

**Narratives of Indonesian Pre-Service English Teachers' Agency in
International Teaching Practicum**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of the Requirements to Pass the Thesis Proposal Defense Course
in English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled "Narratives of Indonesian Pre-Service English Teachers' Agency in International Teaching Practicum" does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 06 Mei 2024

Writer



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MOTTO

Allah does not burden a person except according to his ability.

Al Baqarah: 286

DEDICATION

I dedicate my thesis to my loving parents, Mr. Bedi Ismail and Ms. Irna Maulida Nasution for endless support, encouragement, and prayer. I also dedicate this thesis to my brother, Aby Syihab Ismail always cheered me up. Lastly, I dedicate this thesis to myself for being able to accomplish this point of the journey, for always trying to give the best, and for not losing faith in the process.

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Yogyakarta, 06 Mei 2024

The writer

A handwritten signature in black ink, appearing to read 'Nadya', with a small dot at the end.

Nadya loemongga

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NARRATIVES OF INDONESIAN PRE-SERVICE ENGLISH TEACHERS' AGENCY IN INTERNATIONAL TEACHING PRACTICUM

ABSTRACT

Teacher agency is a central component that highly influences a teacher's perspective and practices. Despite extensive research on teacher agency among pre-service teachers, limited understanding of teacher agency within existing structures and system in education particularly in International Teaching Practicum (ITP). The present study explored narratives from two pre-service English teachers in terms of teacher agency. One participant had conducted ITP in Vietnam, while the other was in the Philippines. The data were collected through a series of semi-structured interviews. Through a thematic analysis, the results of this study indicated that the two participants transformed their teacher agency as they practiced it under the influence of various aspects, including sociocultural differences, teaching challenges, and assistance from other teachers. Teachers can transform their agency by embracing the diverse cultural backgrounds of their students and incorporating culturally relevant teaching strategies. When it comes to teaching challenges, teachers can collaborate with their colleagues to share ideas, resources, and strategies. This collaboration can be through professional learning communities, mentorship programs, or even informal conversations. Seeking assistance from other teachers can provide valuable support and fresh perspectives. It pertains entirely to building a strong network of educators who can inspire and empower each other. This study provides empirical evidence of teacher agency in ITP that may serve as a starting point for further research in the same context.

Keywords: *International Teaching Practicum (ITP), Narratives, Pre-service teachers, Teacher Agency.*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teacher agency looks at teachers' ability to actively guide their processes, certainties and knowledge in teaching, and provides opportunities for them to make decisions and take actions that affect their teaching practices and learning environments. In a study published by Wang & Li (2019) investigated the international teaching practicum experiences of Chinese pre-service teachers in the United States. The study discovered that navigate agency as a teacher is something the has to be understandable and considerable as challenges for pre-service teachers had to overcome. Kim and Lee (2018) investigated the experiences of Korean pre-service teachers in the United States during their international teaching practicum in a different study.

According to Kim and Lee (2018), pre-service teachers had difficulties controlling classroom behavior, adjusting to a new environment, and teaching in a foreign language. To illustrate, contemporary research (Priestley et al., 2012) suggests that teachers who have substantial experience in alternative professions may demonstrate a wider range of strategies when faced with the challenges and uncertainties inherent in their day-to-day teaching responsibilities. In this regard, providing pre-service teachers with opportunities to gain international teaching experience is one strategy to improve teacher agency standards.

According to Priestley, Biesta, and Robinson (2012) in essence, agency is not a possession but an action a descriptor of how individuals engage with temporal-relational contexts for action, rather than an inherent quality of the individuals themselves. This perspective on agency allows us to comprehend the human capacity for reflexivity and creativity, enabling actions that challenge societal norms while also recognizing the limitations imposed by social and material surroundings on individual capabilities. Pre-service teachers can have the opportunity to teach in foreign schools through an international teaching practicum program.

The program's objectives are to improve the language proficiency, cultural awareness, and teaching abilities of pre-service teachers. Additionally, in the stated of Lestari et al., (2022) have explored the extent to which teachers develop a sense of agency and how this agency is visible in their decision-making processes. These studies may focus on the impact of personal and contextual factors on teachers' agency, such as beliefs, confidence, pedagogical competence, professional qualifications, teaching experience, leadership in the school or institution, education policy, collaboration with colleagues and other institutions.

Unfortunately, there is a dearth of information regarding pre-service teachers' experiences with overseas teaching practice, especially in Indonesia. Therefore, the purpose of this study is to investigate the agency narratives of pre-service English teachers from Indonesia during international teaching practice. Priestley, Biesta and Robinson's (2015) research on teacher agency found that they

investigated teacher agency using an ecological approach which could support the finding that pre-service teachers have various teacher agencies within themselves.

In this context, teacher agency is considered important to facilitate student learning, professional development and school development. However, more research is needed to understand the factors that support and hinder teacher agency in helping students overcome their learning difficulties in the context of higher education in Indonesia.

1.2 Identification of the problems

In this issue, this study has found a problem where pre-service teachers who did an International Teaching Practicum have the experience of taking and doing something that arises when a teacher's capacity to make their own decisions and take appropriate actions to improve individual professional development and student learning.

