



EFL PRE-SERVICE TEACHERS' ANXIETY DURING TEACHING PRACTICE

by

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Abstract:

The current research interest in education centres around pre-service teachers' challenges, particularly Pre-service Teacher Anxiety. This anxiety manifests not only "before" and "after" teaching experiences but also "during" the learning and teaching process with students. This research aimed to identify pre-service teachers' anxiety scores and levels during the teaching internship. The participants were pre-service teachers from universities in Indonesia. The study employed mixed methods, collecting data through questionnaires and in-depth interviews. The questionnaire used was adapted from the Student-Teacher Anxiety Scale (STAS). The outcomes provided insights into pre-service teacher anxiety scores and levels during the teaching internship. In conclusion, based on the research findings, it is recommended that becoming a pre-service teacher in English Language Education should include sufficient training to alleviate anxiety, such as workshops and training courses.

Keywords: Anxiety, Pre-service Teacher, Teaching Internship.

Abstrak:

Minat penelitian saat ini di bidang pendidikan berpusat pada tantangan yang dihadapi oleh calon guru, khususnya Kecemasan Guru Prajabatan. Kecemasan ini tidak hanya terwujud pada "sebelum" dan "sesudah" pengalaman mengajar, tetapi juga "pada saat" proses belajar dan mengajar bersama siswa. Penelitian ini bertujuan untuk mengetahui skor dan tingkat kecemasan calon guru selama magang mengajar. Pesertanya adalah calon guru dari universitas-universitas di Indonesia. Penelitian ini menggunakan metode campuran sebagai metodologi, pengumpulan data melalui kuesioner dan wawancara mendalam. Kuesioner yang digunakan diadaptasi dari Skala Kecemasan Siswa-Guru (STAS). Hasil penelitian ini memberikan wawasan tentang skor dan tingkat kecemasan guru pra-jabatan selama magang mengajar. Kesimpulannya, berdasarkan temuan penelitian, disarankan agar proses menjadi guru pra-jabatan Pendidikan Bahasa Inggris harus mencakup pelatihan yang cukup untuk mengurangi kecemasan, seperti lokakarya dan kursus pelatihan.

Kata Kunci: Kecemasan, Guru Prajabatan, Magang Mengajar.

INTRODUCTION

Almost every aspect of life can be enhanced through education, including social, economic, cultural, and other dimensions. The quality of a country's education significantly influences its

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Salsabila and Zaki (2024)

development, ensuring well-being, prosperity, security, and peace of mind. Education is assessed based on its curriculum, teachers, students, teaching methods, school environment, government funding, and connections to other related organizations. The quality of education is determined by how teachers teach and interact with their students, with the effectiveness of education hinging primarily on the quality of teachers. The systematic determination of education in Indonesia rests mainly on the quality of its teachers and facilities.

Sunarti (2022) mentioned the Act of Decree Number 14 Year 2005, which discusses Teachers and Lecturers, outlining experienced teachers as possessing: (1) skill, interest, calling, and idealism; (2) responsibility to enhance the quality of education, belief, righteousness, and noble character; (3) academic capabilities and background under the field of work; (4) competencies required to pursue the field of work; (5) responsibility for carrying out professional tasks; (6) entitlement to income defined by work performance; (7) the opportunity to develop professionalism sustainably; (8) proof of legal protection in carrying out professional responsibilities; and (9) professional associations with the authority to regulate matters related to the professionalism of teachers.

Teaching is a profession that, at its core, demonstrates two crucial aspects. Additionally, it is essential to emphasize the significance of quality education in Indonesia. The qualities outlined for experienced teachers contribute to the individual's professional growth and play a pivotal role in shaping the overall quality of education within the country. Adherence to these standards ensures that educators are well-equipped to foster an environment conducive to effective learning, ultimately positively impacting the nation's educational landscape.

Firstly, individuals must possess academic qualifications, which means having an educational background of at least S-1 (undergraduate) or D-4 (diploma) degrees. Secondly, teachers must be recognized as professionals through certification, acknowledging their contributions to national education and their role as agents of learning. Gaining recognition through a teacher certification program is an excellent way to enhance the quality of teachers, ensuring they meet all the professional qualifications required. As a result of this program, teachers can expect monetary rewards and improved teaching skills (Jalal et al., 2009). Certification refers to how the state evaluates and reviews a teacher candidate's credentials, issuing them a teaching license or credential by the National Commission on Educational Services (NCES). Goldhaber and Brewer (2000) emphasize that teacher certification is required

Salsabila and Zaki (2024)

to ensure a minimum level of quality in teaching. At the very least, certification is deemed necessary to improve the quality of teachers.

The current research interest in education revolves around Pre-service Teacher Anxiety. This anxiety is evident not only "before" and "after" the learning and teaching experiences but also "during" the process with learners. Can (2018) highlighted that pre-service teachers, during the teaching practicum, reported feelings of anxiousness. This anxiousness arises when they struggle to capture students' attention, feel unprepared, encounter unexpected events in the class, face unpredicted questions, deal with the misdeeds and mischievousness of students, and remain unsure about whether students understand the subject. In another study, Muluk et al. (2021) mentioned that there was evident fear of the unknown, uncertainty, and ambiguity. During the international teaching practicum exchange for pre-service teachers, These factors contribute to stress, nervousness, and anxiety during the international teaching practicum.

