

**PRE-SERVICE ENGLISH TEACHERS'
PROFESSIONAL EXPERIENCES IN
INTERNATIONAL TEACHING PRACTICUM IN
MALAYSIA**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of Education in English
Education Department



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
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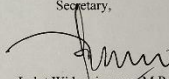
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
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

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

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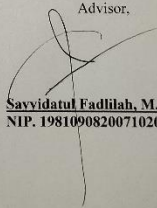
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Wassalamu 'alaikum Wr. Wb.

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MOTTO

﴿٤٥﴾ الْخَشِيعِينَ عَلَىٰ إِلَّا لَكَبِيرَةٌ ۖ إِنَّهَا وَالصَّلَاةَ ۖ بِالصَّبْرِ ۖ وَاسْتَعِينُوا

Ask for help (from Allah) with patience and prayer.
Verily (prayer) is truly difficult, except for those who are
devout,

“To the world, you may be one person, but to one
person, you may be the world”. ~ Jeon Jungkook

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First of all, I would like to express my praise and gratitude to the presence of Allah SWT who has bestowed mercy and blessings so that I can complete this thesis. I also convey my prayers and greetings to the Prophet Muhammad SAW, who has guided us from the age of ignorance to the bright era like today.

After going through a long process, I was finally able to complete this thesis on time. I realize that this thesis is far from perfect, therefore, I express my deepest gratitude to anyone who has helped in the process of making this thesis, both physically and mentally:

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2. Prof. Dr. Fatah Syukur, M.Ag., as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang
3. Dra. Nuna Mustikawati Dewi, M.Pd., is the head of English Language Education

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Because there are still many shortcomings in this thesis, therefore, I accept constructive input and suggestions for the success of this thesis in the future. I also hope that this thesis can be useful and helpful for many people, aamiin.

ABSTRACT

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International teaching practicum is an important activity in forming pre-service teachers' professional experience. Therefore, this study aims to explore the professional experiences and biggest challenges of pre-service teachers during their international teaching practicum at Sekolah Indonesia Kuala Lumpur, Malaysia. This study involved three participants, using their online interviews and teaching reports as evidence of their professional experience findings. Through the experiential learning theory of Kolb which consists of four cycles, here I only focus on one cycle, that is concrete experience, which is matched with the experience gained by pre-service teachers. After conducting online interviews with the pre-service teachers, using thematic analysis, the findings showed that the professional experiences of pre-service teachers in Malaysia is almost the same as in Indonesia, but differ in teaching and culture. While in the challenges, pre-service teachers struggle in class and religious practice management. However, for future research, coping strategies can be included.

Keywords: international teaching practicum, narrative inquiry, pre-service teachers, professional experience

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CHAPTER I

INTRODUCTION

This chapter contains some aspects of the the introduction such as the research background, objectives, research question, limitations, and significance of the study.

A. Research Background

Many researchers have examined pre-service teachers' experiences in international teaching practicum activities. Starting with research on pre-service teachers with non-English study programs (Forsey et al., 2012; Kim & Choi, 2019) and continuing with pre-service teachers with English education study programs (Ateşkan, 2016; Pence & Macgillivray, 2008). International teaching practicum is an activity that can improve students' skills before going to real teaching. Through this activity, pre-service teachers can get many benefits, such as gaining professional experiences (Tambyah, 2018), developing new skills, teaching strategies (Parr & Chan, 2015), and

learning styles (Forsey et al., 2012). Furthermore, the experience gained from international teaching practicum activities also helps pre-service teachers prepare themselves for global and multicultural challenges (Addleman et al., 2014; Santoro & Major, 2012). Therefore, international teaching practicum activity is highly recommended for pre-service teachers.

The first international teaching practicum activity comes from Korsgaard (1970) in England for eight weeks. The findings from this research are that pre-service teachers felt an improvement in their speaking, listening, and communication skills. The international teaching practicum also highlights the value of careful planning, emotional stability, and proper student preparation. This activity is an important part of teacher education because it tests the effectiveness of training programs in various educational environments. Furthermore, this research can also become the basis for research on international teaching practice in the future

However, a study conducted by Barkhuizen & Feryok (2006) has explored somewhat differently from the

previous study. Even though they both researched international teaching practicum, this study was carried out in different countries and has two points of view from pre-service teachers. This study took place in New Zealand. While for the two points of views are varying expectations and experiences of pre-service teachers. Although the strict course requirements stressed the participants, they found value in workshops that connected with their teaching goals, resulting in substantial personal and professional development.

As for the development of international teaching practicum, there is also a study regarding the professional experience. One example is from Indonesia. The main focus of this study is the potential of international professional experiences to enhance pre-service teachers' comprehension of various epistemological perspectives. Fifteen Australian pre-service teachers participated in international teaching practicum programs in Bali to obtain direct professional experience. As a result, they gain a wealth of unique cultural knowledge and

perspectives that they can apply to their future teaching (Thomas & Talbot, 2021) .

As we know our education is currently in a development phase, where there are many students with different backgrounds and cultures, requiring teachers to have new insights and ways of teaching that are in line with the needs of today's students (Arthur et al., 2020). It makes pre-service teachers, even teachers need to be more aware of this issue. Pre-service teachers, in particular, must have the professional abilities required to teach EFL students in diverse settings. It is available to pre-service teachers through many activities, such as clinical experience, field placement, field experience, and also the international teaching practicum program (Brennan & Willis, 2008; Vick, 2006; K. Zeichner, 2006).

Through direct teaching practicum activities, it will give students experience that is not necessarily taught in theory. Apart from that, it can also increase students' self-confidence which may still be lacking as long as they have not carried out practical teaching. There is much

research about the experience or professional experience obtained by pre-service teachers in foreign contexts. However, in the Asian context, especially Malaysia, it is still relatively small. Usually, these studies focus on pre-service teachers' challenges and how to deal with them. Therefore, this research is important to discuss because it contains not only pre-service teachers' professional experiences but also challenges in Malaysia. Therefore, the research aims of this study are:

B. Research Question

This research is aimed to find the answer to the following research question:

1. What professional experiences do pre-service teachers gain during their international teaching practicum activities?
2. What biggest challenges do pre-service teachers face during their international teaching practicum?

C. Research Objective

The objectives of the study are divided into two points below:

1. To explore the professional experiences of pre-service teachers during their international teaching practicum.
2. To explore the biggest challenges of pre-service teachers during their international teaching practicum.

D. Limitations

This research is limited to maintaining the focus of the research itself. The limitations of this study are:

1. The participants in this study are only 3 people from the English education department.
2. This study discusses the professional experiences and biggest challenges of pre-service teachers during their teaching practicum in SIKL Malaysia.

E. Significance of the Study

Theoretically

The results of this study reveal the professional experiences gained and challenges faced by pre-service teachers during their international teaching practicum, which hopefully can provide useful information for them in their future teaching.

Practically

1. For the writer and pre-service teachers

The findings of this study can be referenced as related to professional experience and challenges during international teaching practicum for other pre-service teachers.

2. For university

Hopefully, the findings of this study can be a reference for other undergraduate students in the English department at this university.

3. For other researchers

It is hoped that the findings of this study will become a basis or comparison for future researchers. Especially if it is related to the research on professional experience and challenges in international teaching practicum in Malaysia, even in Asia.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some aspects such as previous research, literature review, and conceptual framework on pre-service teachers' professional experiences during their international teaching practicum.

A. Previous Research

1. Professionalism and International Teaching Practicum

There are numerous advantages of an international teaching practicum for a pre-service teacher's future professional development. A study from Ateşkan (2016), had investigated the benefits of international teaching practicum for Turkish pre-service teachers. The benefits are that their speaking and communication improved, followed by their teaching confidence and skills increased. The same thing was also said by Pence & Macgillivray (2008). Their study revealed that pre-service teachers made new personal and professional changes, improved their self-confidence, and knew the

characteristics of the (curriculum, culture, and students). In line with this, research from (Thomas & Talbot, 2021), have found that there is professional and personal growth in pre-service teachers. Meanwhile, (Forsey et al., 2012), also exposed a deeper understanding of alternative educational models and learning styles obtained by pre-service teachers.

Apart from the benefits in teaching practice and education, another benefit like understanding new culture also found in the international teaching practicum. In the study of Fitzgerald (2019), he revealed significant differences in the use of English, forcing researchers to also adapt to the culture there. Furthermore, pre-service teachers who take part in international teaching practicum activities will also benefit from in-depth reflective practice. The study by (Quezada, 2004) said that reflection enhances their ability to identify biases, assumptions, and areas for growth. As well as Marx & Moss (2011), mentioned that reflections not only help teachers understand their teaching behaviors better but

also cultivate a greater understanding of how culture influences student learning.

2. Challenges Faced by Pre-service Teachers during International Teaching Practicum

Apart from the benefits, pre-service teachers also face challenges during their teaching abroad. For example, challenges in language. The study from (He et al., 2017), students' ability to communicate with pre-service teachers during international teaching practicum activities may be affected by language barriers. Additionally, pre-service teachers have difficulties with class management during their international teaching practicum. This is because different cultures and classroom norms make it difficult for pre-service teachers to manage students' behavior and implement culturally appropriate classroom management techniques (Cushner & Mahon, 2002; Hasymi & Nurkamto, 2023).

Different nations have different pedagogical techniques and educational systems. When teaching practices differ greatly from those taught during training,

pre-service teachers may need to modify their strategies to fit the local context, which can be difficult (Cruikshank & Westbrook, 2013). Furthermore, pre-service teachers also encounter major financial barriers that may affect their general experience and general well-being. These economic issues are caused by several things, such as the price of travel, lodging, and living expenditures abroad (Grant-Smith et al., 2018). There are also some challenges like the low priority of practicum in the teacher education curriculum, the gaps between theory and practice, and the lack of cooperation between educational institutions and schools also found by Campbell & Hu (2010).

3. How Pre-service teachers Handle Challenges during Their International Teaching Practicum

Apart from the challenges faced, pre-service teachers can also have to face or overcome these problems. Usually, the problem that arises when carrying out international teaching practicum is the problem of adapting the language to the students being taught. In this context, pre-service teachers can overcome this by learning vocabulary specifically used in daily settings.

This was explained by (Gong et al., 2021), they also revealed that this language problem can be solved by looking for opportunities to learn to communicate in everyday language with residents. Furthermore, there are also strategies used by pre-service teachers to understand the second language in international teaching practicum activities. As expressed by Li (2007), in his research. Pre-service teachers use several strategies such as metacognitive, cognitive, social/affective, and compensation strategies, or a combination of these strategies. The strategy most widely used by them is cognitive strategy. This strategy allows students to get to know native speakers more closely and practice naturally.

Beside challenges with language, pre-service teachers also have challenges with classroom management. Naturally, this forces them to find solutions to these problems to ensure their teaching practicum activities go well. Student habits such as sleeping and talkative students in class can certainly be an obstacle for pre-service teachers, even teaching activities as a whole. Therefore, a pre-service teacher needs to overcome this

problem for the continuity of learning practices. The way to overcome this student habit, as argued by (Khusniyah et al., 2023), can be by using a preliminary strategy in the form of implementing clear rules and instructions by pre-service teachers. There are also problems with students who have difficulty understanding instructions and explanations in English, which is also a problem in the classroom. This problem can be solved by explaining using simple and short English, explaining repetitively, or using body language. Apart from that, if the teacher feels that he has provided the material well and correctly, but the students still don't understand, then another way is to consult with the lecturer or school-based mentor (Setyaningsih et al., 2023).

