

CHAPTER IV

FINDINGS AND DISCUSSION

After completing data collection, in this chapter the researcher will describe the findings obtained in the research as a whole. The researcher aims to provide a response to the description of the problem of anxiety in teaching practice and the strategies used to reduce this anxiety.

A. Findings

This chapter discusses findings about the causes of pre-service English teachers' teaching practice anxiety and how to reduce this anxiety. This research data was collected through interviews with five participants who experienced anxiety about teaching practice. Researchers conducted interviews with 5 participants for 5 days, one participant per day starting from June 5 2024 to June 10 2024. This research data was collected from five participants through interviews and their respective involvement. When conducting interviews, researchers used an interview guide. Researchers use Indonesian so that communication runs effectively and smoothly.

After conducting the interview, the researcher analyzed the interview results by following Miles and Huberman's interactive model based on Saldana, namely data reduction, data presentation and conclusion drawing and verification. Before reducing the data, the researcher made a transcript of the interview results. Then arrange the order of all

transcriptions, and code the transcriptions related to RQ 1 and RQ 2. After that, initialize the data, such as: Participant 1 (P1), Participant 2 (P2), Participant 3 (P3) and so on. Then, reduce the data by separating necessary information from unnecessary information and grouping data related to research findings.

After that, the researcher displays the data by presenting a structured collection of information from the interview results in accordance with the research findings to answer the research questions. After displaying the data, the researcher makes conclusions and verifies the data. In this step, conclusions are drawn based on data that has been reduced and displayed previously.

There are two problems that can be answered in this research: (1) what causes pre-service English teachers to feel anxious when teaching English, (2) what are the strategies used by pre-service teachers to reduce teaching anxiety, among students majoring in Tadris English class of 2020.

1. The Causes pre-service English teacher to feel anxious when teaching English

This section focuses on the causes of foreign language teaching anxiety experienced by prospective English teachers during teaching practice. The information collected to answer this research question will be organized and sorted into individual sections, namely internal and

external. Each of these presents an organized response to the interview questions asked.

a. Internal Factors

1) Lack of Self-Confidence

From the results of the interviews that have been conducted, there are 3 participants who feel anxiety due to lack of confidence during teaching practice. As P4 and P5 said below.

P4 : I think low self-confidence often makes me feel anxious when teaching English material, especially when explaining material that is difficult for me to understand.

P5 : The experience of anxiety during my teaching practice is not having confidence in myself when I first teach even though I have prepared the material and lesson plan step by step, it turns out that when teaching, I can't adjust to what is happening in the class at that time.

Based on P4's explanation above, he felt less confident in his ability to teach English material which he thought was difficult for him to understand. While another opinion from P5 he felt insecure about his teaching ability when he first taught

English material in class and could not adjust to classroom learning.

P1 : The thing that makes me anxious or worried when doing English teaching practice is because I am not very confident in my teaching skills, I feel not good at explaining the material.

The same reason was also stated by P1 above where he also felt insecure about his teaching skills due to his lack of ability to explain the material well to students and this made him so anxious about teaching practice at school.

2) Lack of Teaching Experience

The second cause is due to the lack of real teaching experience in schools even though in lectures they have been accustomed to making presentations in class and have given several explanations in front of the class, sometimes meeting new places and conditions can make them feel nervous and anxious as the following statement P5.

P5 : The reason I feel anxious when teaching in class is because I am not very experienced in teaching in real schools even though in lectures I have often done presentations but I am a person who is not used to appearing in front of the class to explain and also often feels nervous when explaining.

Besides P5 who felt anxious and nervous when teaching because he was not used to appearing in front of the class, P1 also felt anxious and nervous because of his lack of teaching experience when he first taught the material in class and did not really know the characters of his students.

P1 : The experience of teaching practice that I felt occurred when I first taught material in class, at that time I still did not really know the characters of the students and still had little experience in teaching so I felt anxious and nervous.

As experienced by P3 due to her lack of teaching experience, he felt anxiety, especially being in a school where students are more proficient in using English.

P3 : The reason is because of the lack of experience in teaching, especially being in a school whose students are mostly from people who are more proficient in using English.

