TEACHER'S LANGUAGE ANXIETY IN USING ENGLISH AS A MEDIUM OF INSTRUCTION IN CLIL CONTEXT

A FINAL PROJECT

Submitted as partial fulfillment of the requirements for the bachelor degree

in English Education Study Program

Written by:

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APROVAL

A Sarjana Pendidikan Final Project on

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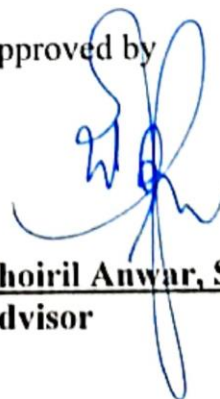
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Has been approved by the advisor and to be examined by the Board of Examiners.

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VALIDATION

A Sarjana Pendidikan Final Project on

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Prepared and Presented by:

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Defended before the Board of Examiners

On September 2022

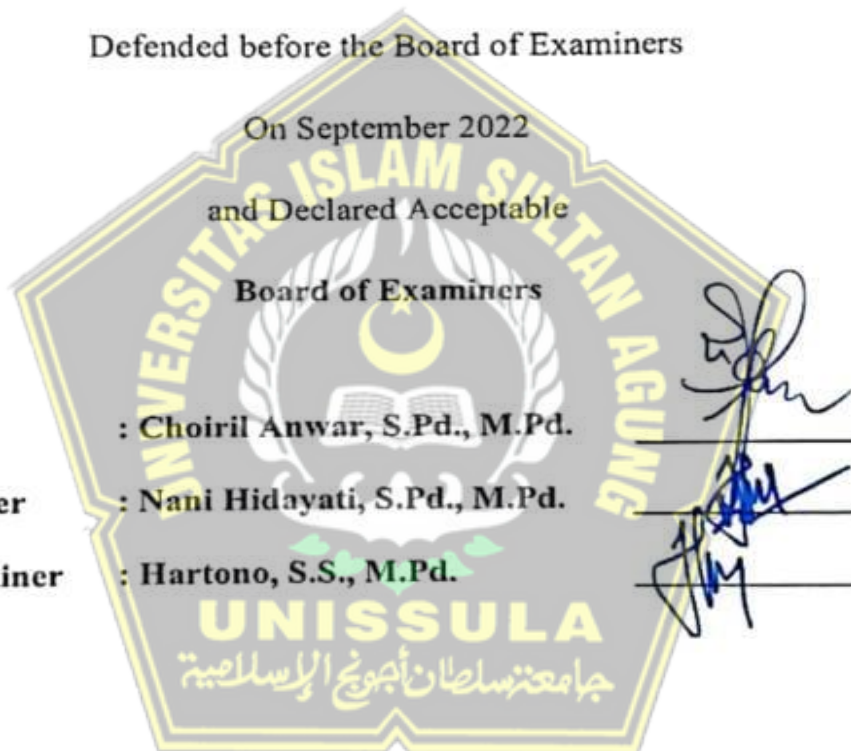and Declared Acceptable

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STATEMENT OF ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of the people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper
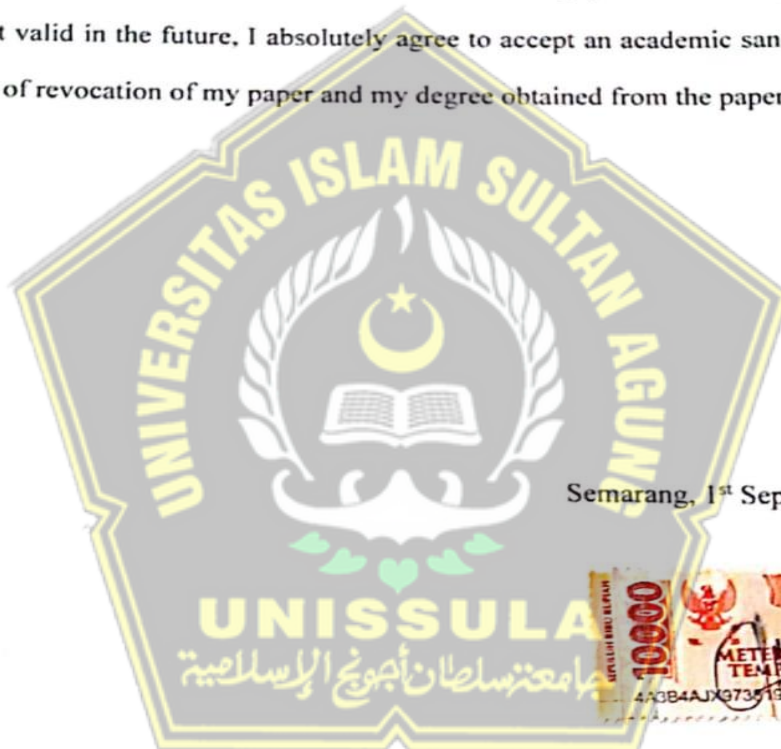
Semarang, 1st September 2022

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MOTTO

"In every moment of pain, sadness, joy, and loneliness we must trust Allah SWT

that will make us present much better in the future."

DEDICATION

This final project is dedicated to all people who always pray and give support in

finishing this final project, they are :

1. My beloved mother (Sopiyati) who is always kind and patient to me until
   I can accomplish this script.
2. My beloved friends who give me help and support.
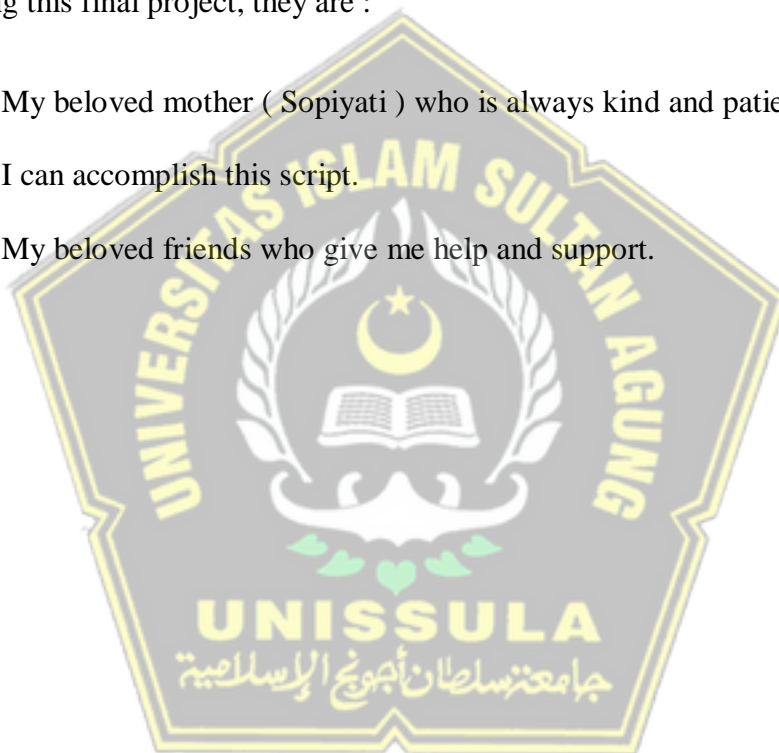
ABSTRACT

Rahayu, Alfi. (2022). *Teacher's Language Anxiety in Using English as a Medium of Instruction in CLIL Context*. A final project, English Education Study Program, The Faculty of Languages and Communication Science. Sultan Agung Islamic University. Advisor: Choiril Anwar, S.Pd., M.Pd.

The aims of this study were (1) to find out the factors that influence the teachers' language anxiety in using English as a medium of instruction in CLIL context, (2) and to elaborate the strategies teachers use to cope with their language anxiety in using English as a medium of instruction in CLIL context. This study used qualitative research as the research design. The subject of this study were two teachers, Math and Biology teachers in a private Islamic senior high school in Central Jawa, Indonesia. The data were collected by using open – ended questionnaire. The technique of analyzing the data used in this research was the interactive model of qualitative data analysis by Miles and Huberman (2014). There were two points concluded based on this result of this study. First, the factors that cause anxiety in using English as a medium of instruction in the CLIL context were limited skills or level of proficiency, expectation of becoming a perfect English proficiency, fear of negative evaluation, lack of courses or training, and lack of supports from institution. Second, from the 8 strategies of overcoming language anxiety, teacher A implemented seven strategies such as accepting self- proficiency or skills rather imphosing perfection, recognizing fellings of culture shock, imagining speaking well within stresses of classroom teaching, making plan to improve language proviciency, having conversational practice with colleagues, using instructional activities, IT technology and preparing the classes. While teacher B implemented five strategies such as raising awarnes towards language learning process, imagining speaking well within stresses of classroom teaching, having conversational practice with colleagues, using instructional activities and IT technology and preparing the classes very thoroughly.

