

## CHAPTER II

### LITERATURE REVIEWS

This chapter presents the related literature review, relevant studies, and theoretical framework to understand the research comprehensively.

#### **1.1. Pre-service English Teacher Stress**

The term 'teacher stress' first time appeared in 1977 proposed by Kyriacou and Sutcliffe (1977, p. 299) as "a response by a teacher of negative affect (such as anger, anxiety or depression) accompanied by potentially pathogenic physiological changes as a result of the demands made upon the teacher in his role as a teacher". Likewise, Dunham (2002) argued that the notion of teacher stress is related to a high level of anxiety or tension that is characterized with depressed, nervous, weepy and decreased concentration. In several studies related to stress in teaching, experts assumed that the term of teacher stress has the same meaning with "anxiety" and "concern" (Cakmak, 2008). In other words, the term "teacher stress" could be interchangeably used with "concern" and "anxiety" in teaching because these all are synonymous. Overall, the definitions mentioned earlier are not exactly the same. However, most of them have similar characteristics in which teacher stress is defined as a negative response (e.g. anxiety, nervous, tension, depression) of teacher that comes from the demands of their work.

Assuming that teaching is one of the 'high stress' professions (Kyriacou, 2000), it may inevitable that pre-service teacher also experiences stress while doing school based teaching practicum. Despite teaching practicum is valuable for pre-service teachers, it is considered to be one of the most stressful programs (Murray-Harvey, et al., 1999). Additionally, stress experienced by pre-service teachers at their teaching practicum may be tied to various negative results (Murray-Harvey, et al., Hart, 1987). For instance, Murray-Harvey, et al (1999) assumed that stress influences teacher behavior and reduce classroom effectiveness as well as impact on

lower student achievement and increased level of student anxiety. Similarly, Hart (1987) mentioned that stress encountered by pre-service teachers may lead to pupil disruption in class. However, stress could bring positive results such as a sense of accomplishment during teaching practicum, which identified as developing confidence, taking responsibility, and creating an orderly classroom (Kyriacou & Stephens, 1999). In short, stress could bring positive impact if it was well managed.

One of the factors generating stress experienced by most of pre-service teachers is related to their own psychology. This category consists of unfamiliarity with the classes, either students' behavior or classroom situations. As stated by Johnson (1996) that lack of knowledge about the students could lead pre-service teachers to having tension in which pre-service teachers feel difficult to understand the students' behavior and students' thought, and thus, they are likely to more focus on themselves rather than on the students. According to Sammephet and Wanphet (2013), pre-service teachers feel anxious that they could not meet teaching objectives because they are slightly new in teaching event and classroom circumstance. In addition, another concerns experienced by most of EFL pre-service teachers during teaching practicum is related to students' attitudes. Dealing with students which are outside of the box (e.g. disruptive students, extremely active students, extremely passive students) might bring out stress among pre-service teachers (Merc, 2011). In relation with this, Merc (2011) asserted that pre-service teachers are worried if the students were not able to understand their explanations, instructions, and their praises. It probably makes them feel stressed when the students do not respond to their questions, and when the students tend to be reluctant to perform during the lesson. In short, pre-service teachers are anxious because they cannot expect what is waiting for them in those classrooms during their teaching practicum.

In addition, another cause of stress perceived by most of pre-service teachers is classroom management. Since teaching practicum is the first teaching experience for pre-

service teachers, it sounds logical if they are highly anxious about classroom management issues because it is their first experiences in teaching and dealing with students from different backgrounds and different levels (Barahmeh, 2016). In line with this, Bromfield (2006) emphasized that a fear of being unable to manage a class, keeping the students involved constantly, and managing chattering of students along the learning activity are cause of stress related to classroom management. Likewise, Eksi and Yakisik (2016) asserted that most of pre-service teachers face difficulty to manage the class particularly in some aspects such as dealing with disruptive students, managing crowded classes, lack of experience concerning to classroom management, and time management. From these arguments, it can be concluded that issues related to classroom management that mostly experienced by pre-service teacher consist of inability to deal with disruptive students, managing time, and keeping the students on the track while learning is running.

Furthermore, Kyriacou and Stephens (1999) claimed that another cause of stress is evaluation anxiety that refers to the experience of being observed by others. As Hart (1987) stated that what causes pre-service teacher anxiety on teaching practicum is evaluation which is widely related to the presence of someone else such as university supervisor, teacher, peers, researcher, and the others. Likewise, Suwannaset & Rimkeeratikul (2014) claimed that being observed by supervisor and teacher can lead to high stress for pre-service teacher because they worry about getting bad grade for their teaching performance. In short, pre-service teacher tends to be stressful when another person particularly supervisor and teacher come to the class to see their teaching performance.

