STUDENT-TEACHERS’ ANXIETIES
IN CONDUCTING TEACHING PRACTICUM

Research Report
Submitted in Partial Fulfillment of
the Requirements for the Degree of
Sarjana Pendidikan

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This study addressed the student-teachers’ anxieties while conducting teaching practicum course since anxiety are the common problem for every student-teacher. This study aimed to answer three research questions, “What are the student-teachers’ anxieties according to orthogonal factors?” , “What are the possible sources of the student-teachers’ anxieties when they conduct the teaching practicum?”, and “How do the student-teachers cope with their anxieties?”. The participants of this study were six student-teachers who did their teaching practicum course from January 2017 until April 2017. They were asked to complete the questionnaire and the interview section to determine their anxieties and how they coped with the anxiety. This study used STAS to analyze the data. It was found that the student-teachers had 24 possible sources of anxieties. This study also found there were several ways to cope with the anxieties. Thus, this study might help student-teachers, supervisors, and English Language Education Program to improve teaching practicum quality by reducing student-teacher anxieties.

Keywords: Student-teachers’, Anxieties, Student-Teachers’ Anxieties Scale (STAS)

INTRODUCTION

Teaching practicum is one of the significant steps that student-teachers should take as an opportunity to practice their acquired knowledge and skills in the real practice of teaching. Clarke & Collins (2007), Farrell (2008), and Cruickshank & Westbrook (2013) (as cited in Parker, 2016), mentioned that teaching practicum is one of the important components for every EFL student and becomes a good chance to practice what they have learned in a professional teaching profession. Every student-teacher will gain various experiences through teaching practicum course. Moreover, they can practice their teaching skills in a real
classroom condition. Even though there are advantages from taking this course, student-teachers always feel anxious as they conduct this course.

Guillaume & Rudney, 1993; D’Rozario & Wong, 1998; Kyriacou & Stephens, 1999; Murray-Harvey, et al., 2000 (as cited in Mosaddaq & Barahmeh, 2016) revealed that the most popular issue in teaching practicum studies is the sources of anxiety that student-teachers have experienced when they take teaching practicum. Some studies found out that student-teachers’ anxieties can appear from different causes. In Great Britain, Hart (1987) found out that anxieties come up from evaluation, pupils and professional concerns, class control and teaching practice requirement. A different result is reported by Morton (1997) that in Canada, student-teachers’ anxieties were related to evaluation, pedagogical, classroom management and staff relation factors. Capel (1997) states in his studies that student-teachers’ anxieties have correlations with evaluation, professional preparation, class control, and school staff factors. Based on the findings above, student-teachers’ anxieties have more than one cause that can affect the effectiveness of their teaching skill itself.

Those aforementioned findings spur the researcher to investigate the sources involved in student-teachers’ anxieties and how they cope with their anxieties during the completion of their teaching practicum. This whole study is directed to find out the answer to those two matters.

The findings of this study have benefits to student-teachers, teaching practicum supervisors, mentor teachers, and English Language Education Program in some ways. Moreover, the findings of this study will inform student-teachers how to cope with their anxieties in teaching practicum course, supervisors and mentor teachers are more aware of the fact that they are also the source of anxieties and are able to support student-teachers in coping with the anxiety, and for the English Language Education Program, teaching
practicum coordinators may included anxieties and its possible sources and how to handle
them as parts of the materials in the briefing program.

**LITERATURE REVIEW**

**Definition of Anxiety**

“Anxiety was a kind of feeling containing tension, nervousness, apprehension and
worries which level depending on each person.” (Spielberger, 1983). Similar to Spielberger,
MacIntyre, 1999, defines anxiety as “The worry and negative emotional reaction caused by
learning the second language”. Moreover, Horwitz and Cope (1986) give a specific definition
of foreign language learning anxiety as a self-perception, belief, feeling, and behavior that
indicated through worry or other negative emotional reaction which comes as the result of
incomprehensible listening activities in learning an unfamiliar language.

**Potential Sources of Anxiety**

Although teaching practicum is a major course for the majority of student-teacher, there
are several problems and difficulties that they never experienced before. Campbell-Evans &
Stephens (1999), MacDonald (1993), Morton et al. (1997), and Murray-Harvey et al. (2000)
(as cited in Parker, 2016) agreed that teaching practicum course is very important for students
to get real image of becoming teacher in the future; however, almost all of them have
experienced anxieties which are sometimes becoming high level of stress and depression.
MacDonald (1993) also found that potential source of anxieties comes from several sources
related to the mentor teacher. He explained that inconsistency of the way the students are
evaluated by the mentor might generate anxiety. Mentors’ varying expectations and
conformity among them is another source of anxiety. Mentors can also be a source of anxiety for student-teachers through the marked variation in the quality of feedback they provide.

Furthermore, Morton et al. (1997) analyzed some terms which make the student-teachers have anxieties such as class management, pedagogy, evaluation, and staff relations. Morton (1997) also has a conclusion that demographic, experiential and dispositional variables have relation with student-teachers’ anxieties. Beside of what Morton (1997) and MacDonald (1993) had mentioned before, Hart (1987) mentioned several factors which are related to student-teachers’ anxieties namely evaluation anxieties, pupil and professional concerns, class control, and teaching practice requirement.

