

**EXPLORING THE ANXIETY OF EFL STUDENT TEACHERS WITH  
(NON) BOARDING SCHOOL EDUCATION DURING THEIR TEACHING  
PRACTICUM**

**THESIS**

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# THESIS

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**Exploring The Anxiety Of EFL Student Teachers With (Non) Boarding School  
Education During Their Teaching Practicum**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

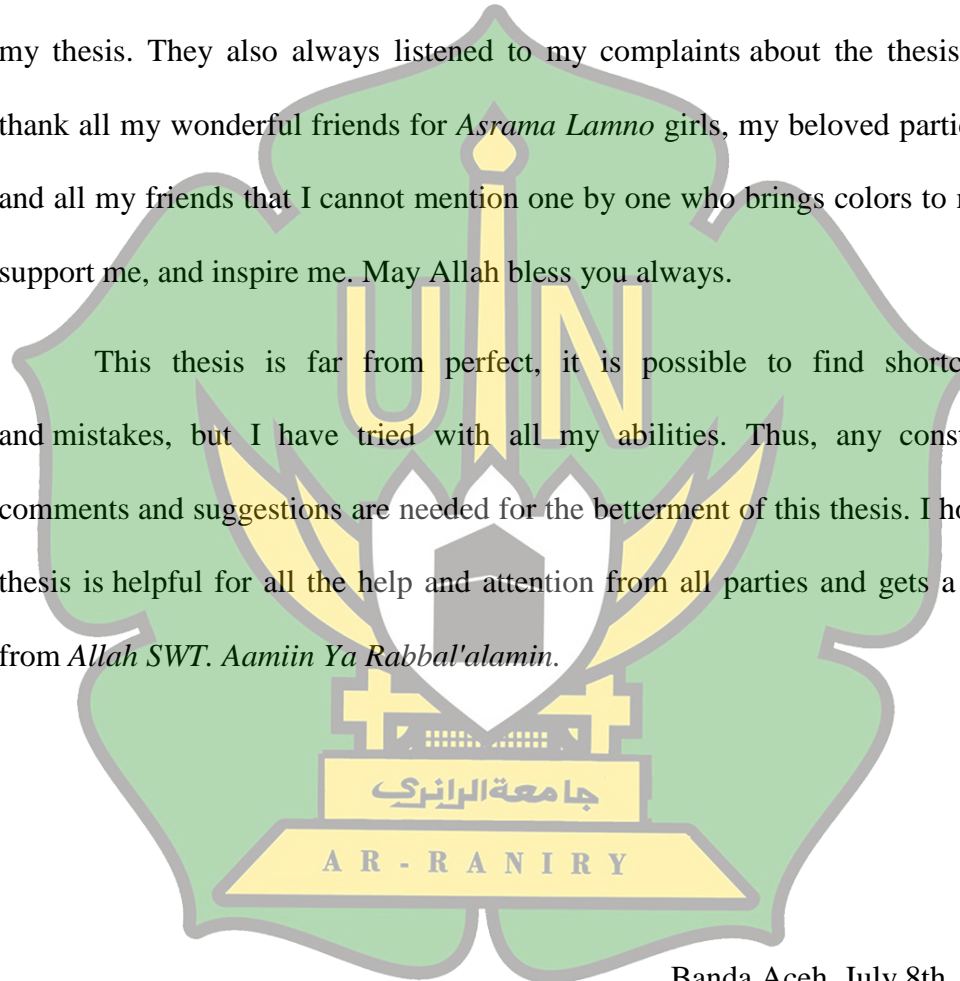
Alhamdulillah praises Allah SWT, the Almighty, the Most Gracious, the Most Merciful, for always giving me a blessing, health, strength, and knowledge to finish this thesis entitled “Exploring The Anxiety Of EFL Student Teachers With (Non) Boarding School Education During Their Teaching Practicum” Peace and salutation to Prophet Muhammad SAW, peace be upon him and his family and companions. He guided humankind from darkness to lightness.

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This thesis is far from perfect, it is possible to find shortcomings and mistakes, but I have tried with all my abilities. Thus, any constructive comments and suggestions are needed for the betterment of this thesis. I hope this thesis is helpful for all the help and attention from all parties and gets a reward from Allah SWT. *Aamiin Ya Rabbal'alamin.*



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## ABSTRACT

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This study explores the anxiety experienced by EFL student teachers with and without study at boarding schools during their teaching practicum. The research aims to identify the primary causes of anxiety, the types of anxiety experienced, and the strategies used to manage and overcome these anxieties. A descriptive qualitative research approach was employed, involving six English education students from UIN Ar-Raniry who participated in the Teaching Practice Program (PPL) during the even semester of the 2023/2024 academic year. Data were collected through interviews. The findings indicate that the primary causes of anxiety include lack of teaching experience, classroom management challenges, language proficiency issues, and the level of support from mentor teachers. The types of anxiety experienced were instructional anxiety, self-perception anxiety, and evaluation anxiety. To cope with these anxieties, student teachers employed strategies such as thorough preparation, seeking constructive feedback, building peer support networks, and engaging in self-reflection. The study suggests that teacher education programs should provide intensive training in classroom management and teaching techniques, offer additional language practice sessions, and improve mentorship quality to better support student teachers during their practicum.

## TABLE OF CONTENTS

<b>DECLARATION OF ORIGINALITY .....</b>	<b>ii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study .....	1
B. Research Question.....	4
C. Research Aims.....	4
E. Research Terminology .....	6
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>8</b>
A. Anxiety .....	8
B. Teaching Practicum .....	10
C. EFL Student Teachers.....	14
D. Previous Studies .....	20
<b>CHAPTER III METHODOLOGY .....</b>	<b>22</b>
A. Research Design .....	22
B. Methods of Data Collection .....	23
C. Data Collection Procedure.....	24
D. Data Analysis .....	24
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>27</b>
A. Findings .....	27
B. Discussions .....	33
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>38</b>
A. Conclusions .....	38
B. Suggestions.....	39
<b>REFERENCES.....</b>	<b>41</b>
<b>APPENDICES</b>	



## LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah Dan Keguruan to conduct field research
Appendix C	Informed Consent Form
Appendix D	Interview Protocol



## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

A teaching practicum is a crucial part of any teacher education program. All students in the teacher education program must complete their teaching practice to gain diverse teaching experiences before starting their careers. This practicum allows them to confront real-world teaching challenges, applying the theories taught in their courses (Gan, 2013).

Developing skills as a teacher is a lifelong journey, especially in the ever-changing educational environment (Dai and Wang, 2023). Research suggests that professional development is essential for future teachers (Cohen et al., 2013). A teaching practicum provides students with real-life experiences in teaching practices, communication, classroom management, and decision-making in various classroom scenarios (Geng et al., 2017). Preparing competent teachers for complex classroom environments requires well-planned and measured preparations, including teaching practicums for EFL teachers.

English as a Foreign Language (EFL) refers to teaching English in countries where it is not the primary language. EFL education aims to develop proficiency in listening, speaking, reading, writing, grammar, and vocabulary, alongside understanding cultural contexts. EFL teachers require high English proficiency and effective strategies to address diverse student needs. EFL student teachers, who are future EFL teachers, come from various educational

backgrounds, impacting their teaching approaches. Those from non-boarding schools often have deeper local cultural exposure, experience with diverse student populations, and adaptability due to less structured environments (Freeman, 2002).

As preparation to teach non-native English speakers, students in English language education departments need to complete a teaching practicum. They must practice their teaching skills before graduating. EFL student teachers should collaborate with mentor teachers and adhere to the school culture when teaching English. They frequently encounter obstacles and hurdles during their teaching practice, leading to anxiety. Anxiety among EFL teachers stems from their lack of teaching experience, classroom management, and time management.

Anxiety can have both positive and negative effects on teaching (Cheng, 2023). Mild anxiety can motivate teachers to make more autonomous decisions and increase alertness to changing classroom events, leading to stronger task performance and decision-making under uncertain conditions (Eysenck et al., 2007). However, high anxiety can be detrimental to professional advancement and psychological well-being, causing negative emotions such as agitation, uneasiness, ineptitude, fear, or nervousness about achieving goals, leading to loss of focus and decreased self-confidence. Effective anxiety management is crucial for successful teaching and professional development (Pasaribu and Harendita, 2018).