The greater the fear a teacher experiences in making a mistake, the more anxiety they are likely to encounter during teaching (Han & Tulgar, 2019). Pre-service teachers still tend to experience anxiety when not speaking in their native language. Anxiety may make individuals uncomfortable, leading to a lack of focus or the organization of an unsuccessful class. Horwitz et al. (1986) classify anxiety into three levels based on measurement: high anxiety, moderate anxiety, and low anxiety. Several anxiety scales have been introduced, mainly focusing on the skills of pre-service teachers, such as reading, writing, speaking, and listening. However, the present study will adapt the Student-Teacher Anxiety Scale (STAS) designed by Hart (1987). This adaptation will assist in defining the sources of anxiety affecting pre-service teachers, including evaluation anxiety, class control anxiety, professional preparation anxiety, school staff anxiety, and unsuccessful lesson anxiety.

Agustiana (2014) mentioned that a lack of teaching experience and inadequate mastery of the material can cause anxiety during teaching. Therefore, before engaging in a teaching activity, teachers must comprehend the material to avoid mistakes and support their confidence during the teaching process. Another study by Pasaribu and Harendita (2018) stated that students' profiles, evaluation, lesson delivery, teacher preparation, and classroom management were significant causes of anxiety among English pre-service teachers. Additionally, Permatasari and Mulyono (2019) mentioned that pre-service teachers felt anxious in the classroom because they perceived themselves as incompetent, disliked teaching, were uncertain about their future

Salsabila and Zaki (2024)

careers, and could not answer students' questions. Engin (2019) concluded that the pre-service teacher has a moderate burnout level, which differs according to the department variable. The study also mentioned that the pre-service teachers feel highly anxious because they are not appointed teachers.

Awofala et al. (2019) aimed to investigate the attitudes towards computer anxiety as a determinant of pre-service teachers. Peker Ulu (2018) conducted a study about the presence and level of impact of pre-service mathematics teachers' beliefs about mathematics teaching and learning on mathematics teaching anxiety. This study addresses the research gap by exploring issues in education, particularly Pre-service Teacher Anxiety. Both studies use quantitative methods to answer their research questions about anxiety levels. The respondents involved in the study were initially Faculty of Education students from across Indonesia who had completed a Teaching Practice for their internships. The survey results can also aid future researchers or lecturers develop new strategies for students before they are ready to teach.

Building on existing research, this research focuses on language teaching, offering unique insights into the levels and sources of anxiety in public and private universities in Indonesia. This study will highlight two research questions regarding the Pre-service Teacher experiences and obstacles during teaching practicum. The first research question aimed to validate and identify the level of anxiety among pre-service teachers, while the second research question aspect aimed to identify the sources of anxiety and how it affects pre-service teachers.

METHOD

Design

The present study utilized mixed methods (Creswell and Creswell, 2018). They noted that mixed-method designs combine quantitative studies with in-depth qualitative analysis. This study aims to investigate the level and sources of anxiety affecting EFL pre-service teachers. Subsequently, the outcomes of pre-service teacher anxieties will be calculated and interpreted. The respondents for this study are EFL Pre-service Teachers from the Faculty of Education, English Language Education Study Program at universities who have chosen to teach for their internships (both public and private).

Descriptive statistics will be calculated to address the first research question regarding the level of anxiety experienced by pre-service teachers, while qualitative data analysis will be conducted to address the second research question. The present study will employ

Salsabila and Zaki (2024)

questionnaires (quantitative) and in-depth interviews (qualitative) to collect the data—the research aimed to explore the level and sources of anxiety that affected EFL pre-service teachers. Subsequently, the study calculated and interpreted the outcomes of pre-service teacher anxieties.

The second advantage of mixed methods was that the researcher could confirm or validate the relationship between variables (Fraenkel et al., 2012). The strength of mixed methods was that they combined qualitative and quantitative approaches and minimized the limitations of both (J. W. Creswell & David Creswell, 2018). This study would answer the first research question using a quantitative approach and elaborate on a statistical procedure to obtain more valid and assured results.

Participant

A total of 35 pre-service teachers participated in the quantitative analysis, and seven pre-service teachers agreed to be interviewed for the qualitative analysis. The participants' criteria in this study were EFL Pre-service Teachers enrolled in the English Language Education Study Program at various universities. The researcher used a purposive sampling technique to select participants for in-depth interviews, a method suitable for small populations where selection is guided by the researcher's expertise (Bhardwaj, 2019). These students opted to undertake teaching internships in public and private institutions, as outlined in Table 1.

