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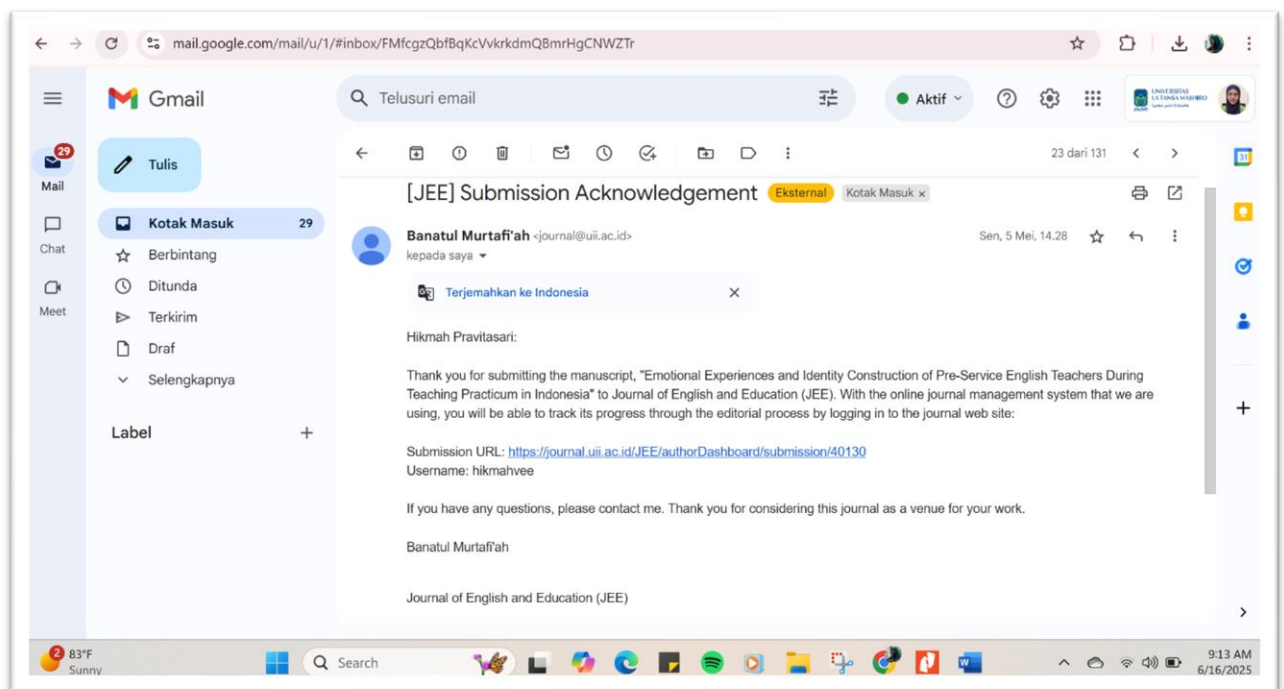
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#### 1. Bukti konfirmasi submit artikel dan artikel yang disubmit (5 Mei 2025)



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

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### Article Info

### Abstract

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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.

**Keywords:** Teaching practicum, pre-service teachers, emotional experiences, professional identity, narrative inquiry.

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## 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).

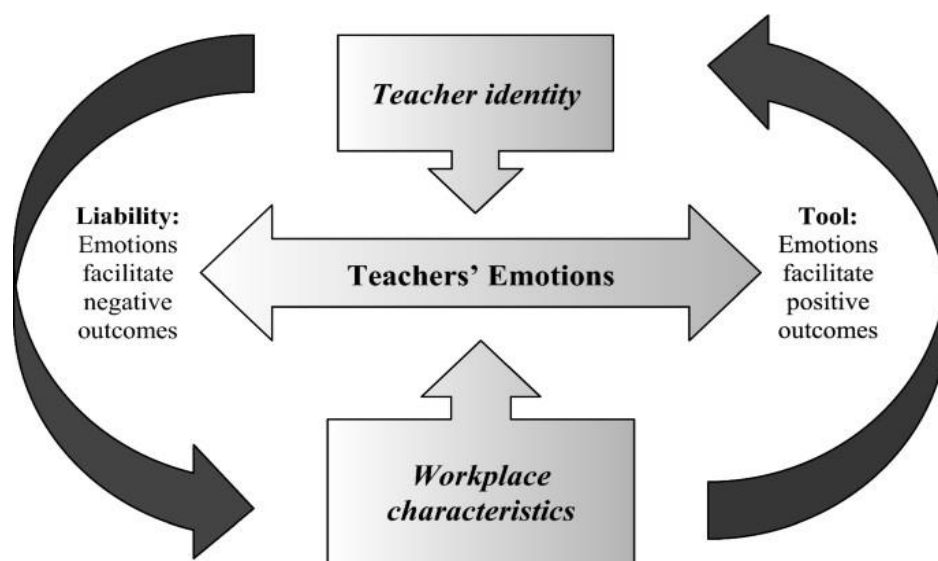


Figure 1. Conceptualizing the Role of teachers' Emotion during Teacher- Student interactions

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 to be 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 affect 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).

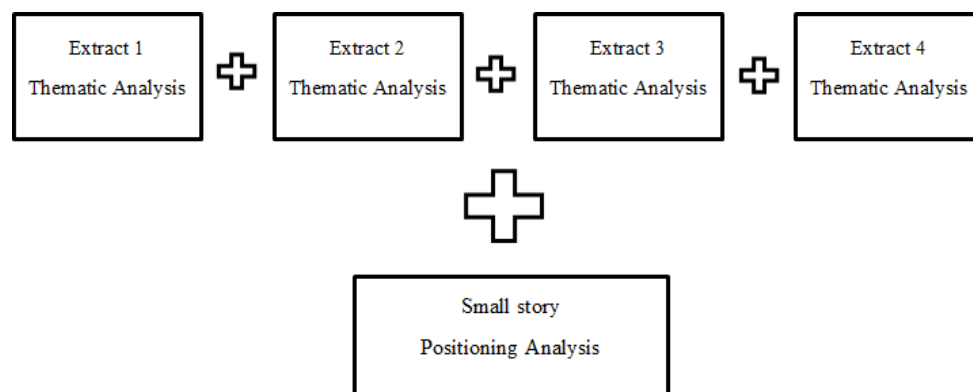


Figure 2. Organization of selected narrative text in Barkhuizen et al. (2024)

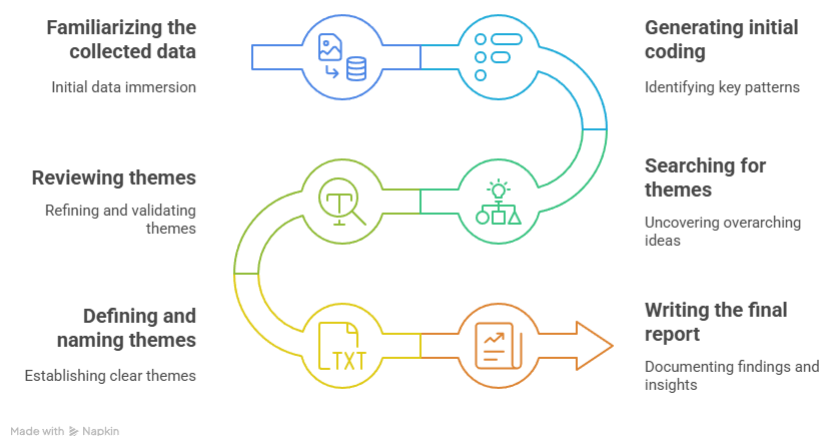


Figure 3. The Process of Thematic Analysis adapted from Braun & Clarke (2021)

