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Emotional Experiences and Identity Construction of Pre-Service English Teachers During Teaching Practicum in Indonesia

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Article Info	Abstract
	This study explores how pre-service English teachers construct their emotional experiences and professional identities during their teaching practicum in Indonesia. Using a qualitative approach, narrative inquiry was employed to gather data from two pre-service teachers through semi-structured interviews and reflective diaries. Thematic analysis was conducted to identify themes related to their emotional experiences, such as anxiety, self-doubt, and motivation, and how these emotions influenced their teaching identity. Findings revealed that positive emotions like enthusiasm and empathy facilitated professional identity formation, while negative emotions such as anxiety and fear of making mistakes posed challenges. The presence of mentor teachers played a crucial role in both alleviating and exacerbating these emotional responses. The study highlights the importance of emotional management and identity development in teacher preparation programs. However, the study's limitation lies in its small sample size, focusing on two participants from a private university in Indonesia. Future research could expand the sample size and explore the emotional dynamics of pre-service teachers in different contexts or academic fields.

INTRODUCTION

Teaching practicum is a key component of pre-service teacher education, allowing future educators to translate theoretical knowledge into practice. It is a crucial bridge between academic and professional teaching, providing pre-service teachers with firsthand experience in classroom management, lesson delivery, and student interaction (Genç, 2019; Mwamakula, 2020). As one of the most vital phases in teacher preparation, the practicum helps pre-service teachers develop pedagogical competencies and shape their professional identity, as they encounter the dynamic and sometimes challenging realities of teaching (Ulum, 2020; Thi et al., 2020).

Despite its importance, teaching practicum often triggers strong emotional responses in pre-service teachers, which can affect their professional development and teaching effectiveness. Emotions such as anxiety, self-doubt, and fear of making mistakes are commonly reported during practicum experiences (Zhu, 2019; Prabjandee, 2019). These emotional challenges may affect pre-service teachers' confidence and classroom performance, thus affecting their teaching identity. The challenge is to understand how these emotional experiences contribute to the formation of teacher identity and how they can be supported in achieving better professional development. This study focuses on examining how pre-service teachers in Indonesia navigate these emotional and identity-building processes during their teaching practicum.

Stark & Cummings (2023) stated the conceptualizing role of teachers' Emotions during Teacher-Student interactions (Figure 1).
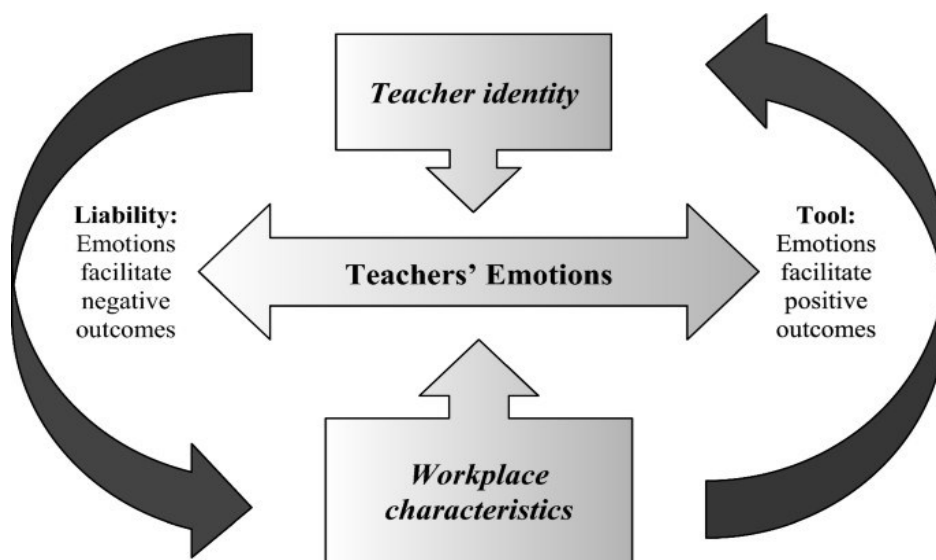

Figure 1. Conceptualizing the Role of teachers' Emotion during Teacher- Student interactions

Stark & Cummings (2023) formulated three concepts which are divided into the conceptualization of emotion as a professional tool, professional responsibility and the professional identity of teacher in workplace conditions. The First is conceptualizing emotions as a professional tool, which describes how emotions work as a tool to support students and teachers. This first concept shows the positive emotional traits of pre-service teachers, especially in terms of interaction with students in the classroom in order to motivate the students or teachers themselves. The second is to conceptualize emotions as a professional responsibility which explains teacher emotions as a liability to students and teachers. The emotions that sometimes occur in this concept tend are negative and make

teachers nervous such as anxiety, embarrassment, fear of making a mistake in delivering lessons, etc. The third is the contextual impact of this teacher's identity on the workplace conditions. This concept is based on sense-making theory to show the importance of teachers' perceptions of the affective dimension of their work. Emotion distress will affact the continuity of effective student learning in the classroom.

The teaching practicum is widely recognized for its role in shaping the identity of pre-service teachers. According to Volchenkova (2021), the teacher identity has traditionally been considered a personal construct, and the practical teaching experiences is a key factor in its development. Chen (2019) highlights that pre-service teachers undergo emotional changes during practicum, which can have a significant impact of their teaching practices, learning outcomes, and overall commitment to the profession. Emotions also play a key role in shaping the teaching identity, with both positive and negative emotions influencing teacher interactions with students and their ability to manage classrooms effectively (Nguyen, 2020). Classroom management skills, often a source of anxiety for pre-service teachers in the early stages of teaching, are also crucial to fostering a productive learning environment (Abdullah & Basthomi, 2020). Stark & Cummings (2023) also suggest that teacher emotions should be considered as a professional tool and a liability, depending on the context and the teacher ability to manage these emotions.

Research on teaching practicum experiences in non-native English-speaking countries shows similar emotional challenges among pre-service teachers. For instance, in China, pre-service teachers often experience anxiety and embarrassment during their practicum (Zhu, 2019), while in Thailand, self-doubt and anxiety are influenced by the school culture (Prabjandee, 2019). In Turkey, pre-service teachers report a shift in their beliefs and attitudes about teaching, which highlights the transformative impact of practicum (Genç, 2019). Mwamakula (2020) also found that the presence of a mentor teacher can both alleviate and exacerbate emotional challenges, depending on the nature of the mentorship.

