

**THE ROLE OF SUPPORT SYSTEM IN INTERNATIONAL
TEACHING PRACTICE: A SELF-NARRATIVE INQUIRY**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



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APPROVAL SHEET

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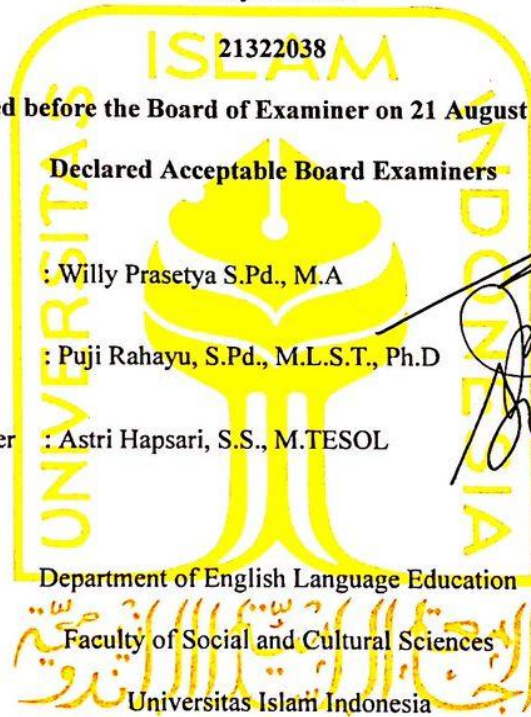
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 21 August 2025

The Writer,



Auliyatunnisa

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MOTTO

“Fa iżā faragta fanṣab”

"When I have finished one task, I have to keep going with another."

(Q.S. Al-Insyirah: 7) has become my life motto because it beautifully reflects the principle of continuous activity. The interpretation found in *Tafsir Al-Taḥrīr wa al-Tanwīr*, taught me that once I completed something meaningful, I should not just stop there, I should continue with the next good thing. It reminded me to always use my time wisely, stay productive, and fill my days with actions that bring benefit to myself and others.

DEDICATIONS

With all humility, I offered my infinite gratitude to Allah SWT who has guided me in every step of my life. If it were not for His love and grace, I might not have been able to walk this journey to the end. I dedicate this thesis wholeheartedly to my beloved parents, for their prayers that have always been a support for my steps, for their endless moral support, and for their hard work in helping me achieve my dreams. I also dedicate this work to the lecturers of English Education at Universitas Islam Indonesia for all the knowledge and guidance throughout my academic journey. If it were not from their support, I might never have had the opportunity to go further. Thank you for being a part of my growth process, not only as a student, but also as an individual. Also to my beloved friends, who never tire of encouraging me to complete my thesis and accompanying me in every second of this process, thank you for being a part of my journey. Lastly, I dedicate this to myself for my hard work, my dedication, and my commitment to giving the best not only to myself but to those around me. May this be the beginning of a long journey to continue spreading benefits and paving the way for greater contributions in the future, particularly in the education field.

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All praise and gratitude are due to Allah SWT for all His blessings and guidance, which enabled me to successfully complete this thesis. May peace and blessings be upon the Prophet Muhammad, the timeless role model and source of inspiration for me. In the process of writing this thesis, I would like to express my heartfelt thanks and deepest appreciation to:

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Yogyakarta, 21 August 2025

A handwritten signature in black ink, appearing to read 'Auliyatunnisa' with a small 'ns' above the end of the name.

Auliyatunnisa

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**THE ROLE OF SUPPORT SYSTEM IN INTERNATIONAL
TEACHING PRACTICE: A SELF NARRATIVE**

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ABSTRACT

As an instrumental part of international teaching practice (ITP), the support system is a network of individuals and resources that provides emotional, appraisal, informational, and instrumental assistance for a pre-service teacher (PST) in overcoming stress, achieving goals, and enhancing emotional well-being. While ITP is considered essential for pre-service teachers' professional and personal development, the role of support systems in this context is still under-researched. The present study seeks to close the gap by exploring the role of support systems that were received by the researcher as a pre-service teacher during international teaching practice. The primary data were collected from a self-narrative inquiry, documented from the researcher's personal thoughts, feelings, and experiences were analyzed thematically to find meaningful patterns and insights. Based on reflective journal data, four major sources of support were identified: support from institutions, support from the cooperating teacher and other teachers, support from family, friends, peers, and students, and self-affirmation as support. These sources of support shaped the PST' professional and personal experiences during ITP. The implications of these findings will contribute to the design of more integrated support systems during international teaching practice.

Keywords: International Teaching Practice (ITP), Pre-service Teacher (PST), Support Systems, Teaching Experience, Self-narrative Inquiry

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In an educational setting, international teaching practice (ITP) refers to teaching practice conducted in a country different from one's home country. This is usually organized through collaboration between institutions or organizational educators. Pre-service teacher (PST) was sent to teach in international settings where students come from diverse sociocultural backgrounds. Exposure to these varied educational systems during ITP helped PST improve their teaching competencies, leading to more effective teaching practice. Furthermore, ITP is known by several terms, such as international student teaching, overseas student teaching, teaching abroad, cultural immersion, and international settings experience for student-teachers (Nurhayati, 2022). Despite these various terminologies, forms of teaching practice in different countries have been widely implemented as an essential component of teacher training frameworks to train PST.

Across many countries, higher education institutions are establishing partnerships with international organizations to expand their global networks by developing international teaching experience programs that place PST in schools and universities abroad. Astutik and Prasetya (2021) argued that teaching practice arrangements are increasingly conducted across ASEAN countries,

requiring PST to gain practical teaching experiences not only in their home country but also abroad.

Many colleges and universities in Asia have organized student exchange programs to improve the quality of their prospective educators. One of the most popular programs is the SEA Teacher Project, or Pre-Service Student Teacher Exchange in Southeast Asia, created by the Southeast Asian Ministers of Education Organization (SEAMEO). This exchange program is intended for pre-service teachers in their fourth year of study in a specific subject and is usually held twice a year (SEAMEO, 2018).

Beyond its rapid growth, the international teaching practice experiences were crucial for helping PST describe diverse educational systems, cultural contexts, and teaching methodologies which were essential for effective teaching (DeAngelis et al., 2013). Instead of helping to improve their pedagogic competencies, involving in ITP provided PST with valuable opportunities to experience authentic work environments alongside mentors, teachers, colleagues, and students in a new educational context. Huling (1998) emphasized that ITP offered essential hands-on experience within classroom settings that include students, teachers, and curricula, allowing them to understand the complexities and demands of teaching in a global context.

Although the program offers valuable benefits for PST, it also presented multiple challenges that required them to have the ability to adapt in a new educational environment. A study by Kabilan et al. (2020) indicated that

unfamiliarity or lack of fluency with the new educational environment caused a psychological burden on PST, leading to experiences of stress, anxiety, and isolation. This highlighted that adapting to an international or foreign education context is a biggest challenge that requires an intensive source of support system. As a result, if PST could not find the source of the support system, the risk of negative impacts on their effectiveness in the teaching and learning process will increase.

Given these significant challenges, it is crucial to understand how the role of support systems becomes a central concern for preservice teachers (PSTs) in navigating difficulties during ITP. However, despite the acknowledged importance of support systems, there is limited research specifically examining the role of support systems as perceived by PSTs. While previous research on the role of support systems during ITP, conducted by Kaur et al. (2021), focused only on identifying the types of support systems available, including emotional and physiological, motivational, professional, and technical support, this research did not deeply describe support systems from the personal experiences and perspectives of preservice teachers themselves.

As a result, PSTs' perspective is crucial in understanding the role of support systems because they offer firsthand insights into the forms of support received and which forms of support were most effective. Their experiential insights can inform the design of more effective support systems in ITP. The context for this perspective is drawn from the experience of the PST, who was

also the research participant from the department where the researcher enrolled in the program. This program provided valuable professional development opportunities for the PSTs, while the challenges they encountered also highlighted the importance of effective support. However, research that specifically described support systems from the perspective of PSTs, particularly in the Indonesian context, still remains limited. Therefore, this study aimed to describe the types of support PSTs themselves received and how that support played a role during the ITP.

1.2 Limitation of the Problem

This study has several limitations. First, in terms of the number of participants, this study involved only one pre-service teacher (PST), which may limit generalizability to other PSTs from different institutions, programs, or countries. Second, the study mainly relied on qualitative data that focuses on self-diary journals and rewritten using a narrative framework. Although triangulation through multiple data resources was conducted to reduce potential subjectivity, the study did not include additional methods such as stimulated recall interviews with mentors, supervisors, or teacher staff from host institutions. Incorporating these multiple perspectives might have offered a more comprehensive view of support systems and enhanced the objectivity of the study.

1.3 Formulation of the Problem

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What kind of support systems did the researcher receive as a PST when participating in the ITP?
2. How do those supports play a role in the ITP?