## 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	<ul style="list-style-type: none"> <li><u>I started my educational journey from public elementary, junior &amp; senior highschools.</u> (Interview Cindy,14/08/ 24) <b>TEE</b></li> </ul>	<ul style="list-style-type: none"> <li><u>I attended a public school then an Islamic Boarding school because of my interest in language especially English....</u> (PST 2 Diary #1) <b>TEE</b></li> </ul>
			TIWWC-TOI	<ul style="list-style-type: none"> <li><u>I apply a teaching style that is firm but does not restrain students in class.</u> (Interview Natasya, 14/08/ 24) <b>TOI</b></li> </ul>	<ul style="list-style-type: none"> <li><u>Because my interest and ability is to be a teacher...( PST 1 Diary #2) <b>TOI</b></u></li> </ul>
			TIWWC-WCA	<ul style="list-style-type: none"> <li><u>I mastered this school location, ..., socializing with the teachers and mentor.</u> (Interview Cindy,14/08/ 24) <b>WCA</b></li> </ul>	<ul style="list-style-type: none"> <li><u>I must continue to gain knowledge from my tutor teacher (PST 2 Diary #2) <b>WCA</b></u></li> </ul>
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	<ul style="list-style-type: none"> <li><u>I give more attention to those who violate...(Intervie w Cindy,14/08/ 24) <b>ES</b></u></li> </ul>	<ul style="list-style-type: none"> <li><u>I asked them what they were looking for...and discussed the text in the book (PST 1 Diary #3) <b>ES</b></u></li> </ul>
			EPT-ET	<ul style="list-style-type: none"> <li><u>...I had to choose the right techniques learning...( Interview Natasya, 14/08/ 24) <b>ET</b></u></li> </ul>	<ul style="list-style-type: none"> <li><u>I start the learning with ice breaking first (PST 2 Diary #2) <b>ET</b></u></li> </ul>
			EPT-MS		
			EPT-ESC	<ul style="list-style-type: none"> <li><u>I approach students to get to know me first at the beginning of my first teaching (Interview</u></li> </ul>	<ul style="list-style-type: none"> <li><u>I felt that the students looked more active...(PST 2 Diary #3) <b>MS</b></u></li> </ul>
			EPT-MT		<ul style="list-style-type: none"> <li><u>...I try to be calm and not rush to</u></li> </ul>

				Cindy,14/08/ 24) <b>MS</b> <ul style="list-style-type: none"> <li>• <u>I usually approach them and feel the chemistry...</u>(Interview Natasya, 14/08/24) <b>ESC</b></li> <li>• <u>...I had to make them focus on learning...</u>(Interview Natasya, 14/08/24) <b>MT</b></li> </ul>	<u>understand students characters</u> (PST 2 Diary #1) <b>ESC</b> <ul style="list-style-type: none"> <li>• <u>I felt I had to do my best performance in this meeting</u> (PST 1 Diary #2) <b>MT</b></li> </ul>
	Emotional as a Liability	1. Anxiety of Making Mistakes 2. Difficult in Managing Class 3. Discouraged When Teaching	EL-AMM  EL-DMC  EL-DWT	<ul style="list-style-type: none"> <li>• <u>I felt anxious, embarrassed, and afraid of making mistakes in delivering the material of English words.</u> (Interview Natasya,14/08/24 ) <b>AMM</b></li> <li>• <u>I felt discouraged when in the classroom at vulnerable hours...</u> (Interview Cindy,14/08/24) <b>DMC</b></li> <li>• <u>I was worried that in the next meeting they would return to this condition</u>(Interview Cindy, 14/08/24) <b>DWT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <u>In this meeting, I felt anxious, worried and a little out of touch with the learning that I delivered</u> (PST 1 Diary #3) <b>AMM</b></li> <li>• <u>...I felt during this teaching practicum was managing the class...sometime s students unprepared to receive learning</u> (PST 2 Diary #2) <b>DMC</b></li> <li>• <u>I felt a little upset because students not bring the tools...</u>(PST 1 Diary #4) <b>DWT</b></li> </ul>

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 8<sup>th</sup> 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 occurred, 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. Natasya's 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 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, Natasya 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 Cindy's 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. 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 diaries, 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 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 follows*As 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 diaries.

*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.

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 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 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.

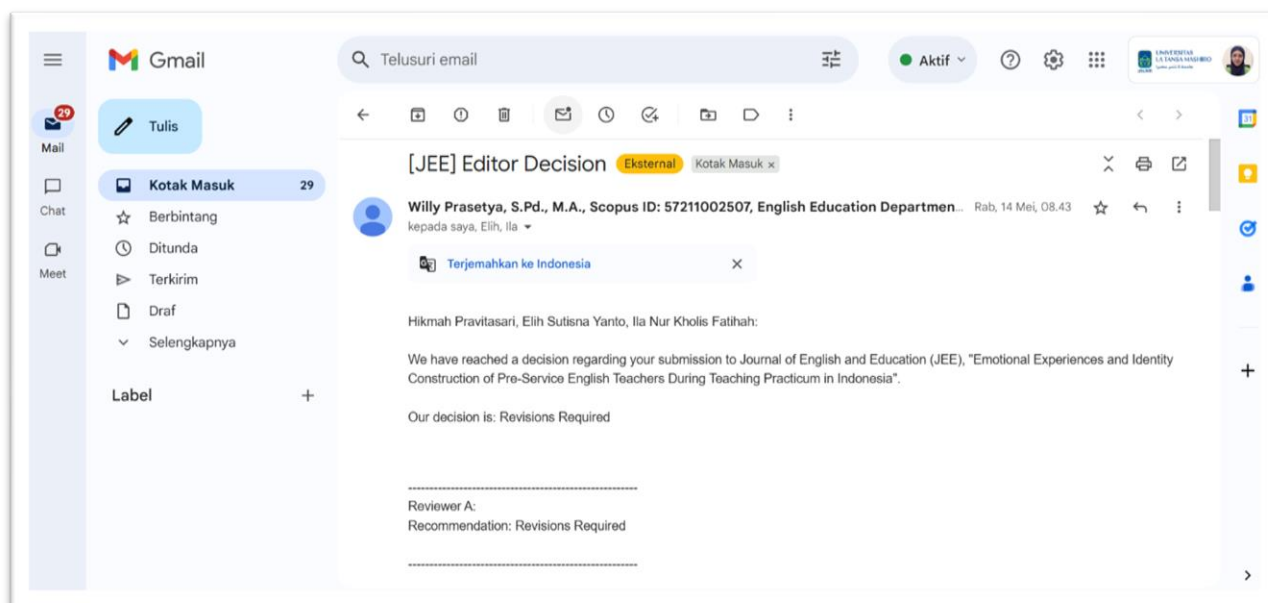
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## 2. Bukti hasil review dan Perbaikan hasil review (14 Mei 2025)



### **Reviewer A:**

Recommendation: Revisions Required

### **Review on Originality:**

Strengths: The study addresses a significant gap by focusing on the emotional experiences and identity construction of pre-service English teachers in Indonesia, a context less explored compared to Western settings. The use of narrative inquiry to delve into personal experiences adds originality.

Weaknesses: The study's small sample size (two participants) limits its generalizability. The themes (e.g., anxiety, motivation) are not novel, as similar emotions have been studied in other contexts (e.g., China, Thailand).

### **Review on Related Literature:**

Strengths: The review is comprehensive, covering key concepts like teacher identity, emotional experiences, and the role of mentor teachers. It cites relevant studies from diverse contexts (e.g., Turkey, Mexico) and theoretical frameworks (e.g., Stark & Cummings, 2023).

Weaknesses: Some citations (e.g., López, 2020; Chen, 2022) are repetitive. The review could better contextualize Indonesia's unique educational landscape to highlight the study's relevance.

