AN ANALYSIS OF PRE-SERVICE TEACHERS' ANXIETY
IN TEACHING ELT STUDENTS AT IAI AL-QOLAM

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Abstract

The purpose of this study was to determine the level of pre-service teachers' speaking anxiety in teaching ELT students, avoid anxiety by knowing the causes, and how to overcome their anxiety. The subjects of this study were 15 students of IAI Al-Qolam who had already experienced practice. The data were collected by questionnaires and interviews where the questionnaire consists of 10 questions with 4 choices, namely agree, strongly agree, disagree and strongly disagree to find out the level of anxiety of pre-service teacher English. Based on the results of the study it can be said that the factors that influence the anxiety level of pre-service teacher are the data obtained from the answers of fifteen participants. The influencing factors are the lack of vocabulary, low self-confidence and lack of teaching experience. The impact of pre-service teacher speaking anxiety is a lack of confidence in teaching, difficulty concentrating, and a lack of interaction with students. Strategies to overcome pre-service teacher speaking anxiety are to prepare well, learn teaching materials carefully, improve English skills, practice the material before teaching, ask for support from colleagues and school staff so that they can share experiences and evaluate the quality of teacher.

Keywords: Impact, Anxiety, Speaking Anxiety, Factors, pre-service teachers

INTRODUCTION

Speaking is supposed by both students and teachers as one of the English language skills that causes the most anxiety. Anxiety results from the presence of causes that develop as a result of various causes or difficulties encountered by a person. This is consistent with the statement by Zuhri, Salija, and Sakkir (2022), that "Humans are exposed to a variety of conditions or events that can trigger the emergence of anxiety. As an illustration, unforeseen tests, assignment presentations, arriving late to class, work deadlines, etc. A person's body, intellect, or conduct cannot manage the emotional state of anxiety". Syahfutra and Wibowo (2019) also "stated that the factors that cause anxiety are self-perception, presentation in class, fear of making mistakes, social environment, gender, and cultural differences". The results of their study showed that the anxiety factors of pre-service teacher students are self-confidence, anxiety in the classroom using English, preparation when teaching and willingness to overcome anxiety or anxiety. While the teaching and learning process and student learning outcomes do not escape communication between teachers and students, therefore teachers do not need to show such anxiety because if a teacher looks anxious it will interfere with the teaching and

learning process, because the classroom atmosphere during the teaching and learning process is largely determined by the role of teacher competence.

Pre-service is the basis of the teacher education training curriculum which is intended to provide prospective teachers with the pedagogical skills, content knowledge, and attitudes needed to teach effectively. This activity is an experience where pre-service teachers change their way of teaching into professional classroom practice. This allows students to find out, try, and reflect on the refinement and intricacies of the classroom which includes the moral as well as technical dimensions of teaching. (Zuhriya & Laili 2023). According to Jaelani & Zabidi (2020), it is not just delivering material but also the process of changing student behavior according to the expected goals. Pasaribu and Harendita (2018) claim that practical English teaching is one of the most important aspects of the English Language Education Study Program because they need the opportunity to learn from real schools. However, because they lack classroom experience, experience difficulties and problems resulting in anxiety, which hinders them from delivering successful teaching performance. These pre-service teacher English usually practice teaching English in schools for a minimum of two months. In addition, the teaching process of these pre-service teachers is to improve their teaching skills practical teaching. pre-service teacher Englis are assigned by universities to practice pedagogical teaching and courses related to English skills and components in real classrooms.

An unhealthy to express emotions is anxiety. When we worry, we become agitated, shaky, frightened, sweaty, and our hearts begin to race. The term "feelings of anxiety that occur due to certain inappropriate results of effort" is also suggested by Zuhriyah & Laili (2023). Whereas, according to Sudarta (2022), "anxiety is a feeling of fear, an emotion that individuals often experience throughout their lives". And reinforced by Rhamadian (2022) in his article, "Anxiety is one of the reactions that trigger emotional or physical stress". This issue arises when aspiring pre-service teachers believe their skills are weak, that they speak incoherently, believe they are foolish, believe they are not knowledgeable about the subject, or believe that others do not understand them when they speak. Anxiety can often be defined as a subjective mental distress that doesn't always resolve issues or provide security.