Capel (1997) also found the same finding from his teaching practicum place in which teaching practice mentors or supervisors serve as the source of anxiety to student-teachers. He found out that student-teachers also feel anxious about their supervisors issues such as how their supervisor assess them in teaching practicum course, their supervisor reaction when they fail to bring the lesson or material in the class, or how the teaching practicum went in supervisory point of view. Besides, the students have the least anxiety in getting along with the school staffs.

Furthermore, Guillaume and Rudney (1993) mentioned in their study that there are several personal causes that influence student-teachers such as a variety of classroom experience, and their personal characteristics (gender and cognitive structure) which are strongly building their understanding about teaching and learning activities. Korukcu (1996) revealed that the source of the stress can come from classroom management, the motivation of the students itself, and from lesson plan that student-teachers have made. Based on his research, Numrich (1996) found that the issues of anxieties come from student-teachers’ time management, make a clear instruction in the class, give attention to the students, teach grammar, and assess student comprehension.
From the previous studies above, it can be summarized that in their teaching practicum, student-teachers are having different anxieties issues, the sources of their anxieties can be from different cause and generally, the sources of student-teachers’ anxieties come from their mentors or supervisors, classroom management, time management, teaching practicum evaluation, and assessment.

**The Rate of Anxiety Instruments**

There are several instruments to measure anxiety. The two with higher coefficient level is Foreign Language Classroom Anxiety Scale and Student-Teacher Anxiety Scale. The first instrument, Language Classroom Anxiety Scale (LCAS), was an instrument created by Horwitz (1986) that measures anxiety based on tenseness, trembling, perspiring, palpitations, and sleep disturbances with the coefficient level of 0.93. This instrument uses 33 items that represent communication, apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom.

The second instrument here called Student-Teacher Anxiety Scale (STAS). This instrument was created by Hart in 1987 and was modified by Morton in 1997 to fit into second language learning system in Canadian University. STAS final version by Hart (1987) has 26 lists of items that factor analyzing using the Varimax method. In his journal, Hart (1987) mentioned STAS reliability was estimated to be 0.91 (using the Spearman-Brown formula) which means that the reliability level was very high. Hart (1987) divided STAS label into seven levels from not anxious until very anxious. Furthermore, Morton (1997) changes the anxiety label into five levels which are never (low), rarely (low-medium), somewhat (medium), moderately (medium-high), and very much (high).

STAS has four orthogonal factors as the base to build the questionnaire. First, evaluation anxiety would determine the anxiety that comes from supervisor and staff
management when student-teachers conduct their teaching practicum. Second, pupils and professional concerns anxiety would determine student-teachers’ preparation for the material and the cooperation with the school staff in a suitable manner to meet the pupils’ needs. The third was class control anxiety, which includes the anxiety that comes from the class discipline and behavior. The fourth was teaching practice requirements anxiety that include the anxiety to surpass the teaching practice course.

Although there are two dependable instruments to rate student-teachers’ anxieties, this study will use Student-Teacher Anxiety Scale (STAS) as the instrument to calculating the data. Even though the LCAS has a higher coefficient level, STAS was more suitable to be used to measure student-teacher anxiety because LCAS was created to measure student’s anxiety (not student-teachers’) which could become ambiguity when applied to measuring student-teachers’ anxieties.

**Previous Studies**

There are three previous studies considered to be relevant to support this study. The first study was conducted by Mosaddaq and Barahmeh (2016) from Arab American University of Jenin (AAUJ). The study aimed to know the sources of anxieties that their student-teachers have when they do their teaching practicum course. The participants of this study are twenty-two (22) student-teachers who took teaching practicum in 2014-2015 as their graduation requirement. The data were collected through student-teachers daily diaries. The results of this study show that sources of student-teachers anxiety come from classroom management, lesson planning, and fluency in the language, time management, and being observed by the supervisor or mentor teacher.

The second study was conducted by Parker (2011) which investigates student-teachers’ anxiety related to their teaching practicum course in South Africa. His aims in
conducting this research were to know what the possible sources of the student-teachers' anxiety are when they take teaching practicum course and to know whether gender affect the level of anxiety or not. Parker (2011) used anxiety scale as his instrument in collecting the data among 101 student-teachers in an English Language Teaching Department from Faculty of Education. The result from this study reveals that evaluations, classroom management, pedagogy and staff relations are the main sources of student-teachers’ anxieties. Besides, Parker (2011) also found that gender affects anxiety level of the student-teachers. Female student-teachers are more anxious than male. Moreover, anxieties did not come while student-teachers do their teaching practicum but also before they take the course.

The last relevant study was conducted by Ngidi and Sibaya (2003). They investigated the student-teachers’ experience of anxieties, the relationship between student-teachers’ personality factor and anxiety levels in practice teaching. The participants of this study were 75 student-teachers (23 male students and 52 female students) from University of Zululand, South Africa. They used closed-ended questioners as the instrument of collecting the data. The results of this study showed that supervisors and mentor teachers comments and assessment was the main source of student-teacher anxieties.