### **Review on the Research Methodology:**

Strengths: The qualitative approach (narrative inquiry) is appropriate for exploring personal experiences. Data collection methods (interviews, reflective diaries) and analysis (thematic analysis) are well-described and aligned with research goals.

Weaknesses: The sample size is too small to draw robust conclusions. The lack of demographic diversity (both participants are female) and focus on one private university further limit applicability.

### **Review on Research Findings and Discussions:**

Strengths: The findings are richly detailed, with direct quotes and diary excerpts providing depth. The discussion effectively links results to prior research (e.g., mentor influence, emotional management) and theoretical frameworks.

Weaknesses: The discussion could better address contradictions (e.g., why mentor presence both alleviates and exacerbates anxiety). The emotional themes (anxiety, motivation) are somewhat predictable and lack surprising insights.

### **Review on the Implication:**

Strengths: Practical recommendations for teacher training programs (e.g., emotional management strategies) are valuable. The call for future research to expand sample size and contexts is justified.

Weaknesses: Implications are somewhat generic (e.g., "spread positive energy"). More specific strategies for Indonesian teacher training programs would strengthen this section.

**Review on the diction and the grammar:**

Strengths: The language is generally clear and academic, with few grammatical errors. Key terms (e.g., "professional identity") are used consistently.

Weaknesses: Some sentences are overly verbose or awkwardly phrased (e.g., "The suspense she felt was not very sophisticated"). Minor typos (e.g., "tuition" instead of "teaching") appear sporadically.

**Feedbacks on the manuscript:**

Provide more nuanced discussion of unexpected findings.

Include specific policy/practice recommendations for Indonesian teacher training.

Edit for conciseness and clarity in language.

Manuscript Result.

**Accepted with minor revision.**

**Reviewer B:**

Recommendation: Accept Submission

**Review on Originality:**

Yes, the manuscript contains new and significant information about pre-service English teacher experiences during teaching practices. The information helps other pre-service English teachers to recognize the condition of teaching practicum.

**Review on Related Literature:**

The manuscript has demonstrated adequate understanding of emotional experiences and professional identities of pre-service English teachers.

**Review on the Research Methodology:**

I understand that narrative inquiry focuses on personal stories to understand behaviors, events and actions, however, it also needs to highlight self reflection as part of personal process of inquiry. How does the author analyze participants' self reflection (example: comparison between personal condition before teaching practicum and after teaching practicum). Is there any specific data to compare the significant changes prior and after teaching?

**Review on Research Findings and Discussions:**

The findings are clear. To improve the quality of narrative writings, it is important to information on "The changes from the lack of teaching experience have been more widespread, particularly in the area of spirituality" (written in last paragraph of discussion section). Is there any notable changes in the way they teach, act, or other actions? Is there any specific examples of those changes?

**Review on the Implication:**

Yes, the implications of the study are stated clearly based on the results and conclusions

**Review on the diction and the grammar:**

Yes, the manuscript been written clearly and adequately.

**Feedbacks on the manuscript:**

The manuscript has been presented clearly and systematically based on narrative approach. To improve the quality of the manuscript, author can add particular information about changes on participants personal life and professional life prior and after teaching practicum. It is necessary to show the transformation as the impact of inquiry during the teaching practicum.

Manuscript Result.

**Accepted with minor revision.**

**RESPONSE TO THE REVIEWERS JEE**

Dear Editor and Reviewers,



We would like to sincerely thank you for the thoughtful and constructive feedback provided on our manuscript, titled “Emotional Experiences and Identity Construction of Pre-Service English Teachers During Teaching Practicum in Indonesia,” submitted to Journal of English and Education. We appreciate the time and effort taken to carefully review our work and provide valuable suggestions that have greatly improved the quality and clarity of our study.

In response to the reviewers’ comments, we have carefully revised the manuscript to address all concerns raised. Specifically, we have:

- Clarified the limitations related to the small sample size and emphasized the study’s focus on in-depth contextual exploration rather than generalizability.
- Reduced repetitive citations and enhanced the contextualization of Indonesia’s unique educational landscape in the literature review.
- Strengthened the discussion on the dual role of mentors as both sources of support and anxiety.
- Expanded the implications section with specific, actionable recommendations tailored for Indonesian teacher training programs.
- Improved clarity and conciseness throughout the manuscript by refining language and correcting minor typographical errors.
- Elaborated on participants’ self-reflections and transformations before and after the practicum, including concrete examples of personal and professional growth, particularly related to emotional regulation and spirituality.

We believe these revisions have significantly enhanced the manuscript’s contribution and readability. A detailed point-by-point response to each reviewer’s comments is enclosed for your consideration.

Thank you once again for your valuable feedback and the opportunity to improve our work. We look forward to your positive evaluation of our revised manuscript.

Best regards,

Hikmah Pravitasari (Corresponding author)

Here is our response to the reviewer comment:

#### **Reviewer Comment**

##### **Reviewer A: Originality**

Strength: Addresses a significant gap on Indonesian pre-service teachers using narrative inquiry.

Weakness: Small sample size limits generalizability; themes (anxiety, motivation) are not novel.

##### **Reviewer A: Related Literature**

Strength: Comprehensive and relevant citations.

Weakness: “Some citations (e.g., López, 2020; Chen, 2022) are repetitive. The review could better contextualize Indonesia's unique educational landscape to highlight the study's relevance.”

#### **Author Response**

We appreciate the recognition of our study's focus on an underexplored Indonesian context and the use of narrative inquiry. We acknowledge the limitation of the small sample size, which we clearly state in the manuscript as a small-scale qualitative study aimed at in-depth exploration rather than generalization. While themes such as anxiety and motivation are indeed studied elsewhere, our contribution lies in the localized cultural and educational context, which enriches the existing literature and offers nuanced insights specific to Indonesia. This has been emphasized more clearly in the revised introduction and discussion sections.

Thank you for this valuable observation. We agree that repetition of certain sources, such as López (2020) and Chen (2022), reduced the overall efficiency and depth of the literature review. In response, we have revised the review section by:

## Reviewer Comment

## Author Response

Reducing Redundancy:

We have streamlined the use of López (2020) and Chen (2022) by retaining only the most relevant references to support specific points. Redundant mentions were removed or replaced with more contextually diverse studies.

Enhancing Contextual Relevance:

To better highlight the distinctiveness of the Indonesian educational context, we expanded the literature review by incorporating studies that address:

The structure and expectations of Indonesian teaching practicum programs.

Cultural influences on emotional expression and teacher identity in Indonesia.

Specific institutional and pedagogical challenges in Indonesian pre-service teacher education.

For example, we added recent local research discussing the hierarchical mentoring culture, the emphasis on collectivist values in Indonesian classrooms, and how these factors uniquely affect pre-service teachers' emotional and identity development. These additions more clearly establish the national relevance of the study and clarify how our findings contribute not only to global literature but also to localized teacher education discourse.

We agree that the small, homogenous sample limits broad applicability. The study aims to provide a detailed, contextual understanding rather than wide generalizability. We have clarified this limitation in the revised methodology and conclusion sections and encouraged future research with larger and more diverse samples, including male participants and different institutional settings.

We appreciate this insightful comment. We have added nuanced discussion addressing the dual role of mentors as both sources of anxiety and support, incorporating recent literature to explain these complexities. We also acknowledge that while some emotional themes are expected, the Indonesian context offers unique expressions and coping mechanisms, which we now emphasize more clearly in the discussion.

### Reviewer A: Methodology

Strength: Appropriate qualitative approach and well-described methods.

Weakness: Small sample size, lack of demographic diversity (all female), focus on one private university limits applicability.

