

FOREIGN LANGUAGE TEACHING ANXIETY OF PRE-SERVICE TEACHERS IN PUBLIC AND PRIVATE SCHOOL: A COMPARATIVE STUDY

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Abstract

Foreign Language Teaching Anxiety (FLTA) is an emotional and affective state experienced by educators related to professionalism, and techniques before, during, and after teaching. Additionally, FLTA has five factors including evaluation anxiety, class control anxiety, professional preparation anxiety, school and staff anxiety, and unsuccessful lesson anxiety. This study aimed to differentiate the level of FLTA experienced by pre-service teachers who teach in public and private schools. The most dominant factors experienced by those who teach in public or private schools also examined deeply in this study. The research design in this study used descriptive quantitative method. The researcher took 50 samples from the population to equalize the amount of data between public and private schools. The 25 participants were pre-service teachers who had teaching practicums in public schools and the other 25 had teaching practicums in private schools. The researcher distributed questionnaires via WhatsApp group and the data obtained was analyzed using IBM SPSS version 20. The finding of this study indicated that there is no significant difference between FLTA pre-service teachers who teach in public and private schools with the Sig.(2-tailed) 0.946. The most dominant factor that contributes to FLTA of pre-service teachers in public school is class control anxiety with an average 2.95, and the dominant factor that contributes to FLTA in private school is unsuccessful lessons anxiety with an average 3.02. The most dominant factor of FLTA experienced by pre-service teachers, both those who teach in the public and private schools, is unsuccessful lessons anxiety with an average of 2.94.

Keywords: Teaching practicum, Factor of FLTA, Public and Private schools

INTRODUCTION

The world of education majors requires students as prospective teachers to carry out a Teaching Practicum (TP) (Koşar, 2021), at the end of each semester in groups accompanied by a supervisor. In the education major program, teaching practicum is the most important part that must be carried out by prospective teachers (Munandar & Newton, 2021). Teacher education programs around the world must prepare their students to become professional and qualified teachers who can face the challenges of teaching because learning to be an educator is a multi-faceted process (Darling-Hammond et al; 2005). Teaching practicum activities can help pre-service teachers start teaching, reduce feelings of anxiety when teaching, and make them responsible teachers (Yunus et al, 2023). In the context of English as a Foreign Language (EFL) teaching practicum is a mandatory activity for final students (García-Noblejas et al, 2023). In teaching practicum, students are divided into several groups and guided by a supervisor from the university lasts for eight until ten weeks depending on the policy of each university (Wahyuni et al, 2023). In Indonesia, the teaching practicum takes place in both public and private school. Public schools are fully established and managed by the government (Law No.28 of 2008), whereas private schools are founded and overseen by individuals or foundations independently, without government involvement (Law No.20 of 2003). Before conducting the teaching practicum students will be given counseling, about what is the teaching practicum procedure that they will carry out. Foreign Language Teaching

Anxiety (FLTA) is an affective state and emotional experienced by educators related to professionalism, and techniques before, during, and after teaching (Andriani & Subekti, 2022). According to Horwitz (1996) states that studies that have addressed the FLTA note that non-native teachers and pre-service teachers experience teaching anxiety stemming from not being able to speak the target language and feeling uncomfortable. Horwitz (1996) also emphasizes that the FLTA has a detrimental impact on teachers' teaching preferences and use of the target language in the classroom, which reduces their confidence.

According to Ngidi & Sibaya (2003) five factors contribute to FLTA. The first factor is "Evaluation Anxiety," this factor contains eight items relating to the evaluation of pre-service teachers themselves. The second factor is "Class Control Anxiety," this factor accommodates four items corresponding to the pre-service teachers' mastery of class control. The third factor is "Professional Preparation Anxiety," this factor contains five items corresponding to the performance of preservice teachers. The fourth factor is "School Staff Anxiety," this factor accommodates four items corresponding to how pre-service teachers deal with or collaborate with school staff. The last factor is "Unsuccessful Lesson Anxiety," this factor accommodates five items about pre-service teachers' anxiety regarding the lack of success in the lesson that will be carried out later. According to (Novious & Yawe, 2021) employing a quantitative approach, asserts a noteworthy correlation between teacher interpretation and anxiety. This adverse relationship leads to a decline in teacher interpretation attributed to elevated anxiety levels. This can be proven by the R2 model results of 0.93, which means that 93% of changes in teacher performance are caused by less work commitment when they face anxiety.