3) Not Mastering the Material

In this section, anxiety arises due to not mastering the material to be taught. Most participants had difficulty in teaching material such as grammar because it was a fairly difficult lesson when in college. The answers of the participants are as follows:

P2 : *Yes, because I still don't understand the grammar material, so I was anxious and made mistakes in explaining it.*

P3 : *Yes, there are materials that I don't really master and make me anxious about teaching them. One example is grammar material. I still find it difficult to understand and explain grammar material appropriately. I am worried that the explanation I give will make students confused.*

P4 : *For example, the grammar material makes me anxious to teach it because when I learned the material in college, it was difficult to understand it, let alone teach it.*

P5 : *I have difficulty teaching grammar material related to the use of verbs. At that time the students asked questions about verb 1 and 2 of a sentence but I didn't know the answer which made me anxious when teaching. I was also worried when the answers or the material given were wrong so that students had a wrong understanding of the learning material.*

Most of their statements above do not really master the material related to grammar and are afraid of being wrong in giving explanations of the material so they feel anxiety when teaching it, while P1 who does not really understand the material related to text types so it is difficult to teach it.

P1 : *There are some materials that are difficult for me to teach such as the material about text types, the reason is because of my lack of understanding in teaching the material.*

b. External Factors

1) Difficulty managing the class

This cause of anxiety sometimes arises when pre-service teachers are less able to manage the class during learning. This is more about the pre-service teachers' teaching ability in managing the class and then encountering a situation that makes it difficult for them to overcome it, as in the following answers from P1 and P5.

P1 : *Situations that make me anxious are when the class atmosphere is not conducive and I am not able to overcome the noisy class situation when explaining learning material.*

P5 : *The difficulty that makes me anxious is when the students are noisy and disorderly in class. It was just after the first break and when I entered the class the condition was noisy, then I tried to bring order to the class but it took quite a long time for the atmosphere to calm down.*

P4 : *There are situations when they are difficult to organize in the learning process, which makes it difficult for me to explain the material.*

Besides the anxiety of pre-service teachers who have difficulty managing the class when the students are noisy, P3 is also anxious when using English instructions in managing the class during learning.

P3 : *My difficulty when delivering material is that I feel unable to manage the class so that students' attention is sometimes not focused on the material I am explaining, especially when I use English instructions in managing the class.*

Class management is a difficult thing for some pre-service teachers due to their lack of ability to manage a conducive class, especially for English pre-service teachers who incidentally use English as an instruction in classroom teaching.

2) Fear of being evaluated

Every teaching practice will definitely have an evaluation from the supervising teacher in order to assess his teaching practice in the classroom as one of the elements of the competence of education graduates. In this case, the evaluation

factor contributes to pre-service teachers' teaching anxiety in schools. This was felt by P3 from the following interview results.

P3 : There are also times when evaluation becomes a thrilling thing for me because it can affect my teaching practice score, this arises because I often imagine things that could be my mistakes when I will teach the material even though I have not done the teaching practice.

Pre-service teachers worry during evaluations that they will not be able to do their best and will not get a good grade. Then this triggers negative thoughts even though they have not yet practiced teaching.

P2 : When there is still a lot of time left after the teaching materials and lesson plans have been completed. At that time, it was also supervised by student teachers and supervisors in order to assess teaching practice so that I felt anxious because I was too fast in teaching.

P2 is also worried about the assessment because he teaches too fast which should be in accordance with the lesson plan during the assessment evaluation conducted by the supervisor.

3) Not being able to answer student questions

The next factor comes when a pre-service teacher is unable to provide satisfactory answers to students' questions. Feelings of anxiety arise because pre-service teachers are not sure of the answers they give and are afraid that students will be confused by the answers and explanations they give, as experienced by P1 and P5 below.

P1 : Another difficulty is when I cannot give the right answer, which results in the students I teach being confused in understanding the material I convey.

P5 : At that time the students asked about verb 1 and 2 of a sentence but I didn't know the answer which made me anxious when teaching.

Concern about students' questions can sometimes make a pre-service teacher anxious due to fear of not being able to answer even just to test the pre-service teacher's understanding in teaching as expressed by P3 below.

