

**EFL PRE-SERVICE TEACHER'S ENGAGEMENT ON TEACHING
ENGLISH DURING PANDEMIC: AN AUTOETHNOGRAPHY
STUDY**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan at English Education Department

by

**HESTIYANA
SID: 18010106008**

FACULTY OF EDUCATION AND TEACHER TRAINING

INSTITUT AGAMA ISLAM NEGERI KENDARI

KENDARI

2022

APPROVAL SHEET

TITLE : EFL PRE-SERVICE TEACHER'S ENGAGEMENT ON
TEACHING ENGLISH DURING PANDEMIC: AN
AUTOETHNOGRAPHY STUDY

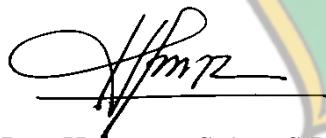
NAME : HESTIYANA

SID : 18010106008

This research paper draft has been approved by the supervisors on April 25th 2022
for further research paper seminar.

First Supervisor,

Second Supervisor,



Isna Humaera, S.Ag., S.Pd., M.Pd.

NIP. 197905282003122003



Dewi Atikah, MA.TESOL.

NIP. 1991041720190320



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KENDARI
TARBIYAH DAN ILMU KEGURUAN**

Jalan Sultan Qaimuddin No.17 Kelurahan Baruga, Kendari, Sulawesi Tenggara

Telp/Fax. (0401) 3193710/3193710

Email : iainkendari@yahoo.co.id website : <http://iainkendari.ac.id>

LEGALIZATION SHEET

This is to certify that the research paper by Hestiyana, SID 18010106008, entitled “EFL Pre-Service Teacher’s Engagement on Teaching English during Pandemic: An Autoethnography Study” has been presented in the research examination on May 20th, 2022 and approved by the Board of Examiners.

Kendari, 25th April, 2022
24 Ramadhan 1443 H

BOARD OF EXAMINERS

Chair : **Isna Humaera S.Ag, S.Pd., M.Pd.** (.....)

Secretary : **Dewi Atikah, MA. TESOL.** (.....)

Members : **Abdul Halim S.Pd., M.TESOL.** (.....)

: **Nur Hasanah Safei, S.Pd., M.Pd.** (.....)

Approved by,
Dekan of Faculty of Education and Teaching Training



Dr. Masdin, M.Pd.
NIP. 196712311999031065

Visi Program Studi Tadris Bahasa Inggris (TBI) :
“Vision of Department of English Language Education
Becoming a Leading Department in Developing English Language Education in 2025”

DECLARATION OF AUTHORSHIP

I am Hestiyana, SID. 18010106008, hereby certify that research result entitled “EFL Pre-Service Teacher’s Engagement on Teaching English during Pandemic: An Autoethnography Study” under the supervision of Isna Humaera S.Ag, S.Pd, M.Pd., and Dewi Atikah, MA. TESOL has been obtained and presented in accordance with academic rules and ethical conduct of IAIN Kendari. It is written and published as requirement for the degree of English Education Program, Tarbiyah and Teacher Training Faculty at IAIN Kendari. For this reason, I am responsible for the research paper, if there are any objections or claims from others.

Kendari, 25th April, 2022



Hestiyana

SID. 18010106008

**HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS
AKHIR UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademik Institut Agama Islam Negeri Kendari, saya yang bertanda tangan dibawah ini:

Nama : Hestiyana
NIM : 18010106008
Program Study : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Jenis Karya* : Skripsi

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Institut Agama Islam Negeri Kendari Hak **Bebas Royalti Noneklusif (Non-exclusive Royalty-Free Right)** atas karya ilmiah saya yang berjudul:

