

## **CHAPTER V**

### **CONCLUSION**

Based on the results of this study, from 30 pre-service teachers the anxiety level of pre-service teachers was dominated low anxiety levels as many as 19 pre-service teachers. Then, there were 10 pre-service teachers who had high levels of anxiety and the others had moderate level. The sources of anxiety divided into several factors, such as teaching inexperience, self-perception of language proficiency, fear of negative evaluation, lack of student interest, and difficulty in time management. From the statistical data there were some factors that influenced FLTA, there were teaching inexperience, self-perception language proficiency, and fear of negative evaluation. These factors influenced FLTA who have highest percentage in range levels “sometimes”, “often”, and “always”. Meanwhile for lack of student interest and difficulty of time management most of the pre-service teachers in the level “never” and “rarely” it means they can handle the factor that can triggered the anxiety.

From the results of the questionnaire regarding the factors that can cause pre-service teacher anxiety, this study conducted interviews with several pre-service teachers with different levels of anxiety to find out strategies to overcome FLTA and prevent teaching anxiety during the internship program. In overcoming these problems, it was found that the participants applied personal, professional, social, and institutional coping

strategies. The four strategies were taken to help pre-service teachers manage and overcome their anxiety. By identifying the cause of anxiety, it is hoped that the pre-service teacher can be better prepared before placing them in teaching practice.