

PRE-SERVICE TEACHER PERSPECTIVES ON MANAGING SPEAKING ANXIETY IN TEACHING EFL CLASSROOM

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ABSTRACT

Speaking anxiety is a significant challenge for pre-service teachers in English as a Foreign Language (EFL) classrooms. This study explores the causes of speaking anxiety as well as the coping management art utilized by pre-service teachers during their teaching practicum. Using a descriptive inquiry approach, data was collected from ten participants through an open-ended general inquiry. Findings indicated that the causes of anxiety included lack of confidence, fear of being wrong, student judgment, cultural disparities, and classroom management. To reduce anxiety, participants used cognitive, metacognitive, and social tactics, such as speech preparation, relaxation, peer support, and self-reflection. This research highlights the importance of integrating the management art of anxiety management into teacher education programs to improve teaching effectiveness as well as self-efficacy among future educators.

Keywords: *Speaking anxiety, pre-service teacher, EFL classroom, coping strategies, teacher education*

ABSTRAK

Kecemasan berbicara merupakan tantangan yang signifikan bagi calon guru dalam kelas Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini mengeksplorasi penyebab kecemasan berbicara serta strategi pengelolaan kecemasan yang digunakan oleh calon guru selama praktik mengajar mereka. Dengan menggunakan pendekatan penelitian deskriptif, data dikumpulkan dari sepuluh peserta melalui pertanyaan terbuka. Temuan menunjukkan bahwa penyebab kecemasan meliputi kurangnya kepercayaan diri, takut salah, penilaian siswa, perbedaan budaya, dan manajemen kelas. Untuk mengurangi kecemasan, peserta menggunakan taktik kognitif, metakognitif, dan sosial, seperti persiapan pidato, relaksasi, dukungan teman sebaya, dan refleksi diri. Penelitian ini menyoroti pentingnya mengintegrasikan strategi manajemen kecemasan ke dalam program pendidikan guru untuk meningkatkan efektivitas pengajaran serta rasa percaya diri di kalangan calon pendidik.

Kata Kunci: kecemasan berbicara, calon guru, kelas EFL, strategi penanggulangan, pendidikan guru

A. Introduction

Overcoming speaking anxiety is an important endeavor for pre-service teachers in English as a Foreign Language (EFL) classrooms. After obtaining a teaching license, pre-service teachers join the trainer school application to work in domestic public schools or overseas educational institutions (Lee, 2019). Speaking anxiety, sometimes defined as worry or anxiety associated with oral communication, can interfere with teachers' confidence and effectiveness. Suleimenova (2013) states that this anxiety manifests as emotional states such as worry and anxiety, especially through classroom interactions. Excessive expectations from peers and students, loss of enjoyment of teaching, and fear of making mistakes all contribute to this (Therlana, 2023). Teaching practice is one of the difficulties that pre-service teachers must overcome. Teaching practice is one of the problems faced by prospective educators. To become a real trainer, one needs to practice teaching. Pre-service teachers benefit from the experience of real coaching and mastering scenarios through teaching practice (Ngidi & Sibaya, 2003). For various reasons, it is

important to look at how pre-service teachers examine coping mechanisms for speaking anxiety. Firstly, this study offers in-depth statistics on the specific challenges and problems faced by pre-service teachers in the EFL classroom. Knowledge of these viewpoints can help in figuring out help networks and creating focused interventions in instructor education packages. According to Liu and Jackson (2008). In the long run, this can improve the confidence and verbal exchange skills of pre-service teachers. Ultimately, these observations demonstrate the importance of hysteria management in effective EFL teaching and its consequences for teacher practice and skill enhancement, which is useful for language instructor training as a whole. To reserve the issue of talking anxiety amongst pre-service teacher EFL classroom, it's far important to apprehend the multifaceted nature of the problem. Anxiety is possibly to result from the interaction of such problems as constrained coaching enjoy, fear of poor assessment, and strain to deliver properly underneath extreme expectancies in actual lecture rooms contexts. As highlighted by Aydin (2016), these elements can lead

to emotional misery and restrict oral communicate skill ability, that's a critical skill for powerful language training. Furthermore, the coaching practicum, while beneficial for gaining hands-on revel in, can exacerbate anxiety because of its demand for immediate utility of theoretical knowledge in unpredictable lecture room eventualities (Ngidi & Sibaya,2003; Novitasari & Murtafi'ah, 2022). Therefore, it's far critical to recognise and rectify those anxiety causes in order that self-efficacy can be developed and teaching performance improved amongst pre-service teacher. These studies noted that pre-service teachers need to be empowered with effective coping strategies in order to alleviate speaking anxiety. Among cognitive strategies, speech preparation and mastery of content are the ones that can best reduce anxiety and enhance confidence in oral communication tasks (Arifin, 2024). In addition, metacognitive strategies such as self-reflection and relaxation have been found to be effective in assisting teachers in coping with anxiety-provoking situations (Hanifa, 2018; Sadi & Dastpak, 2017). Social strategies, including peer support and

feedback from mentors, also contribute significantly to stress reduction and resilience development during teaching practice (Kim & Kim, 2004; Pasaribu & Herendita, 2018). These findings highlight the need for teacher education courses to incorporate comprehensive training in anxiety management so that pre-service EFL teachers can be better prepared for their professional practices. The primary objective of this study is to explore effective coping strategies for speaking anxiety among pre-service EFL teachers. Specifically, the study aims to identify the primary coping mechanisms employed by pre-service teachers during their teaching practicum and evaluate how effective these strategies are when applied in real classroom settings. By investigating the interaction between anxiety management strategies and teaching effectiveness, this study seeks to provide actionable suggestions for facilitating oral communicative competence and teaching self-efficacy in pre-service instructions. The result will ultimately guide the development of targeted interventions in teacher preparation programs, enhancing professional development and the overall quality of

language instruction in EFL classrooms.