The negative effects of anxiety are thought to have a great influence on the teaching and learning process of pre-service English teachers, this issue became very prominent that argued that teaching is one of the most stressful jobs in the world (Hayuningtyas & Humairoh 2021). This means pre-service teacher English have more anxiety than experienced teachers. To increase the success of teaching and learning in the classroom, it is necessary to prepare high-quality teacher candidates. So that, the anxiety of speaking English, especially for pre-service teachers, should not be a problem because speaking is one of the most important things to deliver material to students. To improve the quality of speaking English of good pre-service teacher students, we need to know the factors that cause anxiety and how they overcome it. Because anxiety is a disruptive variable in communication that everyone tries to avoid.

In the literature on speech anxiety of pre-service teachers English, this study is in line with the opinions of Zuhri, N. A., Salija, K., & Sakkir, G. (2022) knowing the level of student anxiety from the factors causing anxiety and the influence of speaking anxiety on the learning process of students at SMA Negeri 1 Parepare. This study used a mixed-method research design and then data was collected from questionnaires and interviews. The results showed that the average score of students' overall speaking anxiety was a relatively mild level of anxiety. The impact of speech anxiety on the student learning

process is caused by low student motivation to learn English, lack of pronunciation, lack of grammar, lack of vocabulary, lack of practice speaking in English, and the opportunity to speak in front of many so that it hurts students by causing students nervousness, fear, blankness, and stuttering.

Christy & Allen (2020) measuring the level of anxiety faced by prospective English teachers in teaching and its effect on student performance, as well as the causative factors of that anxiety. This research is descriptive. The sample of this study was students of the English Department who took speech courses at STKIP PGRI West Sumatra in the 2018/2019 academic year. Researchers used three instruments in collecting data, namely speaking tests, questionnaires, and interviews. From the results of the study was concluded that anxiety is very influential on student performance, pre-sevice teacher with high anxiety levels have low performance, and pre-sevice teacher with low anxiety levels then these students have good performance in speech.

Aghajani & Amanzadeh (2017) investigated the relationship between students' anxiety and their communication performance. This research is qualitative research that adopts correlational. Data was collected from teacher records, physical condition records, and questionnaires. Speaking presentations are also assessed based on teacher evaluations. After that, the correlation between the questionnaire data and the speaking test score was calculated through the bivariate Pearson r correlation. The results showed that there was a significant negative relationship between students' anxiety and their communication performance. As a result, it can be concluded that (high) anxiety is effective (negative) in student performance.

Previous researchers used subjects collected from records of teachers and students practicing in public institutions. However, in this study, researchers have try to conduct similar research that aims to determine the factors and effects of anxiety in speaking English class at IAI Al-Qolam as a different subject. IAI Al-Qolam is an Islamic boarding school-based institution. Pesantren is a growing and well-known Islamic religious education institution. By instilling religious values and character in their students, Islamic boarding schools are educational institutions that emphasize the development of the personality and mental attitude of students so that they have good morals and become the next generation of a great nation. Santri can further develop their religious understanding and learn moral principles based on Islam at Islamic boarding schools founded by *Kyai and Nyai*. This research is useful as a reference for pre-service teachers to improve the quality of learning in the classroom. Then by knowing how IAI Al-Qolam Malang students overcome their anxiety in speaking English in the learning process, it can be a reference for pre-service teachers in tertiary institutions and even in other institutions can also be used by English teacher as a solution for those who have the same anxiety.

The study also focused on strategies to overcome anxiety in Language teaching (Hayuningtyas & Humairoh 2021). The solution strategy, self-reflection, enables the pre-service teacher to draw meaning and experience from his teaching, identify problems, and gain more trust from his students. In addition strategies to overcome anxiety, can also be helpful for institutions to improve the quality of students in order to produce better pre-service teacher.