Keywords: Teacher Languge Anxiety, Classroom Language, CLIL

INTISARI

Rahayu, Alfi. 2022. *Kecemasan Berbahasa Guru Dalam Menggunakan Bahasa Inggris Sebagai Media Pengantar Dalam Konteks CLIL.* Tugas Akhir. Program Study Pendidikan Bahasa Inggris. Universitas Islam Sulan Agung Semarang. Pembimbing : Choiril Anwar, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah (1) untuk mengetahui faktor-faktor yang mempengaruhi kecemasan bahasa guru dalam menggunakan bahasa Inggris sebagai bahasa pengantar dalam konteks CLIL dan (2) untuk menguraikan strategi guru mengatasi kecemasan bahasa mereka dalam menggunakan bahasa Inggris sebagai bahasa pengantar di konteks CLIL. Penelitian ini menggunakan penelitian kualitatif sebagai desain penelitian. Subjek penelitian ini adalah dua orang guru, yaitu guru Matematika dan Biologi di sebuah SMA Islam Swasta di Jawa Tengah, Indonesia. Data dikumpulkan dengan menggunakan kuesioner terbuka. Teknik analisis data yang digunakan dalam penelitian ini adalah model analisis data kualitatif interaktif Miles dan Huberman (2014). Ada dua poin yang disimpulkan berdasarkan hasil penelitian ini. Pertama, faktor penyebab kecemasan dalam menggunakan bahasa Inggris sebagai bahasa pengantar dalam konteks CLIL adalah keterampilan atau tingkat kemahiran terbatas, harapan untuk menjadi kemahiran bahasa Inggris yang sempurna, ketakutan akan evaluasi negatif, kurangnya kursus atau pelatihan, dan kurangnya dukungan dari institusi. Kedua, dari 8 strategi mengatasi kecemasan bahasa, guru A menerapkan tujuh strategi seperti menerima kemampuan diri atau keterampilan yang lebih mengutamakan kesempurnaan, mengenali dampak kejutan budaya, membayangkan berbicara dengan baik dalam tekanan pengajaran di kelas, membuat rencana untuk meningkatkan bahasa. kemahiran, melakukan praktik percakapan dengan rekan kerja, menggunakan kegiatan instruksional, teknologi IT dan mempersiapkan kelas. Sementara guru B menerapkan lima strategi seperti meningkatkan kesadaran terhadap proses pembelajaran bahasa, membayangkan berbicara dengan baik dalam tekanan pengajaran di kelas, melakukan praktik percakapan dengan rekan kerja, menggunakan kegiatan instruksional dan teknologi TI dan mempersiapkan kelas dengan sangat teliti.

Kata kunci: Kecemasan Bahasa Guru, Kelas bahasa, CLIL

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Alhamdulillahi rabbill alamin, Praises highest gratitude to Allah Swt who has given blessing, mercy and good health in completing this final project. Salam and Shalawat are due to the highly chosen prophet Muhammad SAW, his famillies and followers until the end of the world. This final project is written to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program with the title "**Teachers Language Anxiety in Using English as Medium of Instruction in CLIL Context**". Therefore I would like to express my greatest appreciation to the following people:

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2. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd, as the Dean of College of Language and Communication Science of Unissula

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5. Choiril Anwar, S.Pd., M.Pd, as my advisor who is always patient to guide me finishing this final project.

6. All of the lecturer's and staff of the English Department, who have given lesson, knowledge, and support during my study.
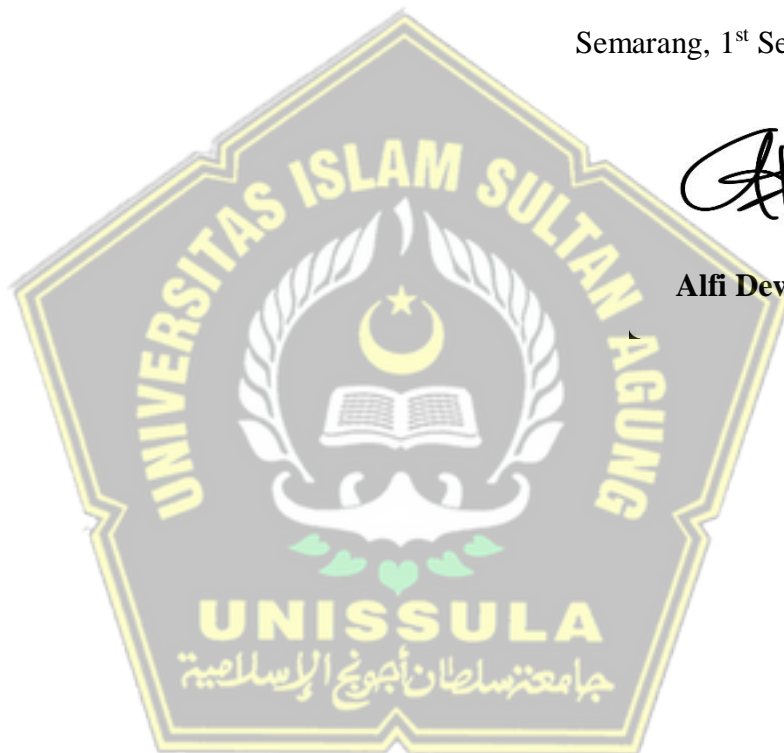
7. All my friends who cannot be mentioned one by one who helped her during the study. May Allah bless them all.

Semarang, 1st September 2022

Alfi Dewi Rahayu

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CHAPTER I
INTRODUCTION

This chapter contains Background of the Study, Reasons for Choosing the Topic, Research Questions, Objective of the Study, Significances of the Study, Limitations of the Study, Definitions of Key Terms, Outline of the Study and Organization of the Study.

1.1. Background of the Study

When learning a new subject matter, learners usually find problems in mastering all the aspects. One of the problems is anxiety. Anxiety is a feeling of tension, apprehension, nervousness and worry related to the autonomy of our body (Horwitz et al., 1986). Anxiety is derived from a small fear regarding something unknown which winds its way through countless occurences. Anxiety is a kind of response by individuals about a particular experiences (Levitt, 2015). It is marked with the sweating, the pulse rate, and the intensity of breathing. Every individual shows different kinds of reaction to their anxiety and there is no definite definition to be an ultimate definition.

Anxiety also happens in language learning. When learning new language, learners may become worried and anxious not only in developing the skills, but also in mastering other language aspects needed to be proficient learners. A language learner not only has to be able to master its pronunciation, vocabularies, or even grammar, but also he/she has to understand the context when, where or why the word is used. Research conducted by Horwitz et al. (1986); Krashen

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(1985); Maclntyre & Gardner (1989); (1991); (1994); Young (1992) show that anxiety can intervene foreign language mastery. This language anxiety can be experienced by both learners of second or foreign language and leads to potential problems because it interferes with the acquisition and the production of the new language (Maclntyre & Gardner, 1991).

Further, Young (1999) defines foreign language anxiety as the "worry and negative emotional reaction aroused when learning or utilizing a second language." While Horwitz et al. (1986) state that foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process." Learners who have this kind of anxiety claim to have a mental block when learning foreign language, although some of them are good learners in other situations or even like to be a speaker of the target language. Just like anxiety can prevent the learners in doing mathematic or science, they also find learning foreign language in classroom situations can be stressfull.

In classroom setting, language anxiety can be experienced not only by the students, who are the main learners, but also by the teachers. It is different from the students, the teachers have concerns regarding what materials they should teach, what media to use, how they deliver the materials and how they score it. They already have to face these problems and they should pay attention to the language they use in delivering the materials. Different topics are taught, different languages are used. This language anxiety may lead to other problems. Guiora (2005) argues that language learning is a "profoundly unsettling psychological

proposition". It implies that it can directly change someones' mindset and worldview.

Teachers will be affected greatly by this language anxiety, especially the teachers in Content and Language Integrated Learning (CLIL) context. CLIL is an approach where the students both learn a subject and foreign language at the same time. Coyle et al. (2010) state, "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language". In short, there are two focuses of CLIL in learning process, i.e. the subject or content, and the medium of instruction. The subject can be mathematics, science, geography, history, etc.; and the medium of instruction is the foreign/ third language used to in the classroom. When the students learn the subject, they also learn that additional language alongside it.

There are many subjects taught in schools and they may have different language style or diction. Here, the teachers should accord with the given syllabus using correct and appropriate English. They should be able to master all the specific terms in English in order to avoid any misunderstandings. Because of all the demands that should be met by the teachers, additional requirement to master English becomes their anxiety. This language anxiety may lead to interception, worry, dread, have difficulty in concentrating, sweat and become forgetful (Horwitz et al., 1986).

Even though there has been plentiful research on anxiety, but only a few that focuses on language anxiety of the teachers. Therefore in this research, the

researcher will focus on teachers' language anxiety in using English as medium of instruction in CLIL context.

1.2. Reasons for Choosing the Topic

Language anxiety is a common phenomenon experienced by teachers, especially in CLIL context. Moreover, most of the research that focuses on this topic tends to choose students as their participants, while the teachers, who already have many responsibilities, should not take for granted their language proficiency and use which can lead to language anxiety while teaching the subject/ content. As language anxiety can be a barrier in language learning, it can also become a barrier in delivering content and language input to their students. Therefore, the researcher focused on teachers' language anxiety in using English as medium of instruction in CLIL context.

1.3. Statement of the Problems

Based on the background of the study and the reasons for choosing the topic above, the problems can be formulated as follow:

What factors that influence the teachers' language anxiety and how do the teachers cope with their language anxiety in using English as a medium of instruction in CLIL context?

1.4. Objectives of the Study

Based on the problems stated above, this research is intended to:

1. Find out the factors that influence the teachers' language anxiety in using English as a medium of instruction in CLIL context.

2. Elaborate the way the teachers cope with their language anxiety in using English as a medium of instruction in CLIL context.

1.5. Limitation of the Study

In order to get specific and focused results, the problems need be specified. Firstly, this research focused on language anxiety of two subject/content teachers—one who teaches Mathematics/ Science and one who teaches Social Science—in using English as a medium of instruction during online and/or offline teaching and learning process.

