

**EFL PRE-SERVICE TEACHERS' ANXIETY DURING FIELD  
TEACHING PRACTICE AMIDST COVID-19**



**RESEARCH PAPER**

submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan at English Education Department

by

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**KENDARI**

**2022**

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TEACHING PRACTICE AMIDST COVID-19

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah rabbil'alamin*

As a result of this, to Allah for the blessing and guidance that have been given in completing this study and finishing this research paper. Shalawat and prayer always be given to our prophet Muhammad SAW who has guided us from the darkness into the lightness.

While completing this research paper, I realized that many things could not be done without other parties' help, support, encouragement, contribution, and suggestions. Therefore, I would like to express my deepest thanks to everyone who has prayed for, helped, supported, encouraged, contributed, and advised me while completing this research paper. For my parents, Inda Wati and Anzar Lapala always support me financially and give me a lot of love and patience. For my two little sisters, who give me a positive buster every day, my supportive grandparents who always cheer me up, and my other family. Other thanks also delivered to:

1. Prof. Dr. Faizah Binti Awad, M.Pd, as the Rector of Institut Agama Islam Negeri Kendari
2. Dr. Masdin, M.Pd, the Dekan of Faculty of Tarbiyah and Teacher Training.
3. Abdul Halim, MA. TESOL, As the Head of the English Education Department and my first examiner. I want to say thank you very much for

your genuine support in the whole process of my study in this major. I also want to say that I always believe in you, that you will always help me as your student, and encouraged, and motivated me a lot. I have many up and down eras in my study, and sometimes, probably I make you disappointed with me, but I can guarantee that I always tried my best and did not mean not to ask for your help. You always help me, Sir, your endurance in dealing with me is very inciting my energy. Furthermore, thank you for being the examiner who gives me worthwhile feedback that could beautify my research paper.

4. Isna Humaera, S.Ag, S.Pd, M.Pd, as my first supervisor and also my academic supervisor. Thank you for your support in the whole process of my study since I enter this major. Thank you for your time and your advice for me in completing this research paper. You are such kindness lecturer; I could say you really have a mom vibe for me. Thanks, for all your help, Ma'am!
5. Ilfan Askul Pehala, S.Pd, M.Hum, as my second supervisor and also my best lecturer in this major. Thank you very much for your time and the feedback that you give for my research paper. I could say that you are such a best supervisor for me, because you always give me your time if I need to consult my paper. You always care about my research paper and make me try my best to finish this paper. Keep be the humble lecturer Sir!
6. Nurhasanah Safei, S.Pd, M.Pd, as my second supervisor. Thank you so much for being the nice supervisor for me. Thanks for all great feedback for my research paper. I also want to say thank you for being my beautiful lecturer in this major.

7. Dr. Sitti Nurfaidah, M.Ed, as my best lecturer in this major. Thank you very much for your knowledge, especially in research class. Thank you so much for helping me to understand how to do the research. The amazing writing practice, really improves my skills. Thank you for always taking care of me as one of your students. Thank you for always sharing about the way you love books and writing. Congratulations for all your achievements, Ma'am!
8. Azwar Abidin, M.Pd, Dewi Atikah, MA. TESOL., Suhartini Syukri, S.Pd.I, S.Pd., M.Pd., Sarjaniah Zur, S.Pd, M.Pd, Susanti, M.Pd., Anita Rezki, S.Pd., and Sean Ryan as my best lecturer in English Education Department. Thank you for all the precious knowledge.
9. All the lecturers of IAIN Kendari, thank you for the valuable knowledge that has been shared.
10. All the staff of the Faculty of Tarbiyah and Teacher Training who have been help me in all process of study in this college.
11. For all my participants in this research, thank you so much for joined.
12. For my beauty best friend, my double support system since high school. Thank you so much for all the vitamin that you guys give to me. Thanks for hearing my random complaint about myself. Thanks for the ice cream and cookies in my Moody's day. You two always be my best Ay and Kerr!
13. For my cutie circle, others two tough friends. Thank you for always understanding my feeling and always listen to me well. Thanks for always being a part of my assignment in every course. Let us be the best teachers soon, Peii & Swans!



14. For my healing team, the best friends who always supply my random desire to go running every afternoon, go to the beach, explore some calming place, and drive around aimlessly without asking me why. Thanks for listening to my grievance about the same thing repeatedly. Let us make the other agenda again, Dindin, Vanes, and Wiaa!
15. For all my supportive classmates, Invincible class. Lalaa, Alwi, Lisah, Ismad, Widya, Lala kurnia, Rikki, Tiaa, Nuning, Rahma, Shabri, Riska, Sakinah, Najiah, Nani, Alda, Hawi, Marlita, & Kety. Thank you, guys, for all the patience in dealing with me.
16. For all my supportive friends in class A. Especially for Ical, who always gives me the best support to completing this paper. For Fika, my project partner who always accepts my complaint, Luv you. Moreover, for Hesty, Edo, Mirdad, Tari, Hidayah, Dian, Faisal, and Ati, you guys very be the mood buster in the whole process of studying in this major.
17. For my other family in UKM Bahasa, who gave me an incredible experience since 2019.

Kendari, 5<sup>th</sup> August, 2022

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## ABSTRACT

Intan Wahyuni Lapala. SID. 18010106059. EFL Pre-service Teachers' Anxiety during Field Teaching Practice amidst COVID-19. Supervised by: Isna Humaera, S.Ag., S.Pd., M.Pd and Ilfan Askul Pehala, S.Pd., M.Hum

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This study intends to identify EFL pre-service teachers' anxiety during field teaching practice amidst COVID-19. Ten pre-service teachers in the English Education Department provided reflections that were used to gather data. The purpose of this qualitative study is to examine the sources of pre-service teachers' anxiety during field teaching practice amidst COVID-19. Through a thematic analysis method, the data were analyzed qualitatively, the results of the study showed that most of the participants tend to have anxiety during field teaching practice amidst COVID-19, and five themes emerge, i.e., getting school, preparation and execution of lesson plan, teachers' adaptation in first encounters, classroom management, and teachers' interaction amidst COVID-19. The researcher obtained the bias of EFL pre-service teachers' anxiety from the main five themes in this research; ten out of ten participants tended to have anxiety about getting school or obtaining independent teaching approval for field teaching practice without being specified by the college. This study implies that pre-service teachers and universities need to take the consideration the difficulties of pre-service teachers doing the field teaching practice in an unanticipated situation, such as the COVID-19 pandemic.

**Keywords:** teachers' anxiety; qualitative study; pre-service teachers; field teaching practice; getting to school independently

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