Table 1. List of the Institution

No.	Institution/University	Public / Private	English Education Study Program
1	Universitas Internasional Batam	Private	13
2	Universitas Negeri Medan	Public	2
3	Universitas Muhammadiyah Kendari	Private	1
4	Universitas Negeri Surabaya	Public	2
5	Universitas Pasir Pengaraian	Private	8
6	Universitas Siliwangi	Public	1
7	Universitas Muhammadiyah Sorong	Private	5
8	STKIP PGRI Banjarmasin	Private	3

Instrument

Descriptive statistics were computed to address the first research question, focusing on the level of anxiety experienced by pre-service teachers. Simultaneously, qualitative data

analysis was undertaken to address the second research question. Data collection involved using questionnaires for quantitative data and in-depth interviews for qualitative insights.

As part of the study, the EFL pre-service teacher questionnaire with numerical data was used as a data instrument to measure anxiety. Meanwhile, the data from the interview was explored using the qualitative method to investigate the source of the anxiety.

a. Questionnaire

Using a closed-ended questionnaire, the researcher formulated several questions related to the research queries. Ahmad et al. (2019) defined a close-ended questionnaire as a survey that can be assigned numerical values and can be converted into indicators or graphs. Utilizing this questionnaire as part of the instruments proved effective in assessing the level of anxiety experienced by EFL Pre-service Teachers.

Various scales of pre-service anxiety were introduced, predominantly focusing on the skills of the pre-service teacher, such as Reading, Writing, Speaking, and Listening. However, the study's instrument was adapted from the student-teacher Anxiety Scale (STAS) designed by Hart (1987). Adapting to the STAS scale helped this study identify the specific sources of anxiety affecting pre-service teachers. The STAS comprises twenty-seven items with related factors, including Evaluation Anxiety, Class Control Anxiety, Professional Preparation Anxiety, School Staff Anxiety, and Unsuccessful Lesson Anxiety.

Table 2. Student Teacher Anxiety Scale

No.	STAS Indicators	STAS List of Items	Items
1.	Professional Preparation Anxiety	How to give each child the attention he/she needs without neglecting others	1. I give each child the attention he/she needs without neglecting others.
		Problems within the class of individual disruptive children	2. I let the Problems within the class of individual disruptive children
		Maintaining a good enough standard of preparation	3. I Maintain a good enough standard of preparation
2.	Class Control Anxiety	How to handle defiance from a child	4. I am good at handling defiance from a child
		Maintaining a 'buoyant' enough approach	5. I maintain a 'buoyant' enough approach.
		Controlling the noise level in class	6. I can control the noise level in class.
		Incidents of misbehaviour in class	7. There are Incidents of misbehaviour in class.

No.	STAS Indicators	STAS List of Items	Items
3.	School Staff Anxiety	<p>Class control</p> <p>Whether or not my performance is satisfactory from the point of view of the class teacher</p> <p>(Primary school): Wondering whether the head teacher is happy with my work</p> <p>(Secondary school): Wondering whether the head of a department at the school is happy with my work</p> <p>Getting on with the school staff</p>	<p>8. I feel good about the Class that I am in control of</p> <p>9. Whether or not my performance is satisfactory from the point of view of the class teacher</p> <p>10. I am Wondering whether the head teacher is happy with my work</p> <p>11. I am Wondering whether the head of a department at the school is happy with my work</p> <p>12. I am Getting along with the school staff.</p>
4.	Unsuccessful Lesson Anxiety	<p>How a member of the school staff may react to one or more unsuccessful lessons if they should occur</p> <p>Co-operation with the school staff</p> <p>How helpful members of the school staff may be</p> <p>Whether or not I am covering the material adequately</p> <p>Setting work at the right level for the children</p> <p>Completing lesson plans in the required form</p> <p>How the TP supervisor may react to one or more unsuccessful lessons if they should occur</p> <p>Selecting suitable lesson content</p>	<p>13. I felt nervous when a school staff member saw my unsuccessful lessons.</p> <p>14. I am good at engaging with the school staff.</p> <p>15. The members of the school staff are beneficial</p> <p>16. I am covering the material adequately</p> <p>17. I understand the student's level of understanding</p> <p>18. I always complete my lesson plans in the required form</p> <p>19. I felt uncomfortable when the TP supervisor may react to one or more unsuccessful lessons if they should occur</p> <p>20. I always felt nervous in Selecting suitable lesson content.</p>
5.	Evaluation Anxiety	<p>Getting all the paperwork done on time</p> <p>What lesson the TP supervisor comes in to see</p> <p>Being observed by my TP supervisor while I am teaching</p> <p>Whether or not my schemes are adequate</p> <p>Wondering how the TP is going in my supervisor's eyes</p> <p>Wondering what my TP supervisor expects</p> <p>Assessment by the TP supervisor</p>	<p>21. I always get all the paperwork done in time</p> <p>22. The lesson material are already well-organized</p> <p>23. Being observed by my TP supervisor while I am teaching made me nervous</p> <p>24. My teaching and learning schemes are adequate</p> <p>25. I sometimes wonder how the TP is going in my supervisor's eyes</p> <p>26. I sometimes wonder what my TP supervisor expects.</p> <p>27. I feel anxious when my TP Supervisor gives an assessment.</p>

The questionnaire utilized for this study contained 27 questions with 16 positive statements and 11 negative statements. The positive statements aimed to assess aspects associated with positive experiences or feelings, while the negative statements were designed to gauge aspects linked to anxieties or concerns. This balance allowed for a comprehensive evaluation of both positive and negative dimensions related to the experiences of EFL pre-service teachers during their teaching internships.

