An Analysis of Internship Students' Anxiety in Teaching English

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ABSTRACT

This research is about an analysis of internship students anxiety int eaching English. This research was conducted at STKIP Paracendekia NW Sumbawa. The purpose of this research is formulated;(1) to find out the anxiety level that internship English students in teaching English, (2) to describe the influencing factors of internship students anxiety in teaching English. There search design uses mix methods. The subjects of this study were of sixth semester students at STKIP Paracendekia NW Sumbawa. Data collection was carried out using questionnaires, interview, and documentation. The results of the study showed that students had low and medium level of anxiety. This research also shows the factors that cause students anxiety in teaching English such as: lack of proficiency, lack of preparation of teaching materials, teaching performance, lack of class management, lack of self-confidence, expectations of tutor, and difficult to adaptation. This research expected to help for student, readers and future researcher can use the results of this study references, especially regarding the anxiety of English teaching internship.

1. Introduction

The term teaching is basically an attempt to create conditions or environmental systems that support and enable learning to occur. Teaching is a teacher's activity. Besides that, teaching is conveying information to students (Ichsan, 2016). When carrying the teaching process, it requires experience which his obtained by doing teaching practice. Teaching practice or also known as teaching internship is the main activity of implementing field experience practice (PPL), where students are directly involved in the teaching and learning process with the aim that students gain direct experience in teaching and learning activities in the classroom. In this teaching practice activity, internship English students should be able to teach English well, be able to manage classes and should be confident when teaching in front of the class (Ghufron et al., 2022; Rahman & Weda, 2018; Manasikana & Hartono, 2021). However, some internship English students have problems when carrying out teaching internship or teaching practice. One of the problems faced is anxiety.

Anxiety is a psychological state of a person who is full off fear, excessive worry and nervous feelings when facing a situation that may not necessarily occur. Rahmadani & Etfita, (2022) in Nugraha (2020) argues that it is natural for everyone to feel anxiety in certain situations, sometimes certain situations cause fear in a person but it is something that is considered normal by other individuals, for example anxiety when facing a new environment for some students, the new environment is the cause of the anxiety.

Students have different anxieties in teaching when doing teaching internships. This anxiety also has several levels that show how teaching internship students feel anxiety when teaching in class. Anxiety that students may experience is grammar, material delivery, class mastery, anxiety related to students, and anxiety related to teaching. This anxiety can happen to everyone, including students who will do teaching internship (Hamuddin et al., 2022; Al-Obaydi & Rahman, 2021; Prihandoko et al., 2021; Junaid et al., 2023). To be teachers in the future, student teacher candidates should be confident, brave and able to manage the class. This is a problem for internship student as they become anxious in their first experience of teaching because it is something new for them.

Based on previous research which partially focused on the anxiety of prospective teacher students in micro-teaching practices, this research focuses on investigating the levels of anxiety of internship students when doing teaching and the factors that influence internship student to feel anxious which are formulated into these two research

question namely (1) what is the level of internship students' anxiety in teaching English?; (2) what are the influencing factors on internship students' anxiety in teaching English?. Therefore, the purpose of this research is (1) to know the level of internship students' anxiety in teaching English and (2) to know the influencing factors on internship students' anxiety in teaching English.

2. Methodology

2.1. Design

The method use in this study is mix-method. Mix method is a combination of quantitative and qualitative. The fundamental difference between qualitative and quantitative research methods lie in the basic research strategy. Quantitative research is seen as something that is confirmatory and deductive, while qualitative research is exploratory and inductive (Supriyati et al., 2020, p. 23). It is confirmatory because this quantitative research method is to test the hypothesis of an existing theory. Research has the character of confirming theory existing reality by basing it on scientific data or in the form of numbers. Conclusions are deductive in nature, it means from something general to something specific. This departs from the theories that build it.

In terms of the flow of thought, the conclusion of the quantitative research takes a deductive process, namely from the determination of variables (concepts), then data collection and conclusions. While qualitative research processes inductively, it means the process begin with obtaining detailed data (life history of the respondent, life story, life cycle, regarding the topic or research problem), without evaluation and interpretation, then categorized, abstracted and searched for themes, concepts or issues. Theory as a finding (Supriyati, 2020, p. 7).

