

CHAPTER V CONCLUSION

5.1 Conclusion

The study was to describe the sources of anxiety experienced by EFL pre-service teachers' and their strategies in dealing with anxiety in teaching practicum. Based on observation results, it is revealed that three seventh semester students of an English language teaching department at *Syekh Nurjati Cirebon State Islamic Institute* experienced anxiety in teaching practicum. From the result, several sources contributed to EFL pre-service teachers' teaching anxiety such as 1) teaching inexperience, 2) self-perception of language proficiency, 3) fear of negative evaluation, 4) lack of student's interest, and 5) difficulty with time management.

Apart from that, there were three strategies used by EFL pre-service teachers' to deal with anxiety in teaching practicum. The strategies were grouped into three categories; 1) personal strategies (relaxation, behavioural, and physically), 2) professional strategies (self-management skill and learning style), and 3) institutional strategies (support from supervising teacher, support from lecturer supervisor, and support from PPL friends).

Although the EFL pre-service teachers' experienced some anxiety when carrying out teaching practicum, the EFL pre-service teachers' was able to carry out tasks according to their abilities. This cannot be revealed properly if this research does not use qualitative methods. It can obtain in-depth information regarding Pre-service Teachers' Anxiety in Teaching Practicum (A case study of Pre-service Teachers at *Syekh Nurjati Cirebon State Islamic Institute*).

5.2 Suggestion

Based on the findings of this research, several suggestions are proposed for the EFL pre-service teachers'. EFL Pre-service teachers' who will carry out teaching practicum are expected to prepare well before following field experience practice so that they can manage their anxiety well during

teaching practicum. Some of EFL pre-service teachers' who may have experienced anxiety with lack of teaching experience and self-perception of language proficiency are able to get more practice during regular teaching program. Besides that, it is recommended that further research in the same area can be conducted with increasing the number of respondents, and also for institutions are expected to prepare prospective teacher candidate as well as possible.

