

**AN ANALYSIS OF FOREIGN LANGUAGE TEACHING  
ANXIETY ACROSS GENDER IN MICROTEACHING  
CONTEXTS**

**THESIS**

Submitted by

**Ghina Syukrina**  
NIM. 210203027

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
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By:

Ghina Syukrina

Student ID Number: 210203027

Student of English Language Education

Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University  
Banda Aceh

Approved by:

جامعة الرانيري

Supervisor



**Dr. Chamisah, M. Ed**  
NIP. 197002051999032004.

Head of Department



**Syarifah Dahliana, S.Ag.,  
SE., M. Ag., M. Ed., Ph.D.**  
NIP. 197504162000032001

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On :

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Tuesday,

15<sup>th</sup> Sya'ban 1447 H

Board of Examiners,

Chairperson,

Secretary,

**Dr. Chamisah, M. Ed.**  
NIP.197002051999032004

**Azizah, S.Ag., M.Pd**  
NIP.197601092007012021

Examiner I,

Examiner II,

**Dr. Nasriyah, S. Ag, MAR ANIRY**  
NIP.196908191999032003

**Syarifah Dahliana, M. Ag.,  
M. Ed, Ph.D**  
NIP. 197504162000031002

Certified by,

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*



**Prof. Safrul Maulana, S.Ag., M.A., M.Ed., Ph.D.**  
NIP. 197301021997031003

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THESIS/ ARTICLE**

I, the undersigned below:

Name : Ghina Syukrina  
Student ID : 2102030  
Study Program : English Language Teaching  
Faculty : Faculty of Teacher Training  
Thesis Title : An Analysis of Foreign Language Teaching Anxiety  
Across Gender In Microteaching Contexts

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Aceh Besar, 16 January 2026

**Ghina Syukrina**



## ABSTRACT

Name : Ghina Syukrina  
Reg. No : 210203027  
Faculty : *Facultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
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Foreign language teaching competence is an essential requirement for pre-service English teachers, particularly in microteaching classes. However, teaching in a foreign language often creates psychological pressure that may lead to Foreign Language Teaching Anxiety (FLTA), which can negatively affect teaching performance. This study aimed to examine whether there was a significant difference in FLTA between male and female students and to identify the most dominant factor contributing to students' anxiety in the microteaching context. This study employed a quantitative research design. The participants were 42 seventh-semester students of the English Language Education Department at UIN Ar-Raniry, consisting of 13 male and 29 female students. The data were collected through a close-ended questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) consisting of 30 items. The data were analyzed using descriptive statistics and an independent samples t-test. The findings revealed that the overall level of students' FLTA was categorized as low ( $M = 80.95$ ). The t-test result indicated that there was no significant difference in anxiety levels between male and female students ( $p = 0.947 > 0.05$ ). Additionally, fear of negative evaluation was identified as the most dominant factor contributing to students' anxiety. These findings suggest that gender does not significantly influence FLTA, while evaluative pressure become the indicator that triggering anxiety during microteaching.

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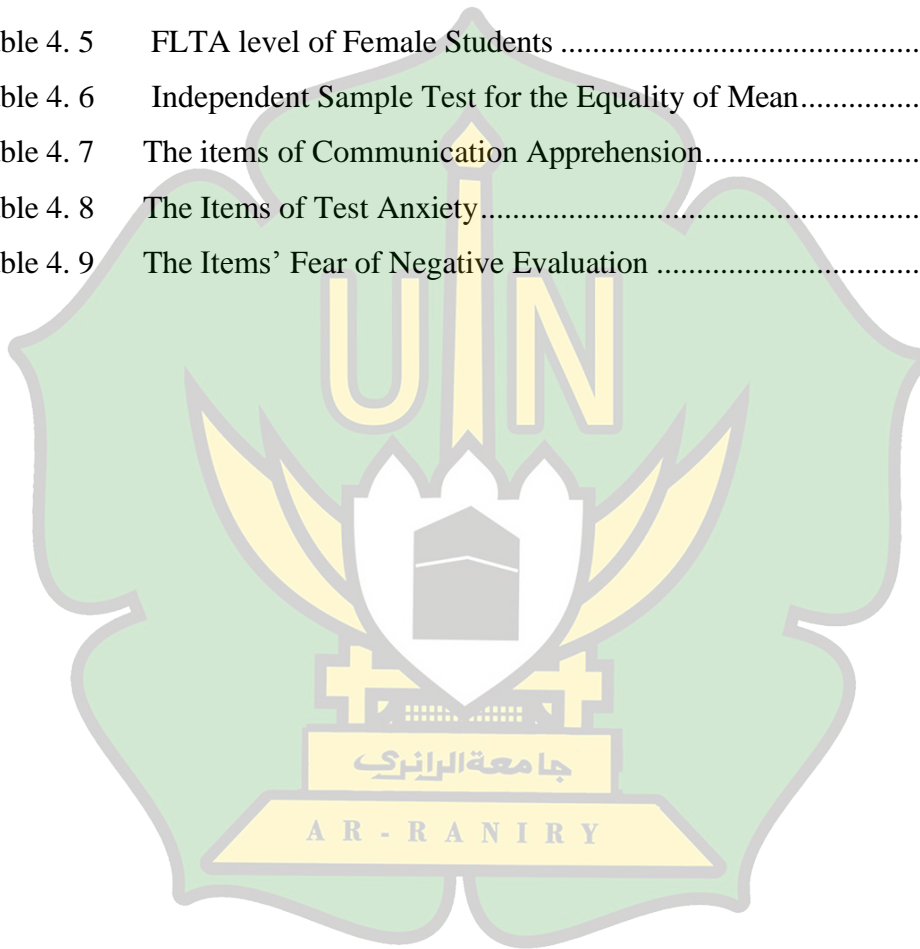
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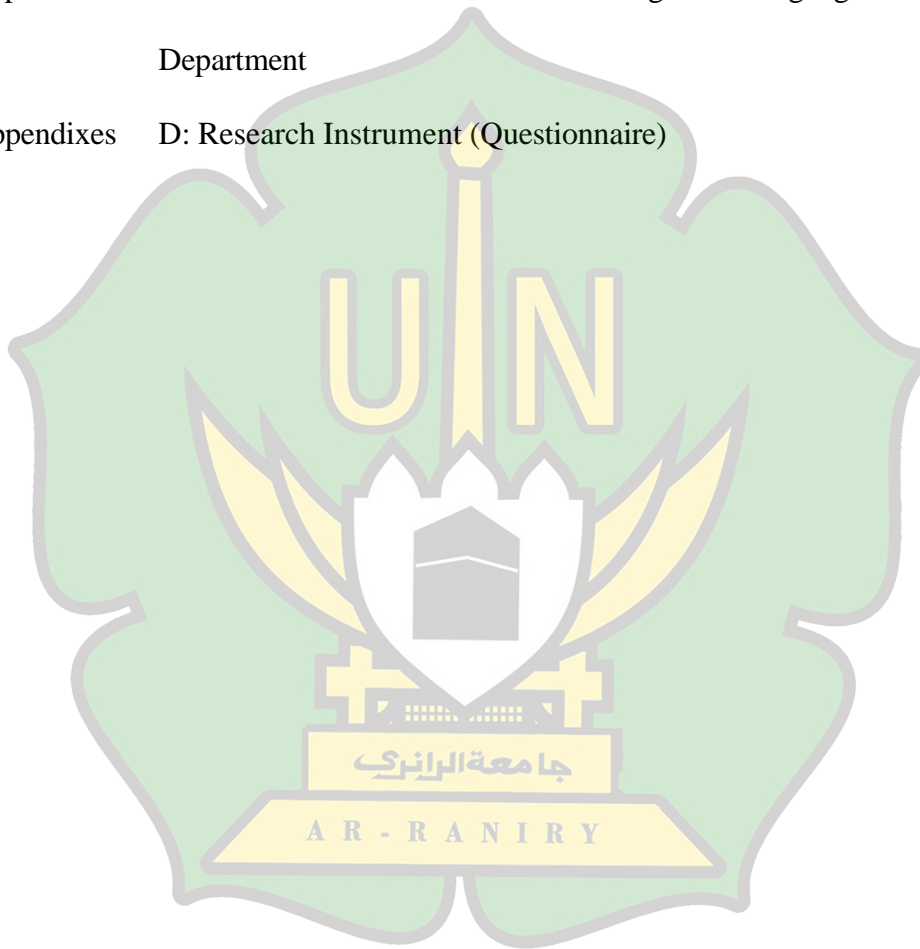
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# CHAPTER I INTRODUCTION

This chapter consist of five sections included of background of study, research questions, research objectives, significance of the study, hypotheses, and terminologies.

## **A. Background of Study**

Teaching competences was a fundamental skills that must have by student in education study program, particular in majoring foreign language education. Students' foreign language teacher are required to master in pedagogical knowledge and implement effective teaching strategies in the classroom. In addition, they must have good communication skills so that the delivery of instructional materials can be conducted clearly and systematically. Since the target language was used as the main tool of instruction, mastery of the language was a key requirement in foreign language education. This reason made foreign language teachers must maintain a balance between teaching competence and language competence, as this balance was essential for their professional growth.

To facilitate the development of these competencies, teacher education programs generally provide microteaching as a compulsory course in the curriculum. Microteaching was designed as a teaching simulation that replicates real classroom situations. Through this course, students are given opportunities to practice teaching skills on a limited scale before engaging with actual learners. Students are trained to design lesson plans, deliver instructional materials, and manage classrooms effectively. Moreover, microteaching also functions as an evaluative tool for lecturers to assess students' readiness to become professional teachers. Thus, microteaching plays an important role in shaping students' teaching abilities and self-confidence in pursuing a teaching career.

Although microteaching was designed as a safe practice environment, in practice, this course often becomes a source of pressure for some students. Teaching in front of peers and supervising lecturers, accompanied by performance

assessment, can increase feelings of anxiety and fear of failure. This pressure becomes more complex for foreign language education students because they are required to speak foreign language as the medium of instruction during the teaching process. Students must simultaneously pay attention to content delivery, teaching performance, classroom management, and linguistic accuracy. This condition demands a high level of concentration and mental preparedness. As a result, many students experience anxiety during microteaching sessions.

The anxiety on this context was known as Foreign Language Teaching Anxiety (FLTA), which refers to the anxiety experienced by individuals when teaching using a language that was not their mother tongue. FLTA was slightly different from general foreign language anxiety because it involves two simultaneous demands: language proficiency and teaching skills. In microteaching, students are evaluated not only on their linguistic accuracy but also on how effectively they deliver materials and manage the classroom. This evaluative situation can intensify psychological pressure on students. High levels of FLTA have the potential to hinder overall teaching performance. Therefore, FLTA was considered a significant issue in foreign language teacher education especially for department of English language education.

High levels of FLTA may negatively affect the quality of students' teaching performance in microteaching. Students who experience anxiety tend to have difficulty concentrating, fear making grammatical or pronunciation errors, and hesitate when explaining instructional materials. Furthermore, anxiety may lead to decreased speaking fluency and the emergence of avoidance behaviors, such as limited eye contact or minimal interaction with "students." These conditions can disrupt the learning process and reduce teaching effectiveness. In the long term, such anxiety may lower students' self-confidence as prospective teachers. Consequently, understanding the factors that influence FLTA was crucial.

There were three factors that most dominant contribute to FLTA among microteaching students. There is communication apprehension, test anxiety and fear of negative evaluation. By identifying the dominant factors contributing to FLTA, lecturers and educational institutions can design more supportive

instructional strategies. Those strategies should include constructive feedback, creating a non-judgmental classroom atmosphere, and offering anxiety management training. Through these efforts, students can be better prepared mentally and emotionally to engage in microteaching.

