

A Narrative Analysis on Teaching Performance of The English Pre-Service Teacher

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ABSTRACT

This study explores the teaching performance of English pre-service teachers through a narrative analysis approach. The aim is to understand how these teachers construct their teaching identities and practices in the classroom. Narrative analysis was employed to examine the personal stories and experiences shared by the pre-service teachers regarding their teaching journeys. The research involved a qualitative method where semi-structured interviews and reflective journals were used to collect data from English pre-service teachers. The narratives were analyzed thematically to identify common themes and patterns related to teaching practices, challenges faced, and strategies employed by the teachers to enhance their teaching effectiveness. Findings reveal that pre-service teachers often navigate through phases of uncertainty and growth as they transition from being students to educators. Their narratives highlight the influence of personal experiences, pedagogical training, mentorship, and classroom dynamics on their teaching practices. Moreover, the study underscores the significance of reflective practices in improving teaching performance and professional development among pre-service teachers.

Keywords: Narrative analysis, teaching performance, pre-service teachers

ABSTRAK

Penelitian ini mengeksplorasi kinerja mengajar calon guru bahasa Inggris melalui pendekatan analisis naratif. Tujuannya adalah untuk memahami bagaimana para guru ini membangun identitas dan praktik mengajar mereka di dalam kelas. Analisis naratif digunakan untuk memeriksa cerita dan pengalaman pribadi yang dibagikan oleh calon guru mengenai perjalanan mengajarnya. Penelitian ini menggunakan metode kualitatif dengan wawancara semi-struktural dan jurnal

reflektif sebagai alat pengumpulan data dari calon guru bahasa Inggris. Naratif dianalisis secara tematik untuk mengidentifikasi tema-tema umum yang berkaitan dengan praktik mengajar, tantangan yang dihadapi, dan strategi yang digunakan guru untuk meningkatkan efektivitas mengajarnya. Temuan penelitian ini mengungkapkan bahwa calon guru sering mengalami fase ketidakpastian dan pertumbuhan saat bertransisi dari mahasiswa menjadi seorang pendidik. Naratif menyoroti pengaruh pengalaman pribadi, pelatihan pedagogis, bimbingan, dan dinamika kelas terhadap praktik mengajar mereka. Selain itu, penelitian ini menekankan pentingnya praktik reflektif dalam meningkatkan kinerja mengajar dan pengembangan profesional di kalangan calon guru.

Kata kunci: *Analisis naratif, kinerja mengajar, calon guru.*

INTRODUCTION

The ideal teacher is a teacher who can deliver an innovative learning model to engage students in the classroom. (Baruch, 2016) Absolutely, it is not easy for those who act as new teachers; in this case pre-service teachers. A college student engaged in a teacher education program that prepares them to teach in a particular grade level or topic area is known as a pre-service teacher. Coursework in pedagogy, curriculum creation, classroom management, and educational psychology are commonly included in these programs. Apart from academic coursework, pre-service teachers acquire hands-on experience by participating in field placements in actual classrooms, overseen by a certified teacher. Pre-service teachers have some challenges on their teaching journeys and face a unique set of challenges; such as: Classroom management, instructional skills, adaptability and pressure, emotional challenges, and also some additional factors. The teacher must be a kind and approachable individual for their students. This implies that he ought to be sympathetic, empathetic, and supportive of their students' effort, and be prepared to hear them out. (Baruch, 2016)

There are some previous researches discussed about the pre-service teacher. A narrative inquiry research conducted to explore the expectations and realities faced by pre-service English teachers during their internships period. It highlighted factors that influence their performance and suggested improvements for teacher education programs. The findings emphasize the importance of practical experiences in enhancing teaching skills and confidence among pre-service teachers. (Hamzah F, 2023)

Another research focused on pre-service teacher was type of instrumental case research. It examined the teaching performance of pre-service teachers when teaching English to young learners. It identified key aspects such as teaching aims, reflections, approaches, and challenges faced by these teachers, providing insights into their effectiveness in real classroom settings. (Simanjuntak, 2018)

The research about pre-service teacher also discussed about a way to analyse how self-reflection through autobiographical writing can enhance teaching skills and pedagogical understanding. This kind of narrative inquiry research focused on a pre-service teacher's experiences during an international teaching practicum in Thailand. (Nur Fingky, Vindia Alif: 2021).