Anxiety is a common challenge for EFL student teachers (Camlibel-Acar and Eveyik-Aydin, 2022). According to Santamaria et al. (2021), this

psychological issue might be caused by a lack of confidence, poor classroom management, school demands, and excessive expectations. Sari and Anwar (2021) identified five components of anxiety during teaching practicums: instructional inexperience, self-perception of language proficiency, fear of bad judgment, student disinterest, and difficulties in time management.

Sammephet and Wanphet (2013) founded that anxiety among EFL preservice teachers during their English teaching practicum was influenced by their personality, instructional setting, and supervision. Pasaribu and Harendita (2018) discovered that confidence, English skills, preparation, lesson delivery, student profiles, evaluation, and classroom management were significant variables in the anxiety of English preservice teachers. Han and Tulgar (2019) identified five key variables causing preservice teachers' anxiety: lack of teaching experience, classroom management, fear of making mistakes, time management, and poor student-teacher communication.

Can (2018) noted that sociocultural, affective, and cognitive factors impact the anxiety experienced by EFL preservice teachers when teaching English to junior students in real classroom settings as part of their teaching practicum. Dzulfikri and Azami (2024) found that international preservice teachers teaching English in Islamic boarding schools in Malaysia felt anxious due to diverse student competencies, leading to negative effects such as unequal class participation.

Several studies have explored the anxiety of English preservice teachers during teaching practicums in public schools and Islamic boarding schools.

However, limited research specifically addresses the anxiety of EFL preservice teachers with non-boarding school education, particularly in the context of Aceh. To fill this gap, this research aims to explore the anxiety experienced by EFL preservice teachers with non-boarding school education during their teaching practicum.

### **B. Research Questions**

This proposed research seeks to answer the following questions:

1. What are the primary causes of anxiety among EFL student teachers with non-boarding school education during their teaching practicum?
2. What types of anxiety do EFL student teachers with non-boarding school education experience during their teaching practicum?
3. What coping strategies do EFL student teachers with non-boarding school education use to manage their anxiety during their teaching practicum?

### **C. Research Aims**

Dealing with the problems above, the objectives of the study are as follows:

1. Identify the primary causes of anxiety among EFL teacher educators with non-Islamic boarding school education.
2. Examine the types of anxiety experienced by EFL teacher educators with non-Islamic boarding school education during their teaching practicum.
3. Investigate the coping strategies employed by EFL teacher educators with

non-Islamic boarding school education to manage their anxiety.

#### **D. Significant of the Study**

The researcher anticipates that this study will have positive outcomes for teachers, students, and lecturers.

##### **a. For Teachers:**

This study aims to contribute new information about the anxiety experienced by EFL student teachers with non-boarding school education. Understanding these anxieties will help teachers and lecturers determine appropriate strategies and methods for the teaching practicum. This insight will also aid in providing effective solutions to address students' anxiety-related problems.

##### **b. For Students:**

This study is expected to provide valuable information about the anxiety experienced by EFL student teachers, helping them understand and manage their anxieties more effectively. By gaining a deeper understanding of teaching anxiety, students can improve their teaching practices and classroom management skills. Emphasizing thorough preparation and self-regulation techniques can lead to a more positive practicum experience for students from non-boarding school backgrounds.

##### **c. For Lecturers:**

This study provides lecturers with insights into the anxiety experienced by EFL student teachers, enabling them to tailor their support and guidance more



effectively. By understanding the specific challenges faced by students with different educational backgrounds, lecturers can develop and implement strategies to help their students overcome anxiety during the teaching practicum. This can enhance the overall teaching and learning experience, leading to more successful outcomes for both educators and students.

### **E. Research Terminology**

To avoid misunderstanding, the researcher defines several terms in this study as follows:

#### **1. Anxiety:**

Anxiety is a psychological state characterized by feelings of tension, worry, and physical changes like increased blood pressure (American Psychological Association, 2013). In the context of teaching, it refers to the emotional and psychological stress experienced by educators in response to various teaching-related situations (Horwitz, 1986). For EFL (English as a Foreign Language) student teachers, anxiety can be particularly pronounced when they are placed in unfamiliar teaching environments.

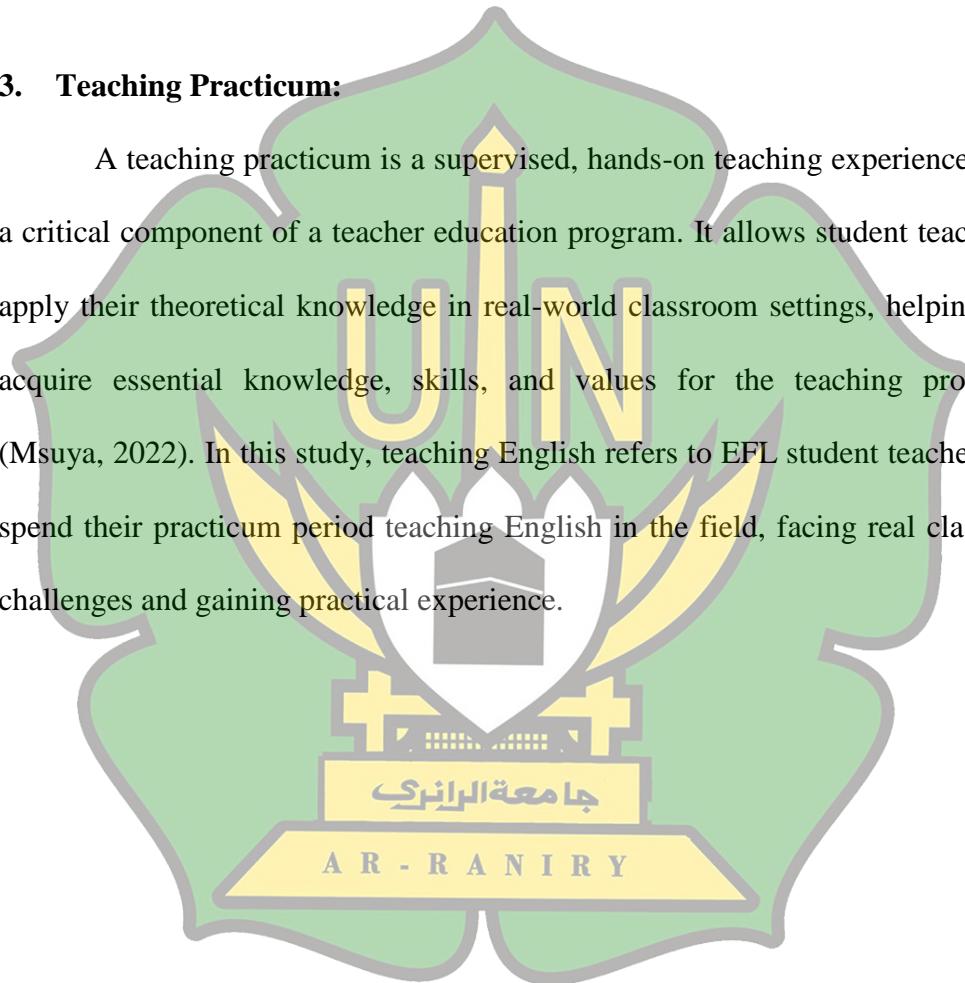
#### **2. EFL Student Teachers:**

EFL student teachers are individuals in the process of becoming teachers or are novice teachers specializing in English as a Foreign Language (EFL). These individuals are engaged in a teaching practicum, a supervised and hands-on teaching experience that is a crucial component of their teacher education program. The term “non-boarding school education” distinguishes the educational

experiences of student teachers who have received their education and training in non-residential, secular schools. This background contrasts with the more structured environments of boarding schools and may impact their teaching practicum experiences.

### 3. Teaching Practicum:

A teaching practicum is a supervised, hands-on teaching experience that is a critical component of a teacher education program. It allows student teachers to apply their theoretical knowledge in real-world classroom settings, helping them acquire essential knowledge, skills, and values for the teaching profession (Msuya, 2022). In this study, teaching English refers to EFL student teachers who spend their practicum period teaching English in the field, facing real classroom challenges and gaining practical experience.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Anxiety**

##### **1. Definition of Anxiety**

Anxiety is a psychological condition characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure (American Psychological Association, 2013). According to Ormrod (2019), anxiety is a state of restlessness and worry caused by uncertainty about an event's outcome or potential implications. This condition can significantly affect both cognitive and affective components, disrupting normal functioning and leading to physiological changes such as increased heart rate and sweating. The symptoms and impacts of anxiety are well-documented in the literature. For instance, Permatasari et al. (2019) describe anxiety as restlessness, apprehension, and a sensation of threat. These symptoms can lead to behavioral responses like restlessness and pacing, impacting an individual's daily life and performance in various settings, including educational environments. Experts have extensively examined anxiety in recent decades. Humans exhibit this behavior when they are concerned about the potential implications of an occurrence. This is a normal situation that everyone will face.