Qualitative descriptive research is called explaining and describing the condition of an object to be studied (Thorne, 2016). It aims to understand the phenomena that exist and are experienced by research subjects such as behavior, reasons, perceptions, motivations, actions, etc. as a whole, by describing them in words and language in specific contexts. Researcher collect data with a technique questionnaire, interviews and documentation to find out the levels of anxiety and the factors affect the subject feels anxious.

2.2. Participants

The subjects of this research were internship English students who were selected using purposive sampling techniques. According to Rompas (2013), the purposive sampling technique is to determine samples from data sources with the criteria. There are two considerations for determining the subjects in this study. The first is based on the value of practical teaching skills obtained from the teacher. The second is the experience of researchers when doing teaching practice (PPL). Student who have done PPL meet the criteria as follows: (a) Registered as an active student (without leave); (b) Have completed a minimum of 110 Semester Credit Systems (SKS); (c) Obtain approval from academic lecturers and heads of study programs; (d) Complete administration of PPL preparation; (e) Have received supplies from the campus; (f) Has carried out PPL activities; (g) Complete PPL activities in accordance with the specified time; (h) Has collected PPL reports; (i) Get scores from tutors and supervisors; (j) Not having a bad record from the PPL place.

2.3. Instruments

a. Questionnaires

Questionnaire is research instruments with data collection techniques that is carried out by giving written questions to participants to answer. According to Patten (2016) the questionnaire is also defined as an instrument for collecting data with self-reports filled in by each research audience as part of a research study. Questionnaires are forms used in survey designs that direct participants in research to be answered and returned to researchers (Creswell, 2014).

The main instrument for collecting data in this study is a list of questions. Denscombe (2017) states that a questionnaire is a way to collect data by using a list of several questions made to obtain data. These questions were asked to the participants directly so that the information obtained will be in accordance with the research and will be used as data to be analyzed. Denscombe (2007) divides questions into two types, namely open and closed questions. Open questions mean short questions and long answers. While closed questions, namely the answers to questions that have been provided and defined by the researcher so that the participants only choose one answer. Answer choices usually consist of 'Yes' or 'No', 'Male' or 'Female' answers. This study use a closed questionnaire consisting of not at all, somewhat, moderately so, very much for state anxiety "almost never", "sometime", "often", "almost always" for trait anxiety answers. Then the data from each question is explained to determine the level of anxiety of internship students.

This questionnaire consists of 40 items adopted from Spielberger's (1983) State-Trait Anxiety Inventory (STAI) study, which will be filled in by the respondents themselves and aimed to assess separately the state of anxiety and the nature of anxiety with each of the 20 items. Then in the STAI questionnaire there are 4 choices for each item and its parts which have a range of choice numbers 1, 2, 3 and 4 with the value of each part. The 4 choices are, "Not at all", "Somewhat", "Moderately so", and "Very much so" for state anxiety and "almost never", "sometime", "often", "almost always" for trait anxiety (see appendixes one). Then on the questionnaire items there are positive and negative classifications then each score from both will be calculated. After the results are calculated, they will be adjusted based on the classifications below:

Table 1. levels of anxiety

No.	Levels of Anxiety	Score
1	Low	20-39
2	Medium	40-59
3	High	60-80

b. Interview

Interviews are defined as data collection techniques to obtain additional information from data sources directly through conversations or questions and answers between the interviewer and the person being interviewed. Baker and Edwards (2012) defines an interview as a meeting between two people to exchange ideas, Information, and ideas through question and answer, which leads to communication. In this study, researcher use semi- structural interviews to find out more in-depth details about participants in interpreting situations and phenomena that occurred and during 10 to 15 minutes (see appendixes two). The interview questions asked involved feelings, conditions, and causes.

According to Arikunto (2010, p. 270) in Larawsati (2018) suggests that semi-structured interviews are a form of interview that begins with the researcher asking structured questions, then deepening one by one to dig up further information. The question in interview explained anxiety of internship students and factors that influence students to become anxious. The instruments that used by the researcher are interview sheets, pens, notebooks, and cellphones as recording notes.