1.4 Objectives of the Study

The current study aims to explore the role of support systems during ITP from the perspective of Indonesian PST regarding the challenges they faced, form of support they perceived, and how these supports influenced teaching experiences in the broader context of English Language Teaching (ELT). Self-diary journal entries written by PST during ITP were analyzed to gain a better understanding of the difficulties encountered and possible solutions to these issues. Through this research, several stakeholders will be able to better address issues during ITP and implement effective strategies for the PST' overall experience.

1.5 Significance of the Study

Valuable benefits can be gained from this study on how support systems function and influence PSTs during teaching practice, which is a crucial stage in ensuring the quality of teacher education. First, the perspectives gathered from this study provide direct insight into the effectiveness of which types of support need to be enhanced and which require further development. Furthermore, these insights can also assist teacher education institutions, particularly in Indonesia, on how to design a better teaching training framework that supports the professional growth of PST in the international setting. Finally, by addressing an existing research gap, the findings in this study can guide policymakers and other stakeholders that are involved in the ITP context to create more responsive and supportive environments, ultimately enhancing the overall success of the international teaching experiences.

CHAPTER II

LITERATURE REVIEW

2.1 International Teaching Practice

In the present era, teaching practice is no longer limited to domestic contexts but also extends abroad. One of them is the International Teaching Practice (ITP) program, which is a type of experience in the educational field where pre-service teachers (PST) are involved in teaching activities in a foreign country as part of their formal teacher training. Zahro et al. (2024) further explained that many educational institutions participated in ITP to prepare PST to teach in diverse, real-world settings. This program is important for the professional development of PST as it helps them to improve the quality of teaching and strengthen their pedagogical skills. In line with this, ITP has many benefits for participants as conveyed by Kabilan (2013) in his study on PSTs' experiences of professional development that benefits include increased confidence in speaking and communication, enhanced confidence and teaching skills, improved interpersonal skills, and a broader perspective of education and culture.

Studies have also shown that ITP brings many benefits, including professional development experiences (Kabilan et al., 2017), professional learning (Moorhouse & Harfitt, 2019), PSTs' teacher identity development (Anindya & Triyoga, 2025), and strengthened emotional resilience during ITP

(Astutik & Prasetya, 2021). However, these benefits are also accompanied by the multiple challenges, which caused the need to describe not only what PST gained from ITP but also what kind of support that helped them to navigate those challenges. On the other side, several studies on PST conducted in various international teaching practice (ITP) contexts have shown that pre-service English teachers undergo significant difficulties, including challenges during ITP (Kabilan et al., 2020), language barriers (Chasanah & Sumardi, 2022), teacher mentors (Suhandra & Ariawan, 2023), and anxiety (Azami, 2024). In addition to those scopes, another equally important factor during ITP is the support system because transitioning to a new environment can be challenging, requiring strong support to ensure that PST has a positive and enriching teaching experience (Kabilan et al., 2020).

In this study, the term "challenge" refers to obstacles, problems, difficulties, dilemmas, setbacks, and deficiencies experienced by pre-service teachers (PST) during ITP, particularly in teaching English. In relation to this, the previous study by Kabilan et al. (2020) in his research about the challenges faced by pre-service English foreign language (EFL) teachers in the context of teaching in ESL settings: (1) adapting to the curriculum and syllabus, the curriculum in the Malaysian context refers to a student-centered approach, while in the Indonesian context, most of the teachers use a teacher-centered approach, (2) PST reported that creating engaging lesson plans was the most difficult thing, (3) the language barrier experienced by PST when students' English proficiency was limited, (4) the lack of support system in relation to cultural differences,

especially when the environment and facilities do not support navigating challenges. These findings showed consistency that focus on support systems and their role in helping PST navigate multicultural challenges.

Furthermore, being in an international setting often exposed PST to emotional challenges. A previous study conducted by Bhochhibhoya et al. (2017) found that when in an international environment, individuals often experience increased feelings of stress and loneliness, particularly if social support is limited. The findings of this study also revealed that social support plays a protective role in maintaining emotional well-being. Apart from that, Dzulfikri and Azami (2024) found that the pre-service teacher (PST) who undertakes teaching internships abroad and at home institutions experienced similar emotional challenges when interacting with new communities. Despite the growing body of research examining the emotions faced by PSTs during ITP, the role of support systems during ITP, especially as experienced directly by Indonesian PSTs, has received little attention.

2.2 Support System

Studies have shown the need for support systems during international teaching practice is undeniable. Support systems are pivotal to the well-being and professional development of individuals. In his research, House (1983) stated that having a support system in the workplace environment is key to managing stress and enhancing job satisfaction and overall well-being. House

(1983) conceptualized support systems as encompassing various forms of social support, including: (1) emotional support, (2) instrumental support, (3) informational support, and (4) appraisal support to overcome personal and professional challenges. These support systems can originate from formal support that might include formal support, such as mentoring programs, supervisory guidance, organizational resources, and professional communities. Meanwhile, informal support comes from social networks, such as family, friends, colleagues which provide emotional comfort, practical assistance, and social connection (House, 1983).

Table 2.1 House's Theory of Support System

Support System Components	Definition
Emotional Support	Support systems in the form of emotional support involve multiple expressions, for instance empathy, love, trust, and concern.
Instrumental Support	Support system in the form of instrumental support refers to tangible assistance, services, and logistics.
Informational Support	Support system in the form of informational support involves providing suggestions, advice, and information.
Appraisal Support	Support system in the form of appraisal support includes validation and affirmation of one's competence, which can boost self-confidence and self-esteem.

2.3 Previous Studies on Support System in International Teaching Practice

Kaur et al. (2021) expanded on his previous study by examining the role of support systems in international teaching practice (ITP) context. This study showed various challenges faced by pre-service teachers and identified types of support that help them overcome the challenges. The findings revealed that support systems served as a vital resource in several ways: (1) promote emotional and physiological well-being by sorting stress factors, (2) provide motivation and morale to boost PST' motivation, (3) professional knowledge and skills through pedagogical guidance from mentors, (4) offer technical support, which includes communication and information during the teaching process. Nevertheless, the study primarily did not extensively incorporate personal perspectives of PST themselves.

Research further demonstrated that effective support systems during ITP can significantly enhance the professional development and career intentions of PST. DeAngelis et al. (2013) which identified several factors that influenced the career decisions of PST, including the quality of teaching preparation, early career support, feedback and support, and actual decisions. The study conceptualized two main concepts. First, main effects, refers to PST preparation quality and early career support from mentoring and induction programs. Another one is interaction effects that refers to the effectiveness of mentoring and induction support on how well-prepared PST felt. As a result, if PST feels fully supported by their mentors, colleagues, and institutions, helped to develop a strong commitment to their teaching profession (Ingersoll & Strong, 2011)

Within the ITP context, it is beneficial for institutions, mentors, peers, collegial and other school environments to provide support systems in reducing stress and enhancing physiological well-being of PST (Kabilan et al., 2020). To keep PST' maintain their teaching motivation and commitment, it is important to have a supportive environment. Along with that, a previous study by Feiman-Nemser (2012) said that one of the greater impacts of teacher effectiveness than any other element is mentoring. Mentoring in teaching practice means how the learning material should be planned, how the student will be learned, and other ideas related to pedagogical guidance that is given. Mentoring itself involves several components.

Burkman (2012) revealed that there are three components of mentoring: (1) observing, where mentors should regularly monitor teaching practice and provide constructive feedback, (2) modelling, in which mentors should demonstrate effective teaching strategies, and (3) reflecting, when mentors encourage PST to think critically about their own teaching practice for improvement. In short, sources of support in the form of mentoring were found to be the most crucial factors in developing teaching commitment for PST. By focusing on those things will help PST to enhance their pedagogical skills. However, despite these insights, there were still limited discussions about how such support systems are shaped and perceived during ITP.

The previous literature, including the studies by House (1983) and Kaur et al. (2021), emphasized the importance of support systems in the workplace and teaching context. To put it clearly, House's research emphasizes the role of

social support as protective factors to face the challenges in the workplace. On the other hand, focuses more on emotional and technical support of PST during teaching practice, rather than on support systems developed or perceived by PSTs themselves (Kaur et al., 2021). While both studies acknowledge the vital role of support system mechanism, limited attention has been given to how these forms of support are personally experienced, interpreted, and reflected by PST within the context of ITP. This highlighted the need to describe more deeply about the role of support systems in international teaching practice from the perspective of PST themselves.

2.4 Theoretical Framework

The research utilized the construct from House (1983) regarding social support in the workplace, which identified four types of support: (1) emotional, (2) instrumental, (3) informational, and (4) appraisal. In the context of ITP, the research also referred to the framework of Kaur et al. (2021), which highlighted how the role of support systems contributed to PSTs' overall development. Furthermore, to capture how these supports are experienced and perceived during ITP, this research used a self-diary journal written by PST. The following figure illustrates the framework of the support system adopted in this research.

