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DELVING INTO EFL PRE-SERVICE TEACHERS' EMOTIONAL EXPERIENCES: PROFESSIONAL IDENTITY CONSTRUCTION IN ONLINE TEACHING PRACTICE PROGRAMS

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Abstract: This paper presents the online teaching practice program that influence EFL pre-service teachers' (PSTs) emotional experiences as the pre-cursor of their professional identity construction. This study involved six PSTs enrolled teaching practice program in an initial teacher education. Dialogic reflection before, during, and after teaching enactment was employed to dig up information about their emotional experiences in an online classroom setting. The data were analyzed using appraisal analysis (Martin and White, 2007) and thematic analysis. The results document negative emotional experiences such as feeling dissatisfaction, doubtful, and confusion which lead to positive emotional

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experiences, such as caring. Factors that influence PSTs' emotional experiences in online teaching practice are lack of Curriculum Knowledge (CrK), lack of subject-matter knowledge or Content Knowledge (CK), and lack of Pedagogical Knowledge (PK) in terms of assessing students' competence, and the interlink between theory and practice. All PSTs develop a good understanding of how to exploit technological tools by encouraging their self-concept. This study substantiates the importance of shared-space coaching for teacher mentors before they become an escort for PSTs who are going to be professional teacher mentors.

Keywords: *emotional experiences, pre-service teachers, professional identity construction*

INTRODUCTION

Teachers' professional identity (TPI) can play an important role in addressing the issue of Teacher Professional Development (TPD) (Beijaard et al., 2004; Flores, 2020, Zhu et al., 2020; Lutovac & Flores, 2021). It can be perceived as a pathway to develop a set of beliefs and commitment to teaching and becoming teachers. Pre-service teachers (PSTs) who have a professional identity will have a sense of self-awareness as educators while they are preparing to be teachers in the teaching training programs or teacher education (TE) programs (Beauchamp and Thomas, 2009; Zhu et al., 2019). It also contributes to the improvement of their teaching performance (Zhao and Zhang, 2017). TE plays a pivotal role in shaping pre-service teachers' professional identity (Karim et al., 2022). It also can be perceived as a 'starting point' to instill pre-service teachers' professional identity while learning to teach in the teaching practice program. Thus, TPI can be articulated as personal teaching beliefs and commitment that should be built since pre-service teachers in the teacher training program to develop their professional identity.

The current literature has documented essential insights into TPI in teaching practice. TPI could be ingrained and embroidered during a teacher education program (Beauchamp and Thomas, 2009) in which PSTs' identity awareness may reify. Identity is derived from a person's social environment as well as their self-concept (Barkhuizen, 2017) which

is shaped by external and internal forces. External forces can be derived from the social environment such as teacher educators, teacher mentors, school policy, and school environment. Meanwhile, self-concept can be derived from reflection (Farrell, 2013) to find out who we are through either self-reflection (Wahyudi, 2016) or collaborative reflection (Fong et al., 2018). In this study, dialogic reflection was performed to construct PSTs' professional identity in an online teaching practice program. This identity construction through dialogic reflection with teacher mentors as external forces and self-reflection as self-concept can help to capture PSTs' views and perceptions about teaching and being a teacher as their future career. Through this identity construction, PSTs will develop their awareness and readiness to be professional teachers as they are in their first real teaching experience.

To date, extensive studies on teacher identity have suggested the engagement of reflective practice in PSTs' teaching practice (Farrell, 2013; Flores, 2020, Izadinia, 2013; Karim et. al., 2022; Lutovac and Flores, 2021; Zhu et al., 2020). However, the role of teachers' emotions, either negative or positive emotion as precursor of PST professional identity construction during the online teaching practice, has remained underexplored. Anchored in the theory of teachers' emotions proposed by Grandey (2000), Grandey and Melloy (2017), and Gross (2013), teachers' emotion regulation in this study refers to environmental factors such as classroom context and school context. Classroom context is closely related to the relationship with students while school context is related to the teacher mentor and school environment. These environmental factors can shape PSTs' emotional regulation which can be regarded as a precursor to the construction of their professional identity. To identify PSTs' emotional experiences, appraisal theory of language evaluation is deployed (Martin and White, 2007). It evaluates their behavior, emotions, reacting to behavior, and natural phenomena (e.g. sad, upset, dislike, detested, insecure, dissatisfy).

