

ABSTRACT

SHADRINA, HANA (2021) EFL STUDENT TEACHERS' FOREIGN LANGUAGE TEACHING ANXIETY IN AN ONLINE TEACHING PRACTICUM AMIDST THE COVID-19 PANDEMIC: A CASE STUDY IN A STATE ISLAMIC UNIVERISTY IN INDONESIA

Teaching practicum program is considered a valuable stage for the student teachers develop their professional skills in order to improve their teaching quality. During the process, a notable issue namely foreign language teaching anxiety was experienced by EFL student teachers from around the world. Due to the Covid-19 pandemic, the teaching practicum is shifted to be online, including in Indonesia. Hence, the foreign language teaching anxiety also possibly occurs during the online teaching practicum. Therefore, the main purpose of this study is to investigate foreign language teaching anxiety (FLTA) experienced by EFL student teachers in an online teaching practicum program. It also explores the coping strategies employed by the student teachers during the program to overcome the issue.

This study employs qualitative research method and case study design. Seventh-semester students majoring English education in a State Islamic University in Indonesia who currently participating in an online teaching practicum as student teachers were involved in this study. The reliable Foreign Language Teaching Anxiety Scale (FLTAS) adapted from Aydin and Ustuk (2020) with 4-point Likert Scale options were employed as limited observation instrument, semi-structured interviews, and student teachers' reflections were employed as the research instruments.

The results derived several foreign language teaching anxiety provoking factors experienced by the student teachers during the online teaching practicum. Those factors are low self-perception of language proficiency, teaching inexperience, and lack of student interest, fear of negative evaluation from the cooperating teacher and supervisor, difficulties with time management, students' profile, and technical problems. Moreover, the student teachers also point out some coping strategies to overcome the issues; (1) making proper preparation, (2) being flexible and considerate, (3) maintaining relationship with social supports, and (4) self-entertaining. In conclusion, during the online teaching practicum student teachers experience some apprehension situations and they are able to overcome the issues by doing some coping strategies that relates to personal and professional aspects.

Keywords: Foreign Language Anxiety, Foreign Language Teaching Anxiety, Online Teaching Practicum, FLTA Coping Strategies