According to (Li et al, 2023) showed that the study revealed FLTA differences, indicating that anxiety levels were higher among female pre-service teachers compared to males. Male pre-service teachers, in turn, displayed higher anxiety than non-preservice teachers across five dimensions as well as overall. The study explored factors contributing to FLTA, identifying the highest anxiety in the "fear of poor evaluation" with the highest percentage of (72.93%), followed by the category of "lack of teaching experience," shown in a percentage (of 68.12%), "low self-perception of language proficiency" in the percentage (66.98%), and "lack of student interest" is the lowest FLTA factor by percentage (63.35%).

In short, based on the previous studies that have been conducted, the researcher concluded that many factors cause anxiety in FLTA and how to deal with their anxiety. However, the researcher has not found published studies that discuss the significant differences in teaching anxiety between pre-service teachers in public and private schools. So, this study focused on the significant differences in teaching anxiety levels between pre-service teachers who teach in public and private schools. This study also focused on the dominant factors that contribute to FLTA of pre-service teachers in public and private schools.

METHOD

In this study the researcher used a quantitative approach with two designs, there are ex post facto and descriptive quantitative designs. The first research design uses ex post facto design to determine if there is a significant difference in FLTA levels between pre-service teachers in public and private schools Ex post facto is a design that describes conditions that already exist, the researcher observes two different groups of individuals, and then researchers seek to determine the reasons for these differences (Cresswell, 2012). The second research design used descriptive quantitative with cross-sectional type to determine the dominant factors that cause the FLTA of pre-service teachers who teach in public and private schools. The population of this study is 90 of 7th-semester students at one of the private universities in Malang who have carried out teaching practicum in public or private schools. The researcher took several samples from population data containing the names of pre-service people who would carry out teaching practicum both in the state and private schools. The researcher took 50 samples from the population to equalize the

amount of data between public and private schools. The 25 participants were pre-service teachers who had teaching practicums in public schools and the other 25 had teaching practicums in private schools. The researcher used purposive sampling techniques in selecting samples to be used in the research. The researcher took an equal number of samples between public and private schools because the numbers of pre-service teachers who teach practicum in public and private schools are different.

The instrument in this study is the Student Teacher Anxiety Scale (STAS) adopted by (Ngidi & Sibaya, 2003) to obtain the data. This close-ended questionnaire contains 26 items about STAS. There are eight items about evaluation anxiety, four items about class control anxiety, five items about professional preparation anxiety, four items about school staff anxiety, and five items about unsuccessful lessons anxiety. The researcher used a scale of 1-4 with the caption 4 (Strongly agree), 3 (Agree), 2 (Disagree), and 1 (Strongly disagree). The researcher used STAS to collect the data. In collecting research data, the researcher goes through several processes. The researcher had received approval from the University to conduct research. The researcher transformed the questionnaire into an online Google form. The questionnaire used two languages, English and Indonesian, to facilitate the correspondents to fill the questionnaire. The researcher spread questionnaires through the WhatsApp group and correspondents filled in the link which took approximately ten to fifteen minutes. The researcher collected the data for twenty days. After collecting all the data, the researcher analyzed the data to answer the first research question by independent sample T-test using IBM SPSS version 20.

FINDINGS

The researcher divided their findings into several categories. First, look for significant differences in FLTA experienced by pre-service teachers teaching in public and private schools. Second, the most influential factor influencing FLTA by prospective teachers who teach in public school. Third, the most dominant factor influencing FLTA in private schools, and the last factor is the most dominant in both schools.

A. The Significant Differences of FLTA between Pre-service Teachers in Public and Private Schools

To answer the first research question, an independent sample T-test is used by the researcher. The results of this study can be seen in the table 4.1 presented below.

