

**FOREIGN LANGUAGE TEACHING ANXIETY IN
MICRO TEACHING CLASS**

THESIS

Submitted by:

NUR HAFIZAH
NIM. 200203026

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



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By:

NUR HAFIZAH

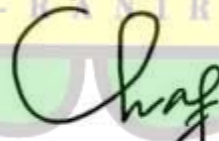
NIM. 200203026

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Supervisor



Siti Khasinah, S.Ag., M.Pd

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In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,



Siti Khasinah, S.Ag., M.Pd

Secretary,



Azizah, S.Ag., M.Pd

Member,



Chamisah, S.Ag., M.Ed

Member,



Fithriyah, S.Ag., M.Pd

Certified by:

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



Prof. Safrul Ma'arif, S.Ag., M.A., M.Ed., Ph.D

NIP.197301021997031003



SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Nur Hafizah
NIM : 20020326
Tempat/tanggal lahir : Karang Baru, 20 September 2002
Alamat : Rukoh, Syiah Kuala, Banda Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Foreign Language Teaching Anxiety in Micro Teaching Class

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 11 Juli 2024

Saya yang membuat surat pernyataan,



Nur Hafizah

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Banda Aceh, 11 July 2024

The writer,

Nur Hafizah

ABSTRACT

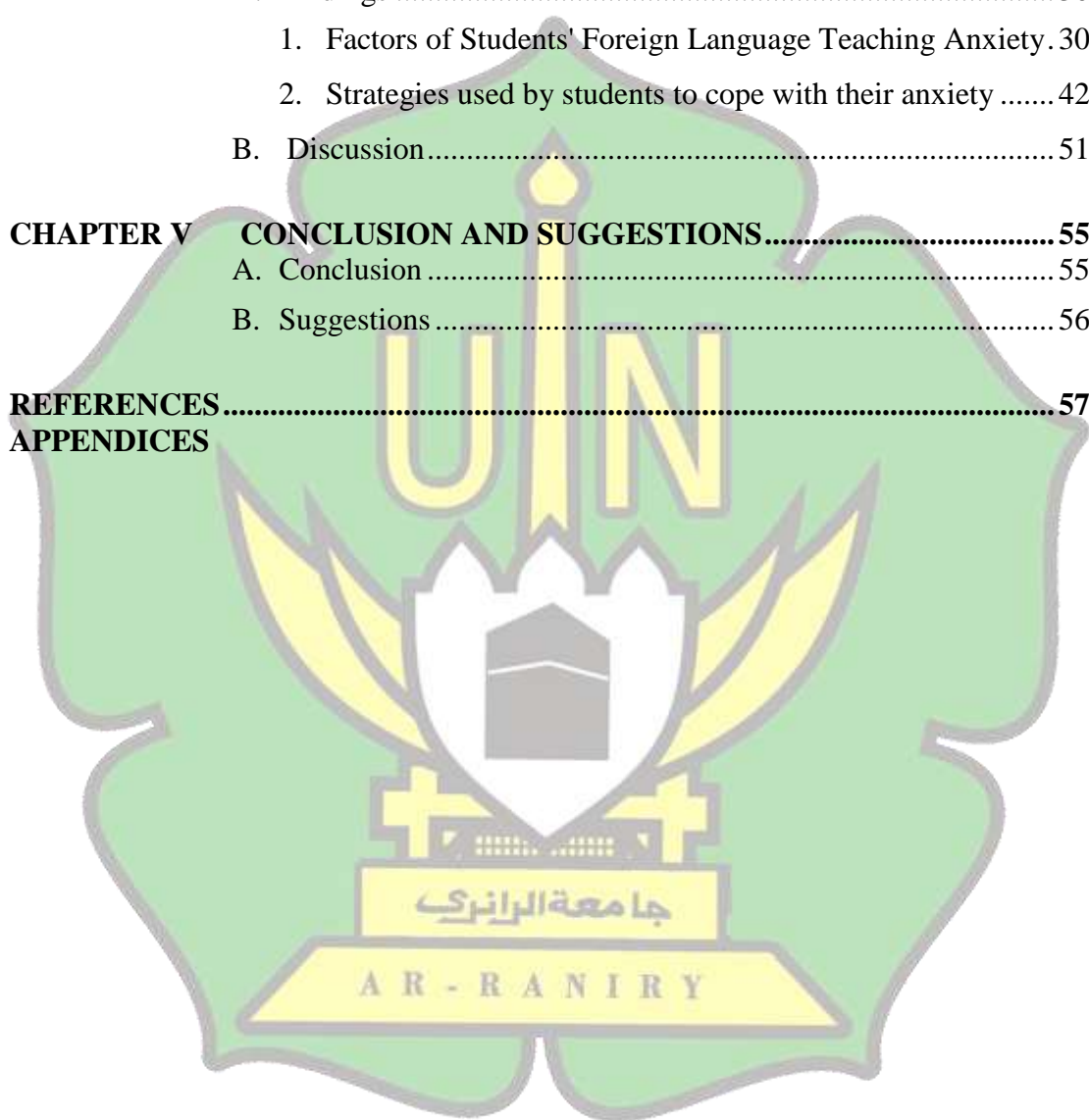
Name : Nur Hafizah
NIM : 200203026
Faculty : Fakultas Tarbiyah dan Keguruan
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Foreign Language Teaching Anxiety (FLTA) is often experienced by EFL student-teachers, especially students who have no experience in teaching. The sources of anxiety and the strategies used to manage it are different for each person. Therefore, the researcher conducted this study to investigate the factors of FLTA experienced by student-teachers in micro-teaching classes and the strategies used by them to cope with their anxiety. Using purposive sampling, 7 students of English Language Education Department at UIN Ar-Raniry Banda Aceh were chosen as the research participants. This research employed the qualitative research method using interviews as the instrument. This study found that the factors of FLTA experienced by student-teachers were self-perception of English proficiency, difficulties with teaching materials, lack of teaching experience, fear of negative evaluation, lack of students' interests, difficulties with time management, and lack of preparation. Most students experienced FLTA due to their lack of teaching experience. They usually felt very anxious in their first teaching practice. Meanwhile, for the second and third performances, their anxiety was reduced. Furthermore, the strategies used to cope with their anxiety were preparation, adaptation, attitude, and relationship.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the research aims, the significance of the study, and the terminologies of the study.

A. Background of the Study

Teaching is not a simple task, it is a complex process. Teaching involves several activities, including giving information, asking questions, explaining, listening, motivating and encouraging, and others. Therefore, the university provides a course that aims to train the students to develop their teaching skills, namely micro-teaching (Chaudhary et al., 2015). Micro-teaching is a scaled-down teaching practice with a system of controlled practice that aims to develop a specific skill of teaching and how to manage a class using a circuit television to give feedback on their teaching performance (Laksmi, 2009). In other words, micro-teaching is a class held to train the student-teachers by allowing them to experience actual teaching on a small scale and in a less complicated way.

When preparing and performing teaching practice, the students might feel anxiety. Anxiety is a state of uneasiness and apprehension of fear caused by the anticipation of something threatening (Lakhera, 2018). The anxiety experienced by a teacher when he is carrying out teaching activities that involve the preparation and

implementation of class activities is called teaching anxiety. Moreover, the anxiety that occurs to a teacher when teaching a foreign language is called Foreign Language Teaching Anxiety (FLTA). FLTA is not a rare phenomenon, it is often experienced by some student teachers, especially EFL students whose native languages are not English.

In one study conducted by Agustina and Nurhayati (2019), they analyzed the level of student-teacher anxiety when implementing real teaching. Their research involved student-teachers of a multidisciplinary Education Study Program at one of the Private universities in Indonesia as the respondents to their questionnaire. One of their research participants is English student-teacher. Through their research, it showed that English student-teachers experienced higher teaching anxiety than other student-teachers like Biology and Economics student-teachers.

Teaching anxiety is derived from various factors. Sari and Anwar (2021) conducted their research to investigate the factors of FLTA experienced by English pre-service teachers in undergraduate internship programs. The result showed that there were five factors of pre-service teachers' FLTA, they were inexperience of teaching, self-perception of language proficiency, difficulty with time management, lack of student interest, and fear of negative evaluation.

Furthermore, when students feel anxious, they will attempt to reduce it by doing some strategies. One study carried out by Ta'linaya (2016) revealed that each student has his own ways of coping with his anxiety, such as preparing the lesson

plan and media carefully, practicing teaching before performing, being positive, attempting to calm down, letting the situation in class go with the flow, praying to God, and asking or discussing with other pre-service teachers.

Based on the study findings, FLTA is often experienced by most EFL student-teachers, especially student-teachers who have no experience in teaching. The sources of their anxiety are diverse and the strategies used by them to cope with their anxiety are different. Hence, discovering the factors of FLTA experienced by EFL teachers and how they manage it is vital for creating a supportive learning environment and enhancing the quality of teacher education programs.

Therefore, the researcher is interested in analyzing the English Language Teaching Anxiety experienced by English Language Education Department students at UIN Ar-Raniry in Micro teaching class. This study attempted to discover the factors of the students' FLTA and the strategies used by students to cope with their anxiety.

B. Research Questions

This study answers the questions as follows:

1. What are the factors of students' Foreign Language Teaching Anxiety in micro-teaching class?
2. How do the students manage their anxiety?

C. Research Aims

The aims of this study are:

1. To find out the factors of students' FLTA in micro-teaching practices.
2. To find out the strategies used by students to cope with their anxiety.