Anxiety is disruptive to learning, making communication not smooth, so that the material presented is not clear and difficult for students to understand. Therefore, researchers are interested in discussing the analysis of the effect of speaking anxiety on

pre-service teacher students in English learning at IAI Al-Qolam Malang Semester Seven. Based on the background above, the objective of the study. is to determine the level of anxiety and what factors that causes speech anxiety of pre-service teachers at IAI Al-Qolam Malang Semester Seven and how pre-service teacher students overcome speech anxiety.

This research is useful for pre-service teacher students so that they can avoid anxiety by knowing the factors that cause and overcome anxiety in learning in the classroom, whereas for the government it can be a benchmark in making policies for prospective teachers it also requires mental readiness so that students do not experience anxiety as in teaching Learning Design. This is important for the teacher as a marker of the concept of teaching activities, but the Design of Lesson Plans must also be prepared according to class conditions.

RESEARCH METHOD

Researcher use qualitative research methods that to collect insightful data in depth. The research design in this study used case studies. These cases can be events, activities, processes, and programs according to (Creswell 2016). This qualitative research method with a scala likert approach was chosen because it is the purpose of this study, is to determine the speech anxiety of pre-service teachers in English language learning. This step is carried out to understand the character of the individual who is studied in depth. In addition to studying individual character, it also helps determine the solution to the problems faced by these individuals. The hope is that the problems faced can be solved. Then the individual have a better character and way of thinking. The Sources of data in research there are two techniques:

1. Interview

In qualitative research, interviews are described as dialogues with predetermined goals (Moleong, L.J. 2007). Both the interviewer and the interviewee participate in the chat. While interviews are usually carried out as a face-to-face information gathering exercise to get the right data related to the research subject. Semi-structured interview is the method used. This type of interview is more self-directed than a structured interview to answer the research problem.

2. Questionnaires

The questionnaire, in the words of (Prof. Dr. Sugiyono 2010), is a device for gathering data that uses a list of written questions completed by respondents. Surveys are used for collecting data about respondents' opinions, attitudes, knowledge, and other attributes. The suitability of each item was tested by using examined indicators as a part of the questionnaire validation process. The Likert scale provides the basis for the range of ratings that researchers utilize. In this study, a Likert scale with a four-choice model (on a scale of four) was used. A statement describing the scale is followed by a list of options that indicate its level. The validation results were then analyzed and categorized into Table 1 according to the Likert scale (Widoyoko 2016).

Tabel 1. Score Category Based on Likert Scale.

CATEGORY	INTERVAL RATE ACHIEVEMENT
Very High	> 32,851
High	27,133 - 32,851
Low	21,415 - 27,133
Very Low	< 21,416

Theory used for this study argues that qualitative data analysis activities must be interactive and continuous until completion, until the data is saturated. Analysis consists of a series of tasks performed simultaneously, including data reduction, data display, and conclusion drawing/verification (Prof.Dr. Sugiyono 2010).

Picture 1. Model analysis Miles and Huberman
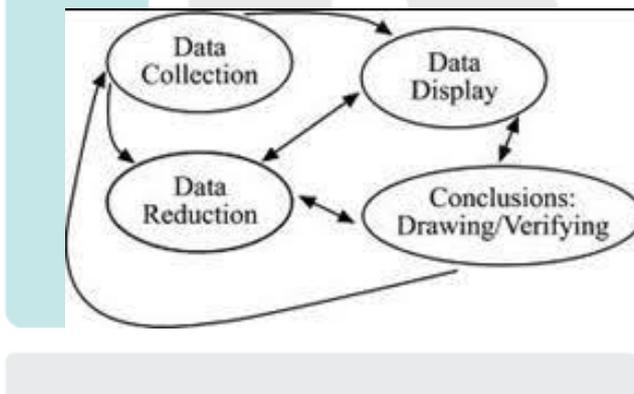
1. Data reduction

When researchers sent out questionnaires to students, data reduction was done. The student will receive a questionnaire from the researcher. After completing the questionnaire and conducting the interview, the results of the questionnaire will be examined. The interview's outcomes will be documented so that they won't be forgotten or vanished. Research findings from interviews will be more reliable if they are backed up by personal experience.