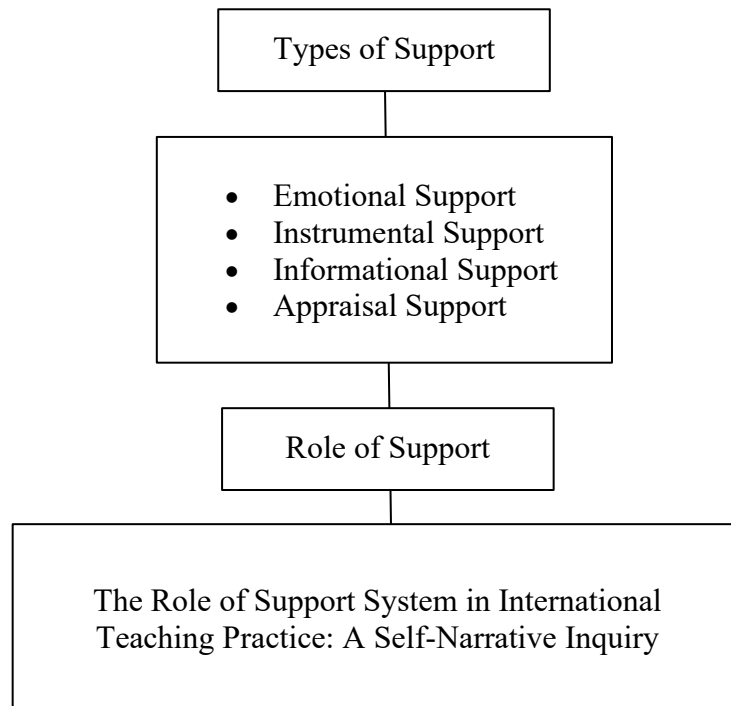


Figure 2.1 Theoretical Framework

CHAPTER III
RESEARCH DESIGN

3.1 Descriptive Qualitative Research

This study utilized a qualitative design in the form of self-narrative inquiry that focused on the personal stories of participants during ITP. Self-narrative inquiry, as proposed by Connelly and Clandinin (1990), emphasized the importance of autobiographical storytelling and reflective practice in research. In their subsequent study (Connelly & Clandinin, 2000), narrative inquiry addressed how experiences develop over time, how perspectives can be shaped through social interactions, and how meaning is constructed from physical and cultural contexts. While the narratives were framed using structural elements such as scene and plot (Welty, 1979), the analysis of the data was conducted through thematic analysis.

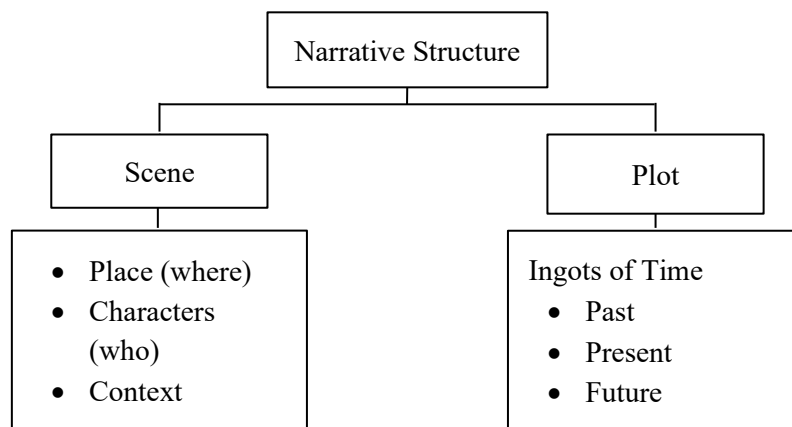


Figure 3.1 Narrative Element

Along with that, Welty (1979) stated that the narrative elements such as scene and plot served to frame how experiences were documented, whereas scene refers to the setting where an action occurs, development of the characters in the story, and the social or cultural context influences are felt. The social and cultural contexts refer to the characters and physical environment outside the classroom (e.g., heads of departments, principles, school, and all school residents). The plot, on the other hand, is linked to the concept of time. From the point of view of the plot, time is divided into three structures, past, present, future. This simple idea helped to explain how different types of stories or data will focus on different parts of time. Hence, the narrative data sources are potentially classified into past, present, and future. Story telling and autobiography tend to be located in the past, while journaling and writing located in the present, and participant observation located in the future.

However, self-narrative can be attributed to self-serving bias (SSB) due to the possibility that individuals present their experiences objectively. In their study, Miller and Ross (1975) emphasized that SSB occurs when individuals attribute all success factors to their own abilities and efforts. Meanwhile, failures and negative experiences stem from external factors, in order to protect their individual self-image. To reduce the bias, this study utilized data triangulation by combining three data sources: PST diary, narrative writing, and PST artifact. By combining multiple data sources, it has the potential to produce a more

credible and balanced interpretation of PST experiences. Furthermore, the researcher was also accompanied by a thesis supervisor to help minimize the potential of SSB

3.2 Participants

This research was conducted in Satun, Thailand, when the researcher participated in the International Teaching Practice (ITP) program in 2024. This program is a form of international mobility that focuses on teaching English in EFL settings. The purpose of this program is to provide PSTs with the opportunity to implement their teaching skills in educational contexts different from their home countries. The participant of this research was the researcher herself, an education student at a private university in Yogyakarta. During her one-month ITP at boarding school, she wrote a diary containing teaching experiences that covered many aspects. In addition, the researcher immersed herself in teaching English at the kindergarten and elementary school levels, which were divided into two categories, international and regular class programs. It should be noted that the researcher also had previous ITP exposure in the same country, Chiang Mai, northern Thailand, where she taught English in special education for one month. During consecutive ITP programs, the researcher consistently wrote a self-diary in written form. Therefore, the researcher believes that her narrative report in the form of a daily journal while teaching abroad has a rich instrument to be described.

3.3 Data Collection Techniques

The researchers used a self-diary journal as the main instrument to support the needs of the study about exploring the role of support systems during international teaching practice (ITP). In this study, the researcher fully adopted the research method of Connelly and Clandinin (1990) which helped from the story writing process to how the experience was then interpreted more deeply. By referring to the process of writing to meaning from Connelly and Clandinin (1990), the researcher engaged in a process of living, telling, retelling, and reliving experiences through a diary journal.

First, the researcher wrote a diary of her daily life in Thailand, expressing her teaching experiences during the ITP. Then, the data were read and reread to identify the pattern, and further the researcher re-examined the data several times to gain a deeper understanding. Additionally, as explained by Clandinin and Connelly (2000), it is permissible to remain aware of how meaning develops over time while still maintaining the analysis into theoretical, methodological and interpretive considerations. Apart from that, the reliving narrative was then rewritten using Welty's (1979) narrative frame. Only the frame was adopted here, acknowledging the importance of time, place, and social context in shaping experience.

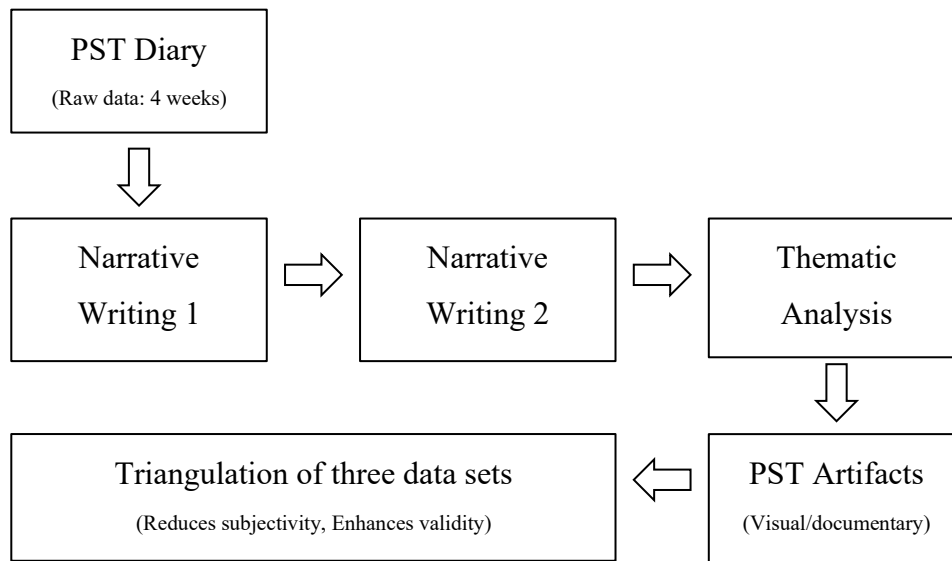


Figure 3.2 Data Collection Process

Apart from the writing and data understanding process, this study utilized three sets of data during data collection. The first was the PST diary, which is the original manuscript of a diary journal written regularly over a four-week period. These raw entries were then reduced and organized in line with the theoretical framework of support systems proposed by House (1983). This data sorting process yielded the second set of data, narrative writing, which came from rewriting the diary journal using structured narrative elements by Welty (1979).

The data was then thematicized using thematic analysis by Braun and Clarke (2006), which resulted in specific patterns and themes. These processes resulted in third data, the PST artifacts, which were selected to emphasize essential points from the findings and provided supporting evidence. All

together, it can be concluded that three sets of data formed a process of triangulation, which helped to reduce the subjectivity. The appendix only attached a sample of PST diary, narrative writing, and PST artifacts (see appendix 1, appendix 2, appendix 3, and appendix 4). Thus, it did not include all the data out of confidentiality for the host institutions.