Secondly, it is limited to find out internal and external factors of language anxiety perceived by the teachers when teaching the subjects/ contents using English whether it is online or offline classroom. Due to Covid-19 pandemic, the investigation was adjusted to the regulation of the institution where the teachers teach. It may need to investigate only by video conferencing/ virtual classroom if the regulation does not allow them to have face-to-face teaching and learning. It may give significant differences in the data and conclusion, but also contributed new findings.

Thirdly, it is specified to elaborate the coping strategy done by the teachers related to professional and pedagogical aspects. It can be self-preparation, lesson-planning, or additional language development program/ tools. It will exclude coping strategy related to medical aspect such as meditation, therapy, or medication.

1.6. Significance of the Study

The researcher hopes, by doing this study, it will contributed new findings to knowledge and science. To provide the information about the strategy or solution used to overcome their language anxiety. Practically, this study is expected to help teachers in the similar context to be able to identify their language anxiety by themselves, identify the factors that contribute the most, and apply relevant strategy or solution according to their condition. Pedagogically, by knowing the factors and the solution, it is expected for teachers and institutions to be more aware of this issue thus they can collaborate to create a better teaching and learning condition both for the teachers and the students

1.7. Definition of Key Terms

1. Anxiety

Based on Horwitz et al. (1986), anxiety is a feeling of tension, apprehension, nervousness and worry related to the autonomy of our body. Richardson-Jones, et al. (2010) state, "A key feature of human anxiety is defensive behavior in response to a real or perceived threat". Further, they characterize an anxiety by the emergence of "internal tensions between two conflicting desires, for example, the desire to explore a novel situation (in the example of social anxiety disorder, a party) and the inhibiting fear of encountering unknown stressors in novel environments (i.e., meeting new people)". From those definition, it can be concluded that anxiety or anxiety disorder is defensive behaviors and feeling in response to real or perceived threat characterized by internal tensions between two conflicting desires.

2. Language anxiety

Horwitz et al. (1986) state that language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process. Later, Young (1999) defines foreign language anxiety as the "worry and negative emotional reaction aroused when learning or utilizing a second language". It can be concluded that language anxiety is complex negative emotional reaction covering self-perception, beliefs, feeling, and behaviors aroused when learning or using second/ foreign language in classroom context.

3. CLIL

According to Dalton and Puffer (2007), CLIL is an educational setting where the language used as the medium of teaching and learning is different from the students' mother tongue. Another opinion, Coyle, Hood and Marsh (2010) define that CLIL is a dual-focused educational approach using additional language for learning and teaching of both content and language. It can be concluded that CLIL is a term referring to teaching methodology that focuses on both content and language of instruction, in this case is foreign or third language.

1.8. Outline of the Study

This Final Project consist of five chapters. Chapter I presents introduction that consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, limitation of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II presents reviews of related literature which consists of general theory of anxiety, language anxiety in teaching, content language integrated learning (CLIL), nglish as medium of instruction in CLIL, and reviews of relevant research.

Chapter III elaborates the method of the study which consists of research design, subject of the research, instrument of the research, data collecting procedure, data analysis and time schedule.

Chapter IV describes about the school description, research findings, data analysis, findings and discussion.

Chapter V describes the conclusion and discussion. The conclusion concluded the result of the research and suggestion aimed to suggest for all respondents in this research.

CHAPTER II
REVIEW OF LITERATURE

It contains every related literature concerning the topic being researched, that are: anxiety, language anxiety in teaching, CLIL and relevant research.

2.1. Anxiety

The word anxiety is derived from the word *angh*, which later entered the Greek as *angkito* (translated as squeeze, choke or constrict); and then came into Latin as *anxietas* meaning worry, fear, feelings of apprehension, threat vigilance, and danger anticipation (Corr & Fajkowska, 2011). The meaning of the word above places anxiety under a broader term of *affect* referring to emotions. Frequently the terms *affect* and *emotions* are used interchangeably. However, Shuman and Scherer (2014), for instance, define *affect* as a broader category referring not only to emotions but also to moods, whereas they perceive the latter to be short-lived episodes triggered by a range of stimuli and characterized by several components, such as subjective appraisal, goal-directed action tendency, and motor or physiological aspects. Therefore, an individual may subjectively appraise a stimulus as either positive or negative, which later leads him or her to the choice of action tendencies, for example avoidance or approach, and to the activation of the motor component of emotions, or in the form of a smile or other facial expressions. Simultaneously, the physiological component is activated and observed via, among others, amygdala activity, sweating hands, or changes in blood pressure.

Perkun and Perry (2014) mention anxiety among achievement emotions, described as affective arousal in the context of studying and its outcomes. They propose a three-dimensional taxonomy. The first dimension is *an object focus* of achievement emotions, referring to either activity emotions (emotions activated in the process of studying) or outcome emotions (emotions connected with achievement outcomes). The second dimension is *valence*, indicating a group of positive-pleasant and negative-unpleasant emotions. The final dimension describes *activation*, reflecting physiological body reaction. In this taxonomy anxiety is categorized among the outcome, negative, activating emotions. In other words, anxiety is a negative emotion that may occur when an individual focuses, for example, on the outcomes of his or her pronunciation learning and evaluates them negatively. This subjective evaluation results in muscle tension, so the speech organs that should be flexible for clear pronunciation become tense, limiting the articulatory potential of the speaker, who in turn perceives his or her pronunciation as worse than expected.

Another definition proposed by Zeidner et al. (2011 p.35), who states that "Anxiety consists of cognitive, affective, somatic arousal, and behavioural components, which interplay as a result of the subjective mental perception of a situation as being threatening and dangerous". Thus, anxiety is experienced by individuals when they subjectively perceive and interpret either internal (muscular activation) or external (threat) stimuli as highly apprehensive. In consequence, mental and bodily reactions to a threatening situation are activated. The levels of anxiety in one context may differ among individuals because their mental representations of a potential threat vary, whereas objective, external

circumstances are similar. Anxiety is therefore "generated by internal, real or imagined dangers, the sources of which may be conscious or unconscious" (Lesse, 1988), and the level of anxiety depends on the way an individual perceives and evaluates a situation that one has to face. He or she may manage to deal with this situation either through the function of *fight*, which prepares an individual for approaching it, *freeze*, which activates passive behavior, or *flight*, triggering avoidance behavior. In doing an anxiety research, a language researcher usually focuses on four types of anxiety, that are: trait, state, situation-specific and performance anxiety.

1. The term trait anxiety was explained by Spielberger (1966), who conceptualized it as a stable, individual disposition to confront situations perceived as threatening. It has been defined as "an individual's likelihood of becoming anxious in any situations" (MacIntyre & Gardner, 1991) or "an individual's predisposition to be anxious" (Piechurska-Kuciel, 2008). It therefore tends to be a rather stable and permanent personality characteristic. While each person perceives a threatening situation differently, for more anxious individuals, especially those with higher levels of trait anxiety, the same situation may induce far more apprehension and worry than in the others. Frequently, people with high levels of anxiety are troubled with the issue of how they are perceived. They are afraid of being judged negatively, and in consequence may avoid a situation in which they could be exposed to others (Warren, 2004).

2. State anxiety, on the other hand, is an emotional response to a particularly apprehensive situation occurring at a defined moment, and this may

fluctuate in terms of time and intensity (Spielberger, 1983 in Ellis, 2008).
It is related to every moment of a person, transient experience associated
with an arousal of the autonomic nervous system. Even an individual low
in trait anxiety may cognitively appraise a situation as threatening and
experience short-lived state anxiety accompanied by a physiological
reaction. The higher the level of trait anxiety an individual experiences,
the more likely he or she is to face momentary state anxiety.

3. Situation-specific anxiety approach, based on trait and state anxiety (Ellis,
1994). This perspective derives from the assumption that certain situations
are more anxiety-breeding than others, similarly to occurrences of state
anxiety, and an individual may perceive them differently, as in the case
with trait anxiety. So situation-specific anxiety exemplifies a person's
level of apprehension, while facing a threatening situation in a given place
at a given time (McCroskey, 1984). Therefore, "situation-specific anxiety
could be defined as a personal predisposition or tendency to become
anxious in one type of situation, that is, a trait of anxiety applied to a
particular context" (Tóth, 2010). In other words, situation-specific anxiety
is a function of trait and state types of anxiety. For example, if an
individual, low or high in trait anxiety, perceives a defined context as non-
threatening, then he or she will be low in situation-specific anxiety.
However, if another specified situation is repeatedly recognized as
dangerous by the same individual, then the level of situation-specific
anxiety will be high. Public speaking, tests and foreign language learning

belong to these specific situations, in which repeated states of anxiety may solidify into situation-specific anxiety (Piechurska-Kuciel, 2008).

4. Performance anxiety (PA), which together with interaction anxiety, triggered by fears in communicative situations, belong to the realm of social anxiety (Whiting et al., 2014). PA involves an individual's fear and worry of being perceived and evaluated negatively by others. It is "triggered by external cues and situational demands that involve concerns about others' evaluations of one's behaviour" (Hook et al., 2013). Therefore, PA is confined to contexts in which individuals are exposed to possible external negative evaluation by other participants.

To summarize, the above explanations of anxiety provide the description of its characteristics indispensable for understanding language anxiety, which is the main concept of this research.