Additionally, regarding supervisor and teacher, Mahmoudi and Ozkan (2016) revealed that the main cause of stress comes from university supervisor and teacher who are characterized as follow; do not give appropriate feedback to pre-service students, not allow them to have a role in the class, expect too high on their teaching performance, and not have a

good relationship with them. Besides, Coskun (2013) claimed that pre-service teachers get stress in the practicum due to lack of support and feedback from teacher, especially when they are assumed as 'substitute teacher' that are expected to be perfect in teaching and only acquired a little feedback from teacher. Coskun (2013) further claimed that the relationship between supervisor and teacher which is less cooperative also likely to generate stress among pre-service teachers.

Meanwhile, in relation to English language teaching, Kim and Kim (2004) revealed that teaching sometimes makes even EFL in-service teachers feel anxious because of their limited English language proficiency as well as their lack of knowledge about linguistics and education, also followed with some coherent factors such as lack of confidence, insufficient class preparation, and being compared with native teachers. Particularly, when it comes to non-native pre-service teacher context, the level of stress might be higher than in-service teachers because they are definitely lack of teaching experience and supposed to use English in the classroom. A common cause of stress perceived by most of EFL pre-service teachers during teaching practicum is related to students' learning motivation. Gan (2013) pointed out that pre-service teachers feel difficult to teach in the class that consists of students who are less motivated to learn English, even some of students have lost interest to learn English. Accordingly, when pre-service teachers take these classes, they are likely to put fun teaching strategies to attract students' attention. It might be a quite heavy responsibility they should bear.

Moreover, according to Barahmeh (2016), speaking English in front of classes generally generates high anxiety level amongst EFL pre-service teachers even though they have learned English in a long time. Otherwise, Sammephet and Wanphets suggested that feeling of anxiety during teaching practicum might lead to unsmooth communication and communication breakdown. For this reason, most of EFL pre-service teachers prefer to use their first language

(L1) rather than use English (L2) in the class. Additionally, in relation to this, using English in EFL teaching context could be referred to language anxiety. As a result of Yoon's (2012) study that stress-generating factors perceived by pre-service English teachers during teaching practicum are related to language anxieties, which are classified into three aspects: 1) Language anxiety on using English in the class; 2) Language anxiety based on self-confidence; 3) Language anxiety about class preparation. Specifically, these three aspects will be explained further on the next paragraph.

To begin with language anxiety on using English, this category is linked to language competence and language use in the class. In this category, for instance, pre-service teachers' self-doubt about English proficiency and fear of making any mistakes in front of the class. It is linear with the study of Sammephet and Wanphet (2013) that most of EFL pre-service teachers lack self-confidence in using English in the class because they are afraid they will make grammatical mistakes and use wrong expressions. Additionally, EFL pre-service English teachers feel difficult to communicate with and give instructions to the students using English spontaneously (Gan, 2013). In line with this, Gan (2013) added that non-native pre-service teachers mostly think in their mother tongue first and then translating their thoughts into English. Consequently, the process of translation from their first language into second language might influence their fluency. Secondly, language anxiety based on self-confidence means that non-native pre-service English teachers are not confident to speak English, which is indicated by heart beating fast while speaking English (Yoon, 2012). Feeling uncertain about not being able to answer students' questions also leads to pre-service English teachers to be not confident throughout teaching practicum (Suwannaset & Rimkeeratikul, 2014). Moreover, thirdly, concerning language anxiety about class preparation, Barahmeh (2016) argued that most of pre-service English teachers have difficulties in conducting effective lesson plans. They particularly find it difficult to develop teaching materials, media, and method, which are good

and easy to understand and could interest the whole students during teaching-learning process (Suwannaset & Rimkeeratikul, 2014). Moreover, Suwannaset and Rimkeeratikul (2014) added that pre-service teachers are anxious if their teaching materials are criticized by either their mentor or university supervisor. Among three categories of language anxiety mentioned earlier, indeed, language anxiety on using English and language anxiety based on self-confidence are interrelated. Thus, this study only highlights two categories such as language anxiety on using English and language anxiety about class preparation.

Various factors affecting stress have been extensively explained above. It can be concluded that causes of stress are likely to be encountered by most of pre-service EFL teachers which are related to several factors such as classroom management, being observed, supervisor and teacher, and English-medium foreign language teaching. Consequently, among four factors causing-stress that has been mentioned earlier, EFL teaching-related factor particularly becomes one of major cause of stress amongst pre-service EFL teachers throughout the teaching practicum. Furthermore, EFL teaching-related factor is specifically divided into three categories such as learning English motivation, language anxiety on using English in the class, and language anxiety about class preparation.

