



**STUDENT TEACHERS' EMOTIONAL
DURING TEACHING PRACTICE
ENGLISH IN YOUNG LEARNERS
CLASS**



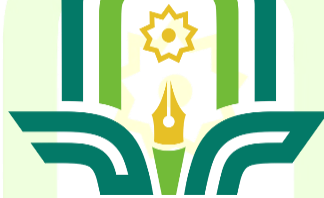
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SN. 20522064**

2026

**STUDENT TEACHERS' EMOTIONAL
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A THESIS

**Submitted in Partial Fulfillment of the Requirement for
the Degree of *Sarjana Pendidikan* in the English
Education Department**



By :

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FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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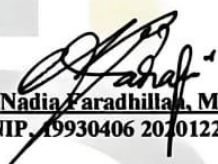
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MOTTO

“Dream, believe, achieve.”

(Aleyda Putri Azizah)

*“No matter how slow I go, I will never stop moving
forward.”*

(Kim Namjoon)



ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengalaman emosional calon guru selama praktik mengajar di kelas Pengajaran Bahasa Inggris untuk Peserta Didik Usia Dini (TEYL). Penelitian ini menggunakan desain kualitatif dengan pendekatan penyelidikan naratif. Peserta penelitian terdiri dari empat mahasiswa semester ketujuh dari Jurusan Pendidikan Bahasa Inggris yang telah menyelesaikan praktik mengajar TEYL. Data dikumpulkan melalui wawancara semi-terstruktur dan jurnal reflektif, kemudian dianalisis menggunakan analisis tematik. Temuan tersebut menunjukkan bahwa calon guru mengalami emosi positif maupun negatif selama praktik mengajar mereka. Emosi positif seperti merasa bahagia, percaya diri, dan puas muncul ketika siswa berpartisipasi secara aktif, merespons dengan antusias, dan menunjukkan pemahaman terhadap materi pelajaran, yang pada gilirannya meningkatkan rasa percaya diri dan rasa pencapaian dalam mengajar para calon guru. Sebaliknya, emosi negatif seperti cemas, takut, dan sedih muncul, terutama pada awal proses pembelajaran atau saat menghadapi tantangan di kelas, termasuk penggunaan bahasa Inggris sepenuhnya, mengelola perilaku siswa, dan mengatasi rendahnya partisipasi siswa. Emosi-emosi ini terkadang memengaruhi kinerja mengajar mereka, yang menyebabkan rasa gugup dan keraguan diri. Secara keseluruhan, penelitian ini menyoroti bahwa pengalaman emosional calon guru bersifat dinamis dan sangat dipengaruhi oleh interaksi di kelas serta respons siswa, sehingga menekankan pentingnya kesadaran dan pengelolaan emosi dalam program pendidikan guru.

Kata kunci: pengalaman emosional, calon guru, praktik mengajar, pengajaran bahasa Inggris untuk pelajar usia dini

ABSTRACT

This study aimed to explore student teachers' emotional experiences during teaching practice in Teaching English for Young Learners (TEYL) classes. The research employed a qualitative design using a narrative inquiry approach. The participants were four seventh-semester students from an English Education Department who had completed TEYL teaching practice. The data were collected through semi-structured interviews and reflective journals and were analyzed using thematic analysis. The findings revealed that student teachers experienced both positive and negative emotions during their teaching practice. Positive emotions such as happy, confident, and satisfied emerged when students actively participated, responded enthusiastically, and demonstrated understanding of the material, which enhanced student teachers' self-confidence and sense of teaching success. In contrast, negative emotions such as anxious, fearful, and sad appeared, particularly at the beginning of teaching or when facing classroom challenges, including using full English, managing classroom behavior, and dealing with low student participation. These emotions sometimes affected their teaching performance, leading to nervousness and self-doubt. Overall, the study highlighted that student teachers' emotional experiences were dynamic and strongly influenced by classroom interaction and student responses, emphasizing the importance of emotional awareness and management in teacher education programs.

Keywords: emotional experiences, student teachers, teaching practice, teaching english for young learners

PREFACE

All praise and gratitude are devoted to Allah SWT, who has bestowed upon me countless blessings, guidance, health, and patience, enabling me to complete this thesis entitled “Student Teachers’ Emotional Experiences During Teaching Practice in Teaching English for Young Learners Class.” This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in the Faculty of Teacher Training and Education. I realize that this thesis is far from perfect. Therefore, any suggestions and constructive criticisms are highly appreciated to improve the quality of this work. I would like to express my deepest gratitude to:

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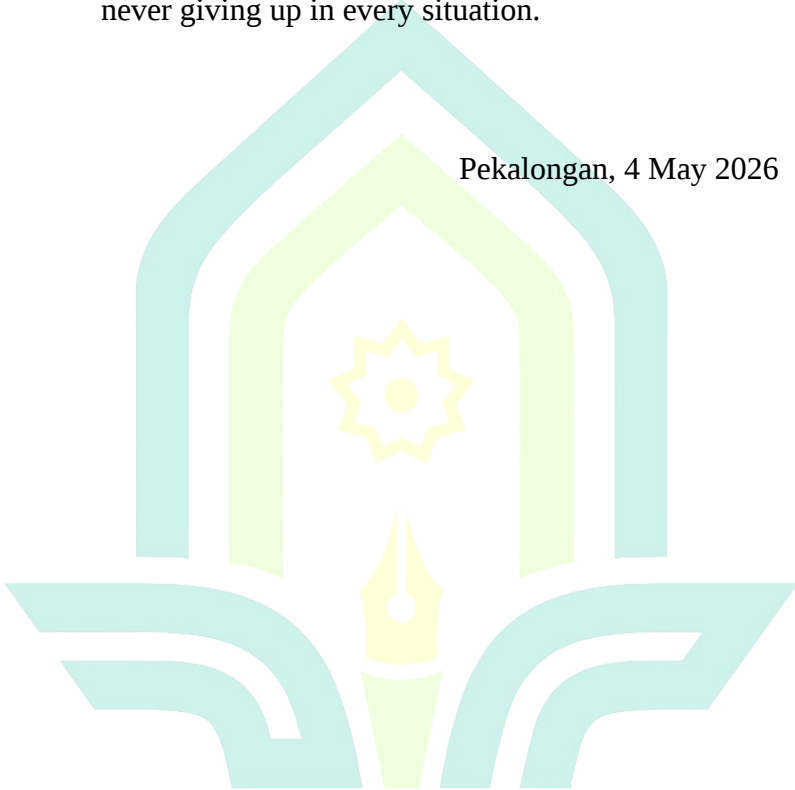


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CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is very important in today's world because it serves as a shared language that people from different countries use to talk to each other. It is commonly used English in fields such as education, technology, and business. Most scientific information, international publications, and teaching resources are written in English, which helps students and researchers keep up with new discoveries and developments in science and technology. By utilizing their proficiency in English, students and teachers can engage with global opportunities like exchange programs or lectures, which can aid in learning and academic success in education. In today's education system, strong English skills are essential for career development, as they open up opportunities for jobs around the world and make it easier to work with people from different countries (Sahnan, 2024). Therefore, English is a vital skill for improving education and staying successful in a global environment.

The use of English is essential in Teaching English for Young Learners (TEYL) as it aids children in developing language abilities without prior knowledge of any other language and influencing their attitudes towards learning others. Therefore, English learning should begin at an early age so that children become familiar with the language from a young age. Teaching English for Young Learners (TEYL) aims to help children develop their English skills through enjoyable, communicative, and age-appropriate activities (Cameron, 2001). In this

context, teachers and student teachers play a vital role in building the foundation of children's language abilities through creative and meaningful teaching. This can be achieved through creative, meaningful learning activities that support children's English language development in an optimal way (Nasution, Santoso, & Kembaren, 2025).

To develop quality English learning, teaching practice is a key part of training English teachers. Teaching practice is when student teachers actually teach in primary schools, with help from lecturers and experienced teachers. During this time, they get to try out planning, teaching, and assessing English lessons that suit the needs of young children. Teaching English to young learners needs special skills like doing activities that are fun and interactive, and creating a lively classroom environment to keep students interested. Teaching practice is a vital chance for student teachers to use the teaching methods they have learned in real classrooms, and it also helps them develop their overall teaching skills (Farrell, 2015).

Several studies have explored various aspects of Teaching English for Young Learners (TEYL), but there are still gaps in the current research. A study conducted by Andini (2023) focused on primary school teachers' perception of assessing young learners. It revealed that teachers face difficulties in selecting appropriate assessment methods. Another study conducted by Jannah (2019) focusing on student teachers' shows perceptions of teaching strategies and challenges. Other studies by Ji, Oubibi, Chen, Yin, and Zhou (2022) discussing Pre-service Teachers' Emotional Experience: Characteristics, dynamics, and sources amidst the teaching practicum indicated that emotional challenges such as anxiety and stress are common during teaching practice. Moreover,

the study of pre-service teachers conducted by Simanjutak (2018) emphasized the need to focus on pedagogical performance from a technical perspective. However, there is still a lack of research that comprehensively investigates both the emotional experience and how student teachers manage their emotions during teaching practice in Teaching English for Young Learners class.

Based on initial observation at a university where teaching practice programs take place, some student teachers showed signs of anxiety, nervousness, and low confidence when teaching children in Teaching English for Young Learners (TEYL) classrooms. These emotions showed up in their limited interaction with students, their use of English, and their hesitation when giving instructions or feedback. Because of this, their teaching performance dropped, as they seemed uncertain about their abilities and worried about making mistakes in front of students. This shows that emotional experiences can greatly affect how well someone teaches and should be part of teacher training programs. Therefore, support and guidance from lecturers and experienced teachers are important to help student teachers deal with their feelings and build confidence during their teaching practice (Suhandra & Ariawan, 2023). Based on the above explanation, the research aims to explore the emotional experiences of student teachers during teaching practice in Teaching English for Young Learners (TEYL) class, emphasizing how they handle emotions such as anxiety, confidence, and excitement.