This study aims to examine how pre-service teachers in Indonesia construct their emotional experiences and professional identities during their teaching practicum. By focusing on two pre-service teachers at a private school in Indonesia, this research seeks to understand the emotional dynamics and identity formation processes that occur during the practicum. The study hypothesizes that pre-service teachers' emotions—ranging from anxiety to self-doubt—play a critical role in shaping their teaching identities and in how they approach classroom challenges. Additionally, it is hypothesized that the level of emotional support received from mentor teachers and peers may influence the emotional responses and identity development of pre-service teachers.

While there is large research on teaching practicum and teacher identity, much of the existing literature focuses on Western contexts or specific emotional responses during practicum (Chen, 2019; Thi et al., 2020). There is a noticeable gap in studies focusing on Indonesian pre-service teachers, particularly in terms of how emotions during the practicum influence identity development. This study fills this gap by providing a localized examination of how pre-service teachers in Indonesia experience and manage their emotions during practicum, and how these experiences contribute to the formation of their professional identities. Furthermore, this research adds a new dimension by examining the role of mentor support in moderating these emotional experiences, a factor that has not been sufficiently explored in Indonesian contexts.

The study is limited to two pre-service teachers from a private university in Indonesia who are currently undergoing their teaching practicum. It focuses on their emotional experiences, such as anxiety, embarrassment, and self-doubt, and how these emotions shape their professional identity. The study also examines how the presence of a mentor teacher influences their emotional journey and identity formation during the

practicum. Although the findings may offer insights into the experiences of pre-service teachers in similar educational settings, the focus remains on Indonesian contexts, limiting the generalizability of the results to other regions or countries.

RESEARCH METHOD

The study was conducted at a private university in Indonesia. This study is a qualitative in nature using narrative inquiry design to examine how pre-service English teachers emotionally construct their professional identity during a teaching practicum at a private university in Indonesia. Narrative inquiry in pre-service teacher education involves systematic exploration of teachers' own stories and experiences to understand their professional development and their identity construction. (Barkhuizen et al., 2024, p.107) thematically analyzed four short extracts or short stories (about 10 lines each) selected from all narrative data to tell a large narrative story (see Figure 2). The short story is analyzed in more detail to further investigate the findings of the analysis of the long story presented. Stories also helped to understand the behaviors, events and actions that were significant to the audience.

The participants of this research were two pseudonyms pre-service English teachers, Cindy (female; 22 years old) and Natasya (female; 24 years old), who were pre-service English teachers in the eighth semester at a private university in Indonesia, where they had a teaching practicum (Profession Training Program 2) at a private senior high school. Data collection techniques used interviews and students' diaries as supporting documents. Data was collected through semi-structured interview process that integrated the organization of a structured interview with the adaptability of unstructured interview. Data recorded in pre-service teachers' diaries as the supporting data of research and analyzed by thematic analysis from Braun & Clarke (2021). The process of thematic analysis is divided into six steps involves familiarizing the collected data generating initial coding, searching for themes,, reviewing themes, defining and naming themes, and writing the final report (see figure 3).
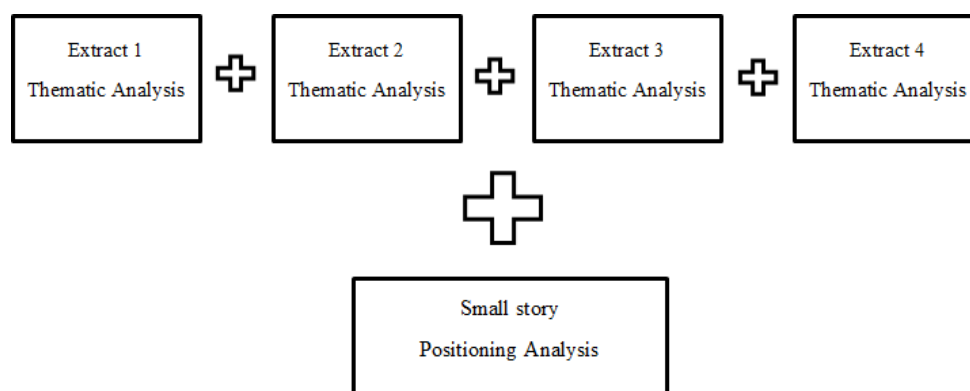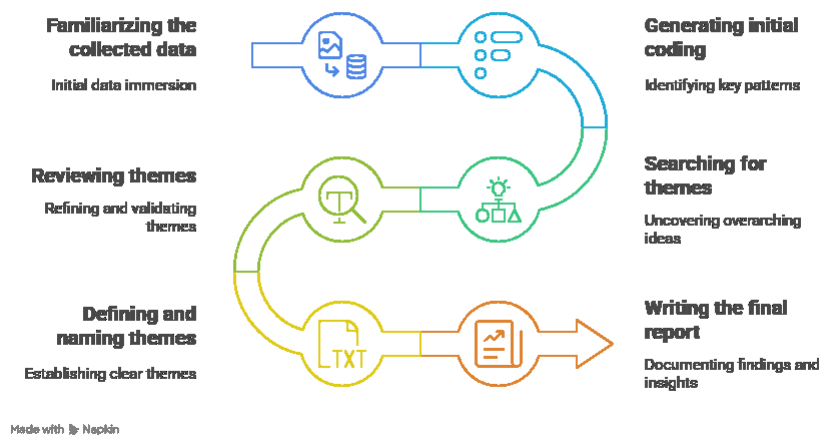

Figure 2. Organization of selected narrative text in Barkhuizen et al. (2024)

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Figure 3. The Process of Thematic Analysis adapted from Braun & Clarke (2021)

FINDINGS

In this section, researchers report on the narrative of teacher pre-service experience in the teaching practicum, specifically on how they developed their emotions and identity during the teaching practicum. Below are sample data taken from the interviews and diaries of pre-study teachers.