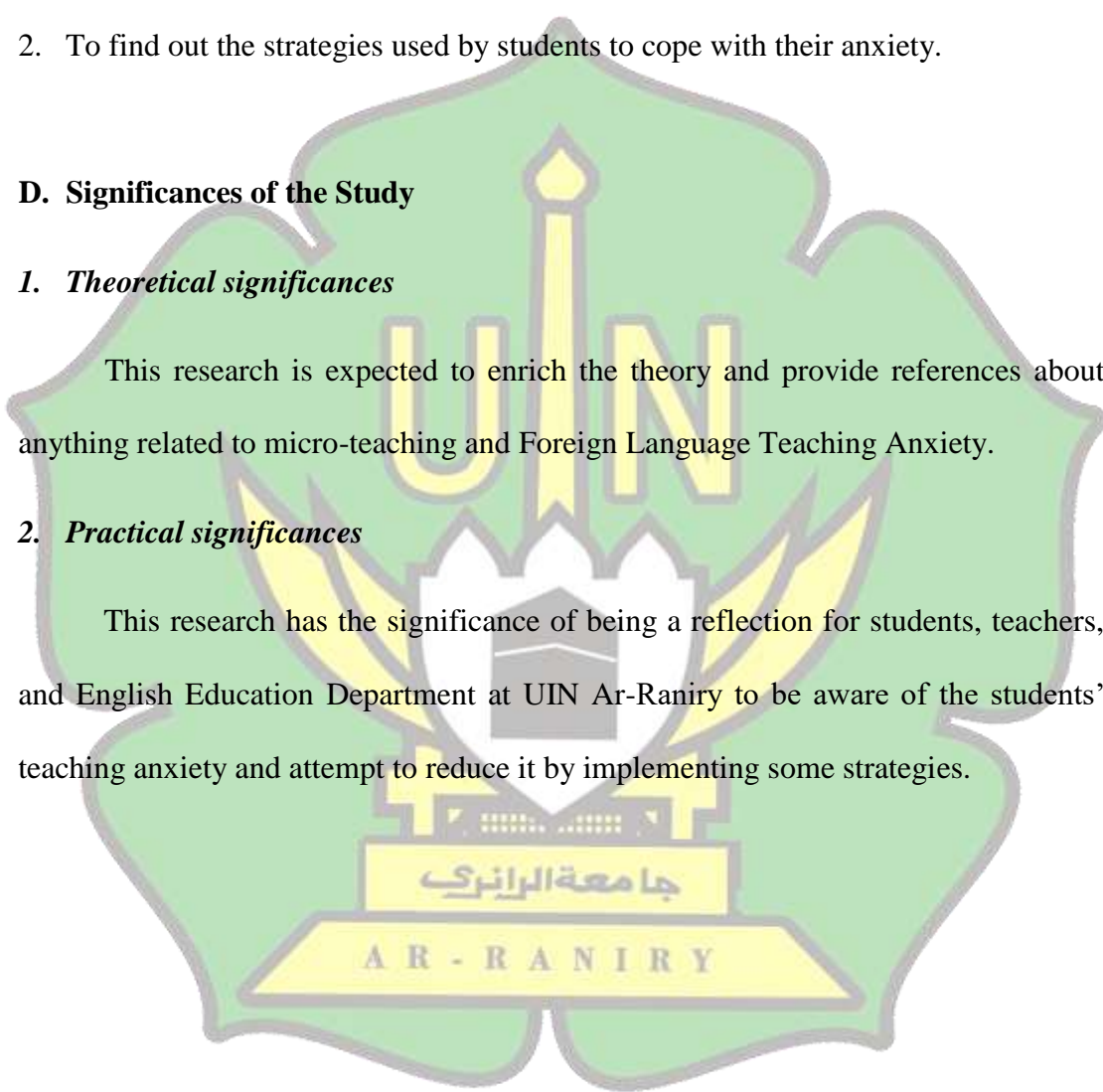
D. Significances of the Study

1. Theoretical significances

This research is expected to enrich the theory and provide references about anything related to micro-teaching and Foreign Language Teaching Anxiety.

2. Practical significances

This research has the significance of being a reflection for students, teachers, and English Education Department at UIN Ar-Raniry to be aware of the students' teaching anxiety and attempt to reduce it by implementing some strategies.



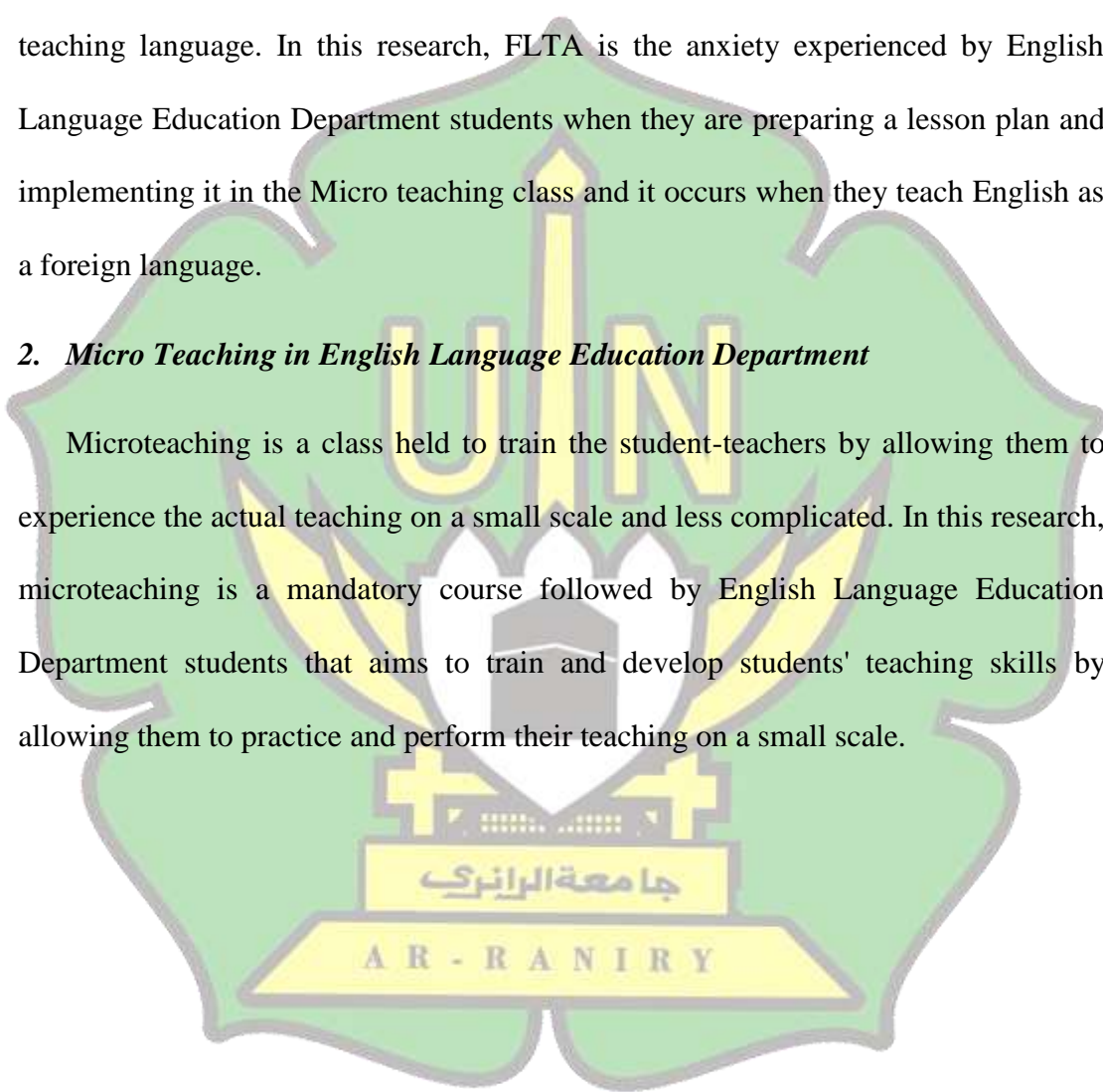
E. Terminologies

1. Foreign Language Teaching Anxiety

Foreign Language Teaching Anxiety (FLTA) is concerned with anxiety in teaching language. In this research, FLTA is the anxiety experienced by English Language Education Department students when they are preparing a lesson plan and implementing it in the Micro teaching class and it occurs when they teach English as a foreign language.

2. Micro Teaching in English Language Education Department

Microteaching is a class held to train the student-teachers by allowing them to experience the actual teaching on a small scale and less complicated. In this research, microteaching is a mandatory 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 reviews some theories and previous studies related to microteaching and foreign language teaching anxiety.

A. Micro Teaching

1. *Definition of micro-teaching*

Micro teaching is formed from two words, namely micro and teaching. According to the Oxford Dictionary, micro means on a small scale, scope, or capability. Teaching is defined as an interactive process, especially between teacher and students that occurs during certain activities. Chaudhary et al. (2015) described micro-teaching as a course that is designed to provide student-teachers opportunities to develop their teaching skill by practicing teaching in the class. Furthermore, Laksmi (2009) as cited by Barnawi and Arifin (2015) stated that micro-teaching is a scaled-down teaching practice with a system of controlled practice that aims to develop a specific skill of teaching and how to manage a class using a circuit television to give feedback of their teaching performance. Usually, Micro teaching has rather a small number of pupils, a smaller classroom, the teaching duration is around 30 minutes, there will be an advisor evaluation, and the material is simplified into a sub-topic.

2. The Purposes of Micro Teaching Class

Microteaching class is supposed to improve student teachers' teaching performance through teaching practice as stated by Sukirman (2012) about the purposes of micro-teaching as follows:

- a. To facilitate, train, and develop students' basic teaching skills.
- b. To facilitate, train, and develop student teachers so that they have expected competencies in accordance with the province of laws and government regulations.
- c. To train the student's teaching performance and skills carried out part by part in a specific manner to obtain abilities as a professional teacher.
- d. To provide opportunities for students to practice correcting and assessing the strengths and weaknesses of their teaching skills.
- e. To provide opportunities for students to improve their strengths and to correct their weaknesses.