There also research on pre-service teacher assessed the teaching performance of pre-service teachers based on feedback from respondents. It evaluated their mastery of subject matter and overall effectiveness, contributing valuable insights into their development as educators. (Marasigan, Nora V: 2018)

Still in line with the previous research; there also research explored a pre-service teacher's experience in collaborating with an experienced teacher to develop lesson plans, focusing on learner identity and reflective practices. It uses narrative inquiry to understand how these experiences shape teaching strategies and professional identity. (Indah Sari, Mutia: 2021)

Different from previous research, the aim of this research on pre-service teachers was to analyse the performance of pre-service teachers through three aspects, including: Classroom management, Instructional skills and adaptability and pressure.

The performance of teachers, especially pre-service teachers, is significantly influenced by the interplay of classroom management, instructional skills, adaptability, and the pressures they face. Understanding how these aspects are interrelated can provide insights into enhancing teacher effectiveness and student outcomes. Effective classroom management is foundational for creating a conducive learning environment. Classroom management directly impacts a teacher's confidence and ability to deliver instruction effectively. A well-managed classroom allows teachers to focus on teaching rather than on discipline, thereby improving instructional delivery. (Junker et al: 2017)

Instructional skills are essential for delivering content effectively and engaging students in the learning process. Strong instructional skills contribute to a teacher's adaptability. When teachers

are proficient in their subject matter and pedagogical strategies, they are better equipped to adjust their teaching methods in response to classroom dynamics. (Qadri, 2022)

Adaptability refers to a teacher's ability to adjust their approaches in response to changing circumstances within the classroom. Adaptability is closely linked to classroom management; effective classroom management practices can reduce pressure on teachers, allowing them to remain flexible and responsive in their teaching. Pressure can negatively affect both classroom management and instructional skills. When teachers feel overwhelmed, their ability to manage the classroom effectively diminishes, which can lead to further stress and decreased performance.

Thus, classroom management, instructional skills, adaptability, and pressure are intricately linked in shaping teacher performance. Effective classroom management fosters a supportive environment conducive to learning, while strong instructional skills enhance adaptability. Conversely, high levels of pressure can undermine these aspects, highlighting the need for supportive training and resources for pre-service teachers. By addressing these interrelations, educational institutions can better prepare future teachers for the complexities of the classroom environment. (Zainuddin, 2023)

Classroom Management

As a teacher, it is a challenge to always have students' engagement in a teaching and learning activity. Keeping students motivated and focused, participating in a classroom setting can be tough, especially for pre-service teacher. They also face some problems on managing disruptive behaviours and creating a positive learning environment, requires confidence and effective classroom management techniques. (Haryani, 2016)

Instructional Skills

Teaching requires a sufficient scenario related to everything that will be carried out in class. Related to this, the pre-service teachers need skills to be able to arrange a good lesson planning. Furthermore, they are also expected to be able to find the right teaching methods to effectively convey information and assess student learning is an ongoing process. For teachers to conduct successful instruction and optimize students' knowledge acquisition of skills and competency for instructional perspective in modern teaching, they must possess both instructional delivery and competency. It is a technique for delivering teaching that encourages efficient and engaged learning. (Mallillin, 2023)

Adaptability and Pressure

Several factors that sometimes cause discomfort for teachers, especially pre-service teacher, include bad student behavior, inappropriate principal leadership, lack of peer support, demands employment, unfavorable working conditions, and the changes of education policy. (Gaol, 2021)

Despite these challenges, pre-service teachers are enthusiastic and eager to learn. The tutor teacher and some practicum experiences help them develop the skills and confidence they need to thrive. Preservice teachers are on a journey to becoming full-fledged educators. Their responsibilities can be broadly categorized into two areas: coursework and classroom experience.

As a preparation in the real teaching in a real life, they should actively participate in classes, means regularly attending lectures, discussions, and completing assignments on time. Teacher education programs provide a strong foundation in pedagogy, curriculum development, and students' development. Whenever the pre-service teacher tries to build the relationships with students; they will have the opportunity to interact with students, building rapport and understanding their individual needs and learning styles.