Table 1. Sample Deductive Coding Based on Theory Stark & Cummings (2023)
Interview and Diaries

Aspect	Theme	Sub-theme	Code	Script	
				Interview	Diaries
Teachers' Identity	Teachers' Identity Within Workplace Condition	1. Teachers' Educational Experiences 2. Teachers' Own Identity 3. Workplace Culture Adjustment	TIWWC -TEE TIWWC -TOI TIWWC -WCA	• *I started my educational journey from public elementary, junior & senior highschools. (Interview Cindy,14/08/ 24)* **TEE** • *I apply a teaching style that is firm but does not restrain students in class. (Interview Natasya, 14/08/ 24)* **TOI** • *I mastered this school location, ..., socializing with the teachers and*	• *I attended a public school then an Islamic Boarding school because of my interest in language especially English.... (PST 2 Diary #1)* **TEE** • *Because my interest and ability is to be a teacher...(PST 1 Diary #2)* **TOI** • *I must continue to gain knowledge from my tutor*

				mentor. (Interview Cindy,14/08/ 24) WCA	*teacher (PST 2 Diary #2) WCA*
Teachers' Emotion	Emotional as a Professional Tools	1. Encourage Students 2. Excited in Teaching 3. Motivated Students 4. Empathy in Students Condition 5. Motivated Themselves	EPT-ES EPT-ET EPT-MS EPT-ESC EPT-MT	• *I give more attention to those who violate...(Interview Cindy,14/08/ 24) ES* • *...I had to choose the right techniques learning...(Interview Natasya, 14/08/ 24) ET* • *I approach students to get to know me first at the beginning of my first teaching (Interview Cindy,14/08/ 24) MS* • *I usually approach them and feel the chemistry...(Interview Natasya, 14/08/ 24) ESC* • *...I had to make them focus on learning...(Interview Natasya, 14/08/ 24) MT*	• *I asked them what they were looking for...and discussed the text in the book (PST 1 Diary #3) ES* • *I start the learning with ice breaking first (PST 2 Diary #2) ET* • *I felt that the students looked more active...(PST 2 Diary #3) MS* • *...I try to be calm and not rush to understand students characters (PST 2 Diary #1) ESC* • *I felt I had to do my best performance in this meeting (PST 1 Diary #2) MT*
	Emotional as a Liability	1. Anxiety of Making Mistakes 2. Difficult in Managing Class 3. Discouraged When Teaching	EL-AMM EL-DMC EL-DWT	• *I felt anxious, embarrassed, and afraid of making mistakes in delivering the material of English words. (Interview Natasya,14/08/2 4) AMM* • *I felt discouraged when in the classroom at*	• *In this meeting, I felt anxious, worried and a little out of touch with the learning that I delivered (PST 1 Diary #3) AMM* • *...I felt during this teaching practicum was managing the*

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					vulnerable hours... (Interview Cindy,14/08/24) **DMC** • *I was worried that in the next meeting they would return to this condition*(Interview Cindy, 14/08/24) **DWT**	*class...sometimes students unprepared to receive learning* (PST 2 Diary #2) **DMC** • *I felt a little upset because students not bring the tools...*(PST 1 Diary #4) **DWT**

From the data collected by the researcher based on the interviews and pre-service teacher journals above, the researcher classified the three categories collected into (1) pre-service teacher identity in the context of the work environment (2) pre-service teacher emotion as a professional tool and (3) pre-service teacher emotion as a liability. The identity of pre-service teachers discusses the pre-service teacher's background in terms of personal and educational experiences. Emotional skills: the discussion of emotions that are positively correlated with the pre-school education, such as excitement, motivation, etc. While discussing the ethical aspects of the teaching profession, the negative emotions that occur during the teaching practicum, such as anxiety, embarrassment, fear, etc., were discussed. All findings will be presented separately in the following pamphlet.

Pre-service Teachers' Identity (within workplace condition)
Cindy's Perspective

Cindy was an 8th semester student at a private university who completed her teaching practicum at an Islamic boarding school in Indonesia. In her educational journey, Cindy attended public schools from elementary to high school. As Cindy stated in her interview as follows.

> *I started my educational journey from SDN 2 BR, SMPN 1 C and then continued to SMAN 1 C (Interview with Cindy, 14/08/24) (TIWWC/ TEE)*

After graduation from high school, Cindy decided to go to university. When COVID pandemic occured, she chose a university not far from where she lived. She was very interested in becoming a teacher that led her to pursue a degree in English education, which she felt was in keeping with her passion and abilities. According to Cindy's journals, she wrote the following.

> *Because my interest and ability is to be a teacher, I can share my knowledge, I like to meet many people even though I am introverted, and teaching does not take much time…… (PST 1 Diaries #1) (TIWWC/TOI)*

She relied on theories of teaching that she had learned only in lectures as a basis for plunging into teaching practicum. This teaching practicum was her first experienced teaching in a real school environment. As Cindy stated in her interview as follows.

> *....I have never taught before and have no previous teaching experience. This teaching practicum is the first experience I've had" (Interview with Cindy, 14th August 2024). (TIWWC/TEE)*

As a pre-service teacher, Cindy adapted the school environment, classroom, and students to the demands of profession. It is important to develop the teacher's identity in the school environment so that they find what character.

> I mastered this school location and atmosphere by socializing with the teachers who were there and then communicating with the mentor teacher to build my social identity and also understand how to adjust to this environment (Interview with Cindy, 14th Agt 2024) (TIWWC/WCA)

Because it was Cindy's first time teaching, she was concerned, nervous, and embarrassed, as she said in interview.

> I felt anxious, embarrassed, and afraid of making mistakes in delivering the material of English words……(interview with Cindy, 14th 2024) (EL/AMM)

Over time, she began to find the right techniques administering the lesson effectively. Although it was not easy, Cindy tried to encourage herself to always reflect on her own teaching shortcoming and on the problems she was facing in the classroom by writing them down in her teaching reflection.

> The strategy I used was to stay calm and continue to evaluate myself about my shortcomings in teaching and in the classroom (PST 1 Diary #2). (EPT/MT)

Cindy explained that the teaching practicum had provided extensive experience, especially in observing and adapting to the school environment, classroom, and students. Being a teacher was not only about providing material but also about understanding the situation in the classroom, the school, and the student in order to increase the teacher's self-confidence.