Previous studies confirmed that teaching anxiety was a problem among pre-service teachers. Nafiah et al. (2024) found that many pre-service teachers experienced anxiety during teaching practice due to low self-confidence and fear of being evaluated by lecturers. Similarly, Wijaya (2025) reported that practicum activities triggered high levels of foreign language teaching anxiety because students felt unprepared to balance pedagogical skills with language performance. In addition, Adinda et al. (2025) identified fear of negative judgment, limited experience, and performance pressure as dominant causes of anxiety during teaching practicum.

Individual differences were also believed to influence how students experienced anxiety. One important factor frequently discussed in educational psychology was gender. Male and female students could difference in emotional regulation, self-confidence, and ways of responding to evaluative situations. Suryani (2024) on his study show that female student teachers demonstrated higher levels of reflective engagement and produced more detailed reflections compared to male students. This difference suggested that male and female students processed teaching experiences differently, which also influence how they perceived stress and anxiety during teaching practice. This behavior implied that gender could contribute to variations in Foreign Language Teaching Anxiety levels. On the other hand, a study that conducted by Gannoun, Kunt, and Deris (2023) found that no significant relationship between gender and foreign language teaching anxiety.

Based on these findings, it can be concluded that the relationship between gender and Foreign Language Teaching Anxiety has not yet demonstrated a clear pattern. In addition, studies that specifically examine FLTA in the context of microteaching are still very limited, particularly in Indonesia. Microteaching has unique characteristics, as it combines linguistic demands, teaching performance,

peer observation, and formal evaluation by lecturers. These conditions have the potential to increase students' anxiety levels. Therefore, research on gender differences in FLTA within microteaching contexts was important to conduct. The findings are expected to provide clearer insights into the role of gender in foreign language teaching anxiety.

Based on the discussion above, a study on gender in Foreign Language Teaching Anxiety and the factors that most contribute to FLTA in microteaching needs to be conducted. This study is expected to contribute theoretically to the field of foreign language teaching anxiety research. In addition, the findings are anticipated to provide practical benefits for lecturers and educational institutions in improving the quality of microteaching implementation. Specifically, this research is expected to help students manage anxiety more effectively and prepare themselves to become professional and confident foreign language teachers in the microteaching class.

### **B. Research Questions**

Based on the background above, the research questions of this study are:

1. Is there a significant difference of Foreign Language Teaching Anxiety (FLTA) between male and female students in the Microteaching?
2. What factor contribute most dominantly to the Foreign Language Teaching Anxiety (FLTA) among students in the Microteaching class?

### **C. Research Objectives**

There are some of research objectives of this study:

1. To investigate whether there is a significant difference of foreign language teaching anxiety (FLTA) levels between male and female students.
2. To find out the most dominant factor of foreign language teaching anxiety (FLTA) among students in the microteaching class.

### **D. Significance of Study**

After conducting the research, the writer expect this study will be useful for :

### 1. Teacher

The result of this research would provide the information about understanding students' foreign language teaching anxiety that help teacher/lectures to develop self efficacy among student of micro teaching class.

### 2. Student

The study encourages students to improve confidence on teaching materials through microteaching practice which is essential for their professional growth for real classroom meeting.

## E. Hypotheses

Hypotheses is a researcher's prediction about the relationship between variables that formulated before the study conducted and tested through statistical procedures to empirically verify its validity (Creswell, 2021). There were two types of hypotheses, the alternative hypotheses null hypotheses. The alternative hypothesis states the anticipated result of the research, while the null hypothesis states the contrary condition. Based on the study problem, there are some hypotheses of this study:

$H_0$ : There is no significant difference in the level of FLTA between male and female.

$H_1$ : There is a significant difference in the level of FLTA between male and female.

## F. Terminologies

In this study, gender was defined as the biological identity of respondents and classified into two categories, namely male and female (Hyde et al., 2019).

Foreign Language Teaching Anxiety was the level of anxiety experienced by students in the context of teaching English, measured through a questionnaire based on adaptations from the Foreign Language Classroom Anxiety Scale (Horwitz, 1986).

Microteaching is a preparation teaching practice that allows student teachers to experience teaching in a simplified classroom setting and focus on developing specific teaching skills before entering real classroom situations (Brown, 2015). In this research, microteaching was a core course followed by English Language Education Department students that aims to train and develop students'

teaching skills by allowing them to practice and perform their teaching on a small scale.



## CHAPTER II LITERATURE REVIEW

This chapter will explain some theoretical framework and previous study related to the topic.

### A. Theoretical Framework

There are some theories reviews related to the study in this chapter. This chapter start with anxiety, foreign language teaching anxiety, measuring cause of foreign language anxiety, microteaching and previous study.

#### 1. Anxiety

##### *1.1. Definition of Anxiety*

Anxiety is known as a psychological condition that centers on anticipation of future events and is commonly accompanied by uneasiness, persistent concern, and increased bodily activation. Rather than being triggered by immediate danger, anxiety emerges when individuals perceive potential threats or uncertainty that may occur later (American Psychological Association, 2023). Within cognitive-behavioural theory, anxiety is explained as a consequence of distorted appraisals in which individuals exaggerate possible risks and underestimate their capacity to manage challenging situations, resulting in ongoing worry and avoidance patterns (Hofmann et al., 2016). In parallel, biological and psychological models highlight the role of brain mechanisms involved in threat monitoring and emotional regulation, suggesting that heightened reactivity within these systems contributes to increased anxiety proneness (Craske et al., 2017). Recent theoretical perspectives also conceptualize anxiety as a graded phenomenon that ranges from adaptive emotional responses to maladaptive conditions. Anxiety is considered disordered when it persists over time, exceeds situational demands, and disrupts normal functioning.

Based on the theories above, the writer can conclude that anxiety is a viewed as multifaceted construct shaped by the interaction between cognitive processes, emotional responses, physiological reactions, and environmental influences.

### *1.2. Characteristic of Anxiety*

Anxiety is a psychological condition characterized by cognitive, emotional, physiological, and behavioral responses that arise when an individual perceives a situation as threatening or judgmental. In psychological terms, anxiety involves feelings of worry and tension that are often accompanied by physical reactions such as increased heart rate and muscle tension, indicating that anxiety affects both mental and physical functioning (American Psychological Association, 2023). These reactions often arise in situations that demand performance or judgment. There were four aspect on characteristic of anxiety.

First on aspect cognitive, anxiety is reflected in overly worrying, negative self-evaluation, and fear of failure. From a cognitive-behavioral perspective, anxious individuals tend to exaggerate potential threats while underestimating their ability to cope with challenges, resulting in excessive worry and difficulty concentrating (Hofmann et al., 2016). This type of cognitive pattern is particularly visible in classroom situations where individuals are required to perform in front of others.

Second on aspect emotional, anxiety is associated with feelings of nervousness, apprehension, and decreased self-confidence. Spielberger (1983) explains that anxiety increases emotional sensitivity to judgment and criticism, causing individuals to feel uncomfortable and insecure when their performance is being observed. In educational settings, these emotional characteristics can reduce students' willingness to participate actively.

Third on aspect physiology, anxiety is characterized by increased physical activity caused by the activation of the stress response system. Craske et al. (2017) note that this activation produces physical symptoms such as sweating,

trembling, muscle tension, and rapid heartbeat, which can interfere with clear thinking and verbal fluency during performance situations.

Last, on aspect behavior, anxiety often manifests as avoidance behavior, hesitation, and limited participation. In a language-related context, anxious individuals may avoid speaking, reduce eye contact, or limit interaction for fear of making mistakes or receiving negative evaluations (Horwitz, Horwitz, & Cope, 1986). These behavior responses can hinder effective communication and performance, especially in the context of foreign language teaching.

In short, anxiety can be understood as a several construct that influences how individuals think, feel, and behave in evaluative situations. Understanding these characteristics is essential for examining anxiety experienced by student teachers, particularly in microteaching class where teaching performance and language use are simultaneously evaluated.

## ***2. Gender***

### ***2.1. Definition of Gender***

Gender was understood not as a biological characteristic inherent in individuals, but as a social construct shaped by cultural norms, social practices, and power relations in society. The social-constructivist perspective explains that gender roles and identities are learned through a process of socialization, so that expectations of men and women differ according to social and historical contexts. Thus, gender influences how individuals are treated, how they view themselves, and how they participate in the educational environment (Hyde, 2016; Leaper & Brown, 2018).

In the school context, gender constructs are manifested in the division of academic roles, stereotypes of learning abilities, and teachers' expectations of student performance. Gender-insensitive educational practices can reproduce inequality, limit participation, and affect students' psychological well-being. Therefore, understanding gender as a social phenomenon is important so that

educational institutions do not only focus on biological differences but also consider the social and cultural factors that shape students' learning experiences.

## ***2.2. The Differences between Gender and Sex***

Literally, the terms sex and gender have different basic meanings in terms of both language and scientific concepts. The word “sex” comes from the Latin *sexus*, which refers to the biological differences between males and females. In modern scientific usage, sex is defined as a biological category determined by physiological characteristics such as chromosomes, hormones, and reproductive organs. Thus, sex is natural biologically determined, relatively fixed, and used as the basis for medical and demographic classification (Hyde, 2016).

In contrast, the term gender literally refers to the social and cultural aspects attached to male and female identities. This word was originally used in linguistics to distinguish grammatical categories, but in the social sciences its meaning has evolved to refer to social constructions of roles, behaviors, norms, and expectations that society assigns to individuals based on their sex. Therefore, gender is understood as something that is learned through the process of socialization, so that it can differ between cultures and can change over time (Leaper & Brown, 2018).

In short, sex is biological, while gender is social, dynamic, and contextual. This distinction is an important basis for researchers in categorizing the behavior and experiences of male and female students regarding differences in levels of foreign language anxiety among students in microteaching classes.

## ***2.3. Language Anxiety and Gender***

Researchers have long recognized that male and female student different characteristics in language performance, particularly in communication style, emotional responses, and reactions to academic pressure. These differences are often associated with variation in self-confidence, classroom participation, and how students cope with evaluative situations. In foreign language

education, these differences are believed to influence how learners experience anxiety, especially when they are required to perform teaching task. Suryani (2024) reported that female teacher candidates showed higher levels of reflective engagement and produced more comprehensive reflections after participating in microteaching sessions compared to male students. These findings suggest that female students tend to process their teaching experiences more deeply and critically, which can increase their sensitivity to mistakes and feelings of stress during teaching performances. Therefore, these behaviors indicated that gender can contribute to differences in levels of Foreign Language Teaching Anxiety.

The relationship between gender and teaching anxiety does not always show consistent results. In the study of Gannoun, Kunt, and Deris (2023) showed that there is no significant relationship between gender and foreign language teaching anxiety, suggesting that anxiety levels are not entirely determined by whether students are male or female. Instead, other factors such as teaching experience, individual personality, and classroom environment could influence students' emotional responses.

In line with that, further study is needed, especially in the context of microteaching, to understand whether male and female students experience different levels of anxiety. Therefore, this study focuses on students enrolled in the 2022 English Education study program at UIN Ar-Raniry to determine whether there is a significant difference level of anxiety between male and female students.

### ***3. Foreign Language Teaching Anxiety***

Horwitz and Cope (1986) who were the first expert to conceptualize Foreign Language Anxiety (FLA) as a unique type of anxiety specific to foreign language learning defined FLA as a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process. They classified the FLA into three types; one of them is communication

apprehension. Communication apprehension is the anxiety type characterized by the fear of communicating with people. The anxious students have difficulties at speaking, especially speaking with foreign language in public. The other anxiety types are test anxiety and fear of negative evaluation. Students who have these anxiety types feel afraid of being evaluated and worry about how others perceive their language skills or performance. Since some student-teachers experience lots of pressure such as in preparing the teaching material, preparing for student tasks, planning teaching procedures, delivering the material, setting and controlling the class conditions, and so on.

