

**PRE-SERVICE ENGLISH TEACHERS'
EXPECTATIONS AND REALITY IN THE
TEACHING INTERNSHIP: A NARRATIVE
INQUIRY**

THESIS

Submitted in Partial Fulfilment of the Requirements for Gaining the
Degree of Bachelor Education in English Language Education



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MOTTO

يَا حَيُّ يَا قَيُّوْمُ بِرَحْمَتِكَ أَسْتَغِيْثُ ، اٰكْفِنِيْ كُلَّ شَيْءٍ وَلَا تَكِلْنِيْ اِلَى نَفْسِيْ طَرْفَةَ عَيْنٍ

“O Living and Eternal Sustainer! By Your mercy, I seek relief! Be sufficient for me in all matters. Do not leave me alone to settle affairs even for a moment.”

(HR Ahmad bin Amr bin Dhahak)

“When you repair your relationship with Allah SWT, Allah SWT will repair everything else for you.”

لَا اِلٰهَ اِلَّا اَنْتَ سُبْحٰنَكَ اِنِّيْ كُنْتُ مِنَ الظّٰلِمِيْنَ

“There is none worthy of worship except You, Glorified to You, Indeed, I have been of the wrong doers.”

(Surah Al-Anbiyaa', 21:87)



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Wassalamu'alaikum, wr. wb.

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ABSTRACT

Title : **PRE-SERVICE ENGLISH TEACHERS' EXPECTATIONS AND REALITY IN THE TEACHING INTERNSHIP: A NARRATIVE INQUIRY**

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Teaching internships are critical in teaching and should be prioritized by teacher education program designers. The present study aimed to explain how pre-service English teachers' expectations are fulfilled during their teaching internship and to explain the factors that impact pre-service English teachers' expectations and realities during their teaching internship. The participants were three Pre-service English Teachers who were studying in the 7th semester English Language Education department and had completed a teaching internship program run by the Microteaching Laboratory, Faculty of Education, and Teacher Training of UIN Walisongo Semarang. This study also used a qualitative method and a narrative inquiry research design to answer the research challenges. The data were acquired through narrative frames, interviews, and documentation with the participants. The study found several expectations and contrasting realities that illustrate the success rate of pre-service performance in this teaching internship program and the elements that impact pre-service English teachers' success. The findings suggest three probable variables influencing pre-service teachers' disappointed expectations: a lack of preparation in practice teaching, a lack of confidence, and a lack of instructional media. These unfulfilled expectations have had an impact on them both favorably and badly. It is then advised that additional practical activities be included in the pre-service teachers' education. This discussion includes the pedagogical implications of reorganizing future teaching internships.

Keywords: Narrative Inquiry, Pre-Service English Teacher, Teaching Internship.

DEDICATION

The thesis is dedicated to:

1. Praise is given to Allah SWT who has blessed the researcher so that the researcher could finish the thesis.
2. My beloved parents Mr. Nurkholis and Mrs. Muspikoh always give me endless support, advice, and prays.
3. My beloved brothers Mas Emha Aenurrofiq, Mas Salman Al Farizi & Mba Amanatun Nisa, and Mas Moch. Reza Ilyas Yassin.
4. All the English teachers.
5. All my friends.

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Finally, the researcher will happily accept constructive criticism to make this thesis better and the researcher hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 18 December 2023

Regard Writer



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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, a statement of the problem, the purpose of the study, the scope of the study, the significance of the study, and the definition of key terms.

A. Background of the Research

The standard of instruction can have an impact on a student's achievement. As a result, teacher education is critical for generating competent instructors. The rising demand for an education system that produces skilled graduates has garnered substantial attention in Indonesia's recent education reforms. Faced with the problems of an increasingly globalized society, institutes providing teacher education are expected to be always active in enhancing their competence in attaining excellence in education. Numerous educational institutions in Indonesia strive to create high-quality instructors. Many attempts are made by universities, including the teaching internship known locally as the Pengenalan Lapangan Persekolahan II (PLP II), where previously the pre-service English teachers had already implemented the PLP I program, which focused on observing the environment in schools.

This implementation should be one method of bridging the gap between the quality of graduates and the demand for

work, particularly among potential teachers. This endeavor is focused on the needs of the times, which necessitates reforms in all disciplines, particularly education.

For the first three years, student teachers at UIN Walisongo Semarang, one of the institutions in Indonesia that offers teacher education, learn about teaching and learning theories. Additionally, as part of the Field Experience Program, they can teach in actual courses and participate in real teaching activities (Meutia et al., 2018). One of the most important and impactful stages in teacher education is the Field Experience Program (Trent, 2013). Students majoring in teacher education take this course as part of their undergraduate curriculum. Teaching internship is teaching when students in a teacher education program teach in real classrooms for the first time; it is viewed as a chance [for pre-service teachers] to apply theoretical knowledge and abilities obtained in the classroom to genuine educational environments (Williams 2009). The program is intended to increase participants' awareness of important components in teaching and learning activities, inspire them to apply theory, and develop their talents as creative instructors. It comprises lesson preparation, instruction, and assessment of students' progress.

Pre-service teachers have specific opinions, aspirations, expectations, and concerns about their field before they start

their teaching internship program (Delamarter 2015). Pre-service teachers frequently picture their future classes, what they will say to their pupils, and how they will respond to them. The way pre-service teachers educate is significantly influenced by the expectations.

In addition to expectations, numerous studies illustrate the value of fulfilling expectations. Pre-service teachers' long-term professional development is significantly influenced by their expectations (Kirbulut and others 2012). Pre-service teachers may be affected, either favorably or negatively, by unfulfilled expectations, according to several research studies (Kirbulut and others 2012). Discovered that pre-service teachers' desire to become teachers was impacted by their school experience. Also found that pre-service teachers have difficulties in how to manage and engage students.

Teachers' confidence in the classroom is important because it can affect students' learning experiences and teachers' teaching experiences. Preparation is important because it helps pre-service teachers in dealing with unexpected situations (Sancar Tokmak et al., 2020). The ability to handle unforeseen circumstances is a benefit of preparation for pre-service teachers.

Pre-service teachers have certain attitudes, aspirations, expectations, and worries about teaching when they enroll in a

teaching internship program. Pre-service teachers tend to have rigid expectations and envision what their future classroom will look like, what they will say to their students, and how they will respond. Pre-service teachers frequently have unrealistic expectations of a world in which the affective or emotional effects of their work are more important than the content-based learning outcomes for their students. Unfortunately, these expectations are frequently at odds with reality. This is called misaligned expectations where what students can do will not be as important as how students feel. This might lead to shock practices, disorientation, disappointment, and sometimes traumatic identity crises. Misaligned expectations are considered a "shadow narrative" because expectations form a story of what pre-service teachers say about themselves and how they will be in the classroom (Delamarter, 2015). Understanding the expectations of pre-service teachers and meeting those expectations is critical. Qualitative research on pre-service teachers' expectations and experiences during their teaching practicum is, nevertheless, lacking. To comprehend pre-service teachers' expectations more fully for their teaching internship sessions, this study will also look at the elements that influence such expectations. The study further details the extent to which pre-service teachers' expectations were met during teaching practicum. The study also demonstrated the elements influencing unfulfilled expectations in the teaching practicum

and how they affect the pre-service teacher as a future teacher. An individual who can supply the data required by researchers is referred to be a participant (Moelong, 2013). In qualitative research, the sample size typically ranges from five to ten participants; however, if data saturation has not been reached, the sample size can be extended until participant information is repeated (Creswell et al., 2018). Three pre-service English education majors who had finished their practicum in the classroom engaged in this research project. An interview was used to gather information for the research questions on pre-service teachers' expectations for their teaching practicum. The researcher will interview 3 students from the English education department in the 7th semester, representing 3 distinct school levels that have been utilized as teaching internship locations. The 7th-semester students were selected by the researchers because they had previously completed all coursework, had seen how the instructor teaches, were easy to get in touch with, and had completed the school's teaching techniques.

B. Research Questions

The researcher develops the study problem in the following manner, considering the topic and backdrop of the investigation as previously mentioned:

1. How are the expectations of pre-service English teachers fulfilled during their teaching internship?

2. What factors influence success and failure between pre-service English teachers' expectations and reality during their teaching internship?

C. Research Objectives

The study's goal is to find a solution to the research questions. The study's objectives include:

1. To explain how pre-service English teachers' expectations are fulfilled during their teaching internship.
2. To explain the factors that impact pre-service English teachers' expectations and realities during their teaching internship.

D. Limitation of the Study

The participants in the study were three pre-service English teachers who agreed to take part in the responses. Two female and one male. These pre-service English as a foreign language (EFL) teachers are currently studying at UIN Walisongo Semarang in the Department of English Language Education and are now in the 7th semester.

The Education and Teacher Training in Microteaching Laboratory organizes a teaching internship program for pre-service teachers of English as a foreign language. Three EFL pre-service teachers have practical teaching experience at three different school levels, two participants from Islamic private schools and one participant from a public school in Semarang.

E. Pedagogical Significance

The research discusses pre-service teachers' expectations and how those expectations were met during the teaching internships. The research predicts the following significance:

1. Theoretical Significances

The findings of this study might add to the current body of information concerning the likely reasons for failed expectations among pre-service teachers. Knowing the elements behind unfulfilled expectations will enable them to deal with circumstances that may result in unmet expectations.

2. Practical Significance

The researcher expects that among other things, the practical benefits of this research might be targeted:

a. For the University

The findings of the research may be considered as a reference for future research and are expected to add to the enrichment of the literature on pre-service teachers' expectations and reality in teaching internships, particularly in Indonesia.

b. For the Pre-Service English Teacher

The study's findings could assist in the development of solutions to the expectations and realities that will be found by future Pre-Service English Teachers.

c. For the Next Researcher

The next researcher focusing on a related issue may find this study useful and helpful. Ideally, the subsequent investigator can explore further details on the same subject.

F. Scope of The Research

More information on the extent to which pre-service teachers' expectations are met during their teaching internship is provided by the research. The study additionally showed the elements influencing unmet expectations in teaching practicums and how these influence potential educators are pre-service teachers. Three pre-service English instructors who have finished their teaching internships were involved in this study. Data about the expectations of pre-service teachers for their teaching internship was collected through interviews.

CHAPTER II

REVIEW OF RELATED LITERATURE

The concepts of teacher education, pre-service EFL teacher education, teaching internship, and previous studies in the same subject are all explained in this chapter.

A. Literature Review

1. Pre-Service English Teacher

The dynamic components of schools and the environment as a whole system influence the educational process's quality (Darling-Hammond et al., 2020). The key player in educational implementation is the teacher.

The teacher, a vital component of education, must be competent by the criteria. Among these is the need for educators to have adequate knowledge in the subject area they instruct. They must be knowledgeable and have strong opinions about their fields.

The quantity of experience and activities people undergo to become language instructors is known as teacher education. A teacher will be trained on how to engage with students and how to design a session to create a pleasant learning environment in which students may absorb information and apply it.

According to Law Number 14 on Teacher and Lecturer (2005), obtaining a teaching certificate, the major requirements for becoming a teacher in Indonesia include completing a four-year bachelor's degree program or a four-year tertiary education program, as well as demonstrating professional, pedagogical, social, and personal competence.

Quality teaching is essential for optimal learning outcomes. Teachers who have finished a teacher education course must enhance their teaching quality as well as their responsibilities as professionals. A teacher is typically viewed as a crucial tool in the educational process of their students. Most countries base their educational policies primarily on teaching (Darling-Hammond, 2017). A teacher must understand topic information, a variety of fundamental teaching approaches, and specialized strategies necessary to teach specific subject matter Shulman, (1986), 4–14). The quality of the teacher can have an impact on the success of pupils (Sirait, 2016). As a result, teacher education and preparation are vital because they play a critical role in producing good teachers.