Table 3. Likert's Scoring Table

DESCRIPTION	SCORING TABLE			
	Strongly Agree	Agree	Disagree	Strongly Disagree
POSITIVE (+)	1	2	3	4
NEGATIVE (-)	4	3	2	1

b. Interview

The researcher asked several questions related to the research questions with a close-ended questionnaire to find out about the source of anxiety. The interview results were used as evidence and as examples from the student teachers' own words. In addition to providing insights into EFL Pre-service Teacher Anxiety explanations, the interviews were also used to determine if certain aspects of teacher anxiety increased or decreased.

Boyce & Neale (2006) mentioned in-depth interviews as a qualitative research technique conducted with individuals intensively so that the researcher could explore their perspectives about motivation, ideas, attitudes, or individual involvement in a program. The purpose of in-depth interviews was to learn more about the respondents' motivations, attitudes, beliefs, and feelings when they experienced the program. Thus, Creswell and Creswell (2018) also mentioned the advantages of the interview, that these types of data collection are useful when participants cannot be directly observed. In this period, this method was done indirectly because of the increasing number of cases towards COVID-19. The interview helped the researcher investigate how the source of anxiety could affect their teaching experience and verified the data from the questionnaire. The interview questions were modified based on the factors of the anxiety level scales by Hart (1987).

Data collecting technique

Salsabila and Zaki (2024)

In this study, data is categorized into primary and secondary data. Primary data was collected in the field by the researchers through questionnaires and interviews, while secondary data was sourced from existing materials such as peer-reviewed journal articles and books.

Firstly, the researcher formulated questions for the instrument pertinent to the critical issues under investigation. Following this, the researcher validated the questionnaire.

Next, the questionnaire was distributed through the Google Form Platform. Simultaneously, participants for in-depth interviews were selected, and the interviews were conducted via Zoom or Google Meets.

The researcher verified the learner contacts obtained from the Google form to facilitate communication for the in-depth interviews. After securing the student contacts, the researcher reached out to confirm interview dates and share the Zoom meeting/Google Meets link. During the interviews, the researcher recorded the sessions with the learners' permission—this comprehensive approach to data collection aimed to ensure a robust and thorough exploration of the research questions.

Data analysis technique

In mixed methods research, qualitative codes or themes were converted into quantitative variables, and subsequently, the two quantitative databases were amalgamated. This procedure is known as data transformation. Quantitative measures were generated by tallying (or categorizing) qualitative themes or codes. Onwuegbuzie and Leech (2006) outlined various mixed methods research procedures researchers employ. An independent qualitative interpretive database might not appear valuable to researchers trained in quantitative research. The researcher followed the subsequent steps in analyzing the data:

a. Questionnaire

Descriptive statistics played a crucial role in exploring the primary research question, which focused on understanding the extent of anxiety experienced by pre-service teachers. The researcher followed a comprehensive analytical process consisting of several key steps to achieve this.

Firstly, the researcher gathered questionnaires submitted by pre-service teachers. This initial step involved collecting valuable insights and perspectives directly from the individuals undergoing the teaching preparation process. Next, the researcher embarked on the crucial data

Salsabila and Zaki (2024)

understanding and definition phase. This step aimed to establish a solid foundation for the subsequent analyses by comprehensively grasping the content and context of the gathered data.

One of the pivotal aspects of the analytical process was the computation of Likert scores. This quantitative measure provided a systematic way to gauge and respond to the initial research question, explicitly addressing the anxiety levels prevalent among EFL pre-service teachers. Following the computation of Likert scores, the researcher coded and categorized them. This step allowed for a structured organization of the information, enabling more profound insights into the patterns and variations in anxiety experiences. Lastly, armed with coded and categorized data, the researcher interpreted the information acquired from the questionnaires. This interpretative phase aimed to derive meaningful conclusions and insights from the quantitative data, shedding light on the nuanced aspects of anxiety within the cohort of EFL pre-service teachers.

The questionnaire consisted of 27 items. This scale had a maximum score of $27 * 5 = 135$ and a minimum score of $27 \times 0 = 0$. There were three categories within this continuum: 0–135: 0–45 showing low anxiety, 46–89 showing moderate anxiety, and 90–135 showing high anxiety. The formula for the total whole score is:

$$\begin{aligned} \text{Total score} &= n \times y \\ N &= \text{total questions} \\ y &= \text{score Likert} \end{aligned}$$

The total score of a respondent was allocated to one of three categories using this approach. Other researchers have previously identified this scale as a reliable and valid method for measuring student-teacher anxieties (Capel, 1997; Morton et al., 1997; Ngidi and Sibaya, 2003).