P3 : When students ask questions related to English material, which is just to test the answers I give, I am worried that they are asking just to test me who is still lacking in this regard.

2. The Strategies used by pre-service teachers to reduce teaching anxiety

In the second finding based on the problems obtained in the first research question, namely after exploring the causes, this finding is aimed at the solutions they use in solving these problems. This section focuses on how to pre-service teachers' strategies in reducing foreign language teaching anxiety in the process.

Based on the results of the interviews, some respondents provided various ways related to strategies in reducing anxiety in teaching English during teaching practice. Such as making a good preparation, being calm, having a good relationship with students outside of learning, asking for help from peers, help from supervising teachers & supervisors.

a. Personal Strategy

1) Relaxation and Calming Down

Of the personal strategies used by participants to reduce anxiety, P5 and P3 used relaxation techniques in managing their anxiety during teaching practice.

P3 : Well from the fear of making mistakes I try not to focus on mistakes but rather focus on the material I teach

while relaxing myself by taking a deep breath when the nervous feeling comes.

P5 : The way I manage anxiety is by relaxing myself like breathing while getting rid of negative thoughts before teaching.

P5 and P3 explained that to reduce anxiety when teaching, they try to relax themselves while discarding negative thoughts and focusing on the material they will give. A similar thing was also expressed by P1 below.

P1 : The way I manage my anxiety when teaching is by removing negative thoughts and trying to stay calm when explaining the material.

2) Positive thinking and accepting mistakes as a process

In order for anxiety not to affect teaching practice, one participant also revealed a way to reduce anxiety, namely by thinking positively and realizing mistakes as a process to get better.

P3 : In my opinion, the preparation is with a positive mentality and mindset because not everything that is feared is true and it turns out that many of the mistakes

I make when teaching actually make me better in the future.

P3 : Yes, being nervous when being supervised must have been experienced during the first time teaching but over time I learned and tried to accept that mistakes are part of learning.

P3 explained that having positive thoughts in a problem can reduce his anxiety and can accept his own mistakes as a form of evaluation to be better in future teaching practices.

b. Personal Strategy

1) Learning from Mistakes and Making Careful Preparations

One participant revealed that learning from mistakes can help him reduce teaching anxiety, meaning that by fixing what is lacking in the way he teaches, it can reduce anxiety when teaching later.

P1 : The strategy I use is usually to learn from the mistakes of the previous meeting, so I try to prepare as well as possible from the learning material, how to deliver it and the type of activity I organize well and flexibly to reduce anxiety when teaching later.

From P1's explanation above, after knowing what is lacking, pre-service teachers can prepare the material well in the future. Meanwhile, P2 added teaching preparation as follows.

P2 : The way for me not to be afraid or anxious when teaching is to prepare for teaching. Such as studying the material more deeply, preparing answers if asked by students or how to answer questions that are good and easy to understand, preparing important notes when teaching so as not to forget when teaching.

2) Adapting to classroom conditions and changing teaching methods

Good adaptability can be a strategy in reducing anxiety, meaning that trying to understand class conditions and adjusting teaching methods can reduce anxiety as experienced by P4 below.

P4 : I think the thing that I have to prepare is to try to understand the conditions of the class that will be taught whether the class is suitable for my humorous or strict way of teaching.

P4 explained what kind of teaching method is suitable for use when teaching in class so as not to be anxious in teaching material and students make the students taught more comfortable in learning. Similar things were also expressed by P3 and P4 below.

P3 : Then when worried that the material is difficult to understand by students, I try new ways of giving explanations such as making interesting games and of course related to the material so that the class atmosphere is not rigid in addition to studying the material that I will teach so that later I can be more confident in giving explanations.

P4 : To manage my anxiety, I do several things such as making jokes before teaching, playing games/ice breaking in English learning, and trying to be brave in explaining the material.

By making various variations in teaching methods that make the classroom atmosphere less rigid and comfortable and students are enthusiastic about learning, pre-service teachers will feel calm and enjoy teaching which can reduce anxiety in teaching practice for these pre-service teachers.

c. Social Strategy

1) Discussion and Mutual Help among Colleagues

Discussing problems related to teaching at school among group mates is a way to reduce anxiety as stated by P1 below.