Previous studies of TPI have not dealt with online teaching practice as the potential trajectory to develop PSTs' professional identity in the school site (Karim et al., 2022; Lutovac and Flores, 2021; Zhu et al., 2020). Online teaching requires PSTs' good understanding of exploiting

technology in the classroom either synchronously or asynchronously. It is considered as a highly complex activity that draws on pedagogical, personal, social, and professional competencies. It also can be regarded as a very complicated task that incorporate their Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK), each of which constitutes TPACK as proposed by Abbit (2011) and Mishra and Koehler (2006). Harris and Hofer (2014) found that integrating technology into a lesson plan can elevate PSTs' technological and pedagogical knowledge and skills that affect teaching quality. It also can be an effective strategy for teachers' professional development (Harris, Mishra & Koehler, 2011) that is deemed fundamental in online teaching practice programs. This can be actuated in lesson planning and teaching enactment (Kapici & Akcay, 2020). Despite this extant investigation into TPI construction in an online teaching practice program, studies have yet to delve into EFL pre-service teachers' emotional experiences in online teaching practice programs although such experiences are equally influential in developing their professional identity. The present study is guided by the following research questions:

1. How did the online teaching practice program influence EFL PSTs' emotional experiences as the precursor to the construction of their professional identity?
2. What are the factors that influence the PSTs' emotions in online teaching contexts?

METHOD

The current study employed a qualitative research design (Cresswell, 2012). Reflective practice (Farrell, 2011; Schon, 1983) was deployed to dig up information from the participants during and after online teaching practice. This reflective practice encompassed three stages; reflection-in action, reflection-on action, and reflection-for action. Reflection-in action refers to the activity during online teaching practice, reflection-on action refers to the activity after online teaching practice and reflection-for action was carried out for future action. In this study, PSTs had to report a variety of critical incidents (Heidegger, 2019) as cited in Karim et al. (2022) throughout their online teaching practice

through dialogic reflections. This allowed them to better understand these incidents. The purpose of this current study was to document how PSTs conceptualized their professional identities. To achieve these goals, we used an interpretive phenomenological approach (Kabilan, 2013) to examine how PSTs interpret the significance of critical experiences and their feelings therefrom.

Research Context

The current study was carried out in two private senior high schools with different learning settings, in Bondowoso, East Java, Indonesia. School A was categorized as a "Pesantren-based Institution" where most of the students lived in a dormitory, while none of the students in school B lived in a dormitory. In school A, an online classroom was conducted in the special room (laboratory) where all of the students were provided with technological tools such as a computer or laptop and LCD. Meanwhile, the online classroom in school B was not provided with a similar room. As such, every student exploited their gadget in the school. Both of these schools were under the Ministry of Religious Affairs (MORA), implying the same regulations and policies upon which both schools organized the instructional activities. Rural areas in this context are places where internet connection cannot be accessed easily due to the lack of internet signals. Meanwhile, technological tools such as Android applications, internet quota, and other sophisticated technology have become expensive tools to purchase for most people in rural areas. Therefore, suboptimal technology has become the main problem in conducting online classroom instruction.

These schools were selected for online teaching practice because they were in support of the research project of improving teachers' professional development in collaboration with higher education. The schools also welcomed the collaboration with the English Education Department at the State Islamic University of Jember, Faculty of Tarbiyah and Teacher Training, Jember, East Java. The university students came from different ethnic groups such as Javanese, Madurese, and Balinese. The online classroom was carried out because, during the COVID-19 pandemic, all classes were shifted into virtual classroom settings.