Table 4. Anxiety Level

Anxiety Levels	Score
Low	0-45
Moderate	46-89
High	90-135

b. Interview

A qualitative analysis was undertaken to address the second research question, utilizing a combination of interviews and surveys. The intention was to gain a deeper understanding of the

Salsabila and Zaki (2024)

investigated phenomenon by exploring aspects that a survey might overlook. The following paragraphs outline the analysis of the interviews:

The data obtained through the in-depth interviews was captured through audio recording. This step ensured a comprehensive record of the participants' responses, preserving the richness and nuances of their insights. Subsequently, the interviews underwent transcription by the researcher, involving the conversion of spoken words from the recorded interviews into a written format, facilitating a detailed examination of the content. With both questionnaire and interview data in hand, the researcher synthesized and concluded. This synthesis aimed to provide a comprehensive overview of the findings, offering insights into the various dimensions explored through both methods.

Additionally, the researcher incorporated supplementary information from the interviews, enhancing the interpretation of the results concerning the second research question. By combining these qualitative elements, the study aimed to provide a holistic and nuanced understanding of the pre-service teachers' experiences with anxiety. The researcher made data organization by employing coding (Miles & Huberman, 1994) of the data. The organization and coding of the data are elaborated and categorized by developing some themes. The study employs a code indicator that is generated for the interviews. The code indicators for the interview are presented as follows.

Table 5. Interview coding blueprint

No.	Indicators	Code
1.	Student 2	S2
2.	Student 10	S10
3.	Student 13	S13
4.	Student 17	S17
5.	Student 18	S18
6.	Student 24	S24
7.	Student 30	S30
8.	Anxiety Level	AL
9.	Anxiety Score	AS
10.	Evaluation Anxiety	EA
11.	Class Control Anxiety	CCA
12.	Professional Preparation Anxiety	PPA
13.	School Staff Anxiety	SSA
14.	Unsuccessful Lesson Anxiety	ULA

RESULT AND DISCUSSION

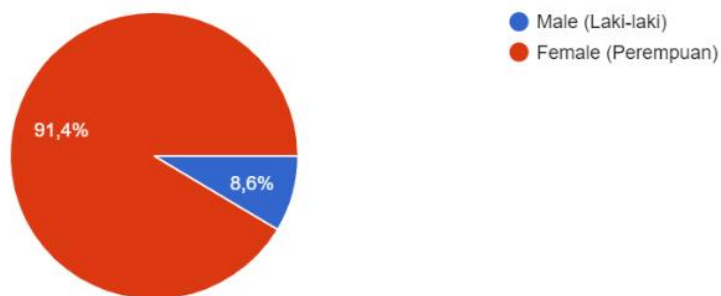
Results

EFL Pre-service teacher anxiety score and level

Salsabila and Zaki (2024)

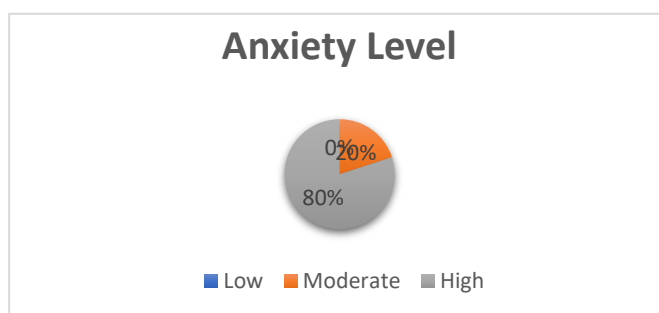
Thirty-five pre-service teachers from several public and private universities participated in this study. All 35 participants contributed to filling out the questionnaire. After the questionnaire had been filled out and analyzed, 7 participants followed the in-depth interview session. The Interview participants were chosen through Purposive Sampling. Table 6 presents participant identity information for a total of 35 participants.

Table 6. Participant's Identity



This research found that most of the pre-service teachers from several public and private universities have diverse levels of anxiety (seen in Table 7). Of these, 91.4% were female pre-service teachers, comprising 32 participants. The remaining 8.6% were male pre-service teachers, totalling 3 participants. Among the three male participants, two exhibited High-Level Anxiety, while the other experienced Moderate-Level anxiety. Among the 32 female pre-service teacher participants, 26 demonstrated a High Level of Anxiety, while 6 participants showed a Moderate Level of Anxiety.

Table 7. Anxiety Level

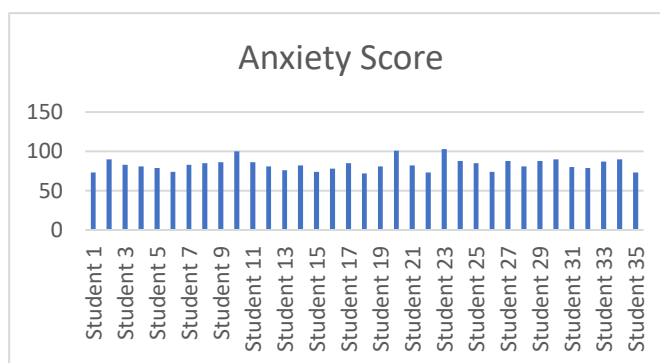


This research found that most pre-service teachers from various public and private universities had diverse levels of anxiety (as indicated in Table 7). The highest level of anxiety among pre-service teachers was High-Level Anxiety, observed in 28 out of 35 (80%) participants. Moderate-Level Anxiety was identified in 7 out of 35 (20%) pre-service teachers,

while none of the 26 (0%) female pre-service teachers were affected by Low-Level Anxiety. The Anxiety Score (depicted in Table 8) ranged from the highest score of 103 to the lowest score of 72.