### Reviewer A: Findings and Discussion

Strength: Rich data with quotes; good theoretical linkage.

Weakness: Could better address contradictions (mentor presence both alleviates and exacerbates anxiety); emotional themes are predictable and lack surprising insights.

## Reviewer Comment

### Reviewer A: Implications

Strength: Practical recommendations and call for further research.

Weakness: Some implications are generic; need more specific strategies for Indonesian teacher training programs.

### Reviewer A: Diction and Grammar

Strength: Generally clear language and consistent terminology.

Weakness: Some verbose/awkward phrasing and minor typos.

### Reviewer A: Additional Feedback

Provide nuanced discussion of unexpected findings; specific policy/practice recommendations; edit for conciseness.

## Author Response

In response, we have refined the implications section to include more concrete, actionable recommendations tailored to Indonesian teacher training programs, such as mentorship training for mentors to better support pre-service teachers emotionally, structured peer reflection groups, and culturally sensitive emotional management workshops.

We conducted a thorough language edit throughout the manuscript to improve conciseness and clarity and corrected minor typographical errors, including replacing incorrect terms such as "tuition" with "teaching."

We have incorporated a more nuanced discussion on unexpected findings such as the paradoxical feelings towards mentor presence. Policy and practice recommendations specific to Indonesia's context have been strengthened, and the manuscript was carefully revised for conciseness and readability.

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## Reviewer Comment

### Reviewer B: Originality

Manuscript contains new and significant information on pre-service teacher experiences.

### Reviewer B: Related Literature

Adequate understanding demonstrated.

### Reviewer B: Methodology

Request for elaboration on analysis of self-reflection comparing before and after teaching practicum experiences.

### Reviewer B: Findings and Discussion

Request clarification on "changes in spirituality" and specific examples of behavioral or attitudinal changes.

### Reviewer B: Implications

Implications clearly stated.

### Reviewer B: Diction and Grammar

Manuscript is clear and adequate.

## Author Response

We appreciate the positive evaluation of our study's contribution to understanding pre-service teacher experiences.

Thank you for acknowledging the comprehensiveness of our literature review.

Thank you for this valuable suggestion. We have now clarified in the methodology and findings sections how participants' self-reflections in diaries were analyzed thematically, including comparisons of their emotional and identity states before and after key practicum experiences. While the narrative inquiry emphasizes stories over quantitative comparison, we highlight shifts in participants' reflections showing personal and professional growth during the practicum.

We have expanded the discussion to elaborate on the observed changes, specifying how participants reported increased patience, emotional regulation, and deeper commitment to teaching values, which we refer to as "spirituality" in their professional development. Concrete examples from interviews and diaries illustrating these transformations have been added for clarity.

We appreciate the positive feedback on the clarity of our implications.

Thank you for your encouraging comments regarding language quality.

## Reviewer Comment

### Reviewer B: Additional Feedback

Request to add information about changes in participants' personal and professional lives before and after practicum to illustrate transformation.

## Author Response

In response, we have enriched the findings and discussion sections by emphasizing participants' reflections on their growth in confidence, emotional management, and teaching identity from the start to the completion of the practicum, highlighting key transformative moments as a result of the inquiry process.

## MANUSCRIPT REVISE BASED ON REVIEWERS' JEE FEEDBACK

We appreciate the reviewer's comments on the substance of our article, and we revised it by marking the changes in blue presented in the whole manuscript.

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

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### Article Info

### Abstract

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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.

**Keywords:** Teaching practicum, pre-service teachers, emotional experiences, professional identity, narrative inquiry.

## INTRODUCTION

Teaching practicum is a fundamental component of pre-service teacher education, enabling future educators to apply theoretical knowledge in real classroom settings. It serves as a vital link between academic preparation and professional teaching by providing hands-on experience in classroom management, lesson delivery, and student engagement (Genç, 2019; Mwamakula, 2020). As one of the most crucial phases in teacher preparation, practicum helps pre-service teachers develop pedagogical skills and shape their professional identities while confronting the dynamic and often challenging realities of teaching (Ulum, 2020; Thi et al., 2020).

Despite its significance, the teaching practicum often elicits strong emotional responses from pre-service teachers, which can influence their professional growth and teaching effectiveness. Emotions such as anxiety, self-doubt, and fear of making mistakes frequently arise during practicum experiences (Zhu, 2019; Prabjandee, 2019). These emotional challenges may undermine pre-service teachers' confidence and classroom performance, thereby impacting their developing teaching identity. Understanding how these emotions contribute to identity formation and identifying ways to support pre-service teachers emotionally are critical challenges. This study focuses on how Indonesian pre-service teachers navigate their emotional experiences and identity-building during teaching practicum.

Stark and Cummings (2023) conceptualize teachers' emotions during teacher-student interactions, proposing three key dimensions (Figure 1).

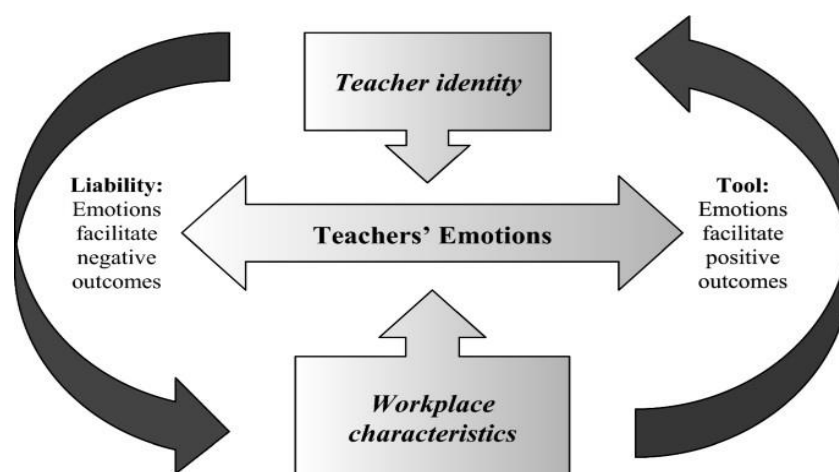


Figure 1. Conceptualizing the Role of teachers' Emotion during Teacher- Student interactions

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. First, emotions as a professional tool highlight positive emotional traits that motivate both teachers and students during classroom interactions. Second, emotions as a professional responsibility recognize the negative feelings—such as anxiety, embarrassment, and fear of errors—that teachers experience as part of their professional accountability. Third, the contextual impact on teacher identity reflects how teachers' perceptions of their emotional work influence their sense of self within workplace conditions, based on sense-making theory. Emotional distress in this context can disrupt effective student learning.

The teaching practicum is widely acknowledged for its role in shaping teacher identity. Volchenkova (2021) describes teacher identity as a personal construct heavily influenced by practical teaching experiences. Chen (2019) emphasizes that pre-service teachers undergo significant emotional changes during practicum, which affect their teaching practices, learning outcomes, and professional commitment. Emotions—both positive and negative—play a pivotal role in shaping teaching identity by influencing teacher-student interactions and classroom management abilities (Nguyen, 2020). Managing classrooms, a common source of anxiety for novice teachers, is essential for fostering productive learning environments (Abdullah & Basthomi, 2020). Stark and Cummings

(2023) further argue that teacher emotions may serve as both professional tools and liabilities, depending on contextual factors and teachers' emotional regulation skills.

Research on teaching practicum in non-Western, non-native English-speaking countries reveals similar emotional challenges. In China, pre-service teachers report anxiety and embarrassment during practicum (Zhu, 2019), while in Thailand, anxiety and self-doubt are shaped by school culture (Prabjandee, 2019). In Turkey, practicum experience shifts pre-service teachers' beliefs and attitudes toward teaching, highlighting its transformative nature (Genç, 2019). Mwamakula (2020) notes that mentor teachers can both ease and intensify these emotional challenges, depending on mentorship quality.