2.2. Language Anxiety in Teaching

Language anxiety can be defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986). Language anxiety harms learners' performance in many ways, both indirectly through worry and self-doubt, and directly by creating overt avoidance of the language (Xiang, 2004). These findings are consistent with those of von Wörde (2004) and other researchers who conclude that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition, retention and learner motivation (e.g., Horwitz et al., 1986; Young, 1990).

In Indonesia, English is seen as foreign language which is used for specific purposes only. However, for some schools, they prefer to use English as a medium of instructions in classroom. The institutions oblige the teachers of all subject matters to use English in delivering their materials. However, it was also creating serious anxiety among the teachers. Classroom teachers have been required to teach English. In addition, most of researchers emphasized oral English communication as a major component of foreign language activities, which required teachers to focus on speaking and listening in English. Teaching English for the first time in their careers could easily make teachers worry about their efficacy in classroom instruction.

A similar situation has been seen in other countries where English as a foreign language (EFL) is taught. Butler (2004) and Nunan (2003) research claim that many elementary school teachers in Asia did not have sufficient English proficiency to effectively carry out English lessons. Jung and Norton (2002) report confusion and anxiety among Korean elementary school classroom teachers when English education was officially launched. In another EFL context, Turkey, newly appointed English teachers in elementary schools did not possess "even minimum linguistic skills and knowledge of language teaching methods and techniques" (Kocaman & Cansiz, 2012), which led to low confidence in teaching English.

In addition to high expectations about their oral performance in English, several factors possibly contribute to anxiety among the teachers. First, the teachers have not been fully trained as English language teachers. Current teachers did not need to take any academic coursework related to teaching English

while studying for the teacher certificate in college. Also, each city board of education offered the teachers, in advance of actual instruction, little training for teaching English. Second, teachers did not appear to receive clear guidelines from the institutions to implement English mediatate to teach other subject. Third, teachers are experiencing fear of negative evaluations from students or peers when using English. It is evident that these various factors could easily make them nervous about teaching English.

One common assumption of all these facts is that "teachers of any subject matter are expected to be experts in that area" (Horwitz, 1996). Thus, anxiety may be considered an affective reaction, which relates only to students. Nonnative language teachers should be treated as advanced language learners in the field of second language acquisition (Horwitz, 1996). Even nonnative language teachers with a good command of English or professional training were not confident about using the target language (Kim, 2004; Mousavi, 2007). It is plausible that the teachers who are new to English language education are anxious about using English for classroom instruction.

2.3. Content and Language Integrated Learning (CLIL)

1. Definition

Marsh in Coyle (2006) states, "CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role". According to Dalton and Puffer (2007), CLIL is an educational setting where the language used as the medium of teaching and learning is

different from the students' mother tongue. Another opinion, Coyle et al. (2010) define that CLIL is a dual-focused educational approach using additional language for learning and teaching of both content and language.

Those three definitions incorporate language, whether it is foreign, non-native, or additional language that is not used regularly by learners as their first language, and non-language content/ subject. From those definition, it can be concluded that CLIL is a term referring to teaching methodology that focuses on both content and language of instruction, in this case is foreign or third language.

2. Component

To put CLIL into practice in the classroom, Coyle (2005) propose four principles of CLIL known as 4Cs Curriculum Guidance, i.e., content, communication, cognition, and culture.

a. Content

Content is the subject matter or theme being thought. The focus of content is the acquisition of knowledge, skills, and understanding. This can be developed by answering question such as what will be taught; what will be learned; what the teaching aims/ objectives are; and what the learning outcomes are.

b. Communication

Communication refers to the language used as a medium of instruction as a mean of communication and also a medium of learning. The focus of communication is to build interaction. Here,

learning to use language and using language to learn becomes the key point. This can be done by answering question such as what language needed that works with the content; what specialized vocabulary and phrases needed in the content; what kind of talk that keep the learners engage in the process; and what language of task and classroom activities needed to support language use and content learning.

c. Cognition

Cognition refers to engagement, thinking and understanding. Learners are challenged to develop higher order thinking. Teachers can use Bloom's Taxonomy for guidance since it serves detailed range of thinking skills. Besides, learners are also fostered to develop learning skills. The questions that can be used as guidance such as what kind of questions to ask that implicitly ask deeper and broader answers; what kind of tasks that develop/ encourage learners' higher order thinking; and what thinking skills that are appropriate for the content.

d. Culture

As global societies living in a plurilingual and pluricultural world, learners are expected to have awareness toward self and other. Thus, the principle of culture needs to be incorporated to foster international understanding who have tolerance toward whom they perceive as different from themselves. The questions that can be used as guidance such as what cultural implications of the topics are;

how the CLIL context allow for 'value added'; and what about otherness and self; and how this C connects with all 3Cs aforementioned.

3. English as Medium of Instruction in CLIL Context

According to Cenoz (2015) and Huang (2015), English is often used as the dominant mode of CLIL. Dearden (2015) in Carrio-Pastor and Belles-Fortuno (2021) describes English as a medium of instruction as "The use of the English Language to teach academic subject (other than English itself) in countries of jurisdictions in which the majority of the population's first language is not English". This description matches with the situation in Indonesia.

As mentioned in the previous section above, foreign language/ non-native language/ additional language is used in CLIL classrooms. In Indonesia, several languages taught as foreign language but few are used as the medium of instruction to teach content/ subject. English is among other language that widely used in elementary to university level. In Indonesia, English carries not only the status of foreign language (EFL), English but also the status of lingua franca (ILF), and international language (EIL)

There are several benefits to use English as a medium of instruction to teach content/ subject both for the students and for the institutions. For the institution, the use of English dominantly to support the internationalization program of the institution. It can attract many international students, increase international mobility and academic

cooperation (Kyeyune, 2003; Doiz et al. 2012 in Carrio-Pastor and Belles-Fortuno, 2021). Besides, it also aimed at preparing the learners to be able to be a global society (Belhiah and Elhami, 2015 in Carrio-Pastor & Belles-Fortuno, 2021).

2.4. Review of Previous Studies

Anxiety in learning or using foreign language in classroom context has been investigated many researchers in many parts of the word. However, most of them focus more on the learners' language anxiety rather teachers' language anxiety in using other language to teach. The studies about teachers' language anxiety especially foreign language anxiety have been done by Kim and Kim (2004), Alrabai (2014), and Machida (2015).

Horwitz (1996) has raised the issue of teachers' foreign language anxiety in his argumentation paper "Even Teachers Get the Blues: Recognizing and Alleviating Language Teachers' Feelings of Foreign Language Anxiety. It discusses how anxiety affects three areas, i.e., teachers' feelings of self-confidence, teachers' use of the target language, and instructional choices. She also offers suggestion for increasing teachers' target language confidence as follows.

1. Teachers should recognize their own and other teachers' feelings of foreign language anxiety;

2. they should give themselves permission to be less than perfect speakers of the target language;

3. they should recognize feelings of culture shock;

4. they should give credit for target language achievement;

5. they should become more aware of the language learning process;

6. they should imagine speaking well within the stresses of classroom teaching; they should make a plan to improve language proficiency;

7. they should collaborate with supportive colleagues to have conversational practices

8. they should be supportive to their learners to recognize and appreciate their target language process.

Although she gives important suggestions for teachers, the paper is not based on empirical research.

In 2014, Kim and Kim conduct an investigation toward teacher's foreign language classroom anxiety in Korean EFL context. It aims to identify the sources of such anxiety and the anxiety-coping strategies. It investigates 147 in-service teachers from different experience, level, and gender. The researcher develops a questionnaire Foreign Language Teaching Anxiety Scale (FLTAS) that has four categories: anxiety due to limited knowledge, anxiety due to limited language skills, anxiety due to L2 teaching situations, and fear of negative evaluation. The study suggests that teachers feel anxious when they have to teach speaking and when they have to teach English using English. From the results, it shows that the main cause of their language anxiety is low language proficiency, especially speaking skills. Other causes reported in the study are lack of confidence and lack of knowledge about linguistic and education. This study also reported strategies that teachers use to alleviate their anxiety, such as: preparing their classes very thoroughly, using many instructional activities and IT technology to motivate their students, and abandoning perfectionist tendencies.

Alrabai (2014) conducted a quasi-experimental study investigates the effects of anxiety reducing strategies used by English as a Foreign Language (EFL) teachers in Saudi on learners' anxiety. The study was conducted in two stages. The first stage is aimed to investigate the sources of foreign language anxiety using The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). It gives information about the sources of foreign language anxiety such as: fear of negative evaluation, communication apprehension, and the negative attitudes toward English language class. In the second stage, anxiety-reducing strategies were implemented exclusively in the treatment group for approximately eight weeks. In this stage, a classroom observation scale was used to evaluate teacher's anxiety-reducing practices. The study shows that the intervention led to significantly decreased levels of foreign language anxiety for learners in the experimental group compared with increased levels of anxiety for those in the control group. This study implies that the role of the teachers in coping self language anxiety can be beneficial for reducing learners' language anxiety.

Later, Machida (2015) investigates whether Japanese elementary school teachers have experienced English language anxiety, and what factors affect this anxiety. This study investigates 133 Japanese elementary school classroom teachers who were responsible for teaching English as a Foreign Language. The study uses Teacher Foreign Language Anxiety Scale (Horwitz, 2008) and a background questionnaire. The results show that a considerable number of elementary school teachers experienced anxiety about English. The main sources of anxiety were lack of confidence regarding English communication and lack of preparation for teaching English. The study shows that three factors (years of

elementary teaching experience, formal training experience, and English proficiency level) significantly affected teachers' anxiety levels. It also suggests that support from local government, such as materials and trainings, and support from the city board of education, such as effective and efficient bureaucracy, gives significant difference to the teachers' motivation and preparation so that it affect teachers' way in coping language anxiety in teaching learning process.

