

Pre-Service English Teachers' Anxiety in Speaking English: A Case from an Indonesian Islamic College


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ARTICLE INFO	ABSTRACT
<p>Article history Received 11, 3, 2023 Revised 8, 10, 2023 Accepted 6, 15, 2023</p> <p>Keywords Pre-service English teacher Speaking anxiety Islamic college</p>	<p>Extensive research on speaking English as a foreign language has been carried out in the last decades. However, little is known about the exploration of speaking anxiety experienced by pre-service English teachers situated in an Islamic college, particularly in the Indonesian setting. This case study aimed to investigate the factors that influence six pre-service English teachers' anxiety in speaking English and how they overcome such hindrances. Data were analyzed using Braun and Clarke's (2006) thematic analysis, including familiarizing ourselves with the recorded data, creating transcripts from the data, reading the transcripts multiple times, creating codes for salient data, creating categories from the codes, and creating themes from the categories. The analysis reveals factors that influence the participants' speaking anxiety, including 1) feeling embarrassed, 2) fear of mistakes, 3) lack of confidence, 4) feeling nervous, and 4) rarely speaking. In addition, the participants enacted multiple ways of alleviating their anxiety when teaching, such as asking motivation from friends, starting the class with English, engaging students in a game-based learning, preparing materials before the class, and asking students to focus on the class. Suggestions for future studies are discussed at the end of this article.</p> <p style="text-align: right;">This is an open access article under the CC-BY license.</p> 

I. Introduction

Recently, research has informed that speaking English is the most anxiety-inducing skill for EFL learners (see Chen & Hwang, 2020; Chen, 2022; Sukmana et al., 2023; Zhang & Lai, 2023). Anxiety comes from emotional factors that arise for several reasons such as lack of knowledge, poor preparation, and fear of making mistakes. Such complexities are also driven by learners' attitudes toward speaking as they practice speaking English either inside the class or outside the class (Archbell & Coplan, 2022).

Several studies on the causes of anxiety experienced by Indonesian pre-service teachers have been conducted recently on a micro level. For example, Hayuningtyas and Humairoh (2021) analyzed the causes of pre-service Indonesian teachers' anxiety in teaching English and how they manage anxiety when teaching English. The findings inform multiple traits that affect anxiety and multiple ways enacted by the participants in dealing with anxiety in teaching. In a similar vein, Syahfutra and Wibowo (2019) identified speaking anxiety experienced by English language education students in Indonesia and found that

speaking anxiety has been negative for the development of the participants' speaking skills. An earlier study by Starinne and Kurniawati (2018) analyzed psychological factors and physiological reactions of pre-service EFL teachers on their self-efficacy while carrying out teaching practicum. The findings revealed that anxiety is related to psychological and physiological aspects among the participants. In line with that, Ekayanti et al. (2018) analyzed pre-service teachers' responses when applying the PechaKucha technique during presentations and unveiled that multiple techniques used in presentation activities could diminish participants' anxiety. Lastly, Asrida's (2017) research discussed students' strategies for overcoming anxiety in speaking in front of the class and the causes of it. It was found that the students enacted multiple methods to alleviate their anxiety. Given that the existing studies have been very contributive to anxiety research in the Indonesian context, the participants recruited were uniform. Thus, findings may be biased and cannot be generalized into a more specific setting. Therefore, this study attempted to extend the conversations on speaking anxiety research by exploring

pre-service English teachers situated in an Islamic college in Indonesia.

For the last decades, new developments in the view of teaching and learning have consequences for Islamic teachers and pre-service teachers to improve their roles and competencies. The teaching-learning process and student learning outcomes are largely determined by the role and competence of the teachers. Therefore, pre-service teachers need to prepare their competencies so that they can provide and implement learning materials in accordance with their learning objectives. In the process, all learning activities are expected to run smoothly. However, several factors might cause the learning process not to run optimally, one of which is the teacher's anxiety in delivering the material or speaking English so that the learning material is not conveyed properly. Therefore, teachers' anxiety in speaking English needs to be overcome by preparing the quality of pre-service teachers before they teach. With this research, pre-service teachers can find out and identify the factors and causes of anxiety when speaking English. Given these problems, the focus of this qualitative research is to answer two formulations of the problem: First, (1) What are the factors that influence pre-service English teachers' speaking anxiety? Second, (2) How do the pre-service English teachers deal with their anxiety problems?