This study investigates how pre-service teachers in Indonesia construct their emotional experiences and professional identities during teaching practicum. By examining two pre-service teachers at a private school, this research explores emotional dynamics and identity formation processes in this context. The study hypothesizes that emotions such as anxiety and self-doubt critically shape teaching identities and approaches to classroom challenges. It also hypothesizes that emotional support from mentors and peers influences pre-service teachers' emotional responses and identity development.

While extensive research exists on teaching practicum and teacher identity, much focuses on Western contexts or isolated emotional responses (Chen, 2019; Thi et al., 2020). There is a notable gap regarding Indonesian pre-service teachers, especially concerning how emotions during practicum influence identity development. This study addresses this gap by offering a localized perspective on how Indonesian pre-service teachers experience and manage emotions during practicum and how these experiences contribute to their professional identity. Additionally, it examines mentor support's moderating role—a factor underexplored in Indonesia.

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

This qualitative study was conducted at a private university in Indonesia, employing a narrative inquiry design to explore how pre-service English teachers emotionally construct their professional identity during teaching practicum. Narrative inquiry in pre-service teacher education involves systematically examining teachers' personal stories and experiences to understand their professional development and identity formation (Barkhuizen et al., 2024, p.107).

The analysis focused on four short narrative extracts, each approximately ten lines long, selected from the complete narrative data to construct a larger, comprehensive story (see Figure 2). These short stories were analyzed in greater detail to deepen the investigation of themes identified in the larger narrative. This approach also facilitated understanding of significant behaviors, events, and actions relevant to the study.

Participants in this research were two pseudonymous female pre-service English teachers, Cindy (22 years old) and Natasya (24 years old), both in their eighth semester at the private university. They were engaged in their teaching practicum as part of the Professional Training Program 2 at a private senior high school.).

Data were collected through semi-structured interviews and supplemented by participants' reflective diaries. The semi-structured interviews combined structured organization with flexibility to adapt questions based on participants' responses, allowing for in-depth exploration of experiences. Diaries provided additional supporting data to enrich understanding.

Data were analyzed using thematic analysis following Braun and Clarke's (2021) six-step process: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (see Figure 3)

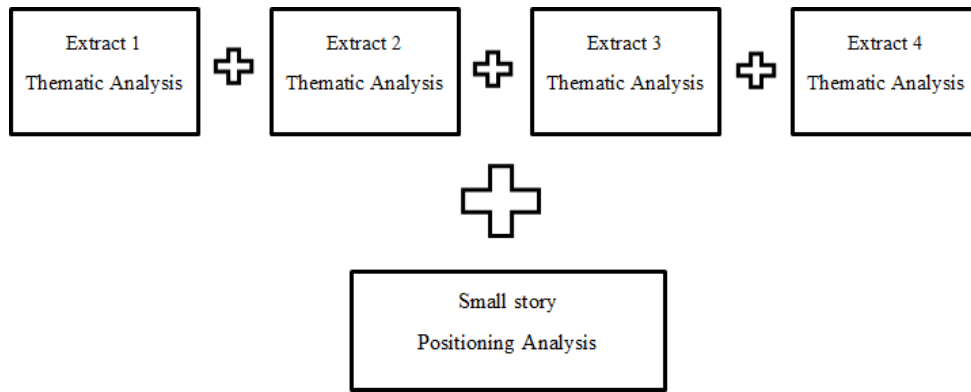


Figure 2. Organization of selected narrative text in Barkhuizen et al. (2024)

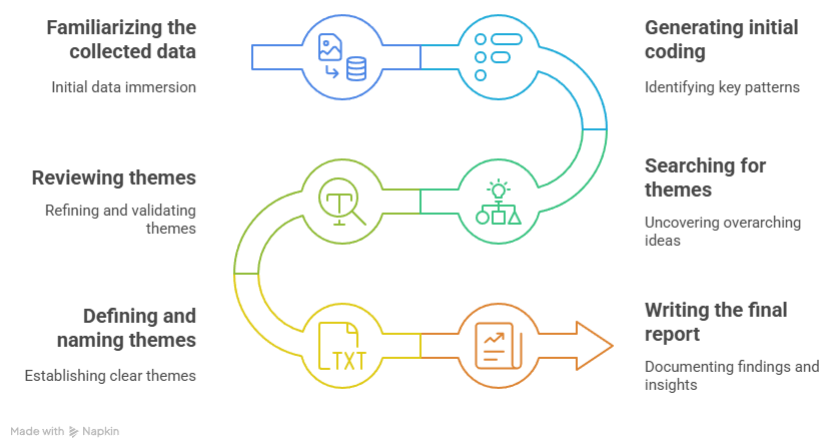


Figure 3. The Process of Thematic Analysis adapted from Braun & Clarke (2021)

## FINDINGS

This section presents the narrative of pre-service teachers' experiences during their teaching practicum, focusing on the development of their emotions and professional identities. The data are drawn from interviews and diaries of the participants.

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	4. Teachers' Educational Experiences	TIWWC-TEE	• <u>I started my educational journey from public elementary, junior &amp; senior highschools.</u>	• <u>I attended a public school then an Islamic Boarding school because of my interest in language especially English....</u> (PST 2 Diary #1)
		5. Teachers' Own Identity	TIWWC-TOI	(Interview Cindy, 14/08/ 24) TEE	TEE
		6. Workplace Culture Adjustment	TIWWC-WCA	• <u>I apply a teaching style that is firm but does not restrain students in class.</u>	• <u>Because my interest and ability is to be a</u>

				<p>(Interview Natasya, 14/08/24) <b>TOI</b></p> <ul style="list-style-type: none"> <li>• <u>I mastered this school location, ..., socializing with the teachers and mentor.</u></li> </ul> <p>(Interview Cindy,14/08/ 24) <b>WCA</b></p>	<p><u>teacher...( PST 1 Diary #2) <b>TOI</b></u></p> <ul style="list-style-type: none"> <li>• <u>I must continue to gain knowledge from my tutor teacher (PST 2 Diary #2) <b>WCA</b></u></li> </ul>
Teachers' Emotion	Emotional as a Professional Tools	6. Encourage Students 7. Excited in Teaching 8. Motivated Students 9. Empathy in Students Condition 10. Motivated Themselves	EPT-ES EPT-ET EPT-MS EPT-ESC EPT-MT	<ul style="list-style-type: none"> <li>• <u>I give more attention to those who violate...(Intervie w Cindy,14/08/24) <b>ES</b></u></li> <li>• <u>...I had to choose the right techniques learning...( Interview Natasya, 14/08/24) <b>ET</b></u></li> <li>• <u>I approach students to get to know me first at the beginning of my first teaching (Interview Cindy,14/08/ 24) <b>MS</b></u></li> <li>• <u>I usually approach them and feel the chemistry...( Interview Natasya, 14/08/24) <b>ESC</b></u></li> <li>• <u>...I had to make them focus on learning...( Interview Natasya, 14/08/24) <b>MT</b></u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>I asked them what they were looking for...and discussed the text in the book (PST 1 Diary #3) <b>ES</b></u></li> <li>• <u>I start the learning with ice breaking first (PST 2 Diary #2) <b>ET</b></u></li> <li>• <u>I felt that the students looked more active...(PST 2 Diary #3) <b>MS</b></u></li> <li>• <u>...I try to be calm and not rush to understand students characters (PST 2 Diary #1) <b>ESC</b></u></li> <li>• <u>I felt I had to do my best performance in this meeting (PST 1 Diary #2) <b>MT</b></u></li> </ul>
	Emotional as a Liability	4. Anxiety of Making Mistakes 5. Difficult in Managing Class 6. Discouraged When Teaching	EL-AMM EL-DMC EL-DWT	<ul style="list-style-type: none"> <li>• <u>I felt anxious, embarrassed, and afraid of making mistakes in delivering the material of English words. (Interview Natasya,14/08/24 ) <b>AMM</b></u></li> <li>• <u>I felt discouraged when in the classroom at vulnerable</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>In this meeting, I felt anxious, worried and a little out of touch with the learning that I delivered (PST 1 Diary #3) <b>AMM</b></u></li> <li>• <u>...I felt during this teaching practicum was managing the class...sometime</u></li> </ul>