B. Literature Review

1. Professional Experience and International Teaching Practicum

Experience is rooted in the definition put forward by John Dewey, namely, the 'natural' phenomenon, it is not outside of the human species but completely inside of it, as part of our evolutionary make-up. Experience

denotes the way living organisms interact with their environment. For humans, the environment is social, cultural, and political (Dewey, 1925). While professional experience is described by K. M. Zeichner & Tabachnick (1981) as a complicated set of both positive and negative consequences that are often subtle in nature. Professional experience is not just about applying theory to practice, it is about creating new ways of knowing within and through practice (Billett, 2008). It can be in the form of, clinical experience, field placement, field experience, and practicum, and its various forms are necessary, to develop successful teachers (Brennan & Willis, 2008; Vick, 2006; K. Zeichner, 2006).

Professional experience can indeed be obtained from various activities. However, it cannot be denied that professional experience works better when participants participate in the international teaching practicum program (Partlo et al., 2015). International teaching practicum is an activity where pre-service teachers go abroad to teach and learn in contexts outside their comfort zones in terms of culture and education (Cantalini-Williams

et al., 2014; Parr & Chan, 2015; Quezada, 2010). Usually, an international teaching practicum has a short duration of teaching or practicum, ranging from 2 weeks to several years (Campbell & Hu, 2010). Even though this teaching practicum has a short duration, the results or impact can be long-term for professional learning of pre-service themselves (Hepple et al., 2017).

There is a lot of experience or learning that pre-service teachers can get through this international teaching practicum, such as building global perspectives (T. Faulconer, 2003; Willard-Holt, 2003), confidence, and self-efficacy (Cushner & Mahon, 2002), as well as their professional skills and ability to create curricula and implement various teaching methodologies (Quinn et al., 2011; Zhao et al., 2009). Based on Wilson (1993), he postulated that global experience can be broadly classified into two categories: (a) An individual with global experience can acquire a global perspective, and (b) international experience frequently results in personal development and the formation of new interpersonal relationships. Furthermore, there is also direct guidance

and advice from school-based mentors for pre-service teachers. This is crucial for pre-service teachers to enhance their reflective practice and classroom management (Allen et al., 2019).

2. Experiential Learning Theory

Experiential learning is the process whereby knowledge is created through the transformation of experience and it is a continual process (Kolb, 1984). The theory is known as "Experiential Learning" (ELT) to highlight the crucial role that experience takes in the process of learning, setting it apart from other theories about learning (Kolb et al., 2000). The idea behind the theory's term "experiential" is also derived from Dewey, Lewin, and Piaget's experiential writings. Together, Piaget's cognitive developmental genetic epistemology, Lewin's social psychology, and Dewey's philosophical pragmatism create an innovative viewpoint on learning and development (Kolb, 1984).

However, the learning cycle based on Kolb's model consists of concrete experience, reflective

observation, abstract conceptualization, and active experiment. Here is the model of experiential learning based on Kolb's theory.

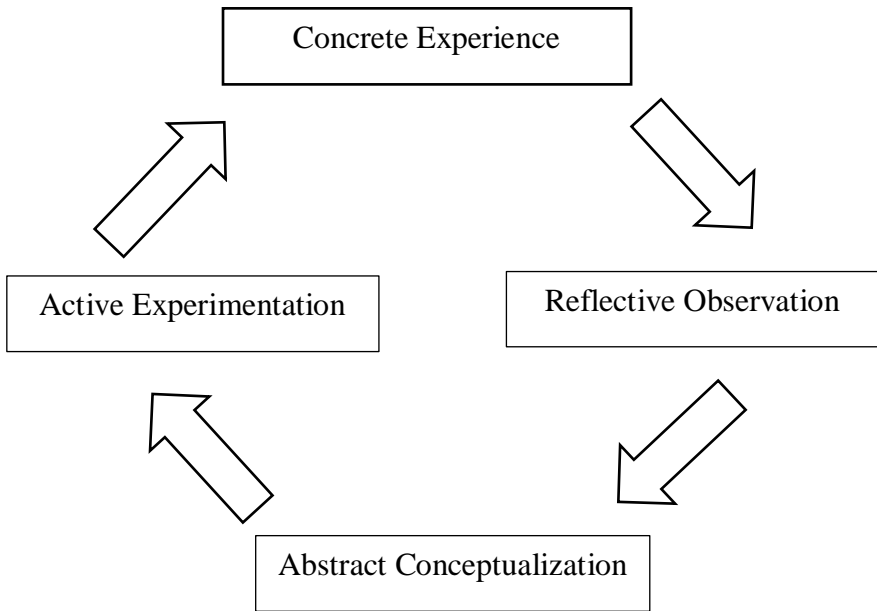


Figure 1. (Experiential Learning Model, adapted from Kolb (1984))

Concrete Experience (CE): The beginning stage is either reinterpreting an existing experience or receiving a new one. Learning starts with practical activities in which students engage with their surroundings intimately. Reflective observation (RO): Following an experience, students consider what happens and why. Gaining an understanding of the learning process requires reflection. Abstract Conceptualization (AC): During the third stage, students develop new theories, concepts, or generalizations based on their reflections. They create theories or models to provide context for their experiences. Active Experimentation (AE): This last phase involves applying these novel concepts or ideas to the test in real-world settings. The cycle is completed when learners try out novel tactics and strategies to test if they succeed, which results in new experiences (Kolb, 1984).

Kolb's theory has been implemented in formal education, corporate training, and professional development. For example, practicum experiences in teacher education are organized using Kolb's paradigm.

Teachers gain useful abilities and reflective habits through this cyclical process, which is crucial for ongoing development (Mccarthy, 2010). In corporate training, Kolb's ELT is used to design experiential learning programs that involve simulations, case studies, and hands-on activities that allow employees to learn by doing. By encouraging reflection and experimentation, organizations help employees apply theoretical knowledge to real-world challenges, improving both retention and practical application of skills (Kolb & Kolb, 2013).

3. Challenges During International Teaching Practicum

According to the Oxford Learner's Dictionary, a challenge is "a new or difficult task or situation that tests somebody's ability and skill. As for the definition of challenges from Malone (1981), stated that a challenge is a 'task' that requires effort and in whose outcome success is not guaranteed. While Ormrod uses the word "challenge" in an academic setting to indicate a "level" at which learners believe they will succeed if they put in

sufficient effort. In the context of national security, Stepanov V.N (2018) described challenges as complicated conditions that arise from unstable social interactions, creating risks and needing quick action. Challenges can affect fundamental objectives and require strategic risk. Therefore, challenges based on the definition above mostly reflect to the difficulty (Çalikoğlu, 2019).

The difficulties in the context of international teaching practicum also can be called challenges. Challenges are things that pre-service teachers often face both in the classroom and outside their teaching practice classes. Some challenges in the classroom, such as students who have difficulty understanding the lessons or the class being too crowded (Setyaningsih et al., 2023), and students' bad habits like sleeping (Khusniyah et al., 2023). Problems in the classroom can influence pre-service teachers' teaching practices in the classroom.

4. Narrative Inquiry to Explore Someone's Live Story

Narrative research is research that is used to investigate a person's story experiences (Griffin et al., 2010). People can explain their behavior, make sense of their relationships with others, think back on the past and make plans for the future, and more by creating and narrating their own stories Connelly & Clandinin (1999). Narrative inquiry is known to have originated from Connelly & Clandinin (1990) as the inventor or the first person to use the term, they also describe narrative inquiry as a collaboration between researcher and participant, where both engage in the co-construction of meaning. They emphasize that narratives are shaped by the contexts in which they are told and received (Clandinin & Connelly, 2000).

Applications of narrative inquiry can be found in many domains, including the social sciences, psychology, health care, and education. It has been applied to the study of student learning experiences, curriculum change experiences, and teachers' professional identities in the

field of education (Clandinin et al., 2009). Healthcare researchers use narrative inquiry to learn about patient experiences, doctor-patient relationships, and the psychological effects of sickness (Frank, 1997). In psychology, narrative inquiry helps explore identity formation, trauma recovery, and the meaning of life events (McAdams D. P., 2008).

Based on Connelly and Clandinin (2006), there are three commonplaces in narrative inquiry, the three commonplaces that define the parameters of an inquiry space: temporality, sociality, and place. Furthermore, the support for this narrative is the documentation of records that can provide the entire narrative portrait: "actions, doings, and happenings, all of which are narrative expressions" (Clandinin & Connelly, 2000). Besides, there are also challenges in using narrative inquiry in research, one of the challenges is the time commitment required for gathering and analyzing data. Establishing a good relationship with participants is necessary for the collection of in-depth accounts, and this can be difficult for both the participant and the researcher. Furthermore,

because narrative inquiry is subjective and concentrates on individual experiences rather than more general behaviors, it has been evaluated for lacking generalizability (Riessman, 2008).

C. Conceptual Framework

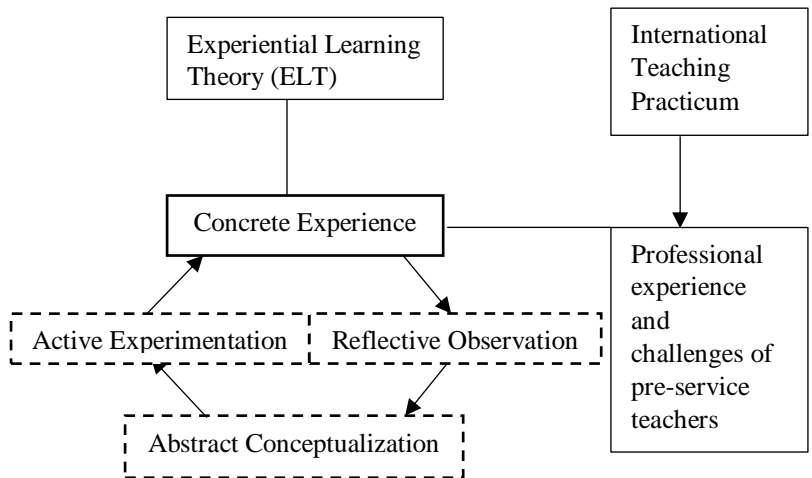


Figure 2. (Conceptual Framework)



= will be researched



= will not be researched

As stated by the figure of the conceptual framework above, this study is guided by the experiential learning theory (Kolb, 1984). Through the theory of experiential learning which has four stages. The four stages in experiential learning are concrete experience, reflective observation, abstract conceptualization, and active experimentation. Of the four stages, I only examined the concrete experience, which is the experience gained by pre-service teachers from international teaching practicum activities. This concrete experience will be specifically devoted to pre-service teachers' professional experience from the international teaching practicum.

Apart from researching pre-service teachers' professional experience, I also added some challenges they faced. This problem consists of two, namely problems inside and outside the classroom. Due to the time required is not much and some of the participants have busy schedules. I took the initiative to take on the biggest challenges they faced. Apart from increasing insight for the next pre-service teachers who will carry out

teaching practicum activities in Malaysia, this study can also allow the participants to share their stories and knowledge from abroad.

CHAPTER III METHODOLOGY

This chapters present some aspect related to the methodology of my study such as research design, research setting, participants, data source, data collection, instruments, and data analysis. These aspects also related to the pre-service teachers experiences during their international teaching practicum in Malaysia.