Pre-service teachers are college students who are being prepared to become professional teachers. Pre-service teachers with backgrounds in education, expertise, and perspectives on teaching and learning are always welcome

in teacher education programs. Pre-service teachers' development as professionals is significantly influenced by their knowledge and values (Dikici, 2012). Pre-service teachers or student-teachers are another demographic in an educational environment that is worth investigating since they have dual functions as students and teachers. Their achievement as students may imply comparable success in the teacher education program. Their pre-service program teaching position and experience demonstrate their ability as future educators. For pre-service teachers to improve their teaching ideas and make wise judgments and tactics, they need to be competent to use techniques and skills in the classroom (Wahyudi et al., 2018). Discovering instructional methods and tactics that improve efficacy, efficiency, and engaging behavior while giving children a learning experience is one of the most difficult tasks for pre-service teachers to do (Zakaria et al., 2019). Pre-service teachers' teaching and learning processes must be better structured and invited by teacher training programs. Numerous elements influence how well the teaching-learning process works, but a particularly important one is the quality and skill of teachers, who have authority over their pupils in the classroom. To improve the quality of learning and to make sure that educational systems run smoothly, good, and competent instructors are needed. As a result, a competent

and effective teacher must be viewed as a critical aspect in advancing educational development (Dais, 2008).

In addition, in Indonesia, English is a foreign language and a subject covered in the institution's curriculum. As a result, teachers play a crucial part in ensuring that their job is carried out properly to attain English language learning objectives. Nonetheless, studies conducted by several academics about teaching English as a foreign language (TEFL) in Indonesia have revealed that there is still a feeling of failure associated with TEFL. It stated that the outcomes are unsatisfactory as English is taught and used as a foreign language in Indonesia.

Pre-service teaching is essential due to it is the first time student teachers learn how to deal with the realities of the classroom (Ivanova et al., 2016). The goal of EFL teacher training in college is to prepare student teachers for professional teaching (Agbahoun, 2018). This involves giving them the abilities and information necessary to succeed as teachers. Furthermore, educational scholars believe that the EFL teacher education knowledge base consists of three components:

a. Content Knowledge

The level of English expertise required for the teacher to teach.

b. Pedagogical Knowledge

Pedagogical knowledge is described as "... the knowledge, abilities, and techniques needed to teach effectively (Gerges, G., 2001)." Education involves understanding learning settings and teaching tactics. In a nutshell, it is about how we generally teach, such as classroom management, motivation, and decision-making.

c. Knowledge of Pedagogical Content

Teaching knowledge in an internship or understanding how to present material in the classroom and help students understand it within the framework of authentic instruction.

Subject matter knowledge, pedagogical competence, and didactic expertise are all included in the theoretical components of teacher education, according to (Smith et al., 2005) teaching internships provide EFL student instructors with the pedagogical content knowledge component, and the TEFL method component of the teacher education

program serves as the foundation for maintaining both educational and pedagogical content knowledge (Agbayahoun, 2018).

Pre-service teachers must possess up-to-date knowledge of the subjects they will be teaching, in addition to being knowledgeable in theoretical and practical pedagogy (Smith et al., 2005). They must also possess competent teaching skills, character, skills, and classroom management to improve teaching and learning (Guskey, 2003). These attributes should be acquired by pre-service teachers so that they can provide an exciting, entertaining, and informative classroom experience (Mudra 2018a). Programs for teacher education must always strive to prepare pre-service teachers to be inspired by and comfortable in the classroom. Additionally, it needs to give pre-service teachers the chance to experience teaching, such as instructing and supervising students in a variety of settings (Tschannen-Moran et al., 1998).

Practicum activities are courses that student teachers are required to pursue at the Educational Personnel Education Institution (LPTK). There are

two sections: microteaching and teaching internship.

2. Micro-Teaching

The teaching simulation exercise in the microteaching class includes the pre-service teacher curriculum. Micro-teaching is a mini-teaching strategy for developing teaching abilities that reduce the number of pupils in a class, the breadth of information, and the length of time (Otsupius, 2014). It is typically used at various pre-service and in-service levels of teacher professional development. Micro-teaching gives teachers an atmosphere for practice or teaching in which the regular complexity of the classroom is minimized, and the teacher receives feedback on his or her performance. A focused, streamlined version of peer review and discussion that might improve instructional strategies is called micro-teaching. A practice-controlled method called micro-teaching enables you to focus on imparting certain instructional and behavioral abilities (Reddy, 2019).

The pre-service teachers stated that micro-teaching practice was critical in defining their teaching technique and provided an excellent opportunity for them to utilize the theoretical knowledge they had received into practice. Micro-teaching approaches improve content preparation

and adaption, diverse activities, peer interaction, and a sense of preparedness in their instruction. The majority of pre-service teachers experience teaching for the first time in the micro-teaching practicum. Despite having finished theoretical courses on language teaching methodologies, second language acquisition, language evaluation, and speaking abilities, they encountered problems in their actual teaching internship.

Teachers employ a technique called micro-teaching to help students enhance their abilities. It helps develop skills and gain a deeper understanding of the art of teaching by using real-life teaching scenarios. Micro-teaching, on the other hand, helps novices avoid errors and develop better teaching abilities. Confidence is increased via microteaching develops classroom management abilities and improves education in the classroom (Remesh, 2013).

The ten key steps of microteaching are as follows:

- a. Introduction and delivery of the lessons in the demonstration;
- b. Observation of lessons and criticism;
- c. Creation of micro-teaching setting;
- d. Discussion of teaching skills;
- e. Selection of teaching skills;
- f. Preparation of the micro lesson plan;

- g. The practice of teaching skills;
- h. Feedback;
- i. Replay, re-teach, and re-feedback repeat;
- j. Integration of skills in real teaching and improvement performance.

According to the stated above principle, micro-teaching is a structured teacher training program. Micro-teaching is another teaching internship training approach that is used to build basic teaching abilities in an organized manner and has its own set of guidelines to raise the standard of aspiring instructors.

Micro-teaching is a condensed form of instruction where a teacher spends five to twenty minutes with a small group of students covering a single lesson. Events such as this provide experienced or inexperienced educators invaluable chances to acquire new abilities and enhance existing ones.

Phases of micro-teaching:

- a. Phase of knowledge acquisition: In this stage, the expert teaches the teacher candidate about the skill and all its components through demonstration, performance, and discussion.

- b. Skill acquisition phase: Based on the performance of the expert, the teacher candidate creates a micro-lesson for practicing the shown ability.
- c. Transfer phase of micro-teaching: During this transfer phase, the teacher trainee integrates all these talents and applies them to practical classroom teaching after reaching a mastery level and command over each of the abilities (Remesh, 2013).

According to (Long, 1994), there are four stages in the process: input (providing theoretical input); feedback (provided by faculty members and instructors in the form of additional oral or written feedback); practice (allowing individual student teachers to create lesson plans and instruct utilizing skills learned from input sessions); and additional practice (replanning, upgrading, and skill development after receiving feedback).

3. Teaching Internship

Before entering additional towards the topic of the Teaching Internship, it is required to define the term "teaching." Teaching is a collection of practices carried out by teachers to enable students to achieve meaningful results, and to plan, analyze, comprehend, and act (Loewenberg Ball et al., 2008). The goal of teaching is to ensure that students

comprehend the information they are unaware of and that they understand more of what they do understand. Teaching expands students' knowledge and places them in circumstances where they must figure out viable answers to the issues addressed and presented. As a result, teachers must provide effective instruction for pupils to reach this aim.

Teacher preparedness in the classroom encompasses three competencies: pedagogical, professional, and technological skills. These three abilities must be learned to become a professional teacher. Teaching practicums can also be used to create professional teachers.

As stated in (Permendikti Number 55 of 2017) Article 1 point 8, PLP is an observation and internship program used by Bachelor of Education program students to gain knowledge about many facets of teaching and learning in educational settings. A teaching internship is a study program designed for pre-service teachers to put their newly acquired information into practice. A teaching practicum is a course in teacher education. Students ought to enroll in this course to complete one of the prerequisites for graduating from the university. A teaching practicum is a way for pre-service teachers to gain experience in the classroom. Preservice teachers' capacity to become professional

teachers in the future is additionally enhanced by teaching internships, both in terms of knowledge and teaching abilities. Preservice teachers receive experience in the classroom by participating in fieldwork. As a result, pre-service teachers will be competent to supervise the classroom, and the learning system will be of high quality.

Student instructors organize classes utilizing a range of instructional strategies, methods, and evaluation techniques (Gowrie et al., 2012). As students gain experience in their teacher preparation program, they examine courses with their practicum advisers to implement different methods of classroom management. The fundamental purpose of all teaching practicums is to apply information from teacher education programs to teaching during the practicum.

Pre-service teachers frequently think they will be able to put what they have learned in theoretical classes into practice, even though this practice has been recognized as one of the most important aspects of language teacher education programs (Richards et al., 1988). Teaching is a continuous process in which student-teachers engage with and absorb the assets of the institution, customs, and communication styles (Caires et al., 2012).

Based on the Teaching Practicum Guidebook (2023/2024), through the following exercises, students should be able to increase their academic competence, education, and fields of study along with their higher-order and critical-thinking abilities after taking part in PLP II activities:

- a. Review the curriculum and learning tools used by teachers;
- b. Review the strategies used by teachers;
- c. Review the evaluation system used by teachers;
- d. Assist educators in creating lesson plans, teaching modules, instructional resources, learning media, and assessment instruments;
- e. Investigate how the application of information and communication technologies in the classroom;
- f. Under the direction of PLP II supervisors and civil service instructors, teaching training is being conducted to provide potential educators with firsthand experience in the learning process and to fortify their identity;
- g. Complete assignments for student counseling and extracurricular activities;
- h. Support instructors with the administrative tasks associated with being teachers.

In addition, some results are expected from the teaching practicum:

- a. Being able to characterize pupils' general traits.
- b. Examining the curriculum in detail.
- c. Capable of creating educational resources, such as lesson plans, media, materials, and instruments.
- d. Capable of doing our educational tasks.
- e. Capable of running the class.
- f. Able to instruct using ICT.
- g. Able to conduct assessment and evaluation.

From a different perspective, teaching practicum constitutes one of the most significant components of teacher training since it exerts the greatest influence on the effectiveness of teachers (Mtika, 2011). Preservice teachers will receive expertise in different features of teaching by performing effectively in school institutions. They will be aware of the exact day of the teaching practicum. This experience might be useful in the future while instructing.

Four primary advantages of teaching experience for pre-service teachers: aspects, professional and institutional socialization, learning and supervision, and emotional and physical effects (Caires et al., 2012). Also, it aids in pre-service teachers' reduction of teaching skill deficiencies and

cultivates more positive attitudes toward their careers (Sarıçoban, 2016). It also increases social responsibility, individual competence, and self-development (Chambers and Lavery, 2012).

The student educator gains practical teaching experience through the teaching internship. Students have the chance to investigate the situational framework of teaching, consider the goals of teaching, choose teaching aids and materials, assess the efficacy of teaching, and assess the process of teaching (Hellen, 2017).

4. Narrative Inquiry

Inquiring into human experience and examining how it is interpreted and impacted by context, this research investigates people's lives. To provide insights into understanding our environment, a narrative research approach was employed. Beyond only knowing facts and truths, the narrative study aims to comprehend decisions and events that people make in life as well as their experiences across time.

Researchers have distinct roles to play in story research as partners and participants. The narrative researcher is an extension of the concepts and representatives of the study subject from the start of the

inquiry until the results are presented in the form of an academic essay. Because of this, narrative researchers need to exercise constant caution when attempting to comprehend and convey their respondents' views. Narrative elitism is becoming more popular as a study technique for understanding human experience.

Narrative inquiry is a research approach that involves telling the stories of individuals and social groups and reliving those stories via a succession of words. According to Clandinin and Connelly, narrative research is a method of understanding experiences by remembering and repeating tales about events that have shaped people's lives, both individually and collectively. In narrative research, an individual is studied, personal experiences are reported, and the significance of those events is discussed. Data is gathered through a compilation of tales. Furthermore, narrative research has significant linkages to literature, which means that this study gives a method for researchers to write in a convincing literary manner (Clandini et al., 2000).