Participant Recruitment

Six potential teachers become research participants in the online teaching practice program (Crowhurst, 2013). This official endorsement was the first step in gaining access to participants. The laboratory director at the university was informed about this research and supported this research project by giving official permission to conduct the research at school for the teaching practice and allowing PSTs to practice their lesson there virtually. He thought that teacher professional development might benefit from this research. We made it clear that their involvement was entirely voluntary as well. Because they might withdraw from the study in order to avoid any harmful effects (Beach & Eriksson, 2010), we made sure to underline how willingly they participated. A consent form was distributed to ensure that they were fully volunteered. We discussed with potential participants before, during, and after the fieldwork about how to use the information from curriculum artifacts - like lesson plans and materials - when planning lessons and performing online teaching. Involving all necessary participant groups, this conversation aimed to crisscross the information from the curriculum artifacts (Tyldum, 2012). School site A recruited three P S Ts, so does school site B. Research participants' profiles of the current study can be seen in Table 1.

Table 1.
Participants' Profile

Sites	Participants	Age (years)	Gender
School A	PST1	22	Male
	PST2	22	Female
	PST3	23	Female
School B	PST4	23	Female
	PST5	22	Female
	PST6	21	Female

Data Collection

The data were garnered through participant observation during the preliminary study stage, and the consent form was also distributed. Afterward, the data were collected throughout the class planning stage from participants' artifacts - like curriculum documents, lesson plans, and PSTs' works. Before, during, and after teaching practice, there were three phases of dialogic group reflection and interviews that lasted for 35 to 40 minutes each. The natures of both dialogic reflection and interviews were formal or informal conversational, enabling the research participants to share their thoughts, beliefs, values, and opinions freely through written or spoken communication mediated by WhatsApp, Google Meet, or Zoom. The dialogic group reflection during PSTs' teaching enactments and teacher mentors' reflections described realities or a succession of critical evidence (Kabilan, 2007; Wolfinger, 2020). This dialogic group reflection was deployed due to its relevance to the research design.

To begin with, the data were collected from PSTs' artifacts such as curriculum guideline and their works in the form of lesson plan. Afterward, dialogic reflection was deployed to find out the information about their readiness to conduct an online teaching practice upon the following question: (1) How did the online teaching practice program influence your emotional experiences in terms of preparing compatible materials, exploiting technology, selecting appropriate strategies, and assessing students' language competence which will lead you to possess professional identity? The following data were garnered from collective dialogic reflection-in-action and dialogic reflection-for-action to dig up information upon the question (2) What are the factors that influence your emotions during and after online teaching performance which will assist you to have commitment about teaching and being a teacher as your future career? All PSTs answered each question individually, although others gave a single, group response to the two. The questions were intentionally constructed to elicit different points of view, for example, that of PSTs and that of teacher mentor.

Data Analysis

Initially, the data from dialogic reflection-in-action, reflection-on-action, and reflection-for-action were examined using thematic analysis (Miles and Huberman, 1994). Dialogic reflection-in-action and dialogic reflection-on-action were undertaken during and after teaching practice to know their emotional experiences about online teaching practice and factors that influence their emotion. Dialogic reflection-for-action was carried out to know their commitment about teaching and being a teacher as their future career. The results from dialogic reflections were crosschecked against data from PSTs' artifacts such as lesson plan which was served as starting point for this study.

All data from dialogic reflection which captured their emotional experiences were analyzed using appraisal analysis, an interpersonal system at the level of discourse semantics (Martin and White, 2007). This appraisal analysis was deployed to evaluate participants' language expressions and feelings during the stage of reflection. Then, themes were used to categorize the sentences, words, and phrases that were significant and relevant to the research issue. Finally, these data were triangulated against the information obtained through the interview with the teacher mentor, observation, and the findings of the open-ended surveys. For instance, participant 1 discussed their opinions and perceptions of online teaching practice in an online dialogic group reflection that took place before, during, and after the practice.

Vertical analysis was used to examine and code the data from the dialogic group reflection based on the themes from two research questions; online teaching practice programs influence pre-service EFL teachers' emotional experiences as the precursor to the construction of their professional identity and factors that influence pre-service EFL teachers' emotions in an online teaching context. As part of a horizontal analysis, they were paired with individuals from the outcomes of the open-ended surveys and observation.

