

## ABSTRACT

Akbar, Gina Nurfitriana (2019): Indonesian EFL Pre-Service Teachers Anxiety during International Internship Program.

For students of Teacher Training and Education Faculty, teaching practicum is one of the obligatory tasks to do. As the world developed, International teaching practicum exists in the 21<sup>st</sup> century. Some universities in the world, including in Indonesia have conducted an International teaching practicum. There was so many research conducted the advantages of the program. Nevertheless, there is still a limitation of the research that conducts the levels and the sources of teaching anxiety experienced by the pre-service teacher during an International Internship.

The present research aimed to investigate the levels of foreign language teaching anxiety experienced by Indonesian EFL Pre-service teacher during an International Internship program in Thailand. It also aimed to investigate the sources of foreign language teaching anxiety experienced by pre-service teachers.

By using a qualitative case study with a purposeful sampling, the researcher analyzed the ten pre-service teachers to gain the data of the levels of teaching anxiety by using a questionnaire. Also the researcher focused on analyzing two of the ten pre-service teachers that joined the International internship program about the sources of teaching anxiety by exploring the data obtained from the open-ended questionnaire, the semi-structured interview and the video documentation.

The results of the study show that most of the pre-service teachers fell in the moderate anxiety and the highest level of teaching anxiety among six categories is fear of what others think and pupils (students effect). The results also show that several sources contributing to pre-service teachers' anxiety, namely: that the source of foreign language teaching anxiety fell into eight categories: student and class profiles, classroom management, teaching procedures, preparation, confident, English language skills, and miscellaneous.

In conclusion, the anxiety of the pre-service teachers mostly came at the beginning of the program because the pre-service teachers are still not aware of cultural differences and their feeling about unfamiliarity with the new environment that they faced. The recommendations are set for the future program to facilitate the pre-service teachers a workshop or teaching-training before the program conducted.