3.4 Data Analysis

In this study, the data was analyzed using thematic analysis by Braun and Clarke (2006) to detect, analyze, and report patterns in the data presented in a structured and detailed manner. The process involves six phases: (1) familiarization with the data, (2) generation of initial codes, (3) search for themes, (4) review of themes, (5) definition of themes, and (6) producing the final report (Maguire & Delahunt, 2017). In this analysis process, after familiarizing herself with the data, conducting multiple in-depth readings, and discovering something interesting.

The next step, the researcher focused on defining themes after the data was coded in colours, resulting in five primary codes: formal support, informal support, emotional support, instrumental support, appraisal, and limited support. Each code was analyzed based on its relevance to the researcher's components: the role of the support system, teaching challenges, and source of support. After finding a set of candidate themes based on the primary codes, the researcher then

engaged in two levels of review and refinement. Then, the defining and naming stages were conducted to determine the data that captured each theme. Finally, in the analysis, the researcher produced a report that provides a concise, logical, and coherent account of the story the data tell.

3.5 Trustworthiness

In this research, the researcher used data triangulation as a tool to reduce bias and increase the trustworthiness of the research results. The data used included self-diary journals, narrative writing, and PST artifacts. The researcher used this tool due to its ability to provide multiple perspectives and strengthen the credibility of the results compared to other methods. In this process, the researcher was accompanied by a thesis supervisor whose role was to ensure that the rewriting process and finalization of the data were free from bias.

To further minimize the potential of self-serving bias (SSB), the research process involved the data reduction stage, the thesis supervisor provided step by step guidance on how to rewrite the raw data into narrative writing. In this stage, the data was written two times in order to make sure the narratives clearly aligned with support system context. In the next stage, data thematization, thesis supervisor also ensured that the findings were free from SSB. At this stage, the researcher went through five supervision sessions, which focused on keeping the language neutral and objective. For instance, an initial theme drafted by the researcher was: *"lack of supervisory clarity and its emotional toll."* This was later

revised to a more objective theme: *"support from cooperating teachers and other teachers."* Finally, in the last stage, the final checking, the thesis supervisor conducted thorough review to check for any remaining bias and provided both validation and feedback on all data and findings.

As emphasized by Miller and Ross (1975), the influence of self-serving bias (SSB) can cloud data interpretation because individuals tend to assess causes and effects subjectively with the aim of protecting self-esteem and feeling better about themselves. Therefore, by applying data triangulation, researchers can mitigate the influence of bias and ensure the validity and credibility of the findings. Data validity is also supported by validation and feedback from the thesis supervisor from the beginning to the end of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Findings

This study aimed to describe the role of support systems received by pre-service teachers (PST) during international teaching practice (ITP), identifying the types of support provided and examining how each contributed to the overall teaching experience. Based on data collected from self-diary journals, four main sources of support were identified: support from institutions, support from cooperating teachers and other teachers, support from family, friends, peers, and students, and self-affirmation as support. The results of this study indicated that the most dominant forms of support found were instrumental support, emotional support, and appraisal support. subjectivity.

4.1.1. *Support from institutions*

The support that PST received from institutions during ITP was highly varied, especially in the form of administrative, hospitality, and teaching supplies. It was provided by multiple sources, including home university and host institution. The support that PST received from these institutions was varied. Some PST received comprehensive support in terms of financial assistance, materials, accommodation, pre-departure training, and other supporting tools, while others did not receive such provisions.

A study by Yuyun et al. (2025) explained that the main challenge faced by PST during ITP was actually inadequate educational infrastructure and learning resources, which could hinder the delivery of teaching. However, in this context, PST felt significantly supported due to institutional assistance received.

“I felt super happy and grateful because the faculty supported us so well. Everything was fully funded, and the pre-departure briefing from our supervising lecturer was really helpful.” (Narrative Writing, Day 1)

When institutional support was adequate, PST were relieved of some additional burdens. It also represented that the support provided by the university and faculty was not limited to technical, but included full financial support and pre-departure preparation that strengthened the PST' commitment and teaching readiness. In addition, PST also received teaching related assistance, such as providing teaching schedules and accessible learning resources.

“I also got teaching schedules and instructions on what to do. Plus, they gave me a pile of textbooks to use as references for teaching.” (Narrative Writing, Day 2)



Figure 4.1 Teaching Schedule and Textbook

The support provided, such as teaching schedules, guidance from mentors, and textbooks used for teaching purposes, significantly helped participants to navigate some challenges. This was especially important given the differences in the curriculum, syllabus, lesson plan, and other teaching media.

Furthermore, the host institution contributed further by offering access to essential teaching supplies (e.g., markers, erasers, and other teaching aids) which facilitated the teaching process. Participant expressed appreciation for this arrangement:

“The school made it so easy for teachers by giving them free access to print whatever documents or teaching media we needed. They also provided me with teaching supplies like markers, erasers, and more. It really helped me out.” (Narrative Writing, Day 19)



Figure 4.2 Teaching Supplies

Tangible support reflected the institution's genuine concern for the daily needs of PST in the field, which impacts their teaching effectiveness. Furthermore, among all the forms of support provided by the host institutions,

there was one aspect that not all institutions seemed to be aware of was the importance of recreational activities to maintain the PST' work-life balance.

*“I felt like I hadn't explored Satun enough since my weekends were mostly spent teaching extra classes and running work programs.”
(Narrative Writing, Day 13)*

A lack of personal time due to demanding work responsibilities affected PST' psychological health and limited their opportunities to connect with the local culture. These imbalances have the potential to reduce critical reflection and social engagement, which are crucial aspects of cross-cultural teaching practice. However, it can be overcome if PST was given the chance to engage with local culture, and explore the place around. This not only provided cultural exposure but PST experienced renewed energy and motivation. As shared in another reflection:

“It was such a refreshing day. After spending so much time staying at the boarding school, we finally got to go out and explore. All of this was thanks to the support and facilities from the host institution and the amazing team. I feel like experiences like this made me want to contribute even more.” (Narrative Writing, Day 14)

It emphasized that support for a balance between academic work and personal needs is not merely an add-on, but an integral part of an effective institutional support system. Support from institutions in the form of technical, financial, and pedagogical support during ITP also plays a significant role in reducing PST' academic burden in the work environment.

“My friends and I, along with the cooperating teacher and another English Teacher, had a farewell event and English club party with the students. The whole tour, including food and drinks, was covered by the host from the Islamic boarding school. Everything was completely free.”
(Narrative Writing, Day 28)

Host institutions cultivated a mutual exchange between the support offered and the responsibilities carried out by PST. What was received necessitated equal responsibility and commitment in return. In turn, PST developed a strong sense of responsibility toward the host institutions, which provided accommodation, meals, teaching tools, and cultural activities. These forms of support ultimately inspired PST to make meaningful contributions during the practicum.

In accordance with the data, it can be concluded that support from universities, faculties, and host institutions in the form of administrative support, teaching supplies, or social support has significantly contributed in alleviating logistical burdens and enabling PST to focus on their core teaching responsibilities. Therefore, support from institutions not only facilitates teaching activities but also enhances PST' motivation and a sense of responsibility to the community they live in.

4.1.2. Support from cooperating teacher and other teachers

Pedagogical guidance and informational support were also provided by cooperating teachers and other English and homeroom teachers at the school. Understanding how PST received forms of support is essential improving mentoring practices in future ITP programs.

Gilliland’s (2015) narrative inquiry study emphasized that cooperating teachers should be actively involved throughout the ITP process, including in lesson planning, classroom observation, and reflective teaching activities. At the beginning of the practicum, PST received relevant teaching strategies and contextual insights.

“The cooperating teacher was so informative at first. He shared tips and tricks for teaching English to Thai students, including their characteristics and the best methods for each level.” (Narrative Writing, Day 2)

On one occasion, PST were asked to handle the assessment for students before they have an examination. This was further supported by the pedagogical guidance from the cooperating teacher about what the PST should prepare for these responsibilities.