According to Gardner and Leak (2015), a form of anxiety that arises when students engage in teaching activities involving the preparation and implementation of classroom tasks is known as *teaching anxiety*. When this anxiety occurs specifically in the context of teaching a foreign language, it is referred to as *Foreign Language Teaching Anxiety (FLTA)*. The FLTA can influence the quality of teaching activity in the classroom. It also can have some negative effects on teaching performance. If the student-teachers panic, they cannot teach the material well.

### ***3.1. The Component of Foreign Language Teaching Anxiety***

Foreign Language Teaching Anxiety (FLTA) can be understood as an extension of Foreign Language Anxiety (FLA) that occurs specifically in teaching contexts. Horwitz, Horwitz, and Cope (1986) conceptualized Foreign Language Anxiety as a situation-specific anxiety that emerges from the unique demands of learning and using a foreign language. According to their theory, FLA consists of three main components: communication apprehension, test anxiety, and fear of negative evaluation. These components are also highly relevant in explaining the factors that cause FLTA among student teachers, particularly in microteaching contexts.

### 1. Communication Apprehension

Communication apprehension refers to the fear or anxiety associated with communicating with others using a foreign language (Horwitz et al., 1986). In the context of foreign language teaching, this anxiety arises when student teachers are required to explain materials, give instructions, and interact with students using a language that is not their mother tongue.

For student teachers in microteaching classes, communication apprehension may stem from limited language proficiency, lack of fluency, fear of mispronunciation, and difficulty expressing ideas clearly. Teaching requires continuous oral communication, which makes student teachers more vulnerable to anxiety compared to ordinary classroom speaking situations. As a result, student teachers who experience high communication apprehension may speak hesitantly, avoid extended explanations, or rely excessively on notes during teaching practice.

### 2. Test Anxiety

Test anxiety refers to the fear of failure in evaluative situations, particularly those involving formal assessment (Horwitz et al., 1986). In microteaching, teaching performance is often graded and contributes significantly to students' final academic results. This evaluative pressure can trigger anxiety among student teachers.

Test anxiety in FLTA contexts may arise from students' concerns about achieving good grades, meeting assessment criteria, and demonstrating teaching competence. When student teachers perceive microteaching as a high-stakes evaluation rather than a learning opportunity, anxiety levels tend to increase. This condition may negatively affect teaching performance, as anxious students often struggle to concentrate, forget lesson sequences, or lose control of classroom interaction.

### 3. Fear of Negative Evaluation

Fear of negative evaluation is defined as apprehension about others' judgments, avoidance of evaluative situations, and concern about being

negatively perceived (Horwitz et al., 1986). This factor is particularly dominant in microteaching because student teachers are evaluated simultaneously by lecturers and peers.

In foreign language teaching contexts, fear of negative evaluation does not only relate to language accuracy but also to teaching performance, classroom management, and teaching style. Student teachers may worry about making grammatical mistakes, using inappropriate teaching strategies, or failing to meet lecturers' expectations. This fear may intensify anxiety levels and reduce self-confidence, especially when feedback is delivered publicly in front of classmates.

### ***3.2. The Factor Contributed on Foreign Language Teaching Anxiety***

Foreign Language Classroom Anxiety Scales (FLCAS) which consist 30 items ask respondent to give brief answer to foreign language teaching anxiety and those reflect on three factors cause foreign language teaching anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation. There were the items presented a reflective of communication apprehension, test anxiety, and fear of negative evaluation, which design as follow:

- a. Factor A: Communication apprehension consist items 1,2,3,4,5,6,7,8,9, and 10.
- b. Factor B: Test anxiety consist items 11,12,13,14,15,16,17,18,19, and 20.
- c. Factor C: Fear of negative evaluation consist item 21,22,23,24,25,26,27,28,29, and 30.

This instrument was suitable for used since the measurement aims to investigate the level of foreign language teaching anxiety.

## **4. Microteaching**

### ***4.1. Definition of Microteaching***

Microteaching is a training method that has been proven effective in developing teaching skills for student teachers. This concept fundamentally focuses on simplifying the teaching process. According to Sarac (2018) This

simplification is achieved by limiting the duration of teaching sessions, reducing the number of students, and focusing on mastering one or two teaching skills at a time. This approach allows prospective teachers to practice their skills in a controlled environment before facing real classroom situations.

Specifically, microteaching is often defined as a continuous cycle consisting of three main phases, namely teach, feedback, and re-teach. In the “teach” phase, student teachers teach a short lesson in front of a small group consisting of peers or students. This session is usually recorded for further analysis. The “feedback” phase is the most crucial stage, where student teachers receive advice from their supervisors, peers’ feedback, or through self-reflection by watching their video recordings. Finally, the “re-teach” phase provides student teachers with the opportunity to repeat the same teaching session by applying the suggested improvements. This repetitive cycle helps student gradually refine their teaching competencies and build confidence.

More than training skills, Prasetyo and Jupri cited (2021), microteaching also serves as a powerful platform for fostering self-awareness and self-reflection. Through a structured feedback process, prospective teachers can identify their personal strengths and weaknesses, reflect on their pedagogical approaches, and proactively seek ways to improve their teaching abilities. Therefore, microteaching is seen as an important bridge connecting the educational theories learned at university with teaching practices in the field.

#### ***4.2. The Aims of Microteaching***

Microteaching as a crucial component of the teacher education curriculum, serves not only as teaching practice but also has a series of structured objectives and basic principles. The main objective of microteaching is to provide prospective teachers with the opportunity to develop and refine various teaching skills systematically in a safe and controlled environment. More specifically, microteaching aims to:

a. Develop Core Teaching Skills

Microteaching focuses on mastering essential teaching skills, such as lesson opening and closing skills, questioning skills, use of learning media, classroom management, and reinforcement. By practicing these skills separately, participants can master them thoroughly before integrating them into more complex teaching practices.

b. Building Self-Confidence

A supportive microteaching environment, where student teachers' teach in front of small groups and receive feedback, helps reduce teaching anxiety and boost self-confidence. The self-confidence developed during this stage becomes an important asset when they face real classrooms.

c. Improving Self-Reflection Skills

The microteaching process, which involves video recording and feedback, allows participants to objectively analyzed their teaching performance. The ability to reflect on one's own practice is an important foundation for a teacher's continuous professional development.

#### **4.3. Microteaching at UIN Ar-Raniry**

Microteaching is a core course to be attended by all students at the Faculty of *Tarbiyah* and *Keguruan*. It educates students to be a teacher. This course is very important to prepare the students to face the actual phase of teaching practice on real teaching. Basically, through this course, students are trained and guided in preparing learning tools, such as lesson plans, and instructional media, and learn how to carry out learning by lesson plan through simulation.

The microteaching process generally involves observation, lesson planning, teaching simulations, reflection, and evaluation. Technically, there are some step or procedures in micro-teaching class, including:

- a. Students visit a school and observe the teaching process in a real classroom. The result of the observation will be discussed in the class later. If it is not possible to do it, it can be started by playing a learning video or the lecturer present the lesson.

- b. The next step is the students are assigned to study various components of teaching skills through some micro-teaching guide books, learning videos, or oral present by the lecturer.
- c. The preparing a lesson plan was the next activity in microteaching. The students must focus when designing their learning steps. The learning steps in the lesson plan are the scenarios about the students' actions or speech when simulating micro-teaching practice. The action and speech do not have to be memorized, they can be developed when students teaching front of the class. They only need to be conducted with the orderliness of the teaching steps.
- d. After preparing the lesson plan, students do a simulation in teaching I, they need to practice what they have prepared in the lesson plan in front of the class. In practicing micro-teaching, one person is given the role of teacher while the other students act as the students and observers. At the end of the simulation stage, there will be a reflection which will give feedback and suggestions for the student's teaching performance.
- e. In simulation II, each student needs to practice their teaching skill which focuses on practicing the parts that still need improvement from the previous simulation.
- f. In simulation III, the students must be well-prepared better in teaching practice because the teacher usually will determine the students' grades for microteaching courses through this simulation.

The procedure above was the steps of micro-teaching class carried out in faculty of Tarbiyah and Teacher Training Education. However, the procedures are often conducted differently in each class. For example, in one class, students focused on developing a specific skill such as how to do an opening lesson before getting started to the main lesson in the first simulation while in the other class, students performed the teaching from the opening, main, and the closing of the lesson at once in the first simulation. In addition, the way the micro-teaching class is

conducted depends on the lecturer who supervises the class, although they usually have similar procedures to those mentioned above.

## **B. Previous Study**

Foreign Language Anxiety (FLA) and Foreign Language Teaching Anxiety (FLTA) have become important issues in language education research because anxiety can affect both learning outcomes and teaching performance. In foreign language classrooms, individuals are required to use the foreign language actively while being observed and evaluated. Such situations can create psychological pressure, nervousness, and lack of confidence. For pre-service teachers, these pressures can be even stronger because they must demonstrate not only language proficiency but also teaching skills at the same time. Therefore, many researchers have investigated the causes and effects of anxiety in both learning and teaching contexts to better understand how it influences classroom performance.

One of the most fundamental studies in this field was conducted by Horwitz, Horwitz, and Cope (1986). Their research is widely recognized as the theoretical foundation of anxiety in foreign language learning. The main objective of their study was to conceptualize language anxiety as a specific type of anxiety related to language learning situations. To achieve that aim, they developed the Foreign Language Classroom Anxiety Scale (FLCAS), a questionnaire designed to systematically measure students' anxiety levels. The research participants were university students taking foreign language courses. The findings showed that students generally experienced three main types of anxiety: communication anxiety, fear of negative evaluation, and test anxiety. These factors were found to interfere with students' willingness to speak, participate, and perform well in class. The study also emphasized that anxiety can reduce student performance even if they have adequate language skills. Due to its strong theoretical and methodological contributions, this framework has been widely adopted in subsequent studies exploring anxiety in both students and teachers (Horwitz et al.,

1986). Teachers also experience the same types of fears, such as fear of being evaluated or making mistakes, especially during teaching practice.

Tum (2015) specifically examined Foreign Language Teaching Anxiety among prospective English as a Foreign Language (EFL) teachers during their teaching practice. The purpose of this study was to identify the main sources of anxiety and analyze the relationship between anxiety and self-confidence. Using a quantitative survey design, questionnaires were distributed to prospective teachers who were conducting teaching practice in schools. The results showed that many participants experienced moderate to high levels of anxiety. The most common causes included fear of making grammatical or pronunciation mistakes, being observed and evaluated by supervisors, difficulty managing the class, and concerns about student responses. In addition, statistical analysis showed that teachers with lower self-confidence tended to report higher levels of anxiety. These findings suggest that psychological factors, particularly self-confidence and belief in teaching ability, play an important role in reducing teaching anxiety. Tum concluded that more practice opportunities and supportive feedback from mentors are needed to help prospective teachers build confidence and minimize anxiety.

There have been studies examining the contextual factors influence FLTA. Gannoun, Kunt, and Deris (2023) conducted a study among master's degree-holding, experienced teachers of English as a foreign language (EFL) to investigate whether language proficiency, teaching experience, and gender influence anxiety levels. Unlike previous studies that relied solely on surveys, this study used a mixed-method approach combining questionnaires and interviews to obtain both numerical data and personal experiences. The results showed that teachers with higher language proficiency and longer teaching experience reported lower anxiety levels. These teachers felt more comfortable delivering lessons, managing classroom interactions, and responding to unexpected situations. Experience helped them develop coping and emotional control strategies. Interestingly, this study found no significant differences between male and female teachers in terms of anxiety levels (Gannoun et al., 2023). This suggests that

competence and experience are more important predictors of teaching anxiety than gender. This study highlights the importance of professional development and continuous practice in reducing foreign language teaching anxiety (FLTA).