The study additionally highlighted a concern with pre-service teachers' lack of autonomy and opportunity for decision-making during their participation in an international teaching practicum. These educators were frequently forced to adhere to stringent policies and procedures established by their host schools, which gave them little freedom to decide for themselves and take the necessary steps to advance both their own professional development and the education of their students. Pre-service teachers may find this lack of autonomy especially difficult as it may impede their capacity to gain the knowledge and self-assurance needed to become successful teachers.

As a result of the study, pre-service teachers who took part in an international teaching practicum encountered a number of difficulties. These difficulties include the absence of autonomy and opportunity for decision-making, the requirement for better support and direction, and the possibility of communication problems and cultural misunderstandings. It is imperative that these issues are resolved if pre-service teachers are to make the most of their foreign experiences and be equipped to teach effectively in a variety of settings.

1.3 Limitations of the Problems

This study focuses on the result of pre-service teachers using their agency in International Teaching Practicum to seek more about their professional growth, the ability to teach, and the learning of their students. This study describes the development of the participants' teaching agency. It would be of considerable interest to investigate how these changing factors shaped their teaching practices and decision-making processes during the international teaching experience. This could provide valuable insights into the challenges they faced and how they overcame them.

1.4 Formulation of the Problems (Research Questions)

This study aims to know how do two Indonesian pre-service English teachers exercise their teacher agency during their international teaching practicum in the "SEA-Teacher" program.

1.5 Objective of the Study

This study objective is to explore the understanding pre-service experiences challenges and growth during this teaching practicum. Additionally, the study adds to examine the role of teacher agency in shaping pre-service teacher in their experiences and the important of teacher agency. The body of knowledge regarding teacher agency in international teaching practice is understanding how pre-service teachers navigate their agency in an international teaching practicum is one way that improve teacher education programs and the standard of teacher preparation across the globe.

1.6 Significance of the Study

As it wraps up consequently, this study intends to provide and use an overview of pre-service English teacher during international teaching practice. This research is particularly important as it has the potential to improve the standard of teacher preparation in Indonesia and provide insights into what can be accomplished for teacher education programs. This research also adds to the knowledge of teacher agency in international teaching practice, which can help improve a number of difficulties faced by pre-service teachers, which include the absence of autonomy and opportunities for decision-making both in the classroom and in the school environment, so in this study it may expand the insights of pre-service teachers to take appropriate steps.

CHAPTER II

LITERATURE REVIEW

2.1 The Principle of Teacher Agency

Teacher agency is defined as the extent to which a group of teachers achieves control, a dialogic relationship between external constraints and structures, and the economic forces associated with harmonizing the group's individual and collective life experiences. According to Sang (2020) teacher agency refers to the ability of teachers to act consciously and constructively to guide their professional development and contribute to improving the quality of education. He believes that this occurs when individual choices and attitudes impact teachers' professional standing. In Sang's view, when teachers make their own decisions, it shows that teachers should be seen as complete individuals with their own life experiences and commitment to education. Teachers' capacity to make their determinations and take appropriate actions that enhance their individual professional development and the learning of their students.

It is simply about teachers having a sense of their class autonomy and being able to make choices. In other words, teacher agency is something that arises or is achieved through teachers' engagement in their environment, and does not belong to the individual. It refers to the interaction between agent capabilities (individual factors such as commitment, values, roles, beliefs, and power) and agent space (situational factors such as social change, role expectations, and social network outcomes (Biesta et al. 2015). Additionally, Sang (2020) mentioned that teacher

agency refers to the competence of teachers to plan and enact educational change, direct and organize their actions in the context of education.

Agency in pre-service teachers will emerge when encountering the early days of teaching, in a way, teachers' agency is not to be possessed, but rather something they do, or rather, something they are capable of achieving (Biesta & Tedder, 2006). It involves teachers actively shaping their approaches, beliefs and knowledge in teaching, and is important for facilitating student learning, professional development and school development.

The components of teacher agency can be broken down into several aspects as expressed by Li & Ruppap (2021) where teachers' understanding of their role and the importance of their work in the educational context. Understanding teacher agency as a phenomenon rather than a fixed ability avoids blaming individual teachers for disappointing educational outcomes (Priestley et al., 2016). In addition, competence is also one of the things that support teachers' ability to effectively carry out their teaching practices and adapt to new situations. Another enabler is autonomy, which is the ability of teachers to make decisions and take actions that affect their teaching practice and the learning environment and this comes about because of the contribution between teachers and their environment. Another supportive thing as stated by Sang (2022) about professional growth, this refers to the ability of teachers to continue to develop their knowledge and skills, and contribute to the growth of their colleagues.

2.2 Related Literature: Previous Research on Teacher Agency

The agency of teachers is essentially understood through an ecological model of agency as proposed by Biesta, Priestley, and Robinson (2012), which emphasizes the importance of agent capacity and agent space in shaping agency. This model reemphasizes that agency is not something one has, but rather something that is achieved through the interaction between personal effort, available resources, and contextual and structural factors. In addition, the ecological approach to teacher agency views the agency as an emergent phenomenon, something that people achieve by acting in their environment, not just within it. In this regard, Priestley, M., Biesta, G.J.J. & Robinson, S. (2015) state that the achievement of agency is determined by the material, structural, and cultural resources available to teachers, as well as being informed by previous experiences and directed towards future goals and values. As what Lestari, Y. B., et al. (2022) mentioned one their participants in this research was had the fewest years of teaching experience expressed his low level of agency achievement in dealing with students' learning difficulties, where the problem was their participants even felt disempowered when deciding on anticipated learning problems in his lesson plan.

