



EFL Pre-service Teacher's Teaching Anxiety and the Coping Strategies during Teaching Practicum

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Abstract

This research aims to investigate the sources of teaching anxiety as experienced by EFL pre-service teachers during the teaching practicum and the types of strategy used to cope with the teaching anxiety. One English pre-service teacher was willing to participate as participant in this research. The data were collected through semi-structured interviews. The researchers found that the pre-service teacher was anxious mostly due to the lack of teaching experience, her personality, fear of making mistakes, difficulties in time management, lack of learner motivation, and technical issues. This research revealed that there are four strategies used by the participant to cope with her teaching anxiety, i.e., (1) personal strategies (cognitive strategies, behavioral strategies, emotional strategies), (2) professional strategies (self-management skill, professional qualities), (3) social strategy (discussion with people), and (4) institutional strategy (support from supervising teacher, and feedback from lecturer supervisor). The results from this research suggest alternatives for EFL pre-service teachers to cope with anxiety during teaching practicum. Further implications and recommendations are also described in this research.

Keywords: coping strategies; foreign language teaching anxiety; pre-service teacher; teaching practicum

Introduction

EFL pre-service teacher is defined as individuals who were in a course of training or education before they started the language teacher profession (Ulgu & Er, 2016). However, these 'teacher' categories have not yet completed the requirements because they are still in their training or education; they are required to carry out a series of teaching practicum in school in order to get their degree (Geng et al., 2017). Teaching practicum is one of the essential programs of the education department which prepares their students to become teachers. It is intended for the final-year students from the education department. Hence, teaching practicum plays an important role in itself for the education department's students. The period in teaching practicum generally lasts for at least four weeks. Regarding this, Buckworth

(2017) has revealed the main objective of the teaching practicum period is an opportunity for pre-service teachers to know the requirements and future professional practice of a teacher, to study about teacher work, to apply their knowledge, and to get experiences at school. In addition, during the teaching practicum, student teachers will face teaching real students with various characters in real classroom situations (Djawamara & Listyani, 2021). Furthermore, many experts stated that teaching practicum helps student teachers identify the problems and teaching difficulties they may face in the future through understanding the real world of teaching (Hamaidi et al., 2014). In other words, teaching practicum can be the right moment for pre-service teachers to learn more about teaching.

In English as a Foreign Language (EFL) context, pre-service English teachers are required to use English as a language of instruction. Therefore, it can be a challenge for EFL pre-service teachers as some of them feel anxious when required to teach using the target language. This kind of anxiety while teaching is different from language learning anxiety and general teaching anxiety, though they are still interrelated (Merç, 2011). Can (2018) estimated that foreign language teaching anxiety (FLTA) could be more sensitive to non-native pre-service EFL teachers. Thus, pre-service English teachers can more often experience feelings of inability to use foreign languages when teaching. An early note by Horwitz (1996), showed that anxiety had a negative effect on language teaching experienced by many non-native foreign language teachers who had foreign language anxiety. However, as pointed out by Han and Takkaç-Tulgar (2019), FLTA is not only influential for non-native teachers, EFL pre-service teachers in their last year who are supposed to take part in the teaching practicum program can also experience the effects of FLTA. In addition, they added practicum as their initial route to experience the effect of FLTA which is as a transition to them from students where they are still language learners but must become teachers when teaching practicum. Therefore, FLTA can have an effect on pre-service teachers during the teaching practicum which can interfere with their language teaching. Those pre-service teachers usually also have their own ways to deal with their anxiety in teaching.

In terms of FLTA, a few researchers to date have identified the symptoms of teaching anxiety. Kim and Kim (2004) divided the symptoms of FLTA into two categories: abnormal verbal behaviours and psychological reactions. Abnormal verbal behaviours involve symptoms of anxiety in learning a foreign language in

general, e.g., tend to stutter or speak fast. Psychological reactions consist of feeling butterflies, heart palpitations, and profuse sweating. Hence, individual reactions to the symptoms of teaching anxiety can differ in the form of physical symptoms with inappropriate behaviour or psychic symptoms in various psychological reactions.