Natasya's Perspective

Natasya shares similarities in her educational background with Cindy, except for the high school level of tuition. Natayas' educational journey began in a public school and ended in a boarding school in Indonesia, as Natasya stated in the interview.

> My journey through education began at SDN 2 S then at SMPN 1 G and continued high school to SMAS AH (Interview with Natasya, 14/08/24) (TIWWC/TEE)

After high school, she entered boarding school in the same year. Natasha's interest in English led her to attend an Islamic boarding school, where she could learn English and Arabic in the course of her daily life. That's why Natasya chose boarding school to develop her language skills. Natasya then continued her education by majoring in English at a private school in Indonesia. As is well known, she majored in English literature because of her interest in the subject since high school.

> It was taken (English major) because I have long been interested in learning and teaching English (PST Diaries #1) (TIWWC/TOI)

After having completed the English courses, she was provided with a large amount of knowledge, particularly on the teaching of English, TESOL methodology, language assessment and teacher training to prepare for her teaching practicum.

> The theory about teaching that has been delivered by the lecturer as a teaching provision is always my reference in this teaching practicum (PST 2 Diaries #1, 14/08/24). (TIWWC/TEE)

By mastering the school environment, she had acquired sufficient understanding of the classroom dynamics, students and teaching atmosphere to be able to match the teaching

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flow of a real English teacher, as Natasya said in the following interview.

> *I have a lot of communication with cooperating teachers and other teachers …..*
> *(Interview with Natasya, 14/08/24) (TIWWC/WCA)*

Natasha has expressed her success in adapting and understanding the character of students during the tuition. She stated that during her teaching practicum she had received a great deal of feedback from her supervisor and her teacher mentor on the delivery of the teaching material. From her experience, Natasja concludes that, in addition to teaching, teachers must have a strategy to adapt to the learning environment and the nature of students before providing them with learning material. It was designed to understand students as emotional learners and not to bore them in the classroom and in the school environment.

Pre-service Teacher Emotion (as a professional tool)
Encouraged Students and Motivated them
Cindys' Perspective

> During this teaching practicum, Cindy discussed her positive emotional experience that she used as a professional tool in the meditation class. On Cindys' first day of teaching in grade X of the high school, she was accompanied by her mentor teacher and introduced to the students as the English teacher in the class. She said she was pleased to meet the students from class X, as Cindy wrote in her teacher's journal:

> *....I felt glad to meet X class students for the first time and get to know them (PST 1*
> *Diary #1). (EPT/ET)*

The students greeted Cindy warmly, though she was nervous about meeting them for the first time. Still, she was glad to see them. After getting to know each other, the teacher-in-training asked Cindy to continue teaching and she was allowed to begin. She felt she had to get to know the students before she could begin the lesson, as Cindy said in the interview.

> *I approach students to get to know me first at the beginning of my first teaching*
> *(Interview with Cindy, 14/08/24). (EPT/MS)*

Cindy invited the students to a sharing session, where she asked them more about their activities at the boarding school, in the classroom, and also what they had learned about how to get close to students. The interrogation was very close to the truth. This is in line with the López (2020) statement that positive personal relations with students are considered an important factor in student learning. At the end of the sharing session, she gave the students some inspirational words. She said the first meeting with the students went extremely well. Cindy was very close to the students. disrespectful disrespectful. She encouraged her students to participate in the teaching process and felt the thrill of teaching.

Natasyas' Perspective

> As a pre-service teacher, Natasya had acquired the skills of teaching through her studies at the University of London. She realized that teacher motivation is very important for student success. This was felt by Chen (2022), who reported that Chinese pre-service teachers experience positive emotions such as enthusiasm, happiness and satisfaction with their teaching practice. The enthusiasm of pre-service teachers in the teaching practice would encourage and motivate students to learn. In this case, Natasya said she used a method whereby she approached students first, made them feel at home in her teaching, then started to introduce topics. As Natasya stated in her interview as follows.

> *....I approach the students first before starting the lesson (Interview with Natasya,*
> *14/08/24). (EPT/MS)*

> *......inviting them to tell stories and engaging them to find out their characters and what*
> *they like and dislike (Interview with Natasya, 14/08/24). (EPT/ES)*

Natasha revealed that she often used motivational words to motivate students during lessons. She wanted all the students to participate in the service. At one of their teacher training sessions, she used a notebook as a teaching tool in class. She wanted to introduce students to a machine translator for translating new dictionaries and phrases. As is well known, in an Islamic boarding school, students were not allowed to bring any electronic devices, so they may not have been familiar with the machine. Natasha wanted to encourage students to be bold and enjoy teaching with this instrument. According to what Natasya wrote in her teacher's journal:

> *I asked them what they were looking for in the translator and discussed the text in the book (PST 2 Diary #3). (EPT/ ES)*

Natasya revealed that although she was tired, she was very satisfied with the students' activity in the classroom. As Natasya wrote in her teachers' diary as follows.

> *I really felt full of power because the students seemed active in the classroom…..(PST Diary #4). (EPT/ET)*

During the lesson, the class was very cooperative until the bell rang for the snack break. The long hours of teaching seem short in this meeting. As a pre-service teacher, Natasya consistently assessed activities and gave her students encouragement, motivating them to continue their studies.

Empathy in Students Condition
Cindys' Perspective

Cindy devised a plan for managing the class well, and encouraged the students to actively participate in the lesson. Understanding the character of the students was not hard, but for a pre-school teacher like Cindy, who was in a different classroom, it was difficult and she had to adjust a lot. She thought she had to understand the situation of the students before she could provide them with the material, as Cindy said in the interview.

> *I tend to understand their condition first before giving learning materials (Interview with Cindy, 14/08/24). (EPT/ESC)*

She tried to understand and felt what the students were feeling from their perspective. This enables her to understand the needs of students in this learning context. Although it was not easy, Cindy kept trying to use her ability to understand the condition, as Cindy said in her interview.

> *I tend to enjoy delivering learning materials to students so that they are comfortable during learning (Interview with Cindy, 14/08/24). (EPT/MT)*

Despite addressing a number of objectives during the training, she lacked focus and forced students to endure rigorous learning. She was concerned that students were under stress from the demands of their studies. Kız (2021) stated that students are satisfied and motivated by positive emotions such as happiness, success and enjoyment of their studies. Cindy tried to deliver the material in a calm and relaxed manner so that the students felt comfortable learning English. According to Cindy's interview and teacher's dieries, the following.