As a result, it is advised to use this research strategy to comprehend knowledge as an experience. where knowledge is acquired by the accumulation of unique experiences with a situation that recurs frequently. As a

result, knowledge is created via the experiences of people and communities in various environmental contexts.

Essentially, knowledge is a crucial aspect of an educator's understanding of anything based on his experiences. (Connelly et al., 2000) stated that when they reflect, they recount their past experiences. Simultaneously will lead to envisioning ideas that will lead to regeneration. Personality regeneration as well as actual teaching skills. Of course, this is consistent with how to analyze research to develop educators' independent thinking.

The temporal, social, and locational dimensions of an event are the three main components that this method concentrates on. As a result, the experiences described in this research are both geographical and temporal. That is, the experience takes place at a certain location and time. As a result, the researcher discusses his experience and the others engaged in it in this study. As a result, this study is intersubjective.

As a research method, narrative inquiry is an excellent way to gather information about lived experience. One method for preserving experience and giving it significance is through narrative. The narratives you have heard illustrate the connection between a person's life and their stories. As a researcher using narrative inquiry, you

acknowledge that the story you are presented is fabricated and hence you take it "as told." In narrative inquiry, the story as it is told will be your subject of study. As an investigator using qualitative methods, you realize that "there is no telling it like it is because there is making in the telling." The objective is to honor the circumstance and acknowledge that all stories, even those in the herbal sciences, are fabrications of fabricated matters.

B. Previous Research

Several studies on pre-service teachers' expectations and experiences in teaching practicum have been undertaken by various scholars. The researcher of this thesis considered several relevant previous studies. These are:

First research, according to research conducted at a Public University in Vietnam, Teaching Practicum of an English Teacher Education Program in Vietnam: From Expectations to Reality (Vo et al., 2018). Semi-structured interviews were utilized as the instrument for data collection in this qualitative study. Student instructors are expected to apply their methodological skills to their teaching practicum. They are also required to learn how to conduct classes, create suitable lesson plans, and deal with challenges in the classroom from their mentors. Finally, they anticipate becoming acquainted with the job of the instructor. They said that they were not

permitted to teach the manner they wished after the teaching practicum but were instead forced to copy their mentor instructors. Students were not given the chance to apply what they had learned in the methodological course to their teaching. Another unmet expectation is the support from the mentor teacher, one of the participants stated that she did not receive enough support from her mentor teacher, she needed to manage all the problems by herself during the teaching practicum and she could not develop her teaching skills. In summary, the reality of the teaching practicum was far from what ETEP (English Teacher Education Program) students expected.

The second research was conducted by (Yumna et al., 2020) entitled “Hear Our Voices: Pre-service English Teachers’ Challenges and Expectations during Teaching Practice.” One of the most important and basic components of the teacher training curriculum is the teaching practicum. It is possible to improve pre-service teachers' preparation to become future educators with the necessary qualifications. Finding out about the difficulties and requirements for pre-service the objectives of this descriptive qualitative study are to provide insights into the practices of English instructors, mentor teachers, university supervisors, and the director. The findings demonstrated that pre-service instructors struggle to improve their instructional strategies, handling of classroom practices, and teaching strategies. Benefits and fruitful school-university

collaborations are anticipated for university administrators, educator mentors, and pre-service educators.

The third research is Pre-Service English Teachers' Narrative Identity (Ulum, 2020). The experiences of pre-service English as a Foreign Language (EFL) instructors during the practicum are investigated in this phenomenological research. The purpose of this study was to shed light on how pre-service EFL teachers' professional identities are impacted. This phenomenological investigation, which was grounded on the narrative identity technique, looked at the practicum experiences of twenty pre-service EFL instructors. The informants were asked a single question to elucidate their constructions. The findings demonstrated that throughout their practicum, pre-service teachers formed both positive and negative cognitive conceptions. Relevant recommendations are given to address issues that arose during the practicum and to offer ideas for improving the pre-service English language learner practicum process.

The fourth study was conducted by (Mohebi, 2023) and entitled "Triumphs and Tribulations of Teaching Practicum Experiences: Reflections from Preservice Teachers in UAE." Preservice teachers in the 'Practicum-3' category are in their third year of study and have prior teaching experience. The purpose of this qualitative article is to analyze the obstacles

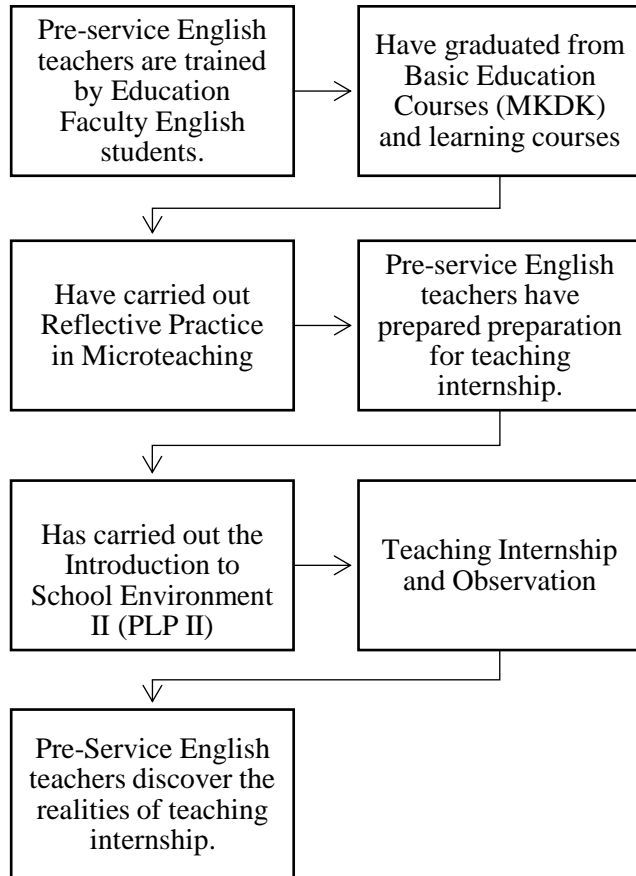
faced by preservice teachers and the strategies they utilized to overcome these challenges during their first week of teaching practice. The issues described here were thematically examined after being extracted from the participants' narratives and presented within the framework of Gibbs' reflective cycle. The findings of this study show that various aspects impact the practicum experience that are both within and outside of the student teacher's control. Furthermore, the readiness and emotional disposition of the preservice teacher have a considerable impact on the discharge of duties. In a similar vein, the quality of the mentor-mentee relationship has a significant impact on how well student teachers in the UAE complete their practicum. The results suggest that more exploratory analyses of the circumstances be conducted as well as any required modifications to preservice teacher education policies.

The fifth research, (Mudra, 2018b). Pre-Service EFL Teachers' Experiences in Teaching Practicum in Rural Schools in Indonesia. Pre-service English as a Foreign Language (EFL) teachers are formally offered a teaching practicum, with the option to be randomly assigned to either urban or rural schools. This study will explore these difficulties to better understand and share the difficulties experienced by English instructors in rural schools throughout their Teaching Practicum Program (TTP). Participants in the qualitative study were seventeen pre-

service instructors. The primary techniques for gathering data were observations and interviews. The results demonstrate that the pre-service EFL teachers faced challenges with learners' motivation, assessment techniques, classroom management, learning resources and materials, instructional aids and media, teaching methodologies, learners' English proficiency, language usage preferences, and slow internet connectivity. This study will explore these difficulties to better understand and share the difficulties experienced by English instructors in rural schools throughout their Teaching Practicum Program (TTP). Participants in the qualitative study were seventeen pre-service instructors. There are implications for the need to rearrange the teaching practicum in the future that are discussed.

C. Conceptual Framework

Figure 2.1 The Phrase Conceptual Framework



Every study needs a conceptual framework to serve as a roadmap for deciding on the study's course. The term "conceptual framework" is the only one used by Miles and

Huberman (1994). It might be "rudimentary or elaborate, theory-driven or commonsense, descriptive or casual." A conceptual framework's objective is to identify and characterize concepts important to the research and to draw links between them. To do this, qualitative researchers combine relevant theory as well as empirical research to assist in organizing the conceptual structure and "identify any areas of overlap, inconsistency, clarification, or qualification."

CHAPTER III

RESEARCH METHOD

The research techniques employed in this study are the main topic of this section. The method utilized to ascertain the expectations of pre-service teachers and the actualities of teaching internships are explained in this chapter. Research design, research setting, subjects for research, data collection technique, research instrument, and information analysis strategy are a few of the subchapters.

A. Research Design

The study employed a qualitative methodology. When gaining a comprehensive grasp of the challenges is the aim of the study, the qualitative technique is helpful. To address the research challenges, this study also used a qualitative narrative inquiry approach.

An interview was used to determine the potential causes of pre-service teachers' expectations and realities, as well as the potential reasons for their fulfillment. According to Yin (2011, p. 7), one of the hallmarks of qualitative research is "studying the meaning of people's lives in real-world settings." The study of a person's perspective on the world is known as narrative inquiry. The qualitative narrative inquiry technique was chosen because this study intends to evaluate pre-service expectations

and actuality in teaching internships in a natural setting with no treatment or manipulation by the researcher (Clandini et al., 2000). Narrative inquiry reveals teachers' narratives providing hands-on learning opportunities in both teaching and learning, autobiographies, diaries, life records, and memories (Murray, G. 2009). Similarly, (Bell, 2002) states narrative inquiry is the examination of individuals' intentionally told tales.

The purpose of this study was to examine pre-service English teachers' reflective teaching internships in the classroom. The emphasis was largely on each participant's reflective teaching experience concerning their expectations and the actuality of their teaching practicum.

B. Research Setting

This research was carried out at one of the faculties at state Islamic universities in Indonesia by taking data from students who had completed a teaching internship program known as Introduction to School Field II (PLP II). Data collection is carried out by face-to-face direct interview techniques between researchers and participants and is equipped with the data needed.

C. Participants

The participants in this study were the three pre-service English teachers who consented to take part in responses. These pre-service English as a foreign language (EFL) teachers are

employed by a state Islamic institution in Indonesia in the English Education Department. A deliberate sampling method was utilized in the research to choose participants. All student teachers who had prior experience creating lesson plans and teaching modules and using instructional strategies in the classroom were chosen as respondents. The Islamic religious university's Faculty of Education and Teacher Training at the Microteaching Laboratory hosted a teaching internship program for pre-service teachers of English as a foreign language. Narrative requires a place in certain settings or circumstances. The researcher must consider the context when presenting the tale within a location. Three EFL pre-service teachers have practical teaching experience at three different school levels, two participants are in Islamic private schools and one participant is from public schools in Semarang. Before agreeing to participate in this study, everyone who signed up acknowledged that their names would remain anonymous and that they were open to taking part in the study.

D. Data Source

The stories of EFL pre-service teachers are the necessary data for this study to compare expectations and reality that arise throughout teaching internship programs. The information was provided by EFL students enrolled in the teaching internship program at Islamic religious colleges in Central Java. These students instruct English to pupils in grades kindergarten

through senior high school. Narrative frameworks, interviews, and participant recording were used to collect the data.

E. Data Collections Technique

The narrative inquiry research design was employed by the researcher to analyze and describe the data while organizing and searching for the study's outcome. The narrative study's data investigation might come from books, periodicals, radio, video, interviews, and more. The primary data for this study would come straight from the interview; supporting data would come from documentation and some earlier studies. For the researcher and others to understand it with ease. To gather the information for this investigation, the researcher used the subsequent three techniques:

1. Interview

One method of acquiring data that adheres to interview norms is the interview, which is a dialogue between the researcher and study participants. A meeting when two people exchange thoughts and information via questions and answers to get context for a certain topic is called an interview. Researchers can better comprehend events and phenomena by conducting interviews with participants, which gives them access to more specific information that observation cannot.