To conclude, the purpose of micro-teaching is to prepare student-teachers for real teaching as professionals. Moreover, micro-teaching has been proven can help students develop their teaching skills so that they can teach in the actual class, for instance when they are going to do a teaching internship in the future (Zulfikar et al., 2020).

3. *Components of microteaching*

Components of micro-teaching are people who are involved in micro-teaching activities. The purpose of microteaching can be obtained when the components are working synergistically. Arifin and Barnawi (2015) classified some main components of micro-teaching, including:

a. Teacher trainee

A teacher trainee is a student who practices teaching. The role of teacher trainee is not only limited to a teacher. However, he can have some roles as a pupil, or videographer, or give feedback or evaluation. When a teacher trainee acts as a teacher, he must position himself as a real teacher. Therefore, he needs to prepare a lesson plan which will be implemented in the teaching practice. The lesson plan itself needs to contain the general teaching activities, for instance, it must include the structure of the teaching procedure starting with opening learning activities, core activities, and closing activities.

b. Students

In the micro-teaching class, the students will act as real students when one of their classmates performs teaching practice. The teacher has to make the students active in the class because their active participation will determine the quality of teaching performance. In addition, the students also can give feedback on their classmates' teaching performance at the end of the performance.

c. Supervisor

The supervisor is one of the most important components of microteaching. The supervisor is usually the lecturer who teaches the micro-teaching subject. A supervisor must have the ability to observe, analyze, and help the teacher trainees improve their teaching skills in the class. Suwarna et al. (2006) detailed the tasks of a supervisor as follows:

- 1) Determine the type of micro-teaching practice and the way the micro-teaching will be conducted.
- 2) Determine the schedules of teaching practice.
- 3) Determine the practice material.
- 4) Help students in designing teaching preparation.
- 5) Observing, improving, or correcting the performance of teacher trainees.
- 6) Leading discussion.
- 7) Writing the grades in the supervision form.
- 8) Guide students' mental.

All of the micro-teaching components should be completed because each of them has an important role. Without one or two components, the process of micro-teaching cannot be conducted.

4. Teaching skill trained in Microteaching

To be a teacher, there are a lot of teaching skills that have to be mastered. Although every person has their own teaching style, they must have several basic skills of teaching. Mawardi et al. (2013) described ten basic skills that should be practiced by students in micro-teaching classes, as follows:

a. The technique of opening the lesson

It is concerned with the way a teacher creates a condition for students to get their attention such as telling a story, showing a picture, or reviewing the previous learning material. Generally, in the opening of the lesson, the teacher will explain the purpose of the lesson and connect the previous learning material with the material they will learn.

b. The movement of student-teachers

The student-teachers' movement must be trained to look professional. For instance, the student-teachers must stand firmly to appear authoritative. Besides that, when a student-teacher is explaining the lesson, he has to move flexibly and the position of his body has to face the students.

c. The rhythm of voice and language

A student-teacher should speak rhythmically, not in a hurry, and not in a monotone. He also needs to use the language that is easy to understand.

d. Eye contact

When teaching in the class, the student-teachers have to keep eye contact with all students. If the student-teacher avoids eye contact with the students by looking at the wall or the outside, the pupils will think that the teacher is not paying attention to them or they will assume the teachers could not master the material. This also indicates that the teacher is not confident in teaching.

e. Using hand and facial gestures

When explaining the material, the student-teachers can use hand and facial gestures to attract students' attention. The hand gestures are very helpful in clarifying the lesson explained by the teacher. The facial gestures are changes in the teacher's facial expressions when explaining the lesson such as happy, sad serious, impressed, amazed, and so on.

f. Writing style and its quality

The student-teachers should follow some requirements of writing, including the writing on the whiteboard should be tidy, clean, and readable and the teacher's body position should not cover the board.

g. Focusing

Focusing is the teacher's effort to make students' attention focus on the lesson. Some students are easily distracted by something else, so the teacher can gain students' attention by saying, attention please, listen, and so on. The teacher also can

do it using some gestures such as knocking on the table, clapping his hand, or pointing to an image or text.

h. Mastering the teaching material

A student-teacher has to master the teaching material perfectly so he can teach confidently and fluently. If the student-teacher does not master the material, he will speak haltingly and appear stiff, tense, and less confident.

i. The technique of asking and reinforcement

Asking or questioning is aimed at creating active students and an active positive learning process. When asking students, the teacher needs to state his question clearly before he randomly chooses one of the students to answer the question. Furthermore, reinforcement is the way teachers respond to students' answers positively so their motivation to learn will increase. Reinforcement is divided into two types, verbal reinforcement by saying something positive such as very good, good point, can you repeat, and so on and non-verbal reinforcement such as smile, nod of the head, thumbs up, and so on.

j. The techniques of closing the lesson

The student-teachers have to use several strategies in closing the lesson to leave a good impression and motivate students to learn more.

Those are the basic skills of teaching that are trained in micro-teaching class. A lot of training and practice can produce high-quality student-teachers as real teachers and it also can grow their confidence in teaching.

5. *Microteaching at UIN Ar-Raniry*

Microteaching is a mandatory course to be attended by all students at the Faculty of Education and Teacher Training. It trains and educates students to be a teacher. This course is very important to prepare the students to face the actual phase of teaching practice in 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.

Technically, there are some steps 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 modeling the lesson.
- b. The next step is the students are assigned to study various components of teaching skills through some micro-teaching guidebooks, learning videos, or modeling by the lecturer.
- c. The next phase is preparing a lesson plan. 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 teach in 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 micro-teaching courses through this simulation (Mawardi et al., 2013).

The procedures above are the steps of micro-teaching class carried out in general. However, the procedures are often conducted differently in each class. For instance, 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. Anxiety

1. Definition of Anxiety

When a person faces something very important and feels like a challenge, such as doing a public performance like teaching, he might experience some physical arousal such as an increase in blood pressure and heart rate. However, when a person is overly aroused, he starts to feel anxious and his performance may decline. Giving a lecture, presenting, and teaching in class are highly potential sources of anxiety (Barkah, 2016).

Anxiety is a series of mind and body reactions that are experienced by people around the world especially when they speak in front of others. The Oxford Advanced Learner's Dictionary defines anxiety as the state of feeling nervous or worried that something bad is going to happen. Furthermore, Horwitz (1986) described anxiety as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. In addition, Ellis (2011) as cited by Barkah (2016) stated that anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. It can be concluded that anxiety is a condition of a person who is feeling uncomfortable with his physics and mind because he thinks that something bad will happen in his life.

When people face anxiety, they may experience some physical anxiety indicators such as breathing rapidly, heartbeat speeding up, feeling dizzy, getting butterflies in the stomach, and sweating more (Dixon, 2015). Anxiety can manifest

as unwanted, repetitive thoughts and compulsive behaviors that seem impossible to stop. It specifically occurs in a certain situation, like when teaching in a classroom. Furthermore, Nevid et al. (2005) classified the indicators of anxiety as follows:

a. Physical indicators

Anxiety can be indicated by the physical indicator of a person. A person who feels anxiety may tremble in some parts of the body such as hand, sweat in the palm hand, dry mouth, cold hands or feet, breathing rapidly, speechless, diarrhea, and even heart palpitation and urine voluntary.

b. Behavioral indicators

The anxiety can be indicated by several behavioral indicators such as Dependent behavior on something or someone else, shock behavior, and withdrawal behavior.

c. Cognitive indicators

A person who is experiencing anxiety is worrying about anything, even a little thing, being afraid that he will lose control or cannot solve the problem, or having difficulties in concentration or focus.

Some of those indicators will appear when someone is experiencing anxiety. The anxiety of a person cannot be immediately recognized by other people. People often recognize the anxious person from his physical movements such as his hands

trembling or cold and so on. However, some people are skilled at covering up their nervousness so that they can successfully hide their anxiety.

2. Foreign Language Teaching Anxiety (FLTA)

Horwitz and Cope (1986) who were the first 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.

Foreign Language Anxiety does not only happen when students learn a foreign language. However, it also happens to teachers, especially EFL student-teachers who can also be categorized as language learners, when performing teaching in the classroom. In teaching, some student-teachers experience lots of pressure such as in preparing the teaching material, preparing for student tasks, planning teaching procedures, delivering the material properly, setting and controlling the class conditions, and so on. A form of anxiety related to when a student teacher carries out

teaching activities that involve the preparation and implementation of class activities is called teaching anxiety (Gardner & Leak, 2015). The teaching anxiety that occurs when teaching a language that is a foreign language is called 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 deliver the material well. The FLTA also can disturb students in the learning process (Aslrasouli et al., 2014). The FLTA is one of the challenges that must be faced by EFL student-teachers.