> *I tend to enjoy delivering learning materials to students so that they are comfortable during learning (Interview with Cindy, 14/08/24) (EPT/MT)*

> *I feel I have to be confident with everything that will happen in class (PST 1 Diary #3)*
> *(EPT/MT)*

In other words, Cindy also anticipated the state of her students before the beginning of the lesson, so that they would appear relaxed and receptive to the material, which she presented well.

Natasyas' Perspective

In teaching, the teacher is not only the provider of teaching materials for students, but also the one who can increase the students' interest in learning, at least in the classroom. A teacher must have a consistent motivation to teach, so that he can provide valuable lessons to students. The positive emotions that teachers bring are supposed to motivate students. Natasha began her teaching practice by approaching and putting her own perspective on what students felt. As Natasya said in the interview:

> *I usually approach them and put myself in their shoes so that I can feel the chemistry*
> *between teacher and student (Interview with Natasya, 14/08/24). (EPT/ESC)*

For Natasja, it was important to put herself in the perspective of the student, to understand how he felt as a student. This is in line with the findings of the Ulum study (2020) which found that pre-service teachers are well engaged in their teaching practice, they put themselves in the student's perspective and most students are engaged in their lessons. Teachers feel what students feel. This way Natasya can learn about the needs of students in school. As Natasya stated in her teachers' diary as follows.

> *....I thought that in the next meeting I should be better prepared to deal with the*
> *conditions of their situation in the classroom (PST 2 Diary #1). (EPT/MT)*

Natasha said that she can analyze students' learning needs by identifying previous knowledge and approaches in direct communication with students during their learning, to identify their learning aspirations and barriers. Natasha is better able to understand what she had to do and what she did not do when dealing with certain situations or student conditions during her teaching practice, as she stated in the interview below.

> *.....I also had to choose the right techniques and learn when their conditions were like*
> *that (Interview with Natasya, 14/08/24). (EPT/ET)*

This teaching practicum has given Natasya a lot of experience, particularly in understanding the characteristics and emotions of students. empathy is a key ingredient for effective learning. Teachers who are capable of feeling and understanding the feelings of students not only help to create a positive learning environment, but also contribute to the development of character. By adopting an empathetic approach, teachers can build stronger relationships with students, increase their participation in learning and foster a more caring generation.

Excited in Teaching and Motivated herself
Cindys' Perspective

Motivation as a teacher and a passion for teaching is very important, according to Cindy, as it can have a significant impact on the quality of teaching and students' learning outcomes. Chen (2022) stated that most early-stage teachers in China are usually filled with positive emotions, such as enthusiasm and confidence in the teaching process. During her teaching practice, Cindy tried to project positive energy to her students. As a teacher, you need to be

able to cope with obstacles that can arise in a classroom, so that the learning can take place smoothly. Like when she wanted to start teaching using a projector in class, but the projector wasn't available in the classroom or the media room.

The condition discouraged her from volunteering. After about ten minutes, Cindy decided not to use the lubricant. Of course she was disappointed, but she had to demonstrate her professionalism as a teacher. Cindy's courage to make this decision was based on her empathy with the students who had waited. Cindy was afraid that the students would lose motivation to learn at the beginning of the lesson because she was too busy getting ready for what was supposed to be expected in the first place. Cindy tried to put herself back in the students' perspective, to feel what they felt now in the present tense. According to the dedication of the martyrdom of the martyrs, Cindy wrote in her teacher's log:

> *My strategies to solve the difficulties are writing and explaining the material using the whiteboard and disguising my confusion by continuing to explain it smoothly when the learning tool was not available (PST 1 Diary #1) (EPT/ET)*
> *This experience makes me better prepared for the possibilities that occur in the classroom (PST 1 Diary #1) (EPT/MT)*

Cindy finally used the whiteboard to interact more with the students. To attract students, she has made other gestures to promote a positive learning environment, motivate students, facilitate student comprehension and establish a sense of authority in the classroom. As Cindy stated in her interview and teachers' diary as follows.

> *I give more attention to students such as asking them to ask questions, read the book being discussed or explain the material I have explained (Interview with Cindy, 14/08/24). (EPT/ES)*

Cindy was well controlled with her emotions and excited about the learning process. Obstacles that occurred in class were her responsibility as a teacher. She must be calm in all situations to do his learning well.

Natasyas' Perspective

Teachers' passion for teaching can inspire students to teach with the same passion. When students see the passionate nature of their teachers, they will be motivated to explore the topic more deeply. In building her motivation, Natasya said that she had never been interested in negative feelings she experienced in class, although she often felt them. In her lectures, Natasya often used games to engage students in the lessons. In addition to testing students' knowledge through games, he can also predict when students will fall asleep during a lesson, as Natasya wrote in her teacher's journal.

> *I can still dilute it with some games to make them excited in between lessons (PST 2 Diary #2) (EPT/ET)*

Natasha often encouraged herself to remain enthusiastic about her teaching. Liu et al (2020) have argued that game-based learning makes it easier to learn the content both inside and outside the classroom, thus increasing student motivation and giving more freedom to the learning process. According to Natasja, enthusiasm can be used in the learning process, for example through the use of game-based learning methods. This will have a big impact on the success of her dissertation. Students will be swept away by the positive atmosphere created by the teacher in the classroom. In addition, Natasya often gave credit or awards to students who were active or did well on their homework and participated actively in the learning process. According to the testimony of Natasya, the following was said in the

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interview:

> *.....I also often give appreciation to students who can do their tasks well (Interview with Natasya, 14/08/24). (EPT/MS)*

The awards were a way for Natasja to encourage the creative, innovative and disciplined spirit of the students. To give students a sense of accomplishment in the learning process. But she also punished students who misbehaved in class. Meanwhile, the reprimand she gave was to discourage plagiarism and to hold her accountable for her actions. What Natasya did was in line with the statement by Kusumawati et al (2023) that rewards and punishment are very important in motivating students to take ownership of their tasks.