In light of events in FLTA that can be faced by the pre-service teachers when teaching, it is becoming difficult to ignore the existence of teaching anxiety. A number of studies have been published on the existence of teaching anxiety in foreign language classrooms. Aydin (2016) and Can (2018) have investigated the sources of anxiety in teaching foreign languages in the context of teaching anxiety of EFL pre-service teachers. Meanwhile, another study from İpek (2016) has portrayed the factors that cause anxiety in EFL non-native teachers when teaching the target language. From one of those studies, it is known that EFL pre-service teachers can experience anxiety before, while, and after their teaching practicum period (Aydin, 2016). In the last few decades, some studies have also investigated the strategy of EFL pre-service teachers in coping with their anxiety during the teaching practicum period besides the factors that contributed to teaching anxiety (Sammephet & Wanphet, 2013; Pasaribu & Harendita, 2018; Han & Takkac-Tulgar, 2019; Djamawara & Listyani, 2021).

There is a growing concern in the literature that recognized FLTA has become an essential issue for any level of English language teacher in the EFL context. Some studies reported the sources of teaching anxiety of the student teachers (Marc, 2011; Paker, 2011) also of the nonnative teacher in the Turkish context (İpek, 2016) while another study investigated the various causes of teaching anxiety among novice and experienced teachers related to their gender in the Iranian context (Aslrasouli & Vahid, 2014). So far, however, there has been little discussion about research on FLTA in the context of EFL pre-service teachers and their coping strategies during teaching practicum, especially in the Indonesian context. In line with the phenomena mentioned earlier, this present study attempted to answer the following questions: (1) What are the sources of a pre-service English teacher's teaching anxiety during teaching practicum? and (2) How did she overcome her teaching anxiety during the teaching practicum?

Research Methodology

Research Design

The research design of this study is a descriptive qualitative research method. Nassaji (2015) emphasized that qualitative and descriptive methods are used to reveal the complexity of a learning process by examining the factors that influence it, as well as the understanding, behavior, and experience of each learner. In addition, qualitative descriptive research draws interest from naturalistic inquiry by committing to study things in their natural conditions as far as within the scope of the research (Lambert & Lambert, 2012). Therefore, this design provides a tool to study natural phenomena in the context of teaching anxiety faced by a pre-service EFL teacher and how the coping strategies are during teaching practicum.

Setting and Participant

The participant in this study was a pre-service teacher, namely Titi (pseudonym) who has done teaching practicum in a public high school in Yogyakarta. The participant was a third-year student of English Education department at a private university in Yogyakarta who had taken Microteaching courses for 14 weeks in the Even semester of the academic year 2020-2021. The main reason for choosing Titi as a participant was because the researchers knew her performances during the teaching practicum. Titi is the partner of one of the researchers at the same school for more than one month. Therefore, the reason to choose Titi is because we believed that she was the best candidate as the participant in this research in relation to her own anxiety while teaching and how the way she can cope with the anxiety, as well as she has been provided with theory and practice for the blended learning model.

Data Collection Technique

The researchers collected the data from the interview. This technique was chosen since it is one of the ideal data collection techniques for interviewing the participants who are comfortable, who are easygoing, and who do not hesitate in expressing their ideas (Creswell, 2012). It means this approach is ideal in helping the researchers to ask and record the responses of the participant. The researchers made an appointment with Titi, after explaining the purpose of the interview and provided a consent form to ensure the confidentiality of the participant in her voluntary participation. The interview was held in Titi's boarding house around 04.30 PM for 1

hour 10 minutes 20 seconds. The interview was recorded by using the Zoom application to help the researchers in processing the data for re-listening, rereading, and rechecking it.

Data Analysis Technique

This research used thematic analysis for the data analysis technique. Thematic analysis is a method for systematically identifying, analyzing, and reporting thematic patterns in the data; it helps in organizing the data and describing it in detail (Clarke & Braun, 2017). In addition, they highlighted that thematic analysis is useful with its flexibility to analyze certain theories such as for conversation and interpretive phenomenon. We did the six thematic analysis phase to analyze the data, which covers these following steps: (1) familiarizing ourselves with the data by reading and transcribing the interview; (2) generating initial codes by making some code to make it easier for us to find the themes; (3) searching for the themes by analyzing the interview transcripts and searching for the sources and coping strategies of teaching anxiety; (4) reviewing themes by rechecking that the themes we found were related to the previous studies; (5) naming the themes by defining the themes we have found and classified them; and (6) writing the report.

Findings and Discussion

Findings

In response to the research questions, Titi mentioned several sources that provoked her teaching anxiety and some strategies in coping with her teaching practicum anxiety. The further explanation about the result is described as follows.

a) Sources of Foreign Language Teaching Anxiety

1) Lack of Teaching Experience

Titi stated that lack of teaching experience was one of the most frequent sources of teaching anxiety she felt. Titi said her anxiety was especially high at the beginning of the class, with her first teaching experience at the teaching practicum. She tends to get confused about how to convey the material to the students and how to bring the class atmosphere.