According to Aminah (2016), anxiety and nervousness are common reactions to work challenges, tests, and crucial decisions. Anxiety is characterized by restlessness, apprehension, and a sensation of threat (Permatasari et al., 2019).

The distinction between anxiety and fear is that while we understand why we are terrified, we often do not know why we are nervous. According to Ormrod (2019), anxiety is a state of restlessness and worry caused by uncertainty about an event's result or potential implications. This would affect both cognitive and affective components. Anxiety can disrupt cognitive and affective processes, leading to physiological changes and behavioral responses like restlessness and pacing (Ormrod, 2019).

There are two types of anxiety described in the literature. The first type includes state anxiety and trait anxiety. According to Oteir and Al-Otaibi (2019), state anxiety is an emotional response to a threat or a temporary experience of anxiety. Ozguven (1994) defines state anxiety as a transitory emotional response to discontinuous conditions, with varying intensity according to the context. Trait anxiety is characterized by a persistent sense of a frightening situation and emotional reactions. Individuals with trait anxiety may regard seemingly innocent events as threatening, both physically and psychologically. The person's concern in this situation is disproportionate to the actual risk. Merc (2010) identifies two types of anxiety: facilitating anxiety and debilitating anxiety, which affect an individual's performance during an action. According to Ormrod (2019), facilitating anxiety refers to modest levels of anxiety that can enhance performance, while debilitating anxiety is high levels of anxiety that hinder performance. Facilitating anxiety promotes proactive problem-solving, whereas debilitating anxiety might hinder performance (Mechehoud, 2019).

## 2. Anxiety in Language Teaching and Learning

Anxiety in foreign language learning is a widely researched area, with many studies highlighting its detrimental effects on students' academic performance. According to Horwitz et al. (1986), foreign language anxiety is a specific type of anxiety that can impede language acquisition and classroom performance. According to Zheng (2008), this type of anxiety can lead to avoidance behaviors, such as skipping classes and participating less in classroom activities, ultimately affecting language proficiency. Recent studies continue to support these findings. For example, Dewaele and MacIntyre (2014) founded that higher levels of foreign language anxiety are associated with lower levels of speaking performance. This suggests that anxiety not only affects students' confidence but also their ability to perform in language learning tasks, making it a significant barrier to effective language acquisition.

### B. Teaching Practicum

#### 1. The Role of Teaching Practicum in Teacher Education

The term “practicum” universally signifies an opportunity for practical teaching experience (Mattsson et al., 2011). In teacher education programs, the practicum is considered a crucial component and is highly valued by student teachers and teacher educators (Wilson, 2006). According to Quazi et al. (2012), there are three main stakeholders in the teaching practicum: student teachers, mentor teachers, and university supervisors. Student teachers, the primary beneficiaries of the practicum, gain teaching experience in a real school context



(Lawson et al., 2015). Despite challenges such as student behavior and collaboration with other teachers, they receive support from mentor teachers and university-based teacher educators to develop professionally (Poulou, 2007). Mentor teachers are experienced teachers who provide supervision, coaching, guidance, and counseling to student teachers during the practicum (Ambrosetti and Dekkers, 2010). University supervisors, distinct from mentor teachers, facilitate communication between student teachers and host schools, offering comprehensive guidance based on their understanding of the practicum program and institutional expectations (McBurney-Fry, 2002). Additionally, university teacher educators, while not directly involved in the practicum, play a critical role in preparing student teachers through coursework (Trumbull and Fluet, 2008). In the dichotomous model of teacher education, the university provides theoretical knowledge and skills, while the school offers the field setting for practical application (Wideen et al., 1998).

According to Darling-Hammond (2006), practicum experiences are essential for developing practical teaching skills and professional identity. These experiences allow student teachers to understand the complexities of classroom dynamics and the practical aspects of teaching. The objectives and benefits of teaching practicum are well-documented. According to Vick (2006), practicum helps student teachers bridge the gap between theory and practice, enhancing their teaching efficacy and confidence. It also offers them the chance to receive constructive feedback from experienced mentors, fostering professional growth and development.



## 2. Challenges Faced During Teaching Practicum

Despite its importance, teaching practicum is fraught with challenges that can impact student teachers' experiences and outcomes. According to Perry (2004), common challenges include classroom management issues, lesson planning difficulties, and handling diverse student needs. These challenges can be overwhelming for student teachers, especially those with limited teaching experience. Factors influencing the success of teaching practicum include the level of support from mentor teachers and the school environment. According to Marais and Meier (2004), insufficient resources and lack of support can exacerbate the challenges faced by student teachers. Effective communication and collaboration between universities and schools are crucial for addressing these challenges and ensuring a successful practicum experience.

According to Celix (2008), individual challenges during teaching practicum include fear of failure, fear of new methods or techniques, personal pressure, and comparing oneself to the English teacher or mentor. Yunus et al. (2010) found that preservice teachers struggle with motivation and discipline when learning a language, and selecting effective teaching methods and strategies becomes a difficulty for them. According to Page (2008), discipline is a prevalent concern among preservice teachers and a major issue in most schools. Ali et al. (2014) identified problems for preservice teachers in their teaching practicum, including managing classroom discipline, lesson planning, relief teaching, inadequate facilities and resources, and lesson disruption. Preservice teachers face challenges with classroom management, control, and discipline.

According to Khalifa et al. (2016), common classroom issues for preservice teachers teaching English as a foreign language include students becoming overly reliant on teachers, lacking readiness, motivation, opposition, excessive use of English, personality clashes, and unclear instructions. Furthermore, the school's location can impact teaching outcomes. According to Tarman (2012), preservice teachers' excitement is affected by the distance between their school and university, influencing their motivation to teach. Effective communication between schools and preservice teachers can reduce stress and address classroom management, time management, and material delivery issues.

According to Kell and Forsberg (2016), preservice teachers can benefit most from the assistance of their teachers, who are familiar with the school and have taught there previously. Various factors, including their supervisors, influence preservice teachers' teaching practicums. According to Chandler et al. (2013), preservice teachers' supervisors guide them in teaching practicum. Effective communication between preservice teachers and supervisory instructors is essential. According to Asplin and Marks (2013), preservice teachers who have a positive relationship with their supervisor and are perceived as knowledgeable tend to use teaching methods and university ideas more effectively.

This demonstrates that the supervisor can serve as an advisor for preservice instructors. According to Tarricone and Luca (2002), universities asked preservice teachers to teach in groups rather than individually.

## **C. EFL Student Teachers**

### **1. Definition and Role of EFL Student Teachers**

EFL (English as a Foreign Language) student teachers are individuals training to teach English in contexts where English is not the primary language. According to Richards and Schmidt (2010), their role involves not only language instruction but also cultural exchange and fostering communication skills. These student teachers are crucial in non-English-speaking countries, where English proficiency is increasingly seen as vital for academic and professional success.

The educational context for EFL student teachers includes both their training programs and the environments in which they teach. Their responsibilities extend beyond language instruction to include creating an engaging learning environment, assessing student progress, and adapting teaching methods to meet diverse student needs (Farrell, 2008).

### **2. Non-Boarding School Education Background**

Non-boarding school education refers to educational settings where students commute daily rather than living on school. According to Blatchford et al. (2011), non-boarding schools often have different dynamics compared to boarding schools, including variations in student-teacher interactions and the availability of resources. These differences can influence the experiences and teaching approaches of EFL student teachers.

The characteristics of non-boarding school education, such as daily commuting and limited after-school interactions, can impact student teachers'

ability to build strong relationships with students. Moreover, non-boarding schools may lack the immersive language environment that boarding schools offer, posing additional challenges for EFL instruction (Day and Qing, 2009).