Table 4. 1 Analysis of FLTA

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
FLTA	Equal variances assumed	.100	.753	-.068	48	.946	-.00920	.135	-.281	.263
	Equal variances not assumed			-.068	47.983	.946	-.00920	.135	-.281	.263

From table 4.1 an analysis of FLTA, it can be concluded that the sig. (2-tailed) of FLTA experienced by pre-service teachers in public and private schools is 0.946. This

shows that the significant value is more than 0.05, which indicates that there is no significant difference between FLTA pre-service teachers who teach in public and private schools. Therefore, the null hypothesis (there is no significant difference in FLTA between pre-service teachers who teach in public and private schools) was accepted and the alternative hypothesis (there is a significant difference in FLTA between pre-service teachers who teach in public and private schools) was rejected.

B. The Dominant Factors Contribute to the FLTA of Pre-service Teachers in Public School

In this section, the researcher used descriptive statistics to determine the most dominant factors experienced by pre-service teachers who teach in public school. The result of the descriptive statistics from SPSS can be seen in the table 4.2 presented below.

Table 4. 2 Factors of FLTA in Public School

Factors of FLTA	Mean
Class Control Anxiety	2.95
Professional Preparation Anxiety	2.86
Unsuccessful Lessons Anxiety	2.86
School Staff Anxiety	2.77
Evaluation Anxiety	2.77

From the table 4.2 factors of FLTA in public school, five factors can influence the FLTA of pre-service teachers who teach in public school. It means that it can be concluded that the most dominant factor influencing FLTA in state schools is "Class control anxiety" with an average value of 2.95. This factor contains four items include, anxiety about how to pay attention to all students without ignoring other students with an average 3.08, anxiety about teacher satisfaction with the performance of pre-service teachers with an average 3.04, anxiety about setting learning at the right level for students with an average 2.92, and anxiety about how to control the class with an average 2.76. So, the researcher concluded that the dominant factor in the "class control anxiety" the item anxiety about how to pay attention to all students without ignoring other students with an average 3.08.

C. The Dominant Factors that Contribute to the FLTA of Pre-service Teachers in Private School

In this section, the researcher used descriptive statistics to determine the most dominant factors experienced by pre-service teachers who teach in private school. The result of the descriptive statistics from SPSS can be seen in the table 2.3 presented below.

Table 4. 3 Factors of FLTA in Private School

Factor of FLTA	Mean
Unsuccessful lessons anxiety	3.02
Class control anxiety	2.87
Professional and preparation anxiety	2.86
Evaluation Anxiety	2.85
School staff anxiety	2.57

From the table 4.3 presented above, five factors can influence FLTA of pre-service teachers who teach in private school. It means that it can be concluded that the most dominant factor influencing FLTA in private schools is "Unsuccessful lessons anxiety" with an average value of 3.02. This factor contains five items including anxiety

about the reaction of the subject teacher or mentor if one or more lessons are unsuccessful with an average 3.12, anxiety about possible problems in class with students who individually disturbing with an average 3.08, anxiety about whether pre-service teachers can provide adequate material or not with an average 3.04, anxiety about the lecturer's reaction if one or more lessons are unsuccessful with an average 3.00, and anxiety about incidents of bad behavior in class with an average 2.88. So, the researcher concluded that the dominant factor in the “unsuccessful lessons anxiety” at the item the reaction of the subject teacher or mentor if one or more lessons are unsuccessful with an average 3.12.

D. The Dominant Factors that Contribute to the FLTA of Pre-service Teachers in Public and Private Schools

After knowing the most dominant factors influencing FLTA in public and private schools, researchers compared the FLTA experienced by pre-service teachers who taught in public and private schools. The most dominant factors experienced by all pre-service teachers will be presented in the diagram below.