## **1.2. Teaching Practicum of Pre-service Teacher**

The literature on topic of teaching practicum mostly emphasizes on the importance of teaching practicum in teacher education. It has long been accepted that teaching practicum plays the major role in the initial teacher education (Smith & Lev-Ary, 2005; Celik, 2008; Mahmoudi & Ozkan, 2016). Further, Smith and Lev-Ary (2005) claimed that practicum is the most valuable aspects of teacher education in relation to pre-service teachers' professional knowledge. Recently, many researchers have discussed about teaching practicum and its role in teacher education. It means that teaching practicum is one of the most significant program

of teacher education that is very advantageous for pre-service teachers before entering their own teaching profession.

Rovegno (1992) defined teaching practicum as a field-based teaching experience that consists of planning-teaching-reflecting over a period of time under the guidance of supervisor. Likewise, Stoyhoff (1999) acknowledged five principal characteristics of teaching practicum: 1) The practicum is integrated into academic program; 2) The delivery of practicum emphasizes a team approach consists of mentor teachers, university supervisor, institute administrators, and pre-service teachers; 3) The practicum provides intensive modeling and coaching; 4) The practicum incorporates extensive and systematic observation; 5) The practicum experience is assessed by means of a portfolio. In conclusion, teaching practicum can be established as school based practicum in certain period of time that involves cooperation between pre-service teacher, university supervisor, teacher, and institute administrator.

In addition, considering the importance of teaching practicum, it obviously provides several benefits for pre-service teachers. The first benefit of teaching practicum is that teaching practicum enables pre-service teachers to implement their teaching skills that had been learnt theoretically into the real context of teaching. In other words, it is the time for pre-service teachers to bring theories into practice. Regarding this, Smith and Lev-Ary (2005) revealed that knowledge about teaching might be learned theoretically in college, but the professional content knowledge of teachers can only be acquired from personal experience of teaching. Thus, pre-service teachers need to bring their previous theory about teaching knowledge into practice.

Furthermore, teaching practicum is conducted to help pre-service teachers reflect on their teaching. Pedro (2005) emphasized the role of teaching practicum as a reflective practice in which pre-service teachers learned and understood through reflection from courses and teaching experiences. In line with this, teaching reflection is referred to looking back on action

in order to establish improvements that could be done in the future ( (Pedro, 2005). In addition, according to Hitchcock and Hughes (2003, p. 11), reflective teaching is “teaching which is capable of moving beyond the logic of common sense, often expressed in anecdotal terms, and practical reasoning, to action which stems from critical, professional thinking based upon ‘a looking again’, ‘around and about’ phenomenon...”. It is also supported by Riesky (2013) that pre-service teachers will know from different perspectives about themselves particularly in terms of who they are and how they teach by practicing reflective teaching. In consequences, teaching practicum might be a reflection for pre-service teachers regarding what they have done in the classroom, what goes well and what do not go well, what are the shortcomings and challenges during teaching, and including what they could be done in the future for improvement.

Moreover, teaching practicum has a significant impact on pre-service teachers’ personal and professional development. The impact on personal development is gained from an opportunity to experience being a teacher in the real classroom, to interact and adapt to new situation in the school, and to play professional roles and tasks (Caires & Almeida, 2005). Regarding professional development, pre-service teachers can develop their practical knowledge through observing and applying skills in actual classroom, comparing and elaborating skills, and consolidating about skills (Thiessen, 2000). Furthermore, the improvement of pre-service teachers’ skill and knowledge as well as their self-efficacy, flexibility, and spontaneity in teaching performance are also included into positive impact of teaching practicum (Caires, et al., 2012). Eventually, teaching practicum has good impacts for pre-service teachers particularly on developing their teaching skill and knowledge.

Another impact of teaching practicum is that it allows pre-service teachers an experiential learning to teach which is very important in shaping their knowledge. As pointed out by Riesky (2013) that experience of teaching practicum will provide pre-service teachers



more knowledge about 'knowing how' of teaching in which it could be gained from some activities such as teaching a class, doing self-observation and reflection, observing teachers, and having a discussion with supervisors. Besides, Riesky (2013) also highlighted the importance of 'knowing how' rather than 'knowing what'. It may indicate that the experience of doing a process of teaching practicum is indispensable for professional development. Accordingly, by practicing, pre-service teachers will acquire a better improvement in teaching in order to be more professional in the future.