“For this week's teaching, the cooperating teacher asked me to focus more on practice or reviewing the material since the kindergarten and primary students would have their final exams at the end of this month.” (Narrative Writing, Day 17)

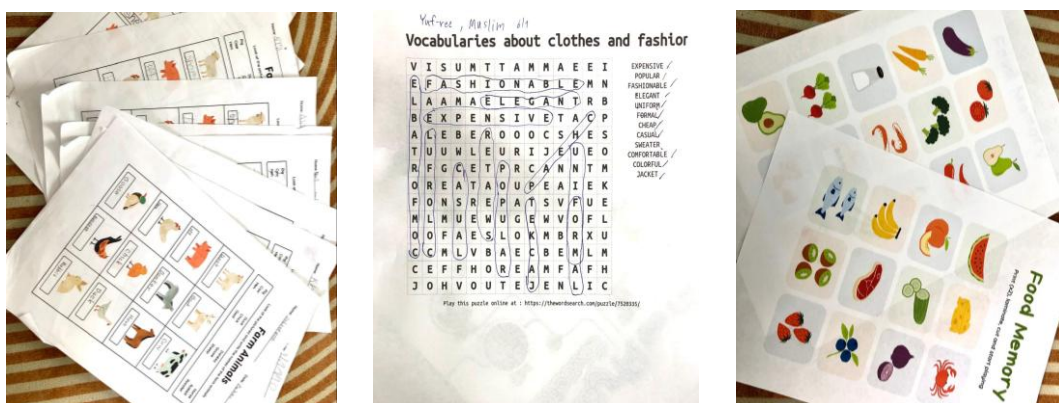


Figure 4.3 Students’ Worksheets

However, informational and pedagogical support were provided only at the beginning. In the following days, PST did not receive consistent support. PST experienced lack of mentor involvement, limited emotional support, and minimal constructive feedback, which led to feelings of isolation, professional doubt, and exhaustion. Without consistent involvement, the cooperating teacher left PST to manage realities on their own.

"On my third day here, according to the schedule it should still be an observation day, but the cooperating teacher suddenly conveyed the sudden information that I had to replace him teaching in three kindergarten classes." (Narrative Writing, Day 3)

Although it was only the first week, the challenges were already evident, marked by unclear schedules and inadequate informational support. As Chandran et al. (2022) emphasized, the lack of a professional teacher support system leads to increased workloads and inadequate learning designs for PST. This issue was also evident when the cooperating teacher's lack of involvement resulted in unequal task distribution and excessive burdens:

"I was a little overwhelmed because the time was quite long, we were confused about what else we should teach because at that time the cooperating teacher and other friends went out to a traditional market. So just the two of us, me and my friend had to stay here and handle the students. It was really unfair." (Narrative Writing, Day 7)

Beyond the issue of informational support, poor communication between stakeholders further impacted PST' motivation and emotional well-being. Work programs that had been carefully prepared were abruptly canceled without clear

explanation, which impacted their emotional well-being and motivation.

"My friends and I were super annoyed because one of our work programs just didn't continue, even though we'd put so much effort into preparing for it. But then, out of nowhere, there was no follow-up about the program. We'd asked about it so many times, but there seemed to be some miscommunication between teachers. It felt like all our hard work was for nothing." (Narrative Writing, Day 10)

PST along with other peers had prepared many things that were assigned by the cooperating teacher, such as activity plans, games, flashcards, and rundowns. However, no further updates were provided until the cooperating teacher suddenly decided to cancel the program. The situation worsened when PST felt unsupported.

"I'd say this was the hardest day for me here because I felt so much pressure and accusations from all sides. It all started because of miscommunication between the cooperating teacher, me, and my friends." (Narrative Writing, Day 19)

Miscommunication occurred not only between PST and the cooperating teacher but also with school officials. Initially, no clear rules were communicated during the on-boarding session. Furthermore, when the cooperating teacher only communicated on academic aspects and ignored the social or emotional issues, PST felt invalidated and unsupported.

"He barely asked about our progress, let alone helped us. So we had to manage everything on our own. On the other hand, my friends and I always offered help whenever he needed it, even before he asked. I honestly felt he wasn't contributing enough, and it made things tougher for us." (Narrative Writing, Day 19)

These experiences revealed that PST perceived the cooperating teacher's role to include not only pedagogical guidance but also awareness of their emotional needs. This corresponded with Gilliland (2015) findings, which stated that cooperating teachers should have acted as listeners, helping PST resolve both interpersonal and pedagogical issues. In the absence of this support, PST experienced a decline in motivation and confidence.

“It crushed my confidence at that moment. My friends and I had done our absolute best, but it felt like all our efforts were ignored or dismissed because of people’s wrong assumptions about us. I didn’t know how to react. I just felt embarrassed and demotivated, even though none of it was our fault.” (Narrative Writing, Day 19)

Although support from the cooperating teacher was limited, other teachers at the host school stepped in to provide alternative and meaningful forms of assistance. The form of support that they served, including instructional guidance, emotional support, logistical aid, and social hospitality. These teachers often became the PST' go-to figures when facing practical or pedagogical difficulties, thereby filling the mentorship gap that had been expected from the cooperating teacher.

In classroom settings, local teachers frequently offered technical assistance, particularly in overcoming language barriers. For instance, one PST recalled receiving in-class support during bilingual teaching activities.



Figure 4.4 Homeroom Teachers' and Peer Assistance

"I was accompanied by the homeroom teacher to translate into Thai and by my friend, who helped me if I needed anything as teaching material." (Narrative Writing, Day 3)

Moreover, the absence of a close relationship with the cooperating teacher often led PST to form deeper and more meaningful connections with other teachers. These relationships extended beyond professional boundaries and evolved into personal friendships, which enriched the overall practicum experience.

"I think my connection with the teachers grew stronger because of how often I went to school and taught the students in kindergarten and primary school. Without that, I probably wouldn't have had the chance to meet or interact with them. I feel really grateful to make new friends and connections with them." (Narrative Writing, Day 13)

The support received from fellow teachers left a lasting impression on PST, contributing significantly to their emotional resilience and instructional development. These teachers not only provided support related to classroom management but also created an inclusive and safe environment. The form of

support included offering meals, accompanying PST during breaks, checking in on their well-being, and even sharing personal resources like transportation.

"I got really close to the other female teachers there. They were super nice, always checking in if I needed anything or had any problems. Some even bought me drinks and food! We also got into the habit of going to the canteen together during lunch. They even told me I could borrow their vehicles anytime I needed one." (Narrative Writing, Day 8)

These supportive actions, although informal, played a vital role in reducing the emotional and logistical burden of teaching abroad, especially in the absence of structured mentorship. The sincere efforts of the school's teachers demonstrated how informal networks can become powerful sources of support.

Furthermore, after the challenge that PST faced, there were times when the cooperating teacher also provided space for reflection. Eventually, despite the earlier lack of guidance, the cooperating teacher provided opportunities for reflection. These moments helped PST identify their strengths and areas for growth. Constructive feedback contributed to their confidence in managing classroom diversity, as described:

"In my opinion, today's discussion included sharing sessions, reflection, and evaluation because the cooperating teacher asked about how or what we experienced during the few days we lived here, and he also asked whether there were any difficulties." (Narrative Writing, Day 5)

"I always made sure to coordinate actively and report back to the cooperating teacher after every lesson. He kept checking in to make sure everything went smoothly and regularly mentored me." (Narrative Writing, Day 17)

Mentoring, however, should not have been a one-way effort. Cooperating teachers needed to initiate two-way communication, as Maphalala (2013) emphasized, to improve feedback and overall performance. At the end of the ITP, the cooperating teacher occasionally demonstrated concern for non-academic aspects.

“He reminded me to take care of myself and told me to let the others know if anyone was sick. In our group chat, my friends also kept reminding each other to stay healthy since it was the rainy season, and a few of them even went to get treatment. The cooperating teacher also asked how many of us were unwell and made sure we all got vitamins or medicine if needed.” (Narrative Writing, Day 16)

Interpersonal care significantly contributed to the PST’ emotional well being. Moreover, the positive outcome also emerged when the cooperating teacher expressed appraisal support, including expressions of gratitude, verbal appreciation, and recognition of the PST’ hard work, it provided important validation:

“Our cooperating teacher drove us back to our dorms in his car. Before we left, he thanked us for all our hard work and said he really appreciated what we did. Honestly, hearing those words made all the tiredness worth it.” (Narrative Writing, Day 28)

Toward the end of the teaching placement, the cooperating teacher acknowledged specific contributions, especially from those who managed more demanding teaching assignments. This recognition was deeply meaningful for the PST, as it affirmed the value of their dedication.

"What stuck with me the most was when he specifically appreciated me and my team. He said something like, 'Thank you to everyone, especially those who taught in kindergarten and primary school. You had the busiest and toughest schedules, and it wasn't easy at all to handle the students; you needed so much energy. Only the best and most dedicated people could handle it.' Hearing that really meant a lot to me." (Narrative Writing, Day 28)

These moments of appreciation helped restore confidence and reinforced the PST' sense of purpose. It can be concluded that support from the cooperating teacher and other teachers plays an important role in shaping a supportive and professional ITP experience. However, the support PST received from the cooperating teacher was considered insufficient, particularly in the areas of informational, appraisal, and emotional support. While pedagogical guidance was present, many PST relied on other teachers for emotional and informational support.

4.1.3. Support from family, friend, peer, and student

The form of support identified in these themes comes from social and interpersonal relationships that were not formally tied to the institutions. These themes refer to moral support, informal support, and student-teacher support that PST received from peers, students, family members, and friends during their ITP. These sources of support play a crucial role in helping PST face emotional challenges and adapt while in a foreign environment.