Moreover, Lestari, Y. B., et al. (2022) confirmed by stated that during communication with other teachers, it received support from senior in the form of advice or suggestions and new ideas dealing with the teaching and learning process including dealing with students' learning problems. This type of seeking and

support enabled these teachers to achieve agency within the teaching and learning process.

Essentially, as a pre-service teacher, getting the opportunity to teach in an international context is a precious experience that not all pre-service teachers can be granted. Pre-service teachers who have been selected must also have extraordinary things in themselves to fulfill the requirements accordingly and have a high quality to face various challenges and things that might be out of control. Kim and Choi (2018) mentioned that the participants believed after observing the teachers, these participants realized that building a trusting and interactive community, emotionally caring for their students, and responding to students' different needs were indeed essential roles they needed to have as teachers

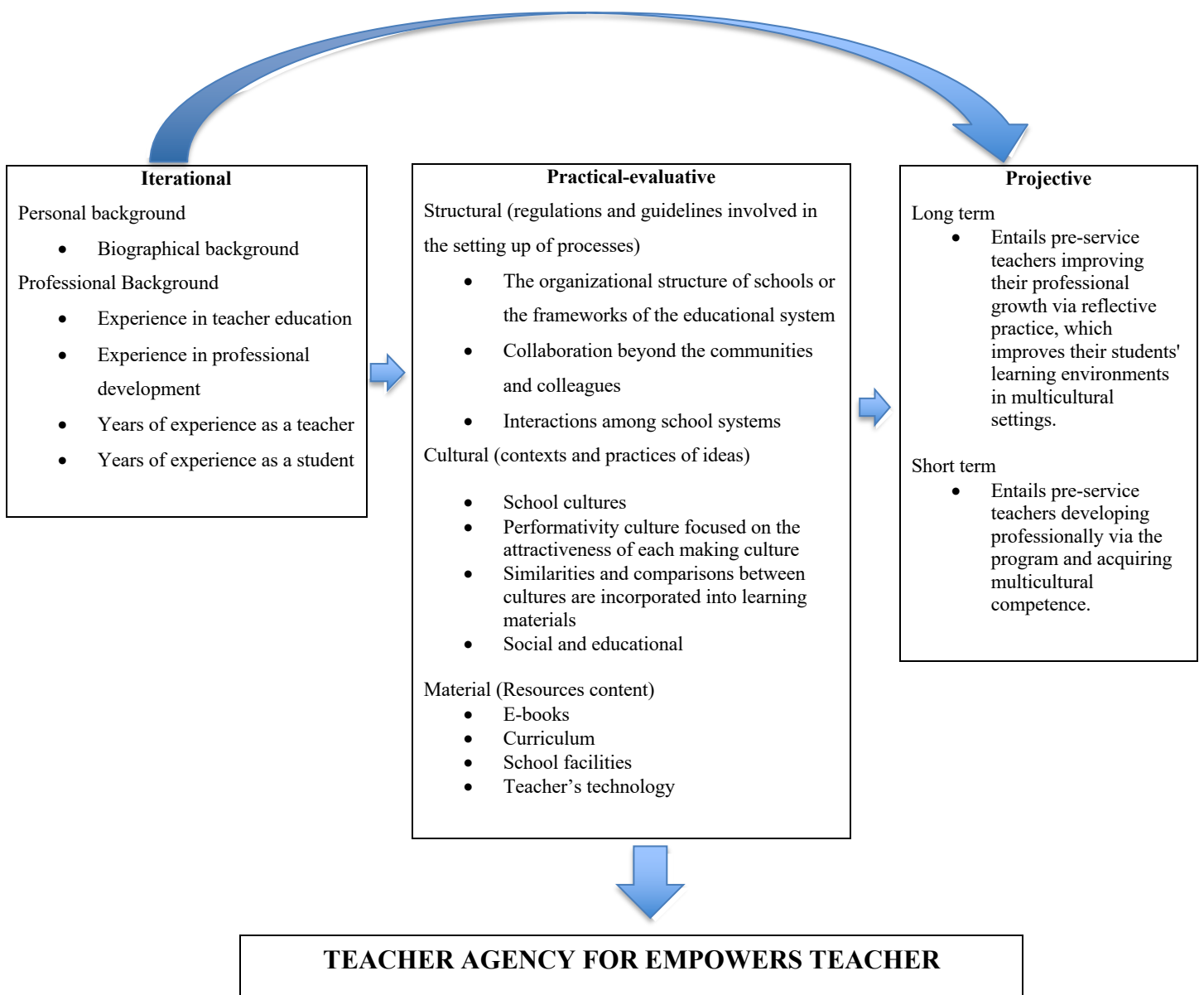
As part of pre-service English teacher training abroad, "teacher agency" simply addresses the ability of teachers to effectively and constructively influence their self-professional growth. Setyaningsih et al. (2023) mentioned their participants problem where the PSTs found in their textbooks, they discovered many objects which are only found in Indonesia, thus creating another problem for them. Finding proper and interesting material for each level also became their problem. In addition, they had to make their own materials and could not fully use the media in the classroom. Some exercises in the book were too difficult for the students, so they had to adjust them by creating new material.