In contrast, Suryani (2024) examined microteaching practices among prospective teachers, focusing on reflective behavior and emotional engagement between male and female students. The study was using qualitative methods such as classroom observation, reflective journals, and interviews, the study analyzed how male and female students responded to their teaching experiences. The results showed that female students tended to write more detailed reflections and showed deeper emotional engagement after teaching. They carefully analyzed their strengths and weaknesses and were more sensitive to feedback. Although this reflective attitude helps them improve their teaching skills, it can also increase their awareness of mistakes, which may reinforce anxiety. On the other hand, male students tend to show less detailed reflections and fewer emotional expressions. These results suggest that differences in reflective styles may influence how anxiety is experienced and managed during teaching practice.

In line with those previous studies, concluded that Foreign Language Teaching Anxiety is a phenomenon influenced by psychological, linguistic, and contextual factors. Low confidence, fear of evaluation, lack of language proficiency in explaining materials, teaching experience, supervision, and classroom management can either reduce or intensify anxiety. Horwitz, Horwitz, and Cope (1986) provide a theoretical foundation for understanding the basic sources of anxiety, while subsequent studies such as Tum (2015) and Gannoun et al. (2023) show that teaching practices, experiences, and reflections play an important role in shaping teachers' emotional responses. Meanwhile, Suryani's (2024) research assumes that gender is an influential aspect in students' self-reflection on Microteaching.

## **CHAPTER III RESEARCH METHODOLOGY**

This chapter present six sections related to the method used in the study. There are research design, population and sample, method of research instrument, method of data collection, and method of data analysis.

### **A. Research Design**

This study used quantitative analysis research approach. Creswell and Guetterman (2018) mentions that a quantitative approach is the one way to check the statistics to determine the differences and compare the findings. The aims of this study were to determine whether there is a significant relationship between variable gender and foreign language teaching anxiety and to find out the most contributed factor of foreign language teaching anxiety that experienced by students enrolled in the micro teaching class.

### **B. Population and Sample**

#### **1. Population**

According to Fausiah Nurlan, a population is all objects under study, including humans, goods, animals, plants, events, test values, or an event that is a source of information with specific characteristics in a study. The population of this research is English Education Department students of batch 2022 who were seventh semester at 2025 academic year. Microteaching is known as a compulsory course in the seventh semester, which make the data more credible. The number of students or population was 140 students.

#### **2. Sample**

The sample was selected through simple random sampling, anon probability sampling. The sample was established based on the scale of population. Darmawan (2016) defined that a 10% sample was sufficient to represent above

1.000 population, for population of 100, a sample was set at minimum 30%, and for a small population of 30, a total sampling was applied which encompass the whole population. In line with that, the sample of this study was 42 students of the micro teaching, consist of 21 male and 21 female students.

### **C. Method of Research Instrument**

The instrument of this research was close-ended questionnaire. The questionnaire was design by Horwitz, Horwitz, and Cope's (1986) named foreign language classroom anxiety scale which consist 33 items. The questionnaire included of three indicators, such as communication apprehension, test anxiety, and fear of negative evaluation. The questionnaire was adapted from ten items of communication apprehension on foreign language classroom anxiety scales. The questionnaire was modified by researcher on all items at test anxiety and fear of negative evaluation indicator used questionnaire which design by Pasaribu & Herandita (2018) to suit microteaching context. Since test anxiety and fear of negative evaluation was examine to investigate students' anxiety on the foreign language classroom, it took modified test anxiety on subject that need formative assessment at microteaching such as preparing lesson plan, delivering material, and teaching performance. Beside test anxiety, a fear of negative evaluation also modified to provide student' teacher perceived about their teaching performance and classroom management. Therefore, the instrument of foreign language teaching anxiety was consisted ten statement communication apprehension, ten statements of test anxiety, and ten statements from fear of negative evaluation. The instrument was conducted using Likert Scale with 30 items questionnaire. The questionnaire was created on Google Forms and fulfil online by the respondents. Each of statements had ranging using Likert scale from strongly agree, agree, disagree, and strongly disagree.

### **D. Method of Data Collection**

The data was gathered through the use of questionnaire, which defined by Sugiyono (2016) as a method to gathering a data by present a set of question for

respondents. The questionnaire was distributed to the participant used Google Form platform via social media WhatsApp, and making time limit max 10 minutes to fill the questionnaire. By giving time limit, it makes respondents read the questionnaire carefully and giving they credible answer based on their opinion and feeling. The distribution was carried out for a period of two week, from November 19, 2025 to December 3, 2025. A questionnaire was distributed to 21 male students and 21 female students, however only 13 male students and 21 female students answered questionnaire. The researcher sends a questionnaire twice to group batch of 2022. A total of 42 responses were received by the researcher and subsequently processed into research data.

#### **E. Method of Data Analysis**

A quantitative data was analyzed using a quantitative analysis method. The Likert scale statement would be analyzed by calculating the frequency of all statement. Following the collection of all data and the calculation of the frequency of respondents' answers, then the data was analyzed use SPSS statistic 22. The writer presents this data in a descriptive manner through the use of tables and charts.

##### **1. Analysis FLTA from FLCAS Questionnaire**

The data were analyzed for all participant then categorized by gender to obtain the mean scores of foreign language teaching anxiety using SPSS statistic 22. FLCAS questionnaire contain 30 questions with four alternative answers by Likert scale as table 3.1. below.

Table 3. 1 Response Scale and Scoring System

<b>Response</b>	<b>Key</b>	<b>Score</b>
Strongly Agree	<b>SA</b>	<b>4</b>
Agree	<b>A</b>	<b>3</b>
Disagree	<b>D</b>	<b>2</b>
Strongly Disagree	<b>SD</b>	<b>1</b>

The scoring of the foreign language teaching anxiety was adapted from foreign language classroom anxiety scale and categorized into several levels: for scores of 33-82 indicated low anxiety, 83-89 indicated moderately low anxiety, 90-98 indicated moderately anxiety, 99-108 indicated moderately high anxiety, and 109-165 indicated high anxiety. The finding was presented in the table and subsequently explained to enhance understanding. Further analysis was conducted using an independent samples t-test to examine whether a significant difference existed in the mean anxiety scores between male and female students. A significant value was  $> 0.05$  indicated no significant difference or  $H_0$  was accepted and  $H_1$  was declined. On contrast, a significant value was  $< 0.05$  indicated there was a significant difference or  $H_1$  was accepted and  $H_0$  was declined.

## **2. Analysis The Dominant Factor Contribute on Levels' FLTA**

The dominant factors were identified by calculating the mean score for each factor using SPSS 22. The mean score was presented on chart and analyzed using descriptive technique. To support the interpretation of the chart, the distribution of response percentages (strongly agree, agree, disagree, and strongly disagree) for each item in each factor was also analyzed.

## CHAPTER IV FINDING AND DISCUSSION

This chapter presents the results of data analysis, followed by a discussion that answers the research questions of this study. The data were collected by students expressed anxiety in foreign language teaching during Microteaching sessions at the Department of English Education at UIN Ar-Raniry.

### A. Finding

The data presented here were gathered using a questionnaire that was administered to student of Microteaching in English Education Department of UIN Ar-Raniry. This survey focused on students of Microteaching class that express foreign language teaching anxiety. The questionnaire consists of thirty questions, each of which was using Likert scale. The subsequent section presents the result of the questionnaire.

Table 4. 1 Foreign Language Teaching Anxiety Scale-response percentages

Statement	Alternative			
	SA	A	D	DA
1. I nervous when I speak in the class.	12%	40.5%	42.9%	4.7%
2. I feel embarrassed when I speak English in front of student.	19%	23.8%	45.2%	12%
3. I feel very comfortable in speaking English.	7%	45.2%	45.2%	2.4%
4. When I on my way to language class, I feel very confident and relaxed.	2.4%	52.4%	38.1%	7.1%
5. I never feel quite sure of myself when I speaking in the class.	4.8%	45.2%	45.2%	4.8%
6. I am nervous when explaining the materials in English.	14.3%	40.5%	38.1%	7.1%
7. I worry that I may need to explain advanced vocabulary.	16.7%	52.4%	26.2%	4.8%
8. I am afraid I don't know how to teach certain grammatical rules.	21.4%	54.8%	21.4%	2.4%
9. When I realized I was make a mistake, I become more nervous.	21.4%	47.6%	31%	0%
10. I am afraid that my English is not as good as the regular English teacher.	23.8%	42.9%	28.6%	4.8%
11. The more I prepare for my class, the	4.8%	26.2%	57%	12%

more I getting nervous.

12. I am anxious about maintaining a good enough standard of preparation.	11.9%	47.6%	38.1%	2.4%
13. I am afraid when I need to write detail lesson plan.	9.5%	38.1%	38.1%	14.3%
14. I am anxious when I have to develop an appropriate sources/ material for the lesson.	11.9%	42.9%	38.1%	7.1%
15. I am worried if the lesson is not interesting.	28.6%	40.5%	26.2%	4.8%
16. I worry when I am introducing a new topic to my student.	11.9%	28.6%	50%	9.5%
17. I am afraid that I cannot deliver abstract concept to my student.	16.7%	52.4%	31%	0%
18. I am worried that I cannot be able to attract student attention when I'm delivering a lesson.	23.8%	45.2%	26.2%	4.8%
19. I am worried that I won't be able to meet the lesson plan objective while I'm teaching.	19%	52.4%	26.2%	2.4%
20. I am afraid that I won't be able to provide appropriate feedback to the student.	19%	45.2%	33.3%	2.4%
21. I worry that I won't pass the Microteaching.	28.6%	16.7%	40.5%	14.3%
22. I'm anxious when my supervisor/ lecture observe and evaluate me while teaching.	21.4%	45.2%	26.2%	7.1%
23. I worry about the expectation of my supervisor/lecture.	26.2%	45.2%	23.8%	4.8%
24. I feel anxious when observed by my friend.	9.5%	28.6%	52.4%	9.5%
25. I am anxious when my lecture give a verbal evaluation of my teaching in front of my peers.	23.8%	42.9%	23.8%	9.5%
26. I am anxious that I cannot have a full control of the class.	21.4%	52.4%	23.8%	2.4%
27. I'm worried when teaching English because the class are crowded.	11.9%	54.8%	31%	2.4%
28. I'm worried that I cannot manage time to deliver the materials.	19%	54.8%	23.8%	2.4%
29. I feel uncomfortable with the noise level in my class.	14.3%	42.9%	40.5%	2.4%
30. I worry when I have to enforce discipline to the student.	9.5%	47.6%	35.7%	7.1%

Table 4. 2 Foreign Language Teaching Anxiety - response frequency

Statement	Alternative			
	SA	A	D	SD
1. I nervous when I speak in the class.	5	17	18	2
2. I feel embarrassed when I speak English in front of student.	8	10	19	5
3. I feel very comfortable in speaking English.	3	19	19	1
4. When I on my way to language class, I feel very confident and relaxed.	1	22	16	3
5. I never feel quite sure of my self when I speaking in the class.	2	19	19	2
6. I am nervous when explaining the materials in English.	6	17	16	3
7. I worry that I may need to explain advanced vocabulary.	7	22	11	2
8. I am afraid I don't know how to teach certain grammatical rules.	9	23	9	1
9. When I realized I was make a mistake, I become more nervous.	9	20	13	0
10. I am afraid that my English is not as good as the regular English teacher.	10	18	12	2
11. The more I prepare for my class, the more I getting nervous.	2	11	24	5
12. I am anxious about maintaining a good enough standard of preparation.	5	20	16	1
13. I am afraid when I need to write detail lesson plan.	4	16	16	6
14. I am anxious when I have to develop an appropriate sources/ materials for the lesson.	5	18	16	3
15. I am worried if the lesson is not interesting.	12	17	11	2
16. I worry when I am introduce a new topic to my student.	5	12	21	4
17. I am afraid that I cannot deliver abstract concept to my student.	7	22	13	0
18. I am worried that I cannot be able to attract student attention when I'm delivering a lesson.	10	19	11	2
19. I am worried that I won't be able to meet the lesson plan objective while	8	22	11	1

I'm teaching.				
20. I am afraid that I won't be able to provide appropriate feedback to the student.	8	19	14	1
21. I worry that I won't pass the Microteaching.	12	7	17	6
22. I'm anxious when my supervisor/lecture observe and evaluate me while teaching.	9	19	11	3
23. I worry about the expectation of my supervisor/lecture.	11	19	10	2
24. I feel anxious when observed by my friend.	4	12	22	4
25. I am anxious when my lecture give a verbal evaluation of my teaching in front of my peers.	10	18	10	4
26. I am anxious that I cannot have a full control of the class.	9	22	10	1
27. I'm worried when teaching English because the class are crowded.	5	23	13	1
28. I'm worried that I cannot manage time to deliver the materials.	8	23	10	1
29. I feel uncomfortable with the noise level in my class.	6	18	17	1
30. I worry when I have to enforce discipline to the student.	4	20	15	3

### 1. Foreign Language Teaching Anxiety Level of Students Microteaching Class

The data presented here were gathered using a questionnaire that consist of thirty questions, each of which was using Likert scale. The data were coding into the excel based on gender. Then, the data was analysis using SPSS 22 to find out the mean score of each gender. The subsequent section presents the result of each mean score based on gender.