3. *The Factors of FLTA*

The factors of non-native student-teachers Foreign Language Teaching Anxiety are diverse. Non-native student-teachers are language learners (Horwitz et al., 1986). Lack of knowledge about grammar, and vocabulary, and inadequate writing practice are often mentioned as triggers for student-teachers' teaching anxiety (Intan & Anwar, 2021). Furthermore, Selami and Ozgehan (2020) classified the factors of FLTA into five factors, they are:

a. Self-perceptions of foreign language proficiency

The student-teacher perceptions of their English proficiency can trigger excessive anxiety in teaching. When student-teachers think their English skills are not good, it makes them less confident and afraid of making mistakes. They are worried they cannot deliver the material correctly because the thoughts of their English skills

are still poor. They are also afraid that students will ask them unexpected questions that they cannot answer.

b. Teaching inexperience

The lack of experience in teaching foreign language also can lead to the anxiety of non-native student-teachers. Many things can cause anxiety due to the lack of experience in teaching. One of them is when student-teachers face an unexpected thing that makes it difficult to implement their lesson plan in the class so they need to change the procedure of the teaching process immediately following the situation that happened in the class (Sammephet & Wanphet, 2013). Due to their lack of teaching experience, they feel anxious because they do not know how to handle such problems perfectly.

c. Lack of students' interest in class

The teaching and learning process cannot be done by teachers alone. The students must be involved in class activities. However, when students are less interested in participating in the learning process, it will make the teachers feel worried and anxious because the class is not going as well as they expected. If the teachers cannot attract the students' attention, then their anxiety will arise and the teacher will lose enthusiasm for teaching so the class will feel increasingly boring.

d. Fear of negative evaluation

Horwitz and Cope (1986) stated that Foreign Language Anxiety concerns the performance evaluation, within the academic or social context. The students' FLTA

can be triggered by fear about how other students will evaluate their teaching performance. Apart from that, the student-teachers also worry about being observed and evaluated by the supervisor. They worry they might make some mistakes while the supervisor is observing them (Merc, 2011; Sammephet & Wanphet, 2013).

e. Difficulties with time management

The anxiety of student-teachers can be triggered by fear of not managing their time properly when teaching (Sammephet and Wanphet, 2013). When performing teaching, the teachers have limited time to implement their lesson plans. They must use this time to convey the material and carry out the planned teaching and learning activities. However, sometimes unexpected things happen in the class, which takes up the teacher's teaching time. Teachers will feel anxious when they cannot implement their lesson plan completely because time has run out.

Apart from the factors mentioned above, another factor that is mostly mentioned as causing student-teacher anxiety is the lack of preparation (Houlihan et al., 2009; Merc, 2011; Agustina & Nurhayati 2019). The teachers must prepare for their class before performing teaching practice. There are many things that must be prepared including instructional media and teaching plan. Insufficient teaching preparation in this regard can cause anxiety in teachers when they are performing teaching in the classroom.

In addition, all students have different factors of anxiety. Their anxiety can be triggered by one or more factors mentioned above. Therefore, they have to manage and reduce their anxiety by implementing some strategies.

4. Coping Strategies of FLTA

Students acknowledge that being anxious affects their teaching performance. Therefore, they will use some strategies consciously or unconsciously to manage their anxiety (Pasaribu & Harendita, 2018). Through his research, Lampadan (2014) classified the strategies for coping with teaching anxiety into four categories, they are:

a. Adaptation

The classroom does not always flow as student-teachers planned. Interruption or disruption is a normal thing that might occur in the teaching process. As teachers, student-teachers need to be able to control various situations in the class. Therefore they realized that they need to be flexible and open to change.

b. Preparation

Being well-prepared for the class is the most important key to reducing teaching anxiety. Student-teachers also realize when they are not well prepared, their anxiety will increase. Student-teachers need to prepare themselves, physically and mentally since many things may occur in the class. Furthermore, the guidance from their lecturer helped them a lot.

c. Attitude

A person's attitude towards something can reduce anxiety when they are facing something difficult for them. One of the attitude examples is positive thinking. The student-teachers should be always positive thinking in every situation. They need to know that the challenges in teaching will teach them in their real teaching context.

d. Relationship

It is crucial to maintain a good relationship with the other components in the micro-teaching class, such as the lecturer and other students. A good relationship with others will increase student-teacher confidence and the effectiveness of teaching in the class.

Teaching anxiety can be reduced when students implement the appropriate strategies as mentioned above. All students have different strategies to cope with their anxiety because the sources of their anxiety are also different.

C. Previous Studies

In this part, the researcher reviews some previous studies related to the topic of teaching anxiety in teaching practice.

The first study was carried out by Ninggar (2020). Through her research, she investigated the type and source of four English teacher students' anxiety when teaching English in junior and senior high school. Her study discovered that English teacher students have state anxiety and situational anxiety. The source of their anxiety

is they did not understand the materials, students underestimated the teacher, and unpredictable classroom conditions.

The second study was carried out by conducted by Agustina and Nurhayati (2019) which analyzed the level of student-teacher anxiety when implementing real teaching and the factors that caused the anxiety. Their research involved 238 student-teachers of a multidisciplinary Education Study Program at one of the Private universities in Indonesia as the respondents to their questionnaire. The result of the study found that the level of anxiety experienced by primary school teachers, mathematics, English student-teachers, and Indonesian language student-teachers is high. Whereas the anxiety level of Biology and Economics student-teachers is relatively low. The most influencing factors of teaching anxiety were teaching preparation, teaching evaluation, class control, school staff, and failure in teaching.

The other study conducted by Sari and Anwar (2021) also aimed to investigate the factors of FLTA experienced by English pre-service teachers in undergraduate internship programs. Through the questionnaire, the results showed that there were five factors of pre-service teachers FLTA, they were inexperience of teaching, self-perception of language proficiency, difficulty with time management, lack of student interest, and fear of negative evaluation.

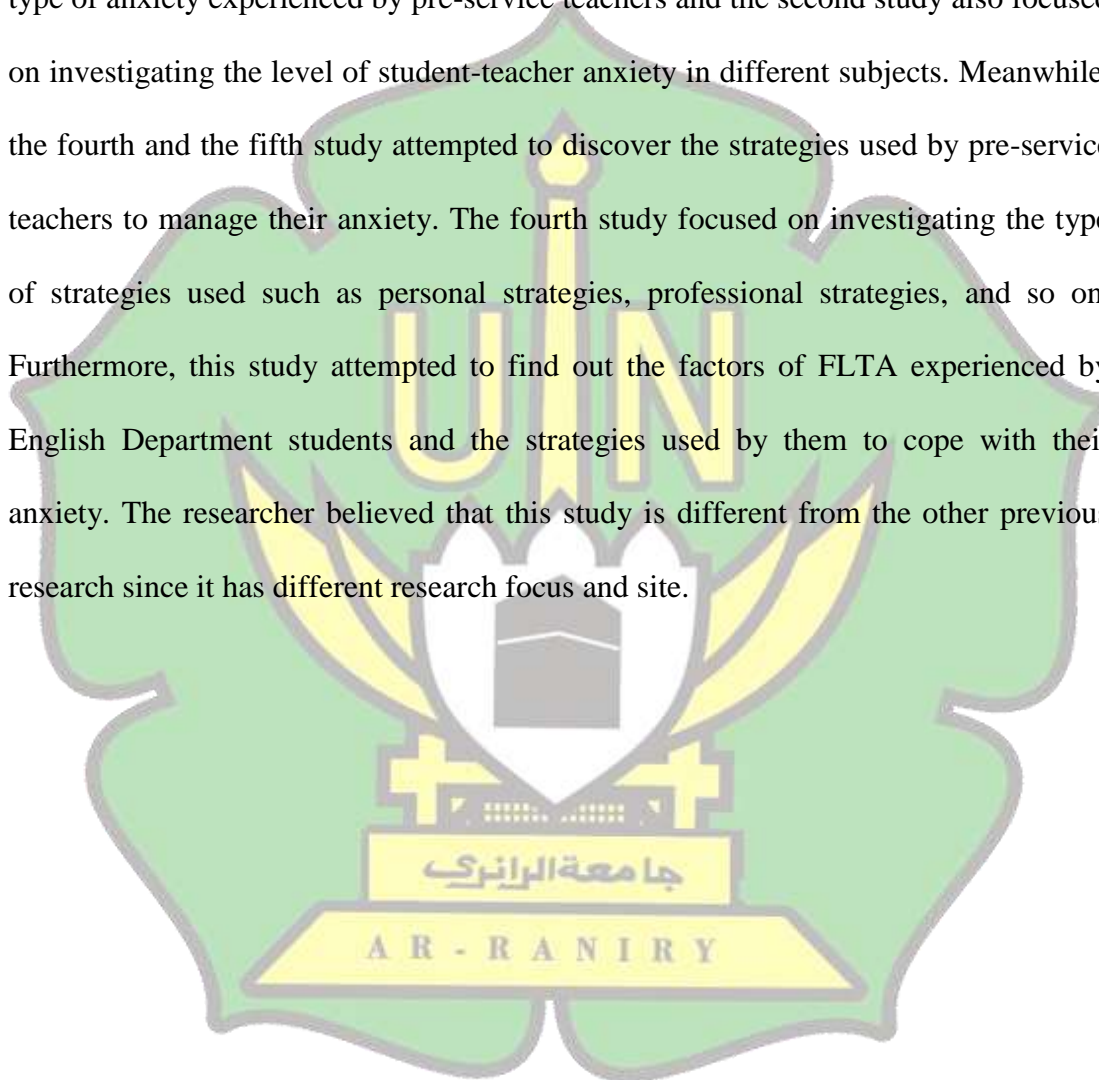
The fourth study was carried out by Novitasari and Murtafi'ah (2022). This research attempted to find out the sources of teaching anxiety experienced by EFL teachers during teaching practicum and the types of strategies used to manage the

anxiety. A semi-structured interview was used to collect the data. The study found that the sources of pre-service teacher anxiety are personality, lack of teaching experience, lack of learners' motivation, fear of making mistakes, and difficulties in time management. The study revealed that there are four strategies used by the participant to cope with her anxiety, including personal strategies (cognitive, behavioral, and emotional strategies), professional strategies (self-management skills), social strategies (discussion strategies), and institutional strategies (support and feedback from supervising teacher).

Furthermore, one research carried out by Ta'linaya (2016) analyzed the factors of pre-service teachers' anxiety in their first teaching practice in micro-teaching practices and how they manage it. Through questionnaires and interviews, the study found that the biggest factor of students' anxiety is the lack of teaching experience. It was followed by worrying about the language used, controlling the pace of speaking and modifying the language in the class, implementing the lesson plan, and worrying about making mistakes and the supervisor's reaction. They manage their anxiety by preparing the lesson plan and media carefully, practicing teaching before performing, being positive thinking, attempting to calm down, letting the situation of the class go with the flow, praying to god, and asking or discussing with other pre-service teachers.