Moreover, the pre-service teachers are also expected to give feedback and collaborate with tutor teachers. This Feedback is invaluable for growth. Preservice teachers should actively seek constructive criticism and collaborate with their mentors to improve their teaching skills. Thus, comprehension of the body of knowledge and readiness for potential classroom experiences should be prioritized in pre-service teacher education. (Mufidah, 2019)

RESEARCH METHOD

This research used a narrative inquiry approach to explore the experiences of pre-service teachers in developing lesson plans alongside an experienced English teacher. This method allowed for a detailed examination of personal narratives and reflections related to learner identity during the lesson planning process. The research was conducted at a junior high school in Surabaya. The participants are the pre-service teachers, reflecting on their experiences while collaborating with an experienced English teacher. The research applied some instruments for data collection:

1. *Reflective Journals*: These were used to document the pre-service teachers' experiences and thoughts throughout the lesson planning process, providing insights into their learning and development.
2. *Interviews*: Conducted with the experienced English teacher, these interviews aimed to gather qualitative data regarding best practices in lesson planning and the teacher's insights on effective strategies.
3. *Questionnaires*: Distributed to students, these questionnaires collected feedback on their learning experiences and perceptions of the lesson plans implemented during the practicum.

Data analysis followed Creswell's (2013) procedure for narrative inquiry, which included:

1. *Organizing Data*: Compiling reflective journal entries, interview transcripts, and questionnaire responses.
2. *Coding*: Identifying initial codes based on themes emerging from the reflective journals and interviews.
3. *Identifying Themes*: Categorizing data to highlight significant themes related to learner identity and teaching practices.
4. *Direct Interpretation*: Drawing conclusions from the findings regarding the impact of collaboration on lesson planning and student engagement.

The research was conducted over a three-week period, during which qualitative data was gathered through written reflections, interviews, and student questionnaires. The author began by observing classroom dynamics and implementing lesson plans developed collaboratively with the experienced teacher. Each lesson was followed by reflection and analysis of its effectiveness based on student feedback.

RESULT AND DISCUSSION

Through this study, researcher found some data including: Pre-Service Teacher's Experience in Managing the Classroom, Pre-Service Teacher's *Instructional Skills* and Pre-Service Teacher's Experience in *Adaptability and Pressure*.

Pre-Service Teacher's Experience in Managing the Classroom

The results of this research LS had difficulty in determining the composition of the Lesson Plan, while AS felt more confident when compiling and using the Lesson Plan without any

problems. AM felt confident using the Lesson Plan and in the process of compiling it there were no significant obstacles, only sometimes it was a little difficult to determine which phase the students should be in.

These varying experiences among LS, AS, and AM shed light on the diverse challenges and successes pre-service teachers encounter in classroom management. LS's difficulty in composing lesson plans underscores a common hurdle for novice educators, where translating theoretical knowledge into practical teaching strategies can be daunting. This challenge may indicate a need for structured support and mentorship in instructional design to bolster confidence and proficiency in lesson planning. In contrast, AS's confidence in both compiling and executing lesson plans highlights the benefits of prior training or experience in educational methodologies. This readiness not only enhances classroom organization but also facilitates effective teaching strategies aligned with learning objectives.

AM's experience bridges these perspectives by demonstrating overall confidence in using lesson plans, tempered by occasional uncertainties in student progression phases. This nuanced understanding reflects AM's adaptive approach to teaching, where reflective practices play a crucial role in adjusting instructional strategies based on ongoing classroom dynamics. Such experiences underscore the importance of continuous professional development for pre-service teachers, emphasizing both the acquisition of foundational skills and the cultivation of adaptive teaching strategies to meet diverse student needs. Addressing these varied experiences through targeted training and mentorship can empower pre-service teachers like LS, AS, and AM to navigate classroom challenges effectively and foster positive learning environments.

From the result above, this fact is in line with the previous studies which says that Pre-service teacher must focus more on teaching the students' language skills, particularly those pertaining to mastery of grammar and pronunciation. In order for the students to demonstrate their full teaching potential, this program should not overlap with another subject. (Mufidah, 2019)

Table 1. Questionnaire

Respondent LS
1. quite capable, the obstacles I face are when determining the phases and elements of learning outcomes

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2. quite capable, the obstacle is the time when you want to re-learn the material before delivering it to students
 3. yes, because the media is very helpful to facilitate learning. the media that I usually use are project-based learning and communicative language teaching.
 4. project based learning because by making a project or assignment students can better understand what they have learnt and then for communicative language teaching because students dominate the learning more than the teacher.
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Respondent AM