When considering an ecological perspective on teacher agency, it becomes apparent that various factors can influence the extent and manner in which teachers achieve agency in their unique and ever-changing work environments. As Biesta, Priestley, and Robinson (2016, in press) suggest, these factors can have both positive and negative impacts. In line with this, Severance, Penuel, Sumner, and Leary (2016) highlight the importance of teachers' capacity to proactively embrace, adapt, or question newly introduced rules and protocols during an international teaching practicum. This ability serves as a valuable asset in navigating the complexities of such experiences. It's crucial to acknowledge the intricate interplay between teachers, their agency, and the contextual factors that shape their professional growth.

2.3 Theoretical Framework

The “Teacher Agency” elements affecting adapted by Biesta, Priestley, and Robinson (2012) is used in this study.

Table 1. Adapted Theoretical Framework of Teacher Agency



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study adopts a narrative research methodology to explore the experiences of pre-service teachers during their international teaching practicum. By utilizing a narrative approach, this study aims to gather in-depth, qualitative data through the participants' personal stories and narratives. This methodology enables a comprehensive understanding of the difficulties and opportunities faced by pre-service teachers in taking their own decisions or initiatives and gives rise to teacher agency in this context.

3.2 Setting and Participants

This research analyzes the narratives of two participants to provide insight into the complexities and nuances of international teaching practicum experiences. Both participants were enrolled in an English language education program at a private university in Yogyakarta, Indonesia, and had taken part in an ITP program that provided practical teaching experience in an international environment. The first participant, Aby, is a 20-year-old man from West Java, he has experience as a teacher for approximately 2 years and is active in communicating and participating in various volunteers related to teaching to become a teacher and what is certain is that Aby was chosen to take part in teaching practice at a private school in Cao Lanh, Vietnam. Aby was chosen based on his experience and ability in teaching

and self-development abilities after participating in several selections. The second participant, named Ismail, a 22-year-old man from Aceh, has an experienced background that likes an approach to teaching. Based on his experience in teaching, Ismail was selected to be one of the students selected to carry out teaching practice at a state school in Batac, Philippines. By describing the demographic and contextual specifics of each participant, this research aims to capture their initiatives and emerging backgrounds within the broader framework of research on their narratives and capacity as teachers to make decisions and take appropriate actions that improve individual professional development and student learning. in the context of pre-service education.

3.3 Data Collection Technique

The data were collected through a series of semi-structured interviews. One hour and a half was spent on the interview, which was done once in both pseudonyms. With the participant's permission, the audio recording of the interview was made. Based on Priestley, M., Biesta, G., & Robinson, S. (2012) theory of "ecological approach.

Table 2. Interview Questions

Construct	Conceptual Definition	Components	Interview Questions
Teacher Agency (Priestley, M., Biesta, G., & Robinson, S. (2012)	The concept of teacher agency is the capacity of teachers to shape critically their responses to problematic situations, partly informed by their underlying sense of purpose	1. Iterational	- Life histories: 1. Can you share your experiences in your teaching journey, and how have they shaped your understanding of

and beliefs about their professional roles. Teacher agency is also understood in terms of its interplay with the work context and is partly determined by actors' commitment to the goals that are important to them.

2. Practical
Evaluative

teacher agency?

- Professional

Histories:

2. How do you think your personal and professional backgrounds have influenced your approach to teaching and your interactions with students?

- Cultural

(Ideas, values, beliefs, discourse, language)

5. Can you describe a specific instance where you had to adapt your teaching practices to accommodate diverse cultural or social backgrounds? How did you ensure that your practical evaluation of the situation took into account the unique needs and perspectives of the students?

- Structural:

Social Structures (relationship, roles, power, trust)

6. How do you establish and maintain positive relationships with your students, and how do these

relationships impact your sense of agency as a teacher?

- Materials (Resources, physical environment)

7. How do you ensure that the materials and resources you use in your teaching are culturally responsive and appropriate for all students?

8. Can you provide an example of how you have created an inclusive and engaging physical environment within your classroom, and how you have evaluated its impact on student learning and well-being?

3. Projective

- Short term

9. How do you ensure that your short-term teaching goals align with your long-term objectives as an educator, and how do you evaluate the impact of these goals on your professional growth and student outcomes?

-
- Long term
10. Can you provide an example of a long-term educational project or initiative you have been involved in, and how you have assessed the effectiveness of this project in meeting its objectives and contributing to your sense of professional agency?
-

3.4 Data Analysis Technique

Thematic analysis, as conceptualized by Braun & Clarke (2008), presents a powerful methodological framework for systematically collecting and interpreting data in studies centered on teacher agency. This analysis serves as a powerful tool for exploring the qualitative aspects of pre-service teachers' narratives, perspectives and experiences regarding their agency in educational contexts. By closely examining the data, thematic analysis reveals underlying patterns, themes and categories, highlighting the complex interplay of challenges and opportunities faced by pre-service teachers in exercising their agency.