> *This (her excitement in teaching) increased my confidence in my success in teaching this class (PST 2 Diary #2). (EPT/ MT)*

According to Natasja, her enthusiasm for teaching enabled her to understand the feelings of her students and to create positive energy in the classroom. Students were able to enjoy learning and to be involved in the learning process, creating a stimulating learning atmosphere.

Pre-service Teacher Emotion (as a liability)
Anxiety of Making Mistakes
Cindys' Perspective

In the teaching practicum, Cindy prepared herself, mentally, and started to apply the knowledge and theories of teaching that she had gained at the university to this teaching practicum. The first meeting of this teaching practicum began by introductions to students and observations escorted with her mentor teacher. In this meeting, Cindy was anxious about making mistakes. She felt uneasy speak in front of students and started to open the topic when her mentor teacher left the class. As Cindy stated in her interview as followsAs Cindy stated in her interview as follows.

> *I felt uneasy and worried about making mistakes in speaking and delivering English materials (interview with Cindy, 14/08/24) (EL/AMM)*

Cindy's feelings were in line with those of pre-service teachers in Mexico, who, according to the López (2020) survey, experienced anxiety about making mistakes, speaking in front of students and other negative emotions during the training exercise because of the new experiences they were facing. According to Cindy, these feelings arose because it was her first time speaking in front of a large audience and she was ready to do a training exercise for the following meeting, as described in her teacher's dieries.

> *In this meeting, I felt anxious, worried and a little out of concentration with the learning that I delivered because I was monitored by the mentor teacher in the lesson (PST 1 Diary #2). (EL/AMM)*

According to Cindy, she felt privileged to have a mentor during her training. This seems to be the natural thing to think about when pre-school teachers are about to start teaching the trade of medievalism. This condition is consistent with the findings of the Dzulfikri and Azami (2024) survey, which stated that the presence of a mentor teacher in the teaching practice sometimes causes teachers to be anxious about making mistakes, losing focus and losing trust, because they feel they are being looked after. The visit of the guidance counselor at the second meeting of Cindy's teaching seminar made her feel embarrassed and anxious about making mistakes. She was worried that her appearance at the meeting that day would be a nonstarter. The mentor observed that Cindy taught and paid attention

to all the material that was presented to the students.

The mentor teacher seemed to digest what Cindy was delivering and it made her worry about making mistakes. The mentor teacher seemed to digest what Cindy was delivering and it made her worry about making mistakes. But finally, after about 30 minutes, the mentor teacher left Cindy's class and walked outside. Cindy was relieved and no longer felt worried. She continued with the learning material. Cindy confessed that after the second meeting ended, there were no more things that she needed to be anxious about anymore. Although sometimes nervousness occurs, it does not make Cindy feel excessive anxiety. She began to get used to regulating her emotions while in class and during learning.

Natasyas' Perspective

Like Cindy, Natasya also felt the same feeling at the first meeting of the teaching practicum. She felt anxious, embarrassed, and afraid of making mistakes in front of her students. Natasya revealed that although she had some teaching experience, it did not make her always confident and accustomed to teaching. According to Natasya, the sensation of this teaching practicum was really different from her teaching as usual, so that made Natasya feel like it was her first teaching experience. As Natasya stated in her teachers' diary as follows.

> I felt anxious, embarrassed, and afraid of making mistakes in the first meeting of the teaching practicum........ (PST 2 Diaries #1). (EL/AMM)

Fortunately, Natasyas' negative emotions only lasted for a few minutes. Natasya had been nervous and awkward when she introduced herself at the first meeting of the study group, but, according to Natasya, the meeting had gone well enough, up to the end of the hour. She then had a brainstorming session with the students before discussing the lesson plan. brainstorming Natasha believed she could control the negative emotions that were rampant in the present. Besides, at another meeting, Natasya was anxious to avoid mistakes when her mentor came to observe her teaching. Although it was not long, she sensed that he was afraid of making mistakes when he delivered the words or the material. Natasha was very careful to deliver every word and detail in English, because she felt neglected in the meeting.

The same thing was also retrieved by Ulum (2020) in his research, which investigated that the pre-service teachers in Turkey was really nervous and anxious of making mistakes when their mentor teacher and lecturer attended their class in the teaching practicum. This was because pre-service teachers felt cared when they taught. As Natasya stated in her teachers' diary as follows.

> I felt anxious, embarrassed, not confident and worried about making mistakes in delivering English material or words. This was felt when my mentor teacher presented in the teaching practicum (PST 2 Diary #2) (EL/AMM)

After the teacher left, Natasya came back relieved and resumed the lesson. From this, Natasya always expected to review her material repeatedly, starting with the text, questions, vocabulary, grammar, and pronunciation, in order to minimize the errors in the delivery of the material. The suspense she felt was not very sophisticated. Natasha said she felt better at the next meeting, before she completed her teaching internship at an Islamic boarding school. This training exercise had certainly given Natasya plenty of experience, especially in dealing with situations and emotions that could change in any meeting.

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Difficult in Managing The Class and Feeling Discouraged when Teaching
Cindys' Perspective

Another emotion Cindy experienced during this learning exercise was a sense of discouragement and difficulty managing the class. As a former teacher, she certainly didn't know much about the students' classroom behavior. According to Cindy, he still needs to learn the classroom situation and cope with the different situations and circumstances of students during the course of the lessons. In one meeting, Cindy opened the class as usual with an ice-breaker before the lesson began. She realized that the lesson hours this time were devoted to student teaching. She took the initiative of breaking the atmosphere of the classroom before the lesson began. Not long after, Cindy noticed that some of the students were sleeping in class and some of them were not paying attention to their work. Cindy stated in her interview as follows.

> ....*I felt discouraged when in the classroom at vulnerable hours such as after the first break between 10 – 11 am. They were sleepy, not paying attention, and were chatting and passive (Interview with Cindy, 14/08/24). (EL/DWT)*

Cindy was discouraged because she saw that the students were not paying attention when she taught. She had lost the motivation to teach, and she wanted to finish her lesson quickly. This is consistent with the findings of Chen (2022), who reported in his research that pre-service teachers experience a range of emotions ranging from excitement to discouragement when interacting with students during the teaching experience. This situation caused Cindy to withdraw at first, while occasionally managing her emotions to stay calm and respectable in the classroom before continuing with the lesson. Cindy thought it was important to do this, to let her feelings go away for a while, so she wouldn't feel so discouraged. At the end of the lesson, Cindy woke up the students and invited them to share a lesson before the lesson continued. Cindy changed her teaching technique to actively involve students in the lesson. The students were divided into four groups. The martyrdom. Students were then asked to discuss and create a scenario for the recount, which would be presented by one of the group representatives. But there was something else going on when the students had their group discussions. meditation. Cindy was struggling to manage the workload of the recession. Students were more active, and their voices filled the classroom. She was afraid that the students' voices would disrupt the lessons in the class next door, as Cindy wrote in her teacher's journal.