2.4. Data Analysis Techniques

The results of interviews and questionnaires about anxiety in teaching English as a foreign language in teaching internship practices will be analyzed through four step: 1) The first step is data are collected through questionnaire and interview. 2) The second step is data reduction, which means summarizing and focusing on the important things. Data reduction is summarizing, choosing main ideas, focusing on main ideas. The theme and model then perform changes to the rough data that emerges from the record. This process lasts as long as the research is carried out even before the data is actually collected in terms of the research concept, study problems, and data collection chosen by the researcher. 3) The third step is displaying the data. After the data reduction process, the next step is displaying the data. According to Miles and Huberman (1984) data display frequently used for qualitative research is narrative text. At this stage the researcher combines information in a structured way in order to be easy. In this study, the researchers present the information in a narrative text. 4) The final step is drawing conclusions/verification. The researchers conclude the whole research.

3. Result and Discussion

3.1. Questionnaire

Researcher used a questionnaire to determine the anxiety level of the internship student. Based on the questionnaire data filled out by students, the researchers found varied responses. After analyzing the data, the researchers finally found the anxiety level of English internship students.

Table 2. Favorable statement

S T	Favorable statement																				T L
	1	2	5	8	10	11	15	16	19	20	21	23	24	26	27	30	33	34	36	39	
A	2	3	3	3	3	1	3	3	2	3	3	1	4	1	1	3	3	3	1	1	47
B	2	1	2	2	1	1	1	1	2	1	1	1	2	4	2	2	2	3	3	4	38
C	2	2	3	4	3	4	3	3	4	1	2	4	4	4	4	3	3	4	4	4	65
D	2	3	2	2	2	2	2	2	3	2	2	3	1	3	3	2	3	3	3	3	48
E	2	2	3	2	2	2	2	2	2	2	1	3	2	4	2	2	3	4	3	2	48

Table 3. Unfavorable statement

S T	Unfavorablestatement																				T L
	3	4	6	7	9	12	13	14	17	18	22	25	28	29	31	32	35	37	38	40	
A	1	2	2	1	1	2	2	1	2	2	2	1	2	3	2	2	1	4	4	4	41
B	1	2	2	1	2	2	1	1	3	3	2	1	3	1	2	2	2	1	3	2	37
C	2	3	1	2	2	2	2	2	1	2	2	1	1	2	2	2	1	3	2	2	37
D	2	2	3	2	3	2	2	3	2	2	2	2	1	2	2	2	2	3	2	3	44
E	3	1	2	2	2	2	1	2	3	1	1	1	2	2	1	3	1	2	1	1	34

3.2. Data Summation

Data Summation:

Score Average $\dfrac{total\ score}{2}$

Student A   47 + 41 = 88

$\dfrac{88}{2}$ = 44

Student B   38 + 37 = 75

: $\dfrac{75}{2}$ = 38

Student C   65 + 37 = 102

$\dfrac{102}{2}$ = 51

Student D   48 + 44 = 92

$$\frac{92}{: 2} = 46$$

Student E   48 + 34 = 82

$$\frac{82}{: 2} = 41$$

a. Data Summation

Table 4. Level of Anxiety

	Total score	Average score	
A	88	44	Medium
B	75	38	Low
C	102	51	Medium
D	92	46	Medium
E	82	41	Medium

Based on the results of the questionnaire, the researchers classified student A with an average score of 44 as experiencing a medium level of anxiety, Student B with an average score of 38 experiencing a low level of anxiety, Student C with an average score of 51 experiencing a medium level of anxiety, Student D with an average score of 46 experiencing a medium level of anxiety, and Student E with an average score of 41 experiencing a medium level of anxiety. Based on the results of the questionnaire, the researcher concluded that students were at a medium level of anxiety and low anxiety. This is supported by the data that the researcher obtained from the students, where the scores of some students were at medium levels of anxiety, namely around 40-59 and low anxiety 20-39.

b. Interview

To identify the factors that influence the anxiety of English internship student, the researcher also conducted interviews with the students. Questions were written in the form of an interview guide (see appendixes two) totaling seven questions and those were asked one by one and answered directly by the respondent. From the interview results, there are seven factors that cause student anxiety, namely:

1) Lack of language proficiency

Becoming an English teacher in the future, of course, students majoring in English are required to speak English fluently while teaching. Meanwhile, in this situation, some students had difficulty teaching when they had to use English fluently, so they felt anxious. This is supported by data that researchers obtained from student interviews. When the researcher asked, "do you feel anxious when you are not proficient in English when teaching? Why?"