Family support played a central role in maintaining emotional well-being. Although physically distant, the presence of family members was constantly felt

through ongoing communication, prayers, and words of encouragement. The act of simply updating parents, receiving their reassurances, or knowing they were praying for their success helped the PST feel grounded during moments of homesickness.

“I always made time to update my parents. Their support and prayers were a huge reason I could get through my days here. Like always when I was abroad, I felt homesick and I know that it’s totally normal.”
(Narrative Writing, Day 9)

The emotional support was maintained through digital support. Despite being overseas, PST remained closely connected with their loved ones, and this connection helped reduce the feeling of isolation. Having had prior experience teaching abroad, the PST demonstrated a more mature capacity for resilience in this second opportunity. PST had already learned to manage homesickness and regularly communicated with family which became their coping strategies.

Apart from support from family, friends from the home country actively contributed to moral support. Their involvement, even when limited to virtual interactions, had a noticeable emotional impact. Reactions to social media posts, short messages, and words of admiration provided emotional warmth and assurance that PST were not forgotten or alone in their efforts.

“My friends back home always sent me meaningful messages or reacted to my posts on social media. That really kept me going and meant so much.”
(Narrative Writing, Day 9)

These seemingly small gestures played a big role. They reminded PST that they were supported by a broader network that was proud of their journey and rooting for their success even from afar. The social recognition reinforced their self-worth and gave them motivation to push through tiring days or stressful teaching moments.

Meanwhile, informal support from peers within the ITP was one of the most immediate and dependable sources of emotional and practical assistance. These were the people who shared the same teaching space, faced the same culture shock, and lived under the same routines. Peer support often came in the form of shared meals, heartfelt conversations after challenging days, collaborative work, and simple acts of kindness like checking in on each other's well-being.

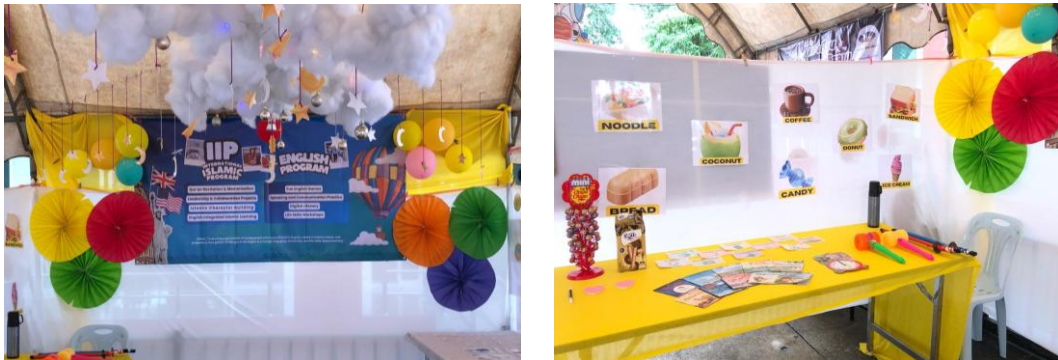


Figure 4.5 Collaborative Work with Peers

“This program was very different in terms of the environment and facilities. But my friends were super supportive, and that helped me stay positive and confident about surviving there for the whole month. (Narrative Writing, Day 1)

These relationships were not just professional. They evolved into personal connections built on mutual understanding, empathy, and solidarity. Being surrounded by people who truly understood created a safe environment in which worries were shared, help was asked for, and small achievements were celebrated. These bonds were often established even before departure, through group chats, briefing sessions, and preparation meetings, which helped foster a sense of familiarity and belonging from the start.

Beyond family, friends, and peers, another essential source of support was found within the student-teacher relationship. In this context, students served as an unexpected yet deeply meaningful source of emotional support. Although teaching kindergarten and primary school students required a great deal of energy and emotion, the presence of students was actually a source of motivation for PST:

“Even though teaching kindergarten and primary students was super exhausting and needed so much energy, I often felt physically and emotionally drained. But honestly, my students gave me a lot of emotional support.” (Narrative Writing, Day 15)

Based on the PST' teaching exposure, she never had experience teaching children in a kindergarten class, which was her first time using a different teaching method. New teaching strategies were developed to accommodate the active nature of young learners, whose behavior and learning needs are different from students at the primary, secondary, or senior high school levels. But it all paid off with the emotional support given by the students themselves. They became a source of joy for the PST when things felt tough, but the students

always provided motivation with their words of affirmation, enthusiasm and passion for learning, and especially when they achieved learning outcomes.

“Teacher, I want to be like you when I grow up.” When I asked why, they replied, “Because teacher is awesome and cool!” Hearing that, even though it came from kids, really made me happy. Some of them even gave me handwritten notes and cute little drawings of me as gifts.” (Narrative Writing, Day 15)



Figure 4.6 Students' Hand Letters

Support from students served as reminders that their teaching was meaningful and appreciated. It affirmed that, despite the pressure, they were making a difference. Those moments provided emotional strength for the PST, especially when facing the pressures of teaching practice.

“When I said goodbye to the students, one of them started crying, and that made my voice tremble even more. Soon, the whole classroom was filled with sobbing, and I just couldn't hold it in anymore. I ended up crying too and hugged my students while saying, “It's okay, don't be sad. I'll come back and visit you someday.” But honestly, I didn't know how to comfort them because I was also so emotional.” (Narrative Writing, Day 26)

Having a strong bond with students was one of the most grateful moments experienced by PST. The sense of connection that has been formed during the teaching and learning process left a lasting impression on both students and PST. Moreover, the support system from peers, students, family members, and friends provided highly influential, particularly in maintaining emotional stability. In fact, the impact of this support was still felt after the program concluded. This was evident in the touching and lasting messages from students and teachers:

“On the way home, I got so many messages on WhatsApp, Line, and Instagram from teachers and students in Satun. They said their goodbyes, and some of the messages really hit me. Honestly, I couldn’t hold back my tears. It was so emotional. It reminded me of the time I had to leave Chiang Mai exactly a year ago. Thailand has left such a deep mark on me. I love the people, they’re so kind and respectful. My feelings were all over the place. I felt so sad because this small city had given me so many unforgettable memories and valuable lessons that money could never buy.” (Narrative Writing, Day 29)

In summary, support from family, friends, students, and peers had a very significant impact on the emotional well-being of PST during the ITP. The relationships formed whether with students, peers, or loved ones became a meaningful part of their teaching journey and a reminder of the human side of education that no syllabus or curriculum could replace. Thus, emotional support was not a secondary aspect of the ITP, it was central to it. Also, emotional support not only helped them survive the teaching practice period but also formed a strong emotional foundation they will cherish and carry with them throughout their careers as future educators.

The narrative revealed the PST' strong motivation and commitment to giving the best effort, although it required physical and time sacrifices. Even though the teaching schedule had been announced, unexpected class additions disrupted PST' preparation time. However, the PST remained confident in teaching competences. Self-affirmation also appeared in how PST interpreted the words and actions of others. In one case, a friend's encouraging remark served as a turning point for the PST's perception of an unequal task distribution.

“Why should it be me when there are others who can also share the tasks equally but my friend said "only you can", that's my best lesson today.”
(Narrative Writing, Day 3)

The affirmation came not only from the words of a peer but also from how the PST internalized that validation. Rather than feeling burdened by an unequal task distribution, the PST viewed the experience as recognition of their unique capabilities. This reflected positive self-talk. In other respects, PST' abilities were tested when faced with urgent situations without any guidance.

“This morning, my friends and I were given the task of teaching at the extra English club at primary school level. Me and my friend, we were only equipped and given understanding by the cooperative teacher just before entering class. So we had to come up with ideas about what we would teach in a short time.” **(Narrative Writing, Day 7)**

The PST were suddenly assigned to teach an extra class over the weekend, and the session lasted quite a long time. The task was shared between only two people, the workload was unfair. Although PST were given some general information about the class, they received little guidance on the technical

details or learning materials. Despite this, the PST successfully completed the task on their own. In the end, they realized they could handle the situation well, even with limited preparation and a short amount of time, and the learning experience was still meaningful. Other than that, there were also moments when PST felt completely unsupported.

“It felt like we were being left to figure everything out on our own, especially after yesterday’s drama, even though we had already clarified and reflected on everything.” (Narrative Writing, Day 21)

In this case, instead of falling into self-blame or frustration, PST chose to reflect constructively. In this case, the reflection process became a tool for self-affirmation, allowing them to objectively understand the situation and avoid getting caught up in negative emotions. As the practicum progressed, PST developed a deeper appreciation for the time spent with students, seeing the remaining days as an opportunity to leave a lasting impression:

“It was already the third week of teaching, so I tried to give my best effort because, usually, by the last week, I didn’t have much time left with my students. I really treasured those teaching moments.” (Narrative Writing, Day 15)

Valuing each moment with students developed the sense of responsibility and emotional attachment. The willingness to give the best effort despite emotional fatigue showed that the motivation to teach came from an internal desire to make a meaningful impact. Creative school events also offered PST to explore new teaching approaches while relying on personal initiative.