> *My difficulty in this meeting was managing the classroom conditions to be conducive (PST 1 Diary #2). (EL/DMC)*

Cindy was exhausted dealing with some of the more active students in the class. But eventually, after several reminders, she mastered the secret of the sacrament. Cindy's approach to class management is in line with what Qadri et al. (2022) have stated in their research, that the competence of pre-service teachers to manage classes is to be able to control the behaviour of students. Cindy was able to keep this state of affairs going until the end of the lesson, because she felt that it didn't interfere too much with the teaching, as long as she was able to keep her students in line. According to Cindy, she has to be prepared to deal with any kind of student behaviour and classroom situation as a teacher who can manage the classroom and focus on the students as a learning goal. At last the bell rang, signaling the end of the lesson, and it was the most beautiful sound she had ever heard in the course of her entire life. It was a relief to testify at the hearing. Before closing the class, she remembered to evaluate the lesson plan.

Natasyas' Perspective

Another emerging emotion that Natasya shared was her difficulty in managing the

class and being discouraged from participating in the teaching. Sometimes students seemed unprepared for the learning and did not pay attention to the teaching. This was not the first time she had experienced this emotion. It started when she was a pre-service teacher teaching high school. She had not realized that high school students could also be distracted and sleepy during their studies, as Natasya had written in her teacher's journal.

> *The challenge I felt during this teaching practicum was discouraged when teaching, sometimes students seemed unprepared to receive learning…….(PST 2 Diaries #2). (EL/DMC)*

At that time Natasya, as usual, delivered the teaching materials, which she had opened earlier with an English question about the material that would be used to guide students before they entered the new material. But in the middle of the lesson Natasya noticed that some of them had lost their enthusiasm for the lessons, some had fallen asleep, and some were oblivious. According to what Natasya wrote in her teacher's journal:

> *Some of them have started to actively communicate, ask questions and also answer my questions but some still do not follow the learning effectively and tend to be sleepy.(PST 2 Diary #3). (EL/DWT)*

Natasha felt discouraged when her students did not participate in the lessons, and some of them were sleepy. This barrier can interfere with the learning process, the pre-service teacher may not deliver the teaching material well during the lesson. But Natasya decided to face it head-on and continue to be enthusiastic about the lesson. She tried to cover her dispirited feelings by continuing to teach actively, by paying more attention to the students and encouraging them to participate in the lessons, and by better managing the class. Occasionally she greeted and questioned students who were not paying attention or who were sleepy. She is more accustomed to this kind of situation. disillusionment. According to Natasya, a teacher must always do everything to give her students a good education.

DISCUSSION

The pre-service identity of teachers is also closely linked to emotions, which influence each other significantly during the pre-service teacher experience, as Chen (2022) notes that different types of pre-service teacher emotional experience typically express both positive and negative emotions as their identity. Based on Cindy and Natasya's experience as pre-service teachers during their three-month training, this survey also revealed how they developed their identities and emotions during the training.

Based on the findings, Cindy and Natasya shared their educational journey as the first step of their interest in teaching. This was the beginning of their educational identity which was important to trace as a teacher. This is in line with the statement by Muyunda et.al (2023); and Tran & Dee (2023) that the identity of teachers can be mixed with that of the professional and that it involves a combination of personal and professional identity, which teachers consider necessary, in the light of their background and experiences, especially in their education.

Education background could affect the quality and competences of teachers. Teachers with a good track record in teaching are more likely to facilitate quality teaching, as Siagian and Artha (2023) show that the quality of teachers is influenced by several factors, including their educational background or experience, teaching experience and ability to communicate effectively with students. For example, Cindy was interested in becoming an English teacher until she decided to pursue a degree in education in order to pursue her dream of becoming a teacher. In the meantime, Natasya, who had started studying English in high school before deciding to go to boarding school to learn more about the language, continued her education at the university, where she chose to study English as a major. Both pre-service teachers were equally determined to embark on a

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career as a teacher.

In their teaching practicum, Cindy and Natasya first established relationships and communication with students, mentors and other teachers to gain insights into the school environment of the pre-school teacher through peer evaluation and sharing of teaching experience. Double et al (2020) stated that peer review is one of the feedback loops that pre-school teachers can use to assess their performance against peers or people who are already rated. These activities provide valuable insights to improve communication and exchange of ideas, which in turn improves their teaching. As Li et al (2021) and Mwamakula (2020) have shown, the benefits of peer evaluation include professional competence, reflection, renewal of learning strategies and a strengthened sense of self. This process allows pre-service teachers to identify their skills and their learning gaps, which are related to their identity as pre-service teachers who need to adapt and continue learning in a school environment.

In order to build their identities and their emotions, Cindy and Natasya experienced both positive and negative emotions during the training exercise. In the positive emotions, Cindy and Natasya examined how they encourage and motivate students and how they empathize with their circumstances. This is in line with the statement by Handayani et al (2023) and Richards (2022) that the teacher's job is not just to impart knowledge, but also to nurture the mind, creativity, mentality, motivation and moral values. According to Cindy and Natasja, pre-service teachers can promote a positive environment promoting emotional well-being and a supportive classroom. Chen (2022) stated that traditional Chinese culture stresses the importance of teaching empathy to students and of developing a positive relationship between teachers and students. These practices not only help students to feel more confident and motivated, but also help teachers to develop a positive relationship with their students, which reflects their professionalism as teachers.