From the data, it can also be observed that 23 out of 35 (65.7%) pre-service teachers experienced Evaluation Anxiety, 9 out of 35 (25.7%) experienced School Staff Anxiety, 6 out of 35 (17.1%) experienced Unsuccessful Learning Anxiety, 4 out of 35 (11.4%) had trouble in Class Control Anxiety, and 2 out of 35 (5.7%) experienced Professional Preparation Anxiety.

Table 8. Anxiety Score



EFL Pre-service Teacher Source of Anxiety

Out of the five sources of anxiety, the highest source of anxiety among pre-service teachers came from Evaluation Anxiety, followed by School Staff Anxiety, Unsuccessful Learning Anxiety, Class Control Anxiety, and Professional Preparation Anxiety. Evaluation Anxiety occurs when a teaching practice supervisor or staff member assesses a class's performance. "Class Control Anxiety" refers to anxiety regarding classroom management skills, such as time or class management. Professional Preparation Anxiety is a fear of preparing and delivering suitable materials that meet students' needs. School Staff Anxiety is anxiety caused by collaboration between the teacher and school staff. Unsuccessful Lesson Anxiety could be interpreted as anxiety over meeting expectations, keeping up with teaching practice, lesson planning, and other paperwork.

During the interview session with pre-service teachers, it was found that:

Pre-service teachers 2 and 10 felt scared when the teaching supervisor wanted to evaluate them, causing panic and a blank mind. Pre-service teacher 10 felt like a fool in front of their supervisor, experiencing fear.

"No, but I'm a little scared to know how much my point of evaluation is."

"I felt like a fool when the supervisor was evaluating me."

Salsabila and Zaki (2024)

Pre-service teacher 17 mentioned feeling anxious around the school staff and teachers, fearing communication with new people.

"There are many people I do not know around here, but... I am afraid it will be awkward and nervous when I don't know the teacher or someone. Because I am not good at talking."

Pre-service teachers 11 and 24 admitted having a fear of imperfection regarding Unsuccessful Learning that might happen in the class, either with the material or the schedule.

"Like... this isn't really what I'm teaching, even though it's true. It's just like, yes, you are required to be creative. However, sometimes, I wonder if this is too easy for middle school kids. So there is a fear that because it is too easy, the learning will finish quickly and continue to be lacking."

"Yes, I have, but then I tried to ask at the end of the class if I made a mistake... and they answered, 'Everything is fine.' I appreciate the comfort for some reason. However, sometimes I felt that I made a mistake, and I felt wrong when they say it is not a big deal... but in my mind I messed up."

Pre-service teacher 13 mentioned that their students are too noisy and active in class, and they fear they might not be able to control the students' excitement. Pre-service teacher 18 said their students are too quiet and passive, making handling difficult and requiring individual attention.

"Maybe because they are still in high school, I feel quite nervous sometimes because they are too active and too loud. I like how the class is going, but sometimes I am afraid they do not listen to me or care."

"I am afraid sometimes when the situation in the class is too quiet when I ask if there is any question. No one raised their hand, and when I asked them to answer together, sometimes they just sounded silent. So, I need to call them up one by one."

Pre-service teacher two mentioned feeling nervous about themselves at times. They fear they will not be considered professional because they stand up for themselves.

"I am afraid I will get upset just because of a simple thing. It is difficult to be patient, especially for someone like me who gets emotional over simple things."

Discussion

EFL Pre-service Teacher Anxiety Score and Level

The study explores pre-service teacher anxiety, considering theories by Horwitz et al. (1986), which classify anxiety into three levels based on their measure: High Anxiety, Moderate Anxiety, and Low Anxiety. Findings reveal Moderate-Level Anxiety as predominant, aligning with Engi's (2019) study. Based on his study, it can be concluded that the pre-service teacher has a moderate burnout level, which differs according to the department variable. Nevertheless,

Salsabila and Zaki (2024)

it still differs since the past study focused on several departments' pre-service teachers while this study focuses on the English Language Education study program.

Based on the results, the highest score for the Moderate Anxiety Level was 88. The primary source for this anxiety itself was because of the Evaluation Anxiety. Being evaluated and supervised made them feel uneasy. They felt much more nervous and afraid that they might make a mistake. Sari & Anwar (2021) implied in their study that the causes of pre-service teacher anxiety were mainly because of the less provided material or curriculum that improves the student skill in teaching, especially in peer-teaching activities. Self-perception and fear of negative evaluation were also found to moderate levels of anxiety for the EFL pre-service teacher.

The Pre-services teacher also mentioned that their anxiety arose because of how some of them faced the teaching as their first or new experience. They might have only done a presentation, but having a real student is a new experience. Through this chance, it might be best for the pre-service teachers to share a class hour with their classmates or a supervisor before giving them an actual class. This teaching experience might help them practice managing the class or control anxiety in the class.