*"Of course, (I) **experienced anxiety at the first (meeting of the class), it felt like I was going to explode"** (FLTA/TE/TITI/080)*

*"Ee never, **this is the first time (I) try to teach directly, it is teaching directly in the classroom, and this is (blended learning) also the first time, so it makes me feel tense.**" (FLTA/TE/TITI/092)*

2) Teachers' Personality

The finding of this aspect revealed that teachers' personality was one of the sources that caused teaching anxiety in Titi. Titi had mixed feelings because of the school background where she had to do teaching practicum. She was afraid of various things that she might face during the teaching practicum period, especially related to interactions with students during the learning process.

*"Ee, I have mixed feelings, yaa. I'm happy because it was a good school, but I'm also afraid. **I'm afraid I can't balance the students there, I'm afraid that I can't bring the lessons to the students there.** Because we know that this school is a favorite school, so the students are definitely smart. So it's a bit mixed because I got a good school, but I'm also afraid of what will be faced in the future" (FLTA/TP/TITI/006)*

3) Fear of Making Mistake

Linked to the result of the interview, Titi experienced teaching anxiety because of her fear of making mistakes. Titi expressed that she is afraid of making mistakes regarding the pronunciation of some difficult words to her students. She recognized that maybe there would be students who asked her about the pronunciation of a difficult word.

*"Maybe **it's more about the pronunciation, I'm afraid that I'm wrong.** That's just it, so I definitely have to check the pronunciation of some of the words before going to class, like when I show them the recount text, there are some difficult words that they rarely come across." (FLTA/FM/TITI/148)*

4) Difficulties in Time Management

During the teaching practicum, Titi is allocated 90 minutes each time she teaches a class. She acknowledged that her teaching anxiety arose from her difficulties in time management while teaching. She experienced some unexpected situations with the class ended up earlier or the class ended up longer from scheduled time. These situations sometimes affected her decisions on what kind of activity that should be taken when she teaches.

*"Yes, at that time because students sometimes missed the lesson hours or they forgot the lesson hours. **I once had it take longer, because they had things to***

do from the previous lesson, so it took longer to finish but fortunately it was the last lesson. There is also excess time that made me think first about what else to deliver.” (FLTA/TM/TITI/068)

5) Lack of Learner Motivation

One of the unwanted situations for pre-service teachers might be students who are less involved in learning. As conveyed by Titi that she became stressed when her students did not respond when she was asking. This caused her difficulty in estimating the level of student's understanding.

*“I actually like it when they are very active in class. It's like they're asking for a chat or asking for anything, I'm just happy, **what makes me stressed is that when they don't respond to anything, it's like they're confused. For example, they want to be assumed to have understood but they don't have an answer when asked, if I want to explain again, they don't tell me where they don't understand.**”* (FLTA/LM/TITI/176)

6) Technical Issue

Titi admits that she sometimes felt annoyed because of logistical issues while teaching. These logistical issues like an obstacle in the technical concern of an internet connection or a computer crash which is something beyond her control.

“For those at home, the problem must be related to internet connection. Then, sometimes for those at school are the computer crash which sometimes makes me felt annoyed” (FLTA/LI/TITI/170)

*“At that time, I was concentrating with the students in the class. **Incidentally, the internet connection was cut off at home, but the student at home didn't tell anyone at school.** So, when it's disconnected, it's like they just let it go if it's disconnected”* (FLTA/LI/TITI/174)

b). Strategies to Cope with Teaching Anxiety

1) Personal

a. Cognitive strategies

Titi told the researchers how she copes with her foreign language teaching anxiety on her teaching practice by blocking the negative feeling while teaching in class. She could continue her teaching by trying to stay brave and maintain the mood when dealing with the students she taught.

“One of the students asked about recount, yaa, ee about tenses. The question is quite a trap, but I could still overcome it and it turns out that the recount is focused on the simple past. He asked about the use of the past

tense and others, like for past continuous and so on. **When he asked,** *alhamdulillah, I could answer, we have to be brave*" (CSTPA/COG/TITI/060)

b. Behavioral strategies

From the result of the data, Titi stated that she did some activities that had just become her routine during the teaching practicum. For Titi, every day while she was teaching practicum, she became accustomed to getting enough sleep and eating regularly.