A. Research Design

In this study, I use a qualitative research method to explore professional experiences of pre-service. I choose this qualitative method because it is suitable for exploring the pre-service teacher's professional experiences during their international teaching practicum. In the approach, I used the narrative inquiry. Narrative is an approach to the study of human lives conceived to honor lived experience as a source of important knowledge and understanding (Clandinin & J. Huber, 2010). According to (Bell, 2002), narrative inquiry can be described as addressing someone's story purposely stated.

As this study focuses on experiences and challenges faced by pre-service teachers during their teaching abroad. For the data analysis, I choose a thematic analysis (Braun & Clarke, 2006). This kind of data analysis can be used in this study as it can provide rich and detail insight from data.

B. Research Setting

The research setting of this study was carried out abroad, precisely at the Sekolah Indonesia Kuala Lumpur as known as SIKL. As the name suggests, this school is in the capital of Malaysia, that is Kuala Lumpur. The place is close to the Indonesian Embassy in Kuala Lumpur. This school is a place for Indonesian students who want to learn with the same curriculum as Indonesia. The international teaching practicum activity was about three weeks with working hours or class times five times a week at each grade level.

SIKL has many cultures based on the students who study there. Not only people specifically Indonesian children who are in Malaysia. Some students are of mixed

blood. With these different cultures, the language they use every day has many differences. Some students use Indonesian, Malaysian, and even English as their daily language. With the many cultures that exist in SIKL and the way of teaching that is different from within the country, research on the experiences of pre-service teachers abroad is important to be conducted.

C. Participants

There are three participants in this study. All the participants were females and the pre-service teacher from one of the universities in Semarang, Indonesia. Their age is between 24 and 21 years old, majoring in English education. We can call them as Dahyun, Lia, and Mina. I decided to choose them because they joined the international teaching practicum in Malaysia from May 3th-24th 2023 and they practiced how to teach students there. They were chosen to join this international practicum by written examination and interview, so there were three of them who could get this unusual chance to teach abroad. There were many challenges they had to

face during this international teaching practicum. Therefore, they are the right participants to share their experiences and stories during their international teaching practicum.

D. Data Source

The data needed in this research are narratives or stories from EFL pre-service teachers who conducted an international teaching practicum in Malaysia in May 4th-24th 2023. Data was obtained from online interviews with these pre-service teachers via WhatsApp and Word document. The data is about their professional experience and their biggest challenges during their international teaching practicum activities in Malaysia. The data obtained was based on their respective opinions and experiences during their international teaching practicum. The online interviews were conducted personally with the participants. Of course, there has been a request and agreement between both parties, namely me as the researcher and them as my participants. Use etiquette to solicit their participation.

E. Data Collections

I collected data in my study using online interviews and teaching reports of pre-service teachers. Online interviews were conducted to obtain in-depth data regarding the professional experience and challenges gained by pre-service teachers during their international teaching practicum activities (Oloo, 2007). In this online interview, participants can talk about their experiences and talk about their knowledge to achieve better data quality. This online interview activity took place in Indonesia after they returned from teaching practicum activities.

However, the online interviews were conducted for approximately a week due to the participants' different and busy schedules. I also conducted online interviews following the participants' schedules, although all participants could only conduct online interviews, the data I obtained was sufficient to meet what I wanted to explore about their professional experiences and challenges during their teaching practice at SIKL. I also allow

participants to answer the interview using English or Indonesian. As for the Indonesian interview answers, I will change them to English first. The question I took for the interview is adapted from Tambyah (2018), on her research about teaching abroad also.

The next is the collection of teaching report from the pre-service teachers. This report will later be used for data triangulation. It also contains the pre-service teachers' classes and lessons they handle during their teaching practicum activities. This teaching report also proves that the pre-service teachers are truly carrying out English teaching practicum activities in SIKL. The following table shows classes and lesson taught by the pre-service teachers during their international teaching practicum in more detail.

Table 1 (Pre-service Teachers' Class)

No	Name	Grade	Lesson
1.	Lia	Elementery school (3,4,5 th grade)	English

2.	Dahyun	Junior High School (8 th grade)	English
3.	Mina	Senior high school (11 th grade)	English

F. Instrument

This instrument was created by adapting from the research conducted by Tambyah (2018), to research the experiences of pre-service teachers abroad. Her research is based on previous research, namely Wilson (1993), who has classified the experience of teaching abroad into two parts. The parts are global perspective and developing self and relation. From the two parts, she has categorized these themes to be included as professional experience of teaching abroad. However, her research has displayed all aspects of the two parts that its inventor, Wilson, has created. So here I only take what is under my study, professional experience, as the category has been found by Tambyah and included in Wilson's substantive knowledge. The instruments I used here have been

reduced due to several themes that may not be related to the state of professional experience obtained by pre-service teachers. Apart from that, I also added the biggest challenge faced by pre-service teachers, as the category of their professional experience.

Table 2 (Instrument, adapted by Tambyah, (2018))

No.	Component	Indicators	Question
1.	Professional Knowledge	1. Academic standard 2. Use of curriculum 3. Teaching strategies 4. School routines and behavior management 5. Professionalism of mentor	1. What do you think of academic standard in SKL? Does it teach you a new academic standard? 2. Can you explain the curriculum between Indonesia and Malaysia, are there any differences? 3. Are there any specific teaching strategies that you use to teach in class? considering that this teaching practicum is not in Indonesia. 4. What routine activities are carried out at SKL that you haven't found in

			<p>Indonesia? Are there good management behavior there? for example, the activity of reading a book together.</p> <p>5. What do you think about your mentor's professionalism? Has he/she ever given you advice before teaching your class? and maybe you can explain the differences from Indonesia?</p>
2.	Language	<ol style="list-style-type: none"> 1. Daily language and the impact on teaching 2. Accent 3. Slang 	<ol style="list-style-type: none"> 1. What about the daily language used there? Does it have any impact on your teaching? 2. What about the English accent at SIKL? Is it the same or is there a difference with the English accent in Indonesia? 3. What about slang? Have you found any English slang that SIKL students or SIKL teachers use?
3.	Global Education	<ol style="list-style-type: none"> 1. Religious practice 2. Cultural diversity 	<ol style="list-style-type: none"> 1. What about the state of religious practice there? can you please tell me?

		3. Slang	2. What is the cultural situation there? Is there a new culture that you might encounter in Malaysia? 3. What is the socio-economic situation there?
4	Challenges	Biggest challenges inside and outside class	1. Can you please mention your biggest challenges inside and outside class?

G. Data Analysis

This study adopted a thematic analysis by Braun & Clarke (2006) as a method to analyze the data. By using thematic analysis, the insight from the data obtained will be rich and more detailed. There are six steps to thematic analysis in qualitative research, first, familiarizing data (transcribing information and getting familiar with it. Researchers go deeply into the material to identify important sections and emerging themes (Naeem et al., 2023)), second, generating initial codes (coding interesting features of the data systematically across the entire data set, collating data relevant to each code), third,

searching for themes (collating codes into potential themes, gathering all data relevant to each potential theme), fourth, reviewing themes (checking if the themes work with the coded extracts and the entire data, generating a thematic ‘map’ of the analysis), fifth, defining and naming themes (ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme), sixth, Producing the report: The final opportunity for analysis (selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis).

Here is how I do data analysis. First, I conducted online interviews with the participants for approximately one week using WhatsApp as a medium regarding their professional experience and biggest challenges. Second, I collected the data or answers from the participants for me to read. After that, I looked for the similarities and the differences from their answer to be used as a theme. After finding the similarities and the differences, I analyzed the

similarities and differences of the data to make it into one theme. After analyzing similarities and differences, I made them into a theme that I used to make a final report about pre-service professional experience and the biggest challenge. Next, I started to group each data based on its similarities and differences into one appropriate theme. I also found three themes from the data grouping. The last step is to make a final report about it.

H. Trustworthiness

Trustworthiness is a crucial part of a study. Especially if it is related to the authenticity or truth of the data. Here I use triangulation as a way to prove the truth of the data I take. Triangulation is a methodological technique to improve the validity, reliability, and comprehensiveness of study findings (Patton, 1999). There are 4 ways to do triangulation, based on Denzin (1978). They are data triangulation (using different data sources), investigator triangulation (involving multiple researchers), theory Triangulation (applying various theoretical perspectives), and methodological

Triangulation (employing diverse methods of data collection, such as qualitative and quantitative approaches). Besides triangulation, there is also member checking to prove the truth of the data.

Here I use data triangulation to get the authenticity of the data I take. The data I use here are data from the online interviews and collecting teaching reports of pre-service teachers. By collecting teaching reports of pre-service teachers, this can be evidence that they really do teaching practice activities in accordance with their answers in the online interview. Furthermore, I also use the results of several international journals that conduct research with themes that are almost or even the same as mine. I do this triangulation to further confirm the results of my study, so that the results of my study are truly convincing.

CHAPTER IV FINDINGS

This chapter presents findings and discussions regarding pre-service teachers' professional experience in their international teaching practicum in Malaysia using narrative inquiry as the main approach and thematic analysis to analyze the data.

A. Findings

In this results section, I present the findings of the answers from the pre-service teachers with the professional experience indicator by Tambyah (2018). There are several indicators which the answers are the same as these indicators, so to make it easier for readers, I present the data from pre-service teachers according to the indicators. Through online interviews with participants and analysis of the data using thematic analysis, I was finally able to group what professional experiences and challenges faced by pre-service teachers in their teaching practice in Malaysia for 21 days.

This finding is grouped into two main themes to answer the research question. The two main themes are: professional experience and their biggest challenges during their international teaching practicum. In the first big theme, I have divided it into smaller themes to make it easier to understand, which are professional experiences inside and outside the classroom. To make it easier to find the results, I have created a table through thematic analysis. For professional experience inside the classroom, I gave a mark (i), which means inside class while for professional experience outside the classroom, I gave a mark (o) which means outside class.

Table 3 (the result of the online interviews)

No	Component	Indicator	Professional Experience Finding	Biggest Challenges finding
1.	Professional Knowledge	1. Academic Standard (i) 2. Use of Curriculum (i) 3. Teaching Strategies(i) 4. School routines and Behavior	1. Need to adapt with Indonesia 2. Same with Indonesia 3. Different every pre-	1. Class management and time different

		Management (i) 5. Professionalism of Mentor (o)	service teacher 4. Outing Class 5. Giving direction to pre-service teachers	
2.	Language	1. Daily Language and the Impact on Teaching (o) 2. Accent (i) 3. Slang (i)	1. The Indonesian language does not become a barrier in teaching 2. Malaysian Accent 3. Easy peezy lemon squeezy	
3.	Global Education	1. Religious practice (o) 2. Cultural diversity (o) 3. Socio-economic diversity (o)	1. Mostly same with Indonesia 2. Many ethnic 3. No finding	
4.	Challenges	Inside and Outside Class		

The first big theme is the professional experience gained by pre-service teachers during their international teaching

practicum, which is inside the class. Here are the detailed explanations about it.

1. Professional Experience during International Teaching Practicum

The first main theme is the professional experience gained by pre-service teachers during international teaching practicum in Malaysia. This main theme includes two small themes, which are professional experience inside and outside the class. Professional experience inside the class consists of academic standards, curriculum, teaching strategies, school routines, daily language, and slang. While the professional experience outside the class consists of the professionalism of the mentor, accent, religious practice, cultural diversity, and socio-economic.