The theoretical benefit of conducting this research is to enrich the literature on speaking anxiety experienced by pre-service English teachers in an Islamic college. It is important to note that students' voices must be heard as feedback for English teachers or lecturers (Johnston et al., 2023) to explore students' speaking anxiety levels. Practically, this research can contribute to the understanding of pre-service English teachers to be able to identify the factors that cause anxiety that arise in them and how to overcome them. Thus, it can minimize things that could hinder the teaching and learning process in the classroom. Additionally, for lecturers or teaching practitioners, it is hoped that they can review the results of this research so that they can help pre-service English teachers overcome this anxiety. Moreover, this research could be a reference for carrying out further studies that focus on the anxiety of pre-service teachers and find out how anxiety hurts the speaking abilities of pre-service teacher students in the implementation of teaching and learning.

A. Situating Previous Studies

Many previous studies on anxiety have been conducted in various contexts. For example, Hayuningtyas and Humairoh (2021) analyzed the causes of pre-service Indonesian teachers' anxiety in teaching English and how they manage anxiety when teaching English. The results of his research show that several factors cause anxiety for prospective English teachers, including their confidence, English skills, preparation, lesson delivery, student profiles, evaluation, and classroom management. In

addition, as inexperienced teachers, they tend to feel insecure about their performance. They overcome these problems by implementing personal, professional, social, and institutional coping strategies. The four strategies are used to help prospective English teachers manage and overcome their anxiety.

Second, Syahfutra and Wibowo (2019) identified speaking anxiety experienced by students studying English Language Education in Indonesia. In the results of this study, it can be found that there are some differences in the factors of speaking anxiety shown by students at private and public universities. It was found that students' speaking anxiety factors at private universities were associated with self-confidence, considering errors and attitudes of lecturers during the English-speaking process. In contrast, the perceptions felt by students at public universities were nervousness and conveying ideas. For solutions to reducing speech anxiety, this study found that a common point was shown by students at both universities. They prioritize preparation before the speaking process begins, as well as a supportive environment that can help them practice speaking, ultimately reducing their speaking anxiety.

Further, Starinne and Kurniawati (2018) analyzed psychological factors and physiological reactions of pre-service EFL teachers on their self-efficacy while carrying out teaching practicum. According to the results of this study, several psychological factors influence the self-efficacy of teaching practicum students in using English as the language of instruction when they teach. For example, confidence because you can communicate using good English, feeling optimistic about being able to complete teaching practicum, not overthinking the opinion of tutors and students about their fluency in English, and feeling happy and proud because they are valued and cared for by students are psychological factors that lead to positive self-efficacy. Ekayanti et al. (2018) analyzed the responses of prospective teachers when applying the PechaKucha technique during presentations. The results of the study show that implementing the PechaKucha technique is very beneficial for prospective teachers in developing their speaking skills because presentations using the PechaKucha technique can hone speaking skills, vocabulary, speaking expressions, and speaking procedures.

Lastly, Asrida's (2017) work discussed students' strategies for overcoming anxiety in speaking in front of the class and the causes. The results of the study showed that students implemented several strategies to relieve anxiety in speaking English in class, namely, (1) trying to calm themselves when speaking English in class, (2) taking small notes when speaking English in class, (3) tried to pretend that no one was watching when he spoke in front of the class, (4) tried to practice himself in front of the mirror before speaking English in class, (5) practiced speaking with classmates. Furthermore, factors that cause

anxiety in speaking English in class were also found, namely, (1) students were afraid of speaking English incorrectly in class, (2) students lacked the confidence to speak English in class, (3) students lost the idea of speaking English in class, (4) students are afraid of speaking spontaneously in class.

Literature has been massive in documenting research on anxiety in foreign language learning both at micro and macro levels (Bielak, 2022; Dewaele et al., 2023; Zhang, 2019). However, little is known about speaking anxiety experienced by teacher candidates in an Islamic college. Our present study is essential to extend such literature by recruiting participants from an Islamic college in Indonesia, particularly in the Province of East Java. Studying Islamic college students would add rich data and information on how their given contexts and environment help increase or reduce anxiety in learning foreign languages (Getie, 2020). To discuss the literature in detail, Table 1 below showcases our research originality.

Table 1. Research Originality

No.	Researchers, Title, and Year Study	Similarities	Differences
1.	Hayuningtyas and Humairoh, English Pre-Service Teachers' Anxiety Against English in the Field Experience Program (PPL), 2021	This study equally analyzes the causes of anxiety for pre-service teachers or prospective teachers in speaking English.	The research conducted by Hayuningtyas and Humairoh used a mixed method by combining quantitative and qualitative research methods. While this study only uses research methods qualitative only.
2.	Syahfutra and Wibowo, Speaking Anxiety in Learning Speaking for Students of the English Education Study Program, 2019	This study has the same goal, namely, to identify the anxiety of speaking experienced by students studying English Language Education	Research conducted by Syahfutra and Wibowo used interviews and questionnaires in collecting data, while this study only used interviews.
3.	Starine and Kurniawati, Factor Analysis Psychology of PPL Students on Self-Efficacy in Using English as a Language of Instruction for Teaching, 2018.	Both studies these have the same object in the same study, namely, students majoring in English education in the final semester who have carried out PPL to	Research owned by Starine and Kurniawati used a phenomenological research design that aimed to analyze the psychological factors and physiological reactions of PPL English Education students on their self-efficacy while carrying out PPL.