"Keeping rest, because I'm really tired all day after school, it's like being physically and mentally drained. **I get enough sleep, so I don't get sick. So during PPL, I really take care of my sleep pattern and don't eat late**" (CSTPA/BEH/TITI/162)

c. Emotional strategies

Another technique that Titi used to overcome her teaching anxiety was by using self-acceptance. She tried to accept the limits of her teaching capacity as a pre-service teacher when dealing with unresponsive students.

"Oh yes, (when I asked them a question) no one is responding, either they don't want to respond or they probably don't know or pretend they don't know or just avoid it. I have asked 3 times but no one has answered, so that's it, we can't do anything because they are online from home, it's impossible for them to be punished too, so that's just it, that's it" (CSTPA/EMO/TITI/098)

2) Professional

a. Self-management skill

This strategy is intended by Titi by trying to organize herself well in terms of teaching. Titi stated that she tried to prepare the material immediately and faced all the things that happened during teaching practicum as her responsibility.

"Yes, I have been in chaos because we still have some courses and others. So (I) must be prepared the material long before because it's my teaching responsibility" (CSTPA/SKI/TITI/038)

b. Professional qualities

Apart from the strategies above, Titi also could make appropriate adaptations for the students that she teaches. These adaptations could be done by her using more effective techniques for the material that she taught.

"Oo, coincidentally the teacher asked me to try for innovation so I continue to look for some teaching techniques. **Alhamdulillah, (I) found a new technique for teaching recount text, which surprised them and excited them to use it because like they realize it could be (writing recount text) easier if using that"** (CSTPA/QUA/TITI/140)

3) Social

In the use of social coping strategies, Titi decided to involve in sharing session facilitated by her supervising lecturer. She also benefited from this activity while listening to other pre-service teachers from various school backgrounds. She said that the experiences of her friends during the teaching practicum could be lessons for her.

"So, every once a few weeks, we would have a sharing session with the lecture supervisor and with friends from other schools. **(I) have sharing (with friends), learning from their experiences who go to different schools. Some have good schools that usually have good student motivation. Also, there are some who have non-favorite school with lack of students motivation and lack of school support"** (CSTPA/PEO/TITI/192)

4) Institutional

a. Support from supervising teacher

Being able to have a good relationship with the supervising teacher can be a hope for pre-service teachers during their teaching practicum. Likewise, with Titi, who from the interview results revealed that she had received constructive feedback regarding her teaching from her supervising teacher.

"Because I'm the indifferent type, **if there are constructive comments from the teacher, for example at that time I was told just to relax, Mba, don't be too tense, just enjoy the time. Don't be afraid to take too long, but don't be so relaxed because (I) think it's still a long time. If the time is not enough, it's okay, the next meeting (the material) could still be continued."** (CSTPA/SCH/TITI/210)

b. Feedback from lecturer supervisor

Having a lecture supervisor who is willing to help by providing space to share stories also helps pre-service teachers themselves. Titi admitted that she felt helped by the regular sharing sessions during the teaching practicum from her lecture supervisor.

“Yes, from the sharing session facilitated by the lecturer, we can also learn from the general feedback given by him, if it turns out to be like this or to be like that” (CSTPA/LEC/TITI/194)

Discussion

a) Sources of Foreign Language Teaching Anxiety

By referring to the theory by Aydin (2016) that stated that foreign language teaching anxiety is an affective state of teachers that feels pressure due to personal, perceptual, motivational as well as technical problems that may be encountered before, during, or after the teaching process. However, the sources that caused the participant's teaching anxiety in this research might be different.

The finding of this aspect for lack of teaching experience is consistent with that of Aydin (2016) who found that the lack of experience in teaching activities is a trigger for teaching anxiety which is especially experienced by pre-service teachers at the beginning of class. That is why Titi's anxiety appears because it is the first time for her to teach in front of the real students. She felt tense which resulted in her confusion in composing the right words when answering a question from one of the students and in doing small talk. More generally, it is known that small talk may be able to build closeness with students which can create a pleasant classroom atmosphere. In short, the first-class meeting inevitably makes pre-service teachers anxious or tense because they generally lack experience in teaching and unfamiliarity with the characteristics of students in each class.

The evidence of teacher's personality is in line with the previous research conducted by Aydin (2016) who explained that teachers feel a lack of self-confidence, afraid of failure, making mistakes, and getting negative evaluations. This factor is also related to the first factor that is the lack of teaching experience. Same with Titi, whose teaching experience is still lacking, becomes less confident due to her fear. She is afraid that she would not be able to give the right portions in teaching and learning for her students. At that time, Titi who is a pre-service teacher must have tried her best in her teaching performance, but she might be worried if she would be compared with their real teacher. In other words, although pre-service teachers have taken classroom observations which are an early stage before they actually teach students, they still do not know what students expect because of the short observation

period and limited opportunities for their interaction with students at that time. This might cause them to experience teaching anxiety in their teaching practicum.