P1 : With group friends we share and discuss in terms of knowing the state of the class and how to teach comfortably in that class.

In this case, P1 held a discussion to find out about the class situation with a colleague who had already taught there and asked how he taught. Assistance from friends in terms of teaching preparation can help reduce anxiety in teaching so that they can focus more on the practice that will be carried out as explained by the following P4.

P4 : When practicing which must prepare several things such as LCD and others, my peers help me in these preparations so that I don't panic so much and can focus on providing learning materials. We even often practice teaching when not practicing so that we are not nervous anymore when teaching.

P4 being helped in preparing learning facilities and doing exercises together so as not to be nervous in teaching the material makes her calmer in doing teaching practice later so that anxiety when teaching later is more reduced and confident.

2) Building good relationships with students

Building good relationships is also a way or strategy in reducing teaching anxiety carried out by pre-service teachers. When first teaching, pre-service teachers did not really know the characters of the students, which made them feel anxious about how to behave, such as the following responses from P5 and P4.

P5 : In my opinion, apart from preparing good material, the best preparation is to build good relationships with students outside of learning so that later when learning, I already know the characters of the students who will be taught and that makes me not worry later when teaching because I already know and get along well.

P4 : Class conditions here are like trying to get acquainted with the students in the class to be taught, building good communication with students, and being friendly. The

goal is that when teaching later they can accept my presence as a teacher there.

P5 explained that knowing and understanding the students' characters could make his less anxious when teaching later. Just like P4's answer who built good relationships with students so that he would not worry about the conditions of the class he taught. Then the answer from P1 also provides tips on reducing anxiety by familiarizing themselves with the students who will be taught.

P1 : Tips from me try to familiarize myself with the students both during teaching and outside of learning so that when teaching later I can better know the conditions of the students to be taught.

d. Institutional Strategy

1) Assistance from supervisors and mentor teachers

Feedback provided by supervisors and mentor teachers is very helpful in reducing teaching anxiety. In this case, the input and advice provided can be a learning experience to improve during the next assessment and as expressed by P3 below.

P3: He asked me why you looked nervous teaching him and then he gave me input which made me more confident during the next assessment

Based on the statement above, P3 explained how he received help from his supervisor who asked why he was nervous when teaching. Similar to P2 who was greatly assisted by his mentor teacher to reduce his teaching anxiety at school.

P2: Yes, they are very helpful in reducing my anxiety, especially from the mentor teacher. For example, preparing learning materials for later in class, assistance on how to teach in class, how to reprimand disobedient students and correcting mistakes I made in class.

By knowing how to teach well from experienced people, it can be a great help in reducing teaching anxiety for pre-service teachers as expressed by P1 and P5.

P1: In my opinion, the assistance from the supervisor and the supervising teacher really helps me in the teaching process at school because both the supervisor and the supervising teacher have experience that I can try in teaching practice at school.

P5: For the supervising teacher and supervisor, it is very helpful, but for colleagues, there is none, maybe because they are in different majors. The assistance from the supervising teacher himself helps me in the good teaching process and always supports me in teaching. Then the supervisor directs me on how to teach better and not be fixated on the series of lesson plans that I have made.

B. Discussion

The objectives of this study are addressed based on the findings obtained during the research, and the presentation of these findings is integrated into the discussion section. This section relates the findings to the theoretical framework developed in Chapter 2 and similar research. Several categories derived from the themes identified in the findings serve as the foundation for the analysis in this study. All elements are interconnected to provide comprehensive answers to the core issues that form the essence of this research.

The discussion is organized into two main sections. The first section examines the factors contributing to teaching anxiety among preservice English teachers, specifically focusing on the reasons why they feel anxious when teaching English. The second section explores the strategies employed by preservice teachers to reduce teaching anxiety, particularly among the cohort of

English Education students from the 2020 class in the Tadris program who experienced anxiety during their teaching practice.

By addressing these aspects, the study aims to provide a thorough understanding of the challenges and coping mechanisms related to teaching anxiety among preservice English teachers.