The similarities of the four journals are that they both discuss Anxiety in using a second language as medium of instruction in classroom. Many non native foreign language teachers experience foreign language anxiety and this anxiety can have negative consequences for language teaching. For the four journals also found several similarities in factors that can influence and cause anxiety, such as lack of motivation, feeling of culture shock when teaching, negative evaluations, lack of confidence, teaching experience and formal training are effective in decreasing teachers' anxiety in teaching in English. The differences of the four studies in the participants and instruments used in their research. Horwitz (1996) used some teacher as their respondets. Kim and Kim (2014) investigated 147 in-service teachers. Alrabai (2014) conducted a quasi-experimental using three stages, the first stage, 204 male and female EFL teachers, the second stage of the study, 437 Saudi EFL learners, 14 teachers, and 5 institutions participated, the third students were 437 Saudi male. While Machida (2015) investigated 133 Japanese elementary school classroom teachers, using quantitative and questionnaires from the TFLAS which analyzed using the computer program SPSS.

This research is important to be conducted because nowdays people start to aware about the issue of anxiety. Anxiety also happens in language learning, when leaning new language learners my become worried and anxious, not only in developing their skills but also mastering other language aspects needed to be proficiets learners.

CHAPTER III
RESEARCH METHOD

This chapter contains the methodology explanation used to process the data. Every part of its process was elaborated based on its design of the research, subject of the research, instrument of the research, data collecting procedure, data analysis, time schedule.

3.1. Research Design

Research design is the way of the researcher does the research in answering the research problems and gain some understandings related to groups or phenomenons in natural setting (Ary, 2010). This study was conducted by using qualitative research. Bryman et al. (2011) define that qualitative research is a research strategy emphasizing on words which indicates the connection between the theory and what being researched, also usually explaining on how theories were generated.

Based on the problems of this research, case study was used to find a deeper information about the object of this research. Yin (1984) in Zainal (2007, p. 1) defines that "case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." It focuses more on an event of activity of a person because the main purpose of this research is to find out the actual case (Creswell, 2012).

3.2. Subject of the Research

3.2.1. Population

Based on Lind et al. (2017), population is a group of individual or objects that share similar characteristics. This research was conducted in Islamic senior high school Al Azhar 14 Semarang. The reason why the researcher chose it is because this school fullfill one of the specific criteria of the participant in this study. This school obliges its teachers to use English as their medium in delivering materials in all subjects. The aim of this research is to analyze teachers language anxiety in using English as a medium of instruction in CLIL context.

3.2.2. Sample

Sample is a part of the target population that has been chosen by the researcher to be the participants of this research and the results are expected to represent the characteristics of whole population (Creswell, 2005). The results obtained through this chosen sample can be used as the generalization of the whole target population.

The population in this research is all the teachers in Islamic senior high school Al Azhar 14 Semarang and using English as their medium of instruction in all subjects. While the sample was two teachers, one from Science/Math subjects and one from Social Science that represents the whole target population.

3.2.3. Sampling

While sample is the representative of the target population, sampling is the process in choosing the suitable sample as the

participants in this research. Being representative here means that the participants must as much like as the population as many ways as possible.

The researcher used purposive sampling to obtain the expected sample. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This process involves the selection of sample not only based on their knowledge and experiences regarding the issues of interest, but also their availability and willingness to communicate their stories in articulate and expressive manner.

There are two main characteristics that should be fulfilled to be the participants of this research. First, the participant should be the teacher in Islamic senior high school Al Azhar 14 Semarang. Second, the teacher should use English as their medium of instruction in delivering the materials in all kinds of subjects.

3.3. Instrument of the Research

This research used questionnaire as the instrument to collect the data. The open-ended questionnaire consisted of three parts. The first part is about the participants background, the second is about their sources of language anxiety, while the third is about the strategies used to cope with their language anxiety.

3.3.1. The Respondents

The respondents of this research were two teachers, one from Science/Math subjects and one from Social Science. Before doing research, the researcher made questionnaire sheet. The data collection was done by online. Therefore it made the researcher had done well and get the required data.

3.3.2. Instrument Validity

This research used questionnaire which consists of three parts the form of open-ended questionnaire. Before using this as field note, the researcher did validation of expert judgment to make sure that instrument was valid. The researcher used validation signed by the expert. The validation was adapted from White and Simon's theory (2011). The instrument had been validated on 4 January 2022. In doing research the researcher made questionnaire sheet which consisting of 19 questions about participant baground, sources of language anxiety and the strategies used to cope their language anxiety. While the process of collecting the data, the researcher found that the situation is not very supportive because it is still in the covid 19 pandemic, therofore the data collection is done by online. And school are preparing to change learning from online to face-to-face learning. However the researcher totally can get the data of questionnaire as much as well.

3.4. Data Collecting Procedure

The first step of data collecting procedure is structuring the instrument, the second is executing, and the last is evaluating. The first built is the researcher gathered the data using questionnaire that has been prepared. This activity was

held after the participants conducted their teaching and learning process. After that, the researcher was evaluated whether all the information needed to complete this research has been achieved.

3.5. Data Analysis

The technique of analyzing the data that used in this research was the interactive model of qualitative data analysis by Miles and Huberman (2014). It has several steps, i.e. data collection, data reduction, data display, and drawing conclusion/ verification. The data that have been collected were reduced. The process of reducted the data included the activity of selecting the significant data, omitting the insignificant data, classifying the data, coding the data, and organizing the data. After reducted, the data were presented in Chapter IV. The data presented are limited to those that are used to draw conclusion or decide action. The last stage in the process was drawing conclusion or verification. The activities include finding the significance, pattern, explanation, configuration, proportion, and cause-effect relationship.

The interactive model suggests that in analyzing the data the three stages—data reduction, data display, and drawing conclusion/ verification— are related, repeated, and continuous activities.

1. Data Reduction

   Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for patterns and themes and removing unnecessary ones. Thus the data that has been reduced will provide a clear picture and make it easier for

researchers to conduct further data collection, and look for it when needed.

2. Data Display

Data Display refers to the unification of information which allows inference and action. Data presentation helps in understanding what is happening and to do something, including deeper analysis or take action based on understanding. The stage in presenting the data is in the form of questionnaire data that has been done to restate the data so that it can be easily to be understood and can be used as a basis in the process drawing conclusions.

3. Conclusion / Verificaton

The third important analytical activity is drawing conclusions and verification. From the start of data collection, an analyst qualitative researchers begin to look for the meaning of things, note the regularity of explanations and causal pathways. The process of determining conclusions based on the results the questionnaire obtained from the respondent, and the data obtained is appropriate or can answer the formulation of the problem posed.

It implies that the researcher ranged around the four axes during the data collecting, then move back and forth among data reduction, data display, and drawing conclusion/ verification in the remains of her research time.
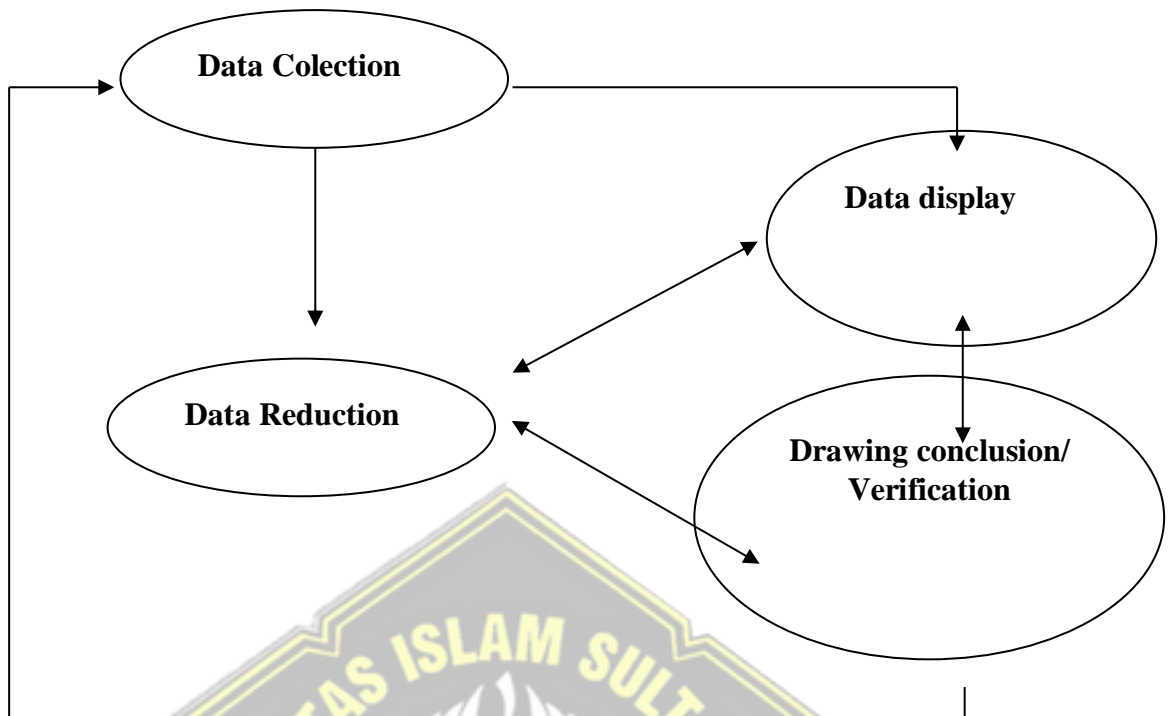
Figure 3.1

Interactive model of qualitative data analysis technique (Miles & Huberman, 2014)

3.6. Time Schedule

To have this research accomplished on the right time, the researcher allocates the time that is used to finish some activities in this research which will be shown in the following time allotment.

