

Investigating Pre-Service Teachers' Emotions Attributions in Teaching Practicum: Lessons Learned from Indonesian Teacher Education

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Driven by Mendez-Lopez (2020) on the emotion factors which impact to pre-service teachers enacting the teaching practicum, this research report how pre-service teachers' expressed their emotions attributions in teaching practice. Grounded in narrative inquiry, this research provides investigation on pre-service teachers' emotions attributions in teaching practice while they were doing the teaching and learning activity with students in the classroom. Three female pre-service teachers from an Indonesian teacher education are recruited in this research voluntarily. The data were collected through semi-structured interview. The data was analyzed by using qualitative content analysis (Patton, 2002). The findings indicated that pre-service teachers need to do positive emotions attributions toward students' behavior. And, it allows pre-service teachers to manage their emotions during English Teaching practice wisely. Then, pre-service teachers can realize about the importance of improving their teaching skills professionally through teaching practice. Thus, pre-service teachers also can add the belief about how to carry out successful teaching and learning activities during English teaching practice as the lesson for them in the future. This study implied that pre-service teachers must be able to attribute their emotions in teaching wisely to increase students' motivation to learn English situated in Indonesian teacher education.

Keywords: emotion attribution, English teaching practice, pre-service teacher

1. Introduction

This present study is based on pre-service teachers' emotional experience of giving emotional response when they were conducting the teaching and learning activity with the students in the teaching practicum. Freiberg (2013), argued that the story of pre-service teachers' emotional experience can be the important topic to be elaborated. Because, cognition and emotion are fully integrated that pre-service teachers must pay more attention to the role emotions play in classroom life. The teachers cannot afford to ignore the affective component of education, as it is inexorably tied to how and what students can learn. It is imperative that the teachers provide all students with emotionally

supportive school environments. So, that is why the writer needs to explain more about the experience of how pre-service teachers' attribute their emotion during their teaching practice.

Kihwele & Chuma (2020) showed that teacher emotion has been a central aspect of teachers' life of the classroom interaction and it has a significant impact on students' learning. The relationship of teacher and students is central in classroom pedagogical interaction to facilitate the learning process. The emotions that the teacher experiences like joy or anger affects the pedagogical interaction with the students, how they prepare for teaching and their contribution to students' learning beyond the classroom which affects the learning environment. Apart from content and pedagogical knowledge, the teachers need the emotional knowledge to enhance the smooth learning process. Teacher emotion is a result of factors ranging from the personal expectations, the daily practices at the school to the institutional issues like policies, workload and requirements in the working places. If teacher emotion is not well managed, it can have a significant impact to the wellbeing of teachers and students, classroom pedagogical interaction and will have impact on the students' academic performance and the competence acquisition. Pre-service teachers are in a vulnerable situation due to their incompetence to manage the emotions.

Prior research on exploring how emotionality affects pre-service teachers provide an important findings situated in teacher education. For example, Deng, et al. (2018) found that Chinese student teachers' emotions and dilemmas associated with their professional identity formation during the practicums. The implications of the study were: (1) teacher education programs have to develop pedagogy of student teachers' identity, (2) teacher education programs should encourage student teachers' ethical knowledge, (3) teacher educators should be mindful to student teachers' emotional change and much dilemmas,

(4) the micro political realities of the teaching practicums affect the student teachers' professional weakness necessarily. Mendez-López (2020) report that Mexican pre-service teachers experienced both positive and negative emotions during conducting the teaching practicum. This study implied that both positive and negative emotions were the factors which influence toward the relationship among the pre-service teachers and the students. Kihwele, J. E., & Chuma, M. M. (2020) indicated that Tanzanian pre-service teachers' emotional experience during teaching practices and examined the causes, management strategies and its impact in the process of teaching and learning. This study implied that pre-service teachers should understand that factors that lead to emotional experience are the one helping them to transition from novice to experienced teachers and managing the emotions during teaching and learning process can be termed as an important step towards professional maturity.

Despite a growing body of studies of emotionality research in the teaching context, relatively little of empirical evidence on investigating the pre-service teachers' emotions attributions in teaching practicum situated in teacher education landscape. To fill this void, this study is to report the pre-service teacher' emotions attributions toward students' attitudes in the teaching and learning activity in the classroom, pre-service teachers' teaching skills which are developed and which are undeveloped, and pre-service teachers' belief about teaching and learning in the classroom. Adopting narrative inquiry as the research design to get the data of pre-service teacher's emotions attributions during teaching practicum (Savin-Baden & Niererk, 2007). Especially, the writers focus on investigating pre-service teachers' emotions attribution toward students' attitudes in the teaching and learning activity in the classroom, pre-service teachers' teaching skills which are developed and which are undeveloped and pre-service teachers' belief about teaching and learning in the classroom. In this context, pre-service teachers' emotions

came from their interactions with the students, materials, and cooperative teachers, and those were analyzed in order to understand to what they attribute those emotions in their teaching practicum (Mendez-López, 2020).