The researcher employed semi-structured interviews to collect oral narrative data. While a semi-structured

interview guide is used to direct the conversation., participants are often given the freedom to expound, and researchers can go deeper into emerging subjects. Next, an English transcription and translation of the interview were made. When handling interview results, transcription is crucial.

2. Narrative Frame

An incomplete sentence and many different-length blank spaces make up a narrative frame, which is a written tale pattern (Barkhuizen et al., 2013). Given that it offers a comprehensive and perceptive overview of the experiences of both instructors and students, the narrative frame can assist the researcher in writing about the predicted experiences, as well as direction and assistance in both the form and content of the narrative. In addition to describing the presence of narrative framing, the participants also described the goal of the research. The pre-service teachers were requested to complete the narrative frame with the missing details by the researcher. (Barkhuizen et al., 2013) influenced the pre-service teachers' narrative framework. The original version of Barkhuizen's narrative framing focuses on an improvement in teaching technique. It addresses general topics of classroom instruction. As a result, multiple modifications were made to fulfill the research requirements.

The expectations and reality that pre-service educators came across while putting the teaching curriculum into practice were the main emphasis of the narrative framework the researcher devised. The researcher gives each participant an empty box with appropriate cues to the real sentence starting frame at both its inception and conclusion, ensuring that they may write freely and share regardless of additional information they are interested in providing to account for the narrative frame's limitations. Stories that were ready to be told again were included inside the narrative frame. The three experiences that are elaborated—past, present, and future—in the execution of the teaching internship constitute the data gathered from the narrative framework.

3. Documentation

Documentation is a data collection technique that involves collecting and reviewing textual, photographic, audio, video, and electronic data. To acquire documentation, pre-existing data on research concerns is gathered from books, journals, magazines, newspapers, articles, internet sources, and other scientific material. To acquire substance for this study, the researcher took pictures, recorded interview responses, and transcribed interviews. Lesson plans, teaching modules, and instructional resources were

among the data that researchers gathered by employing the documentation approach.

F. Instrument of the Research

In this study, the researcher employed an interview and a narrative frame as tools. The interview questions are as follows:

1. Pre-service teachers' expectations of teaching practicum.
2. Pre-service teachers meet expectations in teaching practicum.
3. Obstacles faced by pre-service teachers in teaching practicum and solutions to overcome obstacles.
4. Factors affecting their unmet expectations.
5. The impact of unmet expectations.

The pre-service teachers' expectations and fulfillment have been discovered through semi-structured interviews, such as delivering the subject matter, motivating the students, using a variety of aids and methods, assessing students well, making good lesson plans, managing the classroom well, handling difficult discipline situations, getting feedback and direction from the supervisor and mentor teacher, although several pre-service teachers fell short of their standards.

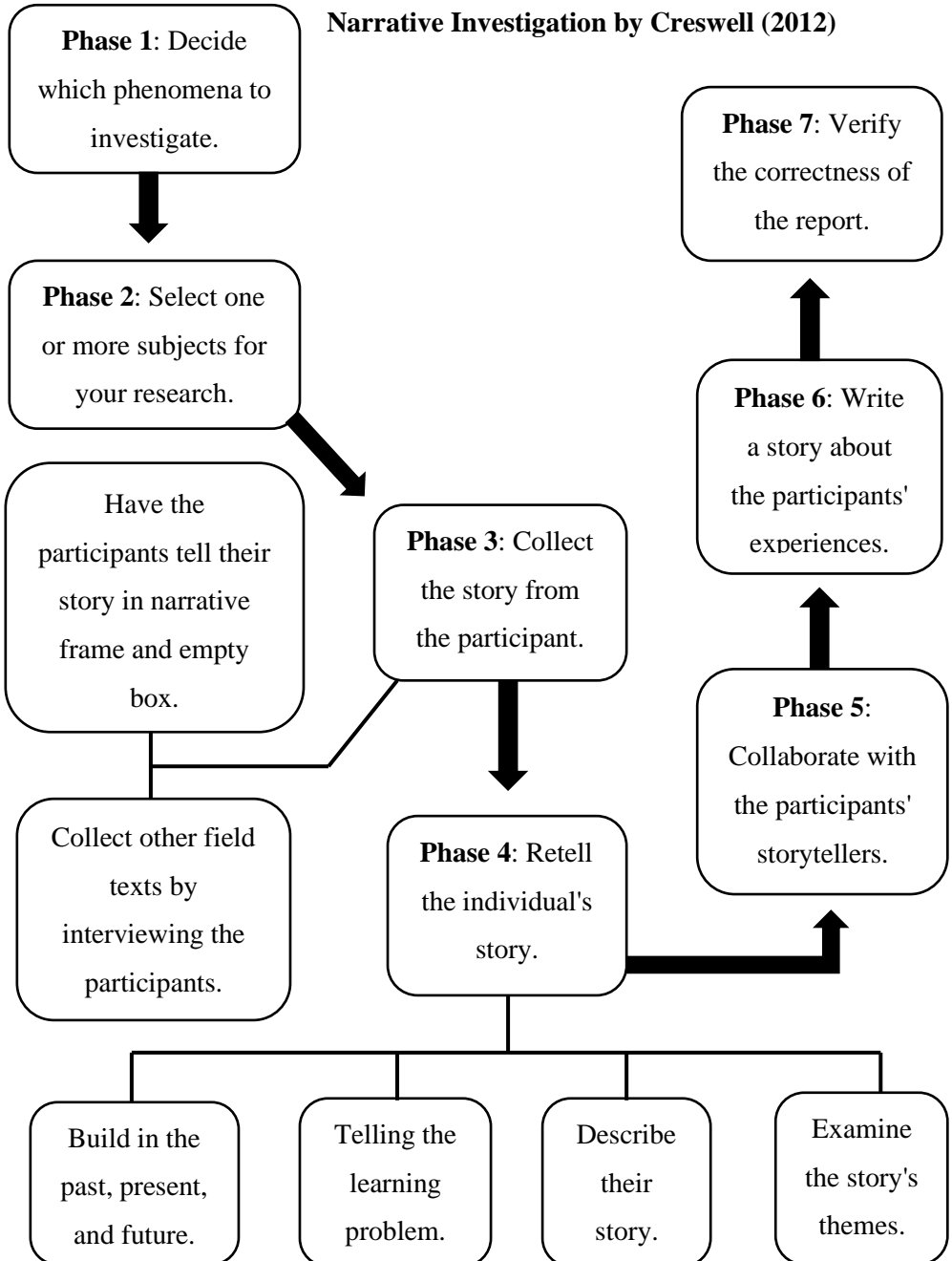
The purpose of this interview was to ascertain how much the expectations of pre-service English teachers were met and

what internal and external factors influenced the fulfillment of those expectations or not.

G. Data Analysis Technique

Creswell used the following approaches to investigate the data collected: data collection, data reduction, data arrangement according to narrative concepts providing narrative experiences, participant verification, data display, discussion, and conclusion. The researcher employed storytelling as one of her data analysis approaches. There are various methods for applying narrative analysis to data analysis and interpretation. It is known by several names, including sequence analysis, analytical narrative, narrative explanation, and narrative structural analysis. In addition to acting as an overview or model for data organization, the narrative also functions as a kind of explanation. The researcher collected data, analyzed data, and achieved the goal using a methodical approach to get a greater knowledge of life occurrences.

Narrative Investigation by Creswell (2012)



Creswell (2012) characterized the phases as the research methodologies used. The processes reflect distinct and thorough stages in the performance of a narrative investigation. The concept was subsequently implemented in the context of the research. The procedures were as follows:

Phase 1: Decide which phenomena to investigate.

In this phase, the researcher concentrated on the perspectives of pre-service teachers on the expectations and reality of teaching internships. Three English preservice teachers from UIN Walisongo Semarang participated in this study. Finding a problem or issue gives a study its direction and makes it possible for the researcher to comprehend the social or personal experiences of a person (s).

Phase 2: Select one or more subjects for your research.

The criterion for selecting participants is that Pre-service teachers must have experience before and after teaching internships. The identification process resulted in three pre-service teachers, Pre-service Teacher One (PT1), Pre-service Teacher Two (PT2), and Pre-service Teacher Three (PT3) being teachers who provided rich information about their experiences between expectations and reality during teaching internships in schools. To have an initial description of their views, researchers addressed several questions related to whether they had attended microteaching classes, what level of

schooling, using what curriculum base, and what realities they faced in practice school.

Phase 3: Collect the story from the participant.

Participants tell their tales in the narrative frame at this point, and interviews are conducted to obtain more field text.

Phase 4: Retell the individual's story.

Using qualitative data analysis, a narrative inquiry is one type of qualitative study. An initial phase in the data analysis process involved looking at the non-narrative (interview transcription) and narrative data from the narrative frame. The investigator next separated and arranged the story's components. After finishing the narrative frame, I moved on to a complementary comparison using interview transcripts.

The researcher offered the restored version to instructors to confirm that my version accurately captured their experiences once the restoration procedure was complete. Following agreement among all participants, the researcher divided the narrative data into sections based on the study questions.

Phase 5: Collaborate with the participants' storytellers.

Throughout the process of gathering narrative tales, the researcher worked in tandem with the storyteller to ensure that the participant's experiences were accurately portrayed. This

action was done as part of the research procedure. It seeks to confirm the source of the data. To gather narratives, the researcher first began working closely with the individuals. Participants had to be well-versed in the narrative they were to share. As a result, the researcher makes sure that, to the extent that the tales are pertinent to the frame, both happy and sad experiences are acceptable. To create a finished narrative frame, I combined data from the interview with the narrative frame.

Phase 6: Write a story about the participants' experiences.

The researcher used thematic analysis to write and report the results. Subheadings in the results section correspond to the primary research topics that emerged from the data analysis. Since thematic analysis allows for the comparison of narratives within a data set to identify common themes and highlight individual variances, it is likely appropriate for use in many case studies.

Phase 7: Verify the correctness of the report.

Throughout the procedure, the researcher worked with the participants to collect, restore, and report on their narratives. The findings report is finished once techniques including participant verification, triangulation, the data source, and looking for contradicting evidence have been

verified. This step was expanded on in the section on quality of research that follows.

To establish the truthfulness of this narrative investigation, the researcher relied upon the highly important and well-referenced classic work of (Lincoln et al., 1985) and the contemporary work (Loh, 2013). The following four reliability standards were applied: 1) Credibility 2) Transferability 3) Dependability; and 4) Confirmability.

1. Credibility

The research is considered credible if it can identify an experience when it is presented to researchers or readers. The alignment of respondents' opinions with how the researcher presents them is a key credibility factor. In positivist research, credibility is comparable to internal validity. To assess the findings, the researcher employed triangulation and member verification; however, operationalizing trustworthiness may also be achieved through participant interpretations. 1) The process of triangulation is used to ensure that an account is rich, robust, complete, and well-developed. The use of two types of research tools for data collecting resulted in triangulation procedures. A narrative framing and an interview were employed in this investigation. The narrative framing may prevent instructors from telling their stories and as a result, mixing narrative frameworks with interviews aided in the

collection of valuable data. 2) Member verification is the single most essential provision that may be provided to improve the credibility of a research. It is possible to carry out member checks officially or informally since conversations and observation might lead to unplanned chances. I returned it to the instructors and asked if the restored version still represented their story or if the researcher's adjustment was made obvious to them.

2. Transferability

To prove the transferability of this study, a database that allows future applicants to make transferability judgments should be given.

3. Dependability

To achieve reliability, researchers can make sure that the study process is logical, traceable, and thoroughly documented.

4. Confirmability

The goal of confirmability, which requires the researcher to present proof of the procedures followed to reach findings and interpretations, is to demonstrate that the researcher's interpretations and conclusions are derived from the facts. Confirmability is attained when all the criteria for dependability, credibility, and transferability are fulfilled. For other researchers to understand the rationale

behind the decisions taken, it is advised that researchers offer indicators such as explanations for conceptual, methodological, and analytical selections made during the investigation.