**THE STUDY**

**Research Questions**

This study is directed to answer research questions below:

- What are the student-teachers’ anxieties according to orthogonal factors?
- What are the possible sources of student-teachers’ anxieties when they conduct the teaching practicum?
- How do the student-teachers cope with their anxieties?
Context of the Study

The study took place in English Language Education Program. This program has teaching practicum course as a part of the curriculum that all student-teachers should take to achieving their diploma. Student-teachers who take teaching practicum course will be randomly placed into schools in Salatiga and nearby towns. They will be placed in both private schools & public schools. There will be two until nine student-teachers in each school. Each group of student-teachers in each school has one supervisor and one mentor teacher.

According to the new curriculum of 2016, the student-teachers were required to conducting the teaching practicum for at least four months in the teaching practicum sites. They do not only teach but also do some administrative jobs like professional teachers. They are required to write daily activities in their teaching log or diary in order to inform the supervisor about their activities every day. After teaching a class they also have to write their own reflection according to their strengths, weaknesses, and what they should improve in the next class. Student-teachers also have a task to teach four to six times in pairs with other student-teachers in the same school and six until eight times to teach individually to fulfill the teaching practicum requirements. In each of the teaching activities, the mentor teacher and one of the student-teachers will assess and give comments and suggestions for them.

Participants

The participants for this study were six student-teachers from English Language Education program who did their teaching practicum course. This study chose six student-teachers to gain higher quality of information which will be easier to be collected if this study focused on the small group. The requirement of this study was that the participants did their teaching practicum between January and April 2017 in SMP Kristen Satya Wacana.
Research Instruments

This research used two instruments to collect data. The first instrument was a questionnaire. The reason to use this instrument was because, with a questionnaire, a large amount of data could be collected effectively. Moreover, the researcher aimed to collect information about what anxieties that student-teachers perceived and the sources of their anxieties when conducted teaching practicum course.

The questionnaire (STAS) that the researcher adapted from Parker (2016) would contain 26 close-ended questions which scaled student-teachers anxiety level when they take teaching practicum course. Every participant supposed to choose one of the options in the questionnaire. The options were “Very Much”, “Moderately”, “Somewhat”, “Rarely”, and “Never”. This questionnaire would be given to all participants. At the end of the question, the participants supposed to write their basic information including GPA, student number, and phone number (for the importance of the further interview).

The second instrument in this study was an interview section. The interview can support the researcher to collect detailed information from the participant. With this instrument, the researcher aimed to know how the student-teachers coped with their anxieties. For the main questions, this study chose to concern about what their anxieties were and how they handled their anxieties. The researcher would use follow-up questions to collect more information about how they coped with their anxieties. The other question would be done spontaneously to make the conversation between the researcher and the participants not too awkward. For the future information, this study only presented four interview data because of the participant’s availability to take the interview section. Finally, this study wanted to combine the two instruments to get more accurate and trusted data from the participants.
Data Collection Procedures

The researcher chose six student-teachers from Satya Wacana Junior High School as the participants for this study. The next step was asking an approval from the participants to help the researcher fill the questioner. After getting six participants, the researcher would ask the participant to give an honest answer due to the accuracy of the research result. The researcher guide and answer if the participants had any difficulties. The purpose of the research should be announced to the participants before they completed the questionnaire. From the questionnaires that had been collected, the researcher chose four people randomly to be sample and did an interview section and would go on between five until ten minutes. The researcher should ask for permission and approval from the participant. Furthermore, due to the participants’ privacy, the participant's name would be changed to Student A, Student B, Student C, Student D, Student E, and Student F.

Data Analysis Procedures

After finished to collect the data, the researcher started to input the data into Microsoft Excel. The researcher divided and categorized the data into several sub-headings according to the orthogonal factors. The recorded interviews were also analyzed.

FINDINGS AND DISCUSSIONS

All findings from the questionnaires and interviews will be presented and discussed in two major parts. The first part focuses on factors and possible sources of student-teachers’ anxieties. Under this part, there will be data related to the four orthogonal factors and discussions of their possible sources of anxieties. The second part focuses on how student-
teachers cope with their anxieties. This study part reveal how student-teachers cope with their anxieties based on the participant's answers in the interviews.

**Factors and Possible Sources of Student-Teachers’ Anxieties**

According to Hart (1987), the possible sources of student-teacher anxieties are categorized into four orthogonal factors, namely: 1) classroom management, 2) pupils and professional concern, 3) supervisor and staff management, and 4) teaching practice requirement anxiety. The findings of this study show similar results which revealed that the four orthogonal factors also became the sources of student-teachers’ anxieties as they conduct their teaching practicum.

**Supervisor and Staff Management**

The first factor contributing to student-teachers’ anxieties is supervisor and staff management. According to Hart (1987), this factor could be divided into two main sources of anxiety, namely the anxiety which comes from the supervisor and the anxiety when the student-teacher interact with school staffs. Under this factor, there are eight possible sources of anxiety. Those eight possible sources are: 1) regular visit by the supervisor, 2) supervisor assessment, 3) supervisor expectation, 4) what lesson supervisor comes to observe, 5) how helpful the school staff is, 6) relationship with the school staff, 7) principal’s assessment, and 8) school staff cooperation.