2. Data display

The presentation of data is carried out using narrative text. The results of the sample will be analyzed using words that describe the results of the analysis of speaking anxiety of pre-service teachers in English learning at IAI Al-Qolam Malang semester seven.

3. Conclusion/data verification

Conclusions were drawn after researchers combined data between questionnaires and interviews. From the conclusions, we will get the results of an analysis of the speaking

anxiety of pre-service teachers in English learning at IAI Al-Qolam Malang in the seventh semester

For the study, researchers took 15 active college students, 5 men and 10 women who ranged between 22 and 28 years. They are seventh-semester English students who have carried out Field Experience Practice (PPL) because Pre-service Teachers English may also experience difficulties during practicum due to their minimal experience in using language targets (Zuhriyah & Laili 2023). The place of research is located in one of the universities in the Malang. Therefore, to realize perfect research, researchers need the help of participants. It is important to complement and support each other to facilitate the research process and research can be run by established procedures. In this research, 2 parties work together, namely lecturers and colleagues who always participate in taking their time to help the research process.

FINDINGS

To to get the results of anxiety level of pre -service teachers, 10 questions were proposed to 15 pre-service teachers. Questionnaire modifying the level of speech anxiety of pre-service teachers from (Horwitz et al 1986). as follows:

1. I am afraid when I do not master the materials and realize many errors in the delivery of the material.
2. I was shy and felt not confident enough when speaking English in front of students.
3. I was worried that students would not be able to follow my instructions.
4. I felt unsure of my ability to improvise in class.
5. I feel uneasy if the supervisor tells me that he will come to class to observe
6. When I speak English, I can get so nervous that I forget what I know.
7. I was afraid that I would not be able to answer the questions asked by the students.
8. I am afraid that there are students whose abilities exceed mine.
9. I felt nervous and scared because of the lack of depth in the material.
10. I feel that depositing lesson plans at the beginning of learning bother with learning preparation in the classroom.

To strengthen the results found from the questionnaire, the follow-up questions were proposed:

1. What are the factor of anxiety?
2. What are the effects of anxiety?
3. How to overcome anxiety?

After getting answers from a questionnaire which totaled ten questions and interviews conducted with 15 students, the results were showed the results of questionnaire in the following table.

Table 2. The pre- service English teacher's level of anxiexty can be categorized as follow

No.	Name	Answer										Score	Category
		1	2	3	4	5	6	7	8	9	10		
1	Respondent 1	2	1	3	3	4	1	1	1	1	4	21	Very low
2	Respondent 2	3	3	2	3	3	3	3	3	3	3	29	High
3	Respondent 3	3	2	1	3	3	2	2	3	3	3	25	Low
4	Respondent 4	3	3	3	3	3	3	2	2	2	3	27	Low
5	Respondent 5	3	3	3	3	3	2	3	2	2	3	27	Low
6	Respondent 6	4	3	3	3	2	3	3	3	3	3	30	High
7	Respondent 7	1	1	1	2	2	1	2	2	2	2	16	Very low
8	Respondent 8	3	2	3	3	3	3	2	3	3	3	28	High
9	Respondent 9	3	2	3	3	3	2	2	1	2	1	22	Low
10	Respondent 10	3	4	2	2	3	3	3	2	2	1	25	Low
11	Respondent 11	4	4	4	4	4	4	4	4	4	4	40	Very high
12	Respondent 12	3	4	3	3	4	4	4	4	3	2	34	Very high
13	Respondent 13	3	3	3	4	4	3	2	3	3	3	31	High
14	Respondent 14	2	2	2	3	4	2	2	3	1	2	23	Low
15	Respondent 15	2	4	2	3	3	3	3	3	3	3	29	High

The following categories of student anxiety levels can be used to classify the overall nervousness of future teachers' students during teaching practice:

Table 3. Pre- sevice English teacher's level of anxiety.