CHAPTER IV
FINDINGS AND DISCUSSION

The findings of the narrative framework and the interview with the UIN Walisongo Semarang pre-service English teacher are discussed in this section, along with the results of the study.

A. Findings

1. Pre-Service English Teachers' Expectations are Fulfilled During Their Teaching Internship.

a. Pre-Service English Teacher One's Story

**Table 4.1 Interview Findings of Expectations
and Reality of PT1**

Pre-Service English Teacher	Expectations	Reality
PT1	If I get an internship in high school, it will make it easier for me because I have experience in microteaching classes.	I got a place to teach in elementary school, not in high school as expected.

Pre-Service English Teacher	Expectations	Reality
	<p>If the curriculum used in the teaching internship is the same as in the microteaching class, I will easily implement this internship program.</p>	<p>The curriculum used by the school is the Merdeka curriculum while when I was in college I studied and used the 2013 curriculum for teaching internship purposes.</p>
	<p>If I can apply the 8 basic teaching skills well, then the students I teach will easily understand the material.</p>	<p>Of the 8 teaching skills that still felt difficult to apply at that time was organizing</p>

Pre-Service English Teacher	Expectations	Reality
		class. Because controlling classes at the elementary school level requires patience and challenges.

At UIN Walisongo Semarang's English Education Department, the pre-service English teacher is a female student in active enrollment. Her teaching internship with the Faculty of Education and Teaching Training's Microteaching Laboratory was completed, and she is currently enrolled in the seventh semester. She finished the necessary coursework during the internship program's implementation before beginning the teaching internship. Those who took and passed the course Reflective Practice in Microteaching are the studied subjects.

PT1 carried out mini-teaching practice once in the microteaching class. In the mini-teaching process, PT1 has applied several teaching theories, such as PT1 can

analyze three aspects of student needs when teaching in class. However, from the results of interviews about the reality of what happened during this teaching internship, researchers found the reality revealed by PT1:

“I had difficulty analyzing from an environmental standpoint. Due to the environment that I taught are children who are still difficult to be given direction to focus on learning and pay attention to the material being taught.”

A teacher needs to be able to analyze it well, so therefore an appropriate teaching and learning process occurs. For a teacher, this is very important because if they can assess correctly, then there is a corresponding teaching and learning process. However, the reality faced by PT1 is that it is still constrained in the aspect of analyzing the classroom environment because PT1 has not been able to master classes containing elementary school children.

A teacher in this case is a pre-service English teacher if you want to achieve learning targets well, then what needs to be done is to be able to implement the 8 basic skills that a teacher must have. PT1 can implement all basic skills but is still constrained in organizing a class. PT1 experienced this obstacle due to its unpreparedness to face the nature and attitude of a

student who was still in elementary school. As stated by PT1:

“Of the 8 teaching skills that still felt difficult to apply at that time was organizing class. Because controlling classes at the elementary school level requires patience and challenges.”

PT1 never expected to practice teaching in elementary school and PT1 wanted to teach in junior high school because PT1 believed that when in microteaching class PT1 only got the understanding to teach middle and high school children. This was conveyed in an interview in this study, as PT1 said:

“In fact, not all my expectations were met during a real teaching internship. Some of my expectations that are different from reality are that I expected to be able to teach at the junior high school level but I instead got a place to teach at elementary school, then during lectures I was only taught about the 2013 Curriculum, namely the Lesson Plan (RPP) but in fact, during real teaching internship I was asked to study the Merdeka curriculum and was asked to make a Modul Ajar.”

The difference between expectations and reality faced by PT1 is the difference in curriculum usage. PT1

found it difficult to understand the content of the Merdeka curriculum because when PT1 completed the teaching courses and microteaching classes, PT1 did not learn the curriculum and at the time of mini-teaching still used the 2013 curriculum as a learning reference. This affects how the competency design created by PT1 is used in teaching and learning activities in the classroom. PT1 must make a learning plan in the form of a Modul Ajar, while in lectures PT1 only has the experience to create and run a lesson plan in the form of RPP. As stated by PT1:

“Yes, I had difficulties because of differences in curriculum use during microteaching classes, I learned how to make lesson plans (RPP), but when I was an intern, I was required to make a Modul Ajar.”

However, several expectations from PT1 are met as a whole, namely PT1's desire for easy access to media and complete infrastructure from the school to help facilitate the work of pre-service English teachers in delivering material and contribute to the success of achieving learning goals.

“The teaching media in my internship place is quite complete, there are LCD projectors and audio speakers for listening skill needs.”

b. Pre-Service English Teacher Two's Story

Table 4.2 Interview Findings of Expectations and Reality of PT2

Pre-Service English Teacher	Expectations	Reality
PT2	If I felt the same way in a microteaching class, I would easily intern at the junior high level because of the experience I had.	The reality that I felt when teaching internship is real, is the same, just a little bit of a miss on the students I teach which is different from when I was in microteaching class.
	If I get adequate learning facilities, run the same curriculum in microteaching	At that time, I was able to carry out all the activities smoothly but

Pre-Service English Teacher	Expectations	Reality
	classes, and have the same classroom atmosphere, I will easily run this internship program.	there were difficulties in explaining skills. The thing that made me aware of my shortcomings in explaining skills was that some students did not understand the material I presented.

The second pre-service English teacher is a male who is now enrolled in the seventh semester at UIN Walisongo Semarang's English Education Department. To be ready for the teaching internship program, he studied a variety of professional resources, teaching techniques, and education-related lecture materials throughout his time as an undergraduate. Participants in this study completed the course Reflective Practice in Microteaching.

Teaching activities in microteaching classes known as mini-teaching have a huge impact on PT2 to be used as reinforcement during teaching internships at schools. This is inseparable from PT2's statement regarding the almost fulfilled expectations that PT2 desired before beginning the teaching internship program.

“The reality that I felt when teaching internship is real, is the same, just a little bit of a miss on the students I teach which is different from when I was in microteaching class.”

PT2 wants to do an internship teaching at the junior high school level and in fact, PT2 gets the right thing. PT2 underwent a 1-month teaching internship program and teaching internship in two different classes, namely in grades 9 and 7.

“I had the opportunity to do an internship teaching in junior high school and practice teaching in grades 7 and grade 9. I did practice teaching in grade 7 approximately 8 times and for grade 9 approximately 10 times.”

Judging from the many opportunities to teach practice at 2 different grade levels, PT2 has experience with expectations and realities in dealing with easy and difficult situations while in class. As stated by PT2:

“At that time, I was able to carry out all the activities smoothly but there were difficulties in explaining skills. The thing that made me aware of my shortcomings in explaining skills was that some students did not understand the material I presented.”

The expectation hoped by PT2 before participating in the teaching internship program is that it can be easy to apply all basic skills in teaching if you get the opportunity to teach at the junior high school level according to their experience in microteaching classes.

“At that time, I was able to carry out all the activities smoothly but there were difficulties in explaining skills. The thing that made me aware of my shortcomings in explaining skills was that some students did not understand the material I presented.”

The completeness of teaching media and infrastructure in schools where PT2 practices teaching internships is one of PT2's expectations that are fulfilled. As stated by PT2:

“My expectations were fulfilled, especially in adequate learning facilities and infrastructure. In my internship, media and facilities are enough to fulfill my wishes. There are LCD projectors and

Wi-Fi connections that can support the running of learning activities in class properly.”

c. Pre-Service English Teacher Three’s Story

Table 4.3 Interview Findings of Expectations and Reality of PT3

Pre-Service English Teacher	Expectations	Reality
PT3	If my teaching internship has similarities with microteaching classes in terms of classroom atmosphere, material learning, and school level, I will be better prepared for this internship program.	I got a different level of schooling than micro-teaching. When I taught mini-teaching, I used lesson plans in the form of RPP, while when practicing in real schools I must use Modul Ajar, and I have not been able to manage time in the class well.

Pre-Service English Teacher	Expectations	Reality
		<p>I didn't find any problems except for guiding small group discussions and managing learning time.</p>

This pre-service English teacher three is a female student at UIN Walisongo Semarang's English Education Department. She has finished several educational lecture materials and passed the course Reflective Practice in Microteaching in preparation for the teaching internship program.

The 2013 curriculum is used by several lecturers as a reference for classroom learning, especially in microteaching courses even though the latest curriculum, the Merdeka curriculum, has begun to be introduced.

Therefore, PT3 only has experience in one teaching curriculum, namely the 2013 curriculum and that is what underlies PT3 to expect the use of the

curriculum in schools, as well as the lack of knowledge about the Merdeka Belajar curriculum. As stated by PT3:

“The school where I interned uses two different curricula grades 10 and 11 use the Merdeka curriculum and grade 12 still uses the 2013 curriculum. I made the Modul Ajar as a lesson plan.”

The difference in competency design or learning plans in the two curricula makes PT3 have difficulty in designing and determining the flow of learning objectives. However, in its application in the classroom, PT3 does not experience problems because there is not too much significant difference between RPP and Modul Ajar.

“Yes, of course, I had difficulties because this was my first experience creating and using Modul Ajar as a lesson plan.”

PT3 did not find obstacles when teaching internship in class because several of its expectations have been met, including expectations for a classroom atmosphere that can increase learning motivation, delivery of teaching materials that are by basic teaching skills so that students and PT3 can achieve the flow of learning goals together, as well as the completeness of

media and teaching infrastructure that can support the running of teaching and learning activities in class.

This helps PT3 to implement the teaching method that has been practiced during mini-teaching, namely the Lecturing Plus method.

“Like in mini-teaching I also use the lecturing plus method when real teaching internship. Yes, there are my expectations that are met, namely the teaching methods, I can also apply them during mini-teaching and in the classroom where I practice teaching.”

2. The Factors Influence Success and Failure Between Pre-Service English Teachers' Expectations and Realities During Their Teaching Internship.
 - a. Pre-Service English Teacher One’s Story

Table 4.4 Factors Influencing Reality Above Expectations of PT1

Factors	Reality Over Expectations
Internal	<i>“Of the 8 teaching skills that still felt difficult to apply at that time was organizing class. Because controlling classes at the elementary school level requires patience and challenges.”</i>

Factors	Reality Over Expectations
	<p><i>“The lack of preparation to adapt to the new curriculum, namely the Merdeka curriculum.”</i></p>
<p>External</p>	<p><i>“I had difficulty analyzing from an environmental standpoint. Due to the environment that I taught are children who are still difficult to be given direction to focus on learning and pay attention to the material being taught.”</i></p>
	<p><i>“Some of my expectations that are different from reality are that I expected to be able to teach at the junior high school level, but I instead got a place to teach at elementary school.”</i></p>
	<p><i>“Yes, I had difficulties because of differences in curriculum use during microteaching classes, I learned how to make lesson plans (RPP), but when I was an intern, I was required to make a Modul Ajar.”</i></p>

Factors	Reality Over Expectations
	<p data-bbox="572 240 1039 425"><i>“The teaching media in my internship place is quite complete, there are LCD projectors and audio speakers for listening skill needs.”</i></p>

Before joining the teaching internship program, a pre-service English teacher is required to pass education courses. Pre-service English teachers receive a variety of educational theories that will later be applied when teaching internships in schools. With this knowledge, pre-service English teachers have an overview of the teaching world, especially those implementing mini-teaching programs.

Therefore, PT1 as one of the pre-service English teachers has various expectations and realities that occur when teaching internships in the classroom. The success and failure of PT1's performance in running this teaching internship program has a relationship with whether PT1's expectations are met.

“I felt that I failed or did not perform at my best during this teaching internship program.”

PT1 felt that it was still not perfect for its performance when participating in this teaching

internship program. This is influenced by several expectations that have not been met, as stated by PT1:

“The lack of preparation to adapt to the new curriculum, namely the Merdeka curriculum.”

It can be seen from the interview with PT1 that PT1 did not have much experience in using the Merdeka curriculum because from the learning experience of PT1 education courses only studied the 2013 curriculum, PT1 said:

“I had difficulties because of differences in curriculum use during microteaching classes, I learned how to make lesson plans (RPP), but when I was an intern, I was required to make a Modul Ajar.”

