

CHAPTER V

CLOSURE

A. Conclusion

This study provides valuable insights into the causes and strategies related to teaching anxiety among pre-service English teachers, specifically focusing on a cohort of students in the Tadris program from the 2020 class. 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). These factors align with previous research, emphasizing that teaching anxiety is multifaceted and influenced by both personal and external factors.

In terms of strategies, pre-service English teachers employ various approaches to mitigate their teaching anxiety. Personal strategies, such as relaxation techniques and maintaining a positive mindset, help them stay calm and confident in the classroom. Professional strategies, including thorough preparation, learning from mistakes, and adapting to classroom conditions, enable them to feel more prepared and capable in their teaching practice. Social strategies, such as engaging in discussions with colleagues, receiving support from peers, and building positive relationships with

students, create a supportive environment that reduces stress and enhances confidence. Additionally, institutional support from supervisors and mentor teachers plays a crucial role in providing the guidance and feedback necessary to alleviate anxiety and build teaching competence.

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 overcome their weaknesses. Eventually, they can improve their confidence and teaching ability.

B. Suggestions

Based on the results of the findings and analysis of the discussion so that it becomes a comprehensive conclusion, the researcher provides the following suggestions.

1. Students (Pre-service Teachers)

Pre-service teachers should focus on regularly reflecting on their teaching experiences to identify areas of improvement, while also practicing relaxation techniques to help manage anxiety and stress. Enhancing classroom management skills and gaining a deeper understanding of the subject matter are crucial steps to build confidence and reduce feelings of uncertainty. Additionally, seeking support from peers, mentors, and experienced teachers allows pre-

service teachers to share their challenges, learn effective strategies, and feel more connected within the teaching community.

2. Teachers (Mentors and Supervisors)

Mentors and supervisors play a significant role in reducing teaching anxiety by providing constructive feedback that highlights both strengths and areas for improvement. Offering emotional support and guidance can help pre-service teachers cope with stress and boost their confidence. Creating a supportive learning environment and promoting professional development opportunities also help enhance their teaching skills.

3. Other Researchers

Researchers should explore a wide range of coping strategies that pre-service teachers use to manage teaching anxiety, including both psychological interventions and institutional support. Studying the long-term effects of teaching anxiety can provide valuable insights into its lasting impact on pre-service teachers' careers and teaching practices. Expanding research across different educational systems and cultures can help identify unique factors contributing to teaching anxiety and offer a more comprehensive understanding of the challenges faced by pre-service teachers in diverse settings.