The studies above analyzed the same topic namely Foreign Language Teaching Anxiety. However, the five studies have different research focus and

methods. The five studies above also have similar purposes, namely to find out the sources of teaching anxiety. The findings of those studies showed that the factors of teaching anxiety are diverse. Furthermore, the first study also aimed to determine the type of anxiety experienced by pre-service teachers and the second study also focused on investigating the level of student-teacher anxiety in different subjects. Meanwhile, the fourth and the fifth study attempted to discover the strategies used by pre-service teachers to manage their anxiety. The fourth study focused on investigating the type of strategies used such as personal strategies, professional strategies, and so on. Furthermore, this study attempted to find out the factors of FLTA experienced by English Department students and the strategies used by them to cope with their anxiety. The researcher believed that this study is different from the other previous research since it has different research focus and site.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that was used in this study. This chapter consists of the research design, research participants, technique of data collection, and technique of data analysis.

A. Research Design

This study used qualitative approach. The qualitative research method is a research method that is based on the post-positivism philosophy, used to research the condition of natural objects where the researcher is the key instrument of the research and the results of the research emphasize meaning rather than generalization (Sugiyono, 2009). The researcher chose this method to discover the students' thoughts related to the factors of their Foreign Language Teaching Anxiety and the way they manage it based on their experiences in micro-teaching class.

B. Research Participants

This study involved students of English Language Education Department at UIN Ar-Raniry Banda Aceh as the participants. The participants were chosen by purposive sampling. Purposive sampling is a technique that uses certain

considerations according to some criteria to determine the samples to be studied (Sugiyono, 2009).

The participants were the students who had enrolled micro-teaching course in the academic year 2023/2024 and received grades A- and B+. The number of students who got those scores was 33 students. 7 out of 33 students were randomly selected from different classes to represent each class as research participants. All of the participants were Indonesian native speakers and had no teaching experience before they took micro-teaching courses.

C. Technique of Data Collection

To collect the data, this study employed structured interviews as the instrument. According to Sugiyono (2009), structured interview is a data collection technique used when the researcher knows exactly what information will be obtained. Therefore, the researcher had prepared research instrument in the form of questions that would be asked to the participants. The questions of the interview were adapted from modified questions from the Foreign Language Classroom Anxiety Scales (FLCAS) developed by Horwitz et. al. (1986) and the Foreign Language Teaching Anxiety (FLTA) questionnaire developed by Selami and Ozgehan (2020). The framework questions of the interview were as follows:

1. What are the factors that cause your anxiety before and during performing teaching English in micro-teaching class?
2. How do you manage your anxiety both outside and inside the micro-teaching class?

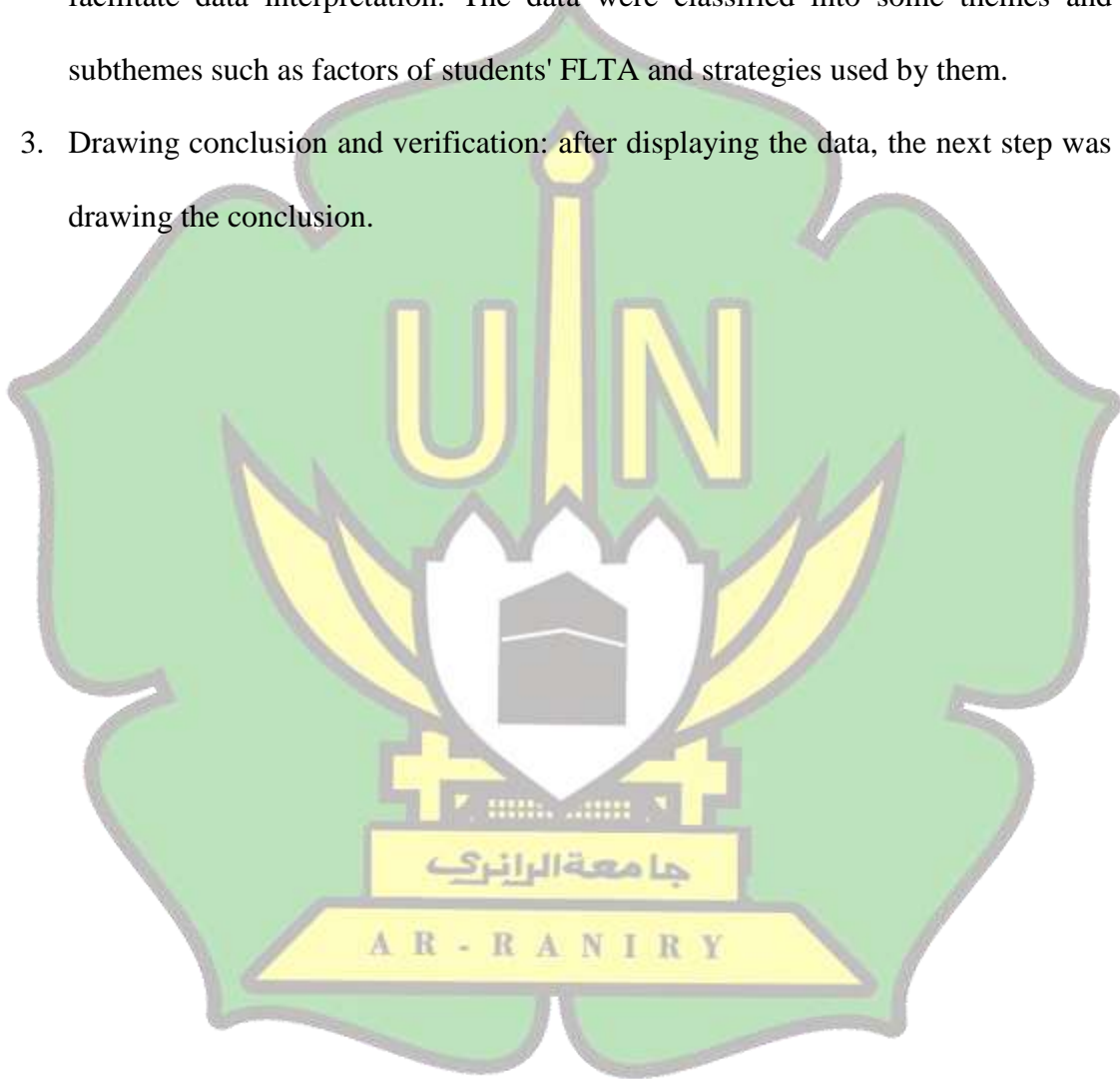
The interviews were conducted in Indonesian to ensure that the participants could express their thoughts well. The interviews were recorded and transcribed. Furthermore, the transcripts of the interview were translated into English by the researcher.

D. Technique of Data Analysis

The collected data were analyzed using the framework of qualitative analysis developed by Miles and Huberman (1994). This framework involves three phases, as follows:

1. Data reduction: The data of interview transcripts were organized using reduction or reconfiguration. Data reduction involves the process of selecting, simplifying, coding, abstracting, and transforming the collected data (Miles & Huberman, 1994). In reducing the data, the researcher chose the aspects that appear in the interviews to be emphasized, minimized, or set aside completely to fit the purposes of the study. Furthermore, the researcher examined the relevant data and collated them into several themes and descriptions.

2. Data display: The second stage of the data analysis process is data display which provides organized and compressed information that permits for conclusion. The data that have been reduced were displayed in the form of descriptions or text to facilitate data interpretation. The data were classified into some themes and subthemes such as factors of students' FLTA and strategies used by them.
3. Drawing conclusion and verification: after displaying the data, the next step was drawing the conclusion.



CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the findings of the study and presents the discussion of the research.

A. Findings

This part presents the findings from data collected through interviews with 7 English Language Education students at UIN Ar-Raniry Banda Aceh. The participants were Indonesian native speakers and had taken Micro Teaching class in the academic year 2023/2024. All of them had no teaching experience before they took that course. In the interview analysis, the students were labeled as P1 for participant 1, P2 for participant 2, and so on. The findings are divided into two sections, they are the factors of students' Foreign Language Teaching Anxiety and the strategies used by students to cope with their anxiety.

1. Factors of Students' Foreign Language Teaching Anxiety

Through interviews, it was discovered that students have different anxiety factors. The micro-teaching class was the first time participants as UIN Ar-Raniry students taught English. This anxiety did not only happen while they were teaching in class, but they also experienced this anxiety before teaching because they were worried about what would happen in the micro-teaching class in the future. Based on

the results of interviews with the seven participants, the factors that caused their English teaching anxiety were:

a. Self-perception of foreign language skill

Students' perception of their English language skills was a factor that greatly influenced their teaching anxiety. Some participants of this research assumed that their English language skills were still lacking. "I was not confident with my English skills, especially for teaching," said P5. P7 also felt the same way as she said, "When I performed English teaching in micro-teaching class, my English skill was still not good enough." P4 also had a similar concern, "Firstly, before teaching practice, I felt that my English was quite good, but it changed when I performed teaching, it seemed like I was completely blank."

P7 also thought that other students had better English skills than her. Therefore, she was afraid of making mistakes when teaching and would become a laughing stock for other students, as she stated, "I had to teach my friends who might have better English skills than me, so I was worried and afraid I would say the wrong thing and they would know about it. I was afraid of being laughed at when I said something wrong."

Most participants experienced anxiety before they performed teaching in the micro-teaching class. Among their anxiety regarding this was the fear of making mistakes in pronunciation as stated by P2, "I was a bit confused when I spoke. For example, if I wanted to say something in English, I was afraid I would twist my

tongue and mispronounce it.” P4 also said, “I didn't speak English well, and my public speaking wasn't good either. When I spoke in front of people, I stammered. So when I spoke in English, there was a fear that it would be wrong.” P6 also had a similar concern, as she said in the interview, “For new vocabulary, I wondered how to pronounce it. I was afraid I pronounced it wrong, especially since the students were my friends who might have better English skills than me.”