Curriculum Merdeka Belajar updated several education systems and changed several names, one of which was the lesson plan, the Learning Implementation Plan (RPP) which this term contained in the 2013 curriculum changed its name, and some new structures became Modul Ajar. Other expectations that are not met that cause PT1 performance is not optimal as stated by PT:

“The absence of preparation of teaching materials that are suitable for elementary school students, and the influencing factor that there is no mature

readiness in controlling the educational psychology of elementary school children.”

Both factors are caused by the expectations of PT1 that are not met, namely his desire to teach in junior high school, as stated:

“Some of my expectations that are different from reality are that I expected to be able to teach at the junior high school level, but I instead got a place to teach at elementary school.”

PT1 had difficulty analyzing from an environmental standpoint. Due to the environment that PT1 taught are children who are still difficult to be given direction to focus on learning and pay attention to the material being taught.

b. Pre-Service English Teacher Two’s Story

Table 4.5 Factors Influencing Reality Above Expectations of PT2

Factors	Reality Over Expectations
Internal	<i>“At that time, I was able to carry out all the activities smoothly but there were difficulties in explaining skills. The thing that made me aware of my shortcomings in explaining skills was that some students did not understand the material I presented.”</i>

Factors	Reality Over Expectations
External	<p><i>“The reality that I felt when teaching internship is real, is the same, just a little bit of a miss on the students I teach which is different from when I was in microteaching class.”</i></p>
	<p><i>“My expectations were fulfilled, especially in adequate learning facilities and infrastructure. In my internship, media and facilities are enough to fulfill my wishes. There are LCD projectors and Wi-Fi connections that can support the running of learning activities in class properly.”</i></p>
	<p><i>“Factors that make it successful are the existence of adequate infrastructure and complete buildings in the school.”</i></p>

The correlation between expectations and reality produced something quite satisfying for PT2 during his internship at school. This is based on the fulfillment of the expectations that PT2 wants, as said PT2:

“Factors that make it successful are the existence of adequate infrastructure and complete buildings in the school.”

PT2 believes that the completeness of teaching media and infrastructure in schools helps it in carrying out this teaching internship program well.

However, several factors cause failure, such as students not paying attention to lessons and crowded classroom conditions during lessons. But on the other hand, the correlation between the two resulted in something quite satisfying for PT1 during the internship at the school.

c. Pre-Service English Teacher Three’s Story

Table 4.6 Factors Influencing Reality Above Expectations of PT3

Factors	Reality Over Expectations
Internal	<p><i>“Like in mini-teaching I also use the lecturing plus method when real teaching internship. Yes, there are my expectations that are met, namely the teaching methods, I can also apply them during mini-teaching and in the classroom where I practice teaching.”</i></p>

Factors	Reality Over Expectations
External	<p><i>“The reality that I felt when teaching internship is real, is the same, just a little bit of a miss on the students I teach which is different from when I was in microteaching class.”</i></p>
	<p><i>“I was used to using the 2013 curriculum when attending lectures, but when I was in school, I had to adapt to the Merdeka curriculum system which made me need time to learn it first.”</i></p>

Expectations and reality affect the readiness to teach at school. Some factors that made PT3 dissatisfied with the ability included the unpreparedness to face differences in curriculum use, as PT3 said:

“I was used to using the 2013 curriculum when attending lectures, but when I was in school, I had to adapt to the Merdeka curriculum system which made me need time to learn it first.”

The reason for the unfulfilled desire to use the 2013 curriculum is the cause of PT3's not optimal performance when participating in the teaching internship program at the school.

The next factor is the availability of media and infrastructure needed by PT3 as an English pre-service teacher.

“The availability that still does not meet my wishes makes me have to be creative and think of other alternatives that can support the running of teaching and learning activities well.”

B. Discussion

1. Pre-Service English Teachers' Expectations are Fulfilled During Their Teaching Internship.

Pre-service English instructors in college are those who are preparing to teach professionally. Pre-service teachers with diverse educational histories, skill sets, and perspectives are always accepted in teacher training programs. Students' teachers' understanding and principles are critical for their professional development (Dikici, 2012).

Good and qualified instructors are essential to ensure the smooth running of educational institutions and to improve the educational experience. As a result, a competent and effective teacher must be viewed as a critical aspect in advancing educational development.

Based on the above findings, PT1 and PT3 experienced almost the same difficulties due to a lack of preparation with the latest curriculum which made them

must adapt first and it took a long time, therefore they concluded their dissatisfaction with the performance of this teaching internship.

In contrast to PT2, although of the three pre-service English teachers, PT2 includes those that meet their expectations, namely only PT2 which still gets the 2013 curriculum in schools where PT2 practices teaching. Therefore, PT2 has a much higher readiness than PT1 and PT3.

However, all pre-service English teachers almost have the same problem. Namely, difficulty in applying 8 basic skills in the classroom, PT1 has problems in organizing class, PT2 has difficulty in explaining skills, and PT3 has difficulty in guiding small-group discussions. All pre-service English teachers have mastered 8 basic skills while in lectures and have applied them during mini-teaching in microteaching courses. PT1 and PT2 still cannot analyze 3 students' needs, namely from the aspect of controlling the classroom environment and knowing students' learning needs.

2. The Factors Influence Success and Failure Between Pre-Service English Teachers' Expectations and Realities During Their Teaching Internship.

Theoretical components of teacher education include subject matter knowledge as well as pedagogical and didactic skills, according to (Smith et al., 2005).

The lack of preparation from pre-service English teachers is a major factor affecting their performance in this teaching internship program. All pre-service English teachers concluded that they felt they failed in their performance in this teaching internship program. PT1 explained that 3 factors caused PT1 to feel less satisfied with its performance during the teaching internship, including the lack of preparation to adapt to the new curriculum, namely the Merdeka curriculum, the absence of preparation of teaching materials that are suitable for elementary school students, and the influencing factor that there is no mature readiness in controlling the educational psychology of elementary school children. PT2 explains several factors that affect performance during teaching internships, such as students not paying attention to lessons and crowded classroom conditions during lessons. However, PT2 also feels that there are supporting factors that cause him to feel successful in his performance, namely the existence of adequate infrastructure and complete buildings in the school. PT3 explains the factors that affected its performance in this teaching internship, including unpreparedness in the face of different curriculum usage,

media availability, and the infrastructure I needed as a pre-service English teacher.

CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION

The chapter includes the researcher presenting a conclusion, pedagogical implications, and suggestions for the following findings of the study.

A. Conclusion

Based on the finished study on pre-service English teachers' expectations and actual experiences during their teaching internship. Some desires were still unfulfilled, and this affected performance during the teaching internship program. The findings of this research project were consistent with the study's aims and researchers found several expectations and contrasting realities that illustrate the success rate of pre-service performance in this teaching internship program and the elements affecting pre-service English instructors' success. Some expectations that were still not met include, the first the difference in the curriculum which causes two pre-service English teachers to have difficulties when adapting to the Merdeka curriculum, the desire to be able to practice teaching at the desired school level but two pre-service English teachers get different realities and this affects their readiness to prepare teaching materials and their approach towards students, and the incompleteness or incompatibility of teaching media and

infrastructure in the school where they practice teaching, therefore, it affects the performance of pre-service English teachers and requires them to think creatively to create and provide their teaching media, although there is one pre-service that is helped by the completeness of media and infrastructure facilities found in the school where the pre-service English teacher is a teaching internship.

Answering the formulation of the second problem in this study, namely the factors that affect the performance of teaching internships on the fulfillment or non-fulfillment of expectations which include internal factors and external factors. Pre-service English teachers' lack of preparation has a significant impact on how well they succeed in this teaching internship program. Every pre-service English teacher concluded that they were not performing up to par throughout their teaching experience. The first external factor is the lack of preparation for the new curriculum, the Merdeka curriculum, and the second external factor, is the absence of prepared teaching materials appropriate for elementary school students, as well as internal factors affecting the immaturity of readiness in controlling children's educational psychology primary school, are what PT1 explained as the reasons why PT1 is unhappy with its performance during the teaching internship. PT2 discussed numerous aspects that influence performance during teaching internships, such as external issues such as

students' inattention to teachings and packed classroom settings during lessons. However, PT2 thought that there were external variables that helped him feel successful in his performance, such as the school's adequate infrastructure and full structures. PT3 discussed the issues that affected her performance during her teaching internship, which included external factors such as unpreparedness in the face of using alternative curricula, media availability, and the infrastructure required as a pre-service English teacher. However, regardless, all pre-service English teachers are committed to improving and improving their abilities and skills in educational subject matter knowledge and pedagogic expertise.

B. Pedagogical Implication

Considering the findings of studies that have been carried out by researchers, the pedagogical implication of this study is to prepare pre-service teachers better before they teach practicums, such as giving them more microteaching sessions. In addition to giving pre-service teachers more chances to practice their teaching techniques, these training programs will strengthen their subject-matter expertise. Pre-service English teachers must be more active in following the development of the curriculum in Indonesia, particularly the curriculum now in use, namely the Merdeka Belajar curriculum, Pre-service English teachers must be more critical thinking and responsive in adjusting to the school environment and be creative,

innovative, and efficient if there is a mismatch in expectations, and pre-service English teacher can prepare the lesson planning, teaching media and everything that needed beforehand.

C. Suggestion

There are several drawbacks to this study. To improve further study, researchers suggest that subsequent researchers explore the same topics, especially at more specific school levels. One use for the region would be to research whether elementary, middle, or high school English proficiency levels are being reached. Thus, it is suggested that further research will involve larger participants to gain more perspectives regarding pre-service English teachers' expectations and experience in the teaching internship.

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APPENDICES

Appendix 1: Guidelines of Research-Interview

Data Collections Technique

Interview Guide for Pre-Service English Teacher

Date	:	
Time	:	
Activity	:	Interview with Pre-Service English Teacher 1, Pre-Service English Teacher 2, and Pre-Service English Teacher 3
Interviewee	:	PT1, PT2, and PT3
Interviewer	:	Fikri Hamzah
Location:	:	Offline by Face-to-Face

1. A semi-structured interview was used for the post-narrative frame drafting.
2. Individual, in-depth interviews up to thirty minutes in length were conducted.
3. The interviews were conducted informally to ensure your comfort.
4. If you have any confused queries, you are welcome to ask for clarification.
5. The interview is divided into three sections: a) personal history; b) current experience; and c) a perspective on the significance of the teacher interview.

A. Interview about life history (expectations)

This section is about the phase when you start getting your first class in microteaching as a start before teaching internships in schools.

1. Have you passed the microteaching course?
2. How many times have you practiced mini-teaching in a microteaching class?

3. Can you identify 3 aspects to know the learning needs of your students?
4. Can you identify 8 basic skills in teaching?
5. What planning competencies do you use during mini-teaching?
6. Can you name what teaching methods can be used in the classroom?
7. What teaching methods do you use during mini-teaching?
8. What teaching media do you use during mini-teaching?
9. Do you carry out assessment and reflection after doing mini-teaching?
10. Did you feel ready for a teaching internship at that time?

B. Interview about contemporary experience (reality)

This section is about the phase when you are practicing teaching in a school.

1. How long did you teach an internship at the school?
2. What level of school and what classes do you occupy as a place to practice?
3. How many times have you had the opportunity to practice teaching in the classroom?
4. Did you run into problems when analyzing 3 aspects of student learning needs at that time?
5. Are you able to carry out all the basic skills in teaching? If so, what are they? If not, what are they and why?
6. What curriculum was used at the school and what design competencies did you use?
7. Were there any difficulties in making a competency design?
8. Were there any obstacles when applying the competency design at that time?
9. What methods did you use during that teaching internship?
10. Are the teaching media in practice schools fully available and meet your needs?