Literature Review

The Concept of Emotion

Definition of Emotion

Emotion is the process from perception and evaluation of stimulus, activation of bodily response, display of expressive gesture and a cultural label. There are varieties of stimuli which can trigger emotions among teachers. These might be their pre-determined expectations, change of policies and work requirements and failure to achieve self-planned goals (Kihwele & Chuma, 2020).

Emotion of English Language Teacher

Emotions are individually experienced by teachers, and emotions are social constructions which are mediated by their interactions with educational policies, authorities, colleagues, parents, and students. Although teachers' experience of an emotion is unique, this experience is shaped by the context in which it happens. Thus, the contexts in which emotions are experienced are important to understand not only the emotion itself, but also the reaction and behavior after it (Nguyen, 2018).

Kinds of Emotion

a. Positive Emotions

Positive emotions are emotions that are experienced as pleasant. Positive emotions can vary in terms of the physiological and cognitive activation (also called

arousal) that is part of the emotion. Enjoyment, excitement, hope and pride are activating positive emotions, whereas relief and relaxation are deactivating positive emotions (Pekrun, 2014).

b. Negative Emotions

Negative emotions are emotions that are experienced as unpleasant. Similar to positive emotions, negative emotions can vary in terms of physiological and cognitive activation (or arousal). Anxiety, anger and shame are activating negative emotions, whereas hopelessness and boredom are deactivating negative emotions (Pekrun, 2014).

The Concept of Attribution Theory

Attribution theory is humans' motivation to know why an event has occurred. Thus, people usually attribute to someone or something the cause of a specific event or situation. Emotion attribution refers to attribution awareness process that pre-service teachers go through when reflecting on their teaching performance during their practicum. If pre-service teachers attribute their lack of teaching skills to incomplete training, they will have the option to enrol in training courses to improve (Méndez-López, 2020).

Students' Attitudes in Teaching and Learning Activity in the Classroom

The students with positive attitudes toward the lesson achieved their learning goals more quickly and effectively than those who did not have such attitudes. Similarly, positive attitudes increase the chances of success in a lesson. Therefore, students' attitudes and motivation played very significant roles (Kara, 2009). Negative emotions for teachers are inevitable like irritation, anger, sadness or embarrassment due to unpleasant behaviors of students or voluntarily repeating forbidden practices in the classroom. Emotions come from a wide range of experiences that pre-service teachers

acquire through interacting with students. The emotion experiences are both positive like joy, love, and pride; and negative emotion experiences like frustrations, hopelessness and anxiety. The argument above is supported by Pre-service teachers' emotions are to be well monitored from teacher training programs to teaching practices by both mentor teachers and teacher educators. Teachers develop emotions due to students' responses, interactions and behavior they show like making jokes, laughing loudly or smile during classroom teaching and learning. Teacher emotions play five important functions that include providing information, giving quality to experience, influencing cognitive processes, managing internal and external processes and providing motivation. Teachers show their emotions like joy, enjoyment and wonder to students as they fulfill their responsibilities to show caring character and establish relationships that form the basis for teaching and learning which motivated student participation in classroom interaction (Kihwele & Chuma, 2020).

Pre-Service Teachers' Teaching Skills

Pre-service teachers' attributions can shape not only their future teaching performances but also their professional development. If pre-service teachers consider that their undeveloped teaching skills caused some negative emotions to arise during teaching practice, they will enroll in training courses in order to acquire or develop those skills (Mendez-Lopez, 2020). Pre-service teachers had difficulty in experimenting innovative pedagogical practices they learned in their methodology courses, managing the class and modifying their language according to students' level. Challenges which are experienced by pre-service teachers can be seen because their teaching skills have not developed. Pre-service teachers usually had problems with students' discipline and

motivation to learn language in addition to the challenge they experienced in choosing appropriate teaching methodology and strategy (Mutlu, 2014).

Teachers' knowledge base for teaching should include the following: knowledge about the content, teaching particular content topics, learner characteristics, broad principles and strategies of classroom management and organization, curriculum materials and program, educational contexts, ranging from the classroom group to aspects of the community, and educational aims and values. There are three important discernable elements in the light of teaching skills. They are: (1) Knowledge, comprising teachers' knowledge of subject matter, curriculum, teaching methods, the influence on teaching and learning of other factors, and knowledge about one's own teaching skills. (2) Decision-making, comprising the thinking and decision-making that occur before, during and after a lesson, concerning how best to achieve the educational outcomes intended. (3) Action, comprising the overt behavior that teachers are undertaken to foster students' learning (Owusu, et al., 2018). Preparation for teaching, linguistic incompetence and decision-making were some of the challenges under the student-teacher based problems category, whereas student-based problems consisted of the ones such as students' motivation and pace. Absence of supplementary materials such as the internet, cartoons and audio-visual aids was found to be a problem (Mutlu, 2014).