				<u>hours...</u> (Interview Cindy, 14/08/24) <b>DMC</b> <ul style="list-style-type: none"> <li>• <u>I was worried that</u>  <u>in the next</u>  <u>meeting they</u>  <u>would return to</u>  <u>this</u>  <u>condition</u>(Intervie          w Cindy,          14/08/24) <b>DWT</b></li> </ul>	<u>s students</u> <u>unprepared to</u> <u>receive learning</u> (PST 2 Diary #2) <b>DMC</b> <ul style="list-style-type: none"> <li>• <u>I felt a little</u>  <u>upset because</u>  <u>students not</u>  <u>bring the</u>  <u>tools...</u>(PST 1          Diary #4) <b>DWT</b></li> </ul>
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The data were categorized into three main areas: (1) pre-service teacher identity within the workplace context, (2) teacher emotion as a professional tool, and (3) teacher emotion as a liability. Teacher identity encompasses personal and educational backgrounds. Positive emotional skills relate to enthusiasm, motivation, and empathy, while negative emotions include anxiety, embarrassment, and fear. The following sections detail each area.

### **Pre-service Teachers' Identity (within workplace condition)**

#### ***Cindy's Perspective***

Cindy, an eighth-semester student, completed her practicum at an Islamic boarding school. She attended public schools throughout her early education. Cindy shared:

*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)*

She chose a nearby university during the COVID pandemic due to her strong desire to become a teacher, particularly in English education. Cindy noted in her diary:

*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)*

This practicum was Cindy's first real teaching experience. She explained:

*....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)*

Cindy adapted by socializing with school staff and mentor teachers, stating:

*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)*

Initially, Cindy felt anxious and embarrassed about teaching:

*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 reflected on her shortcomings through journaling and sought to remain calm while improving her teaching:

*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)*

She recognized that teaching extends beyond delivering content to understanding classroom and school dynamics, which enhanced her confidence.

#### ***Natasya's Perspective***

Natasya's educational path is similar to Cindy's, except she attended boarding school for high

school. She began at public schools and transitioned to an Islamic boarding school to improve her English and Arabic skills. She majored in English literature due to long-standing interest.

She noted:

*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. Natasya'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 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)*

Natasya has expressed her success in adapting to and understanding the character of students during the teaching period. She stated that during her teaching practicum she received a lot of feedback from her supervisor and her teacher mentor about the quality of the teaching material. From her experience, Natasya concluded that, in addition to teaching, teachers must have strategies to adapt to the learning environment and the nature of the students before providing them with the learning material. It was designed to understand students as emotional learners and not to bore them senselessly in the classroom and in the school environment.

### **Pre-service Teacher Emotion (as a professional tool)**

*Encouraged Students and Motivated them*

*Cindys' Perspective*

On her first day teaching grade X, Cindy was introduced to students and felt pleased despite initial nerves:

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

She intentionally built rapport before starting lessons:

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

She invited students to share about their school life, fostering positive relationships aligned with Sun & Shi (2022) when teachers actively demonstrate care and invest in their students' emotional and intellectual growth, their effectiveness as educators increases significantly as well as students' learning motivation. Cindy encouraged active participation, finding teaching thrilling.

### **Natasyas' Perspective**

Natasya stressed the importance of motivation, consistent with Purwanto, et al. (2024), who reported that active engagement and enthusiasm during the lesson made Indonesian pre-service teacher hopeful and excited to do her best in preparing and conducting the class. She approached students warmly before lessons and engaged them through storytelling:

....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)

Using a notebook as a teaching aid, she introduced a translator device to encourage student boldness, despite device restrictions in the boarding school:

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

She was satisfied with student engagement:

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

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

#### ***Empathy in Students Condition Cindys' Perspective***

Cindy recognized the importance of understanding students' conditions before teaching:

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

She sought to create a comfortable learning atmosphere, mindful of students' stress and motivation (Kız, 2021). Cindy believed that confidence and calmness were key:

*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 many goals 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) asserts that students are satisfied and motivated by positive emotions such as happiness, success and enjoyment with the course of study. Cindy tried to present the material in a calm and relaxed manner so that the students felt comfortable with the English language. According to Cindy's interview and teacher's diaries, as follows.

*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 condition of her students before the lesson began, so that they would appear relaxed and receptive to the material, which she had presented well.

#### ***Natasyas' Perspective***

In teaching, the teacher is not only the provider of learning materials for students, but is also the one who make the students more engaged in the learning experience, at least in the classroom. A teacher needs to have a consistent motivation to teach, so that he can provide valuable lessons to students. The positive emotions that teachers bring should motivate students. Natasya began her teaching practice by approaching the students and giving her own perspective of 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)*

It was important for Natasya to put herself in the perspective of the student, to understand [what it was like to be 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 [at school](#). [As Natasya wrote in her teachers' diary](#):

*....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)*

Natasya [said](#) she can analyze students' learning needs by identifying previous knowledge and approaches in direct communication with students during their [studies](#), to identify their learning aspirations and barriers. Natasya is better able to understand what she [has done](#) and [what she has not done in dealing with](#) certain situations or student conditions [in](#) her teaching practice, as [she has explained in the following interview](#).

*.....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. [Purwanto, et al. \(2024\) investigated that pre-service teachers experienced positive emotions apprehended as happiness that involves amusement, pride, contentment, satisfaction, excitement, and relief during the teaching and learning process when they can overcome a difficulty in teaching](#). 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 was not available in the classroom or the media room.

The condition discouraged her from volunteering. After about ten minutes, Cindy decided not to use the projector. 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)*

Natasya 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 Natasya, 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 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 Natasya 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 Natasya, 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 Indonesian pre-service teachers, who, according to Zaki & Salsabila (2024) reported that the anxiety can be seen not only "before" and "after", but also "during" the experiences of the learning and teaching process with the learners during the teaching practicum. 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 diaries.

*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 with little anxiety. It seems to be a natural thing felt by pre-service teachers who have just started teaching practicum. 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. Attendance of the mentor teacher at the second meeting of Cindy's teaching practicum made her feel embarrassed and anxious about making mistakes. She was worried that her appearance at the meeting that day would not go well. The mentor teacher observed how Cindy taught and paid attention to all the material that was presented to the students.

The mentor teacher seemed to focus on 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 learning material. Natasya considered that she was able to regulate the negative emotions that arose at that time. Besides, at another meeting, Natasya was anxious to avoid mistakes when her mentor teacher came to observe her teaching. Although it was not long, she sensed that she was afraid of making mistakes when she delivered the words or the material. Natasya was very careful to deliver every word and detail in English, because she felt noticed 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 returned relieved and continued 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 emotional anxiety she felt was not too much.* Natasya 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.