**“EFL Pre-Service Teacher’s Engagement on Teaching English during
Pandemic: An Autoethnography Study”**

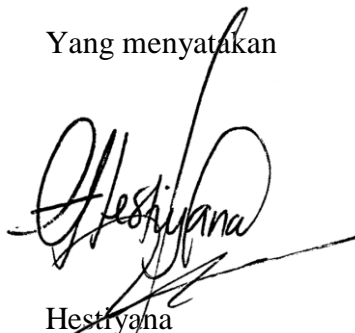
Beserta perangkat yang ada jika (jika diperlukan). Dengan Hak bebas Royalti Noneklusif ini Institut Agama Islam Negeri Kendari berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat, dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di : Kendari

Pada tanggal : 25 April 2022

Yang menyatakan



Hestiyana

SID. 18010106008

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises to Allah SWT, the Lord of the world, thanks for all his blessing, rahmat, hidayah, and everything that was given to me in completing my study and finishing this research paper. Peace is upon our prophet Muhammad SAW who has guided us from the darkness to the lightness. This undergraduate research paper entitled “EFL Pre-Service Teacher’s Engagement on Teaching English during Pandemic: An Autoethnography Study” is submitted as the final requirement in accomplishing undergraduate degree at English Education Department, Islamic State Institute of Kendari.

In the process of completing this thesis, I would like to address my deepest gratitude to my parents, Mr. Sarifuddin, S., Mrs. Hadrawati, N., Mrs. Yeti Sumiati, and Mr. Sam Tumbo. These beloved people have been the best supporters in my life. Thank you for everything that has been given to me, for every prayer sent with my name, for love and support, materials and efforts to help me in this life, especially in completing this thesis. I am very grateful for all those are. To my brother, Yusrin, thank you so much for taking some of your time to accompany and help me with small things in completing this paper. I am very grateful to be able to complete this research. For all my achievements in this study, I dedicated them to my beloved family.

I realized that this research paper would not be completed without the helps, supports, encouragements, contributions, and suggestions from many parties. Therefore, I would like to express my deepest gratitude to all those who

have helped, supported, encouraged, contributed, motivated, and provided advice to me during the process of completing this research paper. This applied to:

1. Prof. Dr Faizah Binti Awad, M.Pd., the Rector of Institut Agama Islam Negeri Kendari.
2. Dr. Masdin, M.Pd., the Dean of Faculty of Tarbiyah and Teacher Training.
3. Abdul Halim, MA. TESOL, the Head of the English Education Department and also my thesis examiner, I can't count my gratitude to him, who has guided me all this time. He is a person who I know well, friendly, and caring, who always helps me, gives advice, motivation and who always has time to attend to my consulting activities, both in my study problems, and in writing this paper. He is a person who is full of motivation and enthusiasm. He always has a way to motivate me to study, wherever and whenever I meet him; he always slips a set of learning motivations that means a lot to me. There are no words and efforts that can express my gratitude to him. May Allah's grace always be with him.
4. Isna Humaera, S.Ag, S.Pd, M.Pd, a lecturer in the English education department and my thesis supervisor. I would like to say a billion thanks to her, for all the instructions, directions, and understanding given to me, especially in completing this paper. It feels good when I remember the time I spent consulting with her. Even at her crucial meetings, inside or outside the campus, she still stole a time to meet me. Honestly, I absolutely felt happy and comfortable being one of the students under her guidance. To her, from the bottom of my heart, I thank you very much, may she always in good health.

5. Dewi Atikah, MA. TESOL, a lecturer in the department of English education and my thesis supervisor. I don't feel good if I only convey my thanks to her only through this writing. To Mam, who I consider a lecturer who is very close to me, thank you for the trust and the opportunities given to me, to participate in academic activities during lectures. The experiences of being a host, translator, presenter, I got all of those things from her, and Insya Allah, it will be useful for me in the future. My sincere thanks to her also for the support given to me in completing this paper. No matter how busy she was, Mam always provided her time and always made it easier for me to do consultations. Big thanks delivered to her who have never been tired in correcting every single error on my writing and being extraordinary patient for spending the precious time for my research paper. With a sincere heart, I thank you once again, Mam.
6. Nur Hasanah Safei, S.Pd., M.Pd., a lecturer in the department of English education and my thesis examiner, I thank her for every input, direction, and guidance, which are very detailed given to me to improve this thesis. Thank you for your valuable time and knowledge, thank you for always helping and providing suggestion to complete my study. Many thanks for being helpful and patient for spending the precious time for my research paper. You are so humble and friendly in every teaching process.
7. Dr. Sitti Nurfaidah, M.Ed., a lecturer in the department of English education, and my field teaching practice program supervisor, maybe I will run out of books to accommodate my gratitude to have her who has supported every step