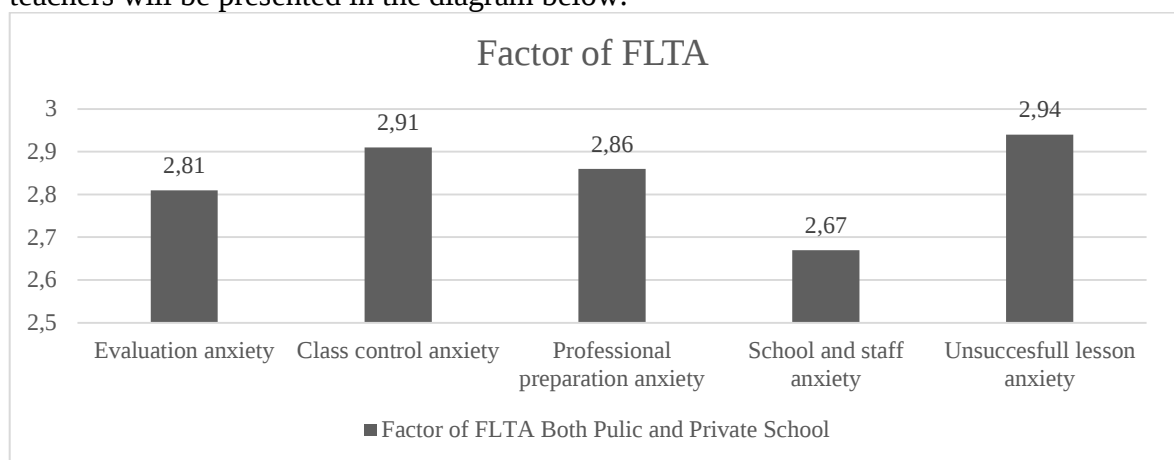


Figure 4. 1 Factors of FLTA in Public and Private Schools

So, the most dominant factor of FLTA experienced by pre-service teachers, both who teach in public and private schools, is unsuccessful lessons anxiety with an average 2.94 including the items “anxiety about how lecturer will react to one or more unsuccessful lessons if they should occur” with an average 2.94, “anxiety about incidents of misbehavior in class” with an average 2.84, “anxiety about how the subject teacher will react to one or more unsuccessful lessons if they should occur” with an average 2.98, “anxiety about possible problems in the class with individual disruptive learners” with an average 2.94, and “anxiety about whether or not they will cover the material adequately” with an average 3.02.

Descriptive statistics is used to determine the highest factor of FLTA between pre-service teachers who teach in public or private school. The results of the descriptive statistics from SPSS can be seen in the table presented below.

Table 4. 4 Descriptive Statistics FLTA in Public and Private Schools

Group Statistics					
Schools		N	Mean	Std. Deviation	Std. Error Mean
Foreign Language Teaching Anxiety	Public School	25	2.8336	.48417	.09683
	Private School	25	2.8428	.47510	.09502

After knowing the most dominant factors influencing FLTA in public and private schools, researchers compared the FLTA experienced by pre-service teachers who taught

in public and private schools. In the table above, it can be formulated that the highest FLTA is experienced by pre-service teachers who carry out teaching practicums in private schools with a mean score of (2.8428).

The research results described above, show that there is no significant difference between FLTA by pre-service teachers who teach in public and private schools with sig.(2-tailed) 0.946. The research results show higher levels of FLTA experienced by pre-service teachers who teach in private schools instead of pre-service teachers who teach in public schools. A study by Sayow et al by (2024) explained that there is no significant difference between FLTA and teaching practical experience with sig. (2-tailed) 0.097 which means it is greater than 0.05. According to the data obtained, the most dominant factor influencing FLTA by pre-service teachers who teach in public school is "class control anxiety" with an average 2.95. In this factor, the researcher discussed the highest item, namely anxiety regarding how to pay attention to all students without ignoring other students with an average of 3.08. Having a good interaction relationship with all students in the class can reduce anxiety about giving attention to all students without ignoring other students (Tüfekçi Can, 2019). The second item is anxiety about teacher satisfaction with the performance of pre-service teachers with an average 3.04. The third item is anxiety about setting learning at the right level for students with an average 2.92. According to the Agustiana (2019) the evaluation and observation by mentor and lecturer, cannot present the material can influence anxiety. The fourth item is about how to control the class with an average 2.76. Class management is very necessary to control the class as well as possible (Maharani & Fithriani, 2023).