Furthermore, some participants were also afraid of making mistakes when writing on the whiteboard as stated by P6, “There was one more thing that made me nervous, it was about writing. When I wrote on the board, whether or not it was written like that, I was afraid of missing one or two letters.” P7 also had a similar concern, she said, “When I wrote English vocabulary I was afraid of writing it wrong.”

To conclude, self-perception of foreign language proficiency was the factor of some participants' anxiety. When the participants thought that their English skills were still insufficient for teaching, they became less confident and afraid of making mistakes when they used English in Micro-teaching class.

b. Difficulties with teaching materials

There were several concerns regarding the material taught in the micro-teaching class. Therefore, when some participants chose their teaching material, they avoided teaching certain topics, including text-based material. According to them, the text-based materials were complicated and it required more effort to understand it

as stated by P1, “I was not worried too much about pronunciation. But, I was more worried about text-based material.” P2 also said,

I usually avoided material in the form of long texts like recounts text and procedure text. Therefore, when I chose the material for my teaching performance, I would choose the easiest ones like self-introduction and song. To teach long text-based material, I had to learn the structure of the text and the linguistic element of the text, such as grammar or conjunction. Meanwhile, the other materials like self-introduction and songs were not that complicated. (P2)

Another anxiety factor for most participants was the worry of being asked unexpected questions by other students as the statement of P4, “Even though I prepared and learned the material, there were things that might happen that were beyond my predictions, one of them was the questions from friends as our students.” When the other students asked questions regarding the material, they felt anxious because they did not know the answer as told by P6,

Based on my experience in micro-teaching, suddenly one person asked me a question. The question was not out of context, but I was the only one who didn't learn enough about that part, so that day I was afraid because I hadn't mastered the material, how come I didn't know the answer? I felt like my performance wouldn't be as good as my expectations. (P6)

Lack of material understanding can lead to the fear of being asked unexpected questions regarding the English material they taught. Some participants also avoided teaching certain teaching materials that they felt were difficult to be learned and taught.

c. Teaching inexperience

Lack of experience was the biggest factor of teaching anxiety for all participants in micro-teaching classes. All participants in this study had no English teaching experience before taking the micro-teaching class. This resulted in participants felt anxious about what would happen to them in this class, as stated by P2,

Even right away after I enrolled the micro teaching course, I felt scared because I had already imagined what would happen in that class, I would definitely teach whether I liked it or not, once, twice, or three times, I must teach in that class. So, I was afraid because it was my first time teaching. (P2)

Lack of teaching experience caused the participants did not know how to teach and apply lesson plans properly as stated by P1, “because I had never taught anywhere before, I didn't know what to prepare, so I was afraid I would make a mistake later. So I thought a lot about how to teach and conduct class properly.” P4 also stated, “I felt anxious because I thought about how I would teach later, how I would deliver the material.”

Apart from that, lack of teaching experience made participants worried about being blanked when they teach as told by P3, "When I performed, I was afraid that suddenly I did not know what to say, afraid of going blank and the words that I was going to say were not those that came out from my mouth." P6 also said, "I was afraid that I couldn't speak in front of my friends and go blank and sometimes I was unsure about the next teaching step when I performed." They were worried because

they had to perform in front of the class as stated by P2, "I was usually scared of the ordinary presentations. The fact that I had to teach in front of the class made me more scared."

Furthermore, they mostly experienced anxiety when performing teaching in micro-teaching class for the first time. Meanwhile, for the second and third performances, their anxiety was reduced because they already knew about the class and had received advice from the lecturer as stated by P2, "When I performed in the second teaching practice, my anxiety was somewhat reduced because I was used to it. I was already a bit optimistic, especially when I got good input from the lecturer."

To conclude, all participants experienced anxiety because they lacked teaching experience. Lack of experience in teaching makes them confused about how to teach properly. Participants of this research felt very anxious at the first teaching performance. However, at the next performance, although they still felt anxious, it did not exceed the anxiety they experienced when performing for the first time.

d. Lack of students' interest in class

During teaching activities, the responses of other students were very important to the student-teachers during microteaching practice. When students seem uninterested in the class, the student-teacher would feel anxious as experienced by P4, she said,

Actually, I felt like the other students should have a hand in animating the class. When the students were asked about something, I expected an excited

and cheerful reaction from them, but they didn't, either because my class was not fun or the material made them bored. That always made me anxious whenever I performed teaching practice. (P4)

Some participants acknowledged that their class activities were boring for students as stated by P3, "It seemed like every time I performed, everyone got bored." P2 also said, "There were so many students who seemed less interested, almost all of them." P6 also has similar concern because some students in her class were less expressive and the students who usually actively participated in the class were absent. She was worried because it would make her teaching performance less interesting as she stated,

I felt worried because the ones who played the role of my students were my classmates. Meanwhile, some students in my class were less expressive and quiet. When the students who usually actively participated were absent, we did not have a lot of students in the microteaching class. Then, we were not in a good mood anymore. (P6)

The anxiety due to the lack of students' interest in class can be recognized when participants didn't get the student's responses as they expected. 5 out of 7 participants felt anxious when teaching because of this factor. They were afraid when students seemed bored and not interested in their class.

e. Fear of negative evaluation

Fear of being evaluated negatively by lecturers and other students regarding their teaching performance was one factor that greatly influenced their anxiety. Some participants acknowledged performing teaching under the supervision of a lecturer

was intimidating as P4 said, "Being watched by lecturer was scary. What made me afraid, apart from the fact that the material could not be delivered and my performance would not be good, was the fear that I would be given a bad grade." P2 stated, "Even though my lecturer was not a killer lecturer, if someone watched behind you, you would still be nervous." P3 also said, "I felt afraid of being assessed and supervised by the lecturer because he was the one who gave the grades."

Afraid of getting some bad comments about the teaching performance from the lecturer also influenced teaching anxiety in the micro-teaching class as stated by P3, "At first, I was afraid of the lecturer because he seemed like someone who could immediately hurt my heart with his comment."

However, some participants said they experienced anxiety about the lecturer's supervision and assessment only during their first performance. Meanwhile, for the second and third performances, their anxiety had reduced as stated by P7, "When it came to supervising lecturers, at first I felt tense because it was my first time teaching. I felt tense at first, but for the next performance it didn't scare me anymore." P6 also stated, "The first time I taught in class, I was worried about the supervisor because my performance wasn't good. But when I performed for the second and third teaching practice, I was not worried anymore."

Apart from being anxious about lecturers' evaluations, the participant also felt anxious about other students' perceptions of her teaching performance. P4 felt that other students already thought that her teaching performance was not good as stated

in her statement, “I felt like other students also thought that I was stupid. The problem was that I was not good at chatting, talking, and building a class atmosphere.”

Furthermore, because the people who played the role of students in the micro-teaching class were her friends, she was worried that she would be seen as a know-it-all or patronizing by her friends as expressed by P6, “I was worried they would think I was not suitable as a teacher. Since they were my friends, I was afraid of being judged as too know-it-all and patronizing.”

One of the participants' FLTA factors was fear of negative evaluation. Most of them were afraid of being observed and evaluated by the lecturer. Moreover, 5 out of 7 participants were also worried about the other students' perception of their performance.

f. Difficulties with time management

On average, participants were given approximately 30 minutes to implement their lesson plan from opening, main, and closing activity. According to them, within that period, they could not apply the learning plan that they had previously designed perfectly as stated by AR, “We were given about 30 minutes. But 30 minutes is not enough.” P1 also stated something similar, “We were given about 25 minutes. I did not think that was enough for everyone.” Likewise stated by P7, “In my opinion, the time given was not enough to apply the lesson plan that we had made, it was too short.”

Some participants explained that one of the reasons they lacked of time was they took too much time explaining the material as stated by P2, “Especially when I explained the material, it took a long time for me to do it.” P6 also said, "I was afraid that I could not finish my lesson plan until closing activities because I took the most time to explain the material."

Apart from that, this short time was sometimes shortened to a few minutes because many students had not performed yet and it was the last meeting of the semester as told by P4, “In the last meeting, it seemed like we were running out of time for class to finish and we found that there were still many students who hadn't performed. So, because the time was very limited, we had to perform in a short amount of time.” Therefore, she felt worried that she would not be able to apply their lesson plan as a whole, she said, “The problem was that we were told by the lecturer on that day. So I was afraid of whether the material would be conveyed fully or not. Can I make it to the conclusion or not?”

Furthermore, the other participant felt anxious because her teaching performance ended in a short time due to some reasons such as the material was too short and it was her first experience of teaching in class without seeing other students' performances so she didn't know how to teach properly as experienced by P1, “In my first performance, I finished too early because I was the first one in my class to perform and I had not seen the other performances so my performance ended too early”

To conclude, the time given to students when teaching in micro-teaching classes was limited. Therefore, 6 out of 7 participants felt anxious they could not apply the lesson plan that they had previously designed within that time.

g. Lack of preparation

Lack of preparation was one of the factors that caused anxiety for participants. Among the causes of lack of preparation was that they did not prepare the teaching preparation well in advance, as told by P2, "My biggest worry was because it took a long time for me to prepare the lesson plans. Honestly, I had about one or two weeks to prepare, but I started preparing for teaching three days before the day so I had to rush." P5 also stated, "My preparation was not one hundred percent, maybe the percentage of preparation was only fifty percent. I did some preparation such as LKPD and PPT one day before it. To be honest, it was not because I didn't have time to do it."