No.	Activities	April 2021	May 2021	June 2021	July 2021	Aug 2021	Sept 2021	Jan - Feb 2022	May- Jul 2022	Aug 2022
1.	Designing proposal	███	███	███	███	███				
2.	Presenting proposal					███	███			
3.	Collecting data							███		
4.	Analyzing								███	

	data								■
5.	Presenting final project								■

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher is concerned with the result of the data analysis from the first activity to the last activity. The school description, research findings and discussion.

4.1 The School Description

The researcher conducted the research teachers in Islamic senior high school Al Azhar 14 Semarang. It was school that has several excellent program to increase potential and shape the character of students as a generation of Islamic leaders. Many students had alot of achievement. Accredited "A" in 2018. This school use two Curriculum, which is Curriculum "Nasional from kemendikbud and Curriculum Pengembangan Pribadi Muslim (KP2M).

4.2 Research Findings

One of main purpose of this research was answering the research questions. This research questions are "What factors that influence the teachers' language anxiety in using English as a medium of instruction in CLIL Context?", and "How do the teachers cope with their language anxiety in using English as a medium of instruction in CLIL context?".

Therefore, the researcher tried to answer the research questions. To collect the data the researcher tried to find two teachers, one from Science/Math subjects

and one from Social Science. The questionnaire was about background of teachers, factors of language anxiety and strategies in coping language anxiety.

The data analysis is shown in detail based on the respondents as follows :

1. Respondent teacher A : Math

   a. Teacher Background

   Teacher has been teaching for one year, conducting general conversations in class and conducting training related to the use of English as instruction in teaching. Teacher A still worried in pronunciation and Grammar.

   b. Factors of language anxiety

   Teacher still feels lack confidence when in front of students and fear of negative responses from students or colleagues. Teacher need to prepare the material as much as possible before teaching a lesson, always practice in speaking, and to support the teacher school provide training assistance before teacher start implementing English.

   c. Strategies in Coping Language anxiety

   Teacher worried that the content of the subject matter will not be conveyed, so teacher just accept while continuing to learn. Experiencing of language shock, still need adaptation for its implementation in teaching. More prepared like practice dialogue, new vocabulary, using learning activities or technology such as video and power point, and so on.

2. Respondent teacher B : Biology

    a. Teacher Background

        Teacher has been teaching for two years, having general conversation in class, attended in ceritain training related to the use English as the language of instruction in teaching. The School given instruction are more about the goals and technical directions when teaching must use English. Still worried to teach Biology in English.

    b. Factors of language anxiety

        Teacher must be a perfect English speaker when teaching because it affects students' views while in class. Fear of negative responses from students or colleagues. Still worried because it affect the performance when teaching. Lack of confidence, so need training to mastering in speaking and pronunciation to be able to explain the material.

    c. Strategies in Coping Language anxiety

        Teacher tried to prepare everything, such as made note for each meeting, the attitude when teaching, facial expression, vocabulary and discussion. Usually discuss with English teacher how to pronounce and adjusting the context. The using media such us video and power point which does not look monotonous, therefore students more understanding of the material being taught.

The complete data of respondents answer can be seen in the appendix 2

4.3   Data Analysis

Based on the data of the respondents above, the researcher found two different answers from Math and Biology teachers. The researcher did the evaluation about background questions and factors of language anxiety, determined evidence and write notes.

For doing the evaluation the researcher determined the factors and strategies of language anxiety in using English as Medium of Instruction in teaching, as follows:

Table 4. 1 Data Analysis Factors

For Respondent A (Math) and B (Biology) Teachers

No	Factors	CODE
1	Limited language skills/ low proficiency	LP
2	Expectation of becoming perfect English speakers	EPS
3	Fear of negative evaluation	NE
4	Lack of training	LT
5	Lack of support from the institution	LS
6	Lack of teaching experience	TE
7	Lack of teaching preparation	TP
8	Lack of confidence	LC
9	Communication apprehension	CA

Table 4. 2 Data Analysis Strategies

For Respondent A (Math) and B (Biology) Teachers

No	Strategies	CODE
1	Accepting self-proficiency/ skills rather imposing perfection	ASP
2	Recognizing feelings of language shock	RLS
3	Raising awareness towards language learning process	RLP
4	Imagining speaking well within stresses of classroom teaching	ISW
5	Making plan to improve language proficiency	MIP
6	Having conversational practice with colleagues	HCP
7	Using many instructional activities and IT technology	VAT
8	Preparing the classes very thoroughly	PVT

The code is abbreviation for factor and strategy itself. This is made to make it easier for researchers to process in the data analysis.

The Complete data analysis factors and strategies of language anxiety can be seen in the appendix 3.

4.4   Findings and Discussion

This subchapter consist of explanation of the findings and its discussion.

4.4.1. Findings

This section presents the results of the research consisting of factors that contribute to teachers' language anxiety and their strategies in coping language anxiety in teaching other subjects using English as the medium of instruction. The results are based on the open-ended questionnaire that is developed by the researcher. The questionnaire consists of background questions 8, questions about factors 8, and prompts about strategies 8. All the questions are generated from the theory and relevant research in Chapter II.

Due to Covid-19 situation, data collection was done by using Ms.Word. Respondent A is a Mathematics teacher. She has one (1) year experience in teaching her subject using English. She does not have any previous experience teaching other subjects using English before. While Respondent B a Biology teacher and has two (2) years experience in teaching Biology using English. The same as Respondent A, Respondent B also has no experience in using English to teach other subject. All factors described below are descended from the strongest factor to the weakest factor contributing to teachers' language anxiety.

1. **Factors of Teachers' Language Anxiety**

   a. **Limited English Skills and/or Level of Proficiency**

English skills include listening, speaking, reading, and writing; and English proficiency level refers to the extent to which the speaker or user of a language can make use of his or her language skills in a real-life situation according to the context. Generally, proficiency level can range from beginner, intermediate, and advanced.

Teacher A :

Based on the data, teacher A is aware that she experiences fear and anxiety in using English. She specifically mentions that pronunciation and grammar as the aspects of skills and proficiency are the major factors of her anxiety (LP.A.02).

Q : *"As a non-native of English, sometimes, we experience fear, worry, or anxiety in using English. Are you aware of them? Do you experience any of them? If YES, how does it happen to you"?*

A : *"YES. Well, anxious because I am worried if there is something wrong with the pronunciation or grammar"*

It shows that her skills and proficiency in English being the factors of her anxiety. She thinks that she is not better than her students. It also implies that she has expectation to be a perfect English speaker or user (LP.A.03).

Q : *"Do you see your English skills/ proficiency makes you or Anxious, why"?*

A   : *"Worried, because maybe there are many students who are more fluent than me"*

Teacher B

From the questionnaire result, we can see that Teacher B also experiences anxiety and worry when using English as her medium of instruction. She states that chooses the right words and how to pronounce it made her anxious when using English (LP.B.02).

Q   : *"As a non-native of English, sometimes, we experience fear, worry, or anxiety in using English. Are you aware of them? Do you experience any of them? If YES, how does it happen to you"?*

A   : *Absolutely, because I had never taught using it before and it was so difficult to choose the vocabularies and the way to pronounce it.*

Vocabulary and pronunciation are two of many skills in English that should be mastered when using it. Teacher B has stated her anxiety about those skills and it made her worry. She also beliefs that another factor to increases her anxiety level is her students ability in using English which are most likely higher than her (LP.B.03)

Q   : *"Do you see your English skills/ proficiency makes you Confident or Anxious"? why?*

A   : *"Worried, because probably most of the students are more capable in using English than me".*

b. Expectation of Becoming perfect English Speakers/ Users

Teacher A:

Teacher A is not aware that her expectation to be a perfect English speaker can lead to anxiety. She thinks that she has to be perfect to gain her students' trust. On the one side, it is good to have a willingness to be better in English. On the other side, this intention can also trigger unwillingness to communicate in English because she is afraid of making mistakes and being worse than the students (EPS.A.01).

Q   : *"Have you ever thought that you have to be a perfect English speaker when teaching? If YES, how does it affect you"?*

A   : *"Yes, because it will affect the students being taught. Students can lose their trust in teachers if they are more fluent, better in English".*

Teacher B :

Teacher B said that in order to overcome her worry when using English, she will upgrade her ability so that her students would not feel insecure when learning with her. It causes a feeling of perfectness inside her, which may lead to a higher level of anxiety (EPS.B.01).

Q   : *"Have you ever thought that you have to be a perfect English speaker when teaching? If YES, how does it affect you?"*

A   : *"Yes, I have, my reference is to the institution and my students. If students feel that the teacher cannot speak English well when*

teaching, there is a possibility that students feel unsure about participating in learning".

c. Fear of Negative Evaluation

Teacher A :

Teacher A experiences fear of negative evaluation as the sign of anxiety on English skills and/or proficiency. She believes that the students or principal may question and judge her ability to teach generally, and to use English specifically (NE.A.01).