of my undergraduate education. She is abest lecturer ever who available to advise me, especially in the process of starting this research. She always fast responds in doing online consultation and guides me even though out of the office hours. You are always being my role model lecturer. Such a pleasure to be your student. Once again, thanks' a billion, Mam.

8. Dr. Imelda Wahyuni, S.S., M.Pd, as my academic supervisor. Thanks for all her suggestions, advices, and directions in my academic study from the first semester until I finished this research paper.
9. Sarjaniah Zur, S.Pd, M.Pd., Suhartini Syukri, S.Pd.I., S.Pd., M.Pd., Azwar Abidin, M.Pd., Ilfan Askul Pehala, S.Pd., Sean Ryan, Susanti, M.Pd., as my great lecturers in the English education department, thank you for all the valuable knowledge that has been taught to me.
10. All lecturers of IAIN Kendari, thank you for all the knowledge that has been shared.
11. All staffs of the Faculty of Tarbiyah and Teacher Training who have been alert and helpful in sharing information about lectures.
12. Muh. Ridho Disyam, as my best partner. Thank you for caring for me, helping me in my every business with my studies, taking me, accompanying me busy here and there, I really appreciate it all. Thank you for the time, effort, and passion you put into me. No matter how much money I spend on you, it will not be able to pay for your time and help for me so far. I am very grateful to have you in this learning process; you are my best partner ever.

13. Fika Nurul Fadillah and Husnul Fahimah Haseng, as my closest friend. Thank them so much for all the good things they gave me while we were studying together at university, for your times, efforts, prays, and loves. Thank you for always listened to my sad and happy stories so far, especially during the preparation of this thesis. All the help from the smallest to the largest in accomplishing research needs that have been given to me, thank you very much. I will remember every single moment I spent with you guys. I'm so grateful to have such good sisters like both of you.
14. Muh. Afrizal, as my best supporter, Thank you for this one friend of mine, who never stops encouraging me to stay motivated and giving me suggestions and examples in working on this thesis. I feel very lucky to have such a good leader like you.
15. My lovely circle, Andi Ati Mapalettu, Dian Masri, Mirdad, Faisal Ari Setiawan, and Ismad Fuadi Jufri, It's great to be in a friendship that supports and encourages each other, thank you for being there when I needed help. I am very lucky to be a part of your friendship.
16. My best friend, Suci Putri Hawa, S. Ling, Dzulhijjah Kasim, Suriyati, Katerina, Ummul Hasanah, Izky Luciana, S.E., and Yusliana, I thank God for bringing me to those who always provide time to help me and encourage me, especially in completing this thesis.
17. My beloved family, senior and junior, and all my friends in the English Education Department, especially the 2018 Classic A for their friendship and support.

Last but not least, I would like to thank everyone whom I cannot name one by one. It's not that I forgot you guys; however, my deepest appreciation goes to all of you. I also realized that this research paper was far from perfect. Hopefully, this research paper is beneficial for the readers.

Kendari, April 25th, 2022

The researcher



Hestiyana

Hestiyana
18010106008



ABSTRACT

Hestiyana. SID. 18010106008. EFL Pre-service Teacher's Engagement on Teaching English during Pandemic: An Autoethnography Study. Supervised by: Isna Humaera, S.Ag., S.Pd., M.Pd and Dewi Atikah, MA.Tesol.