CATEGORY	INTERVAL RATE ACHIEVEMENT.	SCORE	PRESENTAGES
Very High	> 32,851	2	13,33
High	27,133 - 32,851	5	33,33
Low	21,415 - 27,133	6	40

Very Low	< 21,416	2	13,33
	TOTAL SCORE	15	100

In addition, after distributing questionnaire and getting the responses, interview was conducted to get more understanding or more information about the cause of anxiety, its effects on students, and strategy to overcome it. Based on the findings above, the results of interview were described as follow:

1. Factors of speech anxiety of Pre-service teacher English

In this section, the researcher discussed the first question was about the causes of pre-service English teacher's anxiety while teaching in the class. The majority of students say that being apprehensive and lacking confidence during their first teaching encounter are the main causes of speaking anxiety for English teachers wishes. At their initial meeting, they also disclosed that they unexpectedly nervous when speaking in front of the class. They are unable to explore their ideas in class while they are nervous. Due to their lack of learning experience and vocabulary understanding, they believe that their teaching abilities are low. The findings of this study indicate that a contributing factor to pre-service English teachers' nervousness is their lack of prior teaching experience. That is because most individuals have feel uncomfortable in new situations. The lack of vocabulary at IAI-AL QOLAM is at the root of speech anxiety. They feel unprepared to teach because they are worried about making mistakes or because they don't have the necessary skills to handle the scenario. Here are some pre-service teachers' statement related to their anxiety while teaching in the class.

"….. I think is limited vocabulary, because it can feel difficult to say some words well"

"….Not ready to practice Worried about making mistakes when speaking due to lack of good English skills."

"I fill Nge blank because nervous, awkward and the like".

"I started well but I couldn't develop my ideas because I felt disappointed at the beginning of my teaching".

"I'm afraid that my grammar will fall apart when teaching and my students will realize it"

"Because I had never taught before, I was very nervous about meeting students in class, I was afraid they would ask strange questions"

"there is no time to understand the material because the time is up to make a learning plan so that I forget to prepare the material"

"I feel anxious when someone responds to my learning with students who are not good"

"I feel anxious when a tutor enters the classroom to supervise the learning in the classroom"

2. Effect of speech anxiety of Pre-service teacher English

In this section, the researcher discusses the second interview question. Later, they are not able to create a pleasant learning atmosphere in their class, causing anxiety. Communication disorders can interfere with pre-service teachers' ability to communicate clearly and fluently. They have difficulty expressing their thoughts and ideas appropriately, which can hinder teaching and learning. Lack of Interaction and Engagement: If teacher candidates feel anxious about speaking in front of the class, they tend to avoid direct interaction with students. They avoid answering questions, asking

students to actively participate, or leading group activities. This can reduce student involvement in the learning process and hinder the development of positive relationships between teachers and students. Influence on teaching quality Excessive anxiety can affect the overall quality of teaching. Anxious teacher candidates may not be able to follow the lesson plans well, ignore some important aspects of the material, or be unable to establish a positive learning environment. This can hinder student development and reduce the effectiveness of learning. The effects of pre-service teacher anxiety on learning English, according to the students, include difficulty focusing throughout the class, constant stress, a lack of student involvement, and poor communication. The following description illustrates the situation.