11. Did you do an assessment and reflection after you finished your teaching internship at that time?
- C. Interview about the aspirations, and suggestions.
1. Do you think microteaching courses as teaching training are very useful in real teaching internships?
 2. Do you think the application of mini-teaching in microteaching courses can open your expectations during a teaching internship?
 3. Does the correlation between expectations and reality affect your success or failure in your performance during this teaching internship? What factors influence it?
 4. Are your expectations met during hands-on teaching practice? If so, what are they? If not, why?

(Adapted from Brinkmann, 2013)

Appendix 2: Transcript of Interview

Interview Transcript of Pre-Service English Teacher One (PT1)

Date : 11 December 2023

Time : 11.00 – 11.50 WIB

Activity : Interview with Pre-Service English Teacher One

Interviewee : PT1

Interviewer : Fikri Hamzah

Location: : Offline by Face-to-Face

Role	Interview
Fikri	<i>Bismillahirrohmanirrohim. Assalamu 'alaikum Warahmatullahi Wabarakatuh.</i> I am Fikri Hamzah, the student who did this research. I would like to thank you for agreeing to be a participant in this study and willing to be interviewed. How are you today?
PT1	<i>Wa 'alaikumsalam Warahmatullahi Wabaraktuh. Alhamdulillah,</i> I am in good condition, thank you.
Fikri	<i>Alhamdulillah.</i> Are you ready to be interviewed?
PT1	<i>Insya Allah,</i> I am ready.
Fikri	First, can you introduce yourself? Please.
PT1	Of course, my name is D. I am a pre-service English teacher who is also a seventh-semester student at the English Education Department of UIN Walisongo Semarang.
Fikri	Okay, thank you. I will explain the technicalities of this interview first. A semi-structured interview will be used for the post-narrative frame drafting. Individual, in-depth interviews up to thirty minutes in length will be conducted. The interviews will be conducted informally

	to ensure your comfort. If you have any confused queries, you are welcome to ask for clarification. The interview is divided into three sections: a) personal history; b) current experience; and c) a perspective on the significance of the teacher interview. Okay, let's start the first stages with the first question. Have you passed the microteaching course?
PT1	Yes, I have completed a microteaching class.
Fikri	How many times have you practiced mini-teaching in a microteaching class?
PT1	I only performed a mini-teaching once.
Fikri	Can you identify 3 aspects to know the learning needs of your students?
PT1	What I know from the 3 students' needs are environment, tools, and tasks.
Fikri	Can you identify 8 basic skills in teaching?
PT1	Yes, among others, the first is questioning, reinforcing, varying, explaining, opening-closing, guiding small-group discussion, organizing class, and teaching small groups.
Fikri	What lesson plan did you use during mini-teaching?
PT1	I used a Lesson Plan (RPP).
Fikri	Can you name what teaching methods can be used in the classroom? And what teaching methods do you use during mini-teaching? What media did you use?
PT1	Some that I know are lecture methods, group discussions, cooperative methods, project-based learning, and technology-based learning. I used a combination of lecture methods, group discussions, and project-based learning. For media, I used PowerPoint and digital-based games.
Fikri	Did you carry out assessment and reflection after doing mini-teaching?

PT1	Yes, I did it all.
Fikri	Did you feel ready for teaching practice at that time?
PT1	At the time, I felt I was still not ready for real teaching practice.
Fikri	Now that we enter the second stage, the first question is how long did you teach an internship at the school?
PT1	I was an intern teaching at the school for one month.
Fikri	What level of school and what classes do you occupy as a place to practice?
PT1	I had the opportunity to practice teaching in elementary school and I taught in grade 4.
Fikri	How many times have you had the opportunity to practice teaching in the classroom?
PT1	I had the opportunity to practice teaching in class for 4 times.
Fikri	Did you run into problems when analyzing 3 aspects of student learning needs at that time?
PT1	I had difficulty analyzing from an environmental standpoint. Due to the environment that I taught are children who are still difficult to be given direction to focus on learning and pay attention to the material being taught.
Fikri	Are you able to carry out all the basic skills in teaching? If so, what are they? If not, what are they and why?
PT1	Of the 8 teaching skills that still felt difficult to apply at that time was organizing class. Because controlling classes at the elementary school level requires patience and challenges.
Fikri	What curriculum was used at the school and what design competencies did you use?
PT1	The school where I interned already uses the Merdeka curriculum and I use the Modul Ajar as a lesson plan.

Fikri	Were there any difficulties in making and applying a competency design?
PT1	Yes, I had difficulties because of differences in curriculum use during microteaching classes, I learned how to make lesson plans (RPP), but when I was an intern, I was required to make a Modul Ajar.
Fikri	What methods did you use during that teaching practice?
PT1	I used lecture methods and project-based learning during teaching practice.
Fikri	Are the teaching media in practice schools fully available and meet your needs?
PT1	The teaching media in my internship place is quite complete, there are LCD projectors and audio speakers for listening skill needs.
Fikri	Did you do an assessment and reflection after you finished teaching practice at that time?
PT1	I did an assessment and reflection when I finished teaching.
Fikri	The second stage of the interview session has been completed, now we start with the third session questions. Do you think microteaching courses as teaching training are very useful in real teaching practice?
PT1	The implementation of microteaching did not help me when teaching practice. Because there are differences in classroom teaching practices and real teaching practices in schools, the most striking difference is the students I taught. In microteaching classes, I taught my classmates while in real teaching practice at school I taught real students who are classified as children who are still immature scientifically and psychologically.

Fikri	Do you think the application of mini-teaching in microteaching courses can open your expectations during a teaching internship?
PT1	Yes, I had a bit of a view of my expectations when I was in microteaching class. At that time, I expected that when I had the opportunity to do my teaching internship, I would use many variations of games like the ones I used during mini-teaching.
Fikri	Does the correlation between expectations and reality affect your success or failure in your performance during this teaching internship? What factors influence it?
PT1	I felt that I failed or did not perform at my best during this teaching internship program. This is influenced by several factors, including the lack of preparation to adapt to the new curriculum, namely the Merdeka curriculum, the absence of preparation of teaching materials that are suitable for elementary school students, and the influencing factor that there is no mature readiness in controlling the educational psychology of elementary school children.
Fikri	Are your expectations met during hands-on teaching practice? If so, what are they? If not, why?
PT1	In fact, not all my expectations were met during real teaching practice. Some of my expectations that are different from reality are that I expected to be able to teach at the junior high school level but I instead got a place to teach at elementary school, then during lectures I was only taught about the 2013 Curriculum, namely the Lesson Plan (RPP) but in fact during real teaching practice I was asked to study the Merdeka curriculum and was asked to make a Modul Ajar.

Fikri	Okay, this is the last question in this interview, and you have answered all the questions. Thank you very much.
PT1	Anytime, Fikri.
Fikri	Well, have a nice day!
PT1	You are too!

Interview Transcript of Pre-Service English Teacher Two (PT2)

Date : 12 December 2023
 Time : 13.00 – 14.00 IB
 Activity : Interview with Pre-Service English Teacher Two
 Interviewee : PT2
 Interviewer : Fikri Hamzah
 Location: : Offline by Face-to-Face

Role	Interview
Fikri	<i>Bismillahirrohmanirrohim. Assalamu'alaikum Warahmatullahi Wabarakatuh.</i> Good afternoon, I am Fikri Hamzah, the student who did this research. I would like to thank you for agreeing to be a participant in this study and willing to be interviewed. How are you today?
PT2	<i>Wa'alaikumsalam Warahmatullahi Wabaraktuh. Alhamdulillah,</i> good afternoon, I am in good condition, thank you.
Fikri	<i>Alhamdulillah.</i> Are you ready to be interviewed? May I start?
PT2	Yes, I am ready.
Fikri	First, can you introduce yourself? Please.
PT2	Of course, my name is Q. I am a pre-service English teacher who is also a seventh-semester student at the English Education Department of UIN Walisongo Semarang.
Fikri	Okay, thank you. I will explain the technicalities of this interview first. A semi-structured interview will be used for the post-narrative frame drafting. Individual, in-depth interviews up to thirty minutes in length will be conducted. The interviews will be conducted informally to ensure your comfort. If you have any confused

	queries, you are welcome to ask for clarification. The interview is divided into three sections: a) personal history; b) current experience; and c) a perspective on the significance of the teacher interview. Okay, let's start the first stages with the first question. Have you passed the microteaching course?
PT2	I have passed the microteaching course.
Fikri	How many times have you practiced mini-teaching in a microteaching class?
PT2	I performed mini-teaching about twice.
Fikri	Can you identify 3 aspects to know the learning needs of your students?
PT2	Analyze readiness (tools) in learning, analyze student learning interests (environment), and learn profiles of students.
Fikri	Can you identify 8 basic skills in teaching?
PT2	Yes, among others, the first is questioning, reinforcing, varying, explaining, opening and closing, guiding small-group discussion, organizing class, and teaching small groups.
Fikri	What lesson plan did you use during mini-teaching?
PT2	I used a Lesson Plan (RPP).
Fikri	Can you name what teaching methods can be used in the classroom? And what teaching methods did you use during mini-teaching? What media did you use?
PT2	There are several methods that I know, among others, namely the discussion method, experiments, lectures, group work, recitation, project-based learning, and answer-question methods. At that time, I used the lecture and discussion method because the combination of the two methods could help students understand the material easily. At that time, I used PowerPoint because

	students would be easy to understand and I noticed time efficiency as well.
Fikri	Did you carry out assessment and reflection after doing mini-teaching?
PT2	I carried out assessments during mini-teaching and for reflection just to review the material.
Fikri	Did you feel ready for teaching practice at that time?
PT2	I was ready for real teaching practice at school.
Fikri	Now, we enter the second stage, the first question is how long did you teach an internship at the school?
PT2	I practiced teaching for one month.
Fikri	What level of school and what classes do you occupy as a place to practice?
PT2	I had the opportunity to do an internship teaching in junior high school and practice teaching in grade 7 and grade 9.
Fikri	How many times have you had the opportunity to practice teaching in the classroom?
PT2	I did practice teaching in grade 7 approximately 8 times and for grade 9 approximately 10 times.
Fikri	Did you run into problems when analyzing 3 aspects of student learning needs at that time?
PT2	At that time, I had difficulty analyzing students' learning interests because there were students who still could not understand the material about tenses.
Fikri	Are you able to carry out all the basic skills in teaching? If so, what are they? If not, what are they and why?
PT2	At that time, I was able to carry out all the activities smoothly but there were difficulties in explaining skills. The thing that made me aware of my shortcomings in explaining skills was that some students did not understand the material I presented.

Fikri	What curriculum was used at the school and what design competencies did you use?
PT2	The school where I interned uses two different curricula grades 7 and 8 use the Merdeka curriculum and grade 9 still uses the 2013 curriculum. I used a lesson plan in the form of a lesson plan to teach in grade 9, while when teaching in grade 7 I was not asked to make a lesson plan for the Modul Ajar, but I was only asked to continue the lesson plan that had been made by the civil service teacher at school.
Fikri	Were there any difficulties in making and applying a competency design?
PT2	I had no difficulty when making a lesson plan in the form of lesson plans because I had that experience during microteaching.
Fikri	What methods did you use during that teaching practice?
PT2	The methods I used at that time were quite varied, namely the method of discussion, lectures, question-and-answer, and group work. The most relevant method at that time was one that could provoke two-way interaction between students and teachers.
Fikri	Are the teaching media in practice schools fully available and meet your needs?
PT2	In my internship, media and facilities are enough to fulfill my wishes. There are LCD projectors and Wi-Fi connections that can support the running of learning activities in class properly.
Fikri	Did you do an assessment and reflection after you finished teaching practice at that time?