Table 4. 3 FLTA Level of Student English Language Education Department Batch 22

	N	Maximum	Minimum	Mean	Std. Deviation
Score	42	110	55	80.95	12.764

The table 4.3. shown that scores of all participant. The abbreviation of N was a total of sample which is consist of 13 male students and 29 female students. The maximum scores of samples were 110, and the minimum scores of samples was 55. For overall score of foreign language teaching anxiety level was shown in mean 80.95 which mean that they were very low anxiety, as it ranges from 33-82 = very low anxiety.

Table 4. 4 FLTA Level of Male Students

	<b>N</b>	<b>Maximum</b>	<b>Minimum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Score	13	98	60	77.92	11.041

The table 4.4. shown that scores of male students. The abbreviation of N was a total sample of 13 male students. A maximum score of male students was 98, and the minimum score was 60. The mean scores of male students were 77.92. This finding indicated that male students were classified as a very low level of anxiety, since the range of 33-82 indicated very low anxiety.

Table 4. 5 FLTA level of Female Students

	<b>N</b>	<b>Maximum</b>	<b>Minimum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Score	29	110	55	82.31	13.422

The table 4.5. shown that the scores of female students in the microteaching class. The abbreviation of N was a total sample of 29 female students. The maximum score of female students was 110 and the minimum score was 55. The mean score of female students was 82.31. This finding indicated that female students were categorized as a very low level of anxiety.

According to the data on table 4.4. and table 4.5., the mean score of male and female students was similar levels of anxiety. Male students achieved score of 77.92 and female students scores was 82.31. the anxiety levels on foreign language teaching for both genders were below 99 which indicated relatively low anxiety levels.

The researcher present t-test to know a significance value means on gender and anxiety below:

Table 4. 6 Independent Sample Test for the Equality of Mean

		<b>Total Anxiety</b>	
		<b>Equal variances assumed</b>	<b>Equal variances not assumed</b>
Levene's Test for Equality of variances	F	.002	
	Sig.	.968	
	t	-.067	-.067
	df	40	23.07
	Sig. (2-tailed)	.947	.947
T-test for Equality of means	Mean difference	-31388153.4	-31388153.4
	Std. Error Difference	466955407.5	467842869.6
	95% Confidence Interval of the Difference:		
	Lower	-975140236	-999030469
	Upper	912363929.0	936254162.1

Table 4.6 presented the results of the independent samples t-test which was conducted to determine whether there was a significant difference in Total Anxiety between male and female students. Prior to conducting the t-test, Levene's Test for Equality of Variances was performed to examine the homogeneity of variances between the two groups. As shown in table 4.6, the significance value of Levene's Test was 0.968, which was higher than the significance level of 0.05. This result indicated that the variances of the two groups were homogeneous, and therefore the t-test analysis was conducted under the assumption of equal variances assumed.

Furthermore, based on the results of the t-test presented in table 4.6, the Sig. (2-tailed) value was 0.947, which was higher than 0.05. This finding shown that there was no statistically significant difference in the mean scores of anxieties between male and female students. Thus, statistically, no significant difference in foreign language teaching anxiety was found based on gender. As the results, the null hypothesis ( $H_0$ ) was accepted, while the alternative hypothesis ( $H_1$ ) was rejected. This meant that gender did not have a significant effect on students' anxiety levels of foreign language teaching anxiety.

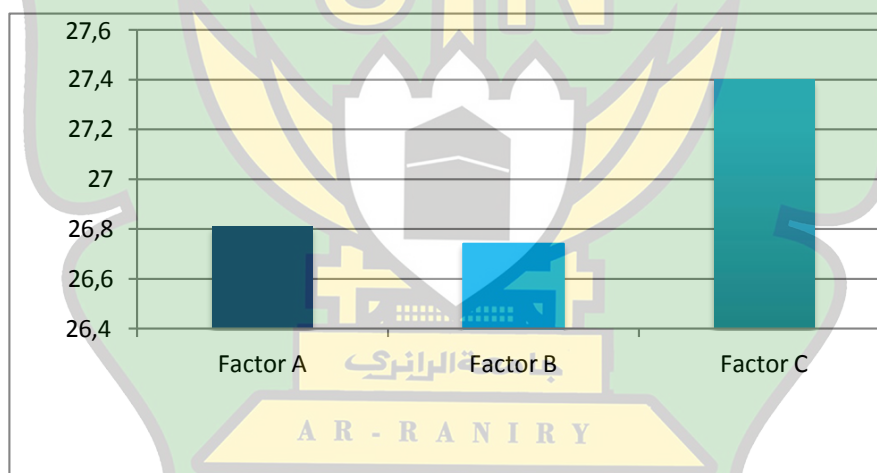
## 2. The Factor Cause Foreign Language Teaching Anxiety

The presentation of data in this section is based on the research question that focus on the dominant cause foreign language teaching anxiety among students of Microteaching class. The data were present on chart based on the mean score of frequency to provide the dominant cause of foreign language teaching anxiety. Then, the factor of communication apprehension, test anxiety, and fear of negative evaluation were present in description analysis. The subsequent section presents the result of questionnaire.

### 2.1. The Means Scores of Each Factor of FLTA

The figure 4.1. consist of means score of each factor, factor 1 is defined as communication, factor 2 defined as test anxiety, and factor 3 is defined as fear of negative evaluation.

Figure 4. 1 Means Score of each Factor



The figure 4.1. shown that the mean score of factor A which identified as communication apprehension was 26.81, while factor B which categorized as test anxiety obtained a mean score was 26.74. factor C was representing the fear of negative evaluation was achieved 27.40 mean score. Therefore, a fear of negative evaluation was identified as a dominant factor contributed on foreign language teaching anxiety among students of English Language Education during micro-teaching stimulation.

## 2.2. FLTA Questionnaire Items Based on Students' Response Percentages

Each item in the questionnaire indicates factors of anxiety in foreign language teaching. These factors include communication anxiety, test anxiety, and fear of negative evaluation. The term "item" refers to the number of statements in the questionnaire. "SA" means strongly agree, "A" means agree, 'D' means disagree, and "SD" means strongly disagree. The following section presents the results in percentages.

Table 4. 7 The items of Communication Apprehension

Items	Statement	Alternative			
		SA	A	D	DA
1.	I nervous when I speak in the class.	12%	40.5%	42.9%	4.7%
2.	I feel embarrassed when I speak English in front of student.	19%	23.8%	45.2%	12%
3.	I feel very comfortable in speaking English.	7%	45.2%	45.2%	2.4%
4.	When I on my way to language class, I feel very confident and relaxed.	2.4%	52.4%	38.1%	7.1%
5.	I never feel quite sure of myself when I speaking in the class.	4.8%	45.2%	45.2%	4.8%
6.	I am nervous when explaining the materials in English.	14.3%	40.5%	38.1%	7.1%
7.	I worry that I may need to explain advanced vocabulary.	16.7%	52.4%	26.2%	4.8%
8.	I am afraid I don't know how to teach certain grammatical rules.	21.4%	54.8%	21.4%	2.4%
9.	When I realized I was make a mistake, I become more nervous.	21.4%	47.6%	31%	0%
10.	I am afraid that my English is not as good as the regular English teacher.	23.8%	42.9%	28.6%	4.8%

There were 10 statements on Factor A which defined Communication Apprehension. The data showed that 76.2% of the 42 participants expressed fear of being unable to teach certain grammar rules in English as a medium of instruction. The statement in item 8 “I am afraid of not knowing how to teach certain grammar rules” showed the highest level of agreement, with 21.4% of students choosing “strongly agree” and 54.8% choosing “agree.” The statement above was supported by the item 9 “When I realized I was making a mistake, I became more nervous” with a total agreement of 69% or 29 participants, with 9 students choosing “strongly agree” and 20 students choosing “agree”. Following item 9, the statement in item 7, “I worry that I may need to explain advanced vocabulary,” showed the same high level of agreement, with a total of 69.1% or 29 participants. In this item, 16.7% of students chose “strongly agree,” while 52.4% chose “agree.” This finding indicated that concerns about vocabulary mastery also contributed significantly to communication apprehension.

The next highest agreement was found in item 10, “I am afraid that my English is not as good as the regular English teacher,” which showed a total agreement of 66.7% or 28 participants. In this item, 23.8% of students chose “strongly agree,” and 42.9% chose “agree.” This result reinforced the presence of communication anxiety related to students’ perceived English proficiency. The statement of the Item 6, “I am nervous when explaining the materials in English,” showed a moderate to high level of agreement, with 54.8% or 23 participants agreeing with the statement. In detail, 14.3% of students strongly agreed, while 40.5% agreed. This finding suggested that delivering instructional content in English increased anxiety during teaching. A similar level of agreement appeared in item 4, “When I am on my way to language class, I feel very confident and relaxed,” with a total agreement of 54.8% or 23 participants. However, this item reflected a positive feeling before entering the classroom, which indicated that anxiety tended to emerge during actual teaching performance.

The statement of the Item 3 that consist statement “I feel very comfortable in speaking English,” showed a total agreement of 52.2% or 22 participants. In this item, 7% of students chose “strongly agree,” and 45.2% chose “agree.” This result showed that students’ comfort in speaking English varied across participants. The statement of Item 1, “I am nervous when I speak in the class,” also showed a similar level of agreement, with 52.5% or 22 participants agreeing with the statement. This finding indicated that speaking in front of the class was a source of anxiety for many students. the statement on the Item 5, “I never feel quite sure of myself when I am speaking in the class,” showed a total agreement of 50% or 21 participants. This result indicated that half of the students experienced uncertainty in their speaking confidence. The lowest level of agreement within this factor was found in item 2, “I feel embarrassed when I speak English in front of students.” This item showed a total agreement of 42.8% or 18 participants, with 19% choosing “strongly agree” and 23.8% choosing “agree.”

