ABSTRACT

Aminah, Ta'linaya (2016), *Pre-Service Teachers' anxiety in the First Teaching Practice in Microteaching Class (PPL1) in English Teacher Education* Department. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Rakhmawati M.Pd.

Key Words: Anxiety, Pre-service Teachers' Anxiety, Pre-Service Teacher, Anxiety Management, First Teaching Practice, Microteaching.

Anxiety is one of internal factor that can affect in pre-service teachers' anxiety, especially in the first teaching practice. Every pre-service teacher did a teaching practice in microteaching class during twenty minutes with nine other classmates as students and two students as observers. Here, the pre-service teachers in English Teacher Training department in UIN Sunan Ampel Surabaya must totally perfect in their performance, showing their teaching ability and applying teaching theoretical in the class. They may affect anxiety when performance in the class. The purpose of this research is to find of the causing factors of pre-service teachers' anxiety in the first teaching practice in microteaching class and the way how pre-service teachers manage their anxiety. This research uses a qualitative approach and case study as the research design. Moreover, the instruments of the research are questionnaire there are 15 statements for causing factor of pre-service teacher's anxiety and 12 statements for anxiety management also interview guideline there are 16 questions. The researcher had been taken object of the research at English Teacher Education Department in UIN Sunan Ampel academic year 2015. There are 35 participants from 7 classes as questionnaire objects and 7 pre-service teachers from 35 participants as interviewees. This research found that the causing factors of pre-service teachers' anxiety in the first teaching practice in microteaching class (PPL 1) are teaching experience (86%), worrying about language includes giving instruction in the class (80%) and controlling speaking pace and modifying the language in the class (60%), implementing lesson plan (69%), worrying to make mistake in performance (66%), sawing reaction of supervisor (60%). Besides, The anxiety managements of preservice teachers in the first teaching practice in microteaching class (PPL 1) are (a) Developing teaching skill strategy includes; prepared well lesson plan and media, tried to practice the lesson plan before perform, tried to give clear instructions, used good media, and used communication strategies. (b) Self control strategy includes thinking positively, praying to God, and trying to calm down in every situation (c) Let-it – be strategy includes accept and let the situation go with the flow. (d) Handleit strategy includes asking and consulting with pre-service teachers' partner in microteaching class. Finally, the researcher hopes the pre-service teachers can prepare well before perform in the class and manage their anxiety before, while and after teaching in the class.

