

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

### **1.1. Background**

Teacher education is prepared to develop future professional teacher in the future. One of many teaching preparation programs provided by education department is teaching practicum. It takes a very important role in teacher education and in preparing pre-service teacher. At the final year of studying in college, students of education major are required to do teaching practicum in the school, which should be passed by all of them before being an actual teacher. According to Caires, et al. (2012), teaching practicum is a continuous process in which student-teacher interacts with and acknowledges the rules, values, resources, and communication patterns integrated into school. It allows students of teacher education or called as pre-service teacher to observe and experience teaching with real students in the real context. Further, through teaching practicum, they are also encouraged to reflect on their teaching experience and learning by doing (Smith & Lev-Ary, 2005). In other words, teaching practicum can be a reflective way for pre-service teacher to learn many more about teaching and pedagogy.

In addition, teaching practicum is likely very helpful for pre-service teacher. According to Caires, Almeida, &Vieira (2012), there are four main benefits of teaching practicum for pre-service teachers such as learning and supervision, professional and institutional socialization, emotional and physical impact, and career aspects. In addition, through teaching practicum, pre-service teacher can apply the theories that they have learned which aimed to develop their

necessary competencies for teaching (Smith & Lev-Ary, 2005). Consequently, teaching practicum gives pre-service teachers an opportunity to learn and get more knowledge concerning education so that they become more aware of their teaching profession in the future. That is why teaching practicum becomes a crucial preparation part for actual teaching profession.

Nevertheless, teaching practicum also tends to be one of the most challenging works for pre-service teacher. Even most of them feel that teaching practicum is a major cause of stress. Although teaching practicum is beneficial for pre-service teacher, it is commonly considered to be the most stressful program. Mostly, pre-service teachers who do not have enough teaching experience will easily feel stress during teaching practicum. Even though they have ever done microteaching before, they still cannot avoid the feeling of nervous, anxious, and tensions that immediately emerge during teaching practicum. It may indicate that pre-service teachers' stress towards teaching practicum is not an isolated phenomenon.

More specifically, pre-service English teachers are likely to feel more stress compared to pre-service teachers from another major. Regarding this, Merc (2011) revealed the language being taught, teaching skills and teaching strategies are the reasons why most of pre-service EFL teachers feel stress during teaching practicum. It means that teaching English as foreign language becomes particular stress-generating factor which is experienced by pre-service English teachers. In addition, he added that causes of stress in teaching English consist of limited English proficiency, lack of confidence, lack of knowledge about linguistic and education, insufficient class preparation, being compared to native teachers, fear of negative evaluation, and lack of teaching experience.

Various factors mentioned above could generate stress during teaching practicum. These all become one of serious problems for most of pre-service teachers because it may influence their teaching performance. As suggested by Murray-Harvey, Silins, and Saebel

(1999), stress could influence pre-service teacher's behavior and class effectiveness, especially in relation to lower student achievement and increased student anxiety. Likewise, Payne and Manning (1990) asserted that stress, anxiety, and tension experienced by pre-service teachers during teaching practicum might affect students' performance. Referring to those arguments, in short, stress that is experienced by pre-service teachers during teaching practicum has impacts on their teaching performances which may affect the students being taught.

As an example, a case which is encountered by two pre-service English teachers who have undertaken teaching practicum in two Islamic senior high schools namely MAN 1 Yogyakarta and MAN 3 Sleman. These pre-service teachers have different teaching performance level in which a participant has high level of teaching performance, while the other one has medium level of teaching performance. Both of them were assigned in the school for a month to do teaching observation, teaching assistance, and experiencing teaching in the real class. Through teaching practicum, it is expected that they could gain more knowledge so that they will be more ready toward teaching profession in the future.

Unfortunately, from the initial interview with those pre-service teachers, both of them said that stress was a matter that could not be avoided during teaching practicum. In relation to this, both of them have different reason in perceiving causes of stress during teaching practicum. For instance, a pre-service teacher who has high teaching performance perceived using English in the class as a challenge, while pre-service teacher who has low level of teaching performance perceived that using English in the class really made him/her nervous so that he/she preferred to use Indonesian language rather than using English. Even though sometimes they are different in perceiving causes of stress, both of them simultaneously said that teaching practicum could lead them stress during teaching practicum in Islamic senior high schools.

Considering the phenomena mentioned earlier, this study aims to investigate the cause of stress that probably affects pre-service teachers' performance in teaching practicum. Although there has been a considerable numbers of a research in this area, most of them only investigate stress perceived by pre-service teachers in general. Thus, this study more specifically attempted to find out cause of stress in teaching English language practicum, particularly teaching practicum undertaken by non-native EFL pre-service teachers in Islamic senior high schools.

### **1.2. Identification of The Problem**

In relation to background above, the following problems can be identified:

1. Teaching practicum is quite stressful for Pre-service English teacher
2. The level of pre-service teacher stress influences the teaching performance.
3. Not much study that specifically discuss pre-service teachers' stress in English language teaching context.

### **1.3. Limitation of The Problem**

This study focuses on investigating the source of stress that perceived by two Pre-service English teachers during teaching practicum in MAN 1 Yogyakarta and MAN 3 Sleman.

### **1.4. Formulation of the problem**

This study seeks to probe problems that formulated in the following questions:

What are causes of stress experienced by pre-service English teachers during school based teaching practicum?

### **1.5. Objective of The Study**

Based on the formulation of the problem, the study is conducted to find out causes of stress experienced by pre-service teachers during teaching practicum

### **1.6. Significance of The Study**

This study is expected to be useful for pre-service teacher in order to develop their teaching performance and professionalism by providing them reflections concerning teaching and pedagogy. Furthermore, this study might be used by English Department UII as a reflection and an indicator to improve the curriculum. The last, this study also can be a reference for other researchers who are conducting similar research about pre-service teacher stress on teaching practicum, particularly in English language teaching context.