No.	Researchers, Title, and Year Study	Similarities	Differences
4.	Ekayanti, Putri, and Puspawati, Pechakucha: Learning Innovations to Develop Prospective Teachers' Speaking Skills, 2018	their specifications. This research has the same research background, namely because there are still many prospective teachers who do not dare to speak in public. For this reason, it is necessary to carry out learning innovations that facilitate the development of speaking skills of prospective teachers and analysis of anxiety factors in speaking English.	While this study uses a research design case study. The aim of the research conducted by Ekayanti, Putri, and Puspawati was to analyze the response of prospective teachers when applying the PechaKucha technique during presentations. While this study aims to find out how feelings of anxiety hurt the speaking ability of prospective teacher students in the implementation of teaching and learning.
5.	Asrida, Student Strategies to Eliminate Anxiety When Speaking English in the Class 2017	The research context is equally about anxiety speaking English Language Education students in Higher Education.	Asrida's research discusses student strategies at universities in overcoming anxiety about speaking in front of the class and its causes. While this study explores what factors influence student anxiety as well as the causes.

II. Method

A. Research Design

This study used a case study research design (Yin, 2009). Cohen et al., (2017) contend that it is essential to employ qualitative research to investigate problems and detailed perspectives on certain aspects. In addition, Arthur et al. (2012) support qualitative research by mentioning aspects of identifiability, confidentiality, and individual privacy. It means that participants in a qualitative research project are anonymous without mentioning any personal data. In this study, we used a case study as a research design, which focused on concrete, contextual, and in-depth knowledge about the English-speaking anxiety of pre-service teachers in an Islamic college. Through this case study, we explored the case's main characteristics, meaning, and implications.

B. Participants' Profiles

This research involved six pre-service English teachers in an Islamic college in Malang, East Java Province, Indonesia, following criteria such as students who have enacted teaching practice in school levels. After going through the recruitment process, six students are eligible to participate in this study. There were three female and three male students in the 7th semester of the English department of the Islamic college, with most of them aged over twenty-two years old. They all come from south Malang, except for one participant from Lumajang, East Java, Indonesia. All participants come from the same university, and all of them are English department students. Although several participants had taken an English course, several participants had never taken it.

Table 2. Participants' profiles

NO	Students Initial Name	Age	Gender	Address	English Course Participation
1.	Participant 1 (P1)	22 y.o	Female	Malang	Never
2.	Participant 2 (P2)	22 y.o	Female	Malang	Ever
3.	Participant 3 (P3)	22 y.o	Female	Malang	Ever
4.	Participant 4 (P4)	25 y.o	Male	Malang	Ever
5.	Participant 5 (P5)	22 y.o	Male	Malang	Never
6.	Participant 6 (P6)	22 y.o	Male	Lumajang	Never

C. Data Collection

To collect the data, a semi-structured interview was the main instrument used in the study. One of the advantages of this interview is that the researchers or interviewers do not need to provide questions sequentially but instead make a framework and outline of what has been formulated (Boonsuk et al., 2021).

The interview in our study started with a question, "What factors influence the anxiety of speaking English for pre-service teachers in Malang?" It then continued with a more specific question, "What are the causes of anxiety in speaking English for pre-service teachers in Malang?" The conversation led to some other questions, such as "To what extent does the self-anxiety factor affect pre-service teachers in learning?", "What strategies are used by pre-service teachers to solve their anxiety in speaking English in Malang?", Ultimately, the interview ended with the question, "Did the pre-service teachers have experience in English courses before?"

Before the data collection process was done, participants were given a little explanation and consent to participate in this study. We informed the participants that their participation was voluntary and that the information they obtained would be treated confidentially. They also

have the right not to answer interview questions or withdraw their participation in the research at any time they wish.

The interviews were conducted in four sessions, each lasting 45 minutes in every session. First, the six participants were asked to participate in a semi-structured interview via the WhatsApp group. Then, the interview was conducted in a palace to ask for information about the two research questions. The following interview sessions were conducted via Zoom and WhatsApp Voice notes to clarify, complete, and validate the data.