In accordance with the result of fear of making mistake, previous studies have demonstrated that fear of making mistakes provoked anxiety in language teaching. As emphasized by Aydin (2016) that the problem area in fear of making mistakes is generally related to pronunciation and speaking. It is also in line with the result of İpek (2016) who found that one teacher felt uncomfortable when they felt that their knowledge was being tested by students. For this reason, it is possible that Titi is afraid of making mistakes when pronouncing difficult words because English is not her mother tongue. In addition, she might be worried if there is a student that would test her speaking ability in terms of pronunciation about some difficult words. Thus, difficult words or unfamiliar words for pre-service teachers could make them more anxious when teaching a foreign language.

These results of difficulties in time management are in agreement with Aydin's (2016) findings which showed a minority of pre-service teachers faced difficulties in time management during their teaching activity. As one of his participants stated that he/she was confused about what should be done to waste time because his/her activity lasted too short. It is also felt by Titi, who might suddenly become confused and anxious about thinking of additional activities to fill the void of time from her class which turned out to be shorter. Djawamara and Listyani (2021) who also pointed out that time management is important for teachers in their success in the teaching process so that they could transfer knowledge to students without significant obstacles. Unfortunately, time management still becomes a source of anxiety for pre-service teachers when teaching.

Based on the finding of lack of learner motivation above, it corroborated the previous research conducted by Sammephet and Wanphet (2013) which in the same way expressed that pre-service teachers certainly know that one of the key indicators in a successful classroom is teacher-student interaction. It is the same with the condition experienced by Titi where there were some students who seemed less communicative with her. A quiet classroom could make the classroom atmosphere uncomfortable for both students and teachers. Another reason is that, if this condition is left too long, it is feared that the pre-service teacher will run out of words when teaching which can reduce students' trustworthiness because they are taught by a

teacher trainee. To be brief, less student participation can hinder learning and cause pre-service teachers to feel pressured.

A possible explanation for the results of the technical issue may be the lack of adequate things that happened suddenly and out of control. These results reflect those of Aydin (2016) who also found that a few of his participants caused tension during their teaching due to logistical problems such as computer errors, internet connections, and electricity shortages. In addition, the teaching situation of blended learning might be a challenge, one of which is for Titi because she must be able to balance the portion of learning for students at school and students at home. That is why Titi felt annoyed when there was a logistical issue in her first blended learning teaching experience.

b) Strategies to Cope with Teaching Anxiety

FLTA or foreign language teaching anxiety is known to be experienced by both pre-service and teachers which can be reduced or overcome. The researchers found that the four strategies were done by the participant to cope with her teaching anxiety, i.e., personal, professional, social, and institutional strategies.

1) Personal

In terms of personal strategy, based on the interview, three (3) specific strategies of personal coping strategies were used by the participant when dealing with her teaching practice anxiety, i.e., by doing cognitive strategies, emotional strategies, and behavioral strategies. In the coping of cognitive strategy by blocking the negative, Titi could answer students' questions without hesitation. She also could maintain her mood when teaching even though there are some students who are less engaged in learning. That way she could still continue the class as planned. In terms of behavioral coping strategy, Titi had a way to overcome her anxiety during teaching practicum by maintaining sleep and eating patterns. Getting enough sleep and eating regularly really helped Titi in maintaining her health so it could support her teaching performance as well. What Titi did to deal with her teaching anxiety here during her teaching practicum is in line with what Sammephet and Wanphet (2013) explained as a self-control strategy. In addition, Titi feels that she has tried to build good communication with her students by managing her emotional

strategies. She suppresses not being harsh on students as long as she has done her best. This strategy is the same as what Lampadan (2014) found in his research that one of the strategies used by the pre-service teachers to cope with their anxiety is by developing positive relationship with their students.

2) Professional

The result of the research revealed that Titi did several strategies in overcoming her teaching practicum anxiety that was included in professional coping strategies. The result of the data was in line with the findings of Djawamara and Listyani (2021) mentioning that adaptation to new environments and good preparation before teaching were some of the strategies that were used by pre-service teachers. The professional coping strategies that Titi mentioned are self-management skills and adaptability to professional qualities.