1. The Causes pre-service English teacher to feel anxious when teaching English

a. Internal Factors

1) Lack of Self-Confidence

Referring to the results of the interview findings, the primary cause of teaching anxiety among preservice teachers is the lack of confidence in teaching English in the classroom. For example, Participant 4 (P4) expressed a lack of confidence when explaining complex materials that students find difficult to understand. Similarly, Participant 1 (P1) admitted to struggling with clear explanations of the material. These findings align with Pasaribu and Herendita (2018), who argue that one of the major factors contributing to preservice English teachers' anxiety is their self-confidence in teaching.

Another perspective is provided by Participant 5 (P5), who reported feeling anxious about adapting to classroom situations,

which can become a stressful experience during teaching practice. This observation supports the findings of Aydin (2016), as cited in Novitasari and Murtafi'ah (2022), who stated that teaching anxiety among preservice teachers often stems from personality traits, particularly a lack of confidence in delivering English language instruction. These insights highlight the critical role of self-confidence in mitigating teaching anxiety among preservice English teachers.

2) Lack of Teaching Experience

Participant 1 (P1) highlighted that the tension experienced due to minimal teaching experience was a significant factor contributing to teaching anxiety among preservice English teachers. This observation aligns with Aydin (2016), who emphasized that the lack of actual teaching experience is a major trigger for anxiety, particularly when preservice teachers are teaching for the first time. The findings also corroborate the study by Djawamara and Listyani (2021), which revealed that transitioning from a familiar academic environment to an unfamiliar school setting can be daunting for preservice teachers. This shift, from being a student in a classroom to taking on the role of a teacher, often leads to heightened anxiety.

Further evidence from the data illustrates that nervousness, caused by a lack of familiarity with standing in front of a class,

contributes to this anxiety. Additionally, the perception that some students are more proficient in English than the teacher exacerbates the situation. Pasaribu and Herendita (2018) also support these findings, stating that insufficient teaching experience is a critical factor in the emergence of anxiety among preservice English teachers. These insights underline the importance of providing preservice teachers with practical teaching experiences to better prepare them for real classroom scenarios and reduce their anxiety.

3) Not Mastering the Material

Another prominent cause of anxiety among pre-service English teachers is their lack of mastery over teaching materials, particularly grammar and other complex topics. Many participants expressed difficulties in understanding and teaching grammar, which they found challenging even during their college years. For instance, P2 admitted feeling anxious and making mistakes when explaining grammar due to their limited understanding of the subject. Similarly, P3 and P4 shared concerns about their inability to explain grammatical concepts accurately, fearing that unclear explanations could confuse students.

This sentiment is highlighted by Zeng et al. (2023), who noted that low self-perception of language material comprehension increases teaching anxiety levels, resulting in an inability to provide

accurate explanations. P5 provided a specific example of anxiety stemming from their inability to respond to students' questions about verb usage, further exacerbating their concerns about providing incorrect or misleading information.

Additionally, P1 reported difficulties in teaching text types due to an inadequate understanding of the topic. This aligns with the observations of Adriani and Subekti (2022), who stated that a lack of content mastery not only affects pre-service teachers' confidence but also heightens their fear of making mistakes, significantly contributing to their teaching anxiety.

b. External Factors

1) Difficulty managing the class

Classroom management is another significant factor contributing to pre-service English teachers' anxiety during their teaching practicum. This challenge often arises when teachers struggle to maintain a conducive learning environment or face unusual and difficult situations that are hard to manage. For example, P1 reported feeling anxious when the class became noisy, and they felt incapable of handling the disruptions effectively. Similarly, P5 expressed concerns about the extended time needed to restore order after a noisy transition following a break. P4 highlighted difficulties in delivering material when students were

uncooperative, further exacerbating their anxiety. These findings align with Han and Takkac-Tulgar (2019), who noted that classroom management challenges are a common source of anxiety for pre-service EFL teachers during their initial teaching practice.