"Students will find it difficult to understand what the teacher is saying."
 "Could not convey the material as much as possible."
 "Nervous and not optimal in class."
"I think the impact is limited use of language and a negative impact on self-confidence"
"The effects of anxiety itself are feeling afraid to participate in class, having difficulty focusing and feeling tense."
"The teacher will go blank and lose the lesson plan that has been prepared"
 "Not the maximum material that is conveyed."
"The impact I feel myself is difficult to concentrate, endless tension. And later they cannot create a pleasant learning atmosphere in their class, due to endless anxiety."
"As a teacher, if I'm nervous then the lesson can't be conveyed properly."
 "lack of confidence because it is viewed negatively by students"

3. Strategies to overcome speech anxiety for pre-service teachers English

  In this section, the researcher discusses the last interview question, namely strategies to overcome speech anxiety for pre-service teachers English. The students reported that there were several strategies for coping anxiety including persuading themselves to feel calmer and less afraid that their abilities were higher than those of their class. They say they thoroughly prepare for the topic so they don't get nervous during class. As a way to break the ice in the classroom and prevent nervousness while teaching, they provide icebreakers at the start of lessons to improve communication between students and teachers. Calm down take short notes while speaking English in class, and if nothing happens. Ask for support from friends or school staff to be able to share experiences and be able to reduce the anxiety experienced. Evaluation is the final step and with evaluation, participants can identify instructional weaknesses that worry us. The following description illustrates the situation.

".....Convincing myself, my abilities are slightly above theirs, because I first studied before them".
 "I think it's actually difficult to overcome anxiety. It turned out that when I explained and the children responded well there the anxiety started to decrease and also when the children started asking questions, answering questions that's where the anxiety started to disappear".
 "....Usually do the learning first so that the teacher understands and masters the material provided".
 ".....Get along and get to know students better".
 "First, take a deep breath and then smile. And starting to concentrate so I don't think too much and suppress myself, I'm also stronger, I'm confident that I am capable".

"Don't forget to always start with ice breaking in class and have to prepare a lesson plan that will be delivered, finally, ask students to often ask questions that make them happy".

"Yes, I prepare or study material from the evening about what will be delivered. And when in class try to adapt to the circumstances in class. Trying as much as possible to create a comfortable and friendly atmosphere so that it reduces anxiety in me".

".....understand the character of students so as not to feel anxious"

".....ask for support, especially the prayers of parents."

"evaluate so that anxiety is reduced at the next meeting"

"Usually I calm myself to be more confident and make small notes to make it easier for me to teach"

DISCUSSION

The researcher conducted this study to find out what factors influence the anxiety of speaking English for pre-service teacher students, what impact it has and how they overcome this anxiety, the participants are pre-service teacher students of IAI Al-Qolam Malang. This is different from the findings of research conducted by Syahfutra & Wibowo (2019) who examined the causes of speech anxiety and how to help students of the English Language Education Study Program overcome it. Researchers used a sample of 60 students from UIN Suska Riau and Muhammadiyah Riau University to collect data on two universities in Pekanbaru, namely state universities and private universities. According to research findings, nervousness and effectively communicated ideas are the main factors influencing speaking anxiety at State Universities. The biggest resource in private universities is self-confidence, always considering students' mistakes and attitudes during the learning process. The findings of this study suggest that lack of confidence in speaking at teaching meetings, lack of previous teaching experience, and lack of vocabulary knowledge are the main causes of speaking anxiety in aspiring English instructors. In general, a contributing factor to pre-service English teachers' nervousness is a lack of prior teaching experience. That's because most individuals will feel uncomfortable in new situations. When pre-service teacher English instructors arrive at their first teaching meeting, they go through this. Then, this new state of affairs worries them. They may feel unprepared to teach because they are worried about making mistakes or because they don't have the necessary skills to handle the scenario. This view is in line with one of Asrida (2017) opinions, the conclusion that speech impediments include low self-esteem, fear of making mistakes, and a lack of ideas that never materialize. The nervousness that comes with teaching or addressing an audience may increase. In-service teacher instructors may experience insecurity and anxiety if they feel unprepared for the lesson they will teach or the material they will present. This viewpoint is in line with Kim and Kim, who state that concern among students who aspire to become English teachers is a factor. English competence, lack of confidence, lack of preparation, compared to more experienced teachers and native teachers, worry about getting bad grades, and some of them lack experience (Hayuningtyas & Humairoh 2021).