This autoethnography study aims to explore more the teacher's engagement activities experienced by EFL pre-service teacher on teaching English in-field teaching practice programs during the COVID-19 pandemic. The study was conducted at one of the Islamic boarding high school in Southeast Sulawesi, by using reflective teaching journals, and daily activity reflections of a pre-service teacher during the teaching program. Through thematic analysis, ten sub-themes emerge in this study, i.e., teacher contriving classroom, teacher devising instructional media, teacher evaluating recent teaching, the teacher providing exercises with the directive, teacher reviewing teaching outcomes, teacher observing students' behaviors, teacher promoting students to write, teacher encouraging students to speak, teacher advocating students to reinforce to learn, and teacher appreciating students. This study suggests future research can be conducted with a great number of participants at a different levels, pre-service teachers, novice teachers, or expert teachers. This study implies the nature, types, and examples of teacher activities related to teacher engagement should be introduced and discussed further with the institution, expert teachers, and teachers educators on how to develop various kinds of teacher engagement, how to apply it in the teaching field, to what the benefits a teacher offers and students, even for the long-term impact to the teacher, students, or an institution.

Keywords: teacher' engagement; autoethnography study; pre-service teachers; field teaching practice program; Covid-19 pandemic.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
LEGALIZATION SHEET	iii
DECLARATION OF AUTORSHIP SHEET	iv
HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	xii
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xv
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Scope of the Study	3
1.3 Research Question.....	4
1.4 Purpose of the Study	4
1.5 Significance of the Study	4
1.6 Definition of Key Terms	5
CHAPTER II: REVIEW OF THE LITERATURE.....	7
2.1 Theoretical Framework	7
2.1.1 Field Teaching Practice Program in Higher Education	7
2.1.2 EFL Pre-Service Teacher's Engagement	9
2.1.3 Pandemic Impact on Teachers Engagement	12
2.2 Previous Study	16
CHAPTER III: METHODOLOGY	19
3.1 Research Design	19
3.2 Setting	20
3.3 Participant's Selection.....	21
3.4 Data Collection.....	22
3.5 Instrumentation	23
3.6 Data Analysis	23
3.7 Trustworthiness	28
CHAPTER IV: FINDING AND DISCUSSION.....	29
4.1 Findings.....	29
4.1.1 Designing and Organizing	30
4.1.1.1 Teacher Contriving Classroom Activities	31
4.1.1.2 Teacher Devising Instructional Media	35
4.1.1.3 Teacher Evaluating Recent Teaching	39
4.1.2 Instructing	42
4.1.2.1 Teacher Providing Directive Exercise	42
4.1.3 Monitoring	46

4.1.3.1 Teacher Reviewing Teaching Outcomes	46
4.1.3.2 Teacher Observing Students' Behaviours	50
4.1.4 Facilitating Discourse	55
4.1.4.1 Teacher Promoting Students to Write	55
4.1.4.2 Teacher Encouraging Students to Speak	56
4.1.5 Motivating	57
4.1.5.1 Teacher Advocating Students to Reinforce to Learn	57
4.1.5.2 Teacher Appreciating Student	58
4.2 Discussion	59
4.2.1 Designing and Organizing	59
4.2.2 Instructing	67
4.2.3 Monitoring	70
4.2.4 Facilitating Discourse	73
4.2.5 Facilitating Discourse	75
CHAPTER V: CONCLUSION, LIMITATION, PEDAGOGICAL IMPLICATION, AND RECOMMENDATION FOR FURTHER STUDIES.....	80
5.1 Conclusion.....	80
5.2 Limitation.....	82
5.3 Recommendation.....	83
5.4 Pedagogical Implication.....	84
REFERENCES	86
APPENDICES	95
Appendix 1: Reflection Form.....	95
Appendix 1.1 Reflective Teaching Journal Form	95
Appendix 1.2 Daily Activity Reflection Form	96
Appendix 2: Data Coding.....	97
Appendix 2.1 Data Result from Reflective Teaching Journal	97
Appendix 2.2 Data Result from Daily Activity Reflection.....	103
Appendix 3: Screenshot of Research Permit.....	108
Appendix 4: Curriculum Vitae.....	109

LIST OF TABLE

Table 3.1 Example of Data Coding.....25