### **3. Causes and Types of Anxiety Among EFL Student Teachers**

#### **a. Personal Factors and Self-Efficacy**

Personal factors, such as self-confidence and self-efficacy, play a significant role in the anxiety experienced by EFL student teachers. According to Bandura (1997), self-efficacy is the belief in one's ability to succeed in specific situations. High levels of self-efficacy are associated with lower levels of anxiety because individuals feel more capable of handling challenges. Conversely, low self-efficacy can lead to increased anxiety and a sense of helplessness. Recent studies by Ghonsooly and Elahi Shirvan (2011) highlight the impact of self-confidence on teaching performance, finding that EFL student teachers with higher self-confidence tend to experience less anxiety and are more effective in their teaching practicum. This suggests that interventions aimed at boosting self-efficacy and self-confidence could be beneficial in reducing anxiety.

#### **b. Pedagogical Challenges and Language Proficiency**

Pedagogical challenges, such as lesson planning and delivery, are significant sources of anxiety for EFL student teachers. According to Farrell (2008), the ability to plan and deliver effective lessons is crucial for successful teaching. However, novice teachers often struggle with these tasks, leading to feelings of inadequacy and anxiety. Studies by Kim and Kim (2010) indicate that

lesson planning anxiety is exacerbated by a lack of experience and familiarity with the curriculum. Additionally, the pressure to meet diverse student needs and expectations can heighten anxiety levels. Providing student teachers with adequate training and support in lesson planning can help alleviate these challenges and reduce anxiety.

Language proficiency is another critical factor influencing the anxiety of EFL student teachers. According to Horwitz (2001), teachers who are not confident in their language skills are more likely to experience anxiety, particularly when faced with the prospect of making errors in front of students. This fear of making mistakes can hinder effective teaching and classroom interactions. Research by Toth (2011) supports these findings, showing that higher levels of language anxiety correlate with lower levels of teaching performance. EFL student teachers who are more proficient in the target language tend to exhibit lower anxiety levels and greater teaching effectiveness. Therefore, enhancing language proficiency through continuous practice and professional development is essential for reducing anxiety.

### c. Assessment and Evaluation Stress

Assessment and evaluation are significant sources of stress for EFL student teachers. The prospect of being observed and evaluated by mentors and supervisors can induce high levels of anxiety (MacDonald, 1991). According to Merc (2010), the pressure to perform well during evaluations can lead to debilitating anxiety, affecting both teaching performance and overall well-being. Bilali and Tarusha (2015) found that anxiety related to assessment and evaluation



is influenced by the perceived fairness and transparency of the evaluation process. Providing clear guidelines and constructive feedback can help mitigate this anxiety, fostering a more supportive and less stressful evaluation environment.

#### **d. Classroom Performance, Communication Apprehension, and Evaluation**

##### **Anxiety**

Classroom performance anxiety is a common issue among EFL student teachers. According to Kim (2014), this type of anxiety is characterized by the fear of making mistakes in front of students, which can impede effective teaching and classroom management. The pressure to deliver flawless lessons can be overwhelming, particularly for novice teachers who are still developing their teaching skills. Studies by Merc (2015) indicate that classroom performance anxiety can lead to avoidance behaviors, such as reluctance to engage in interactive activities or use innovative teaching methods. Addressing this anxiety requires creating a supportive classroom environment where student teachers feel safe to experiment and learn from their mistakes.

Communication apprehension refers to the fear of speaking in front of the class, a significant source of anxiety for many EFL student teachers. According to Horwitz et al. (1986), this fear can hinder effective communication and interaction with students, impacting the overall teaching and learning experience. EFL student teachers may worry about their pronunciation, grammar, or the appropriateness of their responses, exacerbating their anxiety. Recent research by Dewaele and MacIntyre (2014) suggests that communication apprehension can be reduced through targeted interventions, such as communication skills training and



practice in a supportive environment. Encouraging student teachers to engage in public speaking activities and providing constructive feedback can help build their confidence and reduce communication-related anxiety.

Evaluation anxiety stems from the fear of negative feedback and the pressure to perform well during assessments. According to Oteir and Al-Otaibi (2019), this type of anxiety is prevalent among EFL student teachers, who often feel scrutinized and judged during their teaching practicum. The fear of receiving poor evaluations can lead to stress and apprehension, affecting their teaching performance. Merc (2015) found that transparent and supportive evaluation processes can help alleviate this anxiety. Providing clear criteria for assessment and constructive feedback can create a more positive and less stressful evaluation experience for student teachers, enhancing their overall practicum experience.

#### **e. Coping Strategies for Anxiety**

##### **a. Preparation, Practice, and Support Systems**

Institutional support plays a critical role in alleviating anxiety among EFL student teachers. According to Kyriacou (2001), support from mentors, peers, and the institution can significantly reduce anxiety levels and enhance teaching performance. Effective mentorship, in particular, provides guidance, feedback, and emotional support, helping student teachers feel more confident and capable. Research by Farrell (2008) indicates that structured support programs, including regular mentoring sessions and peer support groups, can create a supportive learning environment. Institutions should prioritize

providing comprehensive support systems to address the diverse needs of student teachers and foster their professional development.

According to Jusoh (2013), preservice teachers require support with both teaching skills and emotional support. Other preservice teachers, supervisor teachers, and teacher educators can assist with course material planning, teaching methods, and overall inventiveness. Teaching strategies are influenced by several elements, including human, student, and school factors, as well as institutional issues.

#### b. Self-Regulation Techniques and Positive Reinforcement

Self-regulation techniques, such as emotion control and positive thinking, are also effective in alleviating anxiety. According to Lazarus and Folkman (1984), coping strategies can be divided into problem-focused and emotion-focused approaches. Problem-focused coping involves addressing the source of anxiety directly, while emotion-focused coping aims to manage the emotional responses to anxiety. Studies by Gkonou and Oxford (2016) highlight the effectiveness of personal coping strategies such as self-reflection, time management, and seeking social support. These strategies can help student teachers build resilience and manage their anxiety more effectively. Encouraging student teachers to develop personalized coping plans can enhance their ability to navigate the challenges of their teaching practicum.

## f. Previous Studies

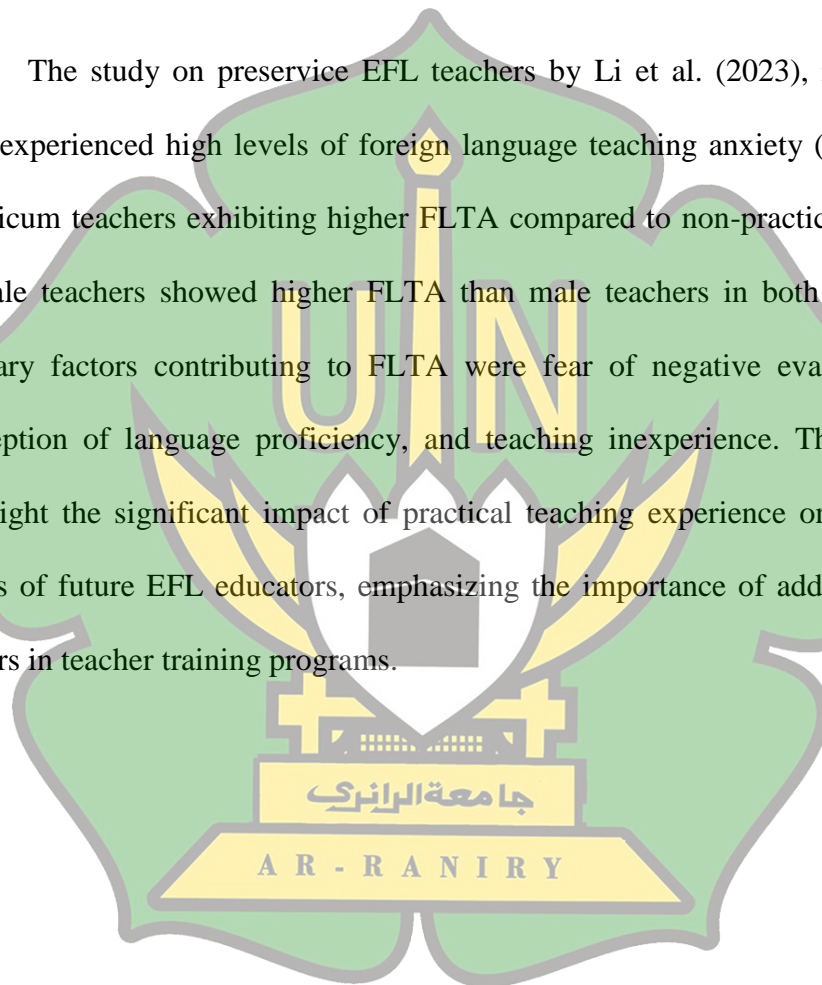
The study conducted by Mufidah (2019) focused on developing preservice teachers' teaching performance during the teaching practicum program at the English Department of State Islamic University of Antasari Banjarmasin. The research highlighted the significant improvements in participants' lesson planning, classroom management, and teaching methods due to the program. Challenges identified included difficulties with pronunciation, grammar, student engagement, and lesson closure techniques. The study emphasized the essential role of supervisors' feedback in enhancing the teaching skills of preservice teachers.