Table 4. 8 The Items of Test Anxiety

Items	Statement	Alternative			
		SA	A	D	DA
11.	The more I prepare for my class, the more I getting nervous.	4.8%	26.2%	57%	12%
12.	I am anxious about maintaining a good enough standard of preparation.	11.9%	47.6%	38.1%	2.4%
13.	I am afraid when I need to write detail lesson plan.	9.5%	38.1%	38.1%	14.3%
14.	I am anxious when I have to develop an appropriate sources/ material for the lesson.	11.9%	42.9%	38.1%	7.1%
15.	I am worried if the lesson is not interesting.	28.6%	40.5%	26.2%	4.8%
16.	I worry when I am introducing a new topic to my student.	11.9%	28.6%	50%	9.5%
17.	I am afraid that I cannot deliver abstract concept to my student.	16.7%	52.4%	31%	0%

18.	I am worried that I cannot be able to attract student attention when I'm delivering a lesson.	23.8%	45.2%	26.2%	4.8%
19.	I am worried that I won't be able to meet the lesson plan objective while I'm teaching.	19%	52.4%	26.2%	2.4%
20.	I am afraid that I won't be able to provide appropriate feedback to the student.	19%	45.2%	33.3%	2.4%

The factor B was known as test anxiety was consist of 10 items. The results in the data shown that students experience anxiety related to lesson planning, instructional, and teaching outcomes during microteaching section. The statement in item 19, "I am worried that I won't be able to meet the lesson plan objective while I'm teaching," received a total of 29 participants' agreement, with 9 students choosing "strongly agree" and 20 students choosing "agree." The next highest agreement came from statement in item 15 "I am worried if the lesson is not interesting" had the highest level of agreement in the test anxiety factor, with a total agreement of 69% of 42 participants, 28.6% of students chose "strongly agree" and 40.5% chose "agree". This result indicated that student was highly concerned about maintain students' interest during teaching.

A similar agreement was found in item 18, "I am worried that I cannot be able to attract student attention when I'm delivering a lesson," shows anxiety about student engagement and attention when teaching, with a total agreement of 69% or 29 participant, with 23.8% choosing "strongly agree" and 45.2% choosing "agree." This finding showed that students felt anxious about classroom engagement and students' attention. Following this, item 17, "I am afraid that I cannot deliver abstract concepts to my students," showed a total agreement of 69.1% or 29 participants. In detail, 16.7% of students chose "strongly agree," and 52.4% chose "agree." This result indicated that explaining abstract or complex material caused anxiety during microteaching.

The next highest agreement was found in item 20, "I am afraid that I won't be able to provide appropriate feedback to the students," with a total agreement of 64.2% or 27 participants. In this item, 19% of students chose "strongly agree," and 45.2% chose "agree." This finding indicated that giving feedback to students was also a source of anxiety. Item 12, "I am anxious about maintaining a good enough standard of preparation," showed a total agreement of 59.5% or 25 participants. In this statement, 11.9% of students chose "strongly agree," while 47.6% chose "agree." This result suggested that students felt pressure to meet expected teaching standards.

Item 14, "I am anxious when I have to develop appropriate sources or materials for the lesson," showed a moderate level of agreement, with 54.8% or 23 participants agreeing with the statement. In this item, 11.9% of students chose "strongly agree," and 42.9% chose "agree." This finding indicated that material development contributed to test anxiety. The statement in the Item 13, "I am afraid when I need to write a detailed lesson plan," showed a lower level of agreement, with a total agreement of 47.6% or 20 participants. In this item, 9.5% of students chose "strongly agree," and 38.1% chose "agree." This result indicated that lesson planning caused anxiety for some students, but not for the majority.

The statement of Item 16, "I worry when I introduce a new topic to my students," showed a total agreement of 40.5% or 17 participants. In this statement, 11.9% of students chose "strongly agree," and 28.6% chose "agree." This finding indicated that introducing new topics caused anxiety for fewer students. The lowest level of agreement in this factor appeared in item 11, "The more I prepare for my class, the more I get nervous," with a total agreement of 31% or 13 participants. In this item, 4.8% of students chose "strongly agree," and 26.2% chose "agree." This result indicated that preparation did not significantly increase anxiety for most students.

Table 4. 9 The Items' Fear of Negative Evaluation

Items	Statement	Alternative			
		SA	A	D	DA
21.	I worry that I won't pass the Microteaching.	28.6%	16.7%	40.5%	14.3%
22.	I'm anxious when my supervisor/ lecture observe and evaluate me while teaching.	21.4%	45.2%	26.2%	7.1%
23.	I worry about the expectation of my supervisor/lecture.	26.2%	45.2%	23.8%	4.8%
24.	I feel anxious when observed by my friend.	9.5%	28.6%	52.4%	9.5%
25.	I am anxious when my lecture give a verbal evaluation of my teaching in front of my peers.	23.8%	42.9%	23.8%	9.5%
26.	I am anxious that I cannot have a full control of the class.	21.4%	52.4%	23.8%	2.4%
27.	I'm worried when teaching English because the class are crowded.	11.9%	54.8%	31%	2.4%
28.	I'm worried that I cannot manage time to deliver the materials.	19%	54.8%	23.8%	2.4%
29.	I feel uncomfortable with the noise in my class.	14.3%	42.9%	40.5%	2.4%
30.	I worry when I have to enforce discipline to the student.	9.5%	47.6%	35.7%	7.1%

The factor C was represented for fear of negative evaluation consisted of 10 items. The results showed that students experienced anxiety related to evaluation, classroom management, and teaching conditions during microteaching. The data indicated that the highest level of anxiety was related to classroom control and time management while teaching. The highest level of agreement appeared in item 26, "I am anxious that I cannot have a full control of the class," with a total agreement of 73.8% or 31 participants. In this item, 21.4% of students chose "strongly agree," while 52.4% chose "agree." This

result indicated that classroom management was a major source of anxiety among student teachers. A similar highest level of agreement was also found in item 28, “I am worried that I cannot manage time to deliver the materials,” which showed a total agreement of 73.8% or 31 participants. In detail, 19% of students chose “strongly agree,” and 54.8% chose “agree.” This finding showed that time management during teaching contributed significantly to fear of negative evaluation.

The next highest agreement appeared in item 23, “I worry about the expectation of my supervisor or lecturer,” with a total agreement of 71.4% or 30 participants. In this item, 26.2% of students chose “strongly agree,” while 45.2% chose “agree.” This result indicated that students felt strong pressure related to supervisors’ expectations. Following this, item 27, “I am worried when teaching English because the class is crowded,” showed a total agreement of 66.7% or 28 participants. In this statement, 11.9% of students chose “strongly agree,” and 54.8% chose “agree.” This finding indicated that classroom conditions influenced students’ anxiety during teaching. A similar level of agreement was found in item 25, “I am anxious when my lecturer gives a verbal evaluation of my teaching in front of my peers,” which showed a total agreement of 66.7% or 28 participants. In this item, 23.8% of students chose “strongly agree,” while 42.9% chose “agree.” This result indicated that public evaluation increased anxiety among student teachers.

The statement of the Item 22, “I am anxious when my supervisor or lecturer observes and evaluates me while teaching,” also showed a high level of agreement, with a total of 66.6% or 28 participants. In detail, 21.4% of students chose “strongly agree,” and 45.2% chose “agree.” This finding showed that formal observation contributed to fear of negative evaluation. The statement of the Item 29, “I feel uncomfortable with the noise level in my class,” showed a moderate level of agreement, with a total agreement of 57.2% or 24 participants. In this item, 14.3% of students chose “strongly agree,” and 42.9% chose “agree.” This result indicated that classroom atmosphere affected students’ teaching comfort. A similar level of agreement appeared in item 30, “I

worry when I have to enforce discipline to the students,” which showed a total agreement of 57.1% or 24 participants. In this statement, 9.5% of students chose “strongly agree,” and 47.6% chose “agree.” This finding indicated that maintaining discipline caused anxiety for many students.

The statement of the Item 21, “I worry that I will not pass the microteaching,” showed a lower level of agreement compared to other items, with a total agreement of 45.3% or 19 participants. In this item, 28.6% of students chose “strongly agree,” while 16.7% chose “agree.” This result indicated moderate concern about passing the course. The lowest level of agreement in this factor appeared in item 24, “I feel anxious when observed by my friends,” with a total agreement of 38.1% or 16 participants. In this item, 9.5% of students chose “strongly agree,” and 28.6% chose “agree.” This finding indicated that peer observation caused less anxiety compared to formal evaluation by lecturers.

## **B. Discussion**

This section explains the finding of the study based on the research questions and the theoretical review that presented in the previous chapter. The discussion focuses on the foreign language teaching anxiety level among students of the microteaching class and the dominant factor that contributing this anxiety.

### **1. Foreign language teaching anxiety level of students in the microteaching class**

Based on the findings, the overall mean score of students’ Foreign Language Teaching Anxiety was 80.95, which is categorized as very low anxiety. This result indicates that students of the English Education Department batch 2022 generally experienced low levels of anxiety when teaching English in the microteaching class. This finding indicated that microteaching activities contributed positively to students’ ability to control their anxiety. As stated by Sarac (2018), microteaching provides a simplified and controlled teaching environment that allows prospective teachers to practice teaching skills, receive feedback, and gradually build confidence before entering real classroom

situations. Through repeated teaching simulations, students become more familiar with teaching procedures, which reduce anxiety levels or even remove foreign language anxiety.

The findings of gender differences showed that both male and female students were categorized as having very low levels of FLTA. However, female students showed a slightly higher mean score (82.31) compared to male students (77.92). According to the t-test results, the null hypothesis ( $H_0$ ) was accepted, while the alternative hypothesis ( $H_1$ ) was rejected. This means that there was no significant difference in the level of anxiety in teaching foreign languages between male and female students in microteaching classes. Although a small difference in the mean scores was found, the difference was not strong enough to indicate a real difference based on gender. This finding supports the study conducted by Gannoun, Kunt, and Deris (2023), which found no significant relationship between gender and foreign language teaching anxiety among EFL teachers. These results showed that gender was not contributed in teaching foreign language especially when students has teaching background and high academic achievement.

The relatively similar anxiety level between male and female students influenced by the structure of the microteaching course itself. As explained by Prasetyo and Jupri (2021), microteaching functions as a reflective tool that helps pre-service teachers develop professional competence through feedback and self-reflection. When both male and female students receive equal opportunities for practice, guidance, and evaluation, differences in anxiety levels may become less anxiety. Therefore, contextual and pedagogical factors appear to have a stronger influence on FLTA than gender differences.

## **2. The Means Scores of Each Factor of FLTA**

Based on the findings of this study, the mean score for each factor that contributed to foreign language teaching anxiety showed that the fear of negative evaluation had the highest mean score of 27.40, followed by mean score of communication anxiety was 26.81 and mean score of test anxiety was 26.74.

These results identified that fear of negative evaluation was the dominant factor influencing student anxiety in microteaching class, while communication anxiety and test anxiety also contribute, but a slightly less extent.

The dominance of fear of negative evaluation showed that students experience high levels of anxiety related to observation, evaluation, and judgment by lecturer during teaching stimulation. In the context of microteaching, students were required to teach in front of lecturers and classmates, which places them in a situation of evaluation. These condition increased students' concerns about making mistakes and receiving negative feedback. Horwitz, Horwitz, and Cope (1986) explain that fear of negative evaluation arises from individuals' concerns about others' judgments and their tendency to avoid evaluative situations. In microteaching, this fear becomes more intense because students were evaluated not only on their use of language but on their teaching performance, learning materials, teaching methods, and classroom management.