From Titi's statement by the used of self-management skill, it is known that she has other activities and changing moods during teaching practicum. In addition, Titi prepared material long before also might be to prevent sudden additional tasks with the same due date. Then, Titi acknowledged that the strategy she tried by increasing her professional qualities by using a technique when teaching the material that she taught could be accepted and followed by the students she teaches. She personally was also happy because she could know these techniques, so her students become more engaged in learning

3) Social

Discussing or sharing the experiences and anxieties could help pre-service teachers deal with their anxiety while teaching. This strategy was a good solution for pre-service teachers to share their experiences and strategies with their peers. In this finding, from the interview, Titi never attended a specific event to entertain herself while doing her teaching practicum, such as hanging out with friends. Instead, she did a sharing session with other pre-service teachers from other schools to share experience. As expected from sharing session, Titi explored the way to cope with her teaching anxiety by listening to her friends' experiences during sharing sessions. This might be helpful for her because she could know that other people who are also her friends have their own problems. What Titi has done is also in line with Pasaribu and Harendita

(2018) who revealed that sharing the problems with friends and family is one of the strategies that pre-service teachers did to overcome their teaching anxiety.

4) Institutional

The last category in overcoming the teaching practicum anxiety found in this study is institutional coping strategy which is related to the institution that the pre-service teachers belong, i.e., supervising teacher or lecture supervisor. Then, this present research found that Titi consulted with the supervising teacher and lecture supervisor during her teaching practicum. Previously, in their study, Han and Takkac-Tulgar (2019) also found that one of the ways the pre-service teachers deal with teaching anxiety is by asking for evaluation from mentor and cooperating teacher.

During the teaching practicum, Titi had very good support from the teacher because the teacher gave her feedback related to her planning and preparation. Though she said that if she is someone who is indifferent, but she could accept the advice given by her supervising teacher because she got helpful comments to improve her teaching performance. At that time, she still could not find the right rhythm when delivering material to students. Fortunately, there was good communication with the supervising teacher who reminded her to keep enjoying herself while teaching so it can help her in minimizing other problems while teaching.

From the result of the interview, Titi realized that one of her strategies to cope with her teaching anxiety was having advice from her lecture supervisor. She had benefited from her lecturer supervisor that provided regular sharing sessions. With the sharing session, she said with the luck of getting a lecturer who is available to the conditions or situations that are being experienced by students, especially during teaching practicum. Then she used this advice as a way to make learning more suitable for students so the class could be more fun.

Conclusion and Suggestion

The aim of this research is to investigate the sources of a pre-service English teacher's teaching anxiety and the coping strategies in overcoming it during teaching practicum. Based on the interview, it is revealed that the participant

experiences anxiety while undergoing the teaching practicum. The highest tension of teaching anxiety is most felt by the pre-service teacher at the first meeting of the class. This is due to pre-service teacher's teaching inexperience which leads to unfamiliarity with the teaching aspects. From the result, several sources contributed to participant teaching anxiety such as 1) lack of teaching experience; 2) teachers' personality; 3) fear of making mistakes; 4) difficulties in time management; 5) lack of learner motivation; and 6) technical issue. Seeing the importance of teaching practicum for pre-service teachers, the participant in this research used several strategies to overcome her teaching anxiety. The strategies were grouped into four main categories; 1) personal, included: cognitive strategies, behavioral strategies, and emotional strategies; 2) professional included: self-management skill and professional qualities; 3) social included: discussion with people; and 4) institutional included: support from supervising teacher and feedback from lecturer supervisor. Although the participant experienced some anxieties when carrying out teaching practicum, the pre-service English teacher was able to deliver the material in accordance with the students' capability. This is because the pre-service teacher is capable enough in preparing teaching and following the development of student interest.

Suggestions

Based on the findings of this research, several suggestions are proposed for the pre-service teachers. Pre-service teachers who will carry out teaching practicum are expected to be able to pay attention and prepare aspects of teaching as a whole. Then, pre-service teachers who may have experienced anxiety with feelings of fear or experienced difficulties during the teaching practicum can share their feelings or experiences by looking for a support system through a lecturer supervisor, teacher supervisor or peers. In addition, the English language education study program can provide regular teaching training for pre-service teachers to increase their teaching experience. Likewise, for in-service teachers to always accompany and assist pre-service teachers in developing teaching abilities. Thus, pre-service teachers are expected to be able to carry out teaching practicum with confidence. Besides that, it is recommended that further research in the same area can be conducted with a broader scope, for example, two pre-service teachers who conduct teaching practicum in two schools at different levels and with additional methods besides interviews to obtain different results.

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