1.1 Professional Experience Inside the Classroom

Here is a detailed explanation of the professional experience of pre-service teachers with their quotes of an interview as proof

1.1.1 Academic standard

Mina said that many students there (SIKL) were already fluent in English. This is also possible because Malaysia already uses English as a second language, so it is unsurprising that students, even at the elementary level, are proficient in English. Minka revealed that academic standards may need to adapt to the human resources there. Which means many of them can use English well, so the academic standard must meet the human sources.

Here is Mina's said,

"I think the academic level also need to adapt to their level of English"

This highlights the academic standard in SIKL still needs to adapt to their students' level. Even though SIKL is an Indonesian school for Indonesian students, it is better to facilitate students better lesson to achieve the next level of students.

1.1.2 Curriculum

The curriculum at SIKL is not much different from the curriculum used in Indonesian schools. They use the same curriculum as Indonesia, that is K-13 curriculum. Dahyun

also revealed that his mentor also used books from the Ministry of Education in Indonesia to teach her students.

The following are the sentences expressed by Dahyun,

“No, there are no differences at all. Even in junior high school my mentor also used book from Indonesian Education Department (I mean Kemendikbud standard)”

This tells us that SIKL has no many differences from Indonesian school. It's just an Indonesian school abroad. Many of the students are from Indonesia, such as students who join their parents to work in Malaysia. Therefore, the curriculum also uses the Indonesian curriculum. What is different here is the ability of SIKL students which can be said to be far superior to Indonesian's students. As they often communicate using English. Moreover, students who have lived for a long time together with their parents can be sure that they are more proficient in English.

1.1.3 Teaching Strategies

On average, the teaching strategies used by pre-service teachers are almost the same, they use games to attract

students' attention, as used by Lia and Dahyun in the teaching practicum in their classes.

Dahyun's answered,

"I usually like to use simple game to attract my students' intention when teaching".

However, there is also a different strategy like those used by Mina in teaching practicum at the senior high school level so that these strategies can make students who are taught use English more than Indonesian. Mina revealed that this is the strategy she uses.

"The strategy I used when there are some students who don't know vocabularies, I wouldn't translate that in Indonesian, but I will try to describe what that is so the class still use fully English"

The strategy as expressed by Mina is very interesting and might be able to raise students' enthusiasm for using English as a regular language in the classroom.

1.1.4 School Routine

It seems that pre-service teachers have no time to observe the routine activities carried out by students at SIKL, as can be seen from the two pre-service teachers who have not found any routine activities there. As Mina said below,

”So far I haven't found different activities because the limitation of time”

However, one of them, Lia, has discovered routine activities carried out by SIKL students. According to Lia, this routine activity has a positive impact on students. This is Lia's response regarding routine activities at SIKL called outing classes.

“There is one routine activity carried out at SIKL which is rarely carried out in schools in Indonesia. It's outing class”

From what Lia said, we can conclude that SIKL has routine activities that can be said to be different from most schools in Indonesia. Knowledge about this will certainly be useful for pre-service teachers who they may be able to apply these activities through their opinions in the schools they teach in the future.

1.1.5 Daily Language and Its Impact on Teaching

The daily language used at SIKL for both students and teachers is Indonesian. Even though Malaysia uses English as a second language, still, as Indonesian schools abroad, they still use Indonesian as their everyday language there. However, according to Mina, some students can speak English fluently there, of course, this influences teaching practice activities, therefore, Mina uses a mix of languages, English and Indonesian, when teaching at the high school level.

Here is Mina's argued about it,

"I need to mix the language but still use English as the most languages use"

This is different from Dahyun, who imagines that students at SIKL will be very fluent in English, but in fact, it does not like what Dahyun imagined. The fact that the majority of SIKL students speak Indonesian means that teaching them is not too challenging for pre-service teachers. This is what Dahyun said related to her expectation.

“In there, the formal language is Indonesian, even though a teacher there also reminds me and my friend to not speak Malay but Indonesian language”

1.1.6 Slang

Slang is also a language skill that pre-service teachers can learn in Malaysia through international teaching practicums. Slang is typically used to communicate informally with friends or others who know us better. As here is what Mina said about the slang commonly used by students at SIKL.

Here's what Mina said,

“Yeah, some of them used it in like conversation. Maybe slang words like easy peezy lemon squeezey, keep on fire, and many more”

While two out of three pre-service teachers did not find any slang words used by students in SIKL. Lia, for example, this is what she said about slang in SIKL.

“I didn't find that, because most students communicate using Indonesian”

Even though two of the pre-service teachers did not find any slang, it does not mean that the international teaching practicum activity did not find anything about slang.

1.2 Professional Experience Outside the Classroom

The second theme I found is the professional experience outside the classroom of pre-service teachers during international teaching practicum in Malaysia. These themes include the professionalism of mentor, accent, religious practice, cultural diversity, and socio-economic. Here are the detailed findings with quotes from pre-service teachers.

1.2.1 The Professionalism of Mentor

School-based mentors are certainly a crucial factor in the success of pre-service teachers teaching practicum. The participation of school-based mentors for pre-service teachers can help with emotional support and advice in teaching practice. In this case, students share their experiences regarding the professionalism of their mentors. All three participants were given almost the same advice by their mentor on how to teach and how to build relationships with students in class.

Dahyun noted,

“My mentor is very professional. She gave me a lot of advice based on her experience as teacher and I learn a lot from her”.

Mentors are certainly important in the success of pre-service teachers’ teaching practicum. However, it is a little different from Lia, her mentor also provides cross-checking and often monitors Lia in her teaching practice directly. Here is what Lia said about it.

“My mentor always cross-checks and monitors my teaching process there”

From the answers of the pre-service teachers, we can conclude that the professionalism of the school-based mentors there is very good. They also provide not only their views on teaching in class but also provide supervision for the pre-service teachers on site. In several studies, the appointment of the role of mentors also influences success and can even provide emotional support to pre-service teachers abroad.

1.2.2 Accent

Accent is also something worth paying attention to when doing teaching practicum, knowing the accents of

residents of other countries can be included in professional experience insight. Regarding accent, pre-service teachers find that the English accent in Malaysia, especially students and teachers, is not too different from the accent of Indonesians when speaking English. Meanwhile, according to Dahyun, the students there have an accent that is different from Indonesia and more like a Malaysian accent.

Dahyun added,

“I can hear the Malay accent but I think it doesn't matter because the main thing is they willing and want to learn English”

So far, accents do not have much influence on learning, here accents can be a source of insight that can be shared with future pre-service teachers. Furthermore, according to Dahyun, accents also do not have much impact on learning as long as students want to learn English.

1.2.3 Religious practice

For religious activities in Malaysia, specifically at SIKL, there are various religions, they live together well and

respect each other. Even all of the Muslim pre-service teachers can easily find a mosque there. Lia explained in more detail in her words here.

“Religious practices at SIKL are carried out very well. SIKL is very tolerant of its students' ethnic, religious and cultural differences”

So, this can open the eyes of religions other than Muslims, they can also live side by side well even though they have different religions. Moreover, the Muslim religion which is almost the majority religion in Malaysia, Islam, of course, will not be a significant obstacle when carrying out international teaching practicum activities there.

1.2.4 Cultural diversity

As we know, Malaysia is a country close to Indonesia. Likewise, with culture, which is, of course, not much different. In this regard, pre-service teachers also find that the culture is not too different. The results of their knowledge are more ethnically varied there, while the cultural class differences are not too significant. The

following are expressions related to culture, according to Mina.

“In Malaysia is yes, like the variety of many ethnic there”

As far as Mina’s explanation about culture, I can conclude that the culture is not much different, but the most striking difference is in the diverse ethnicities.

1.2.5 Socio-economic diversity

So far, what pre-service teachers know about socio-economics in Malaysia is not much different from that in Indonesia. As Lia said about it here.

“As far as I know, the socio-economic differences between Indonesia and Malaysia are not that significant, especially when it comes to student”

Similarly, Dahyun also doesn't focus too much on students' socio-economics, this is what she said about socio-economics outside the classroom.

“I don't really know about that but at school all people is same and we don't act different to people just because of economic status difference”

So, it is possible that while the pre-service teachers in Malaysia also pay attention to socio-economics, but they don't seem to be too focused on it. They are more focused on teaching practice activities in the classroom.

2. Biggest Challenges Faced by Pre-service Teachers

Apart from the professional experience that pre-service teachers get, I also accompany them with the challenges faced by them during their international teaching practicum in Malaysia. These challenges can be a source of insight for pre-service teachers and the next pre-service teachers who will undertake teaching practicum at SIKL or in Malaysia in the future. I only took the biggest challenges that pre-service teachers face inside and outside the classroom due to limited time to interview them. However, the data provided by pre-service teachers is very useful, considering that this is also they faced during their international teaching practicum.

Pre-service teachers have shared the challenges they face both in the classroom and outside the classroom.

This is the story of Mina who had to face a class with a majority of students who were fluent in English.

“That’s the first time that I had to use full English to teach in the class, so I need to adapt with it”.

Likewise with Lia who faces the challenge of coordinating diverse classes, below is Lia's answer regarding this matter.

“The biggest challenge in the classroom is how to accommodate students with diverse abilities and implement differentiated learning”.

The challenges outside the classroom as expressed by Dahyun were somewhat different from those of other students. She mentioned the time difference which made Dahyun have to adapt in carrying out his worship as a Muslim there. Here are the words expressed by Dahyun

“Outside class, the biggest challenge is the time difference”

So we can conclude that the problems faced by pre-service teachers are varied, both inside and outside the classroom.

B. Discussion

After finding the results of online interviews with participants regarding their professional experiences and the challenges they experienced during their teaching practice at SIKL, Malaysia. In this discussion section I will explain this in more detail and compare it with previous journals. So the data that I have found becomes more certain and convincing data.

1. Professional Experience during International Teaching Practicum

Based on the findings of the online interview grouping above, I can conclude that the professional experience of pre-service teachers is divided into two main themes. The first theme is the professional experience inside the classroom, which consists of academic standards, curriculum, teaching strategies, school routines, daily languages, and slang. While the professional experience outside the classroom consists of professionalism of mentor, accent, religious practice, cultural diversity, and socio-economic. All of these

themes have been created by Tambyah (2018) in her research, with the main basis being Wilson's (1993) research. Besides, this professional experience also related to the Kolp (1984) theory, which is concrete of real experience.

From these findings, we can conclude that almost all of the professional experience of the pre-service teachers in the classroom is similar to that gained by Indonesian teachers. Starting from academic standards. According to one pre-service teacher, the academic standards there need to adapt to the students' abilities, therefore it can be concluded that the academic standards there are not much different from Indonesia. Next, there is a curriculum in the class. Almost all pre-service teachers said the same thing about the curriculum which is the same as Indonesia, that is “kurikulum K13”. Research on the curriculum in SIKL also shows that there has been an adaptation of the use of the curriculum from Indonesia for the science section. But here they use the “kurikulum merdeka”. Although it seems different, the curriculum used in SIKL has still used the curriculum from Indonesia (Nurdiyanti et al., 2024). Even the

textbooks used are the same as those in Indonesian schools and use Indonesian.

Even so, the pre-service teachers still have to use different or special strategies, considering that they are doing teaching practicum abroad. Indeed, the curriculum and teaching standards are almost the same as in Indonesia, but the way of learning and learning culture there are certainly different. Some students have advantages in English, or students who only use English as their daily language. There are even students who do not use English at all or can be said to be less proficient in English. Therefore, pre-service teachers use special strategies while teaching at SIKL.