Kawengian and Subekti (2023) conducted a survey study on thesis writing anxiety among Indonesian preservice teachers of English. The research revealed moderate thesis writing anxiety among the participants, focusing on concerns related to grades and advisor assessment rather than peer judgment. The study recommended further exploration of factors influencing writing anxiety and the complexities of thesis writing in this context.

The study on Foreign Language Teaching Anxiety and Self-Efficacy Beliefs of Turkish Preservice EFL Teachers, conducted by Valdez et al. (2000), discovered that Turkish preservice EFL teachers exhibited notably low anxiety levels and strong self-efficacy in teaching English. The researchers identified that factors such as teaching experience and feedback played a crucial role in enhancing the teachers' self-efficacy. During practicum teaching sessions, the participants demonstrated a high degree of perceived efficacy in their teaching

abilities. Furthermore, the qualitative data obtained from interviews provided valuable insights into the experiences of these teachers, emphasizing the significance of addressing anxiety levels and fostering self-efficacy beliefs in the training and support of preservice EFL teachers in Turkey.

The study on preservice EFL teachers by Li et al. (2023), revealed that they experienced high levels of foreign language teaching anxiety (FLTA), with practicum teachers exhibiting higher FLTA compared to non-practicum teachers. Female teachers showed higher FLTA than male teachers in both groups. The primary factors contributing to FLTA were fear of negative evaluation, self-perception of language proficiency, and teaching inexperience. These findings highlight the significant impact of practical teaching experience on the anxiety levels of future EFL educators, emphasizing the importance of addressing these factors in teacher training programs.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

This study employed a qualitative approach to collect data, following Creswell's (2014) suggestion that qualitative research is ideal for gaining a deeper understanding of a research problem and its variables. A qualitative approach was chosen because it allows for a comprehensive understanding of preservice teachers' perceptions of teaching, their challenges, and the strategies they employ during their practicum. Unlike quantitative research, qualitative research presents data in words rather than numbers.

The study adopted a descriptive-qualitative design, which, according to Creswell (2014), permits an in-depth analysis of participants' experiences. This approach was expected to yield detailed insights into the experiences, challenges, and techniques utilized by preservice teachers at the State Islamic University Ar-Raniry in Banda Aceh during their teaching practicum.

#### **B. Research Participants**

In 2024, approximately 80 students participated in the teaching practicum program, distributed across various schools in Aceh Besar and Banda Aceh, including elementary, middle, and high schools, as well as madrasah (Islamic schools). For this study, six students who completed their teaching practicum at Madrasah Aliyah (Islamic Senior High School) were selected using purposive sampling.



This sampling method ensured that participants met specific criteria relevant to the study's focus on anxiety among EFL teacher educators with and without Islamic boarding school education backgrounds. These students voluntarily participated in the study and were enrolled in the "Teaching Practicum" course from February 12, 2024, to April 26, 2024, as part of their graduation requirements.

During the practicum, cooperating teachers observed the preservice teachers' lessons, and university supervisors evaluated them at least twice. The selection criteria included their educational background (whether they had attended an Islamic boarding school or not) to explore how this aspect influenced their anxiety levels during the practicum.

### **C. Methods of Data Collection**

I used interviews to acquire data from the participants. According to Cohen, et al. (2000), interviews are more than just data collection; they are an integral part of life and cannot be separated from humans. The interview approach was appropriate for this research since it allowed the researcher to explain further to participants who did not fully comprehend the questions. According to Kitwood (1977), interview participants define events differently.

I conducted an open-ended interview with open-ended questions to obtain data. According to Creswell (2014), interviews occur when the researcher asks more in qualitative research than one participant, utilizing open-ended questions and recording their answer. The interviewer posed indirect questions. Tuckman



(1972) said that the indirect method is more likely to make the aim of the questions less evident stress the need to provide honest and open responses. Unstructured responses enable respondents to deliver her answer in any way they like (Cohen, et al., 2011).

#### **D. Data Collection Procedure**

The data collection process involved multiple steps. First, I created several interview questions aligned with the research questions. The research criteria were established, and the participants were interviewed. I scheduled the interview with the subject over WhatsApp to choose a suitable time and location. Next, I conducted individual interviews with each participant.

I interviewed the subjects in Indonesian. This was done to help participants comprehend and answer the questions. I employed four methods throughout the interview to get information from participants. I took critical notes using a notepad and pen. Additionally, the researcher recorded the interview with the individual using a cell phone. I employed interview guidelines to facilitate the interview process with participants. The interview guidelines included questions based on research questions. Each interview lasted approximately 15–25 minutes.

#### **E. Data Analysis**

In this section, I discussed the data analysis. After interviewing and collecting data, I transcribed all data but partially translated some data into English as needed. Participants in this study used pseudonyms to protect their

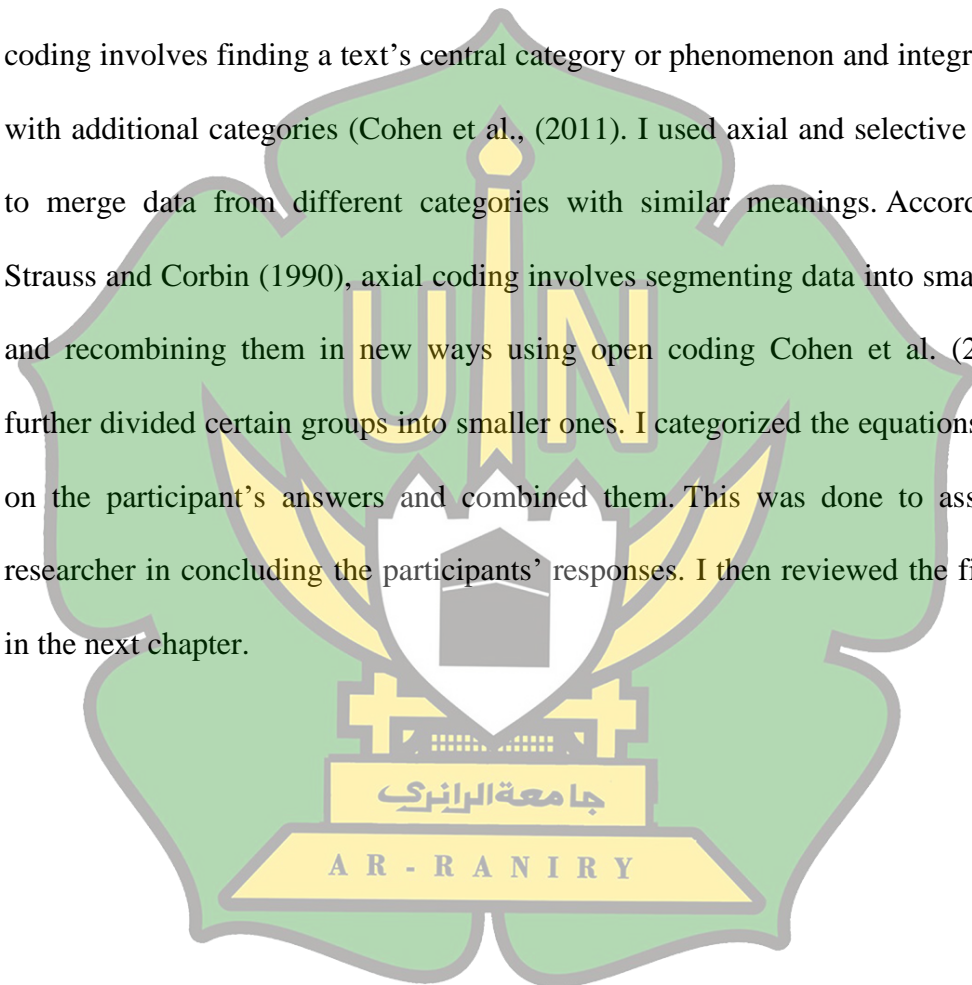
identities. I used pseudonyms such as P1, P2, and P3 to safeguard participants' identities. Cohen, et al. (2011) define transcription as writing down what participants say to obtain their responses on a tape. Transcribing refers to the process of converting spoken words into written text. Transcribing was done to assist participants in analyzing the data.