Lincoln and Guba's (1985) four criteria were deployed to evaluate the reliability and rigor of this work, namely: credibility, transferability, dependability, and confirmability. We merged the information from the interview with teacher mentors and then paired it with the information

from the PSTs' work in the form of lesson plans and their teaching performance to give it stronger legitimacy. The employment of full description upon reporting the data aimed at reaching wider transferability of the study to other contexts with comparable situations. To ensure that the results were consistent with the raw data, member-checking procedure with participants was used (Riazi et al., 2023) to perform dependability. To verify confirmability, a thematic analysis was used in a rigorous data analysis procedure, code assignment, and theme generation.

FINDINGS

Emotional Experiences of Pre-service Teachers in Online Teaching Practice Programs and Their Professional Identity Development

The first set of questions aimed to investigate PSTs' emotional experiences in online teaching practice programs as the precursor to the construction of their professional identity. As mentioned in the previous session, dialogic group reflection was performed within three stages; reflection-in-action, reflection-on-action, and reflection-for-action. These forms of reflection were carried out by involving PSTs, teacher mentors, and teacher educators as facilitators. The PSTs' emotional experiences captured during reflection-in-action and reflection-on-action are reported in Table 2.

Table 2. Pre-Service Teachers' Emotional Experiences

Sites	Participants	Kinds of Emotion	Reflective Account
School A	PST 1	Dissatisfaction	<i>"Online teaching practice did not allow me to know where my students are"</i>
	PST 2	Dissatisfaction	<i>"I could not see their physical appearances".</i>
	PST 3	Dissatisfaction	<i>"Online teaching practice did not allow me to engage them to be enthusiastic students"</i>
School B	PST 4	Confusion	<i>"Online teaching practice did not provide any space to conduct question and answer directly"</i>
	PST 5	Doubt	<i>"I wonder to run an online class as I could not keep in touch with my students directly"</i>
	PST 6	Doubt	<i>"Online teaching practice did not provide any space for me to see their smile"</i>

Table 2 documents PSTs' negative emotions about online teaching practice. Feeling dissatisfied, PST1 could not see his students one by one because the interaction using Google Meet in a special room did not give him the opportunity to memorize every single student's exposure. In addition, PST1 could not see where each student was sitting or whether they were paying attention. PST 2 and PST 3 also felt dissatisfaction as the online classroom did not give them the opportunity to see their students' physical appearance and engage them to be enthusiastic. This online environment challenged PST2 and PST3 to adapt their teaching strategies and provide individual support because they could not identify their physical characteristic as in a face-to-face classroom. PST4 voiced that online teaching practice did not give her the opportunity to perform a questioning as planned in her lesson plan. She also felt confused as she was unable to ask questions directly to gauge how well their students comprehended the content. PST5 and PST6 articulated that the online environment did not give them live interaction and communication. As a result, they could not see their students' body language, vivid facial expressions, and reactions which would otherwise provide valuable insights into their comprehension and engagement with the material.

The teacher mentor in school A perceived that online teaching did not give her the opportunity to evaluate PSTs' pedagogical knowledge (e.g. understanding the core competence and the basic competence) and pedagogical skills as she did in the face-to-face interaction. She felt dissatisfied with the PSTs' lesson plans and their online teaching performance. She mentioned that online teaching practice using Google Meet did not give her feedback during the teaching and learning process. PSTs tended to focus on the use of technological tools instead of comprehending the content of the materials. As a result, the students did not have sufficient knowledge language skills, and competence due to the lack of live interaction as voiced by the teacher mentor in School A.

*"I could not give sufficient feedback on PSTs' pedagogical knowledge and skills as I did in a face-to-face teaching practice".
(dialogic reflection/teacher mentor A)*

The teacher mentor in school B felt confused as he asked PSTs to design their online lesson plan while he did not have adequate technological competence and knowledge about the use of technological applications to deliver materials. As a consequence, he allowed the PSTs to design their online teaching practice based on their technological competence. He perceived that the online teaching and learning process did not give an opportunity for PSTs to perform an authentic assessment. Therefore, PSTs had to meet the students directly to assess students' progress as echoed by the teacher mentor in school B.