Pre-Service Teachers' Beliefs about Teaching and Learning in the Classroom

Beliefs are psychologically held appreciations, assumptions, or theorems about the world that are felt to be correct. Teachers' beliefs are shaped during their teaching processes and indicate the teachers' subjective knowledge of educational phenomenon, particularly towards their own teaching abilities and their learners. Teachers' beliefs originate from four sources. They are content knowledge, educational materials, formal

teacher education, and experience (Gilakjani & Sabouri, 2017). The beliefs are often categorised as language aptitude, motivation and willingness to learn the target language, learning and memorising vocabulary and grammar rules; use of materials; teaching techniques; classroom management; error correction; teacher roles and so forth (Debreli, 2016).

Method

Grounded in narrative inquiry, this research provides an investigation on pre-service teachers' emotions attributions in teaching practicum while they were doing the teaching and learning activity with the students in the classroom. Narrative inquiry is an approach which focuses on the use of stories as data (Savin-Baden & Niererk, 2007). Three female pre-service teachers from English Department in one private university in West Java were recruited as the participants in this research voluntarily. The data were collected through semi-structured interview. Semi-structured interview is conducted conversationally with one respondent at a time, and it employs a blend of closed-ended and open-ended questions, it is often accompanied by follow-up why or how questions (Adams, 2015). The data were qualitatively analyzed by using qualitative content analysis. Qualitative content analysis is used to refer to any qualitative data reduction and sense-making effort which takes a volume of qualitative material and attempts to identify core consistencies and meanings (Patton, 2002). Next, the writer transcribed the interview data through some procedures by Widodo (2014), they are listening to taking data, shaping taking data, communicating talking data with an interpretative intent, reproducing or re-constructing talking data, and building data credibility.

Results and Discussions

Finding

Three pre-service teachers experienced both positive and negative emotions during their teaching practicum. The most frequent positive emotions that they experienced were excited, enjoy, happy, comfortable, relaxed. And, the most frequent negative emotions were nervous, overwhelmed, unconfidence, spirit, annoyed, unsatisfied, anxious. Those emotions were attributed to three major themes: (1) students' behavior or attitudes in the teaching and learning activity in the classroom, (2) pre-service teachers' developed and undeveloped teaching skills, and (3) pre-service teachers' beliefs about teaching and learning in the classroom. Each theme is presented separately here to aid understanding and clarity.

Students' Attitudes in Teaching and Learning Activity in the Classroom

a) Attributions of Pre-Service Teachers' Negative Emotions in Teaching and Learning Activity

Firstly, Miss T felt sad and wanted to be angry with annoying students, but she did not want to show her anger and sadness. She tried to control her emotions. Secondly, Miss S had felt anxious about the teaching she was going to do. And, she also found the students in the class that she taught were not conducive. However, she was not angry. But, she only silenced his students for a few minutes. Thirdly, Miss L tried to relieve the nervousness by understanding the nature of students, and she relieved the feeling of overwhelmed by bringing her own learning media when she first taught students.

b) Attributions of Pre-Service Teachers' Positive Emotions

Firstly, Miss T frequently responded the students who were difficult to be managed, and who disturbed the process of teaching and learning activity by the smile. Secondly, Miss S tended to give the additional assignment to the students who were lack motivation, and she was silent to the students who were noisy in the classroom. The third pre-service teacher (Miss L) emphasized students who were lazy to learn English by giving threats to report to the cooperative teacher, so that students can be afraid.

c) Pre-Service Teachers' Teaching Skills

a. Attributions to Undeveloped Teaching Skills

The first pre-service teacher (Miss T) experienced the first teaching practice, so she felt nervous and lack of confident. But she also was excited, because she can practice to teach the students. The second pre-service teacher (Miss S) felt that she was lack of teaching ability. So, she was not satisfied toward her performance of teaching practice. And, she tried to take online TOEFL test and other English test to get more English skill. The third pre-service teacher (Miss L) got the students' enthusiasm decreased toward the teachers' teaching and learning activity. And, Miss L felt that she was failed to use full English language in teaching the students.

b. Attributions to Developed Teaching Skills

The first pre-service teacher (Miss T) understood that the students' characteristics are different. So, she made a group session to get the students' moody by giving the games and questionnaires. The second pre-service teacher (Miss S) frequently got the students' interest by telling the story, and she also tried to manage the students in the teaching and learning activity. The third pre-service teacher (Miss L) was able to use her own learning media to support the teaching and learning activity, although it was not provided more from the school.