To conclude, the findings of the first research question of the EFL Pre-service Teacher Level and Score of Anxiety had similarities but also several differences—one of them regarding how Evaluation Anxiety are mentioned as moderate for the anxiety level. There might be differences as the participants had different experiences in their teaching practice. There might have been several effects that followed the Moderate Level Anxiety Pre-service Teacher, such as being afraid to be evaluated, anxious around school staff, nervous if there were an imperfection in the material or their teaching, inability to manage the class, and lack of professionalism. However, the pre-service teacher was still supported by reassurance from the school staff and the students. Sometimes, they might need to adapt to the new environments.

EFL Pre-service Teacher Source of Anxiety

Brown (2014) stated that good teacher characteristics consist of competent preparation, a love for the language, critical thinking, a persistent commitment to self-improvement, self-subordination, readiness, cultural adaptability, professionalism, and enthusiasm for teaching. Consequently, pre-service teachers can learn to enhance their competencies and skills. Pre-service teachers' concerns during their teaching practices are specifically related to their fears

Salsabila and Zaki (2024)

and anxieties from various sources. Here are some sources of anxiety affecting pre-service teachers:

A. Evaluation Anxiety

The present study identified Evaluation Anxiety as the primary source of anxiety for pre-service teachers with moderate-level anxiety. Similarities were also implied in Sari & Anwar's (2021) study, where fear of negative evaluation was mentioned as a moderate level of anxiety for EFL pre-service teachers. However, their study's primary concern is not negative evaluation but lesson material preparation for pre-service teachers.

In the present study, administrative reviews, lecturers' opinions, and supervisor participation in class during lessons contributed to pre-service teachers' anxiety due to concerns about negative evaluations. Peer Feedback Evaluation through writing is also beneficial for reducing pre-service teacher anxiety. Sivaci (2020) conducted this study, which yielded positive results in the classroom. However, this form of evaluation might not be beneficial, as there might be incidents of falsifying evaluation reports. Therefore, it would be good if the peer and the supervisor conducted evaluations together to ensure more explicit and specific feedback.

B. School Staff Anxiety

Based on the present study, School Staff Anxiety is also one of the main concerns as a source of anxiety. The pre-service teacher feels nervous when making a mistake or when called by the headmaster of the teaching practicum. The anxiety that arises when being called makes them uncomfortable, leading to a sense of giving up on teaching. Han and Tulgar (2019) mentioned that the fear of making mistakes is correlated with poor communication between school staff and pre-service teachers. Pre-service teachers often look away or run away when passing by school staff because they fear making mistakes, although this avoidance is a mistake.

Additionally, pre-service teachers could be provided a mentor or partner to assist them throughout the teaching practice. This support would help them stay updated on the environment and class situations, offering reassurance and complete support. (Merç, 2015) highlighted the role of mentors in providing reassurance during teaching practicums. Being familiar with students in the classroom, mentors can share insights and tips on engaging with students. Thus, it is essential to maintain an environment where inexperienced pre-service teachers work with mentors who provide guidance to address the challenges faced in the classroom.

C. Unsuccessful Lesson Anxiety

Salsabila and Zaki (2024)

The differing perspectives between what pre-service teachers learn in preparing their lessons and the actual teaching situation and the variation in time allocation compared to their practice make them much more nervous. Agustiana and Nurhayati (2019) also noted in their study that classroom preparation was the most influential factor causing teaching anxiety among pre-service teachers, emphasizing the significance of teaching preparation. Therefore, it is necessary to provide pre-service teachers with opportunities to understand the school environment better, what needs to be taught, and the procedures for preparation, implementation, and other factors influencing a successful lesson.

To address these concerns, conducting training sessions for pre-service teachers, such as microteaching experiences, can help enhance their preparedness in lesson planning. According to Merç's(2015) study, microteaching experiences were beneficial in refining pre-service teachers' experiences and skills. Although their microteaching sessions included observing cooperating teachers, completing observation reports, preparing worksheets, and internalizing school regulations, they also gained insights through sharing a class hour with their classmates. Consequently, the disparity in anxiety levels between the beginning and end of their practicum could be attributed to the additional teaching experience gained, resulting in lower levels of student-teacher anxiety by the conclusion of their practicum.

D. Class Control Anxiety

Thus, the next concern for the source of anxiety in the present study was Class Control Anxiety. In this study, the students in the class were sometimes too noisy and active. However, at other times, the students were too quiet and passive, making it difficult for pre-service teachers to handle them. They needed to be called individually, which took much more time than it should have. Agustiana and Nurhayati (2019) implied through their study that this situation also occurred in their research.

Therefore, it would be better to introduce pre-service teachers to the environment and classes through observation, reducing the chances of Class Control Anxiety. Pasarib and Harendita (2018) corresponded in their study to address these issues with their participants—and applied professional approaches by planning and preparing alternative strategies to reduce their anxiety. Nevertheless, Han Tulgar (2019) implied in their study that considering pre-service teachers still had minimal experience, they should have been given practice to learn how to manage the class.