D. Data Analysis

Data for this study were analyzed following Braun and Clarke's (2006) thematic analysis procedure, including (1) familiarizing we with the talking data, (2) creating transcripts from the data, (3) reading the transcripts multiple times, (4) creating codes for salient data, (5) creating categories from the codes, and (6) creating themes from the categories. In the first phase, we listened to the recorded data multiple times to understand global meaning from participants' shared voices. Next, we created transcripts of each recorded voice and read the transcripts at least three times. Afterward, we grouped short phrases as codes to show important points from participants' voices. For the codes, we then group them into a similar category. Finally, these categories were then grouped into themes as our research findings. The themes created were aligned with our research questions.

III. Results and Discussion

Question 1: What are the factors that influence pre-service English teachers' speaking anxiety?

The results of the analysis show multiple responses from the participants. From such responses, five emerging themes are presented as the findings, such as feeling embarrassed, fear of mistakes, lack of confidence, feeling nervous, and rarely speaking.

Our research participant, P1 added that the anxiety in speaking English is fear that what has been explained to students would not be understood and the feeling that students' ability is higher than the teacher's, so P1 is embarrassed to speak English in the teaching and learning process. P1 shared that:

A. Feeling Embarrassed

P2 also added the answer related to what P1 said about the fear of being wrong, being laughed at, not being understood, and not getting the response we expected. It caused many students to think English is not an important language to learn since the language they use is Indonesian. P2 contended that:

"I'm a shy person. I'm embarrassed to speak English because I feel my knowledge is more than my friends" (P1).

B. Fear of Mistakes

In addition, P3 also has the same answer that she is insecure about her English skills because of the lack of material, knowledge, and mental preparation before the learning process begins. Even though P3 has taken English courses for about 2-3 months, she still has anxiety about speaking English. P3 shared that:

"I Fear of being wrong in conveying the material, fear of being laughed at because of the wrong pronunciation, fear of not being able to give students an understanding and not getting a good response from what we hope for" (P2).

C. Lack of Confidence

P4 also added the same answer that he has a nervous feeling every time he teaches English. It is caused by not being accustomed to speaking English in front of the class or outside the class, so it can't go with what has been expected. P4 shared that:

"I lack confidence when teaching English in class because I think my students' abilities are higher than mine, so I feel insecure when I am teaching English" (P4)

D. Feeling Nervous

Because of coercion and a less supportive environment, P6 also answers the same answer as P4 and P5, who lack vocabulary, so he feels less confident in teaching English in class.

"I am often very nervous in speaking English, because of the lack of vocabulary and knowledge that I have. so that I feel nervous in teaching or speaking English in front of the class" (P4)

" I am not interested in learning English, but because I am forced and do not understand the material that I will present in front of the class makes me nervous in speaking English" (P6)

E. Rarely Speaking

Furthermore, P5 is very relevant to the P3 answer because he does not use English daily. It makes him have difficulties in teaching and anxiety in speaking English. P5 shared that:

"I rarely speak English with my friends, so I find it difficult to speak English, especially in front of my students" (P5)

Question 2: How do the pre-service English teachers deal with their anxiety problems?

The following finding presented the result of the analysis of how pre-service teachers who overcome the anxiety of speaking English can master the material first before learning begins, prepare mentally, prepare lesson planning, and play games to lighten the atmosphere in class and overcome the anxiety of speaking English.

F. Asking Motivation from Friends

P1 added that the strategy used provides students with a deeper understanding and asks for motivation and encouragement from friends. From that strategy, it will overcome the anxiety of speaking English that is felt when teaching in front of the class. P1 shared that:

"When I feel nervous, I usually ask my friends for motivation to get rid of the nervousness so that I can enjoy the class" (P1)

G. Starting the Class with English

P2 also added the strategy she used differently from other strategies that she indirectly used English at the start of learning, starting with their language namely Indonesian, and starting to use English little when the class begins to be conducive to just starting English material so P2 could get attention from the students. It is proven very effective and can also reduce his anxiety about speaking English. P2 contended that:

"I start learning, starting with their language namely Indonesian, and then starting to use English little by little, when the class starts to be conducive to just starting English material so I can get attention from learners. And this is proven to be very effective and can also reduce my anxiety in speaking English" (P2)

H. Engaging Students in a Game-Based Learning

P3 used playing games to overcome speaking anxiety since it made the class enjoyable. P4 also added that he used to prepare mentally to confidently teach in front of the class and prepare material as fun as possible so that the atmosphere is not boring.