Even though there are eight possible sources, all the participants agreed that how helpful the school staff and school staff cooperation were not the sources of their anxiety. Student C stated:

“They (the school staff) always help and support us.”
Student C mentioned “help” which informs us that the school staff cares enough to help the student-teachers conduct their teaching practicum. He also mentioned “support us” which reveals that the cooperation between student-teacher and the school staff was fine.

The first possible source focuses on supervisor regular visit to the teaching practicum site. According to Ngidi (2003), the appearance of the supervisor in teaching practicum site may make the student-teachers anxious about their works. Student-teachers may be afraid and not confident in the teaching practicum site as they know their supervisor would come to check their work. Student A asserted:

“I’m afraid that our supervisor doubts about my job.”

The statement reveals that even though not being graded or assessed by the supervisor, student-teachers’ anxiety still may occur only with supervisor appearance in the teaching practicum site.

The second possible source, supervisor assessment also brings anxiety to the student-teachers. Student-teachers might think about their grade as they know their supervisor assessed their teaching practicum skill. Student B asserted:

“Seeing our supervisor sit at the back of the class makes me anxious.”

It means that assessment by the supervisor might result in anxiety for the student-teachers which result in negative behavior such as stutter delivering the teaching materials that make the student hard to understand what student-teacher explained.

Supervisor expectation contributes to student-teachers’ as well especially in the teaching practice observation. Student B mentioned:

“Only think what my supervisor will comment my teaching practice will cause a distraction to my concentration while teaching.”
That means to think what their faculty advisor look in their teaching practice performance could distract the student-teachers focus on delivering the teaching material which would reduce their teaching quality.

The fourth possible source focuses on what lesson supervisor would come and observe. Student D stated:

“I always hope the supervisor observe an easy material.”

The excerpt that reflects the student-teachers are anxious to be observed especially when they have to teach difficult materials. In this case, student-teachers might feel several issues such as stutter, blank mind, and not clear when explaining the material as mentioned by Morton (1997)

Relationship with the school staff is the next source of student-teachers anxieties. They are anxious whether their manners are accepted and be considered appropriate or not. Student A asserted:

“I'm afraid to speak inappropriately with the school staff.”

This anxiety may related to student-teachers’ perception that maintaining good relation to school staff is necessary in order to build cooperation between them.

The last possible source is principal assessment which also becomes student-teachers possible source of anxiety in conducting teaching practicum. The principal has an obligation to observe student-teacher works. Student B stated:

“She (the principal) brings pressure.”

The principals also become the anxiety source for the student-teachers that in fact, misbehavior in their work might reduce their grades by the mentor teacher.
In conclusion for this part, despite the eight possible sources, the participants are only anxious with six of them. The six possible sources of their anxieties are: 1) regular visit by the supervisor, 2) supervisor assessment, 3) supervisor expectation, 4) what lesson supervisor come to observe, 6) relationship with the school staff, and 7) principal’s assessment. On the contrary, 5) how helpful the school staff and 8) school staff cooperation were not student-teacher possible source of anxieties.

**Pupils and Professional Concern**

The second factor that contributes to student-teachers’ anxiety is pupils and professional concern. To define professional concern in this factor, Hart (1987) mentioned that student-teachers’ behavior, the quality of the teaching material (suitable or not; adequate or not) are the key term of how professional student-teachers in the teaching practicum. Under this factor, 1) setting works level for the children, 2) teaching plans adequate, 3) misbehavior in class, 4) material adequate, 5) selecting suitable lesson content, and 6) maintaining good enough preparation become the possible sources that influence student-teachers’ anxieties.

First, the possible source is an anxiety that comes from setting works level for the children in the classroom. In this possible source, Student C asserted:

“I am anxious to use difficult words.”

It means that the student-teachers anxious to use a difficult word which may make the student confuse with the explanation given by the student teacher. Moreover, the supervisor may reduce student-teachers’ score if they use many hard words which not suitable to be used in the Junior High School level.
The second possible source is how the teaching plans will be adequate. This possible source may come in the process of teaching practicum preparation, especially when the student-teachers created their lesson plans. Student D asserted that:

“I always doubt whether my teaching plan was enough or not.”

Student D mentioned “doubts” that shows that he was anxious about his lesson plan. He feels not confident and doubts to himself that the lesson plan he created will cover the whole time of teaching practice time. This kind of anxiety may result in unconfident feelings before the student-teachers do their teaching practice. Moreover, this kind of anxiety will impact in student-teachers’ confidence in applied their lesson plan in classroom activities.

Misbehavior in the class also contribute to student-teachers’ anxieties. According to the data from interviews, student-teachers are anxious to misbehave which in fact they know that not only may result in point deduction for their teaching practice score but also break their relationship quality with the mentor teachers, school staffs, and students. Furthermore, to support the discussion above Student A stated that:

“I know that misbehave may result in deduction and reduce relationship status.”

Next, how the material will be adequate is contributing as the fourth possible source of student-teachers’ anxieties. The differences between the fourth and the second possible source is this anxiety will show when the student-teachers do their teaching practice in the classroom activities. Student D stated that:

“The materials we bring in class may not make enough that make me feel anxious.”