One common strategy used by pre-service teachers is using games. According to pre-service teachers, games can be played to attract students' interest in learning again after doing it. Beside to attracting interest, games can also be a tool to attract students' attention in the classroom. Likewise, Sevy-Biloon (2016) research also found that even at the university level, using games to teach English can have positive impacts such as increasing motivation and becoming more open to

different learning styles. One of the two pre-service teachers uses a different way to teach in class. Mina said she uses a slightly different strategy from the two pre-service teachers. She uses full English first in class, later if there are students who do not know the meaning of the English word, Mina will explain it in English, so that students continue to use English rather than directly telling the meaning directly.

Furthermore, SIKL has routine activities. Although two of the three pre-service teachers did not find any routine activities due to limited teaching practicum time, one of them still found one routine activity. One of the routine activities at SIKL is the outing class. This increases the professional experience of the pre-service teachers. As we know, outing class is rarely done in schools, including in Indonesia. Therefore, outing classes is a positive knowledge obtained by pre-service teachers that can be applied in Indonesia. This outing class, as explained by Lia, has a positive impact on students. Those positive impacts are making students learn enjoyably, while also being a means of healing for students because the outing is done outside the classroom. In connection

with that, Bassett (1942) also said the same thing about outing class which have benefits for experience and training in activities of the more social nature.

Next is the daily language used by students at SIKL. Most students use Indonesian to communicate in class, so it is not a barrier for pre-service teachers to do their teaching practicum. On average, pre-service teachers also use a mix of languages (English and Indonesian) to overcome this. They do this so that English is still conveyed as it should be in a country with English as a second language. Some slangs are often used by students at SIKL. Mina revealed this, such as "easy peezy lemon squeezy". This slang is included in the knowledge that is considered important in global education and also in communication (Tambyah, 2018). Therefore, I also asked about slang. Although two of the three pre-service teachers did not find any slang in their students, Mina finally contributed to the success of finding slang in this study.

From all the professional experiences of pre-service teachers in the classroom at SIKL, Malaysia, we can conclude that all the parameters of the previous study

are met. Almost all pre-service teachers found those professional experiences. Therefore, the findings of the study in this part can be said to be suitable and successful with Tambyah's research.

While the professional experience outside the classroom consists of the professionalism of mentors, accent, religious practice, cultural diversity, and socio-economic. Almost all the themes here have been discovered by pre-service teachers outside the classroom at SIKL, in other words, the discovery of this professional experience is comprehensive to global knowledge in Malaysia. Just like the professionalism of the mentor that can not only be seen in the classroom. The professionalism of the mentor can also be seen outside the classroom. This can be shown by how Lia always gets cross-checked by her mentor. Although most pre-service teachers only get how or advice to teach, Lia gets cross-checking which of course becomes a source of valuable experience during teaching practicum activities. Similarly, Beck & Kosnik (2002) also mentioned that mentor is crucial part to support pre-service teachers,

because emotional support from a mentor can also be a key component in the professional experience.

Furthermore, there is also an accent. Where the accent is also included in the professional experience in the professional knowledge section. Accent here can be functioning as professional knowledge, knowing accents can also make it easier for pre-service teachers to communicate with students. Although in class, most students use Indonesian to communicate, not infrequently outside the classroom they use English. So the purpose of knowing accents, in addition to knowledge, is also to communicate. Agreeing with this, Garrett (2010) stated that accent also has an important role in shaping social perception.

Besides accent, which is important for pre-service teachers, there are also religious activities. Religious activities are also part of global education that can be known by pre-service teachers abroad. From the findings above, we can see that although there are many types of religions there, the tolerance is also very high. Even for the Muslim religion, which is indeed almost the majority

of the people there. So this is important knowledge for prospective pre-service teachers when they will do teaching practicum activities in Malaysia. Especially if they are Muslim, if other religions even live side by side well, then it is the same with Islam. Therefore, we don't need to worry too much about religious practices there. Journal from (Haidhar Kamarzaman et al., 2024) also shows that even though Malaysia has diverse religions, Malaysia can still maintain peace and harmony among religious communities there.

In the next section, namely about cultural diversity and socio-economic in Malaysia. Based on the findings above, it shows that cultural differences are not too significant, because the location of the country and race are almost the same. But that does not mean that the pre-service teachers did not find any differences or anything striking about cultural diversity in Malaysia. Based on an online interview with Mina, I got a pretty meaningful answer, namely that there are more varied ethnicities than Indonesia. This is also supported by the findings of Choubey & Sharma (2024), which is said that Malaysia's

cultural diversity includes Malay, Chinese and Indian, creating a rich cultural mosaic.

Besides the discovery of cultural diversity in Malaysia, there are also findings on socio-economic. According to the online interviews with pre-service teachers, socio-economic in Malaysia is not much different from that in Indonesia. Even according to two out of three pre-service teachers, they almost did not find any socio-economic differences there. Because this question is part of the professional experience outside the classroom, it is likely that pre-service teachers do not pay much attention to this kind of thing. They are more focused on teaching practicum activities in the classroom. Therefore, the results of online interviews on things outside the classroom, they do not provide many results. However, despite the lack of attention to knowledge outside the classroom, the teachers seem to give their best to the success of teaching practicum in the classroom.

2. Biggest Challenges Faced by Pre-service Teachers.

At the beginning of my study, I didn't think about adding this challenges section. However, in the middle of the journey, I added this section to add insight for readers and pre-service teachers who will do the same thing in Malaysia. So the challenges that I took only focused on the biggest challenges experienced by pre-service teachers both inside and outside the classroom. Based on their answer, in our online interview, pre-service teachers shared their biggest challenges inside and outside the classroom while teaching at SIKL, Malaysia. Most of pre-service teachers answered that their biggest challenge in the classroom was class management and how to make students achieve success in the classroom.

Regarding class management, Cushner & Mahon (2002) also has the same opinion, saying that challenges also arise in class management. Furthermore, Mina also said that she also faced challenges such as the need to use a mix of languages (English and Indonesian) when teaching. This certainly made pre-service teachers need to adapt and also need to solve these challenges.

The solutions that I can offer here are various. First, in Setyaningsih et al (2023) research, if students have difficulty understanding the teacher's explanation or instructions in English, it can be overcome by explaining English briefly or simply. Second, if students have difficulty understanding the material, it can be overcome by reflecting or repeating the same material pattern. Thus, students can understand the form of material that will be delivered next. Finally, if the pre-service teachers are really unable to handle this challenge, then they can ask the mentor. The mentor's help or advice here plays an important role for the success of the pre-service teacher's teaching practice as well. Because in addition to providing material support, it is also known that mentors can provide emotional support to pre-service teachers which can lead students to better teaching opportunities and quality experiences (Freedman & Ball, 2004).

Not only challenges in the classroom, there are also challenges outside the classroom that must also be faced by pre-service teachers while in Malaysia. The challenges they face outside the classroom are varied.

Starting from Dahyun who told how she was initially not used to the time in Malaysia which is one hour faster than Indonesia. This made Dahyun's religious activities a little disturbed because she was not used to it. But in the end Dahyun began to adapt to the time and began to get used to it. It was different with Mina, who said that her lack of understanding of the culture there made Mina want to know more about it. She said this so that when Mina got to know the culture there, she could respect and follow the socio-cultural flow there.

Different people have different opinions, different opinion was also conveyed by Lia. She admitted that the biggest challenge outside the classroom is still related to the classroom. The challenge that Lia meant was how to organize creative learning practice activities and certainly attract students' interest to study harder. She conveyed this through an online interview.

CHAPTER V CONCLUSION

This chapter consists of two sections, which are the conclusion and discussion. The conclusion section presents the conclusion of this study and the suggestion section presents suggestion for next study regarding professional experience of pre-service teachers in international teaching practicum

A. Conclusion

After conducting a study on pre-service teachers' professional experience during international teaching practicum in SIKL, Malaysia, here I will present the conclusion of this study.

In this study, I focus on the professional experience of pre-service teachers during their international teaching practicum at SIKL Malaysia for 21 days. The findings of my study are divided into two main themes, which are pre-service teachers' professional experience during international teaching practicum and the biggest challenges faced by pre-service teachers. The

first theme has indicators that have been adapted from previous research. These indicators are what produce professional findings from pre-service teachers during their teaching practicum. The results of these findings show that SIKL itself is almost the same as schools in Indonesia in general, both in terms of curriculum and everyday language. However, in some contexts such as professional experience outside the classroom, it shows that although SIKL as a whole is almost the same as Indonesian schools, the teaching methods and culture there are certainly different. This leads pre-service teachers to try and solve their problems in the classroom. For example, using different strategies or using different methods in their teaching practices.

Furthermore, pre-service teachers also face challenges during their teaching practice. The challenges come from both inside and outside the classroom. However, here I only focus on the biggest problems they face. I found the same challenges experienced by pre-service teachers in the classroom, that is classroom management. In addition, there are also challenges such

as the use of mixed languages for teaching. Beside challenges in the classroom, there are also challenges from outside the classroom. As expressed by one pre-service teachers, the time difference for religious practice is the biggest challenge. Furthermore, adapting to a new culture outside the classroom which is certainly different from Indonesia is also the biggest challenge for pre-service teachers. These challenges will strengthen pre-service teachers' mentality for their future teaching success.

B. Suggestion

1. For Pre-service Teachers

This study can be useful for pre-service teachers as a means of determining what they can prepare for before doing an international teaching practicum. It can also help them understand what professional experience and challenges they might experience during teaching practice.

2. For Mentor

This study can provide insight for mentors to pay more attention to their students (pre-service teachers) in their international teaching practicum activities. Mentors can provide feedback or emotional support to make international teaching practicum activities more successful together with the students they mentor.

3. For Future Researchers

This study can be used as a source for comparison of results in the future. Of course, future research related to professional experience and the biggest challenges experienced by pre-service teachers in the context of abroad. This study is still lacking in presenting how to face the challenges, therefore I suggest that further research also add a session on how to deal with problems.

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APPENDICES

Appendix 1

Consent Form of Participants

INFORMED CONSENT

I, the undersigned:

Name : Dahyun

Age : 21

Gender : Female


Occupation : Student

Declare my willingness to be a participant in the Research entitled "Pre-service teachers' Professional Experience in International Teaching Practicum in Malaysia" and also willing to:

1. Be interviewed related to the research topic
2. Be contacted further if there is data that needs to be asked again

All names will be kept confidential, and information will only be used for research purposes. Thus I make this statement truthfully without coercion from any party.

Researcher

A handwritten signature in black ink, appearing to read 'Fani Fitriani', written on a light-colored, textured background.

Fani Fitriani

Participant

A stylized handwritten signature in black ink, consisting of a triangle on the left and several vertical lines on the right, written on a white background.

Dahyun

Appendix 2

Consent Form of Participants

INFORMED CONSENT

I, the undersigned:

Name : Mina

Age : 23

Gender : Female


Occupation : Student

Declare my willingness to be a participant in the Research entitled "Pre-service teachers' Professional Experience in International Teaching Practicum in Malaysia" and also willing to:

1. Be interviewed related to the research topic
2. Be contacted further if there is data that needs to be asked again


All names will be kept confidential, and information will only be used for research purposes. Thus I make this statement truthfully without coercion from any party.

Researcher

A handwritten signature in black ink, appearing to be 'Fani Fitriani', written on a light-colored, textured background.