Furthermore, anxiety also arose because participants did not know what to do and to prepare since it was their first teaching experience as stated by P1, "Because I had never taught anywhere before, I did not know what to prepare." Moreover, the worries about the lesson plan also caused anxiety to arise as stated by P4, "I felt tired, burdened and afraid whether the lesson plans that had been made were correct or not." The P4's worries about her lesson plan arose because of her lack of understanding in making lesson plans, she said, "When I learned about designing a lesson plan in the previous English course design class, I didn't learn it optimally, so I

felt I was having trouble because I didn't have a good understanding in designing a lesson plan.”

Apart from that, the thoughts on the teaching preparation were still lacking, making the participants worried that the class would be boring for students. It happened especially when they were preparing media. They assumed that the media they used could not attract students' attention as stated by P6, “In my opinion, my preparation was quite perfect, but the media was still lacking because I thought my PPT was less interesting for students since it did not have animation.” P3 also said, “The other media for the non-songs materials were just PPTs which did not have videos, it was boring sometimes.”

Furthermore, some concerns arose when preparing learning tools, namely that the material was too short, making it difficult to develop it into an interesting activity as stated by P3, “I was worried when preparing the material because the material was too little, so I was afraid that I would not have anything to say after five or ten minutes.”

Based on the interview analysis, 5 out of 7 participants felt anxious before and while teaching because they lacked teaching preparation. The main cause of their lack of preparation was they did not do their teaching preparation well in advance. Furthermore, some participants also thought their teaching preparation was still lacking because of some reasons including lack of understanding about designing

lesson plans, the instructional media was not interesting, and the material was too short.

In conclusion, the factors of FLTA experienced by participants were self-perception of English proficiency, difficulties with teaching material, lack of teaching experience, fear of negative evaluation, lack of students' interest in class, difficulties in time management, and lack of preparation.

2. Strategies used by students to cope with their anxiety

The participant used various strategies to overcome their anxiety when teaching English in micro-teaching classes. These strategies can be categorized into four strategies, namely:

a. Preparation

Preparation was the most effective strategy and was most often used by participants to overcome their teaching anxiety. Lack of preparation could cause teaching anxiety for students in micro-teaching classes. One of the most important preparations was the lesson plan which was a reference for student-teachers when teaching in class as stated by P5, "Before we performed, we designed a lesson plan, learned the material and read them. If we prepared it carefully, I believe we could teach properly."

To overcome student-teacher anxiety due to their lack of experience in teaching, one of the preparations the participants usually do was observe the video

about teaching as stated by P2, “So at the first meeting, we were told to observe teachers teaching in real class, we could observe in school or through videos. But because I didn't have direct contact with the teacher at school, I just watched YouTube videos.”

Furthermore, through preparation, students reduced their anxiety due to their perception of their English language skills and lack of teaching material understanding. P4 tried to reduce her anxiety by learning more about the material she would teach as she said, "I prepared myself by reading the PPT slides over and over again. Usually, we were required to make PPT slides every time we performed. The other preparation was I looked for some questions that might arise regarding the material.” According to P6, before teaching, she had to learn the material and the vocabulary related to it as she stated, “Before I taught an English material, I had to master it from long ago and learn the vocabularies that were related to the material.”

Apart from preparing lesson plans and materials well, the other participants' preparation was preparing themselves to teach by practicing teaching at home as stated by P6, “The first thing was self-preparation. Before I performed, I had to be ready, so I had to practice teaching by myself, so I would know what it should be like.” This was also done by P1, who said, “I made lesson plans, watched YouTube videos for teaching examples, and practiced to teach at home.”

Apart from that, P4 also overcame her anxiety by reading her lesson plans repeatedly to memorize the steps of her teaching activity as she said, “I also read the

RPP repeatedly, so I would remember the stages of teaching implementation, namely the opening, main and closing.” Another way was to write an outline on paper as a guide for their teaching, which contains instructions about the teaching steps as stated by P3, “Even if I made mistakes, the important thing was that all the steps of teaching activities were conducted. I wrote the outline of the teaching activity before going to perform. Sometimes I brought the lesson plan with me when I was performing in front of the class.”

The other preparations were looking for phenomena or events in the real world that were related to the material being taught and using instructional media that was suitable for the material so that the class would be more enjoyable and anxiety would gradually decrease as told by P4,

In fact, the feedback for my first performance was not good. Then, for the next performance, I tried to make the learning more exciting so that they didn't get bored. So, I brought authentic material for the invitation letter topic, I brought the original invitation and I was joking around at the beginning of the lesson by saying I was having an event coming up. By that real invitation and joke, the class became more entertaining. When the class was fun and lively, the feeling of anxiety disappeared. (P4)

With good preparation for teaching that was prepared carefully in advance before performing, the anxiety experienced by students would be reduced, as stated by P6, “Perfect preparation definitely reduced my anxiety because I had to teach based on the lesson plan I prepared. Therefore, if our preparation was complete, our performance would be good and the worry would be reduced.”

b. Adaptation

The adaptation strategy was usually carried out by participants when they were teaching in class. This strategy was used when the class did not proceed as expected. To overcome this, student-teachers must be able to adapt according to the circumstances in the classroom.

Sometimes, many unexpected things happened in class, one of them was when the time given for teaching was almost up. When it happened, the participants felt anxious that they could not implement their lesson plan fully in the class. Therefore, they tried to adapt to the situation by speeding up their teaching activities as P2 said, "Especially when I explained the material, it took a long time for me to do it, so as soon as students worked on the LKPD, I was in a hurry to finish quickly.", The most important thing is that they could cover all the teaching steps that must be carried out as stated by P6, "I sometimes didn't explain the material fully. I didn't skip the steps, they were still stages, but I only did them briefly. The important thing was I had done all the steps of the lesson plan."

The adaptation strategy was also used by participants when they were faced with unexpected questions from students during teaching performance. When they did not know the answer and they did not want to destroy their performance, then they attempted to adapt quickly by throwing questions to other students. After the students answered it, the participants would conclude their answers as stated by P1, "I

attempted to throw the question to the students first. When they have answered it, I could conclude from their answers.” This method was also used by P4 and P6.

P6 added that if students were unable to answer the questions, then she would avoid answering the questions, she said,

The way I dealt with unexpected questions was that I would avoid them if I did not know the answer. So there was no misunderstanding. I usually threw it at other students first. In case they and I did not know the answer, I would say that the question would be answered at the next meeting. (P6)

The adaptation strategy was also used when participants did not know how to pronounce a word in English. Being allowed to teach using Indonesian could reduce participants' anxiety. Therefore, when they were faced with the problem of not knowing the pronunciation of English words, they would switch to Indonesian as said by P2, “If I did not know how to pronounce them, I immediately switched to Indonesian.” P4 also said, “If I was not sure how to say it, I switched to Indonesian.”

In addition, there were concerns that students were not interested or seemed bored when participants were teaching. The participants used different methods to deal with it. P3 dealt with this by raising her voice volume when teaching, but she didn't find it effective, she said, “Sometimes, my performance was boring, so I raised my voice, but it was no use either.”, Meanwhile, P6, she overcame it by trying to attract students' attention by asking various questions to them “Some students in my class were less expressive. So, I engaged them to participate in class discussion, I had to encourage them to speak by asking them some questions.”

To conclude, the adaptation strategy was usually used by all participants when they were facing unexpected things that happened in the class. For example, when their students seem bored in the class, their students ask unexpected questions, and their teaching time was almost up.

c. Attitude

A person's attitude towards something can reduce anxiety when they were facing something difficult for them. One of the participant's attitudes was an open attitude toward criticism and suggestions. This attitude was very helpful in overcoming anxiety, especially anxiety about receiving negative evaluations from lecturers and friends as implemented by P7, "for lecturer evaluation, I was afraid of it, but I just accepted it." P1 said, "Friends' comment after performing, I just accepted input on what should be improved." Criticism and suggestions helped participants a lot to overcome their anxiety and improve their teaching abilities as stated by P2, "Then I got comments that were optimistic and constructive from the lecturer. I was happy because I could see my progress."

Meanwhile, to overcome anxiety about the lecturer's supervision, the participants pretended as if the lecturer was not there, as stated by P2, "I just pretended as if the lecturer did not exist in the class." P4 also used the same strategy, she said, "As far as I was teaching, I did not really care about the lecturer. I attempted to think that he weren't there, so it was just me as a teacher and my friends as students

in the class." P6 also said a similar thing, "I ignored the lecturer when I was teaching."

Furthermore, the other attitude like not having high expectations for the class was also used to cope with students teaching anxiety as stated by P2,

I was not a cheerful person and I did not like to force myself to be an extrovert when I taught. Therefore, the students were less enthusiastic in my class, but I was okay with that because I did not expect them to be very excited about my class. The important thing was the students still answered when I asked them. (P2)

Apart from that, the other student-teacher resigned herself to the grades that would be given by lecturers. This was P5's attitude to reduce her worries about the grade when she taught as she stated, "I knew my teaching performances were not good enough. So, I didn't worry about what grade the lecturer would give to me, if it was bad, it was fine, if it was good, thank God."

To conclude, some participants used the attitude strategy to reduce their anxiety. Some participants' attitudes to cope with their anxiety were not having high expectations and being open to criticisms and suggestions.

d. Relationship

Anxiety usually arose when someone was surrounded by unfamiliar things. If he was surrounded by people he knew and he had a good relationship with them, then his anxiety would decrease. This also applied to participants who had taken micro-

teaching class. They admitted that their good relationships with their classmates could reduce their teaching anxiety as expressed by P1,

In my micro-teaching class, my classmates and I were quite close and we had talked a lot. If I were in the other micro-teaching class with the same lecturer but different classmates, I think I would be even more afraid, because with others, we only spoke once in a while. (P1)

P3 also said something similar. She revealed that her anxiety was reduced because she had good relationships with other students, "The classmates in that class were the ones I usually talked to and joked with. When I attended a class with my close friends, I felt safe."