1.2 Formulation of the Problems

Based on the problems shown at the initial of observations in class, researchers will find a problem formulation is “How are student teachers’ experience during teaching practice in Teaching English for Young Larners

Class?”

1.3 Aims of the Study

The aim of this research is to describe the student teachers’ experiences during teaching practice in Teaching English for Young Learners Class.

1.4 Operational Definition

1. **Students Teachers:** Student teachers are university students enrolled in an English Education program who conduct supervised teaching practice in primary schools as part of their professional preparation. In this study, student teachers refer specifically to those who teach English in TEYL classrooms (Keengwe, 2022).
2. **Teaching Practice:** Teaching practice refers to a supervised teaching activity in which student teachers conduct real classroom instruction as part of their teacher education program. The concept is operationalized through observable teaching behaviors, including lesson planning, classroom instruction, interaction with young learners, and classroom management during the practicum period (Richards & Schmidt, 2013).
3. **Teaching English to Young Learners (TEYL):** refers to providing English learning experiences that match children’s cognitive, social, and emotional development. TEYL is operationalized through age-appropriate

activities such as games, stories, simple tasks, and interactive classroom practices designed to support young learners' development (Cameron, 2001).

4. Emotional experiences: The term "Emotional Experiences" refers to the feelings that teachers encounter as a result of their daily interactions and relationships within the teaching environment. These emotional experiences specifically involve emotions such as anxiety, confidence, and excitement. These emotional are identified through verbal expressions, behavioral indicators, and reflections gathered during interviews or classroom observations (Hargreaves, 2001).

1.5 Significance of the Research

The importance of this research is elucidated as follows:

1. Theoretical: This study is expected to enrich the understanding of Teaching English for Young Learners (TEYL) by using Cameron's (2001) theory. Cameron suggests that children learn language best when they are in situations that are meaningful and familiar to them. According to Cameron (2001), learning by doing is very important for children's language development because being actively involved in classroom activities helps them understand language through real experiences. In addition, this study utilizes Appraisal Theory from Martin

and White (2005) to look at the emotional aspects of classroom interactions, such as anxiety, confidence, and excitement. By combining Teaching English for Young Learners (TEYL) theory with Appraisal Theory, the study connects teaching practices with emotional responses, offering a better understanding of how student teachers experiences and emotions affect the classroom in Teaching English for Young Learners (TEYL) settings.

2. Practical: The results of this research can provide practical input for supervising teachers, student teachers and teacher education institution in improving teaching practices. For supervising teachers, this research helps to customize guidance strategies, provide appropriate feedback and design training program based on the experience of future teachers in the classroom. For student teacher and institutions, this research help manage emotions while teaching, increase self-confidence, plans interesting learning activities, and support the professional development of prospective teachers more effectively.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This study aims to explore the experiences of student teachers during their teaching practicum in a Teaching English for Young Learners (TEYL) class. Based on an analysis of interview data and reflective journals, the results indicate that the students experienced both positive and negative emotions during their teaching practicum. Positive emotions arose when the learning process proceeded smoothly and students demonstrated active participation. The students' enthusiastic responses, their willingness to answer questions, and their active participation in various activities made the student teachers feel that their teaching efforts were successful. This, in turn, fostered feelings of happy, confident, and satisfied with the teaching process they were engaged in.

However, student teachers also experience some negative emotions when facing various challenges in the classroom. These emotions arise when they feel anxious about having to use English exclusively, fear making mistakes, and feel sad when students lack enthusiasm for the lesson. These situations are viewed as difficult or unsuccessful aspects of the learning process. Therefore, the emotional experiences of pre-service teachers are significantly influenced by how they perceive the

successes and challenges they encounter during their teaching practicum. Overall, these findings indicate that student responses and the classroom atmosphere play a crucial role in shaping the emotional experiences of student teachers during their TEYL practicum.

5.2 Recommendations

The researchers provides several recommendations for readers and future researchers, including the following:

1. Especially prospective English teachers for young learners, this research is expected to be a reflection that emotional experiences are a natural and inseparable part of teaching practice. Therefore, student teachers need to build self-readiness that not only focuses on mastering the material, but also on psychological readiness and the ability to manage emotions in the classroom. Teacher education institutions are also advised to provide training related to classroom management, increasing self-efficacy, and training in the use of English communicatively so that student teachers are more confident.
2. Future researchers are advised to examine the emotional experiences of students with a wider range of participants in order to gain deeper insight. Further studies are also suggested to expand the focus of research on factors that influence the emergence of emotions, such as mentor support, school environment, or student characteristics. In addition, future research may also explore coping strategies that students use during teaching practice

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