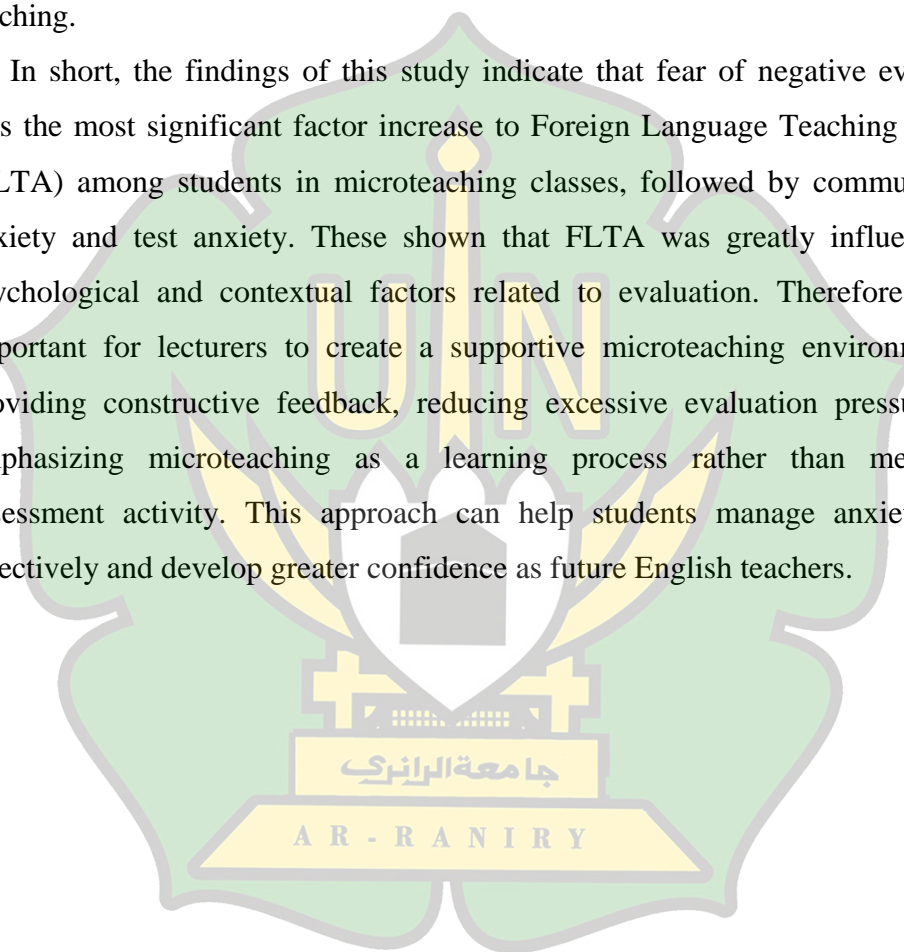
These findings were consistent with previous studies on Foreign Language Teaching Anxiety (FLTA). Gardner and Leak (2015) stated that teaching anxiety was closely related to evaluative pressure, especially among prospective teachers who were inexperienced and still struggling to develop professional confidence. Therefore, the high mean score for fear of negative evaluation confirms that the evaluative context was the main indicator that triggering FLTA.

Communication anxiety was identified as the second most influential factor in causing FLTA. The mean score shows that many students feel anxious when speaking English to explain grammar rules. This suggests that students' limited confidence in their English language abilities contributes to anxiety in the teaching context. According to Horwitz et al. (1986), communication anxiety is related to fear of speaking and difficulty expressing ideas in a foreign language, especially in formal situations. Teaching in English requires oral communication, which increase anxiety compared to daily speaking.

Test anxiety showed the lowest average score among the three factors, although still contributed to overall foreign language teaching anxiety (FLTA). Students showed anxiety related to teaching material preparation, achievement of

teaching objectives, and passing the microteaching course. These findings indicate that the academic assessment system and grading of each teaching activity become an additional pressure for students. Horwitz et al. (1986) defined test anxiety as the fear of failure in evaluative academic situations, which can negatively impact performance. In microteaching, where teaching practices were formally evaluated, this anxiety can reduce students' focus and confidence when teaching.

In short, the findings of this study indicate that fear of negative evaluation was the most significant factor increase to Foreign Language Teaching Anxiety (FLTA) among students in microteaching classes, followed by communication anxiety and test anxiety. These shown that FLTA was greatly influenced by psychological and contextual factors related to evaluation. Therefore, it was important for lecturers to create a supportive microteaching environment by providing constructive feedback, reducing excessive evaluation pressure, and emphasizing microteaching as a learning process rather than merely an assessment activity. This approach can help students manage anxiety more effectively and develop greater confidence as future English teachers.



## **CHAPTER V**

### **CONCLUSION AND RECOMENDATION**

#### **A. Conclusion**

This chapter presents the conclusion of the study based on the findings and discussion described in the previous chapter. The conclusions were drawn to answer the research questions regarding the level of Foreign Language Teaching Anxiety (FLTA) among students in the microteaching class and the dominant factor causing this anxiety.

Based on the findings, it was concluded that the overall level of Foreign Language Teaching Anxiety among students of the English Education Department batch 2022 at UIN Ar-Raniry was categorized as very low anxiety. The mean score of FLTA indicates that most students were able to manage their anxiety when teaching English in the microteaching class. This suggests that the microteaching course become an important role in preparing student teachers psychologically by providing repeated teaching practice, feedback, and reflection opportunities in a controlled environment.

The result of gender differences showed that both male and female students experience the same level of Foreign Language Teaching Anxiety, which indentified into the category of very low anxiety. Although female students have a slightly higher mean score compared to male students, the difference does not indicate a significant distinction in anxiety levels. Therefore, it was concluded that gender does not significantly influence the level of Foreign Language Teaching Anxiety among students in the microteaching class.

Finally, this study confirms that students of the microteaching class generally experience low levels of foreign language teaching anxiety, with no significant difference between male and female students. However, the fear of negative evaluation was the main source of anxiety, followed by communication apprehension and test anxiety. There fore, the students changed their perspective on microteaching and viewed it as an opportunity to reflect on their performance, enhance their English language proficiency, and develop teaching skills, which

were essential for reducing anxiety and increasing their confidence as future English teachers.

## **B. Recommendation**

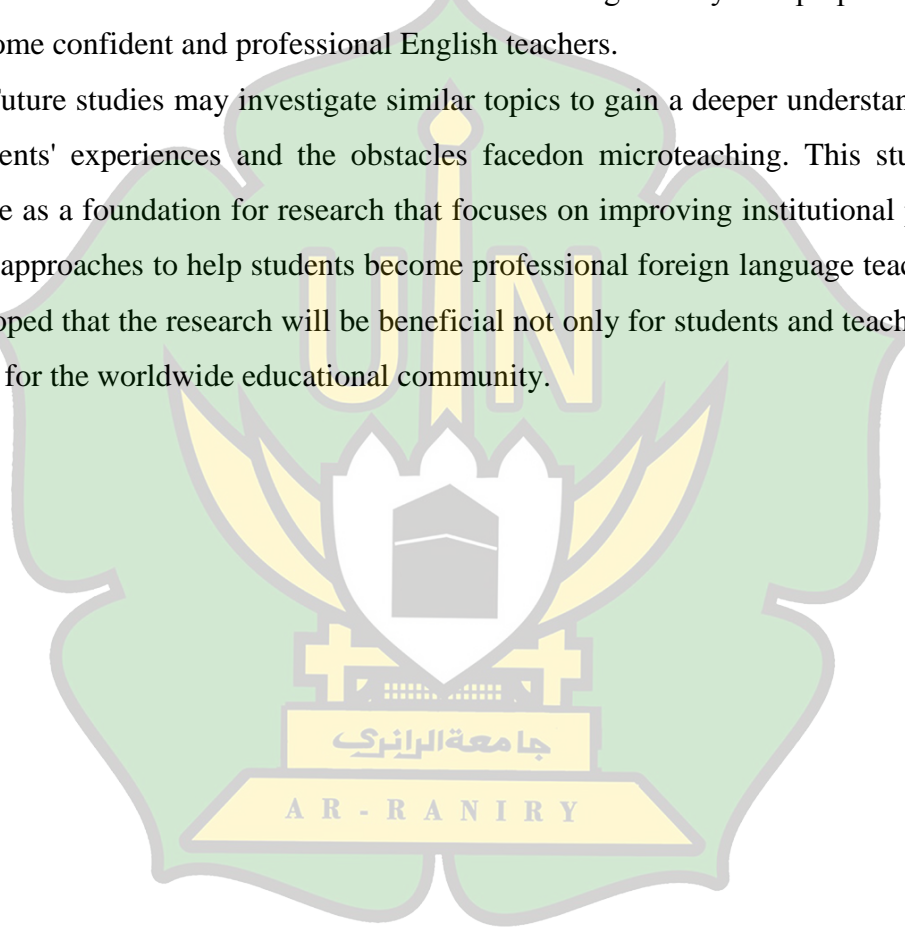
According to the result and conclusion of this study, a few recommendations was proposed for students and the academic institution in order to minimize Foreign Language Teaching Anxiety (FLTA) and improve the quality of microteaching practices.

Students of the English Education Study Program must to improve their English language proficiency, particularly in speaking, grammar, and vocabulary usage, as these aspects were identified as the dominant source of foreign language teaching anxiety. Students were advised to engage more actively in English practice activities, such as peer teaching, discussion forums, and self-practice through teaching simulations. In addition, students should develop positive self-confidence by viewed mistakes as part of the learning process rather than as failures. Regular self-reflection and preparation before microteaching sessions can also help students reduce anxiety and enhance teaching performance.

The result of this study was expected to be one of consideration for lecturers to creating a supportive learning environment during microteaching sessions in order to help reduce students' anxiety in teaching foreign languages. Since the findings show that fear of negative evaluation was a dominant factor affecting student anxiety, so the lecturers should provide constructive and positive feedback. Lecturers should emphasize students' strengths, progress, and efforts in teaching practice. In addition, lecturers were advised to provide more opportunities for repeated practice, collaboration among classmates, and self-reflection so that students can develop both their language competence and teaching skills. Formative assessment strategies, such as peer feedback and mentoring, can help students view assessment as part of the learning process rather than a source of fear. Through guidance and emotional support, lecturers can create a safe classroom environment that allows students to manage their anxiety effectively.

For academic institutions, particularly the faculty of *Tarbiyah* and Teacher Training Education was provided adequate support to strengthen student' English language skills before and during the microteaching class. Those achieved by providing additional language program that compulsory for all students, analysis students' pedagogical and psychological abilities, and workshop. In addition, the institution could provide adequate facilities, learning resources, and supportive academic environment to reduce students' teaching anxiety and prepare them to become confident and professional English teachers.

Future studies may investigate similar topics to gain a deeper understanding of students' experiences and the obstacles faced on microteaching. This study can serve as a foundation for research that focuses on improving institutional policies and approaches to help students become professional foreign language teachers. It is hoped that the research will be beneficial not only for students and teachers, but also for the worldwide educational community.