### ***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 pre-service teacher, she certainly did not know much about the students' classroom behavior. According to Cindy, she 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-breaking 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 the lesson. 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 felt 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 *Ji, et al. (2022) reported that pre-service teachers' emotional trajectories are complex and dynamic, positive emotions are decreasing, and negative emotions increase as time goes by.* 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 students were asked to discuss and create a recount text, which will be presented by one of the group representatives. But another thing happened when students were having group discussions. Cindy had difficulty managing the classroom condition. 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 she was able to overcome this class condition after a few warnings.* 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 could maintain this condition until the end of the lesson because she thought it did not interfere too much with this learning activity as long as she could still handle the students in the class.* 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 learning material.

### ***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)*

Natasya 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. According to Natasya, a teacher must always do everything to give her students a good education.

## DISCUSSION

Pre-service teacher identity is closely intertwined with emotions, as these two aspects significantly influence each other during teacher training. Chen (2022) notes that pre-service teachers typically experience a mix of positive and negative emotions that shape their developing professional identities. Based on Cindy and Natasya's experiences during their three-month practicum, this study reveals how their identities and emotions evolved throughout the training.

Cindy and Natasya's educational journeys marked the initial stage of their teacher identity development, underscoring the importance of personal and educational backgrounds. This aligns with Muyunda et al. (2023) and Tran & Dee (2023), who emphasize that teacher identity involves a blend of personal and professional dimensions, shaped by one's background and experiences. The quality and competence of teachers are often influenced by educational history, teaching experience, and communication skills (Siagian & Artha, 2023). For example, Cindy pursued English education motivated by her passion for teaching, while Natasya's progression from high school to boarding school and university reflected a deepening commitment to English language teaching. Both demonstrated a firm resolve to become professional educators.

During their practicum, Cindy and Natasya actively built relationships with students, mentors, and colleagues to better understand the school environment. Peer evaluation and shared teaching experiences played a crucial role in this process. Double et al. (2020) suggest that peer review offers valuable feedback loops for pre-service teachers to assess and improve their performance. Li et al. (2021) and Mwamakula (2020) further highlight that peer evaluation fosters professional competence, reflective practice, and an enhanced sense of self. This ongoing feedback enables pre-service teachers to identify their strengths and learning gaps, contributing to identity development within the school context.

Both teachers experienced positive and negative emotions during the practicum. Positively, they focused on encouraging and motivating students and empathizing with their circumstances. This reflects Handayani et al. (2023) and Richards (2022), who stress that teaching extends beyond knowledge transmission to nurturing students' minds, creativity, motivation, and moral values. Cindy and Natasya fostered supportive classroom environments that promoted emotional well-being, echoing Aldrup, et al. (2022) observations of the importance of empathy in teacher-student relationships and the extent to which they support students emotionally in general through classroom management, instructional support, or student learning outcomes. Such empathetic practices bolster student confidence and motivation while reinforcing teachers' professionalism.

Moreover, Cindy and Natasya's enthusiasm for teaching positively influenced their students.



Faro et al. (2025) emphasized enthusiastic teachers actively engage with students and foster relationships that enhancing their academic confidence and willingness to participate in learning activities. This motivation creates a dynamic learning atmosphere that enhances teaching effectiveness.

Nonetheless, Cindy and Natasya also faced negative emotions, including anxiety about making mistakes and the pressures of first-time teaching. Such anxiety is common among novice teachers, attributed to inexperience and uncertainty (Salsabila & Zaki, 2024). López (2020) identifies lack of trust as a key factor causing anxiety during pedagogical exercises, consistent with Cindy and Natasya's reported nervousness upon entering classrooms.

The presence of mentor teachers heightened these anxieties. Pre-service teachers often viewed mentors as evaluators, intensifying pressure to perform flawlessly (Heryatun, 2020; Li et al., 2021). Dzulfikri and Azami (2024) and Mwamakula (2020) similarly note that mentor observation can reduce pre-service teachers' focus and self-confidence, fostering nervousness and self-doubt. Cindy and Natasya's experiences underscore the complex dual role mentors play as both support and source of stress.

Additionally, both felt discouraged when students displayed inattentiveness or disengagement during lessons. Such feelings of frustration, disappointment, and discouragement are documented by Kavrayici (2020) as common emotional responses during practicum. Cindy and Natasya perceived a lack of appreciation when students were sleepy, chatting, or distracted, aligning with Pazilah, et al. (2021)'s findings that such challenges hinder pre-service teachers' interactions with students. Overcoming these difficulties was a significant part of their professional growth.

The practicum experience was vital for Cindy and Natasya's development. Lee & Kutty (2023) describes teaching internships as essential for enhancing pre-service teachers' professional skills, including pedagogical and emotional competencies. Emotional regulation, in particular, is critical in shaping teacher identity and teaching effectiveness. Muyunda et al. (2023) emphasize the close link between teacher professionalism and education quality, as teachers' skills directly affect learning outcomes. During training, pre-service teachers refine teaching methods, strategies, and approaches that facilitate effective learning.

## CONCLUSIONS

This study explored how pre-service English teachers construct their emotions and professional identities during their teaching practicum. Focusing on two participants, the findings highlight that these pre-service teachers actively employed pedagogical strategies to enhance their engagement in the classroom and the broader learning environment. Through effective communication and relationship-building with students, mentor teachers, and other school staff, they gained valuable insights into the school culture. Peer evaluations and shared teaching experiences further supported their adaptation and identity development within the school context.

The pre-service teachers reported experiencing emotional challenges such as discouragement, anxiety about making mistakes, and difficulties in classroom management. These emotions primarily stemmed from their lack of confidence as novice teachers, especially under the scrutiny of mentor teachers. However, these negative feelings were often balanced and mitigated by positive emotions, including motivation and enthusiasm, which helped them maintain consistent positive energy in their teaching practices. Their strong motivation and passion for teaching are likely to contribute to their successful completion of the practicum.

Analysis of interview and diary data suggests that teacher identity and emotional well-being are central to pre-service teachers' understanding of their professional roles. A well-developed professional identity and effective emotional management positively influence teaching practices, psychological well-being, and teacher-student relationships. By fostering these aspects, teachers can create supportive learning environments that promote holistic student development.

Given the study's focus on only two pre-service teachers from a private university in Indonesia, the findings represent a limited, small-scale sample. Future research should include a more diverse participant pool and explore similar processes across different academic disciplines and educational settings. Nonetheless, this study confirms that emotions and identity construction are critical factors shaping pre-service teachers' professional growth, providing valuable guidance for their future roles as effective English teachers.

Based on the findings, two main recommendations are proposed. First, pre-service English

teachers should identify and prepare specific teaching strategies prior to entering the classroom, and consistently maintain positive energy during lessons to foster student engagement. Second, they should experiment with varied teaching techniques and incorporate curiosity-driven questions to sustain student interest and excitement in each session. For researchers, further studies could investigate effective strategies that pre-service teachers use to navigate challenges related to emotion regulation and identity construction during practicum. Such research will contribute to the expanding body of literature on pre-service teacher development.