### **1.3. Review of Relevant Studies**

The first study was conducted by Mahmoudi and Ozkan (2016). This study investigated the causes of stress experienced by pre-service English teachers and strategies that they use to cope with stress during the teaching practicum. The cause of stress and coping strategies were discussed under four categories such as supervisors, classroom management, school-related issues, and affective factors. Among these four categories, supervisors become the major cause of stress throughout the practicum. Furthermore, the finding of this study showed that most pre-service English teachers use such as strategies to deal with stress; manipulating technology in the classroom, using games, songs, and pictures, and preparing different activities.

Similarly, Yoon (2012) in his study investigated the sources of foreign language anxiety experienced by non-native pre-service ESL teachers during teaching practicum. A quantitative data were collected using questionnaire based on Foreign Language Classroom Anxiety Scale (FLCAS). The result indicates four major factors that affect non-native pre-service ESL teachers. These four factors are classified as: 1) Language anxiety on using English in the class; 2) Language anxiety based on self-confidence; 3) Language anxiety about class preparation; 4) Language anxiety overcome with efforts.

In addition, Celik (2008) categorized sources of stress that are encountered by pre-service EFL teachers under six areas such as personal, communication-centered, evaluation-

based, external, lesson preparation and teaching-related aspects. The results reveal that personal concerns become the most generated-stress among pre-service EFL teachers. The example of personal concerns include striking a balance between the practicum and personal commitments, fear of failing at the practicum, and having high expectation of teaching performance. Moreover, regarding coping strategies, the relationship between pre-service teacher and supervisor has a big role in reducing stress during teaching practicum.

Another study by Merc (2011), aimed to find out the sources of foreign language anxiety experienced by Turkish pre-service EFL teachers throughout the teaching practicum. A qualitative data were collected from interview records and pre-service teachers' diaries. The sources of stress were analyzed under six categories such as: 1) Students and class profiles (i.e. either unfamiliar individual student behavior or the class profile); 2) Classroom management (e.g. controlling the class, time management, maintaining discipline and dealing with the crowd in the classroom); 3) Teaching procedures; 4) Being observed by others while teaching; 5) Mentor and supervisor; and 6) Miscellaneous.

The last, Murray-Harvey, et al. (2000) attempted their study to find out teaching practicum concerns as perceived by pre-service teachers and the strategies they used to cope with these concerns. The data collection was undertaken by using questionnaire that has been divided into two sections. The first section is the Survey of Practicum Stress (SPS) that consist of 29 items representing experiences related to practicum stress, while the second section provide a question concerning to coping strategies that they may have employed during the practicum. The results show that concerns related to the teaching preparation subscale generate the highest level of stress. Meanwhile, coping strategies were analyzed under four main categories such as personal, professional, social, and institutional. These four categories are divided into some subcategories, along with descriptions of specific strategies. Additionally,

communicating and asking help to teachers is a prime strategy used by pre-service teachers to cope with practicum stress.

In conclusion, all of studies discussed above set various categories to classify different cause of pre-service teachers' stress depending on different perspectives. These studies generally stand in the same topic area which is about sources of stress experienced by pre-service teachers throughout the teaching practicum. For this reason, this present study uses these studies as a primary framework for developing a new research. Additionally, some of studies mentioned above specifically point out sources of pre-service teachers' stress in English language teaching context. However, the findings of relevant studies above are not directly addressing the situation of English language teaching. In different with previous studies, this study hence mainly focused on investigating stress during the period of teaching practicum applied by EFL pre-service teachers as particular context.

#### **1.4. Conceptual Framework**

The conceptual framework of this study is explained in the matrix below:

Table 2. 1. Conceptual Framework Matrix

<b>Construct</b>	<b>Conceptual Definition</b>	<b>Component</b>	<b>Sub-component</b>
Pre-service Teachers' Stress	<p>“A response by a teacher of negative affect (such as anger, anxiety or depression) accompanied by potentially pathogenic physiological changes as a result of the demands made upon the teacher in his role as a teacher (Kyriacou &amp; Sutcliffe, 1977, p. 299)</p> <p>Sources of EFL pre-service teachers' stress during teaching practicum are classified into six categories such as students and class profiles, classroom management, teaching-related aspect, being observed, supervision, and miscellaneous (Merc, 2011).</p>	Pre-service Teacher Self-related Stress	Unfamiliarity with The Classes and School Environment
			Dealing with Students Outside The Box
		Classroom Management related-Stress	Dealing with Disruptive Students
			Managing Time
			Keeping The Students Involved Constantly
		Being Observed related-Stress	Being Observed by Supervising Teacher
			Being Observed by Supervising Lecturer
			Being Observed By Others
		Supervision related-Stress	Lack of Support and Feedback
			Supervising Teacher and/or Supervising Lecturer High Expectation on Teaching Performance
	Teaching English as Foreign language related-stress	English Learning Motivation	
		Language Anxiety on using English	
		Language Anxiety about Class Preparation	