From the results of the interviews, the researcher found indications that concern especially had an effect on the English speaking ability of pre-service teacher students. Most of the pre-service teacher students said that the anxiety they faced greatly influenced the experience they had before. In the research taken by Zuhri, N. A., Salija, K., & Sakkir, G. (2022) conducted at SMAN Parepare, the place was for grade XI students. Respondents

were taken as many as 96 students, researchers were able to find that students at Parepare High School had moderate levels of anxiety. Researchers also found that the impact of speaking anxiety on student learning is low motivation to learn foreign languages so it harms students by making them blank, stutter, and afraid during the English learning process. This is very different from the findings of researchers conducted at IAI Al-Qolam where the impact of speech anxiety on learning is a lack of confidence during learning that makes the learning process not optimal, Communication disorders They have difficulty in expressing their thoughts and ideas appropriately, which can hinder teaching and learning, Lack of interaction and involvement between teachers and students resulting in loss of focus during classroom learning. However, both have similarities in the method of taking questionnaires as research instruments. In addition, the researchers found that when pre-service teacher students participated in speaking activities without adequate preparation, they froze and felt anxious. In her research, Padmadewi (2016) found evidence that supports the idea that students experience anxiety due to pressure from assignments or instructor directions that force them to speak English or spontaneously within a specified amount of time. As a result, many are still embarrassed or afraid of making mistakes when speaking English or expressing their opinions. This makes them forget and unable to have natural discussions. In addition, pre-service teacher students usually experience anxiety in speaking English when they feel viewed negatively by (Fauzi 2022). This is in line with Hanifa (2018) that responses from people around who are not good can create anxiety and hesitate to speak, for example fear of being laughed at or ridiculed, or considered superior to others when they try to communicate in English with other people. Based on some of the studies above, these factors can be a threat to student teacher candidates to develop their communication skills.

From these findings, it can be concluded that the strategy for overcoming the speaking anxiety of prospective English teacher students is good preparation, one of the best ways to reduce anxiety is to prepare well. Study the teaching material carefully, improve your English skills, and practice the material to be taught. The better prepared you are, the more confident you will be. This finding can be correlated with Syahfutra & Wibowo (2019) research, one of the solutions they found was to do a lot of preparation. The preparation that they emphasize is doing individual exercises or talking with friends before starting the process of speaking in front of the class. On the other hand, researchers also state that calming down and practicing a little before teaching can also reduce anxiety. This is also in line with Asrida (2017) who revealed that students use various techniques to reduce anxiety when speaking English in class, including trying to calm down, taking short notes while speaking English in class, and if nothing happens. Try practicing alone in front of a mirror before speaking in class to improve your English, and practice speaking with friends. Yuliani, R.E., Suryadi, D., & Dahlan (2019) also stated that the learning environment and fun situations could encourage students to like the material. But on the other hand, researchers also have a different strategy, namely by way of evaluation. After teaching, take time to reflect on your experiences after teaching. What works? What needs to be fixed? Honest self-evaluation will help develop teaching skills, and increase confidence in the future.

The results of this study can show individual differences in dealing with anxiety related to being a teacher. Some teacher candidates may experience high anxiety, while others may feel more confident and have low levels of anxiety. This research can provide new insights into factors that contribute to pre-service teachers' anxiety levels, such as social support, or perception of responsibility as a teacher, sudden loss of all memory

while speaking in front of the class, unable to explore their ideas in class, lack of understanding of vocabulary from all these responses revealed that lack of teaching experience causes them to feel anxious during teaching practicum. The impact will affect the quality of teaching, Excessive anxiety can affect the overall quality of teaching. An anxious teacher candidate may not be able to follow the lesson plan well, overlook some important aspects of the material, or be unable to establish a positive learning environment. This can hinder student development and reduce learning effectiveness. To overcome this, we must prepare the material well before teaching. Create a structured and detailed lesson plan. Get to know the subject matter well, and make sure you master the topic to be taught. The better prepared you are, the more confident you will be in teaching. In addition, Building Self-Confidence Excessive anxiety can undermine the self-confidence of pre-service teachers English. As an educator, it is important to have confidence in our ability to teach and communicate with students. By knowing the right strategies, aspiring teachers can build and strengthen their confidence, which in turn will affect their interactions with students.

