

Strategies in Coping with Anxiety in Microteaching Class in English Education Department,
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Abstract

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The current study is not only viewing Anxiety from Foreign Language Acquisition but more on students' performance in dealing with teaching practices. The use of Foreign Language is only one aspect in the research setting (Microteaching class).

Taking the setting in an English Education Department, the study aims at (1) understanding students' perception in attending Microteaching classes, (2) finding the causes of anxiety among student participants in Microteaching, (3) identifying the selected strategies employed by participants in Microteaching classes, and (4) Mapping the strategies to cope with anxiety in Microteaching.

Initially, questionnaires were used to gain main themes in the study followed by classroom observations. These initial steps led to construction of structured and in-depth interview questions on selected participants. To finalize the analysis process a peer review by researcher and co-researchers was carried out to enhance the trustworthiness of the study.

The result shows that students may perceive Microteaching in positive and negative manners. These are due to internal and external factors that may affect their performance. They take different forms of strategies to overcome the anxiety such as: metacognitive, socio-affective and physical options. These results become an important map for Microteaching coordinator to consider the findings so that both students and lecturers can behave in more prepared manners when dealing with different situations.