This analytical approach facilitates a deeper understanding of the multiple dimensions that surround teachers' perceptions and experiences. Braun and Clarke's six-stage process illustrates a comprehensive roadmap for conducting thematic analysis. Initially, researchers immerse themselves in making sense of the data, engaging in iterative cycles of review and reflection. Next, they begin the coding process, systematically labeling relevant segments of the data. As themes began to crystallize, the researchers undertook a rigorous process of organization and synthesis, culminating in the delineation of overarching themes. These themes underwent careful examination and refinement, ensuring the coherence and precision of the analytical framework. Finally, the culmination of these efforts is summarized in a comprehensive analysis report, which synthesizes the findings and insights gained during the course of the thematic analysis. Through its iterative and reflexive nature, thematic analysis not only provides a robust methodological framework, but also serves as a conduit for generating nuanced insights into the complex landscape of teacher agency.

3.5 Trustworthiness

In order to gain trustworthiness, by classifying the responses into multiple significant categories, thematic analysis has been used to analyse the collected data. Following numerous, in-depth readings, the researcher made an effort to accurately and completely transcribe the material, describe the information gleaned from the participant interviews, and clarify the information. A technique for discovering, assessing, and summarizing patterns (themes) in data that at least partially organize

and explain the data set in robust detail was created by Braun and Clarke (2006). Afterwards, this technique was used to analyse the data obtained. The purpose of thematic analysis is to identify themes, or important or interesting patterns, in the data and then use these themes to explain conclusions or provide details about a particular topic.

Semantic and latent layers of topic are distinguished by Braun and Clarke (2006). Semantic themes suggest taking the participant's meaning at face value and comprehending nothing more than what they have spoken. In contrast, latent themes go beyond what has been stated to identify or investigate the underlying conceptions, presumptions, and conceptualizations as well as the ideologies that are thought to have contributed to the data's semantic relevance.

According to the level of themes offered by Braun and Clark (2006), researchers try to provide data that has been analysed in the opinion level, which then constricts into the latent level. Because of this study, researchers will be able to separate various topics and gather related data into a single, large core group depending on the information gathered. According to Braun and Clark (2006), the processes in this analytical procedure are as follows: *(1) familiarization with the data; (2) generation of initial codes; (3) search for themes; (4) review themes; (5) definition of themes; and (6) write-ups.*

It is noted by Braun and Clarke (2006) that there are no set standards for defining what constitutes a definitive topic. It is determined by the topic's relevance. There may be crossover between larger, more focused data sets and smaller, equally focused data sets. This will lead to a phase of coding and a stage of topic

recognition, which will assist in consolidating the little data into a single, comprehensive area with a narrow focus. In this instance, it was evident from analysing the codes that certain of them worked together to create a theme. Coding is a useful tool for beginning data organization since it breaks up enormous amounts of data into smaller portions that are meaningful to the study's objectives. The research question that had been established at the outset had to be followed in order to code the data and assign the appropriate initial codes.

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Research Findings

4.1.1 Reflecting on Personal Experiences as a Teacher and as a student

The participants, Aby and Ismail, both believe that having personal experience in the realm of teacher agency gives them the capacity to act purposefully and constructively to direct their personal growth which can contribute to the growth of their peers. In this instance, reflecting on personal experiences from attending various micro-teaching classes, tutoring or even co-teaching in a school can be something that can exercise teacher agency for themselves during their time as pre-service teachers in the International Teaching Practicum in SEA-Teacher program. In the same way, they also believe that by exercising their teacher agency in reflecting on their personal experiences as a teacher, they can leverage these life experiences to open up innovations in teaching in the school environment, thus applying life values in the real world. Their own beliefs shape teaching practices that create meaningful relationships with their students.

“Yes, When I was a teacher in Vietnam, I saw that the students had some similarities in their characteristics with my students whom I taught for 2 years. Then, I **decided** to apply the problem-based learning method, so I was inspired and reflected on my teaching

experience. After using the problem-based learning method, I can see the results were excellent, and thank God it worked the results were that the students were more active in answering, and asking a lot of questions, and they thought about thinking critically too.”

Interview//ITPer-/01/Aby

Aby mentioned that making his own decisions in choosing learning methods because she saw similarities with the class, she had taught for 2 years made him more confident in making decisions because he had experienced such situations. In other words, having experience makes you bolder in making decisions and developing teaching strategies.

The results of reflection from previous experiences made his outcomes work well, where he realized that his students were getting more active in critical thinking. He believes that reflecting on previous experience is a very useful thing and he stated that he believes the agency of reflection to previous experience is something that must be owned by pre-service teachers. In the meantime, Ismail stated that he reflected on his personal experiences as a student.

“Well from some of the courses I took, including language classroom management and reflective peer microteaching, I was **inspired and reflected** on how I manage students in the classroom. Starting from moving active students to less active groups, I got

these tricks from the classroom management class itself, even making sugar cubes using sticky notes that I took from the reflective peer microteaching class yesterday, and the result was that students are more organized and they find it interesting from the way I teach. So, reflecting on the strategies in the course that I have taken, helps to provide insight, especially more to pre-service teachers. Interview//ITPer-01//Ismail

Ismail stated that having a great interest in modeling or reflecting on the course and the knowledge gained is extremely valuable for further development.