The differences in the results of this study are important to understand to provide appropriate support to pre-service teachers. With a better understanding of their anxiety levels, education and training approaches can be tailored to help pre-service teachers manage their anxiety more effectively and feel better prepared to enter the teaching profession. The researchers in the study faced several challenges. Respondents found it difficult to manage their empty schedules, which led to time adjustments experienced. The researchers had to find other ways to collect data, so they distributed online questionnaires and conducted interviews via Zoom meetings, which is a very responsible and fast method, all the concerns that the researchers had were answered so that this study has different from previous studies. Previous research may have found that most pre-service teachers experience high levels of anxiety leading up to starting their teaching careers. However, recent research with samples taken from pesantren-based universities and more comprehensive research methods shows that actually, the anxiety levels of pre-service teachers vary significantly.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings of the study on the degree of speaking anxiety experienced by pre-service english teacher English Language Learning at IAI Al-Qolam Malang in seventh semester, Researchers looked at degree of anxiety, triggers of speaking anxiety. Seventh Semester pre-service teacher, as well as strategies for overcoming speaking anxiety shows that two participant with very high anxiety, five participant with high anxiety, six participant with low anxiety, and two participant with very low anxiety. Data on the variables influencing potential pre-service teacher anxiety level were collected from fifteen respondents. Lack of vocabulary, low self-confidence, a lack of teaching experience, a lack of preparation for teaching, a fear of receiving a negative grade from the tutor, and a lack of vocabulary are contributing factors. Preparing thoroughly, carefully reviewing teaching materials, enhancing English language proficiency, practicing teaching the content, and ask for help from colleagues and school employees so they share experiences and evaluations are all effective strategies for overcoming speech anxiety in pre-service teachers.

Suggestions

With this research, the researcher recommends that pre-service teacher candidates can improve the quality of their speaking English. Here are some suggestions that can help student teachers overcome anxiety about speaking English:

1. Practice speaking English regularly: The more often you speak English, the more confident you will become. Try to find opportunities to speak English with classmates or even with yourself. Student-teacher candidates can practice by discussing everyday topics.

2. Join a study group or language club: Find an English study group or club on campus. This will give pre-service student teachers the opportunity to interact with others who share their interests. In this supportive environment, you can practice speaking English without fear and get feedback from others.

3. Use technology: Use technology to improve the English speaking skills of pre-service teacher students. This can use a mobile app or website specifically designed to enhance conversational capabilities. Some popular English apps include Duolingo, HelloTalk, and Babbel.

4. Watch movies and listen to music in English: By watching movies and listening to music in English, student teachers can get used to intonation, vocabulary and a more natural way of speaking. I myself enjoy watching movies with English subtitles first, then gradually increasing the challenge by watching without subtitles.

5. Prepare yourself well: Prepare the topic or material you will talk about before teaching. With sufficient knowledge about the topic, pre-service teacher students will be more confident when speaking. Make a list of keywords or phrases you want to use so that pre-service teacher students can have a guide when speaking.

6. Don't be afraid to make mistakes: Remember that making mistakes is a natural part of learning a language in teaching. Don't worry about making mistakes hindering your student teacher's ability to speak English. Keep practicing and learn from mistakes made.

7. Improve vocabulary and understanding of grammar: Having a rich vocabulary and a good understanding of grammar will give your aspiring teacher greater confidence in speaking English. Look for learning resources that can help improve both of these, such as textbooks, dictionaries, or online courses.

Remember that overcoming anxiety about speaking English takes time and consistent practice. Keep it up, keep practicing, and don't be afraid to ask others for help and feedback.

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