After transcribing the data, I did member checking. I provided the transcript of the interview to the participants. After the interview, I asked participants to confirm their answers were consistent. Additionally, member checking was performed to ensure data veracity. Creswell (2014) defines member checking as the process of asking one or more study participants to verify the report's veracity. If the participant's replies did not align with the hypothesis, the interview data would not be valid.

According to Lincoln and Guba (1985), member checking improves the credibility of qualitative research by accurately describing and interpreting events. The final phase of data analysis was coding. The study utilized open, analytical, axial, and selective coding. According to Cohen et al. (2011), Strauss and Corbin defined an open code as a new label researchers use to characterize and categorize material. During open coding, researchers assigned labels or codes to participants' sentences.

I used analytical coding to categorize themes or subjects and group participant data accordingly. The first category focused on preservice teachers' feelings about their teaching practicum. The next categories were "challenges faced in teaching practicum," followed by "strategies used in teaching practicum."

The next step was analytical coding. According to Gibbs (2007), an analytical code might be derived from the research theme, literature, or data (Cohen et al. 2011). I used analytical coding to categorize themes and group participant data accordingly. According to Strauss and Corbin (1990), analytical coding involves finding a text's central category or phenomenon and integrating it with additional categories (Cohen et al., (2011). I used axial and selective coding to merge data from different categories with similar meanings. According to Strauss and Corbin (1990), axial coding involves segmenting data into small units and recombining them in new ways using open coding Cohen et al. (2011). I further divided certain groups into smaller ones. I categorized the equations based on the participant's answers and combined them. This was done to assist the researcher in concluding the participants' responses. I then reviewed the findings in the next chapter.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the study, exploring the anxiety experienced by Indonesian preservice English teachers during their teaching practicum. The analysis is based on interview transcripts from six participants. The findings are organized according to the research questions: (1) the causes of anxiety, (2) the types of anxiety experienced, and (3) the strategies used to manage and overcome anxiety.

#### **A. Findings**

##### **1. Causes of Anxiety among Preservice English Teachers**

The participants identified several factors contributing to their anxiety during the teaching practicum. These factors can be categorized into three main themes: lack of preparation and proficiency, classroom management challenges, and external pressures. These anxieties were particularly experienced during the first meeting of practicum.

##### **a. Lack of Preparation and Proficiency**

Several participants believed that insufficient preparation and limited proficiency in English were their significant sources of anxiety. For instance, P1 expressed concern about his English skills and his ability to design effective teaching modules:

*“My English skills are still lacking, and my ability to create teaching modules and design lessons is also limited.”*

P2 shared similar sentiments:

*“The factors contributing to my anxiety during teaching practicum were not mastering the teaching material and students not paying attention.”*

P3 also highlighted the anxiety stemming from the sudden need to substitute teach without adequate preparation:

*“Sometimes, my mentor would ask me to be a substitute teacher suddenly, without prior preparation, and I’d feel anxious about handling material I hadn’t studied yet.”*

These anxieties were particularly pronounced during the first meeting only.

#### **b. Classroom Management Challenges**

Classroom management emerged as a common challenge among the preservice teachers. P1 mentioned difficulties in managing a large class of over 30 students who were often distracted and uncooperative:

*“I have trouble managing the classroom because there are more than 30 students who always like to eat and chit-chat during class.”*

P4 struggled with maintaining a conducive learning environment when faced with unprepared material and unexpected questions:

*“A specific challenge was when my mentor suddenly gave me new material to teach that I hadn’t fully prepared for. If students asked questions and I didn’t know the answers, it created pressure for me.”*

P3 found it challenging to keep students engaged and prevent them from leaving the classroom unnecessarily:

*“Handling the students was tough because we can study the material at home, but we don’t know what the students are like or what they prefer in terms of learning until we observe them.”*



### c. External Pressures

External pressures, such as the need to meet mentors' expectations and build relationships with other teachers, contributed to the participants' anxiety. P1 discussed the difficulties in establishing good relationships with regular teachers:

*"There are many teachers at the school, and not all of them are interested in getting to know the PPL teachers."*

P5 felt the pressure to maintain professionalism and meet expectations:

*"We need to maintain our professionalism in front of the students."*

P6 mentioned the challenge of adapting teaching methods to suit different learning styles:

*"The most challenging part was trying to match learning styles with the students. Sometimes, a particular teaching method only suits a specific learning style, but it might not fit the students."*

## 2. Types of Anxiety Experienced by Preservice English Teachers

The participants experienced various types of anxiety, which can be broadly categorized into performance anxiety, situational anxiety, and interpersonal anxiety.

### a. Performance Anxiety

Performance anxiety was prevalent among the participants, particularly concerning their ability to effectively teach and engage students. P4 felt anxious about her ability to answer students' questions and ensure that students understood the material:

*“My biggest concern was that the students wouldn’t understand what I was explaining.”*

P2 shared similar concerns:

*“The factors contributing to my anxiety during teaching practicum were not mastering the teaching material and students not paying attention.”*

### **b. Situational Anxiety**

Situational anxiety arose from specific teaching situations that the participants found challenging. P1 experienced anxiety when dealing with large, inattentive classes:

*“There are more than 30 students who always like to eat and chit-chat during class.”*

P3 felt anxious when asked to teach unfamiliar material on short notice:

*“Sometimes, my mentor would ask me to substitute her suddenly, without prior preparation, and I’d feel anxious about handling material I hadn’t studied yet.”*

### **c. Interpersonal Anxiety**

Interpersonal anxiety was related to the participants’ interactions with students, mentors, and other teachers. P5 expressed anxiety about building rapport with students and maintaining professionalism:

*“I can identify my anxiety when teaching. One cause is when I’m explaining the material, and I see a student who looks confused.”*

P6 felt pressure to be accepted and respected by regular teachers and mentors:

*“Teaching isn’t easy for any teacher, especially for those of us who are still in preservice.”*

### 3. Strategies to Manage and Overcome Anxiety

The participants employed various strategies to manage and overcome their anxiety during the teaching practicum. These strategies can be grouped into preparation and practicum, seeking support, and self-regulation techniques.

#### a. Preparation and practice

Thorough preparation and consistent practice practicum were the primary strategies used by the participants to manage their anxiety. P1 emphasized the importance of preparing detailed teaching modules and rehearsing the teaching process:

*“I do a lot of preparation before going to the classroom... I make sure to follow the procedures I’ve planned.”*

P4 highlighted the need to thoroughly understand the material and anticipate potential questions from students:

*“I first make sure to thoroughly study the material. Second, I really need to understand the content so that if a student asks a question, I can answer it.”*

P3 also emphasized preparation:

*“Before teaching, I made sure to study the material thoroughly. I also anticipated possible questions from the students to be better prepared.”*

P6 mentioned practicing explanations before class to build confidence:

*“I prepare my teaching materials beforehand and practicum explaining them before class.”*

## b. Seeking Support

Another common strategy was seeking support from mentors, peers, and other teachers. P1 received guidance from his mentor on classroom management and anxiety reduction techniques:

*“I received advice from my mentor about managing anxiety. My mentor suggested that I frequently enter the classroom to get used to the environment.”*

P4 found her mentor’s encouragement helpful:

*“When I asked how to handle the class effectively, he explained it in detail and gave me support, saying, ‘Don’t worry, if you’re in front of the class, it means it’s your class.’”*

P2 found it helpful to share her experiences and concerns with peers:

*“Yes, I have received support and guidance from my mentor. When I asked how to handle the class effectively, he explained it in detail and gave me support.”*

P5 benefited from feedback and sharing sessions with teachers in the same field:

*“I’ve often received support from those around me. Usually, feedback comes from teachers in the same field, which turns into a kind of sharing session.”*

## c. Self-Regulation Techniques

Self-regulation techniques, such as emotion control and positive thinking, were also employed to alleviate anxiety. P2 practicum staying calm and not showing panic in front of students:

*“The strategy to reduce anxiety is to control your emotions, don’t panic, or show anxiety.”*

P6 used religious or spiritual practicum to help him stay calm and focused:

*“My strategy includes practicing before class and perhaps saying a prayer to calm myself.”*

P3 focused on maintaining a positive mindset, treating anxiety-inducing situations as normal and manageable:

*“Stay calm, don’t panic, know your position as a teacher, and don’t overthink what you assume about the students.”*

## **B. Discussion**

The findings of this study reveal several critical aspects of practicum anxiety and the preparedness of EFL student teachers in Indonesia, particularly those with non-boarding school education backgrounds.. The analysis of the data suggests that preservice teachers experienced significant anxiety during their practice, particularly due to the transition to online teaching necessitated by the COVID-19 pandemic. These findings are consistent with the broader literature on teacher anxiety, which has identified the practicum period as a particularly stressful time for preservice teachers (Ashraf and Zolfaghari, 2018). The shift to online teaching introduced new challenges, such as technological proficiency and the need to engage students in a virtual environment, which exacerbated the anxiety levels of preservice teachers. P5 expressed that “the transition to online teaching was overwhelming because I was not well-versed with the technology and felt disconnected from my students.” This additional layer of complexity required technological skills and new strategies to maintain student engagement and manage virtual classrooms effectively.