They believe that personal experiences in by having teachers who have a lot of experience, the sensitivity of a teacher in making decisions is keener and produces the right results. Therefore, by having a broad stock of knowledge, it is possible to say and be able to see that the way they inform, the way gives directions, the way makes decisions, and even the way to choose strategies have a more sensitive or faster initiative based on previous experience. Reflecting on teaching experiences as a teacher and students can lead to innovative teaching practices and meaningful relationships with students.

4.1.2 Seeking Mentoring and Guidance

During the data collection process, Aby and Ismail mentioned that seeking guidance and mentoring from a mentor or someone with more experience can help build emotional support and understanding of students' needs. They mentioned that

seeking guidance and mentoring from someone with more experience might boost high confidence when receiving positive feedback and guidance from guidance or mentor teachers. This sub-theme, through an approach to seeking mentoring and guidance, is the code that appears most frequently. Additionally, by reducing typical mistakes that may arise, the agencies requesting mentoring and guidance can boost teaching efficacy while saving time and energy.

“I **immediately asked and consulted** the lecturer to get direction and guidance from them. In addition, seeking guidance and consultation assistance from the lecturer, gave me more valuable insight, like I **asked** what if I applied this method in the class, and he gave directions such as responses, views, or compatibility. Then from that it certainly makes me get new insights and apply them, according to the conditions and situations in the classroom. The thing is, when I **consulted** my lecturer, I instantly felt right and was really helped in making decisions.” Interview//SMG-01//Aby

Aby mentioned that seeking mentoring and guidance from lectures could give valuable input and suggestions for future classes. By seeking guidance from lecturers, Aby has higher confidence, as getting personalized advice from lecturers can provide feedback, especially about his performance as a pre-service teacher. Aby believes that having his desire to get guidance from lecturers is beneficial for pre-service teachers since the lecturers can help him identify his strengths and areas

for improvement in his teaching. He also believes that a good lecturer not only provides academic guidance but also provides emotional support and motivation when you face challenges in the learning process. Then, Ismail stated,

“I explained to the mentor teacher that I was from Indonesia. I explained that there are some things that we never learn. Then, the presence of the mentor teacher helped me to choose a teaching strategy more quickly, since I believe that the teacher has a deeper knowledge of the students, considering that I felt like I was just a new teacher here, it was impossible to get to know the students that quickly, so I **promptly undertake the initiative to ask my mentor**, so he gave me direction on what strategy to use and the strategy gave me good results after I applied it. Therefore, personally asking the mentor teacher to help me provide guidance is one thing that was appropriate for me to do.” Interview//SMG-01//Ismail

When having the desire and sensitivity to ask for direct guidance from the tutor is something that can respond to the response of an incident quickly, as this will get accurate information and observations that do not take a long time, to speed up and shorten the time to prepare for teaching readiness.

Aby and Ismail, in the data-collection procedure, emphasized the value of getting guidance and mentoring from people with experience to develop emotional support and comprehend the needs of students. They underlined how encouragement of this kind, particularly in the form of encouraging remarks, increases self-assurance. This theme appears frequently, which suggests that it is significant. Working together with knowledgeable educators also helps to get insightful criticism and recommendations that will help you prepare for the next lessons and steer clear of typical pitfalls. Furthermore, pre-service teachers acquire a responsiveness in dealing with situations that require quick direction and are aware of their next actions when they seek guidance and mentoring.

4.1.3 Collaboration with Colleagues or Communities

Working together with friends or the community might assist one develop fresh perspectives and knowledge, and it additionally has the potential to assist a pre-service teacher in establishing a positive teaching experience. Working with friends or this community can help build a bridge that will allow students and instructors to raise questions and share ideas about the differences in the cultures of the home and school. Given that they feel and live in a community, Aby and Ismail think that seeking out collaborations for ideas and innovations will greatly enhance our experience. This is for the reason that they exchange resources, such as educational materials, references, and creative ideas. This can enhance the educational process and better prepare aspiring teachers to handle obstacles in the classroom.

“So, I **did ask** one of my friends whom I trusted and was in the same room, I asked my friend how to implement ice-breaking activities in the classroom, and he explained to me in detail, so it gave me creative ideas too. Even in making lesson plans, I also asked him, such as various views and opinions. As a result, it makes teaching in my class not monotonous and makes my lesson plans more interesting” Interview//2/CCC-/Aby

Aby stated that he did work with his friends as **initiated** by him as a pre-service teacher, Aby felt to take steps like these to facilitate and support his development as a teacher by enabling them to make decisions design lesson plans, or even innovate in class. This initiated or this acted classified as teacher agency. The urge feeling to seek collaboration with others to expand knowledge and point of view. Moreover, Aby stated that he also collaborated with his friends, as Ismail mentioned,

“Yes, I get **initiated** to collaborate with my friends even from different universities, so we exchange ideas and share ideas for lesson plans, for ice-breaking, even to the point of exchanging ideas, I ask my friends, what are the suitable teaching methods for my students, and I applied in class alhamdulillah it worked out.” Interview//2/CCC-/Ismail

Collaboration together with friends or the community can help us gain **fresh perspectives and knowledge**. It can also contribute to establishing a positive teaching experience for pre-service teachers. In addition, collaborating with friends or the community allows for open discussions about cultural differences between home and school, fostering a bridge of understanding. By exchanging resources and ideas, such as educational materials and creative insights, this study enhances the educational process and better prepares aspiring teachers to handle challenges in the classroom. Furthermore, collaborating with colleagues and communities, like dealing with quiet students or talkative children, and collaborating on media and lesson plans are valuable steps in our journey as pre-service teachers. It's like a form of teacher agency, empowering us to make decisions that support our development.