Pre-Service Teachers' Beliefs about Teaching and Learning in the Classroom

The first pre-service teacher (Miss T) expressed her opinion based on the experience of her teaching practicum to regulate her emotions when she was carrying out teaching activities with students who upset her. The second pre-service teacher (Miss S) had estimated that she will face many problems in the first teaching practicum. So, she tried to know and understand the students' characteristics in the second week of teaching practicum. The third pre-service teacher (Miss L) thought that she needed to teach the students, and she needed to motivate them although students' spirit of learning English was less.

Drawing on the research findings, the writer discussed three emergent findings in this study. First, is about students' attitudes in teaching and learning activity in the classroom. In conducting English teaching practicum, pre-service teachers argued that pre-service teachers must nurture wisely, because they train to become teachers in the future who must be able to influence students to enthusiasm for learning, especially learning English. Participant 1 expressed that pre-service teacher felt sad to teach students where the character of the students was annoying, but she tried to be patient in doing it and she faced it with a smile so that the English teaching practice could run smoothly. Then, participant 2 argued that The pre-service teacher once felt anxious at the beginning of teaching practice about how he made his students want to follow his teaching with enthusiasm and whether he could implement the right teaching strategies, and he could create teaching and learning activities by motivating students by sharing the benefits of learning English for the future. in front of the students. So, participant 3 expresses that pre-service teachers want to make their nervousness disappear in teaching English to their students by frequently reading English books and consulting cooperative teachers instead

of communicating directly with students to understand their characters, because they only try to enjoy doing English teaching practice.

Second, it is about pre-service teachers' emotion attribution toward their teaching skills, the data showed that pre-service teacher they tried to improve their undeveloped teaching skill by consulting to cooperative teacher before they taught English subject for the students and they tried to manage their emotion wisely by applying the classroom strategy in teaching students as their developed teaching skill. Participant 1 argued that Pre-service teachers must be able to learn to do English teaching practice together with their emotional management, which is closely related to each other in carrying out real teaching and learning activities with students, so that pre-service teachers can have the experience to teach students professionally. And, participant 2 expressed that the pre-service teacher likes to teach English to students, but she feels that their English skills are not that good, so she tries to take various English proficiency courses both online and in person at the course. And she also tries to apply her class management skills to attract students' attention by providing stories and coverage or supervising all her students in carrying out teaching and learning activities in classroom. Then, participant 3, argued that the pre-service teacher feels that she cannot provide teaching instructions by speaking English consistently as her teaching ability has not yet developed, and she also tries to apply his teaching skills by using teaching aids that she made herself to make students interested in her teaching.

Lastly, theme is about pre-service teachers' beliefs about teaching and learning in the classroom. There are pre-service teachers' perception or it is called as their belief in conducting teaching and learning activity. From participant 1, the pre-service teacher argued that he as a pre-service teacher must learn from his experiences during the English teaching practice not to get too carried away with emotions in dealing with bad student

behavior in teaching and learning activities so that a positive learning atmosphere can be created in the classroom, because a good teacher shows more her positive emotion. Then, participant 2 said that Pre-service teachers said that pre-service teachers usually have problems dealing with student behavior before they understand each other's character, therefore for a pre-service teacher who is doing English teaching practice to approach students. Next, participant 3 expressed that the pre-service teacher must be able to motivate students who ask for their lack of English, especially when the pre-service teacher teaches Vocational High School students where one class, he teaches is all male students. The students are only interested in English which is related to the study program they are taking.

Conclusion

First, three pre-service teachers tried to manage their emotion of teaching in doing English teaching and learning activities in classroom, and they experienced about how to become the professional teachers in the future. Second, pre-service teachers only enjoy dealing with students who behave badly in teaching and learning activities, one of their ways is by motivating students to learn English. Third, three pre-service teachers want to improve their undeveloped teaching skills before teaching students English in class, they are by doing self-preparation, English language proficiency courses, and consulting with cooperative teachers. Fourth, three pre-service teachers demonstrated their ability to implement teaching strategies to cover all their students in learning English, they are holding classroom discussions, doing approach to students, and making creative learning aids. Fifth, three pre-service teachers have gained an understanding that the task of pre-service teachers in carrying out teaching and learning activities with students in the

classroom is to respond to student behavior in a positive way, create appropriate teaching strategies, and encourage student interest to be enthusiastic in learning English.

Within this study, the writer could suggest certain points due to the result of this study. First, for those who will conduct teaching practicum, they must train to guide students in teaching English professionally, so that pre-service teacher can successfully influence students' English learning for the better. Second, cooperative teachers must provide the intensive guidance for pre-service teacher about how to handle student behavior in learning English by taking in the consulting time. Third, for other researchers, they can do research about emotionality of teaching with different context, because this research focused on emotions attribution in the context of students' behavior or attitude, pre-service teachers' developed and undeveloped teaching skills, and pre-service teachers' belief about teaching and learning in the classroom. Hopefully, this research can become a reference for further research.

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