Participants cited insufficient preparation and limited proficiency in English as significant sources of anxiety. This aligns with the findings of a study



by Suryani (2018), which found that preservice teachers reported feeling anxious due to their perceived inadequacy in lesson planning and implementation. The study revealed that 70% of the participants felt unprepared in lesson planning and implementation, which significantly increased their anxiety levels. Furthermore, 65% of the participants reported that their limited proficiency in English hindered their ability to effectively communicate and teach in the classroom. For instance, Participant 1 stated, “My English skills are still lacking, and my ability to create teaching modules and design lessons is also limited.” This finding supports the need for enhanced linguistic and pedagogical training in teacher education programs. Additionally, like their inservice counterparts, preservice teachers are also in need of comprehensive training and support (Zakaria, 2023).

According to Strauss and Corbin (1990), the development of professional competence requires iterative cycles of practice and feedback, which were evidently lacking for many participants. For instance, P1 expressed concerns about their English skills and ability to design effective teaching modules, stating, “My English skills are still lacking, and my ability to create teaching modules and design lessons is also limited.” This finding supports the need for enhanced linguistic and pedagogical training in teacher education programs.

Classroom management emerged as a common challenge, with participants struggling to maintain control and engagement in large classes. This mirrors the concerns of Suryani’s (2018) study participants, who reported difficulties adapting to varying classroom dynamics and managing student behavior. Effective classroom management is crucial for reducing anxiety, as it

directly impacts the learning environment and the teacher's confidence. The challenges related to classroom management reported by the participants are consistent with previous research by Murray-Harvey (2000), who noted that classroom management is a significant source of anxiety for preservice teachers. The current study extends these findings by identifying specific triggers, such as the sudden need to substitute teach without preparation, which intensifies the anxiety (Lian et al., 2024). For example, P3 highlighted the anxiety stemming from unplanned substitution teaching: "Sometimes my mentor would ask me to be a substitute teacher suddenly without prior preparation, and I'd feel anxious about handling material I hadn't studied yet." This underscores the necessity for better preparation and support mechanisms.

External pressures, such as meeting mentors' expectations and building relationships with colleagues, also contributed to anxiety. Participants needed to maintain professionalism and adapt teaching methods to diverse learning styles. These findings are consistent with those in the literature, where preservice teachers expressed disappointment over inadequate support from mentor teachers and the pressure to conform to school-specific requirements. Such pressures can potentially be reduced provided that the preservice teachers receive adequate support from the mentor teachers and peers because, as Zakaria (2023) argued, community-based collaborative assistance can significantly help teachers charter their teaching journeys. P6 noted, "Building relationships with other teachers was challenging because I felt I had to constantly prove myself." The pressure to conform to the expectations of more experienced colleagues can be daunting for

preservice teachers, making the support from mentors and peers even more crucial.

The strategies employed by participants to manage their anxiety emphasized the importance of preparation, support, and self-regulation. Common strategies included seeking support from mentors and peers, practicing explanations before class, and maintaining a positive mindset. This study highlights that comprehensive preparation and social support are crucial for managing anxiety, resonating with the broader literature on teacher anxiety, which advocates for practical training and support systems in teacher education programs. For example, Becker, et al. (2019) emphasized the importance of support systems and reflective practices in alleviating teacher anxiety during the practicum. Reflective practices including maintaining a teaching journal or discussing experiences with peers allowed preservice teachers to process their emotions and develop a deeper understanding of their teaching practices. P2 mentioned, “Writing down my daily experiences and discussing them with my peers helped me to see different perspectives and improve my teaching methods.” This reflective process is crucial for continuous professional development and can significantly reduce anxiety by providing a structured way to address challenges and celebrate successes.

The findings underscore the need for teacher education programs to provide more practical training and support for preservice teachers. This could include more extensive microteaching sessions, mentorship programs, and workshops on classroom management and anxiety reduction techniques. By

addressing these needs, teacher education programs can better equip preservice teachers to handle the challenges of the teaching practicum and transition more smoothly into their future teaching careers. Furthermore, encouraging the formation of peer support groups and fostering a collaborative environment within schools can help preservice teachers feel more supported and less isolated. These measures can contribute to a more positive and effective teaching practicum experience, ultimately leading to better teacher and student outcomes. Incorporating training on emotional intelligence and resilience can also help preservice teachers develop the skills necessary to manage the emotional demands of the teaching profession.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the research conducted on the anxiety experienced by EFL student teachers with non-boarding school education during their teaching practicum, several conclusions can be drawn. Firstly, the primary causes of anxiety include a lack of teaching experience, classroom management challenges, language proficiency issues, and the level of support from mentor teachers. EFL student teachers often feel anxious due to their limited practical teaching experience, which can lead to uncertainty and a lack of confidence in their teaching abilities. Managing a classroom effectively is a significant source of anxiety as student teachers often struggle with maintaining discipline, managing diverse student behaviors, and ensuring smooth lesson transitions. Concerns about their own English proficiency can also cause anxiety, as student teachers may worry about making language mistakes, affecting their confidence in delivering lessons. Additionally, the level of support and feedback from mentor teachers plays a crucial role in reducing or exacerbating anxiety, with inadequate support leading to increased feelings of isolation and stress.

Secondly, the types of anxiety experienced by EFL student teachers include instructional anxiety, self-perception anxiety, and evaluation anxiety. Instructional anxiety is related to lesson planning, delivering content effectively, and using appropriate teaching methods. Self-perception anxiety involves concerns about personal teaching abilities and how they are perceived by students,



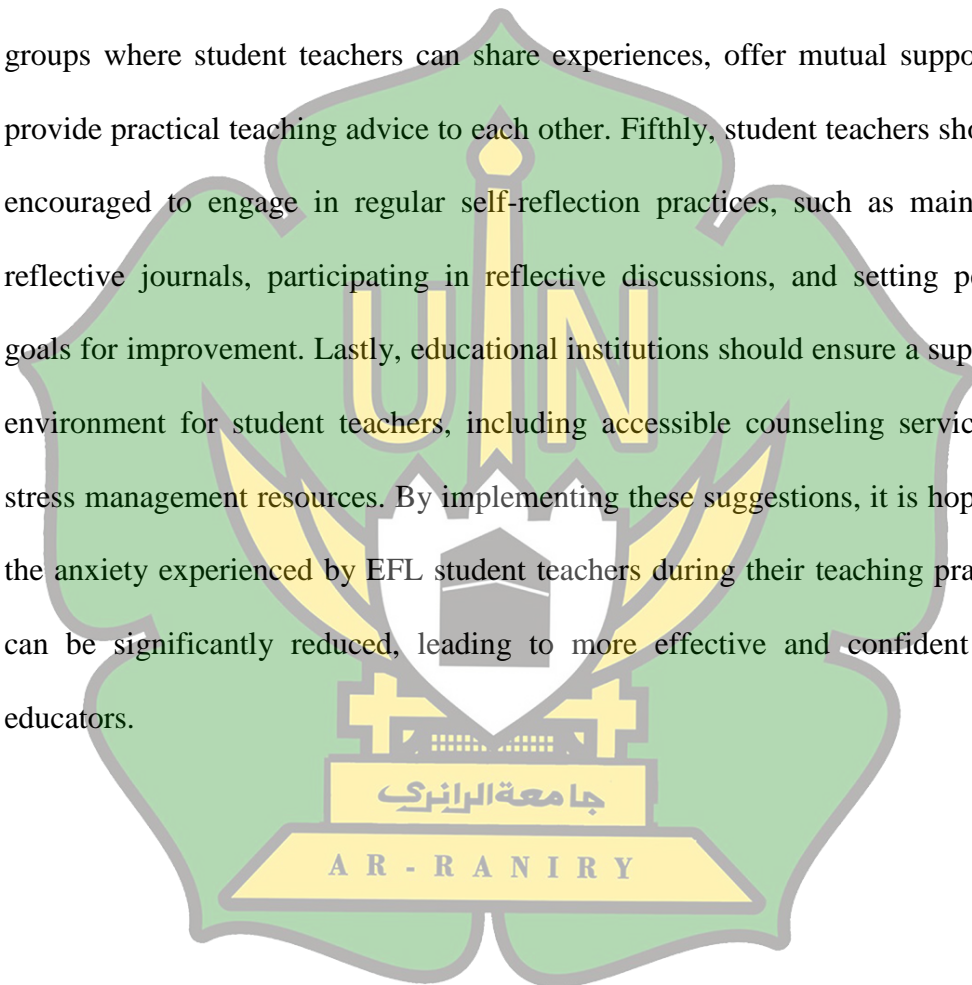
mentor teachers, and supervisors. Evaluation anxiety stems from the fear of being judged negatively during observations and evaluations by mentor teachers and supervisors.