From the phrase above, he feels anxious from the material he brings in the classroom which is not adequate to fill all the activities for the students. This kind of anxiety may results in
reduced performance of teaching practice skill that in fact, the student-teachers should use another activity that they not prepared in their lesson plan to fill any spare time.

The fifth possible source of student-teachers’ anxieties is selecting suitable lesson content for their students. Not only adjust their work levels, but student-teachers also should select any suitable lesson materials that are appropriate for their students English proficiency level. The anxiety from these possible sources comes from the difficulties to choose suitable materials for the students. Student C stated that:

“Sometimes it was too difficult to choose right materials.”

Even though he only anxious in somewhat frequency, Student C still anxious in selecting teaching materials for the students. He mentioned “difficult” to represent his feeling of anxieties to decide appropriate teaching materials for the students in his teaching practicum site.

The last possible source contributed by maintaining good enough preparation in teaching practice. In the interviews, Student B mentioned that:

“I’m afraid I cannot keep doing any preparation for the teaching practice.”

He mentioned that he was “afraid” which represents his anxiety in maintaining good enough preparation. This anxiety may result in unconfident feelings and lack to mastering the teaching materials or lesson plans that have been created in student-teacher preparation.

In conclusion, this part has a similarity in findings with Hart (1987). The collected data revealed that all the six possible sources under the pupil’s and professional concern become the source of student-teacher anxieties.
**Class Control Anxiety**

The third factor that makes student-teachers anxious is classroom management. This factor will focuses on student-teachers’ anxieties that come from their students and classroom activities. Same with the previous factor, in this factor, there are six different possible sources of anxiety. The six possible sources are: 1) proper attention to the students, 2) class control, 3) possibly problems from the disruptive student, 4) controlling the noise level, 5) maintaining enough approach to the students, and 6) handle child’s defiance.

For the first possible source, student-teachers’ anxieties come from distributing proper attention to their students. In his interview section, Student B asserted:

“If we fail to give attention to the students, may disrespect you.”

He mentioned that “disrespect” as the results of neglecting one or two students in the classroom. Disrespect attitudes from the students may become a big problem for the teacher which may reduce student attention to the lesson and impact the student’s understanding of the materials delivered by the student-teachers.

The second possible source is class control anxieties. This possible source focuses on student-teachers’ anxieties that related with controlling the classroom activities. According to Student A:

“Controlling students in the classroom may result in disrespected attitude by the students.”

The excerpt above shows us that student-teachers’ anxieties may increase due to the students’ attitude. He mentioned “disrespected” which means bad attitude from the students. From this bad attitude, student-teachers may feel reduced teaching performance as they lose their confidence in delivering the teaching materials.
The third possible source focuses on possible problems that may occur from disruptive students. According to the Student A in his interviews, some students are very disruptive that can distract their friends to receive the materials delivered by the student-teacher. Student A stated:

“Students may do an unexpected action.”

From the excerpt above, Student A mentioned that disruptive student might do annoying activities which may distract their friends’ concentration in learning activities. In this way, student-teachers also face new difficulties to take care of disruptive students to avoid another student influenced to do the negative behavior in the classroom activities.

Next, the fourth possible source is controlling the noise levels in the classroom. This possible source of anxiety focuses on anxiety that appear when student-teachers face any noisy classroom which they cannot control. Lack of skill to controlling the classroom noise will affect students’ understanding about the materials and create un-conducive learning place. Student C mentioned that:

“I’m afraid they speak too loud which may disturb another student.”

Student C stated “afraid” which reflect his anxiety in controlling noise levels in the classroom activity. Student C also mentioned “they” which represent the noisy students in the classroom. Moreover, he also mentioned ”disturb” that represent the effect that may appear if the students speak too loud.

The next possible source contributed by maintaining enough approach to the students. According to Hart (1987), this possible source of anxieties will discuss in the relationship between student-teachers and their students in the teaching practicum site. Fail to build a
relationship or manage enough approach with the students may result in disrespect attitude from the students. As support for the discussion, Student A stated:

“If the student-teachers cannot afford enough approach there was no relationship between student-teacher and the students. I think it is the cause of why they are not respecting us.”

The last possible source is anxiety that come from handling child’s defiance in the classroom. According to Student B, student-teachers may find difficulties to handle students’ defiance. He added that when student-teachers fail to control the defiance, the students may lose their respect which can become problem in controlling the classroom. He stated that:

“I was afraid that my students’ defiance might result in not respect me, not listen to my advice, or even mock me in the classroom activity. If they disrespect me, I will get a problem to handle the classroom.”

From the excerpt above, Student B is anxious when fail to handle child defiance as he mentioned that it will results in “not respect” attitude. He also mentioned that it would be difficult to get respect if he fails to handle child’s defiance as he stated “problem” in controlling the classroom.

In conclusion, this third orthogonal factor focuses on student-teachers’ anxieties that come from their classroom management. There are six possible sources in this third orthogonal factor which are: 1) proper attention to the students, 2) class control, 3) possibly problems from the disruptive students, 4) controlling the noise level, 5) maintaining enough approach to the students, and 6) handle child’s defiance.