Excerpt 1

Student A said, "yes, I'm worried because when I'm not proficient in English the delivery of the material will be inappropriate and it could be that the vocabulary that I don't master causes errors when delivering the material".

Almost all the student have similar answer by saying: "yes, of course we are very worried, because we as students majoring in English are considered incapable by students even though it is our own major"

2) Lack of teaching planning

The next factor that causes student anxiety is the lack of preparing teaching methods. This was supported when the researchers asked a question "do you feel anxious when the teaching materials are not ready? Why?" then all participants answered they felt anxious. The unprepared teaching method will affect the way teacher in delivering the

material to the students and sometimes it is caused confusion toward students. It is represented by the student answers below:

Excerpt 2

Student C said "Yes, I'm worried, because the learning material that will be delivered later makes students not understand what I convey, besides that, whether the material that we convey is correct or not".

Student A said, "Yes, of course I'm worried, because that's one of the problems for me, in which later students will become confused if the teaching materials are not prepared".

Almost half of them said feel anxious when teaching materials are not prepared beforehand, they are also afraid that what they are teaching is wrong and inappropriate.

3) Inappropriate teaching strategies

The third factor that caused students anxiety is inappropriate teaching strategies. This is supported by their interview responses when the researchers asked "do you feel afraid when the teaching strategy you use is not appropriate? Why?" Then some students said they were afraid and anxious because the students' characters were different so they were afraid that the strategies used were not in accordance with the students.

Excerpt 3

Student C said "not afraid, because I used a strategy that I had previously arranged myself to suit the students I taught".

All the students agree that, they felt worried because it would affect the different student characters so that if the strategy was not appropriate, students would find it difficult to understand and not understand. From these responses, it can be said that if the teaching strategy is not suitable it is a factor that causes anxiety.

4) Lack of classroom management

The fourth factor of English teaching internship anxiety is not being able to manage the class. This is shown from the data obtained from interviews by researchers. The researchers asked "do you feel afraid when you can't manage the students in the classroom well? Why?".

Excerpt 4

Student C said "I'm afraid students will laugh at me, then be rude and not focus when I'm explaining so that it will affect class management where other teachers will be considered unable to manage the class".

Then some of the student answers that were asked are listed below: Student A said "afraid and anxious because students who have different characters in the class and if they are unable to make the class effective will feel like a failure and are considered less competent by the teacher at school".

Student E said "I'm afraid students will not want to hear my directions so that they make noise and joke with their friends so that other classes will be disturbed." Meanwhile, students B and D responded with the same answer, that is, they were not too afraid because they had mentally prepared themselves to face students and manage the class to be effective.

5) Lack of confidence

The next factor that causes anxiety for teaching internship students is their lack of confidence because they are not the main teacher at school. This is supported by the data that researchers got from interviews. The researchers asked "do you feel anxious and start to feel insecure when you are not the main teacher? Why?".

Then some students said that they were worried and not confident and their responses were mentioned below.

Excerpt 5

Student B said "Yes, I'm worried because I'm only a substitute teacher that sometime, my teaching competence is questioned by the students. Also they compare me with their real school teachers in

delivering material.

Student C said "Yes, I am worried especially when the school teacher asks me about the way I represent the material in the class. Whether it is accordance with they want or not. I assume the teacher do not really believe about my competence.

6) Teaching does not match the expectations of the tutor

During the teaching internship process, of course, our tutor expects the teaching process that we do according to his expectations. However, some students were worried when the teaching process did not match the teacher's expectations. This is supported by responses from student interviews. The researcher asked "do you feel anxious when the teaching you are doing is not in accordance with the teacher's expectations? Why?".