> Q : *"Do you experience fear of negative evaluation from your students/ colleagues/ the principal when using English in teaching? Why"?*
>
> A : *"A little, because it may affect my performance. For example, if given a negative response to the pronunciation of a certain word, there is a fear of saying that word again. Moreover, if by chance there is another teacher/principal passing by in front of the class, the teaching cannot be maximized for fear of being caught wrong"*

Teacher B :

From the data, it can be seen that Teacher B feels worry and insecure when her colleagues. Without she realize, this kind of feeling will definitely lead her to another anxieties (NE.B.01).

Q : *"Do you experience fear of negative evaluation from your students/ colleagues/ the principal when using English in teaching? Why"?*

A : *"I am worried because it will affect my teaching performance. While I was teaching, the students may be corrected my choices of the words used, or maybe the teachers or even the principal inadvertently noticed it, made me not so sure to use English".*

d. Lack of Courses/ Training

Teacher A:

Teacher A believes that the courses or formal training she gets is not enough to make her confident teaching using English in the classroom, even though she cannot specify what should be improved (LT.A.02).

Q : *"Do you think you need more courses or training on the implementation of English to teach other subject(s)? What do you expect if you can get one"?*

A : *"Yes, practicing until I am able to master what I haven't mastered"*

Teacher B :

Same with teacher A, teacher B also needs to have courses or training in order to be able to use English properly in the classroom. She also identifies the use of words and its pronunciation as her problems in using English (LT.B.02).

Q   : *"Do you think you need more courses or training on the implementation of English to teach other subject(s)? What do you expect if you can get one"?*

A   : *"Yes, I do. Comprehending the use of words and the way to pronounce it in order to explain the material taught".*

e. Lack of Supports From the Institution

There are various kinds of supports that the school can give to their teachers for the success of CLIL teaching and learning. It can be in the form of giving proper training, providing clear guidelines for the implementation. The previous section explains that the school has given the teachers formal training.

Teacher A:

The excerpt LS.A.01 shows that the institution gives guidelines for the teachers but it may be less sufficient. The teachers have to modify or develop the implementation by themselves. This can cause confusion as they can compare implementations with each other. It can trigger worry and anxiety.

Q   : *"Does your institution give clear and sufficient guidelines before you begin to teach using English"?.*

A   : *"The school gives us some guidelines but for the implementation it is on the teachers according to our capacity".*

Teacher B:

Teacher B states that the institution gives the guidelines that are more to tell her about the goals and technicality in general. She has to develop the way to used English into her teachings. In the process of developing it, teacher B may find it difficult and triggers more anxiety and worriness in herself (LS.B.01)

Q : *"Does your institution give clear and sufficient guidelines before you begin to teach using English"?*

A : *"The instructions given are more about goals and technical directions that use English as themedium of instruction is a must. For more detailed implementation on how to use English, the institution gives it away to the teacher".*

f. **Lack of Teaching Experience**

Teacher A:

The expert below shows that teacher A is aware of her changein anxiety. She confirms that teaching experience is one of the important determinants of language teaching anxiety (TE.A.).

Q : *"Do you agree that your experience in teaching your subject using English (how long you teach) is enough to make you confident with it? What changes occurred during that time"?*

A : *"Agree. 1 year is pretty good to increase my confidence. At the beginning of teaching, the anxiety was not like now"*

Teacher B :

Teacher B claims that she do not know for how many years exactly needed to overcome the anxiety in teaching, but experiences do help in decreasing its level (TE.B.03).

Q   : *"Do you agree that your experience in teaching your subject using English (how long you teach) is enough to make you confident with it? What changes occurred during that time"?*

A   : *"Agree. I have been teaching for 2 years and my confidence in teaching has increasing indeed. But sometime, I still make some mistakes. The difference is that now, I can handle it well and it helps to lessen my anxiety".*

g. **Lack of Teaching Preparation**

Teacher A :

Teacher A has good preparation. She prepares the material, search for vocabulary, and make use of teaching tools such as a dictionary and internet. However, it does not prove whether or not her preparation is enough to make her not anxious while teaching using English (TP.A.01).

Q   : *"How do you prepare your lesson? What should be added/ improved"?*

A   : *"Prepare it as much as possible. Before teaching, I checked what the material on the previous meeting was, and what will be next. I search for English words that I don't know. I install a dictionary*

on my cellphone, if there is a problem I open the dictionary/browse. Time management needs to be improved considering that the task of a teacher is not only teaching/preparing materials, but also administration which is time consuming"

Teacher B :

Teacher B do some preparations before she teaches her students. However, she does not mention any indications that she prepares everything, starting from the material and the things she needed to say in classroom, it would help her overcome her anxiety (TP.B.01).

Q   : *"How do you prepare your lesson? What should be added/ improved"?*

A   : *"At first I looked at the syllabus, designing what I needed to do or have in order to teach about the material. I also prepare explanations in English that will be used to explain the terms in Biology. I need to improve my English skills so that I can teach the material in the specified time".*

h. Lack of Confidence

Teacher A :

Teacher A evaluates herself as being less confident teaching using English. She believes that her skills or proficiency and expectation of being a

perfect speaker become the major factors for low confidence. It implies that confidence can be determined as a factor of anxiety

Q : *"Overall, are you very/enough/less/not confident about teaching using English? Please explain anything that makes you feel that way"*.

A : *"Less confidence because of fear of making mistakes whether on pronunciation, grammar or vocabulary, and worry if I am not better than the students"*.

Teacher B :

Teacher B also feels less confident because she has many weaknesses when using English. It makes her worries if this fact would affect her performances and the response of the students.

Q : *"Overall, are you very/enough/less/not confident about teaching using English? Please explain anything that makes you feel that way"*.

A : *"Less confidence in using the words, the pronunciation and not prefectly able to impement English in teaching process"*.

2. **Coping-Strategies of Teachers' Language Anxiety**

a. **Accepting Self-Proficiency/ Skills Rather Imposing Perfection**

   Teacher A:

Teacher A realizes that accepting her level of proficiency becomes the solution to decrease her anxiety because of obsession to be a perfect English speaker/user. She is aware that this obsession can disrupt her focus on teaching the content as well as the English (ASP.A.01).

> P : *"Accepting your English level of proficiency instead of forcing yourself to be a perfect speaker"* ?
>
> E : *"Yes. I realized that if I focus too much on perfection, I will be more stressful and the teaching will not be optimal. Also, I am worried that the content of my subject will not be conveyed. So, I just accept it while keep learning."*

Teacher B :

Teacher B does not acknowledges this strategy.

b. **Recognizing Feelings of Language shock**

Teacher A :

Every first timer will experience fear, worry, and anxiety. Teacher A was aware of them. She manages to accept that it is a common phenomenon for non-English teachers to experience 'culture-shock' and they need some time to adapt (RLS.A.01).

P : *"Aware of the feeling of 'language shock"*

E : *"Yes. At first I was shocked. Every time I wanted to go to class I was afraid because it is very difficult to teach Mathematics in English. I had to learn new vocabulary, pronunciation, especially if the students did not respond. Gradually I realized that it was a common thing for teachers like us because English is not our everyday language, and it is not our area of expertise. So, it really needs adaptation for the implementation".*

Teacher B :

Teacher B does not aware of her feelings regarding languge shock

c. Raising Awareness Towards Language Learning Process

Teacher A:

Teacher A does not check on this strategy

Teacher B :

In the learning process, a learner can know what needs to improve and things that she or he has already mastered. Taking notes of every step of learning process will help her or his ability becoming more advanced. Teacher B realizes this and values every step of the process (RLP.B.01).

P : "*Focusing more to the process of learning English on yourself"*

A : *"When learning activities take place, students will pay close attention to every mistake we make. In order to minimalize the*

mistakes I made, I prepared everything, including the use of English in class. I also make my own notes for each meeting, which part I need to fix, also what I need to improve."

d. Imagining Speaking Well Within Stresses of Classroom Teaching

Teacher A:

Creating a scenario is a good way to predict what can go well and go wrong in certain condition. Teacher A prepares herself for any predictable language text in the form of questions and answers. She explains that it can reduce her anxiety (ISW.A.01).

P   : *"Imagining/visualizing speaking well within stresses of classroom teaching"*

E   : *"Yes. Sometimes practicing having a dialogue alone, what will happen in the classroom later. I imagine that from this material, what questions can arise and what answers will be. So, I will be more prepared and somewhat less anxious."*

Teacher B :

Teacher B practices all the possibilities when implementing English in her teaching. By predicting what may happen in the classroom, teacher B claims that it helps her to calm her mind (ISW.B.01).

P   : *"Imagining/visualizing speaking well within stresses of classroom teaching"*

A   : *"I practice on how to teach the material using English. I can prepare both of the things at the same time to save time. Including my attitude, facial expressions, and vocabularies that I will use, what problems that may arise from the discussion that we would have".*

e. Making Plan to Improve Language Proficiency

Teacher A :

Although the plan is only by watching videos about her teaching materials in English, teacher A claims that it is effective and practical to reduce her anxiety and save her time (MIP.A.01).