*Teaching Practice Requirement Anxiety*

Finally, the last factor is teaching practicum requirement anxiety. According to FLA rules, there are two main requirements that student-teachers should meet to pass their teaching practicum. The first was paperwork and the second was teaching practice
performance. Paperwork includes teaching practicum journal, their daily activities, and observation books. Besides, student-teachers’ assessment by the mentor teacher and supervisor, and their absence were included in teaching practicum performance. Like the other factors, this factor has six possible sources of anxieties which are: 1) student-teachers’ teaching performance, 2) completing lesson plans in the required form, 3) supervisor reaction on unsuccessful lessons, 4) mentor teacher reaction on the unsuccessful lesson, 5) supervisor assessment, and 6) completing all the paperwork in time.

In the first factor, Hart (1987) mentioned that teaching performance is contributing to student-teachers’ anxieties. He states that thinking to student-teachers’ teaching performance may give several impacts such as stutter when explaining and pressure. Moreover, Student D asserted:

“When I thinking about my teaching performance, it brings nervous and tension.”

In the excerpt, he mentioned “nervous” and “tension” which can be indicated as pressure in teaching practicum. Furthermore, student-teachers may experience low performance in their teaching practice which the impact of the nervous and tense.

The second possible source of student-teachers’ anxieties is completing lesson plans in the required form. In the interview section, Student C mentioned that:

“The form given by the Department and the form we use there are different.”

It reveals that the student-teachers’ anxieties appear from the differences form given by the faculty and what they use in the teaching practicum site. The demand to use new lesson plan form increase their anxiety that in fact, they do not have any experience make a lesson plan as the teaching practicum site requested.
The third possible source of student-teachers’ anxieties focuses on supervisor reaction on unsuccessful lessons. Supervisor reactions become very important to the student-teachers because according to FLA regulation, the supervisor gives the biggest portion of the score for teaching practicum. Student A stated that:

“Sometimes I’m anxious about my grade when I fail to deliver the material to the students.”

He feels anxious when fail to conduct any teaching practice. The anxieties may increase when the student-teachers make same mistakes when being observed by their supervisor. Student B in the interviews also supports the discussion above with the stated:

“The anxiety becomes higher when I made the same mistake.”

Similar to the previous possible source of anxiety, mentor teacher reaction on unsuccessful lessons also becomes the fourth source of student-teachers’ anxieties. Even though the mentors do not have an obligation as big as the supervisor, the mentors still have any policy to give teaching practicum score for the student-teachers. Student D supporting the discussion before with stated:

“Mentor teacher also give scoring point which gives us pressure.”

On the other hand, fails bringing lesson may result in a deduction for their teaching practice score. Mentor teacher reactions can make the student-teachers’ feels nervous and stutter when explaining because of the pressure that the mentor brought when observing teaching practice.

Next possible source is supervisor assessment. Capel (1997) mentioned that the supervisor score was the source of student-teachers anxiety. Similar with Capel (1997), Student A asserted:

“Think about the assessment given by the faculty made me anxious.”
It revealed that the scoring points and assessment from the supervisor give pressures to the student-teachers’ mentality. Moreover, the standard that given by the supervisor to achieve grade A for teaching practicum course also gave high anxiety level to the student-teachers.

Finally, the last possible source of anxiety is completing all the paperwork in time. Paperwork such as teaching practicum journal, daily activities book, and observation book are required as a component that student-teachers should submit to pass teaching practicum course. Student A stated:

“Even though only at the end of teaching practicum course period, did all the paperwork done in time also give me anxiety.”

The excerpt above reveals that student-teachers will face their anxiety at the end of teaching practicum period or the deadline for paperwork submission. The anxiety levels will increase if the date of submission is getting closer.

In conclusion for this part, student-teachers’ anxieties may occur from six different sources. The six different sources mentioned before are: 1) student-teachers’ teaching performance, 2) completing lesson plans in the required form, 3) supervisor reaction on unsuccessful lessons, 4) mentor teacher reaction on the unsuccessful lesson, 5) supervisor assessment, and 6) completing all the paperwork in time.

How Do Student Teachers’ Cope with Their Anxieties

This study also found out how the student-teachers cope with their anxieties in completing teaching practicum. According to the previous section, there are four factors that can be divided into 26 possible sources of student-teachers’ anxieties. Because the participants in this study only face 24 possible anxiety sources, this study will only discuss 24 possible anxiety sources except for “how helpful the school staff” and “school staff cooperation”.
First is copes with the supervisor and staff management anxieties. In this case, according to Student D, think positively and avoiding over thinking are very helpful to reduce the anxiety that came from supervisor observation. He mentioned that:

“To avoid over thinking, usually I think something positive.”

Furthermore, Student B in his interviews mentioned that listening to the advisor advice’s and implementing it to the teaching practice helps the student-teachers to cope with their anxiety that come from “how the practice teaching will go in my faculty advisor’s eyes” factor. He stated that:

“Our advisor guides us. We need was listening and practicing her advice.”

Student C also mentioned:

“Always preparing makes the teaching and learning process becomes easier.”

Student C mentioned that this way is very effective to handle the anxiety that may appears from supervisor assessment. If student-teachers well prepared, it would reduce any mistakes which may result in a good teaching performance.