Excerpt 6

Student B said, "Yes, I'm worried, because it is the responsibility of my tutor and if it doesn't match his expectations, I feel anxiety."

Student D said "Yes, I must feel worried, because my tutor also expects me as an apprentice student to replace them even more optimally than what was taught by the main teacher, and if it doesn't meet the expectations of the tutor, I will definitely feel anxious."

Student E said "I'm worried, because what my tutor expects is not in accordance with my abilities, so I feel anxious."

Most of student said the same answers were not too worried because their tutor did not demand to teach perfectly because their tutor knew they were still learning.

7) Difficult to adapt in school

The last factor that causes student anxiety is difficulty adapting. This is evidenced from the responses from student interviews. The researcher asked "do you feel anxious when you have difficulty adapting when teaching? Why?"

Excerpt 7

Student A said "Yes I'm worried, because this is the main key to success, when I can't adapt I fail to interact with people it will affect my teaching activities so I feel anxious".

Student B said "Anxious, because it makes it difficult for me to unite myself with the environment and it is also difficult to interact with students so I feel anxious".

Student E said "I'm worried, because there are many mischievous students making it difficult for me to interact, students don't follow my directions, besides that it will also make it difficult for me to communicate with the teachers there." Then students D and C said they were not too worried because they easily adapted to new students and environments.

3.3. Discussion

In this part, the researchers would like to discuss about the finding that lead to the answer of the research questions. Questionnaire and interview were employed to get valid data about levels and factors affecting of English internship students anxiety. The results show that English internship students are experienced low and medium level of anxiety. The level of anxiety is classify based on Stuart and Sudeen (1998) who identify anxiety levels into three categories namely low, medium and high level anxiety. Almost all the students are in medium level of anxiety. Students with medium levels of anxiety are less confident, often nervous and restless. In addition, excessive concern for the views of others makes it difficult for them to feel satisfied with the results of what they have done. In addition, they also sometimes find it difficult to make decisions due to the feeling of being alone with no one willing to help. So they feel that difficulties accumulate until they cannot be overcome. That situation makes them unstable. Meanwhile, students with low levels of anxiety have a fairly high self-confidence so that the attitude they show is rather calm and more relaxed. They also tend to be more able to control the negative thoughts that are present so that it is easier to make decisions.

Furthermore, it is found that there are seven factors affecting the students' anxiety namely: (a) lack of proficiency, (b) lack of preparation of teaching materials, (c) teaching performance, (d) lack of class management, (e) lack of self-confidence, (f) expectations of tutor, and (g) difficult to adaptation.

If we look deeper, all of these factors are greatly influenced by careful preparation before the teaching process in the classroom. Lack of proficiency, lack of preparation of teaching materials, lack of class management, lack of self-confidence are the most common anxiety factors experienced by English internship students with medium to low anxiety levels. All of that can be overcome by increasing their competence and doing more exercises that can increase confidence and preparation that is really mature when taking micro teaching courses. While teaching performance, expectations of tutors and difficult to adaptation are also influenced by the level of anxiety possessed by students where students have excessive fear of other people's assessments such as student assessments or even class teachers who they replace to teach. Whether it is an assessment of the way of teaching, the methods they use to organize students in the classroom to the stage of difficulty to adapt. These things can be reduced by reviewing sufficient information about the characteristics of students so that they can find the right method when teaching in the classroom. In addition, establishing good communication with the classroom teacher will bridge the gap between the expectations of the classroom teacher and the performance of the student in the classroom.

4. Conclusion

By knowing the level of anxiety experienced by English internship students, they should further improve self-competence by considering more seriously the factors that cause anxiety. In addition, very careful preparation needs to be done before teaching in the classroom such as learning certain methods that can help the process of delivering the material to be taught properly. So that classroom management can be carried out properly as well. In addition, before carrying out the internship process, the English internship students need to maximize themselves when taking micro teaching courses where they will be equipped with various skills to be able to plunge well when teaching directly at school so as to reduce anxiety and worry.

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