Not only that, Cindy and Natasya are motivated to be a great teacher. This strategy is expected to create a positive image of the teachers as enthusiastic and enthusiastic teachers who bring a sense of learning to the students. As Chen (2022), López (2020) and Richards (2022) have pointed out, pre-service teachers are usually enthusiastic and confident in their teaching practice, so as to impress students positively. Cindy and Natasya are therefore always motivated to be enthusiastic in their teaching, because this motivates students to learn, which in turn influences their success as teachers.

Nevertheless, Cindy and Natasya experienced some negative emotions during the training period. For example, both felt anxiety about making mistakes, and both felt anxiety about teaching for the first time. Lack of experience, or even the first time in teaching, is one of the reasons why they may feel nervous or anxious at the start of learning. Previous research by Chen (2022) and Richards (2022) indicated that pre-service teachers experience emotional distress at the beginning of the learning experience. Previous research shows that teachers are naturally anxious, as they are about to teach for the first time with real students. One of the reasons for this was the lack of trust of pre-service teachers in the conduct of training sessions. López (2020) stated that lack of trust was one of the factors causing anxiety or concern among pre-service teachers when performing pedagogical exercises. As with the findings explained above, Cindy and Natasya felt anxious and nervous when they entered the classroom where they were lecturing.

Besides, Cindy and Natasya were nervous and anxious about making mistakes when their mentor teacher came to the class to observe the learning process. Pre-service teachers realized that the mentor teacher was the judge of their performance, so they thought they could do their best during the training session in this lesson. Heryatun (2020); Li et al (2021) stated that in the teaching practice the mentor teacher contributes as a mentor and as an assessment of the teachers' performance before they start teaching. The presence of a teacher mentor in their training session caused Cindy and Natasya to worry that they might make a mistake in their sessions, especially since the teacher mentor seemed to take a

very serious interest in their learning.

As Dzulfikri & Azami (2024) and Mwamakula (2020) have pointed out, the presence of a teacher mentor during the teaching experience can cause anxiety among pre-service teachers, leading to a lack of focus, lack of focus and a lack of self-confidence in the perception of being under scrutiny. As a result, Cindy and Natasya felt nervous, anxious about making mistakes, low self-esteem, and other negative emotions, because they knew they had to do their best when their mentor teacher was watching.

Cindy and Natasya also felt discouraged when students did not pay attention during lessons. It certainly made them feel emotional, as if they wanted to finish the lesson early, as Richards (2022) has shown that in many situations, factors such as feelings of frustration, disappointment, discouragement or even anger trigger negative emotions in the teacher's pre-service training. As teachers, Cindy and Natasya felt unappreciated as they explained the material, some of the students were sleepy, chatting, or playing with their notebooks, and only a few were really concentrating. This situation was linked to the statement by Chen (2022), who mentioned that pre-school teachers were discouraged from interacting with students during the teaching exercise. It was a challenge they had to overcome to reach the end of their training, and every detail that happened was an experience that would prepare them for becoming professional teachers.

The experience gained by Cindy and Natasya in this training course was very important for their development as teachers. Chen (2022) stated that the teaching internship is a development process to enhance the professional skills of pre-trial workers. The changes from the lack of teaching experience have been more widespread, particularly in the area of spirituality. Both pre-service teachers also understand the importance of emotional control, particularly in the classroom. As stated by Chen (2022), teachers' emotional experiences shape their professional identities and affect their teaching. The relationship between identity and emotions is therefore increasingly important in the context of learning, which determines the success of the teacher in teaching. As Muyunda et al. (2023) point out, the professional skills of teachers are closely linked to the quality of education, as the teaching and learning process, which is at the heart of education, will depend on the professional teachers and the quality of the learning outcomes. In particular, teachers in pre-service training develop pedagogical aspects related to teaching methods, strategies and approaches to facilitate learning during the training period.

CONCLUSIONS

Based on the above findings and discussions, the Commission addressed a research question on how pre-school teachers construct their emotions and identities in the classroom. The study examined the identity and emotional experiences of two pre-service teachers. The findings of this study highlighted that the pedagogical approach is often used by two pre-service teachers to increase their involvement in the classroom and in the learning environment. They have been able to understand the school culture through communication and building relationships with students, teachers mentors and other school staff. In this process, both pre-service teachers carried out peer evaluation of their teaching and shared teaching experiences with mentors and other teachers in the school environment to gain new insights which could help them to adapt and develop an identity in the context.

Two pre-service teachers reported emotional feelings of responsibility, such as being discouraged, anxious about making mistakes, and having difficulty managing a class. The main reason for the feelings which arose was that the teacher in the pre-service was not confident in the first time he had taught, particularly in the presence of the mentor teacher as a mentor in the classroom. However, the negative emotions that have been studied may be overcome by positive emotions that they have experienced in trying to remain consistent

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in the spread of positive energy in their teaching. Two pre-service teachers have a high motivation and enthusiasm to teach, which will allow them to complete their training successfully.

After analysing the data from the interviews and diaries, it can be concluded that the identity and emotional state of teachers is central to their understanding of their role in the education system. Teachers' identities not only influence the way they teach, but also affect their psychological well-being and their relationship with their pupils. By strengthening their professional identity and managing their emotions well, teachers can create a better learning environment and foster holistic learning.

The participants in this study were only two pre-service teachers at a private university in Indonesia. Therefore, data was limited based on their teaching practicum experiences. Therefore, this research data is categorized as small-scale data as a sample of this research issue as a whole. Future research could build on these themes by involving a more diverse group of participants or by exploring similar experiences in other academic fields. Ultimately, this study confirms the emotions and identities that teachers construct in their teaching practice as the critical aspects that influence their professional development, so that the experience they gain will be a guide to their future as effective English teachers.

Based on the findings above, the researchers recommend two points for further research and implementation in the field which are described below; for pre-service English teachers, they should identify strategies to be used in their teaching before entering the classroom. They must also be consistent in spreading positive energy when teaching for their success during the lesson. In addition, pre-service teachers also need to experiment with several different teaching techniques and strategies in each meeting or a question about the learning material that refers to students' curiosity as well in order to make students curious about what the teacher will deliver so that they are always excited in every meeting. For other researchers, this study can be developed by future researchers by knowing what strategies pre-service teachers can use in dealing with problems that may occur during teaching practicum in schools, especially in managing emotions and constructing their identity during teaching practicum. In this case, the development of this research will further enhance knowledge of the literature on pre-service teachers.

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