Besides, greet every school staff and never come late in the school activity will also build positive vibes which can reduce anxieties that appears from the school staff members. Thus, it will reduce anxiety “how helpful the members of the school staff will be” and “whether the principal will be happy with student-teachers’ work”. Student A mentioned:

“I greet every staff in the morning which is reduced my anxiety about school staff thinks.”

Next, to handle the anxiety that appears from the supervisor expectation. Student C mentioned:

“I always did what the supervisor said in the consultation and advising section.”
He means that take a note is important in advisors’ advice to do the teaching practice as the advisor expected. For the last possible source; “what lesson the supervisor would come in to see”; Student B revealed that with do good preparation in every teaching practice, the anxieties will never come because the student-teachers ready to deal with any problems that can occur during the teaching practice. The student B asserted that:

“Preparation is the key to reducing the anxiety that may appear when the advisor observes our teaching practice.”

In the pupils and professional concern factor, the participants mentioned several ways to cope with the anxieties that might appear on this factor. Student B mentioned that asking the mentor teacher and using internet resource can help them to set right level materials for the students. He also mentioned that check the lesson plan before do the teaching practice and always do consultation with the mentor teacher to make sure all the preparation was well prepared become the key to success in maintaining good enough standard of preparation. In his interview section, Student B stated that:

“Now the technology is helping us (student-teachers) to find a right material for our students. Supervisor and mentor teacher also helps us to select suitable materials in the consultation meeting.”

In the next term, to cope with how adequate the teaching plans and material will cover the teaching hour, Student D mentioned that asking the mentor teacher and do any consultation was a great thing to reduce the anxiety levels. He stated that:

“We can consult our materials with the mentor to add or reduce activities in the lesson plan to be more suitable to cover up the materials and times.”

Also, pupils and professional concern may give anxiety through an incident of misbehavior in the classroom. According to Student A, this possible source can be coped by asking the school staff and mentor teacher about school prohibition and regulation that can guide the student-teachers to deal with the misbehavior attitude. Student A asserted:
“Yes, in my experience, we could ask for help from the school to know the regulation which may help us to do an acceptable behavior.”

For the third factor, Student C mentioned that if the student-teachers anxious about giving each child the attention she or he needed without neglecting another student, student-teacher could make an interesting activity that may include the entire student in the class to avoid neglecting several students. Student C stated that:

“Using games which asking the entire students to participate in the class will avoid poor attention for several students.”

In the class control and controlling the noise level in the classroom anxieties, Student A, B, and C mentioned that make the student respect them as the teacher can help to control the teaching atmosphere in the classroom activities. Student B stated that:

“We (student-teachers) should know how the difference roles between student-teachers and students in the class to make them respect us.”

Moreover, student-teachers need to distinct the students to show the different role. Student C also added that:

“I was asking several disruptive students to know what way of teaching that suitable for them.”

It means that student-teachers would know better suitable learning style that students demand in their learning process which may result in cooperative feedback from the students in receiving the learning materials. Instead of class control and controlling the noise levels, interaction with the students may build a good relationship that can reduce anxiety levels in dealing with disruptive student and also maintain enough approach to the student. Finally, Student D mentioned their method in coping with any defiance from a child. Student D mentioned that:

“Talk to them in the break time may reduce my anxiety. In advance, I tried to study my teaching material as a preparation before did my practice teaching”.

25
From Student D statement we could conclude that knowing the student personality deeper, talk to them personally and mastering every teaching practice material can greatly reduce their anxieties in classroom management factor.

For the last factor, student-teacher mentioned several ways to copes with teaching practice requirement anxiety. According to Student C, neglecting students comment and focus on the lesson plan can strongly build up confidence in the teaching practicum. He stated in the interviews that:

“The key is to focus on the lesson, not focus on what is the students talking about.”

Moreover, Student B in his interview stated that mastering the teaching material and avoiding over thinking about teaching practicum score can also help the student-teachers to deal with their anxiety in teaching performance. He asserted:

“If we know what material that we would teach to the students, try to focus on it not focus on the grade.”

In the other possible sources of anxiety, Student C stated that:

“I learn the teaching form given by the faculty to avoid any wordiness.”

This way may result in lower anxiety level in completing lesson plans in the required form. In that way, student-teachers can build-up confidence in making the lesson plan.

Learning from the previous unsuccessful lesson and always take a note when failed in any lesson practice can also help the student-teacher to deal with their anxiety that may occur in the mentor reaction in one or more unsuccessful teaching practice. In the next sub-factor, Student D mentioned that avoiding negative thinking and always prepare the lesson plan could increase student performance in reducing anxiety that shows up from assessment given by the faculty advisor. He stated that:
“Yes, you need to think positively to reduce your anxiety. Always prepare what you will teach and only concern about it”.

Finally, due to anxiety that might occur from the paperwork, Student A revealed that the anxiety would increase due to the time of the paperwork submission. He mentioned:

“The anxiety will occur when it was near the submission time for the paper work.”

In the other possible source of anxiety, Student A added how he copes with paperwork done in time with stated in the interview section:

“As a student-teacher, we should do our paperwork regularly right after the practice teaching has done.”

It means that the student-teachers can reduce this kind of anxiety if they did all the paperwork assessment long time before the deadline given by the faculty.