The researcher proposed that the most dominant factor caused FLTA of pre-service teachers who teach in private schools is "unsuccessful lessons anxiety" with an average 3.02. The highest item in this factor is anxiety about the reaction of the subject teacher or mentor if one or more lessons are unsuccessful with an average 3.12. Another item is anxiety about possible problems in class with students who individually disturbing with an average 3.08, anxiety about the lecturer's reaction if one or more lessons are unsuccessful with an average 3.00, and anxiety about incidents of bad behavior in class with an average 2.88. According to Kazagzoglu (2020) explained that pre-service teachers experienced FLTA which is caused by several factors including classroom management, fear of negative evaluation by mentor and lecture, lack of speaking anxiety, and being observed by the students. The last item is anxiety about whether pre-service teachers can provide adequate material or not with an average 3.04. According to Tüfekçi-Can (2018), it was stated that several prospective teachers expressed anxiety because they were afraid that their students would not understand the material and activities provided. Unfortunately, in this study participants explained that the participant said that he had short physical characteristics, so that his students did not consider them as teachers and often ignored them when given learning material. So, this makes them worried about whether they can provide adequate material or not.

In this study, it was also explained that the highest factor influencing FLTA was the most dominant factor influencing FLTA in both public and private schools is "unsuccessful lessons anxiety" with an average score of 2.94. This factor has five items. The item "anxiety about how the lecturer will react to one or more unsuccessful lessons if they should occur" with an average 2.94 and "anxiety about how the subject teacher will react to one or more unsuccessful lessons if they should occur" with an average 2.98 explain that pre-service teachers experienced anxiety because afraid that there will be discrepancies in either material or behavior, so they are afraid of getting negative evaluations from lecturers and subject teachers. A study by Sanjaya et al (2024) purposed that pre-service teachers are afraid of getting a negative evaluation from their lecturer or mentor when something is not appropriate in terms of material or behavior, but they still try their best, this fear creates pressure on them.

The item "anxiety about whether or not they will cover the material adequately" with an average 3.02, explained that the highest factor influencing FLTA was anxiety about whether they could provide adequate material to their students. According to Alaydrus & Fikri (2020), it was

stated that Several challenges cause anxiety during teaching practicum. Some of them are that some pre-service teachers feel they lack experience in improving teaching because relevant textbooks are not available and pre-service teachers lack mastery of the material so they have difficulty answering questions from their students. This triggers anxiety in delivering adequate material. This factor also discusses the anxiety of pre-service teachers when managing classes, found in the items "anxiety about possible problems in the classroom with individual disruptive learners" with an average 2.84 and "anxiety about incidents of misbehavior in the classroom" with an average 2.94. A study by Kazazoglu (2020) also explained that pre-service teachers experience FLTA which is caused by several factors including classroom management, fear of negative evaluation by the mentors, lack of speaking anxiety, and being overserved by the students.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the study, it can be concluded that there is no significant difference between FLTA by pre-service teachers who teach in public and private schools with the sig.(2-tailed) 0.946. This shows that they all experienced the same level of anxiety because this teaching practicum is their first experience as prospective teachers. The researcher concluded that the most dominant factor of FLTA experienced by pre-service teachers who teach in public school is "class control anxiety" with an average 2.95. However, it is different with the most dominant factor of FLTA experienced by pre-service teachers who teach in private schools is "unsuccessful lessons anxiety" with an average 3.02.

From the five factors that influenced FLTA, the most dominant factor influencing FLTA is "unsuccessful lessons anxiety" with an average (2.94). The items contained in this factor include anxiety about how the lecturer or subject teacher will react to one or more successful lessons if they should occur, anxiety about incidents of misbehavior in the class, anxiety about possible problems in the class with individual disruptive learners, and anxiety about whether or not they will cover the material well.

The results of this study show that there is no significant difference between FLTA by pre-service teachers who teach in public and private schools. However, the researcher advises lecturers to consider the strategies used to overcome FLTA. In this way, lecturers can help students to complete their preparation such as preparing teaching modules, learning media, and the readiness from pre-service teachers themselves before the teaching practicum is carried out.

Furthermore, although there is no significant difference between the FLTA experienced by prospective teachers who teach in public and private schools, students still have to be alert and prepare the preparations that will be needed during teaching practicums such as preparing teaching modules, learning media, and their readiness preparations before the teaching practicum is carried out. This is necessary so that undesirable things do not happen.

Based on the results of this study, there are several recommendations for future researchers. First, future researchers can consider distributing research questionnaires directly so that the researcher can help participants when filling out questionnaires, which might influence the results of the data obtained. Second, in this study, the researcher only focused on one research method. Future researchers can consider adding interviews with pre-service teachers who experience the most FLTA so that the data obtained is more extensive and detailed.

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