Fani Fitriani

Participant

A handwritten signature in black ink, appearing to be 'Mina', written on a light-colored, textured background.

Mina

Appendix 3

Consent Form of Participants

INFORMED CONSENT

I, the undersigned:

Name : Lia

Age : 25

Gender : Female

Occupation : Student

Declare my willingness to be a participant in the Research entitled "Pre-service teachers' Professional Experience in International Teaching Practicum in Malaysia" and also willing to:

1. Be interviewed related to the research topic
2. Be contacted further if there is data that needs to be asked again

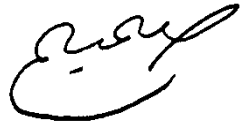
All names will be kept confidential, and information will only be used for research purposes. Thus I make this statement truthfully without coercion from any party.

Researcher

A handwritten signature in black ink, appearing to read 'Fani Fitriani', written on a light-colored, slightly textured background.

Fani Fitriani

Participant

A handwritten signature in black ink, appearing to read 'Lia', written on a white background.

Lia

Appendix 4

Dahyun's Online Interview Transcript

No	List of Question	Answer
1.	What do you think of academic standard in SIKL? Does it teach you a new academic standard?	1. The academic standard in SIKL is same with Indonesian standard. Because based on this name Sekolah Indonesia Kuala Lumpur so it's clearly that this school use Indonesian curriculum and there was also P5 program. I learn a lot about how to implement my knowledge in teaching at real situation such as how to make proper lesson plan, how to manage the class, how to make

		students interested in learning activity and so on.
2.	Can you explain the curriculum between Indonesia and Malaysia, are there any differences?	No, there are no difference at all. Even in the junior high school my mentor also use book from Indonesian Education Department (I mean Kemendikbud standard). Then as long as I teach there I also use the same material from that book.
3.	Are there any specific teaching strategies that you use to teach in class? considering that this teaching practicum is not in Indonesia?	Yes, I usually like to use simple game to attract my students' intention when teaching. For example I will start my class like usually then in the end if there was freetime I

		will ask them to play guessing game, ABC, or sometimes sing a song.
4.	What routine activities are carried out at SKL that you haven't found in Indonesia? Are there good management behavior there? for example, the activity of reading a book together?	I don't really remember, but what I can tell is they have a good respect for each other started from teacher, new comers like me, also with their friends eventhough they were from different religion or ethnic.
5.	What do you think about your mentor's professionalism? Has he/she ever given you advice before teaching your class	My mentor is very professional. She taught me how to build a good relation with students, how to make them interested in learning activity, and provide book as guidance in teaching. She

		gave me a lot of advice based on her experience as teacher and I learn a lot from her. (mentor's professionalism)
6.	What about the daily language used there? Does it have any impact on your teaching?	My expectation at the first time teaching English in Malaysia is that the students there will be more fluent in English than me. But the reality there is just like in Indonesia. Even not all of them can speak English fluently, some of them also lack in speaking. So to handle this situation I use more English in explaining the material but when they don't understand I'll start to translate

		<p>it in Indonesian. In there, the formal language is Indonesia, even though a teacher there also reminds me and my friend to not speak Malay but Indonesia language. So the conclusion is the different language doesn't become barrier during teaching in SIKL because the main language used there is Indonesia.</p>
7.	<p>What about the English accent at SIKL? Is it the same or is there a difference with the English accent in Indonesia?</p>	<p>The English accent is little bit different, at class I often ask my students to present their group discussion / task result in front of class using English. Most of them, I</p>

		can hear the Malay accent but I think it doesn't matter because the main thing is they willing and want to learn English then the teacher task is to grow their interest and skill related in 4 basic English skills.
8.	What about slang? Have you found any English slang that SIKL students or SIKL teachers use?	I don't really remember but I think I haven't hear slag words when I was teaching there.
9.	What about the state of religious practice there? can you please tell me?	Malaysia is a good country with high tolerism. It doesn't matter what is their religion they still can life in harmony and respect each others. For moslem, we can find mosque

		easily and at school there is also a mosque that we can pray there. There is also many other regions' praying place.
10.	What is the cultural situation there? Is there a new culture that you might encounter in Malaysia?	I am not used to be to not using salam at the beginning class. So when I say salam but almost all of students is non muslim it is little bit strange but I still can accept it because they still answer my salam in their own way and that's make me proud of them.
11.	What is the socio-economic situation there? and maybe you can explain the differences from Indonesia?	I don't really know about that but at school all people is same and we don't act different to people just because of

		economic status difference.
12.	Can you please mention your biggest challenges inside and outside class?	I think the biggest challenge in the class is how to manage the class well, how I can implement my lesson plan smoothly, naturally, and as fun as possible so it won't be boring, and how I can teach optimally so all of the students can understand the material. But outside class, the biggest challenge is the time difference. I am not used to be there because it's 1 hour faster than Indonesia but the sun feels like slower than in Indonesia so there is also

		different praying time. At first it feels strange but then I can adjust myself with this situation.
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Appendix 5

Mina's Online Interview Transcript

No	List of Question	Answer
1.	What do you think of academic standard in SIKL? Does it teach you a new academic standard?	I think the academic level is also impacted by the Human Resources of the students. Because some of them are able to speak English well so I think the academic level is also need to adapt with their level of English.
2.	Can you explain the curriculum between Indonesia and Malaysia, are there any differences?	Because it is Indonesian school in Malaysia and actually they also use Indonesian curriculum so I think it's the same.
3.	Are there any specific teaching strategies that you use to teach in class?	The ability of the students, mostly in English, are

	considering that this teaching practicum is not in Indonesia?	higher so, I need to choose the different strategy when I teach them. The strategy I used when there are some students who don't know vocabularies, I wouldn't translate that in Indonesian, but I will try to describe what that is so the class still use fully English
4.	What routine activities are carried out at SKL that you haven't found in Indonesia? Are there good management behavior there? for example, the activity of reading a book together?	So far I haven't found different activities because the limitation of time
5.	What do you think about your mentor's professionalism? Has he/she ever given you advice before teaching your class	She has been a professional mentor, she gave us insight about the class or the students before we teach them so

		at least we know the method to teach them.
6.	What about the daily language used there? Does it have any impact on your teaching?	There are some students applied in English but most of them still use the Indonesia so I think in some cases I need to mix the language but still use English as the most language used.
7.	What about the English accent at SIKL? Is it the same or is there a difference with the English accent in Indonesia?	Because in Malaysia, English is the second language, so some of them are able to use English with English accent
8.	What about slang? Have you found any English slang that SIKL students or SIKL teachers use?	Yeah, some of them used it in like conversation. Maybe slang words like easy peezy lemon squeezy, keep on fire, and many more

9.	What about the state of religious practice there? can you please tell me?	even the majority is moslem, but some of them are also in different religion. But I think they can still respect each other in every activity of the religion
10.	What is the cultural situation there? Is there a new culture that you might encounter in Malaysia?	mmm I don't think so, because maybe the majority is also Indonesian so there aren't many differences in the culture in SIKL. But maybe in Malaysia is yes, like the variety of many ethnic there.
11.	What is the socio-economic situation there? and maybe you can explain the differences from Indonesia?	sorry I am not aware of that. I'm not in term to observe that thing
12.	Can you please mention your biggest challenges inside and outside class?	Inside the class probably that's the first time that I had to use full English to teach in the class so I

		need to adapt with it. Maybe outside the class I need to understand more about the culture so I can't respect and follow the society culture
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Appendix 6

Lia's Online Interview Transcript (Indonesian and English Version)

No	List of Question	Answer
1.	What do you think of academic standard in SIKL? Does it teach you a new academic standard?	<p>Sejauh yang saya ta standar akademik yang diterapkan di SIKL menyesuaikan dengan standar kemendikbud pemerintah Indonesia.</p> <p>As far as I know, the academic standards applied at SIKL are in accordance with the standards of the Indonesian government's Ministry of Education and Culture.</p>
2.	Can you explain the curriculum between Indonesia and Malaysia, are there any differences?	<p>Kurikulum yang dipakai di SIKL adalah kurikulum yang sama yang diterapkan di Indonesia yakni (kurikulum 2013) dibawah naungan kemendikbud. Karena</p>

		<p>pada basisnya sekolah ini merupakan sekolah Indonesia, hanya saja wilayahnya yang berada di luar negeri. Jadi tidak begitu ada banyak perbedaan di dalamnya.</p>
		<p>The curriculum used in SIKL is the same curriculum that is applied in Indonesia, namely (curriculum 2013) under the auspices of the Ministry of Education and Culture. Because basically this school is an Indonesian school, only its area is abroad. So there are not many differences in it</p>
<p>3.</p>	<p>Are there any specific teaching strategies that you use to teach in class? considering that this teaching practicum is not in Indonesia?</p>	<p>Strategi pengajaran khusus yang saya gunakan di kelas lebih ke pendekatan terhadap siswa dan mengintegrasikan kegiatan yang fun dan kreatif. Misalnya menggunakan games, memanfaatkan</p>

		<p>teknologi yang ada di kelas semaksimal mungkin dengan memperhatikan kebutuhan dan skill siswa yang beragam.</p>
		<p>The specific teaching strategies that I use in class are more about approaching students and integrating fun and creative activities. For example, using games, utilizing technology in the classroom as much as possible by paying attention to the diverse needs and skills of students.</p>

4.	<p>What routine activities are carried out at SKL that you haven't found in Indonesia? Are there good management behavior there? for example, the activity of reading a book together.</p>	<p>ada salah satu kegiatan rutin yang dilakukan di SIKL yang mana kegiatan itu jarang dilakukan di sekolah di Indonesia pada umumnya, mungkin hanya Sebagian kecil sekolah yang menerapkannya yaitu outing class. Outing class menjadi jembatan bagi siswa untuk tetap belajar dengan cara yang lebih menyenangkan, bahkan siswa juga tak jarang melakukan hal-hal baru yang tentunya berdampak positif bagi mereka. Outing class juga menjadi waktu wahana healing bagi siswa karena ddilakukan di tempat yang berbeda-beda dan tentunya seru.</p>
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		<p>There is one routine activity carried out in SIKL which is rarely done in schools in Indonesia in general, maybe only a small number of schools implement it, namely outing class. Outing class is a bridge for students to continue learning in a more enjoyable way, even students often do new things which of course have a positive impact on them. Outing class is also a time for healing for students because it is carried out in different places and of course exciting.</p>
5.	<p>What do you think about your mentor's professionalism? Has he/she ever given you advice before teaching your class</p>	<p>Mentor saya selalu melakukan cross checking dan memantau proses mengajar saya disana. Beliau juga sering memberikan overview mengenai kondisi kelas, siswa dan memberi saran tentang</p>

		<p>bagaimana yang seharusnya saya lakukan Ketika mengajar kelas yang berbeda-beda.</p>
		<p>My mentor always cross-checks and monitors my teaching process there. He also often provides an overview of the class conditions, students and gives suggestions on how I should do when teaching different classes.</p>
<p>6.</p>	<p>What about the daily language used there? Does it have any impact on your teaching?</p>	<p>Bahasa sehari – hari yang digunakan di SIKL adalah Bahasa Indonesia, diselingi melayu dan inggris. Namun mayoritas guru dan siswa menggunakan Bahasa Indonesia sebagai alat komunikasi. Hal tersebut tentunya berdampak bagi pembelajaran saya.</p>