P   : *"Making plans to improve your English proficiency"*

E   : *"Yes. Since I don't have much free time, I prefer to watch videos related to my materials via Youtube. I search for the English one and I learn from the subtitles".*

Teacher B :

Teacher B does not check on this strategy.

f. Having Conversational Practice With Colleagues

Teacher A :

Having a conversational practice is a good way to boost confidence and proficiency especially with English teachers. Teacher A makes a good strategy by consulting to the expert (HCP.A.01).

P : "*Having conversational practice with colleagues*"

E : "*Yes. Sometimes, when we are gathered, I like to ask the English teacher whether the vocabulary/pronunciation/grammar that I use is correct or not*".

Teacher B :

Teacher B is having conversational practice with her colleague as an English teacher. She asks about what she should pay atention to in order to improve her English ability (HCP.B.01).

P : "*Having conversational practice with colleagues*"

A : "*Usually I will discuss with the English teacher about the words or expressions I will use, how to pronounce them, and adjusting it to the context.*

g. Using Many Instructional Activities and Technology

Teacher A :

Even though the activities and technology she mentions are not various enough, those are sufficient for teacher A to reduce her anxiety. She chooses the most effective and practical ways among many alternatives considering her time and ability (VAT.A.01).

P : "*Using various instructional activities and technology*"E *: "Yes. The videos help me delivering the materials in English, with*

subtitles on to keep the content well-received. Explaining through

Power point also helps me be better prepared".

Teacher B :

Teacher B implicates that by focusing on her students' need of learning, it helps her to minimalize her anxiety level. She assumes that if she can fulfill her students' need, then they will understand about the lesson (VAT.B.01).

P   : *"Using various instructional activities and technology"*

A   : *"I prefer to use video or power point which doesn't look monotonous. Because indeed what media we use is very influential on students' understanding of the material being taught. So the focus is on how students understand Biology lessons taught using English".*

h.   Preparing the Classes Very Thoroughly

Teacher A:

Teacher A states that she prepares the lesson as much as possible. She does not mention that she prepares a lesson plan . A good and detailed lesson plan will save the less prepared teachers. Her preparation only based on where the material stops and continues. It is a good strategy but it can be improved to effectively reduce her anxiety (PVT.A.01).

P   : *"How do you prepare your lesson? Do you think that something needs to be enhanced/ improved".*

E : *"Prepare it as much as possible. Before teaching, I checked what the material on the previous meeting was, and what will be next. I search for English words that I don't know. I install a dictionary on my cellphone, if there is a problem I open the dictionary/browse. Time management needs to be improved considering that the task of a teacher is not only teaching/preparing materials, but also administration which is time consuming"*

Teacher B :

Teacher B mentions another strategy that she usually used to reduce her anxiety and worriness in using English. She chooses these strategies because it is easier to apply and closer to attend to (PVT.B.01).

P : *"Are there other strategies that you have/always used to prevent/overcome anxiety in teaching using English"?*

A : *"Have more conversations in English, and look up new English vocabulary and look up meanings in the Oxford dictionary".*

4.4.2. Discussion

This section presents the interpretation of the results above by comparing the data with the theories that have been narrated in chapter II. The interpretation of the results will be explained according to the factors which are synthesized from the theories. The data of the respondents will be classified based on each of the factors.

The findings show that both teachers experience language teaching anxiety in teaching their subject using English as medium of instruction. Teacher A and teacher B claim that limited skills or level of proficiency becomes the main factor of their anxiety. It suitable with the results of Kim and Kim (2014) and Machida (2015) research that show limited skills becomes the main source of language anxiety especially in speaking. Horwitz (1996) has argued that, in situation like CLIL, teachers are considered having advanced proficiency in second language. Therefore, they are not treated as they need. Supposedly, they are given more training and adequate supports. Teacher B also needs additional training and not only clear guidelines, but also the exact way in how to blend English into her daily teaching without causing a several anxiety.

Another main factor contributing teacher A anxiety is expectation of becoming a perfect English. In teacher B, the perfectionism of becoming an English speaker has become one of her source of anxiety. However, her way in handling this anxiety is different with teacher A and, simultaneously, also different with Horwitz (1996) and Kim and Kim

(2014). In teacher B, she overcomes this anxiety by relying more on her process of learning and increasing her learning.

Fear of negative evaluation also strongly contributes to both teacher A and B anxieties. It corresponds with the results of Alrabai (2014) and Kim and Kim (2014) research that fear of negative evaluation becomes one of the main factors of language teaching anxiety. Teacher A and teacher B explain that they are afraid being caught wrong in using English.

Lack of courses or training and lack of supports from institution complement each other. Courses or training can be one kind of supports the school can give to its teachers. Lack of teaching experience and lack of preparation can also contribute to trigger anxiety. However, teacher A is confident enough about her teaching experience and preparation. It corresponds with Kim and Kim (2014), and Machida (2015) research that experience and preparation in teaching become important factors to confidence and anxiety. Teacher B has 2 years experience in teaching using English. She feels that it still lacks in reducing his anxiety level.

In reducing self-anxiety, teacher A implements seven of eight strategies, such as accepting self- proficiency or skills rather imphosing perfection. She is aware that this obsession can ruin or disturp her focus when in teaching learning process, stay focus more on improving skills and evaluating learning. Recognizing fellings of languge shock. Teachers usually feel surprised when they use a second language to achieve learning

targets, when they first use the target language they tend to find it difficult because they find differences when teaching and need time to adapt.

Imagining speaking well within stresses of classroom teaching. Teachers should imagine themselves in their class using the language easily and calmly. When this image can be formed easily, the teacher must then imagine owning and overcoming the difficulties of using the language. Making plan to improve language proviciency. Individuals who experience anxiety over their abilities often feel helpless to improve because of the scope of the task. Teachers must make realistic plans to improve language proficiency, starting from traditional approaches such as travel and study abroad, chat groups and watch videos.

Having conversational practice with colleagues. Native speaker and more proficient old colleagues can offer the opportunity to"safe" conversational practices. Using instructional activities and IT technology. The use of technology has been proven to increase students' interest in learning because it has a more attractive appearance so that it will avoid feeling bored during lessons. Usually the teacher used video or power point

Preparing the classes. A good and detail lesson plan will save the less prepared teachers. Among of eight strategies, she does not implement raising awareness towards language learning process. It can imply that teacher A has limited knowledge on what English teaching in CLIL context is and how it should be.

For strategies in coping language anxiety in teaching, teacher B, she implements five out of eight strategies such as raising awarnes towards language learning process. By becoming more aware of the language learning process teachers would come to see that proficiency in a second language is continually changing and variable by situation

Imagining speaking well within stresses of classroom teaching. Prepare for all possibilities that can happen in class, regulate breathing to stay relaxed and always focus before class starts. This will help teachers with everything from guidance on using the target language to classroom management issues.

Having conversational practice with colleagues. Teachers at all experience levels should be prepared to listen to their opinions colleagues. Fears about using the target language in supportive and non-judgmental way. Using instructional activities and IT technology. The use of technology in education can make students more comfortable and not seem bored or monotonous. Because the delivery of information through technology looks more varied and modern, such as using video or power point

Preparing the classes very thoroughly. Before returning to teaching, teachers must prepare strategies and lesson plans that will be used during class to make them more focused and efficient.

One of the three strategies that she does not implement is accepting her level of skills. Her objective of being a perfect English speaker/user can interrupt her main responsibility, that is, to teach her subject correctly

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter was the epilogue. It consists of conclusion and suggestion. The conclusion provided the main finding of this study, and the suggestion provided the next action on what extended this study should go on.

5.1. Conclusion

After doing research and getting the results, it was concluded that there were Math and Biology teachers who had differences in the factors that cause anxiety in the classroom when using English as a medium of instruction in the CLIL classroom. Therefore teachers had differences strategies to cope with their language anxiety in using English.

Limited skills or level of proficiency, expectation of becoming a perfect English proficiency, becomes the main factor of their anxiety. Teacher Math and Biology needs additional training and not only clear guidelines. Teacher Math tried to abandoning perfectionist. Fear of negative evaluation from students and the school environment also contributes to their anxiety. Lack of courses or training, lack of teaching experience and lack of preparation can also contribute to trigger anxiety. limited skills or proficiency, or fear of negative evaluation can be a stand-alone factor or an effect factor resulted from other factors together.

There are 8 strategies used in overcoming their language anxiety in using English. Teacher Math implements seven of eight strategies, such as accepting self- proficiency or skills rather imphosing perfection, recognizing fellings of

culture shock, imagining speaking well within stresses of classroom teaching, making plan to improve language proviciency, having conversational practice with colleagues, using instructional activities, IT technology and preparing the classes. While for teacher Biology, she implements five out of eight strategies such as raising awarnes towards language learning process, imagining speaking well within stresses of classroom teaching, having conversational practice with colleagues, using instructional activities and IT technology and preparing the classes very thoroughly.

However, with all of the strategies that they have or have not done, they should be able to teach their subjects appropriately. Even though they still should figure out how to control their anxieties and worriness feeling.

5.2 Suggestion

After doing this research the writer would like to present contribution by giving some suggestion towards the Math and Biology teachers and the other researcher. Here, the writer gives some suggestions based on the result of this study.

For the teachers, this research should give some meaningful feedback to them to develop and create many strategies in their learning process, which use English as a medium of instruction in the classroom. It is because the important strategies that they often use in the class can give a big impact on the continuity of the teaching and learning process, therefore students can understand and know the extent of the lesson being taught.

For the other researchers, this study can be a guidance for them who wants to conduct on qualitative research and become a useful reference, however there should be some further development in the similar research.

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