In addition to managing disruptive behavior, language-related barriers also play a role in their struggles with classroom management. P3 shared that using English as the medium of instruction made it more difficult to capture students' attention, resulting in a lack of focus during lessons. This indicates that limited classroom management skills, coupled with the added challenge of teaching in a foreign language, heighten these pre-service teachers' anxiety. This is consistent with Gorospe's (2022) study, which identified several factors contributing to teaching anxiety, including pedagogy, assessment, classroom management, and staff relationships. Classroom management and assessment were found to be the most significant factors.

2) Fear of being evaluated

The fear of evaluation is another source of anxiety for pre-service English teachers during their teaching practicum. This anxiety stems from the pressure of being assessed by mentor teachers, as evaluation is a key component of their competency as prospective educators. For instance, P3 described the evaluation

process as stressful, driven by their tendency to anticipate potential mistakes even before starting a teaching session. This anticipation mirrors the findings of Pasaribu & Herendita (2018), who noted that teaching anxiety tends to increase during practicum due to fear of making errors during evaluations.

Similarly, P2 expressed concerns about finishing their lesson too quickly during supervised teaching sessions, deviating from the planned schedule. This deviation caused anxiety, as they feared their performance might not meet expected evaluation standards. This aligns with observations by Fadillah & Saleh (2013) and Fadillah (2015), which highlighted that one component of student anxiety is the fear of being judged negatively. Likewise, Salsabila and Zaki (2024) noted that evaluation-related anxiety leads pre-service English teachers to fear making mistakes during practicum, resulting in heightened stress and reduced effectiveness in their teaching.

3) Not being able to answer student questions

Based on the findings from the interviews, another cause of teaching anxiety is the inability to answer critical student questions, which are often perceived as testing the knowledge of pre-service teachers during their teaching practicum. This source of anxiety stems from the concern that they might not be confident about the accuracy of their responses, fearing that inadequate or unclear

answers could confuse their students. For example, P1 expressed difficulty in providing accurate answers, which they believed led to students misunderstanding the material. Similarly, P5 shared an experience where they were unable to respond to a question about verb usage, an incident that heightened their teaching anxiety.

Furthermore, P3 reported feeling anxious when students posed questions seemingly intended to test their knowledge. These examples illustrate that uncertainty in handling student questions not only undermines pre-service teachers' confidence but also contributes to their fear of judgment. This aligns with findings by Permatasari et al. (2019), which revealed that an inability to answer challenging student questions significantly contributes to teaching anxiety during school practicums.

2. The Strategies used by pre-service teachers to reduce teaching anxiety

a. Personal Strategies

Firstly, one personal strategy employed by pre-service English teachers to alleviate teaching anxiety is practicing relaxation techniques and maintaining a calm mind. Participants P3 and P5 highlighted the effectiveness of relaxation in managing their nervousness during teaching practicum. P3 described their approach as shifting focus away from potential mistakes and concentrating on

the material while calming themselves through deep breathing exercises. Similarly, P5 and P1 emphasized the importance of dispelling negative thoughts and staying calm before entering the classroom. This aligns with the theories of Han & Takkac-Tulgar (2019), Novitasari & Murtafi'ah (2022), and Sanjaya et al. (2024), which suggest that pre-teaching relaxation techniques, such as deep breathing, can significantly reduce teaching anxiety in pre-service EFL teachers.

Second, adopting a positive mindset and viewing mistakes as part of the learning process are effective strategies for managing teaching anxiety among pre-service English teachers. P3 emphasized the importance of maintaining a positive mental attitude, noting that many of their fears were unfounded. This aligns with Pasaribu & Lestari's (2023) findings on strategies for overcoming teaching anxiety through positive thinking. They also recognized that making mistakes during teaching is a natural part of the learning journey, offering valuable opportunities for self-improvement. This perspective is supported by research from Semmephet and Wanphet (2014), which highlights the importance of embracing mistakes and addressing anxiety-inducing situations as part of personal and professional growth.

b. Professional Strategies

Adopting professional strategies, such as learning from mistakes and thorough preparation, helps pre-service teachers address their previous shortcomings and prepare comprehensively for future lessons (Maulimora, 2019). This includes refining lesson plans (Lampadan, 2014), delivery methods (Djawamara and Listyani, 2021), and activities to create a more flexible and effective teaching approach (Sanjaya et al., 2024). As highlighted by P1's response, reflecting on past teaching experiences is essential for identifying areas that need improvement. This strategy helps reduce worries about repeated mistakes and builds confidence for the next session. Similarly, P2 emphasized the role of detailed preparation in reducing anxiety. This involves deepening their understanding of the material, anticipating possible student questions, preparing clear and easy-to-understand answers, and making notes to ensure smooth lesson delivery. This aligns with the work of Novitasari and Murtafi'ah (2022), which suggests that careful preparation not only minimizes anxiety but also boosts enjoyment and confidence.