4.1.4 Resource Allocation

By using the results of resource allocation, pre-service teachers are able to use school facilities to meet the needs of students or the needs of teachers to develop lesson plans, innovations, or ways of teaching in the classroom that will be used even by taking the initiative to get or use school facilities such as student learning areas, e-book, or websites. It is very helpful in terms of introducing the school environment. Moreover, the perspectives of teachers and students in the school provide a way to assess how to implement teaching that is appropriate for students from the school's standpoint, therefore pre-service teachers have an insight into the views of the school or students that are developed more broadly. As mentioned

that he found something new from looking at the students in the library, and he followed to analysis how the point of view of the school, he mentioned that

“At that time, I took the **initiative directly** to ask for a guidebook facility from them to make the material, and my mentor teacher gave me a pdf e-book whose material was adopted by them from the Cambridge Curriculum, from which I took it for worksheet activities in class, and also made several other materials from the **pdf e-book**, the result was that the students became familiar with the material I brought and the class was **easier going**.” Interview//2/RA-//Ismail

During that time, Aby had own initiative to ask for a guidebook or school facilities that he could use to support learning in class, he asked his mentor teacher and was given an e-book that he could take for class exercises, and from this the desired to use school facilities is an agency that pre-service teachers have that helps them in terms of teaching. By borrowing books from the school as a teaching guide, and even looking for material patterns similar to Indonesian stories so that students can get to know them from a different perspective. He believed that in this way, pre-service teachers must have the initiative to take facilities or materials from schools to be more creative and innovative following the school's learning methods in order to adapt better.

“I **asked** the school for a **book** so that I could get an overview of their lessons, so from the book I was able to make a comparison of stories between legendary stories in the Philippines and legendary stories in Indonesia, and it turned out that there were many similarities too, so my students were happy and they found it interesting with the material I brought.” Interview//2/RA-//Aby

By utilizing the outcomes of resource allocation, pre-service teachers can leverage school facilities to cater to the needs of students and teachers, facilitating the development of lesson plans, innovations, and teaching methodologies. Taking the initiative to access and utilize resources such as a **book or e-book** school can significantly enhance the introduction to the school environment.

Furthermore, understanding the perspectives of both teachers and students within the school setting offers valuable insights for implementing teaching strategies that align with the school's ethos. This insight enables pre-service teachers to better understand the school's and student's viewpoints, allowing for more comprehensive development. Aby and Ismail both had initiated viewing the guidebook from within school facilities underscoring the importance of actively engaging with school resources and environments to improve teaching practices and student learning experiences.

4.2 Discussion

The main objective of this study was to examine the Pre-service English teacher on their agency in International Teaching Practicum. Specifically, aimed to know how two Indonesian pre-service English teachers exercise their teacher agency during their International Teaching Practicum in the “SEA-Teacher” program. The result of this study revealed how pre-service teachers generate and use their desire to make decisions through several things such as reflecting on previous experiences, asking for guidance from lecturers or mentor teachers, and even having the desire to collaborate with friends or certain communities to get a broader opinion or knowledge, as well as having the desire to produce results maturely by taking the initiative to use school facilities to get relevant results and following teaching targets. Furthermore, the results of this study show that accumulated experience can help teachers make effective and efficient decisions.

This study has findings that are consistent with a prior study conducted by Priestley, M., Biesta, G., & Robinson, S. (2012) which also demonstrated teacher agency in an ecological approach, stated the agency of teachers is essentially understood through an ecological model of agency as proposed by Biesta, Priestley, and Robinson (2012), which emphasizes the importance of agent capacity and agent space in shaping agency. However, this study shows more how pre-service teachers generate and use their capacity as teachers to make and take decisions by responding quickly and consciously.

The report on data collection results in reflecting on personal experiences as a teacher and as a student. As Lestari, Y. B., et al. (2022) mentioned that reflecting on personal experiences as a teacher gave more empower to teacher confidence and when face the teaching difficulties. In addition, it confirmed by stated that during communication with other teachers, it received support from senior in the form of advice or suggestions and new ideas dealing with the teaching and learning process including dealing with students' learning problems. This type of seeking and support enabled these teachers to achieve agency within the teaching and learning process.

This finding is significant as a basis to bring out the desire from oneself to make a push by looking to previous experiences that can be seen from Aby as a participant in this study, he said that *“Yes when I was a teacher in Vietnam, I saw similar characteristics in the students with students I had taught for 2 years. Then, I decided to apply a problem-based learning method, because it was inspired and reflected my teaching experience.”* Ismail mentioned, *“Well from some of the courses I took, including language classroom management and reflective peer microteaching, I was inspired and reflected on how I manage students in the classroom.”* Therefore, it is believed that using personal experience can enhance self-development as teacher improvement, as well as provide teachers with the capacity to use their initiative in dealing with situations that allow teachers to make their own decisions. In addition, the results of asking for guidance and mentoring from lecturers or mentor teachers are significant in making decisions, since asking for direction from lecturers or mentor teachers encourages pre-service teachers to

improve their self-confidence and find new insights in making decisions. Kim and Choi (2018) mentioned that the participants believed after observing the teachers, these participants realized that building a trusting and interactive community, emotionally caring for their students, and responding to students' different needs were indeed essential roles they needed to have as teachers.