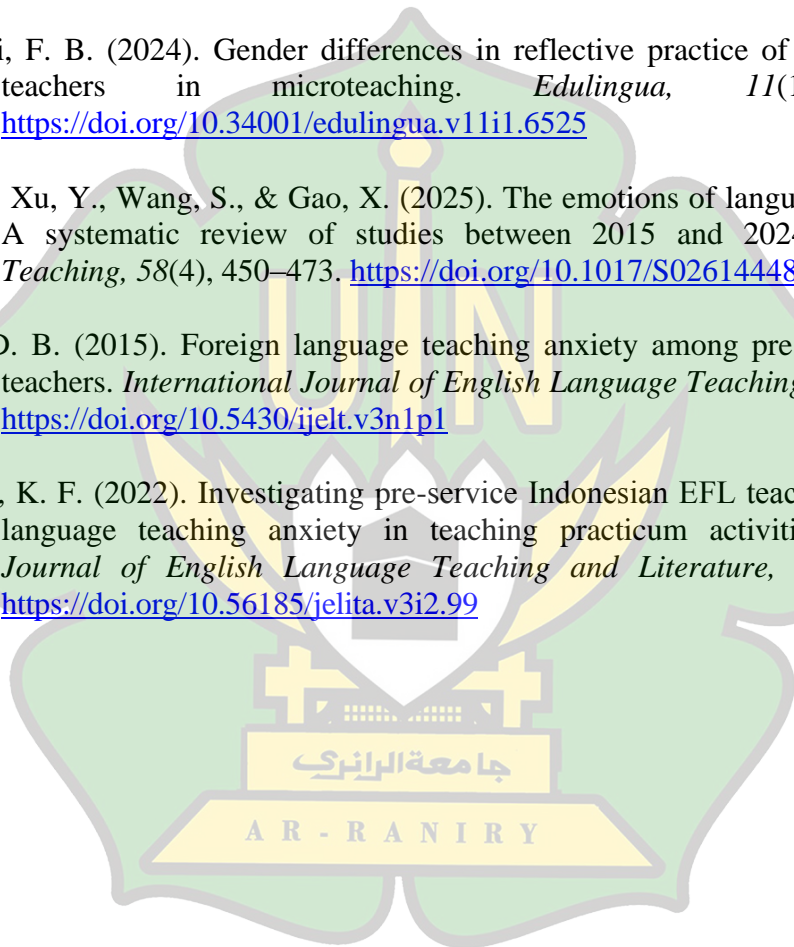


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## APPENDICES

### Appendix A: Letter of appointment supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR: 1441 TAHUN 2025**

**TENTANG:  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA  
DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Merimbang	<ul style="list-style-type: none"> <li>a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;</li> <li>b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;</li> <li>c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.</li> </ul>
Mengingat	<ul style="list-style-type: none"> <li>1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;</li> <li>2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;</li> <li>3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;</li> <li>4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;</li> <li>5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;</li> <li>6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;</li> <li>7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;</li> <li>8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;</li> <li>9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNG di Lingkungan Depag RI;</li> <li>10. Keputusan Menteri Keuangan Nomor 293/Km.06/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;</li> <li>11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.</li> </ul>
Menetapkan	<ul style="list-style-type: none"> <li>Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa</li> </ul>
KESATU	<ul style="list-style-type: none"> <li>Menunjuk Saudara <b>Chamisah, M. Ed</b></li> </ul> <p>Untuk membimbing Skripsi</p> <p>Nama : <b>Ghina Syukrina</b></p> <p>NIM : <b>210203027</b></p> <p>Program Studi : <b>Pendidikan Bahasa Inggris</b></p> <p>Judul Skripsi : <b>Exploring Gender and Foreign Language Teaching Anxiety among Students of the Micro Teaching Class</b></p>
KEDUA	<ul style="list-style-type: none"> <li>Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.</li> </ul>
KETIGA	<ul style="list-style-type: none"> <li>Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-026.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;</li> </ul>
KEEMPAT	<ul style="list-style-type: none"> <li>Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;</li> </ul>
KELIMA	<ul style="list-style-type: none"> <li>Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.</li> </ul>

**MEMUTUSKAN**

Ditetapkan di : Banda Aceh  
Pada tanggal : 16 Oktober 2025  
Dekah,



**Saiful Mukhlis**

**Referensi**

1. Survei Kementerian Agama RI di Aceh;
2. Direktori Pendidikan Agama Islam Kementerian Agama RI di Aceh;
3. Direktori Perguruan Tinggi Keguruan dan Ilmu Pendidikan Kementerian Agama RI di Aceh;
4. Kantor Pelayanan Pendaftaran Negara (KPPN), di Banda Aceh;
5. Raturan UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Laporan Kegiatan dan Laporan UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Lain-lain.



Appendix B: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to conduct research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-282/Un.08/FTK.1/TL.00/1/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203027

Nama : GHINA SYUKRINA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan makam Tgk Chiek Ditiro - Pasar Indrapuri

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EXPLORING GENDER AND FOREIGN LANGUAGE TEACHING ANXIETY AMONG STUDENTS OF THE MICROTEACHING CLASSG*

Banda Aceh, 19 Januari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 27 Februari 2026

جامعة الرانيري

AR - RANIRY

## Appendix C: Confirmation Letter from English Language Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email : [pbi.fkk@ar-raniry.ac.id](mailto:pbi.fkk@ar-raniry.ac.id) Website : <https://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-036/Un.08/PBI/Kp.01.2/1/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Ghina Syukrina  
NIM : 210203027  
Prodi : Pendidikan Bahasa Inggris  
Alamat : Jln. Makam Tgk. Chik Ditiro no. 52, Pasar Indrapuri

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

***"Exploring Gender and Foreign Language Teaching Anxiety Among Students of The Microteaching Class"***

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 19 Januari 2026

Ketua Prodi Pendidikan Bahasa Inggris,

  
A R - R A N I R Y Syarifah Dahliana

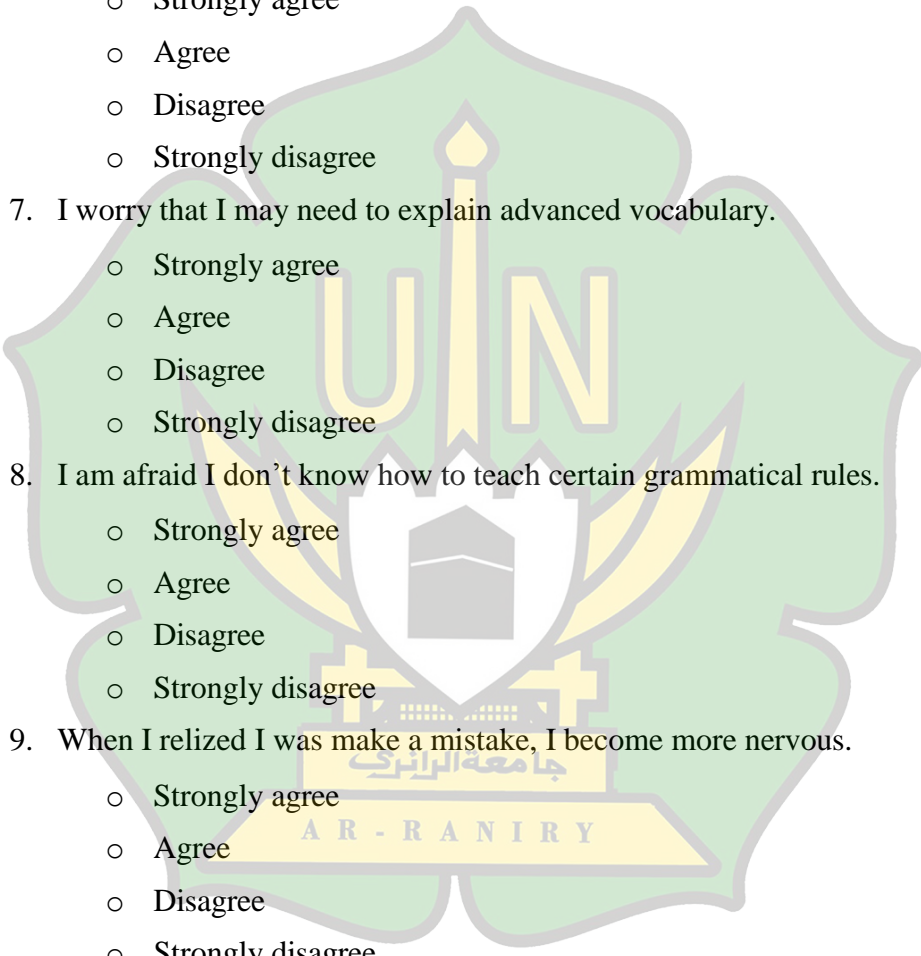
## Appendix D: Research Instrument (Questionnaire)

### SECTION 1

1. Write your full name and Student ID  
Your answer: \_\_\_\_\_
2. Choose your gender
  - Male
  - Female

### SECTION 2

1. I nervous when I speak in the class.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
2. I feel embarrassed when I speak English in front of student.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
3. I feel very comfortable in speaking English.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
4. When I on my way to language class, I feel very confident and relaxed.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

5. I never feel quite sure of my self when I speaking in the class.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
6. I am nervous when explaining the materials in English.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
7. I worry that I may need to explain advanced vocabulary.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
8. I am afraid I don't know how to teach certain grammatical rules.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
9. When I relized I was make a mistake, I become more nervous.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
10. I am afraid that my English is not as good as the regular English teacher.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
- 

11. The more I prepare for my class, the more I getting nervous.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

12. I am anxious about maintaining a good enough standard of preparation.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

13. I am afraid when I need to write detail lesson plan.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. I am anxious when I have to develop an appropriate sources/ material for the lesson.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. I am worried if the lesson is not interesting.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

16. I worry when I am introducing a new topic to my student.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

17. I worry when I am introducing a new topic to my student.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

18. I am worried that I cannot be able to attract student attention when I'm delivering a lesson.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

19. I am worried that I won't be able to meet the lesson plan objective while I'm teaching.

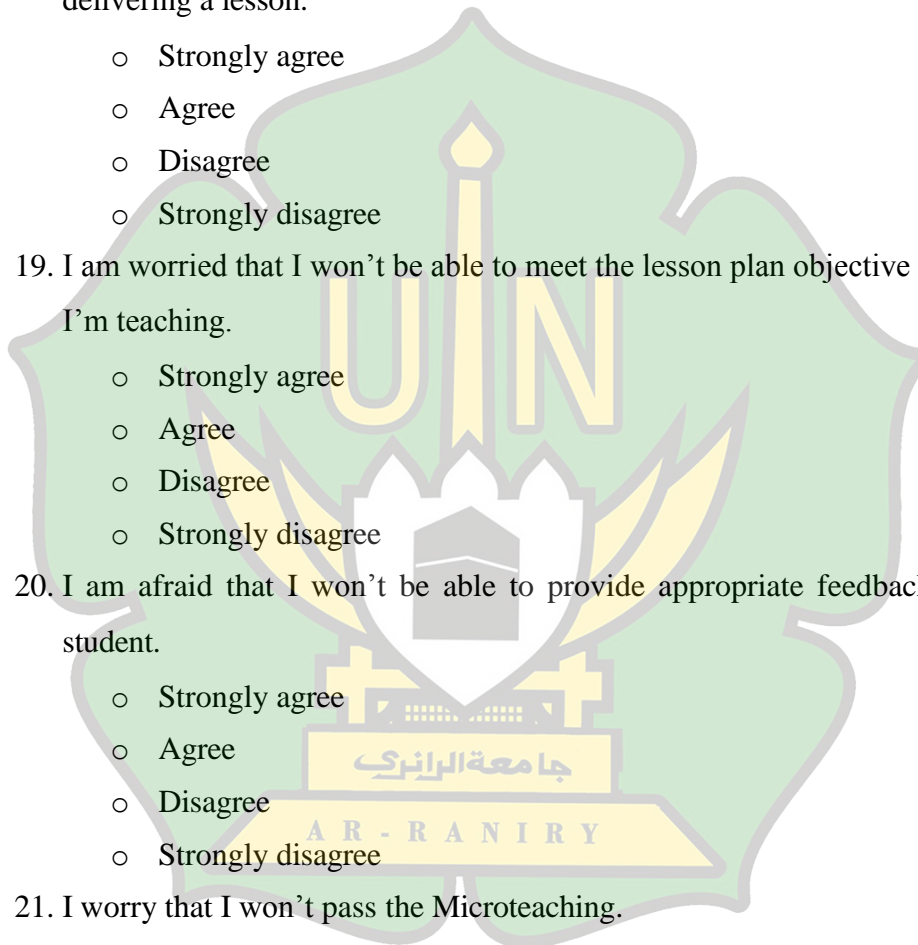
- Strongly agree
- Agree
- Disagree
- Strongly disagree

20. I am afraid that I won't be able to provide appropriate feedback to the student.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

21. I worry that I won't pass the Microteaching.

- Strongly agree
- Agree
- Disagree
- Strongly disagree



22. I'm anxious when my supervisor/ lecture observe and evaluate me while teaching.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

23. I worry about the expectation of my supervisor/lecture.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

24. I feel anxious when observed by my friend.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

25. I am anxious when my lecture give a verbal evaluation of my teaching in front of my peers.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

26. I am anxious that I cannot have a full control of the class.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

27. I'm worried when teaching English because the class are crowded.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

28. I'm worried that I cannot manage time to deliver the materials.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

29. I feel uncomfortable with the noise level in my class.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

30. I worry when I have to enforce discipline to the student.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