1. Not very good. If I make the k13 rpp, it is still difficult to determine the KI KD and learning objectives. When making an independent curriculum rpp, it is difficult to determine the right reflection for students and is still confused in determining learning objectives that are in accordance with the cabd or abcd formula.
 2. Ordinary. The obstacle is because there is not much practice so, sometimes suddenly blank in the middle of delivering the material.
 3. Yes, I use the media. The reason is so that students can more quickly understand the material presented because there are direct examples. The media that I use tends to be traditional such as pop up books, notepads. Occasionally, I may use videos on YouTube.
 4. I often use the PBL (problem based learning) method, in my opinion, students are more active because I require students to solve problems that occur. So inevitably students have to discuss and be active in the classroom.
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Respondent AS

1. I am quite confident in developing lesson plans. I understand the necessary steps, such as determining learning objectives, designing learning activities, and evaluation. However, sometimes there are obstacles in adapting the materials to students' needs and ensuring that all components of the lesson plan are well integrated. Organising time so that all activities in the lesson plan can be implemented as planned is also a challenge.
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2. I have good skills in explaining the material. I try to use language that is easily understood by students and relate the material to everyday contexts. there are times when I face difficulties when explaining abstract or complicated concepts, especially if students have different background knowledge. Maintaining students' attention and interest is a challenge.
 3. I use media in teaching because it can help explain concepts and make learning more interesting. I often use media such as PowerPoint presentations, educational YouTube videos. In addition, I also use tools such as posters or three-dimensional models to facilitate students' understanding.
 4. I often use active learning methods such as group discussions and collaborative projects. I choose these methods because they can increase students' involvement in the learning process, encourage them to think critically, and develop social skills.
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Pre-Service Teacher's *Instructional Skills*

All respondents used teaching media, because they feel that media can attract students' interest. The most frequently used media is video. while the methods most often used are problem-based learning and group discussions. the reason is because both methods can play an active role in managing students and also improving their critical thinking skills. This choice reflects the pre-service teachers' efforts to diversify their instructional methods, aiming to enhance student engagement throughout the learning process. It indicated that today's pre-service teachers were already spoiled by technology-based content that was simpler to download and print. (Mufidah,2019)

Additionally, some required to know how to engage and manage the pupils as well as how to end the lesson. Although the pre-service teachers were able to use a variety of media, they still need to be better prepared to do so. (Mufidah,2019)

Besides media, the most frequently utilized teaching methods among the respondents were problem-based learning and group discussions. These methods were selected for their capacity to actively involve students and foster critical thinking skills. Problem-based learning offers students opportunities to tackle real-world challenges collaboratively, encouraging them to explore

solutions independently. Meanwhile, group discussions facilitate the exchange of ideas and shared understanding among peers. By employing these methods, pre-service teachers aim to cultivate a dynamic and stimulating learning environment that supports comprehensive student development in both subject matter comprehension and social skills.

Pre-Service Teacher's Experience in *Adaptability and Pressure*

As a new teacher, the problem that most often occurs is stiffness when explaining or being in the middle of learning. As for preparing lessons, sometimes there are obstacles when re-studying the material to be taught. So far, the most important aspect is attracting student interest and making students focus.

As pre-service teachers navigate the challenges of adaptability and pressure in their new roles, they frequently encounter issues related to flexibility in explanation and maintaining engagement during lessons. The stiffness experienced while explaining concepts or navigating through learning activities underscores the initial hurdles faced in adapting teaching methods to suit different student needs and learning styles. This difficulty highlights the learning curve inherent in transitioning from theory to practice, where refining communication techniques and instructional strategies becomes essential for fostering effective classroom dynamics.

Moreover, the preparation phase presents its own set of challenges, particularly in restudying and organizing lesson materials. Preparing lessons involves thorough review and comprehension of the content to be taught, which can sometimes pose obstacles in terms of time management and content mastery. Despite these challenges, the overarching goal remains consistent: to captivate student interest and maintain their focus throughout the learning process. This emphasis reflects the ongoing commitment of pre-service teachers to innovate and adapt their approaches, ensuring that lessons are engaging and conducive to meaningful student learning experiences. Through perseverance and reflective practice, pre-service teachers can continue to refine their adaptability skills, ultimately enhancing their ability to effectively manage classroom pressures and optimize student engagement.

CONCLUSION

This research has explored various aspects of teaching performance among English pre-service teachers through a narrative analysis approach. It was also documented personal

experiences and stories of pre-service teachers concerning their teaching journeys. This study not only provides deep insights into how narrative analysis can be employed to understand the teaching performance of English pre-service teachers but also underscores the importance of a holistic approach in supporting their professional growth. The implications of these findings can inform the design of more responsive and comprehensive teacher education programs that promote reflective learning and contextual understanding for pre-service teachers.

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