The role of their classmates was very helpful for participants in carrying out teaching in micro-teaching class. Some students in microteaching class were cooperative in helping participants to make learning activities run well as stated by P1, "but I was helped by some friends as the students participated actively and were enthusiastic about the class."

Sometimes before performing, some participants informed their friends how they should respond to questions that the participants would ask so that the learning process could go according to what the participants planned as stated by P1, "Before I performed, we also made compromises regarding learning activities, for example, please answer with this one when I give you this question." P2 also did similar thing as she told in the interviews,

When I taught, I did not worry too much because my friends in the micro-teaching class did not behave like real students, they acted still like friends

and also we had made compromises before teaching performing. I was the last one to perform that day, I said to them, when I asked you guys, please answer it with this. For example, if I asked you whether you have ever done this or not, please answer that you have done it. (P2)

Furthermore, they also reminded each other regarding the time when teaching. Having friends who reminded them of the remaining time helped them a lot to complete the learning process as they had planned until the end perfectly as stated by P4, “the last performance was done in a short time because that day some students had not performed yet but it was the last meeting of the class. So, I overcame it by working together with friends to remind each other about the time.”

Furthermore, some participants also asked for advice from friends about designing RPP and LKPD correctly as stated by P4, “I asked my friends about how to make RPP and LKPD. I asked them to help me understand about it.” The other students also helped participants practicing teaching before performing teaching in the micro-teaching class as stated by P7, “I prepared myself by practicing teaching often by myself and with my friends too.”

The participants had good relation with other students in their micro teaching class. It helped them a lot when they carried out micro teaching practice. Having good relationship with other component of micro teaching could reduce the participants’ teaching anxiety.

To conclude, to overcome their anxiety, student-teachers used some strategies implemented before and while they were teaching in micro-teaching class. The strategies were preparation, adaptation, attitude, and relationship.

B. Discussion

Foreign Language Teaching Anxiety is commonly happened to student-teachers when they teach a foreign language. The participants of this research who were the prospective teachers also experienced it when they taught English in micro-teaching class. In this class, students were given three opportunities to teach their classmates who acted as students under the supervision of a lecturer. The students experienced anxiety before they taught and while they were teaching in the class.

This anxiety was caused by several factors. Based on the results of this research, the factors that caused the seven PBI students' anxiety when teaching in micro-teaching class were self-perception of English language skills, difficulty with teaching material, lack of experience in teaching, lack of student interest in class, negative evaluations, difficulty in managing time, and lack of teaching preparation. To overcome teaching anxiety caused by those factors, participants used four strategies, namely preparation, adaptation, attitude, and relationship.

Based on the results of this research, the main factor for anxiety was students' lack of experience in teaching. Teaching practice in micro-teaching class was the first teaching experience for all participants. Because of this factor, they felt confused

about how to teach well, maintain a good classroom atmosphere, and deal with unexpected things that happen in class. This finding is similar to the result of the previous study conducted by Ta'linaya (2016) that analyzed the factors of pre-service teachers' anxiety in their first teaching practice in micro-teaching class. Through questionnaires and interviews, the study found that the biggest factor of students' anxiety is the lack of teaching experience.

The other biggest factors of students' teaching anxiety were their perceptions of their English language skills and lack of teaching material understanding. The participants were not confident in their abilities so they were worried about making mistakes when teaching and they were afraid of being asked unexpected questions from students. It happened because they were still EFL students as stated by Horwitz (1986). This is similar to the previous research findings conducted by Intan and Anwar (2021). They found that lack of knowledge about grammar, and vocabulary, and inadequate writing practice are often mentioned as triggers for student-teachers' teaching anxiety.

For some participants, the anxiety they experienced when teaching for the first time was not as high as the person who performed first in class. This was because they could observe the other students' performance and listen to the teacher's criticism and suggestions for the performance so that they already had an idea of how to teach well and anticipate various things that might happen while they were

teaching. Meanwhile, the participant who was performing without observing the other students' performance would be very anxious.

When student-teachers felt anxious, there were several signs they showed. These indicators could be in the form of physical indicators and cognitive indicators as stated by Nevid, et, al. (2005). Some physical indicators showed by student-teachers were trembling in the body, heart beating faster, and speechlessness. Meanwhile, the signs showed by student-teachers in cognitive indicators were that they were worried about everything, starting from being afraid of making mistakes, not being able to deal with things that happen in class, and losing concentration or going blank.

Based on the results of this study, the researcher found that almost all participants had the same type of anxiety, namely communication apprehension. Based on Horwitz's theory about the types of Foreign Language Anxiety, communication apprehension is the anxiety type characterized by the fear of communicating with people. Student-teachers in this research stated that their public speaking was still lacking. They were afraid that they would speak haltingly, convolutedly, and stammering which would make the listener could not understand their explanation.

To reduce anxiety, one of the strategies used by students was doing teaching preparation as well as possible. Good preparation could prevent anxiety caused by various factors including lack of experience and lack of preparation. Lack of

preparation was also a factor that was mostly mentioned as causing student-teacher anxiety in several previous studies (Houlihan et al., 2009; Merc, 2011; Agustina & Nurhayati 2019).

Lack of preparation results were students being nervous and unable to teach well. Even students who had done a lot of preparation such as preparing the teaching tools, practicing teaching, and writing outlines, still felt anxious and nervous. Preparations made in a short time would not be optimal. Therefore, students should prepare themselves and their teaching tools carefully in advance before they teach.

One of the teaching preparations was preparing teaching tools such as lesson plans, learning media, and LKPD. Another preparation was watching learning videos on YouTube, practicing teaching alone or together with other friends, and asking for advice from others regarding teaching tools and their teaching performance. Students also had to prepare and learn English material that would be taught.

In the end, the anxiety experienced by participants as English Language Education students is something that is commonly experienced by student-teachers in general. This anxiety usually occurred when they performed for the first time teaching, while for subsequent performances, their anxiety decreased. The strategies used before they teach, such as preparation, and when teaching, such as adaptation, were used to reduce their anxiety.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research investigated the factors of FLTA experienced by English language education students when teaching English in micro-teaching classes at UIN Ar-Raniry Banda Aceh and the strategies used by them to cope with their anxiety.

Based on the interview results, the factors of FLTA experienced by Participants were self-perception of English proficiency, difficulties with teaching material, teaching inexperience, negative evaluation, lack of students' interest in class, difficulties with time management, and lack of preparation. Meanwhile, the strategies they used to overcome their anxiety were preparation, adaptation, attitude, and relationship.

Based on the results of this research, lack of experience was the main factor that caused student anxiety. Apart from the adaptation strategy used when they were teaching, the other effective strategy that was mostly used by them to reduce their anxiety was good and thorough preparation for teaching. Furthermore, students felt very anxious about their first teaching performance. However, for the next performance, their anxiety had subsided.

B. Suggestions

After concluding the results of this research, the researcher would like to propose several suggestions to the university, lecturers, students, and other researchers. The suggestions are as follows:

1. University

The university must support the learning process in micro-teaching classes by providing complete teaching facilities.

2. Lecturer

It is recommended that lecturers provide constructive suggestions using soft words about students' teaching performances.

3. Students of English Language Education Department

Students must prepare to teach well before performing. Before enrolling in the micro-teaching course, they should pay attention and study well in the classes related to teaching such as English Teaching Method and English Course Design, so that it will be easier for them to teach in micro-teaching classes later. Apart from that, students must improve and practice their English skills.

4. Other researchers

For further study, it is recommended to use the same variable with a different methodology and a larger sample.

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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1725/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - 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.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara **جامعہ الرانیری**
Siti Khasinah, S.Ag., M.Pd

Untuk membimbing Skripsi:

Nama : **AR** - Nur Hafzah
NIM : 200203026
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Foreign Language Teaching Anxiety in Micro Teaching Class**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 31 Januari 2024

Dekan,

Safrin Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Pembendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Asip



APPENDIX B**LIST OF INTERVIEW QUESTIONS**

1. Have you ever felt anxious before and when you perform teaching in micro teaching class?
2. Have you ever felt anxious about teaching because you assumed that your English skill were not good? How did it happen? How do you overcome it?
3. Have you ever felt anxious about making mistakes when teaching English and students would ask you unexpected questions? When those things happened, how do you manage them?
4. Do you have teaching experience before teaching practice in micro teaching class?
5. Do you feel anxious before and while you teach in the class because you do not have much experience in teaching? How do you overcome it?
6. How do you feel when the response of students is not as you expected? How do you manage it?
7. How do you feel when students look bored during your class activities? How do you manage it?
8. Do you feel anxious because your mentor teacher observes and evaluates your teaching performance? How do you overcome it?
9. Do you feel anxious about how the other students perceive your teaching performance? How do you overcome it?
10. During micro teaching class, every student was given limited time to perform teaching, have you ever felt anxious when you could not finish the class on time or class activity finished too early? How do you manage it?
11. Have you ever felt anxious because your teaching preparation is still lacking? How do you overcome it?

AUTOBIOGRAPHY

1. Name : Nur Hafizah
2. Place/Date of Birth : Karang Baru/September 20th 2002
3. Address : Rukoh, Syiah Kuala, Banda Aceh
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Occupation : Student
8. Email : 200203026@student.ar-raniry.ac.id
9. Parents
 - a. Father's Name : (Alm) Syamsuddin AH
 - b. Mother's Name : Salmah, S.Pd
10. Educational Background
 - a. Elementary School : MIN 7 Aceh Tamiang
 - b. Junior High School : MTS Ulumul Quran Langsa
 - c. Senior High School : MAS Ulumul Quran Langsa
 - d. University : English Language Education Department,
UIN Ar-Raniry Banda Aceh

UIN
AR - RANIRY
جامعة الرانيري
Banda Aceh, 11 Juli 2024

The writer,



Nur Hafizah