Thirdly, EFL student teachers employ various coping strategies to manage their anxiety. These include thorough preparation and practice, actively seeking constructive feedback from mentor teachers and peers, building a support network with fellow student teachers, and engaging in self-reflection. Thorough lesson planning and practice can help student teachers feel more prepared and confident. Seeking feedback allows them to improve their teaching practices and reduce anxiety. Peer support provides emotional support and practical advice, helping to alleviate feelings of isolation. Self-reflection helps student teachers develop a growth mindset and reduce anxiety over time.

### **B. Suggestions**

Based on the findings, several suggestions are offered to help reduce anxiety among EFL student teachers with non-boarding school education during their teaching practicum. Firstly, institutions should offer intensive training programs focused on classroom management and teaching techniques. Practical workshops and simulations can provide student teachers with hands-on experience before they enter real classroom settings. Secondly, additional language practice sessions and workshops should be provided to help student teachers improve their English proficiency, including conversation clubs, writing workshops, and pronunciation practice sessions.

Thirdly, mentor teachers should receive training on how to effectively support and guide student teachers, providing regular, constructive feedback and maintaining open communication channels to help reduce student teachers' anxiety. Fourthly, institutions should encourage the formation of peer support groups where student teachers can share experiences, offer mutual support, and provide practical teaching advice to each other. Fifthly, student teachers should be encouraged to engage in regular self-reflection practices, such as maintaining reflective journals, participating in reflective discussions, and setting personal goals for improvement. Lastly, educational institutions should ensure a supportive environment for student teachers, including accessible counseling services and stress management resources. By implementing these suggestions, it is hoped that the anxiety experienced by EFL student teachers during their teaching practicum can be significantly reduced, leading to more effective and confident future educators.



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# APPOINTMENT LETTER OF SUPERVISOR



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR : B-3825/Un.08/FTK/Kp.07.6/05/2024

TENTANG:  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
  - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
  - bahwa berdasarkan permohonan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama;
  - Keputusan Menteri Keuangan Nomor 293/KM.05/2011, tentang penerapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
  - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

## MEMUTUSKAN

- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU  
KEDUA

Mencaabut Keputusan Dekan FTK UIN Ar-Raniry No: B-2947/Un.08/FTK/Kp.07.6/04/2024  
Menunjuk Saudara :  
Faishal, S.Pd.I., M.A., Teol., Ph.D

Untuk membimbing Skripsi

Nama : Cut Mutia  
NIM : 200203051  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Exploring Indonesian Pre-Service English Teachers' Anxiety During Teaching Practicum

- KETIGA :
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

- KEEMPAT :
- Pembayaran akibat keputusan ini dibebaskan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-026.04.2.423825/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

- KELIMA :
- Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

- KEENAM :
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 04 Juni 2024  
Dekan,

Saiful Muliq



## Tembusan

- Sevan Kementerian Agama RI di Jakarta;
- Dekan Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Koordinator Pembinaan dan Pengembangan (PBB), di Kantor Agama;
- Kantor UIN Ar-Raniry di Banda Aceh;
- Kepala Bagian, Kepegangan dan Akademi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Asap.



**RECOMMENDATION LETTER FROM THE *FAKULTAS TARBIYAH*  
*DAN KEGURUAN***



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4997/Un.08/FTK.1/TL.00/7/2024  
Lamp : -  
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,  
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT MUTIA / 200203051**  
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
Alamat sekarang : Jeulingke

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Indonesian Preservice English Teachers' Anxiety during teaching practicum*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Juli 2024  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,

A R - R A N I R Y



Berlaku sampai : 16 Agustus  
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

## INFORMED CONSENT FORM

**Research Project Title:** Exploring The Anxiety Of EFL Student Teachers With  
(Non) Boarding School Education During Their  
Teaching Practicum

**Principle Investigator:** Cut Mutia

Thank you for agreeing to be interviewed as a part of this research. You have been invited to participate in the study “Exploring The Anxiety Of Efl Student Teachers With (Non) Boarding School Education During Their Teaching Practicum” because of your current or past involvement in the teaching practicum program as a part of your preservice English teacher education program. This research aims to identify the factors contributing to anxiety among EFL English teachers during their teaching practice. It also seeks to understand the strategies you employ to manage this anxiety. Please read this form carefully and ask any questions you may have.

If you agree to participate, you will be involved in the interview process, including an initial interview and a possible follow-up interview. The follow-up interview will only be initiated if I need to confirm any unclear information you provided during the initial interview. The interview will include questions about your experiences, challenges, and coping strategies related to your teaching practice. The interview will take about 20 minutes to complete. Additionally, I would like to audio-record the interview. This interview is not a test; there are no right or wrong answers. Your responses will not affect your academic

performance or evaluations in any way. However, the information you provide will provide valuable insights into the nature of teaching practicum anxiety among preservice English teachers in Indonesian and the kinds of strategies they might enact.

All your information will be kept confidential. Your name and other identifying details will not be used in any reports or subsequent publications resulting from this study. If you have any questions about this study, please contact me at ([200203051@student.ar-raniry.ac.id](mailto:200203051@student.ar-raniry.ac.id)) or (0838-0127-6651). You may also contact my research adviser, Faishal Zakaria, Ph.D., at [faishalzakaria.ftk@ar-raniry.ac.id](mailto:faishalzakaria.ftk@ar-raniry.ac.id).

Statement of Consent: I have read the above information and have received answers to any questions I asked. I voluntarily agree to participate in this study.

Date:

(Participant Signature)

Date:

(Researcher's Signature)



## INTERVIEW PROTOCOL

Title: “Exploring The Anxiety Of EFL Student Teachers With (Non) Boarding School Education During Their Teaching Practicum”

### Introductory Protocol

Thank you for agreeing to participate in this interview. This interview aims to understand your experiences and challenges as a preservice English teacher during your teaching practice and how you manage any anxiety you may face.

To facilitate note-taking, I would like to audiotape our conversation today. For your information, my research adviser and I will be the only researchers who have access to the recordings. Essentially, this document states that:

- All information will be held confidential.
- I seek your participation based on purposive sampling.
- I would like to cover several questions. I am trying to learn more about your perspective on the challenges and anxiety you encounter during your teaching practicum program.

### Interview Questions

1. Can you describe your overall experience as an EFL student teacher with non-boarding school education during your teaching practicum at the Islamic senior high school?
2. What specific challenges have you faced in your teaching practicum?
3. Can you identify any factors that contribute to your anxiety during the teaching practicum?
4. How do you usually cope with or manage your anxiety in these situations?
5. Have you received any support or guidance from your mentors or peers regarding managing anxiety? If so, can you describe it?
6. How has your teaching practicum experience impacted your confidence and preparedness as a future English teacher?
7. Are there any particular strategies or techniques you use to alleviate anxiety before or during your teaching sessions?

8. What advice would you give to other EFL student teachers with non-boarding school education experiencing similar anxiety?
9. Is there anything else you would like to share about your experiences or suggestions for improving support for EFL student teachers during the practicum?

Thank you for your time and for sharing your experiences with me. Your insights are invaluable to this research.