"My way to get rid of my anxiety is to invite my students to play games for a while" (P3)

I. Preparing materials Before the Class

From those strategies, P4 did not feel anxious about teaching, especially speaking English. In addition, P5 added that the strategy used was focusing on what students want so that students are interested in participating in learning in class because if students are not interested in learning, it will increase their anxiety.

"I usually prepare the material in advance so that my students can enjoy learning so that this learning can be effective and more fun" (P4)

"Usually, before starting learning, I prepare myself mentally in advance to be confident in teaching. I also prepare lesson plans and material that I will convey in class so that I am not nervous when teaching and don't feel anxious in speaking English because I already prepare well "(P5)

J. Asking Students to Focus on the Class

The last strategy from P6 is getting students' attention. From that strategy, students will focus on what I teach in class and get good feedback so that learning will be more

effective and reduce the feeling of shortness in speaking English. P6 contended that:

"To reduce my feeling of anxiety when teaching and speaking English, I usually seek students' attention to focus on what I teach, so that learning can be effective and according to what I expect" (P6)

The pre-service teachers in this study were in the process of developing their teaching skills as well as their knowledge and proficiency in English, and they had very little practical teaching experience, which they only took during teaching practice periods of around 1-2 months. As they get closer to the time they will graduate and become teachers, they grow more and more aware of the responsibilities and expectations that await them. But in fact, they still have anxiety about speaking English. It is in line with Tm and Kunt's (2013) study that found that 48% of the 113 participants studied felt afraid when they could not understand what someone said in English. Then, 45% feel so angry that they forget things already known, and 38% feel exhausted by the many rules or materials that must be learned to speak English (Indrianty, 2016). From the data collection results, it is known that students cannot make presentations in English and tend to be very nervous in interviews. He also does not participate actively in other school subjects.

In addition, the student's facial expressions and gestures show that he or she is anxious and nervous. Moreover, there are two types of foreign language anxiety: trait anxiety and situational anxiety. Trait anxiety is considered a fixed state of anxiety. This kind of anxiety is part of a person's character, is permanent, and can hinder language learning. Such an issue has also been uncovered in the previous research (see Salam et al., 2021). Their work informed that feeling nervous is part of students' speaking anxiety and willingness to communicate which is internalized due to psychological traits.

The findings correspond to the previous studies done by Mer (2015). The study revealed that there are six main factors that may cause anxiety in teaching, namely: students and class profiles, class management, teaching procedures, observed, mentors, and others. Several factors cause anxiety in speaking English, namely the source of their ignorance of the class they will open. In other words, student-teacher candidates are anxious because they do not know what awaits them in the classroom. Then another concern of prospective teacher students related to the students they study is the lower level of student ability in the class. Meanwhile, they are expected to be able to deliver lessons using English. They are afraid that students do not understand what they convey, and students do not respond to what is conveyed by them.

Looking back at the research by Asrida (2017), it was found that the factors that caused anxiety in speaking English in class were: (1) students' afraid feeling of speaking English incorrectly in class, (2) students'

confidence in speaking English in class, (3) students' ideas loss of speaking English in class, and (4) students' afraid feeling to speak spontaneously in class. However, with the way they overcome their anxiety. In line with the finding, Asrida (2017) unveiled that students apply several strategies to relieve anxiety in speaking English in class, namely, trying to calm themselves when speaking English in class, taking small notes when speaking English in class, and trying to pretend that no one is watching. Furthermore, when he speaks in front of the class, he tries to practice himself in front of the mirror before speaking English in class and practicing speaking with classmates.

The study's findings signal that teacher educators and stakeholders need to look at the emotional aspects of pre-service teachers on how they practice speaking English while teaching and learning it. Such factors have been proven to be influential in teaching practices (Corcoran & O'Flaherty, 2022; Schelhorn et al., 2023).

IV. Conclusion

This study aims to determine what factors influence the anxiety of pre-service English teachers in speaking English and how the pre-service English teachers overcome their anxiety. This finding reveals factors that influence the participants' speaking anxiety, including 1) feeling embarrassed, 2) fear of mistakes, 3) lack of confidence, 4) feeling nervous, and 4) rarely speaking. In addition, the participants enacted multiple ways of alleviating their anxiety when teaching, such as asking for motivation from friends, starting the class with English, engaging, students in game-based learning, preparing materials before the class, and asking students to focus on the class. Despite the findings shared by our study, suggestions for future studies are also discussed. First, this study employed a single data collection method, that is interviews, which may not provide rich information about participants' speaking anxiety. Future research is encouraged to explore such an issue using multiple methods of data collection. The number of participants in the present study was also limited, so the results cannot be generalized to all pre-service English teachers. Thus, future studies are hoped to investigate similar issues with a larger number of participants.

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