PT2	I made assessments such as grading daily tasks and daily tests, and for reflection after teaching I always made them for future learning to be even better.
Fikri	The second stage of the interview session has been completed, now we start with the third session questions. Do you think microteaching courses as teaching training are very useful in real teaching practice?
PT2	The impact I felt during the internship was very useful for the microteaching course. Because I experienced similar things during mini-teaching and real teaching practice in school, it made me better prepared for real teaching practice.
Fikri	Do you think the application of mini-teaching in microteaching courses can open your expectations during a teaching internship?
PT2	During the microteaching course, I imagined or expected that I would feel the same later, namely whether I would get adequate learning facilities, run the same curriculum in the microteaching class, and have the same classroom atmosphere. And the reality that I feel when teaching practice is real, is the same, just a little bit of a miss on the students I teach which is different from when I was in microteaching class.
Fikri	Does the correlation between expectations and reality affect your success or failure in your performance during this teaching internship? What factors influence it?
PT2	In my opinion, the correlation between the two had an influence when I was doing my teaching internship. Factors that make it successful are the existence of adequate infrastructure and complete buildings in the school. However, several factors cause failure, such as

	students not paying attention to lessons and crowded classroom conditions during lessons. On the other hand, the correlation between the two resulted in something quite satisfying for me during my internship at the school.
Fikri	Are your expectations met during hands-on teaching practice? If so, what are they? If not, why?
PT2	My expectations were fulfilled, especially in adequate learning facilities and infrastructure.
Fikri	Okay, this is the last question in this interview, and you have answered all the questions. Thank you very much.
PT2	My pleasure, Fikri.
Fikri	Well, have a nice day!
PT2	Have a nice day!

Interview Transcript of Pre-Service English Teacher Three (PT3)

Date : 11 December 2023
 Time : 09.00 – 10.00 WIB
 Activity : Interview with Pre-Service English Teacher Three
 Interviewee : PT3
 Interviewer : Fikri Hamzah
 Location: : Offline by Face-to-Face

Role	Interview
Fikri	<i>Bismillahirrohmanirrohim. Assalamu'alaikum Warahmatullahi Wabarakatuh.</i> I am Fikri Hamzah, the student who did this research. I would like to thank you for agreeing to be a participant in this study and willing to be interviewed. How are you today?
PT3	<i>Wa'alaikumsalam Warahmatullahi Wabaraktuh. Alhamdulillah,</i> I am in good condition, thank you.
Fikri	<i>Alhamdulillah.</i> Are you ready to be interviewed?
PT3	<i>Insya Allah,</i> I am ready.
Fikri	First, can you introduce yourself? Please.
PT3	Of course, my name is M. I am a pre-service English teacher who is also a seventh-semester student at the English Education Department of UIN Walisongo Semarang.
Fikri	Okay, thank you. I will explain the technicalities of this interview first. A semi-structured interview will be used for the post-narrative frame drafting. Individual, in-depth interviews up to thirty minutes in length will be conducted. The interviews will be conducted informally to ensure your comfort. If you have any confused queries, you are welcome to ask for clarification. The interview is divided into three sections: a) personal

	history; b) current experience; and c) a perspective on the significance of the teacher interview. Okay, let's start the first stages with the first question. Have you passed the microteaching course?
PT3	Yes, I have passed the microteaching course in semester 6.
Fikri	How many times have you practiced mini-teaching in a microteaching class?
PT3	I performed a mini-teaching one time.
Fikri	Can you identify 3 aspects to know the learning needs of your students?
PT3	Analyze readiness (tools) in learning, analyze student learning interests (environment), and learn profiles of students.
Fikri	Can you identify 8 basic skills in teaching?
PT3	Yes, among others, the first is questioning, reinforcing, varying, explaining, opening-closing, guiding small-group discussion, organizing class, and teaching small groups.
Fikri	What lesson plan did you use during mini-teaching?
PT3	During mini-teaching I used RPP.
Fikri	Can you name what teaching methods can be used in the classroom? And what teaching methods did you use during mini-teaching? What media did you use?
PT3	The types of teaching methods that I know are oral explanation, lecturing plus, group discussion, and asking-question method. I used a combination of oral explanation and discussion or what is often called lecturing plus. I used image media for the teaching.
Fikri	Did you carry out assessment and reflection after doing mini-teaching?

PT3	I did assessments during teaching such as quizzes and daily assignments. Also, I reflected every time at the end of learning such as reviewing material.
Fikri	Did you feel ready for teaching practice at that time?
PT3	I felt ordinary.
Fikri	Now that we enter the second stage, the first question is how long did you teach an internship at the school?
PT3	I interned at PLP 2 for one month.
Fikri	What level of school and what classes did you occupy as a place to practice?
PT3	I had the opportunity to do a teaching internship at a vocational senior high school and did teaching practice in grade 11.
Fikri	How many times have you had the opportunity to practice teaching in the classroom?
PT3	I practiced teaching for 4 meetings.
Fikri	Did you run into problems when analyzing 3 aspects of student learning needs at that time?
PT3	I didn't have any problems analyzing these three aspects.
Fikri	Are you able to carry out all the basic skills in teaching? If so, what are they? If not, what are they and why?
PT3	I didn't find any problems except for guiding small group discussions and managing learning time.
Fikri	What curriculum was used at the school and what design competencies did you use?
PT3	The school where I interned uses two different curricula grades 10 and 11 use the Merdeka curriculum and grade 12 still uses the 2013 curriculum. I made the teaching module as a lesson plan.
Fikri	Were there any difficulties in making and applying a competency design?

PT3	Yes, of course, I had difficulties because this was my first experience creating and using Modul Ajar as a lesson plan.
Fikri	What methods did you use during that teaching practice?
PT3	Like in mini-teaching I also use the lecturing plus method when real teaching practice.
Fikri	Are the teaching media in practice schools fully available and meet your needs?
PT3	The equipment and facilities there are still incomplete. However, this does not affect teaching and learning activities.
Fikri	Did you do an assessment and reflection after you finished teaching practice at that time?
PT3	At the time of mini-teaching, I did assessments during teaching such as quizzes and daily assignments. Also, I reflected every time at the end of learning such as reviewing the material.
Fikri	The second stage of the interview session has been completed, now we start with the third session questions. Do you think microteaching courses as teaching training are very useful in real teaching practice?
PT3	Yes, I think it is very helpful because in the microteaching classroom, there are theories that we can apply to real teaching practice activities in schools, but there are a few constraints on curriculum differences when learning in microteaching classes and the reality in schools using the Merdeka curriculum.
Fikri	Do you think the application of mini-teaching in microteaching courses can open your expectations during a teaching internship?

PT3	Yes, microteaching classes can open my expectations for real teaching practices in schools because there are the same elements as teachers, students, and facilities that I feel will be the same when I teach in schools.
Fikri	Does the correlation between expectations and reality affect your success or failure in your performance during this teaching internship? What factors influence it?
PT3	I feel less satisfied and can be said to be imperfect in carrying out this teaching internship program. Expectations and reality affect my readiness to teach at school. Some factors that made me dissatisfied with my ability included my unpreparedness in facing differences in curriculum use, I was used to using the 2013 curriculum when attending lectures, but when I was in school, I had to adapt to the Merdeka curriculum system it made me need time to learn it first. The next factor is the availability of media and infrastructure needed by me as an English pre-service teacher. The availability that still does not meet my wishes makes me have to be creative and think of other alternatives that can support the running of teaching and learning activities well.
Fikri	Are your expectations met during hands-on teaching practice? If so, what are they? If not, why?
PT3	Yes, there are my expectations that are met, namely the teaching methods, I can also apply them during mini-teaching and in the classroom where I practice teaching. There is also something that has not been fulfilled, namely in terms of school level because at that time I expected to teach in junior high school, but I practiced teaching in vocational senior high school.
Fikri	Okay, this is the last question in this interview, and you have answered all the questions. Thank you very much.

PT3	You are welcome, Fikri.
Fikri	Well, have a nice day!
PT3	Have a nice day!

Appendix 3: Documentation of the Interview Session



Figure 1. The documentation of the interview with Pre-Service English Teacher One (PT1)



Figure 2. The documentation of the interview with Pre-Service English Teacher Two (PT2)



Figure 3. The documentation of the interview with Pre-Service English Teacher Three (PT3)

Appendix 4: Guidelines of the Research-Narrative Frame

The narrative text and the narrative frame are comparable. You had to have produced narrative essays on yourself in the past. Three experiences are examined occurrences from the past, the present, and the future in the narrative structure. The opening sentence in the story frame also refers to the topic and the blank spaces that the participants need to fill in. Starting sentences are meant to make it easier for participants to write about their experiences. On the other hand, the purpose of the empty boxes is to encourage participants to freely submit more details. Participants can write a narrative frame in Indonesian.

Narrative Frame

I am a pre-service English teacher. I have taken and graduated from microteaching courses. I have done mini-teaching. After that, I had expectations when I would practice teaching, including:

.....
.....
.....

After I carried out the practice of teaching in real schools. I found some realities that did not match my previous expectations, including:

.....
.....
.....

After I learned the lessons from this challenge. The thing(s) I will do in the future if I get into the same situation is/are:

.....
.....
.....

This brings my narrative to a close.

(Adapted from Barkhuizen, et al, 2014)

Appendix 5: Result of the Research-Narrative Frame

Narrative Frame of the Pre-Service English Teacher One (PT1)

I am a pre-service English teacher. I have taken and graduated from microteaching courses. I have done mini-teaching. After that, I had expectations when I would practice teaching, including:

I hope to get an internship in high school. I hope that the curriculum in the school where I practice teaching is the same as the curriculum taught in the microteaching course. I hope that later the students I will teach can easily understand the material I present. I hope that the school where I practice teaching has adequate learning facilities and infrastructure.

After I carried out the practice of teaching in real schools. I found some realities that did not match my previous expectations, including:

I got a place to teach in elementary school, not in high school as expected. The curriculum used by the school is the Merdeka Belajar curriculum while when I was in college I studied and used the 2013 curriculum for teaching practice purposes.

After I learned the lessons from this challenge. The things I will do in the future if I get into the same situation are:

I will study the existing curricula in Indonesia, especially the latest curriculum, namely the Merdeka Belajar curriculum so that I will be better prepared to teach.

I will better prepare suitable teaching methods to be used according to 3 aspects of student needs and prepare teaching media that are interesting, suitable, and friendly to young learners.

I will learn to understand the nature and character of elementary school students so that their learning will be more conducive and able to achieve the desired learning targets.

This brings my narrative to a close.

Narrative Frame of the Pre-Service English Teacher Two (PT2)

I am a pre-service English teacher. I have taken and graduated from microteaching courses. I have done mini-teaching. After that, I had expectations when I would practice teaching, including:

With microteaching, aspiring teachers can experiment and learn each teaching skill by breaking it down into smaller parts without facing a chaotic classroom environment. My next hope is that with microteaching we as prospective teachers can manage lesson time so that learning can be controlled and the learning goals we want are achieved. For assessment and reflection on learning, I hope that after micro classes can be implemented better, we as teachers will get feedback from students and students will also get appreciation from a teacher for their learning that day.

After I carried out the practice of teaching in real schools. I found some realities that did not match my previous expectations, including:

My lack of understanding, when I was an intern teacher at the school, was the students' lack of understanding when I explained material about learning English. I also experienced the students' lack of interest in learning English when I was an intern at that place.

After I learned the lessons from this challenge. The things I will do in the future if I get into the same situation are I will do if this happens again is learn from the mistakes I have experienced. Shaping our character as good teachers. Make a lesson plan so that it is not boring so that students also enjoy the lessons that I bring.

This brings my narrative to a close.

Narrative Frame of the Pre-Service English Teacher Three (PT3)

I am a pre-service English teacher. I have taken and graduated from microteaching courses. I have done mini-teaching. After that, I had expectations that I hoped my teaching practice would follow micro-teaching in terms of atmosphere in the classroom, material learning, and school level.

After I carried out the practice of teaching in real schools. I found some realities that did not match my previous expectations, including:

I got a different level of schooling than micro-teaching. When I taught mini-teaching, I used lesson plans in the form of RPP, while when practicing in real schools I must use Modul Ajar, and I have not been able to manage time in the class well.

After I learned the lessons from this challenge. The thing I will do in the future if I get into the same situation is don't rely on just one source for teaching materials, read more references about schools, curriculum, etc. And more preparation, especially managing time in managing classes.

This brings my narrative to a close.

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