Adapting to classroom conditions and modifying teaching methods is an effective strategy for pre-service English teachers to alleviate anxiety. P4 emphasized the importance of understanding the classroom environment to determine whether a humorous or firm teaching style would be more suitable. This adaptability helps them

feel more comfortable, as they can align their teaching approach with students' needs and dynamics. This finding is consistent with Djawamara and Listyani (2021), who highlighted that adaptability is a good strategy for reducing teaching anxiety.

Similarly, P3 and P4 emphasized their approach to managing anxiety by experimenting with new teaching strategies, incorporating games related to the material, and improving teaching methods. This not only helps clarify complex topics but also creates a more engaging and relaxed classroom atmosphere. As emphasized by Pasaribu & Lestari (2023) and Irhamna & Fitriani (2022), strategies to overcome anxiety include creating enjoyable English learning environments, using humor, and playing games.

c. Social Strategies

Engaging in discussions with colleagues is a valuable social strategy that helps pre-service English teachers reduce teaching anxiety. P1 highlighted the importance of sharing experiences and insights with group members who have taught at the same school. Through these discussions, they gained a better understanding of the classroom environment and received practical advice on effective teaching methods tailored to the specific context. This aligns with the research of Novitasari & Murtafi'ah (2022) in Han & Takkaç-Tulgar (2019), which found that pre-service teachers reduce

teaching anxiety by discussing their teaching practices with one another.

Receiving support from colleagues during lesson preparation is also an effective social strategy for reducing anxiety among pre-service English teachers. P4 explained how help with practical tasks, such as preparing teaching materials like LCD projectors, alleviated their stress. By ensuring these preparations were made, P4 was able to focus on delivering the lesson without feeling overwhelmed. This collaborative effort not only reduced anxiety but also fostered a sense of readiness and confidence for teaching practice. This is consistent with Pasaribu & Herendita (2019), who noted that help from colleagues can significantly reduce anxiety during teaching practice.

Building positive relationships with students is another effective strategy used by pre-service English teachers to reduce teaching anxiety. Building these relationships helps teachers feel more comfortable in the classroom and fosters a supportive learning environment. For example, P5 emphasized the importance of understanding students' personalities by interacting with them outside of class. This familiarity not only reduced their anxiety but also boosted their confidence in handling classroom dynamics during lessons. This is in line with Fadillah (2009, 2013), who

discussed how relationships with students contribute to reducing teaching anxiety.

Similarly, P4 shared that fostering good communication and maintaining a friendly attitude with students helped them feel accepted as teachers, alleviating concerns about classroom conditions. P1 reinforced this approach by suggesting that getting to know students, both during and outside of lessons, made teaching more comfortable and manageable. These findings align with Novitasari & Murtafi'ah (2022) in Lampadan (2014), which indicates that building good relationships with students helps reduce teaching anxiety among pre-service EFL teachers.

d. Institutional Strategies

Institutional Strategies is a support from supervisors and mentor teachers that plays a crucial role in reducing teaching anxiety among pre-service English teachers. Feedback and guidance from experienced educators provide both practical and emotional support, helping novice teachers face the challenges of classroom practice. This aligns with the findings of Murray-Harvey et al. (2001), Han and Takkac-Tulgar (2019), Novitasari & Murtafi'ah (2022), and Sanjaya et al. (2024), which highlight that institutional strategies, such as assistance from supervisors, advice from school teachers, and training workshops, can help alleviate teaching anxiety among pre-service EFL teachers. This support system instills confidence

and competence, enabling them to focus on improving their teaching skills rather than succumbing to anxiety.