B. Method

This study aims to explore pre-service EFL (English as a Foreign Language) teachers' experiences of managing speaking anxiety in the classroom. Given that speaking anxiety is one of the main challenges that can affect teachers' performance and confidence, it is important to understand how they face a cope with this situation. To explore the participants' subjective experiences and personal narrative inquiry method. The narrative inquiry approach was chosen because it allows researchers to understand individual experiences through the stories they share. Through narratives, participants can reflect on their experiences, convey the emotions they feel, and describe the strategies they use to overcome speaking anxiety, thus, this study focuses not only on "what" pre-service teacher experiences, but also "how" and "why" they experience it. An open-ended, narrative-based questionnaire was used to collect data. The purpose of the questionnaire was to entice respondents to provide a detailed and organized account of their experiences. Some of the key

questions in the questionnaire included.

C. Findings and Discussion

This study aims to explore the experiences of 10 pre-service teachers in managing speaking anxiety in the EFL (English as a Foreign Language) classroom. Speaking anxiety in the EFL classroom has been diagnosed as a significant barrier to the improvement of students' fluency and confidence (Horwitz, 1986; MacIntyre&Gardner, 1991). For pre-service teacher, this problem is compounded by way of the pressure to seem able in front of the magnificence even as coping with uncertainty and judgement (Ngidi & Sibaya, 2003). Understanding how those future teachers cope with their anxiety is important to supporting their expert improvement and improving the nice of language teaching (Richards, 2017). Data have been accumulated through open-ended, narrative-primarily based on questions, permitting individuals to describe their experiences in depth. Analysis of the information resulted some key findings concerning the coping strategies utilized by the participants. The research results are presented in the form of graphs, tables, or descriptions.

Analysis and interpretation of these results are required before discussion.

Tabel 1 Summary of Key Themes of Speaking Anxiety and Coping Strategies from 10 Participants

Participant	Main Source of Speaking Anxiety	Coping Strategies Used
RAK	Fear of making mistakes, lack of confidence in language skills.	Through material preparation, pronunciation practice, successful self-visualization, focus on communication rather than perfection.
ANA	Concerns about student judgment, feeling unprepared for unexpected questions.	Taking detailed notes, seeking feedback from mentors, developing back-up plans, accepting that not all questions should be answered immediately.
ZR	Cultural and language differences with students, fear not being understood.	Learning more about the students' culture, using simple and clear language, using visual aids, asking

		for clarification from students.
AA	Pressure to be perfect, negative past experiences	Recalling past successes, setting realistic goals, relaxing before teaching, seeking support from peers.
RDN	Lack of teaching experience, feeling supervised by senior teachers.	Observing other teachers' classes, asking for constructive feedback, focusing on gradual improvement, developing positive relationships with students.
NW	Unconducive classroom conditions (e.g., too crowded, noisy).	Develop effective classroom management strategies, create clear routines, use relaxation techniques to calm self and students.
NAP	Concerns about technology (e.g., projector)	Prepare backup materials, practice using technology

	not working).	before teaching, ask for technical assistance if needed, develop a flexible and adaptive attitude.
RA	Feeling uncomfortable with own accent, fear of ridicule.	Accept and appreciate own accent, focus on clarity and fluency, seek positive examples from successful non-native English speakers, build confidence by practicing regularly.
AZA	Lack of sleep and fatigue.	Prioritizing adequate rest, doing moderate exercise, eating healthy food, managing time effectively.
MCA	Personal issues that affect concentration and emotions	Seek support from friends, family, or counselors, practice mindfulness techniques, separate personal issues from

		work, focus on positives
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The findings from the table above display that the resources of EFL pre-service teachers' speaking anxiety are very numerous, ranging from inner elements (e.g., lack of confidence, worry of making mistakes) to external elements (e.g., stress from college students or senior instructors, destructive classroom conditions). The coping strategies used also numerous, however normally involved cautious educations, relaxation, social aid, and a alternate in attitude.

Those results are consistent with previous research through Aydin(2016) and Theriana(2023), who located that speaking anxiety can preclude EFL teachers' overall performance and that effective coping strategies are crucial to boom confidence and teaching effectiveness. Moreover, those findings also highlight the importance of a complete teacher education software that focuses no longer best on teaching expertise and talents, however additionally on growing effective anxiety control strategies.

D. Conclusion

The findings of this study reveal that speaking anxiety among pre-

service teacher in EFL is a multifaceted difficulty prompted through inner factors such as lack of confidence and worry of creating errors, in addition to external factors like stress from students and senior teachers, and destructive classroom conditions. Coping strategies of support training, relaxation techniques, peer support, and a shift in mind-set. These strategies have tested effective in lowering tension and improving coaching performance. This look at underscores the significance of addressing speaking anxiety to enhance oral communication competence and coaching self-efficacy among pre-service teachers.

Based on the findings, it suggested that instructor schooling packages include complete schooling on anxiety of cognitive tactics like content material mastery, metacognitive strategies which include self-mirrored image and relaxation techniques, and social techniques like peer collaboration and mentorship. Those interventions will better prepare pre-service teacher in EFL for demanding situations of professional exercise, fostering resilience and confidence inside the

classroom. This advice is specially addressed to establishments responsible for trainer education and expert development packages to make sure the readiness of destiny educators in handling speaking anxiety successfully.

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