety when teaching English language in the classroom. Because pre service teacher think classroom management is really easy for do in the classroom, such as pre service teacher just give instruction to students to be silent.

Based on the explanation above, the highest cause pre service teachers' anxiety is lesson delivery because lesson delivery is very important in the classroom.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

1. Causes of pre service teachers' anxiety in teaching English

Based on the finding, the highest cause of pre service teachers' anxiety in teaching English is I worry when I introduce new topics to my students. It consists of 41 or 2,83%. I am afraid I cannot deliver abstract concept to my students. It consists of 45 or 3.10%. I fear that I can't get the students' attention when I deliver my lessons. It consist 43 or 2,96%. I fear that I cannot meet the goals of the lesson plan when teaching. It consists of 48 or 3,31%. I am afraid that I cannot give appropriate feedback to the students. It consists of 46 or 3,17%. The total lesson delivery consists of 223 or 15,40 %. And the lowers factors anxiety about I am anxious that I cannot have the full control of the class. It consists of 41 or 2.83%. I am worried when teaching English because the classes are crowded. It consists of 32 or 2,20%. I am worried I cannot manage the time to deliver materials. It consists of 37 or 2,55%. I feel uncomfortable with the noise level in my class. It consists of 41 or 2,83%. I worry when I have to enforce discipline to the students. It consists of 40 or 2,76%. The total classroom management consists of 191 or 13,19%.

Based on the finding, the highest cause pre service teacher anxiety is lesson delivery that consists of frequency 223 and the percentage is 15,40%. In this cause, lesson delivery made pre service teachers felt anxiety when they introduced new topics to student, afraid that they cannot deliver abstract concept to students, fear to get the students' attention when delivering lessons, and afraid that they cannot give

feedback to the students. In shoert, pre service teachers must give maximal effort to decrease their anxiety.

B. Suggestion

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follows:

1. Lecturer

Lecturer must always remind students that events in the field are not the same as theories that have been learned, because events in the field are far more challenging than events in the ordinary classroom.

2. Students

Students must master English language skills when in the field, because English language skill is one of the important to teach.

3. For the further researcher

More research mst be conducted in this area. The writer hopes the other researchers investigate more about ways to decrease pre service teacher anxiety at junior high school.

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The result causes pre service teachers' anxiety at Junior High School in Rejang Lebong Regency

NO	Statements	Respondents				
		SA	A	N	D	SD
1	I get nervous when speak in classroom	2	5	3	0	2
2	I feel shy when speaking English in front of students	0	4	4	1	3
3	I feel very comfortable in speaking English	0	8	4	0	1
4	When I'm on my way to language class, I feel very sure and relaxed	0	8	3	1	0
5	I never feel quite sure of myself when I am speaking in the class	2	3	5	2	1
6.	I worry when I explain the lesson in English	2	3	5	1	2
7.	I worry that I may need to explain advanced vocabulary	1	5	5	2	1
8.	I am afraid that I will not know how to teach certain grammatical rules	0	5	6	2	0
9.	When I realize I have made errors, I become more nervous	0	4	6	1	2
10.	I am afraid that my English is not as good as the regular English	1	6	3	1	2
11.	The more I prepare for English class, the more nervous	2	3	4	3	1
12.	I am anxious about maintaining a good enough standard of preparation	2	4	5	2	0
13.	I am afraid when I need to write detailed lesson plan	3	3	2	3	1
14.	I am anxious when I have to develop suitable sources/materials for the lessons	1	8	2	1	0
15.	I am worried if the lesson is not interesting	1	6	5	1	0
16.	I worry when I introduce new topics to my students	2	4	5	2	0
17.	I am afraid that I cannot deliver abstract concept to my students	1	7	1	3	1
18.	I fear that I cannot deliver concept to my students	2	4	3	3	1
19.	I am afraid that I cannot meet the goals of the lesson plan when teaching	0	6	4	1	2
20.	I'm afraid that I cannot give appropriate feedback to the students	1	4	6	2	0
21.	I am anxious about possible problems in the class with individual learners' misbehavior	1	3	5	3	1
22.	I am anxious that my students will not	1	7	3	1	1

	respect me in the classroom					
23.	I am anxious when my students ask me difficult question	1	4	5	1	2
24.	I am anxious about how to give each learner the attention to each students' needs	0	1	3	4	1
25.	I am anxious that my students unable to follow the lessons	1	4	3	1	1
26.	I worry about not passing the practicum	2	3	4	3	1
27.	I am anxious about being observed and evaluated by my supervisors while teaching	2	2	1	5	3
28.	I am anxious with my supervisors' expectation	5	3	5	1	3
29.	I feel anxious when I am observed by my peers	1	5	2	5	0
30.	I feel anxious when I am observed by my peers	1	4	5	4	1
31.	I am anxious that I cannot have the full control of the class	2	2	5	1	2
32.	I am worried when teaching English because the classes are crowded	3	3	3	3	1
33.	I am worried I cannot manage the time to deliver the materials	1	3	5	1	2
34.	I feel uncomfortable with the noise level in my class	1	5	2	5	0
35.	I worry when I have to enforce discipline to the students	2	2	6	1	2

BIOGRAPHY

The Researcher name is Wilda Amelia. She is a daughter from the best couple Mr. Amra and Mrs Mega. She has one sister her name is Rapia'ah Andini and two brother his name are Kafra Wirahim and Fathul Kholis, Her hobby are travelling, swimming, reading, watching and cook. She finished her elementary school at SDN Biaro lama, continued to Mts Nurul Akhlak Biaro Baru, then continued to senior high school at MAN 2 Lubuklinggau. For the next education program, she decided entering institute college for islamic studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she was graduated in 2019.

Alhamdulillah, all of her education was passed very well.