

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the research background, this study aims to investigate are sources of EFL pre-service teachers' anxiety encountered during teaching practice amidst COVID-19. This research showed that all participants had anxiety during field teaching practice amidst COVID-19. The reflection revealed their anxiety during field teaching practice amidst COVID-19. There were about preparing and executing the lesson plan, adaptation in the first week, and classroom management. EFL pre-service teachers' felt anxiety in balancing the limited teaching time with the material in the lesson plan, and they also became doubtful about their teaching method and the result of the students understanding. Adapting to teaching in the first week increased their anxiety during field teaching practice. They worried about students' acceptance and the EFL pre-service teachers' ability to deliver the materials. Additionally, regarding classroom management anxiety, for instance, some of the EFL pre-service teachers' felt anxious about becoming cruel teachers because she needs to be angry to stop the students' noise in class. From that, she needed an excellent teacher with a joyful class and did not want to be grumpy.

Moreover, this study found that the COVID-19 pandemic produced other anxiety in EFL pre-service teachers, namely, getting a school for field teaching

practice and interacting with the students amidst COVID-19. The pandemic made them look for schools for field teaching practice independently and inflicted their anxiety. Because many schools confine the EFL pre-service teachers in their schools in order to avoid the spread of the COVID-19 virus, many schools just carried out online learning. Consequently, they need to visit schools one by one independently to get teaching permission, and they also get some rejection from some schools until they get one. Afterward, the interaction amidst the health protocol of the COVID-19 pandemic made them get overwhelmed. For example, one of the participants worried that his teaching method would not be applied well because they could only do it sometimes during group work activities.

5.2 Limitation

This research focused on EFL pre-service teachers' anxiety during field teaching practice amidst COVID-19. The anxiety of the EFL pre-service teachers in this study has the potential to be disparate there out of the COVID-19 pandemic. This study did not address EFL pre-service teachers' anxiety during field teaching practice. In collecting the data from this study, the researcher needs to have an interview session after the written reflection to get detailed data regarding EFL pre-service teachers' anxiety during field teaching practice amidst COVID-19.

5.3 Pedagogical Implication

Regarding this result study, some suggestions are presented related to EFL pre-service teachers' anxiety during field teaching practice amidst COVID-19, as follows: for the teacher educators, this research should evoke the consciousness to be more considerate of EFL pre-service who want to have the teaching experience at school. The pre-service teachers need the teacher's guidance to get teaching feedback. Besides that, giving psychological support is also crucial to help pre-service teachers to avoid the level of their teaching anxiety. For new EFL pre-service teachers/pre-service teachers/college students, this research is expected to build pre-service awareness to build more understanding of the material before teaching because, in addition to the COVID-19 situation, the lack of material understanding also creates anxiety during field teaching. As the shelter of the pre-service teachers, the university still needs to consider the difficulties of the pre-service teachers doing the field teaching practice in an unexpected situation like the COVID-19 pandemic.

5.4 Recommendation for Further Studies

The further study recommended enlarging the number of participants to increase the study's validity. This study uses written reflection and interview sessions to collect the participant's data so that subsequent researchers also could try to use the new instrument like the questionnaire to collect the data with more large participants. Further researchers also could investigate more about one of the themes in this study, which talks about EFL pre-service teachers' anxiety about

getting to schools amidst COVID-19. At that point, pre-service teachers need to look for the school independently without being accompanied by a lecturer from the college. It is also interesting for further researchers to investigate the EFL pre-service teachers' anxiety during field online teaching practice amidst COVID-19.