		<p>Meskipun Malaysia adalah negara dengan English as the second language, namun hanya beberapa siswa yang fasih dalam berbahasa Inggris. Kendala terbesar lebih kepada skill Bahasa siswa yang beragam.</p>
		<p>The daily language used in SIKL is Indonesian, interspersed with Malay and English. However, the majority of teachers and students use Indonesian as a means of communication. This certainly has an impact on my learning. Although Malaysia is a country with English as the second language, only a few students are fluent in English. The biggest obstacle is more about the</p>

		students' diverse language skills.
7.	What about the English accent at SIKL? Is it the same or is there a difference with the English accent in Indonesia?	<p>Selama saya mengajar saya banyak memperhatikan bagaimana cara anak berkomunikasi menggunakan Bahasa Inggris, aksen yang mereka gunakan tidak jauh berbeda dengan yang dipakai oleh orang Indonesia.</p> <p>During my teaching, I paid a lot of attention to how children communicate using English, the accents they use are not much different from those used by Indonesians.</p>

8.	<p>What about slang? Have you found any English slang that SIKL students or SIKL teachers use?</p>	<p>Saya tidak menemukan hal itu, karena kebanyakan siswa berkomunikasi menggunakan Bahasa indonesia</p> <hr/> <p>I didn't find that, because most students communicate using Indonesian.</p>
9.	<p>What about the state of religious practice there? can you please tell me?</p>	<p>Praktik keagamaan di SIKL terlaksana dengan sangat baik. SIKL sangat tolerir dengan perbedaan suku, agama, dan budaya siswanya. Sama seperti di Indonesia, di SIKL juga sering libur atau mengadakan acara sekolah dalam rangka memperingati hari-hari besar agama seperti isra' mi'raj, dll. Setiap jum'at juga diadakan sholat jum'at berjamaah bagi guru dan siswa muslim di musholla SIKL. Mayoritas guru disini adalah muslim, namun</p>

		<p>mereka dipimpin oleh kepala sekolah yang non muslim namun hal tersebut tidak menjadi penghalang bagi guru dan malah mempererat persaudaraan dan toleransi di SIKL.</p>
		<p>Religious practices at SIKL are carried out very well. SIKL is very tolerant of differences in ethnicity, religion, and culture of its students. Just like in Indonesia, SIKL also often has holidays or holds school events to commemorate religious holidays such as Isra' Mi'raj, etc. Every Friday, congregational Friday prayers are also held</p>

		<p>for Muslim teachers and students at the SIKL prayer room. The majority of teachers here are Muslim, but they are led by a non-Muslim principal, but this does not become an obstacle for teachers and instead strengthens brotherhood and tolerance at SIKL.</p>
10.	<p>What is the cultural situation there? Is there a new culture that you might encounter in Malaysia?</p>	<p>Banyak perbedaan budaya yang saya temukan di SIKL, seperti perbedaan ras, suku, dan Bahasa. Karena siswa SIKL dating dari seluruh penjuru Indonesia. Namun hal tersebut tidak menyebabkan kendala dalam proses pembelajaran.</p>

		<p>There are many cultural differences that I found in SIKL, such as differences in race, ethnicity, and language. Because SIKL students come from all over Indonesia. However, this does not cause obstacles in the learning process.</p>
11.	<p>What is the socio-economic situation there? and maybe you can explain the differences from Indonesia?</p>	<p>Sejauh yang saya tahu, perbedaan social ekonomi antara Indonesia dan Malaysia tidak terlalu signifikan utamanya yang berkaitan dengan siswa.</p> <p>As far as I know, the socio-economic differences between Indonesia and Malaysia are not that significant, especially when it comes to students.</p>

12.	Can you please mention your biggest challenges inside and outside class?	<p>Tantangan terbesar di dalam kelas adalah bagaimana mengakomodir siswa dengan kemampuan yang beragam dan mengimplementasikan pembelajaran yang berdiferensiasi.</p> <p>Tantangan terbesar di luar kelas adalah bagaimana Menyusun kegiatan pembelajaran yang fun dan kreatif untuk menarik minat siswa dalam belajar.</p>
		<p>The biggest challenge in the classroom is how to accommodate students with diverse abilities and implement differentiated learning.</p> <p>The biggest challenge outside the classroom is how to organize fun and creative learning activities to attract students' interest in learning.</p>

Appendix 7

Dahyun's Teaching Report

LAPORAN KEGIATAN HARIAN INDIVIDU PENGENALAN LAPANGAN PERSEKOLAHAN II UIN WALISONGO SEMARANG DI SEKOLAH INDONESIA KUALA LUMPUR

Nama : Dahyun
NIM : 200304....
Jurusan : Pendidikan Bahasa Inggris
Fakultas : FITK

No	Hari/Tanggal	Deskripsi Kegiatan
1.	Rabu, 3 Mei 2023	<ul style="list-style-type: none">- Berangkat ke Kuala Lumpur, Malaysia.- Tiba di tempat penginapan.
2.	Kamis, 4 Mei 2023	<ul style="list-style-type: none">- Libur hari raya besar waisak.
3.	Jumat, 5 Mei 2023	<ul style="list-style-type: none">- Upacara bendera peringatan hardiknas 2023 dan event lomba (lomba fashion show, mewarnai, dan membuat poster).- Kerja bhakti pemindahan ruang guru dan bersih-bersih.

		<ul style="list-style-type: none"> - Penerimaan mahasiswa PLP 2 FITK UIN Walisongo Semarang dan mahasiswa KKN Unesa.
4.	Senin, 8 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa dan membantu siswa untuk scan barcode kehadiran. - Mengikuti kegiatan upacara bendera. - Perkenalan mahasiswa PLP 2 UIN Walisongo & Mahasiswa KKN Unesa kepada seluruh siswa Sekolah Indonesia Kuala Lumpur. - Menggantikan mengajar mapel PJOK kelas 1 dan 2 SD - Mengawasi ekstrakurikuler mewarnai yang diikuti oleh kelas 1,2, dan 3 SD.
5.	Selasa, 9 Mei 2023	<ul style="list-style-type: none"> - Asistensi mengajar Bahasa Inggris SMP kelas 8.2, 7.1, dan SMA kelas 10 IPS. - Membantu mengedit script data siswa nondapodik

		(sanggar bimbingan yang dikelola oleh SIKL).
6.	Rabu, 10 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa dan membantu siswa untuk scan barcode kehadiran. - Menggantikan mengajar PAI kelas 2 SD. - Asistensi mengajar Bahasa Inggris SMP di kelas 7.2
7.	Kamis, 11 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa dan membantu siswa untuk scan barcode kehadiran. - Mengikuti kegiatan senam pagi. - Mengajar Bahasa Inggris SMP kelas 7.2. - Mengajar PPKN di Sanggar Bimbingan.
8.	Jumat, 12 Mei 2023	<ul style="list-style-type: none"> - Mengajar Bahasa Inggris SMP kelas 7.1. - Asistensi mengajar Bahasa Inggris SMP kelas 8.1. - Membantu persiapan kegiatan halal bi halal pramuka SIKL.

9.	Senin, 15 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa dan membantu siswa untuk scan barcode kehadiran. - Mengikuti kegiatan upacara bendera. - Mengajar ekstrakurikuler English Club kelas 4 SD.
10.	Selasa, 16 Mei 2023	<ul style="list-style-type: none"> - Mengajar Bahasa Inggris SMP kelas 7.1. - Membantu kegiatan di TU (memasukkan undangan wisuda ke dalam amplop).
11.	Rabu, 17 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa dan membantu siswa untuk scan barcode kehadiran. - Menggantikan mengajar PAI kelas 2 SD. - Mengajar Bahasa Inggris SMP kelas 7.2 dan 8.1.
12.	Kamis, 18 Mei 2023	<ul style="list-style-type: none"> - Libur hari besar kenaikan Isa Al-Masih.
13.	Jumat, 19 Mei 2023	<ul style="list-style-type: none"> - Mengajar Bahasa Inggris SMP kelas 7.1 dan 8.1.

14.	Sabtu, 20 Mei 2023	- Membantu kegiatan wisuda siswa SIKL.
15.	Senin, 22 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa dan membantu siswa untuk scan barcode kehadiran. - Mengikuti kegiatan upacara bendera. - Menggantikan mengajar PJOK SMP kelas 8.2 dan 8.1.
16.	Selasa, 23 Mei 2023	<ul style="list-style-type: none"> - Menggantikan mengajar Bahasa Indonesia di kelas 2 SD. - Menggantikan mengajar Matematika di kelas 2 SD. - Mengajar Bahasa Inggris SMP kelas 7.1 - Mengikuti zoom meeting penarikan Mahasiswa PLP 2 UIN Walisongo Semarang.
17.	Rabu, 24 Mei 2023	- Kembali ke Indonesia.

Kuala Lumpur, 24 Mei 2023

Mahasiswa PLP 2

Dahyun

NIM. 200304....

Appendix 8

Mina's Teaching Report

**LAPORAN KEGIATAN HARIAN INDIVIDU
PENGENALAN LAPANGAN PERSEKOLAHAN II
UIN WALISONGO SEMARANG DI SEKOLAH
INDONESIA KUALA LUMPUR**

Nama : Mina

NIM : 200304....

Jurusan: Pendidikan Bahasa Inggris

No	Hari/Tanggal	Deskripsi Kegiatan
1.	Kamis, 3 Mei 2023	- Hari Keberangkatan
2.	Kamis, 4 Mei 2023	- Libur Hari Raya Waisak
3.	Jum'at, 5 Mei 2023	- Peringatan Hari Pendidikan Nasional (Hardiknas) yang diperingati dengan upacara peringatan hardiknas dan dimeriahkan dengan

		<p>lomba fashion show, mewarnai dan poster.</p>
4.	<p>Senin, 8 Mei 2023</p>	<ul style="list-style-type: none"> - Picket penjagaan gerbang dan absen siswa di Sekolah Indonesia Kuala Lumpur. - Pelaksanaan upacara bendera setiap Hari Senin diikuti oleh perkenalan anggota PLP dan KKN dari UIN Walisongo dan UNESA. - Guru pengganti SD kelas 1 PJOK - Guru pengganti SD kelas 2 PJOK - Pembukaan dan penandatanganan MoU kegiatan PLP dan KKN di Sekolah Indonesia Kuala Lumpur

5.	Selasa, 9 Mei 2023	- Mengajar kelas 11 IPS tentang Explanation text
6.	Rabu, 10 Mei 2023	- Piket gedung SD-SMP (mencatat absensi siswa SD-SMP)
7.	Kamis, 11 Mei 2023	- Piket menyambut siswa di gerbang sekolah - Mengikuti senam bersama di sekolah - Mengajar kelas 11 MIPA tentang explanation text. - Menjadi guru pengganti Sekolah Siang kelas 4-5 PKN
8.	Jum'at, 12 Mei 2023	- Piket membantu scan QR code untuk kehadiran siswa. - Mengajar kelas 11 IPS tentang explanation text

		<ul style="list-style-type: none"> - Mengajar kelas 11 MIPA tentang Songs - Membantu persiapan Halal Bihalal Gudep SIKL
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9.	Senin, 15 Mei 2023	<ul style="list-style-type: none"> - Piket membantu scan QR code untuk kehadiran siswa - Upacara bendera
10.	Selasa, Mei 2023	<ul style="list-style-type: none"> - Guru pengganti PAI kelas 3 SD - Mengajar kelas 11 IPS tentang Songs
11.	Rabu, 17 Mei 2023	<ul style="list-style-type: none"> - Guru pengganti PAI kelas 2 SD - Guru pengganti kelas siang kelas 4-5 SD
12.	Kamis, Mei 2023	<ul style="list-style-type: none"> - Libur Hari Kenaikan Isa Al-Masih