CONCLUSIONS

The goals of this study were to answer three research questions related to student-teachers’ anxieties in conducting teaching practicum. Related with the first research question, it was found that the orthogonal factor can divided into 4 factors. The factors were supervisor and school staff management, pupils and professional concern, classroom management, and teaching practicum requirement. Student-teacher showed that all the factors in the orthogonal were became their source of anxiety. They were anxious about the scores given by the supervisor and school staff, afraid to decided materials, stutter to explaining the material in the classroom, and anxious about their paper job.

Next, according to Hart (1987) there were 26 causes of student-teacher anxieties. This study revealed that only 24 of them became the cause of the participant’s anxiety. Under the first orthogonal factor, how helpful the school staff and school staff cooperation were not
they anxious about. Moreover, they mentioned that the school staff was very helpful and cooperative to support them in conduct the teaching practicum.

The last was to handle their anxiety, the participants mentioned that to handle anxiety in the first orthogonal factor, student teacher should think positively, do any preparation, greet school staff, and listen to supervisor teacher advises. Next, in the pupils and professional concern, student-teacher could search teaching materials in the internet and asked for guidance from the mentor teacher. For the third orthogonal factor, student-teacher should build chemistry and role differences between student and teacher. For the last factor, student teacher should take a note in every mistake when did teaching practice and do all the paper work earlier long before the deadline date.

The result of this study was expected to give benefits to both student-teachers, teaching practicum supervisors, mentor teachers, and English Language Education Program in some ways. The findings of this study inform the student-teachers how to cope with their anxieties in teaching practicum, supervisors and mentor teachers are more aware of the fact that they are also the source of anxiety and are able to support student teacher in coping with the anxiety, and for the department, they may include this anxiety and its possible sources and how to handle them as part of the material in the briefing program.
REFERENCES


ACKNOWLEDGEMENTS

I would like to express my gratitude to Jesus Christ for always blessing me through this time. I would express my gratitude to my parents and my sister for their endless support, prayer, and willingness to always be there when I was in a hard time. Next, my deepest appreciation goes to my research report supervisor, Athriyana S. Pattiwaël, M. Hum and my thesis examiner, Drs. Anton Wahyana, M.A. for their patience and guidance so that I can finish my research report as without their valuable assistance, this research would not have been completed. I would thank my participants who help me complete the data for this research. I would also thank my friends under the same supervisor who always there when I need them. Next, I would thank Sinara Tonda Venata who accompanies me to finish this thesis. I would also thank Andreas Triko and Antonius Dimas for their support in completing this research. Last but not least, I would like to thank all lecturers in this Department for the knowledge they have given. Finally, I would like to express my gratitude to all 2013-ers who help me to create wonderful memories through my college life.
# APPENDIX

Student Number : 
GPA : 
Phone Number : 

**STUDENT TEACHER ANXIETY SCALE (STAS)**

Please circle the number which suitable with what you feel about the statements below. Please be an honest person, answer the question based on your personal anxiety when taking teaching practicum course.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Very Much</th>
<th>Moderately</th>
<th>Somewhat</th>
<th>Rarely</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am anxious about how to give each child the attention he/she needs without neglecting others.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<td>2.</td>
<td>I am anxious about being observed by my advisor.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>3.</td>
<td>I am anxious about setting work at the right level for the children.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>4.</td>
<td>I am anxious about class control.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<td>5.</td>
<td>I am anxious about whether or not my performance will be satisfactory from the point of view of the associate teacher.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<td>6.</td>
<td>I am anxious about how the practice teaching will go in my faculty advisor’s eyes.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>7.</td>
<td>I am anxious about how helpful members of the school staff will be.</td>
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<td>8.</td>
<td>I am anxious about whether or not my plans will be adequate.</td>
<td>4</td>
<td>3</td>
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<td>9.</td>
<td>I am anxious about possible problems in the class with individual disruptive children.</td>
<td>4</td>
<td>3</td>
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<td>10.</td>
<td>I am anxious about completing lesson plans in the required form.</td>
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<td>I am anxious about getting on with the school staff.</td>
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<td>11.</td>
<td>I am anxious about getting on with the school staff.</td>
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<tr>
<th></th>
<th>I am anxious about what my advisor will expect.</th>
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<th></th>
<th>I am anxious about incidents of misbehavior in class.</th>
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<th></th>
<th>I am anxious about how the faculty advisor will react to one or more unsuccessful lessons if they should occur.</th>
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<td>I am anxious about how the faculty advisor will react to one or more unsuccessful lessons if they should occur.</td>
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<tr>
<th></th>
<th>I am anxious about whether or not I will cover the material adequately.</th>
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<td>15.</td>
<td>I am anxious about whether or not I will cover the material adequately.</td>
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<th></th>
<th>I am anxious about whether the principal will be happy with my work.</th>
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<td>16.</td>
<td>I am anxious about whether the principal will be happy with my work.</td>
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<th></th>
<th>I am anxious about controlling the noise level in the class.</th>
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<table>
<thead>
<tr>
<th></th>
<th>I am anxious about what lesson the supervisor would come in to see.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>26.</td>
<td>I am anxious about what lesson the supervisor would come in to see.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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