

**PRE-SERVICE ENGLISH TEACHERS' STRATEGIES IN
REDUCING TEACHING PRACTICE ANXIETY**

THESIS

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD/1446 H**

**PRE-SERVICE ENGLISH TEACHERS' STRATEGIES IN REDUCING
TEACHING PRACTICE ANXIETY**

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Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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STATEMENT OF AUTHENTICITY

I, the undersigned, Muhammad Ade Wahyudi, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, December 10th 2024
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ABSTRACT

Muhammad Ade Wahyudi. 2024. *Pre-Service English Teachers' Strategies In Reducing Teaching Practice Anxiety*. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Dr. Ridha Fadillah, S.Pd., M.Ed.

Keywords: Teaching Anxiety, Teachers' Strategies, Foreign Language Teaching Anxiety

This study aims to determine the sources of anxiety of pre-service teachers in teaching English during teaching practice at school. Then, this study also examines appropriate strategies to reduce teaching anxiety of pre-service English teachers. The subjects of this study were students who had carried out teaching practice at the English Language Education Department at UIN Antasari Banjarmasin. The subjects of this study used purposive sampling consisting of 5 participants who experienced anxiety during teaching. This study used a narrative inquiry research method and data collection techniques using interviews and interactive models as data analysis methods. The findings of this study indicate several factors that cause teaching anxiety which are divided into 2, namely internal factors (lack of self-confidence, inadequate teaching experience, limited mastery of teaching materials) and external factors (difficulty in managing the class, fear of evaluation, and inability to answer student questions). Furthermore, pre-service teachers apply personal (relaxation and calming down, positive thinking and accepting mistakes as a process), professional (learning from mistakes and making careful preparations, adapting to classroom conditions and changing teaching methods), social (discussion and mutual help among colleagues, building good relationships with students), and institutional (assistance from supervisors and mentor teachers) strategies to reduce their teaching anxiety according to the causes of their anxiety. Overall, this study highlights the importance of knowing the causes and appropriate coping strategies related to teaching anxiety. With proper identification and solutions, pre-service English teachers will be able to improve not only their self-confidence but also their ability to teach.

ABSTRAK

Muhammad Ade Wahyudi. 2024. *Pre-Service English Teachers' Strategies In Reducing Teaching Practice Anxiety*. Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Ridha Fadillah, S.Pd M.Ed.

Kata kunci: Kecemasan Mengajar, Strategi Guru, Kecemasan Mengajar Bahasa Asing

Penelitian ini bertujuan untuk mengetahui sumber-sumber kecemasan calon guru dalam mengajar Bahasa Inggris saat praktik mengajar di sekolah. Kemudian, penelitian ini juga mengkaji strategi yang tepat untuk mengurangi kecemasan mengajar calon guru Bahasa Inggris. Subjek penelitian ini adalah mahasiswa yang telah melaksanakan praktik mengajar di Jurusan Pendidikan Bahasa Inggris UIN Antasari Banjarmasin. Subjek penelitian ini menggunakan purposive sampling yang terdiri dari 5 partisipan yang mengalami kecemasan saat mengajar. Penelitian ini menggunakan metode penelitian inkuiri naratif dan teknik pengumpulan data menggunakan wawancara dan model interaktif sebagai metode analisis data. Temuan penelitian ini menunjukkan beberapa faktor penyebab kecemasan mengajar yang terbagi menjadi 2 yaitu faktor internal (kurang percaya diri, pengalaman mengajar yang kurang, penguasaan bahan ajar yang terbatas) dan faktor eksternal (kesulitan mengelola kelas, takut evaluasi, dan tidak mampu menjawab pertanyaan mahasiswa). Lebih jauh, calon guru menerapkan strategi personal (relaksasi dan menenangkan diri, berpikir positif dan menerima kesalahan sebagai proses), profesional (belajar dari kesalahan dan membuat persiapan yang matang, beradaptasi dengan kondisi kelas dan mengubah metode pengajaran), sosial (diskusi dan saling membantu di antara rekan kerja, membangun hubungan baik dengan siswa), dan institusional (bantuan dari supervisor dan guru pembimbing) untuk mengurangi kecemasan mengajar mereka sesuai dengan penyebab kecemasan mereka. Secara keseluruhan, penelitian ini menyoroti pentingnya mengetahui penyebab dan strategi penanggulangan yang tepat terkait dengan kecemasan mengajar. Dengan identifikasi dan solusi yang tepat, calon guru bahasa Inggris akan dapat meningkatkan tidak hanya kepercayaan diri mereka tetapi juga kemampuan mereka untuk mengajar.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestions will be expected to make it better.

Banjarmasin, Jumadil Akhir, 15th 1446 A.H
December, 19th, 2024 A.D

Writer

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