As Aby said, *"I immediately asked and consulted the lecturers to get direction and guidance from them. In addition, asking for guidance and consultation assistance from lecturers, gave me more valuable insights, such as when I asked what if I applied this method in class, and he gave directions such as responses, views, or compatibility."* In the same case, Ismail said *"I efficiently took the initiative to ask my mentor, so he gave me direction on what strategy to use and the strategy gave me good results after I applied it"*, this proves that seeking guidance and mentoring are something that can make pre-service teachers have a broader view and knowledge so that they have an increased feeling of being more confident in making a decision.

Another data collection finding in this study found one's desire to collaborate with friends or certain communities to exchange ideas or opinions that can help in building creativity in the classroom, and making lesson plans that follow the conditions in the field, as said by Ismail, *"Yes, I took the initiative to collaborate with my friends even from different universities, so we exchange ideas and share ideas for lesson plans"*. Here it can be seen that taking the initiative to ask and exchange opinions can add insight from other people's views that can be taken or adapted according to the situation, as said by Aby, *"So I did ask one of my friends*

who I trusted and was in the same room, I asked my friend how to implement ice-breaking activities in the classroom, and he explained to me in detail, so it gave me creative ideas too". Collaborating with friends can help to understand different perspectives, thus enhancing creativity and innovation. Therefore, having a willingness to collaborate with friends or the community can build cooperation skills, which can help in organizing tasks, and developing learning strategies.

Furthermore, the last finding in this study is resource allocation, where in-service teachers use and utilize school facilities to get teaching results that follow the school. As Aby said, *"At that time I took the initiative to directly ask for guidebook facilities from them to make materials, and my mentor teacher gave a pdf e-book"*, and so did Ismail who took the initiative to borrow books from the mentor teacher, as he said, *"I asked the school for a book so that I could get an overview of their lessons, so from the book, I could make a comparison of stories between legendary stories in the Philippines and legendary stories in Indonesia."* From this, it can be seen that the desire to use school facilities can clarify the teaching program in the classroom which can make it more focused. As Setyaningsih et al. (2023) mentioned that the problem where the PSTs found in their textbooks, they discovered many objects which are only found in Indonesia, thus creating another problem for them. Finding proper and interesting material for each level also became their problem. In addition, they had to make their own materials and could not fully use the media in the classroom. Some exercises in the book were too difficult for the students, so they had to adjust them by creating new material.

Despite the promising result, it is important to acknowledge certain limitations of this study. Firstly, the study design relied on an interview, which may base on real experiences. Secondly, the participants were predominantly late teenage years, with limited experiences and skills that led to a lack of competence in teaching English. Lastly, this study did not assess habitual activities outside of teaching, which could have influenced the outcomes.

To further build upon these findings, future research should consider including objective results from observational reports. In addition, it would be beneficial to take more than two participants from pre-service English teachers in the International Teaching Practicum. Furthermore, drawing on more data from a variety of participants who have different backgrounds could add to broader insight regarding teacher agency.

CHAPTER V

5.1 CONCLUSION

In conclusion, this study shows that teachers must have the desire to make decisions, which is very important in developing the quality of education that can improve things wisely and effectively. This can help teachers to clarify their competencies as teachers. With the ability to take control of their professional development and decision-making process, teacher agency will depend on a combination of personal, behavioral and environmental determinants and play an important role in ensuring equitable access to English language education for students in developing countries.

5.2 SUGGESTIONS

This study shows that teacher agency is critical to creating an effective learning environment that can improve student learning outcomes. As stated earlier, by developing teacher agency in pre-service teachers during their early years of professional development, teachers are able to develop the skills and competencies needed to navigate the complexities of education policy and overcome the challenges they face in diverse contexts. This certainly has valuable implications for teacher education and development, as it helps to understand how teachers exercise their agency to shape their work environment and adapt to the evolving educational landscape.

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account the unique needs and perspectives of the students?

- Structural: Social Structures (relationship, roles, power, trust)

6. How do you establish and maintain positive relationships with your students, and how do these relationships impact your sense of agency as a teacher?

- Materials (Resources, physical environment)

7. How do you ensure that the materials and resources you use in your teaching are culturally responsive and appropriate for all students?

8. Can you provide an example of how you have created an inclusive and engaging physical environment within your classroom, and how you have evaluated its impact on student learning and well-being?

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| 3. | Projective | - | Short term |
| | | 9. | How do you ensure that your short-term teaching goals align with your long-term objectives as an educator, and how do you evaluate the impact of these goals on your professional growth and student outcomes? |
| | | - | Long term |
| | | 10. | Can you provide an example of a long-term educational project or initiative you have been involved in, and how you have assessed the effectiveness of this project in meeting its objectives and contributing to your sense of professional agency? |
-