“During today’s Indonesian Heritage Day event, I wasn’t working alone. My friends, cooperating teachers, and other staff all pitched in. Since the students loved creative stuff (based on what the cooperating teacher told me), my friend and I decided to focus on drawing activities.” (Narrative Writing, Day 25)



Figure 4.8 Indonesian Heritage Day

PST trusted their judgment and ability to connect with students through engaging activities. Although they were used to working independently, they adapted well in collaborative environments, showing that self-affirmation can also emerge through teamwork and student understanding. As the program came to an end, personal reflections grew deeper. For one PST, the emotional weight of leaving became an opportunity for introspection:

“I was happy because I was finally going back to Indonesia and would get to see the people I love again. I didn’t know if I’d ever have the chance to come back here, but if I do in the future, I’d be so excited to return as a better version of myself.” (Narrative Writing, Day 29)

The reflection marked a significant shift in both personal and professional growth. The ITP experience contributed not only to the PST' development as educators but also to their evolving sense of self, resilience, and clarity of purpose. Since the study relied on diary journals as the primary data source, the writing process played an important role in fostering self-affirmation. Through consistent journaling, PST were able to reorganize their thoughts, understand emotions, and recognize their development over time. To sum up, the most prominent forms of self affirmation as a support system observed were positive self-talk and teaching commitment. Despite the lack of explicit guidance from mentors or schools in certain contexts, PST managed to navigate their roles successfully by relying on self-driven motivation and internal affirmation.

4.2 Discussion

This study described the role of support system received by a pre-service teacher (PST) during an international teaching practice (ITP) and examined how those supports contributed to the overall practicum experience. Based on self narrative data, four major sources of support were identified: support from institutions, support from the cooperating teacher and other teachers, support from family, friends, peers, and students, and self affirmation as support. These sources of support contributed to the formation of emotional, information, instrumental, and appraisal collectively shaped the PST' professional and personal experiences during ITP.

The first major finding highlighted the critical role of support from institutions (home university and host institution) which significantly contributed to PST teaching readiness and sense of responsibility. This source of support eased the PST' daily needs and enabled them to concrete on teaching without additional burden. However, this support was dependent on institutions and programs themselves. In line with this, the concept of tangible and services was also proposed by House (1983), who introduced instrumental support which refers to tangible assistance and service, which in the ITP context can take the form of adequate teaching materials, teaching assistants, and logistical support such as housing or transportation. In a similar vein, Kaur et al. (2021) study also included all matters related to logistics, such as accommodation, transportation, and everything related to the surrounding environment. Both studies share similarities with the findings of a recent study which highlighted that during ITP, institutional support plays a crucial role in PST' overall experiences and helps them minimize existing barriers.

Secondly, support from the cooperating teacher and other teachers also played a pivotal role in creating a professional and supportive teaching environment. In the early phase of the practicum, the cooperating teacher provided pedagogical guidance, teaching tips, and contextual insights related to students and classroom management. These findings aligned with Ingersoll and Strong (2011), who stated that support programs for beginning teachers help improve teaching performance and prevent burnout. However, consistent support from the cooperating teacher was not sustained. After the early stages of

practice, PST reported a lack of instructional guidance, minimal involvement, limited feedback, miscommunication, which led to confusion, emotional labor, and self-doubt. In response to these gaps, other teachers at school often replaced the cooperating teachers' role. They became the main source of support in the form of classroom assistance, emotional encouragement, and assisted with daily needs such as meals or transportation. This support helps PST adapt and feel more connected with their surroundings.

Although moments of appreciation and reflection were occasionally initiated by the cooperating teacher, informational and emotional support remained insufficient. This finding aligns with the previous research by House (1983), which discussed informational support, he argued that it was necessary to provide information, advice, and suggestions to overcome personal and professional challenges. The absence of such support reinforced the need for more structured and responsive mentoring throughout the practicum. Moreover, as noted by DeAngelis et al. (2013), PST who received high-quality mentoring and consistent support were more likely to pursue long-term careers in education.

The third major finding showed that support from family, friends, peers, and students played a vital role in maintaining the emotional well-being of the PST. Family members, although physically distant, remained emotionally present through prayers, regular communication, and encouragement. Friends back home also offered moral support through virtual interactions, including messages and responses to social media updates. Peers who participated in the ITP were a daily source of emotional and practical support, offering empathy,

collaboration, and companionship throughout shared experiences. Additionally, students themselves became an unexpected source of motivation and joy. Despite the challenges of teaching young learners, students' affection, appreciation, and enthusiasm strengthened the PST's emotional resilience and reminded them of the value of their role. These findings align with the conceptual framework proposed by House (1983), which stated that emotional support refers to several forms of expression, such as love, empathy, trust, and concern, which help someone reduce stress and improve psychological well-being in the workplace.

Lastly, new research findings indicated that self-affirmation is a form of internal support during ITP. In this context, self-affirmation refers to the internal dialogue or self-talk that helped PST to acknowledge their personal values, strengths, and purpose. This internal drive is a key force in maintaining teaching commitment, self-confidence, and emotional resilience. Thus, self-affirmation has proven to be an essential internal support system, enabling PST to survive and thrive despite challenging conditions. These findings aligned with House's (1983) concept of appraisal support, which emphasized how validation and affirmation of one's competence can enhance self-confidence and performance.

CHAPTER V

CONCLUSION

This study aimed to describe the role of support systems received by pre-service teachers (PST) during international teaching practice (ITP), identifying the types of support provided and examining how each contributed to the overall teaching experience. Based on data collected from self-diary journals, four main sources of support were identified: support from institutions, support from cooperating teachers and other teachers, support from family, friends, peers, and students, and self-affirmation as support. The results of this study indicated that the most dominant forms of support found were instrumental support, emotional support, and appraisal support.

Instrumental support was obtained from support from institutions (home university and host institution) which appeared in the form of financial support, facilities, accommodation, teaching supplies, pre-departure training, and logistical assistance. The support from institutions ultimately helped PST concentrate on their teaching responsibilities and adapt effectively to the new environment. Furthermore, emotional and appraisal support was provided by support from family, friends, peers, and students, which greatly assisted pre-service teachers in managing their emotional well-being during ITP.

In contrast, informational support, particularly support from the cooperating teacher, was found to be minimal. This lack of consistent mentoring

led to various challenges, including unclear task distribution, miscommunication, and feelings of confusion or self-doubt. In the absence of sufficient external support, the PST relied on internal support in the form of self-affirmation. This support manifested through self-talk, self-motivation, self-resilience, and belief in their teaching abilities, especially when facing difficult situations or when external support is unavailable. Through self-reflection and internal dialogue, PST remained committed to their professional development and teaching responsibilities.

In response to the two research questions, it can be concluded that the types of support received by PST during ITP included instrumental, emotional, appraisal, informational (to a lesser extent), and internal support. Each played a crucial role in shaping the teaching practice experience. Thus, the findings suggest that ITP experience depends not only on the formal structure of the institution but also on the social networks, emotional bonds, and inner strengths of the PST themselves.

Apart from that, this study also has several limitations. Although data triangulation was utilized to reduce bias, in terms of the number of participants, this study involved only one pre-service teacher (PST). Consequently, the study did not capture a broader range of perspectives from other PST or the host institution staff. Furthermore, the data focus was limited to self-diary journal narratives and rewritten using a narrative framework without additional triangulation through stimulated recall interviews. Despite these limitations, the results of this study still provide an in-depth picture of the perspectives of pre-

service teachers in the context of ITP.

Therefore, future research should consider involving more participants from various institutional backgrounds and different ITP destination countries to obtain more comprehensive results. Additionally, further studies could describe the role of cooperating teachers, specifically in mentoring practices using interviews or observations in order to have a better understanding of their roles and impact for PST during ITP. Research may also focus on developing emotional and affirmative support strategies that can be implemented by both sending and host institutions to enhance the professional growth of PST. These contributions would be valuable in strengthening the support systems necessary for pre-service teachers navigating the challenges of global teaching practice ahead.

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APPENDICES

Appendix 1: Sample of PST Diary

Sunday, 8 September

Day 7

Teaching English Club

Weekend yang sangat berbeda dari biasanya karena biasanya aku menghabiskan waktu dengan tidur atau me time tapi kali ini aku harus pergi mengajar. Pagi ini aku dan teman-temanku yang lain diberikan tugas untuk mengajar di extra English club di tingkat SD, namun kami baru dibekali dan diberikan pemahaman oleh cooperating teacher itu hanya sebelum masuk kelas. Sehingga aku dan temanku, kami harus memutar ide apa yang akan kami ajarkan dalam waktu singkat ini. Sementara teman kami lainnya berdiskusi mengenai persiapan design booth untuk academic day di tingkat kindergarten dan sekolah dasar.

Aku selesai mengajar di kelas pada siang hari, jujur sedikit kewalahan karena waktu lumayan Panjang, tapi kami bingung apalagi yang kami harus ajarkan karena pada saat itu cooperating teacher beserta teman-teman lain pergi keluar, ke sebuah market tradisional. Sehingga aku dan Naufal hanya berdua saja harus stay disini menghandle anak-anak. Sungguh tidak adil.