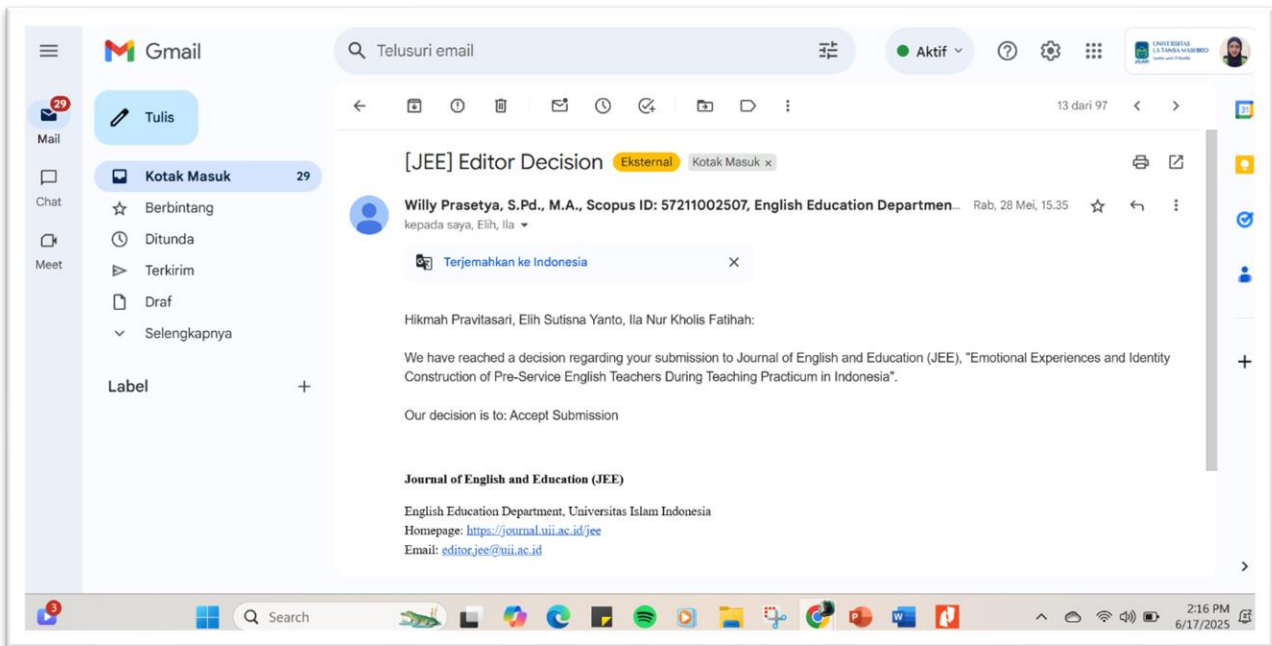
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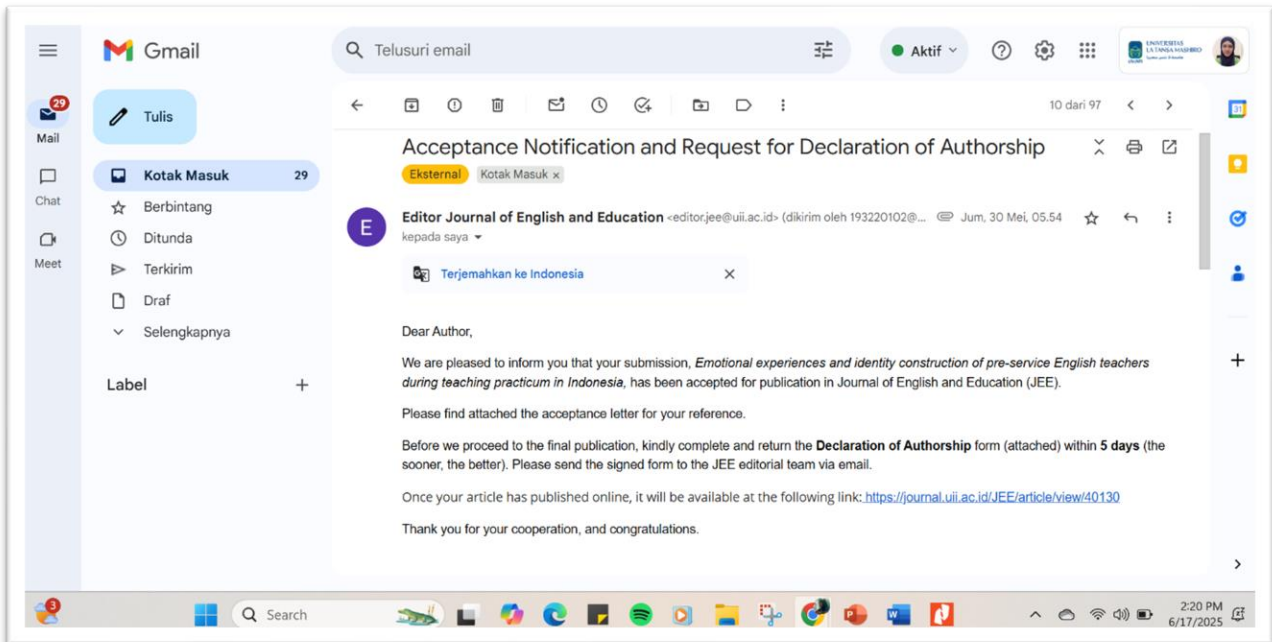
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### 3. Disetujui (28 Mei 2025)



### 4. Bukti konfirmasi diterima artikel publish secara online (30 Mei 2025)







PROGRAM STUDI  
PENDIDIKAN  
BAHASA INGGRIS

Yogyakarta, May 28, 2025

#### Letter of Acceptance

Dear Sir/Madam,

We are pleased to inform you that your article entitled:

**"Emotional experiences and identity construction of pre-service English teachers during teaching practicum in Indonesia"**

has been **accepted for publication** in the Journal of English and Education (JEE).

Journal of English and Education (JEE) provides a forum for researchers, linguists, teachers, and scholars in English language education and applied linguistics to contribute to the debate on this area from multilingual perspectives. Journal of English and Education (JEE) is indexed, abstracted, and listed in the following databases such as Sinta 2, Garuda, Google Scholar, Semantic Scholar, Scilit, ROAD, Dimensions, EuroPub, Crossref, Indonesia OneSearch and Index Copernicus.

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**Author(s)** : Hikmah Pravitasari, Elih Sutisna Yanto, Ila Nur Kholis Fatihah

**Article Status** : Accepted for Publication

We would like to extend our sincere thanks for your valuable contribution to our journal. We look forward to sharing your work with our readers around the world.

If you have any further questions regarding your article or the publication process, please do not hesitate to contact us.

Sincerely,

Banutul Murtafiah  
Editor-in-Chief

#### DECLARATION OF AUTHORSHIP

We hereby declare that the manuscript entitled "Emotional Experiences and Identity Construction of Pre-Service English Teachers During Teaching Practicum in Indonesia", submitted to the *Journal of English and Education (JEE)* on May 5, 2025, is an original work authored by the following contributors:

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We confirm that:

1. This manuscript represents our original work and has not been published previously, nor is it under consideration for publication elsewhere, either in whole or in part.
2. There are no conflicts of interest among the authors related to the research, authorship, or publication of this manuscript.
3. We are fully aware of and comply with ethical standards regarding plagiarism and academic integrity, and understand the consequences of violating such policies.
4. Should any instance of plagiarism or duplicate publication be discovered post-submission, we accept full responsibility and any legal or disciplinary actions that may result.

This declaration is made truthfully and voluntarily for the purposes of the manuscript submission.

Rangkasbitung, May, 31, 2025

Hikmah Pravitasari

Note:

- a) Please complete this form after your manuscript is accepted for publication
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**Emotional experiences and identity construction of pre-service English teachers during teaching practicum in Indonesia****Hikmah Pravitasari<sup>1</sup>****Elih Sutisna Yanto<sup>2</sup>****Ila Nur Kholis Fatimah<sup>3</sup>**<sup>1,3</sup> English Education Study Program, Universitas La Tansa Mashiro, Indonesia<sup>2</sup> English Education Department, Universitas Singaperbangsa Karawang West Java Indonesia\*Corresponding author: [hikmah.pravitasari@unilam.ac.id](mailto:hikmah.pravitasari@unilam.ac.id)**Article Info****Abstract***Article History:*

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This study explored pre-service English teachers' emotional experiences and professional identity construction 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 teacher identities. 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. 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.

**Keywords:** *Emotional experiences, narrative inquiry, pre-service teachers, professional identity, teaching practicum*