E. Professional Preparation Anxiety

Salsabila and Zaki (2024)

Based on the present study, the last main concern for the source of anxiety is Professional Preparation Anxiety. The pre-service teacher feels nervous about themselves and is afraid they will not be considered professional because they stand up for themselves. According to a study by MMin (2018), one of the factors that pre-service teachers are primarily anxious about is based on the relationship of their self-efficacy. Therefore, it would be better to support pre-service teachers by identifying their strengths and weaknesses before starting the teaching practicum. Han and Tulgar (2019) corresponded that pre-service teachers faced these issues by seeking mentor feedback. The advice given by the mentors is regarding knowing their strengths and weaknesses.

To cope with teaching anxiety, teachers should be aware of its existence, according to (Horwitz et al., 1986). Therefore, program developers must consider it and include training sessions where prospective teachers are informed about Pre-service Teacher Anxiety. The need to provide pre-service teachers with practical knowledge about teaching experiences through workshops, bootcamps, or seminars is crucial. Thus, it is significant for a teacher education program to add courses where inexperienced prospective teachers can practice their teaching skills. This will likely be advantageous for them in completing their teaching practicums, which is the beginning of their teaching career. This would help pre-service teachers learn by observing how teachers conduct a class and giving them the chance to teach while still being accompanied by the actual teacher.

CONCLUSION AND IMPLICATION

Conclusion

Based on the findings, conclusions can be drawn for the first research question concerning the pre-service teacher's level and anxiety score using questionnaire instruments. The highest level of anxiety reported by pre-service teachers was High-Level Anxiety, constituting 80% of the participants. Additionally, 20% of pre-service teachers reported a Moderate Level of Anxiety, while none were affected by Low-Level Anxiety. The highest anxiety score among EFL Pre-service Teachers was 103, representing 80% of participants, while the lowest score was 72, reported by 20% of pre-service teachers.

To answer the second research question regarding the pre-service teacher's sources of anxiety through in-depth interview analysis, it can be concluded from the analysis that the highest source of anxiety was Evaluation Anxiety (65.7%). This anxiety stemmed from feeling

Salsabila and Zaki (2024)

scared when the teaching supervisor wanted to evaluate them, leading to panic and a blank mind. Following closely was School Staff Anxiety (25.7%), attributed to anxiety about communicating with new people who have more experience. Unsuccessful Learning Anxiety (17.1%) was also prevalent, as pre-service teachers expressed fear of imperfection in their classes, both in terms of material and schedule. Class Control Anxiety (11.4%) was another identified source, with pre-service teachers finding it difficult to manage the class, whether it was too noisy or too quiet. The lowest reported source of anxiety was Professional Preparation Anxiety (5.7%), as individuals felt nervous about not being considered professional if they stood up for themselves.

Limitation

To limit the scope and focus of the study, the researcher concentrated on students within the Faculty of Education and the English Language Education Study Program who were actively involved in teaching practice. This focused approach allowed for a more in-depth examination of a particular subset of students, honing in on those who gained practical teaching experience. The choice of the time setting during teaching practice was intentional; the researcher aimed to evaluate and capture the essence of these students' initial, pivotal experiences in teaching. This focused approach ensured a concentrated exploration of the challenges and dynamics unique to this critical phase of their teacher preparation journey.

Implication

The study's findings offer recommendations tailored for the university, pre-service teachers, supervisors, and future researchers. These suggestions amalgamate participants' perspectives with insights derived from the study's findings and existing literature. For the University, a practical experience initiative, such as workshops, boot camps, or seminars, is proposed for pre-service teachers. This hands-on exposure during teaching practicums, the initial phase of their careers, allows them to observe experienced teachers, receive guidance, and gradually take on teaching responsibilities. Program developers are encouraged to integrate sessions addressing Student Teacher Anxiety into teacher education programs. These sessions should cover strategies for handling unexpected questions, a concern expressed by over half of the participants. Additionally, addressing time management and syllabus-related worries through training sessions is recommended.

Salsabila and Zaki (2024)

Pre-service Teachers are advised to conduct research or a needs analysis before teaching practicums. Getting acquainted with students, the learning environment, and the school is crucial. Supervisors, internet resources, and alumni can be valuable sources for this research. Having a supportive partner during the initial stages of teaching can ease anxiety, and as the pre-service teacher becomes more comfortable, they can gradually work independently.

Supervisors, particularly mentors, play a vital role in supporting teacher candidates by providing reassurance during teaching practicums. Drawing on their familiarity with students, mentors can share insights and tips on engaging with students. The suggestion is to retain less experienced pre-service teachers, offering guidance to address classroom challenges.

Future researchers are encouraged to explore various aspects. The timing of anxiety levels in pre-service teachers may differ based on their teaching experiences and significant courses. This research must continuously improve and expand for a more comprehensive understanding. Researchers interested in similar studies can use this research as a reference and build upon its findings, contributing to the ongoing exploration of Pre-service Teacher Anxiety. The hope is that future researchers can advance and build upon this foundational study.

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Salsabila and Zaki (2024)

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