Setelah selesai kelas, kami diajak untuk pergi ke perbatasan Malaysia namun cuaca pada saat itu tidak mendukung, mengharuskan kami untuk mengganti rencana. Aku dan teman-temanku berdiskusi Panjang dan membuat konsep booth seharian dengan cooperating teacher. Aku juga ditemani oleh cooperating teacher membeli berbagai peralatan dan perlengkapan yang dibutuhkan untuk mendesain booth.

Karena siang ini kami tidak jadi pergi, maka malamnya kami diajak untuk mengunjungi sebuah market atau bazaar yang hanya buka pada weekend saja, Namanya Khuan Don Night Market didampingi oleh cooperating teacher dan guru lainnya yang kami temui pada malam lalu di restoran itu.

Menutup hari dengan makan jajanan Thailand dan minumannya yang khas disertai hujan rintik yang berjatuhan karena satun sudah memasuki musim hujan, it was perfect untuk menutup weekend.

Monday, 9 September

Day 8

Teaching as usual

Based on the schedule, I supposed to have one class, but ya hari ini aku mendapat jadwal tambahan dimana aku harus menggantikan guru lain yang sedang sakit dan berhalangan datang, but its okay aku mulai terbiasa dengan ini. Aku mengajar di kelas internasional, regular dan kelas IMIS (Islamic Science) yang semuanya

tingkatan sekolah dasar. Meskipun hari ini sangat hectic, tapi aku merasa bersyukur karena di minggu kedua ini aku sudah bisa beradaptasi dengan banyak hal, baik dari lingkungannya, orang-orangnya, kulturnya, bahasanya, dan masih banyak lagi.

Terlebih lagi untuk guru guru SD kami disediakan tempat untuk istirahat khusus ruang guru perempuan dan aku juga merasa sudah sangat dekat dengan ustazah lain disini, mereka sangat baik, selalu menanyakan apakah aku kesulitan, apakah ada yang bisa dibantu atau tidak, bahkan beberapa dari mereka selalu membelikanku minuman dan makanan. Kami juga mulai terbiasa pergi ke kantin setiap jam makan siang bareng dengan ustazah lainnya. Mereka juga menawarkan jika butuh kendaraan untuk memakai kendaraan mereka.

Selama musim hujan ini ternyata kalau di Thailand badai anginnya sangat besar, sehingga sebelum pulang ke asrama, sebagai teacher kami semua harus memastikan bahwa siswa-siswa sudah mendapatkan jemputannya. Karena setiap hari biasanya mereka diantar jemput oleh orang tuanya, jadi aku tidak diperkenankan untuk pulang duluan sebelum semua siswa pulang.

Appendix 2: Sample of Narrative Writing

Day 7, 8 September 2024

Plot : This weekend is very different from usual because I usually spend it sleeping or having time but this time I have to go teaching. This morning, my friends and I were given the task of teaching at the extra English club at primary school level.

Scene: Me and my friend, we were only equipped and given understanding by the cooperative teacher just before entering class. So we had to come up with ideas about what we would teach in a short time. I finished teaching the class in the afternoon. To be honest, I was a little overwhelmed because the time was quite long. We were confused about what else we should teach because at that time the cooperating teacher and other friends went out to a traditional market. So just the two of us, me and my friend had to stay here and handle the students. It was really unfair.

Support System : NOT FOUND

Day 8, 9 September 2024

Plot : I was only supposed to have one class today, but I ended up getting an extra schedule because another teacher was sick and couldn't come. No problem though,

I was already starting to get used to it. I taught in international, regular, and IMIS classes, and basically all primary school levels.

Scene: Even though the day was super hectic, I was really grateful because, by the second week, I'd already started adapting to so many things, the environment, the people, the culture, the language, and so on. On top of that, the elementary school teachers had a special room to rest in, and I got really close to the other female teachers there. They were super nice, always checking if I needed anything or if I had any problems. Some even bought me drinks and food! We also got into the habit of going to the canteen together during lunch. They even told me I could borrow their vehicles anytime I needed one.

Support System : FOUND (Instrumental Support)

Appendix 3: Sample of Color Codes from Narrative Writing

Initial Codes Guideline

Type of Support	Code (Color)
Emotional Support	Yellow
Instrumental Support	Blue
Informational Support	Green
Appraisal Support	Purple
Support System NOT Found	Orange
Other Support	Gray

Thematic Analysis				
Source of Support	Form of support	Statements	Codes	Themes
Peer support	Encouraging words and positive verbal affirmation	This program was very different in terms of the environment and facilities. But my friends were super supportive, and that helped	Emotional support, resilience	Support from institution

		<p>me stay positive and confident about surviving there for the whole month.</p> <p><i>(Narrative Writing, Day 1)</i></p>		
Family support	Consistent emotional check-ins and on-going support	<p>I always made time to update my parents. Their support and prayers were a huge reason I could get through my days here. Like always when I was abroad, I felt homesick and I know that it's totally normal.</p> <p><i>(Narrative Writing, Day 9)</i></p>	Emotional support, moral support	Support from cooperating teacher and other teacher
Student support	Warm and supportive classroom atmosphere	<p>When I said goodbye to the students, one of them started crying, and that made my voice tremble even more. Soon, the whole classroom was filled with sobbing, and I just couldn't hold it in anymore. <i>(Narrative Writing, Day 26)</i></p>	Student-teacher bonds, emotional support	
		On my third day here,		Support

Mentor support	Lack of information	<p>according to the schedule it should still be an observation day, but the cooperating teacher suddenly conveyed the sudden information that I had to replace him teaching in three kindergarten classes.</p> <p><i>(Narrative Writing, Day 3)</i></p>	Lack of instructional planning	from family, friend, peer, and student
Institution support	Officially appreciated my contribution	<p>This morning, the head office officially sent us off. He thanked us for everything, said he was proud of us, and told us we were always welcome to come back. He also expressed his gratitude to our campus. <i>(Narrative Writing, Day 29)</i></p>	Formal support, appraisal support, institutional acknowledgment	Self affirmation as support
	Offered meals, refreshments,	<p>I got really close to the other female teachers there. They were super nice, always checking if I needed anything or if I had any problems.</p>	Formal	

<p>Colleagues support</p>	<p>and transportation</p>	<p>Some even bought me drinks and food! We also got into the habit of going to the canteen together during lunch. They even told me I could borrow their vehicles anytime I needed one.</p> <p><i>(Narrative Writing, Day 8)</i></p>	<p>support, instrumental support</p>	
<p>Mentor support</p>	<p>Provided guidance and practical tips for teaching</p>	<p>The cooperating teacher was so informative at first, he shared tips and tricks for teaching English to Thai students, including their characteristics and the best methods for each level.</p> <p><i>(Narrative Writing, Day 2)</i></p>	<p>Pedagogical guidance, informational support</p>	
<p>Self support</p>	<p>Demonstrate a sense of responsibility</p>	<p>To teach in the classroom, I need time to prepare the learning materials, I even didn't have time to create a lesson plan. However, I still agreed and would try my</p>	<p>Teaching commitment teaching</p>	

		best, even though when my friends were resting after a long day, I had to walk alone to school which was quite far away. (<i>Narrative Writing, Day 4</i>)	skill, self talk	
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Appendix 4: Sample of PST Artifacts

Support from institutions (home university, host institution)



Pre departure training



Accommodation and meals

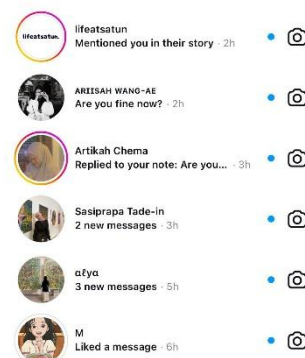
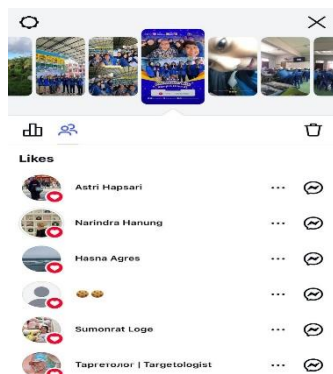


Classroom facilities



Cultural exploration

Support from family, friend, peer, and student



Social media interaction



Student-teacher relationship

Emotional encouragement



Collaborative teamwork

Self affirmation as support



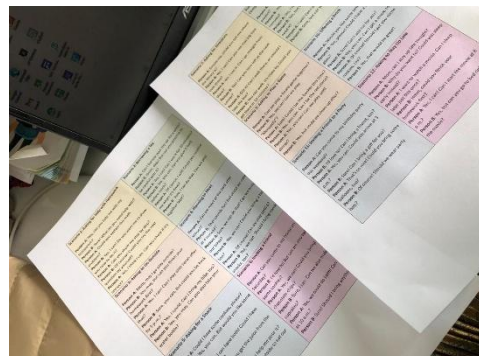
Replacing teachers' class



Handle assessment



Additional class



Interactive learning material