13.	Jum'at, Mei 2023	<ul style="list-style-type: none"> - Mengajar kelas 11 IPS tentang Songs - Mengajar kelas 11 MIPA tentang Songs - Mengikuti gladi bersih wisuda SIKL di KBRI Malaysia
14.	Sabtu, 20 Mei 2023	<ul style="list-style-type: none"> - Mengikuti wisuda SIKL di KBRI Malaysia
15.	Senin, 22 Mei 2023	<ul style="list-style-type: none"> - Piket membantu scan QR code untuk kehadiran siswa - Upacara bendera - Guru pengganti PKN kelas 3 SD
16.	Selasa, Mei 2023	<ul style="list-style-type: none"> - Guru Pengganti PAI kelas 3 SD - Mengajar 11 IPS tentang TOEFL preparation - Piket gedung SD-SMP - Pelepasan peserta PLP II UIN Walisongo di SIKL - Penyerahan plakat kepada kepala sekolah SIKL

17.	Rabu, 24 eii 2023	- Pamit kepada seluruh guru dan staff di SKIL - Kepulauan
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Appendix 9

Lia's Teaching Report

LAPORAN KEGIATAN HARIAN INDIVIDU PENGENALAN LAPANGAN PERSEKOLAHAN II UIN WALISONGO SEMARANG DI SEKOLAH INDONESIA KUALA LUMPUR

Nama : Lia
NIM : 200304....
Jurusan : Pendidikan Bahasa Inggris
Fakultas : FITK

No.	Hari / tanggal	Deskripsi kegiatan
1.	Rabu / 3 Mei 2023	<ul style="list-style-type: none">- Berangkat dari bandara Ahmad Yani (Semarang) menuju ke bandara Soekarno Hatta (Jakarta) kemudian flight ke Kuala Lumpur- Tiba di kediaman Bu Lina Hasnawati (kondominium putra)
2.	Kamis / 4 Mei 2023	<ul style="list-style-type: none">- Libur Hari Raya waisak
3.	Jum'at / 5 Mei 2023	<ul style="list-style-type: none">- Mengikuti upacara peringatan Hardiknas dipimpin oleh Duta Besar Luar Biasa Indonesia

		<p>untuk Malaysia Bp. Hermono di SIKL</p> <ul style="list-style-type: none"> - Mengikuti acara semarak peringatan hardiknas berupa lomba (fashion show, mewarnai, & poster) - Kerja bakti relokasi ruang guru - Penerimaan Mahasiswa/i PLP 2 UIN Walisongo & KKN UNESA
4.	Senin / 8 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa - Mengikuti kegiatan upacara bendera - Perkenalan mahasiswa/i PLP 2 UIN Walisongo dan KKN UNESA di depan seluruh siswa SIKL - Membantu mengajar PJOK kelas 1 & 2 SD - Membantu mengawasi kegiatan ekstrakurikuler mewarnai kelas 1,2 dan 3 SD - Membantu mengisi kode unik untuk sekolah bersama Bu Okta
5.	Selasa / 9 Mei 2023	<ul style="list-style-type: none"> - Mengajar Bahasa Inggris kelas 4 SD <ul style="list-style-type: none"> ✓ Introduction

		<ul style="list-style-type: none"> ✓ Memberikan soal terkait materi sebelumnya (<i>don't and doesn't</i>)
6.	Rabu / 10 Mei 2023	<ul style="list-style-type: none"> - Piket penyambutan siswa - Mengajar Bahasa Inggris kelas 5 SD <ul style="list-style-type: none"> ✓ Introduction ✓ Playing guessing game about occupation ✓ Memberikan soal terkait materi sebelumnya degree of comparison
7.	Kamis / 11 Mei 2023	<ul style="list-style-type: none"> - Mengikuti kegiatan senam pagi bersama guru, staff dan seluruh siswa SIKL - Mengajar Bahasa Inggris kelas 3 SD <ul style="list-style-type: none"> ✓ Introduction ✓ Playing guessing game (menggambar benda) - Membantu mengawasi siswa kelas 5 saat guru sedang rapat - Membantu mengajar PPKn di sanggar bimbingan Elshadai NGO yang bekerja sama dengan SIKL

8.	Jum'at / 12 Mei 2023	<ul style="list-style-type: none"> - Picket penyambutan siswa - Membantu persiapan halal bi halal gudep pramuka SIKL
9.	Senin / 15 Mei 2023	<ul style="list-style-type: none"> - Picket penyambutan siswa - Mengikuti upacara bendera hari Senin - Mengisi kelas siang kelas 4 SD mata pelajaran IPAS
10.	Selasa / 16 Mei 2023	<ul style="list-style-type: none"> - Mengajar Bahasa Inggris kelas 4 SD <ul style="list-style-type: none"> ✓ Unit 11 (transportation) ✓ Game ✓ Latihan soal - Meyambut kedatangan mahasiswa PLP & KKN dari Universitas Serambi Makkah Aceh
11.	Rabu / 17 Mei 2023	<ul style="list-style-type: none"> - Picket penyambutan siswa - Mengajar Bahasa Inggris kelas 5 SD <ul style="list-style-type: none"> ✓ Review materi degree of comparison ✓ Game - Membantu persiapan wisuda purna siswa di TU bagian persuratan

1	Kamis / 18 Mei 2023	- Libur kenaikan Isa al Masih
1	Jum'at / 19 Mei 2023	- Piket penyambutan siswa - Membantu persiapan wisuda di SIKL (seksi konsumsi)
1	Sabtu / 20 Mei 2023	- Berpartisipasi pada acara wisuda purnasiswa SD-SMP-SMA Sekolah Indonesia Kuala Lumpur di KBRI Kuala Lumpur
1	Senin / 22 Mei 2023	- Piket penyambutan siswa - Mengikuti upacara bendera hari Senin - Piket absen di lorong SD - Membantu mengajar kelas 5 SD mata pelajaran IPAS
1	Selasa / 23 Mei 2023	- Mengajar kelas 4 SD ✓ Unit 12 (transportation) ✓ Telling time ✓ Latihan soal ✓ Sayonara - Mengikuti zoom meeting penarikan PLP 2 UIN Walisongo Semarang - Penyerahan plakat oleh mahasiswa UIN Walisongo kepada Kepala sekolah SIKL

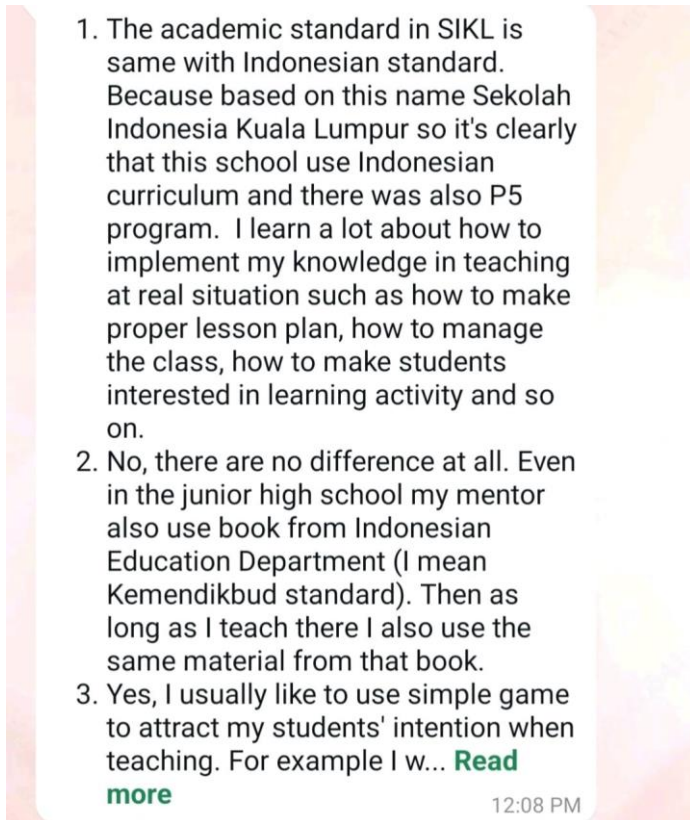
1	Rabu / 24 Mei 2023	<ul style="list-style-type: none">- Berpamitan kepada seluruh guru, staf karyawan, dan siswa SIKL sebelum perpulangan- Kembali ke Indonesia
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Kuala
Lumpur, 24
Mei 2023
Mahasiswa
PLP 2

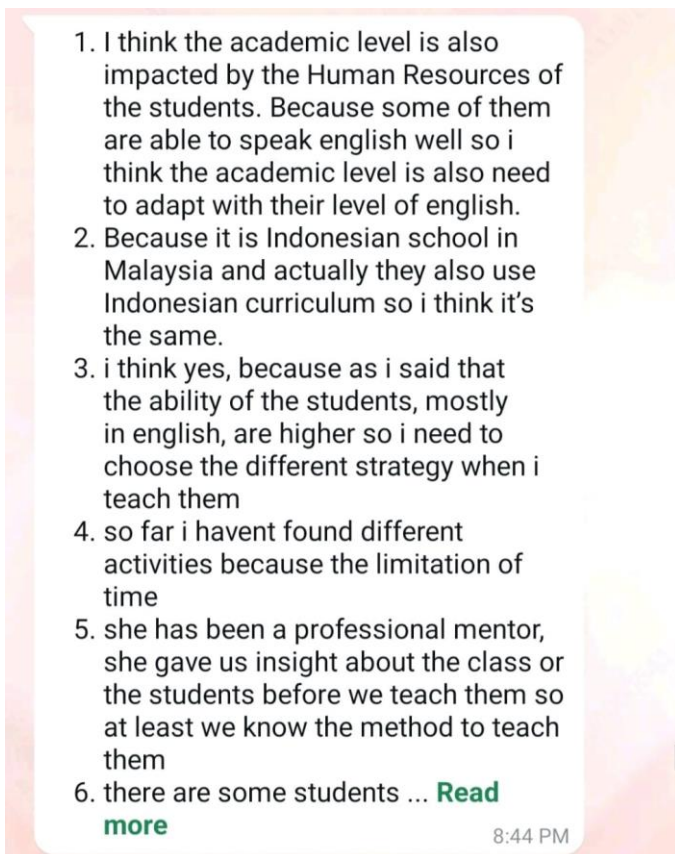
Lia
NIM.
200304....

Appendix 10

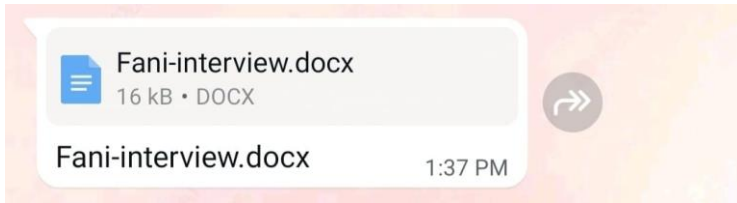
Documentation



Picture 3 (Dahyun's answer to the online interview)



Picture 4 (Mina's answer to the online interview)



Picture 5 (Lia's answer to the online interview)

CURRICULUM VITAE

Name : Fani Fitriani
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