"Unfortunately, I did not have adequate technological knowledge and competence, so I asked PSTs to design their online teaching practice" (dialogic reflection/ teacher mentor B)

Both teacher mentors in schools A and B perceived that PSTs' lesson plans had not met the requirement of the curriculum guideline in which the basic competence was presented after the core competence. All PSTs in school A did not mention the core competence in their original lesson plan, as shown in Appendix 1. Its English translation is displayed in Appendix 2. However, the PSTs in school B managed to meet the curriculum requirement. It indicates that the role of teacher mentors is crucial in guiding PSTs' pedagogical skills. The teacher mentor in school A demonstrated her pedagogical, technological, and content competence. However, she did not show her curriculum knowledge. Conversely, the teacher mentor in school B demonstrated his pedagogical, content, and curriculum knowledge but he did not have adequate technological competence. As a result, the online teaching practice was carried out using clustering outdoor and indoor activities, each of which used only one gadget.

Surprisingly, collaborative lesson planning in an online teaching practice allowed PSTs and teacher mentors to identify the problems that occurred during the online teaching and learning process and reflect on what had been conducted in the classroom. Reflection-on-action to analyze evidence and reflection-for-action to perform a follow-up action was carried out to cope with the problems in online teaching practice, the results of which are shown in Table 3.

Table 3.

Collaborative Work between Pre-Service Teachers and the Teacher Mentor

Sites and Participants	Online Teaching Practice	Evidence	Action Taken
School A			
PST1	Moving class	PSTs were unable to perform grouping and seating	The teacher mentor provided grouping and seating support.
PST2		The students were unable to respond quickly or slowly to online instruction.	Using <i>Bahasa Indonesia</i> , the teacher mentor assisted them in explaining the content.
PST3		PSTs struggled to connect theory and practice.	The teacher educator exemplified how to connect theory and practice.
School B			
PST4	Clustering	PSTs were unable to control group work and individual assignments.	PSTs visited students' houses and discussed the challenges with parents and the teacher mentor.
PST5		The students were unable to respond quickly or slowly to online interactions.	PSTs visited students' houses and discussed the challenges with parents and the teacher mentor.
PST6		PSTs were unable to monitor students' learning	PSTs visited students' houses and discussed the challenges with parents and the teacher mentor.

As appreciated in the Table 3, the close relationship between PSTs and the teacher mentor is supportive of a mutual understanding and relationship. Even though PSTs in School A and School B have different online teaching practices, they had the same purpose to achieve the learning objectives. For example, online teaching practice in school A applied a moving class with the aid of a special class equipped with technological tools and a strong internet connection. The teacher mentor served as a facilitator in classroom management and a bridge between

PSTs and the students. She also helped PSTs to deliver materials effectively by interpreting their explanation using *Bahasa Indonesia* as well as a bridge between the theory and reality. Meanwhile, online teaching practice in school B was arranged through a clustering strategy. School B did not provide an internet connection in the class even though the students were allowed to bring personal gadgets into the classroom. As a result, the teaching and learning processes were carried out either indoors or outdoors. Outdoor activity means that the students learned at home in a group surrounding neighbors as a cluster. In this activity, the students were facilitated by the teacher mentor, PSTs, and parents.

Moving classes and clustering were two examples of online teaching practices that demonstrated how PSTs and teacher mentors addressed the learning challenges encountered by the students although such an initiative drained their emotions. Tables 2 and 3 show their emotions are caused by many factors such as lack of curriculum knowledge (CrK), pedagogical knowledge (PK), content knowledge or subject-matter knowledge (CK), and the ability to connect theory and practice. PSTs in school A felt dissatisfied with the online teaching enactment because they could not perform grouping or performing ice-breaking that involved their physical appearance. They also could not perform live interaction and communication with the students which might trigger negative emotions such as dissatisfaction, doubt, and confusion.

Driving Factors to Pre-Service Teachers' Emotions in Online Teaching Contexts

Three broad themes emerged from the analysis: limited understanding of how to start with the curriculum artifacts, limited pedagogical and content knowledge, and limited understanding of how to connect theory and practice.

Limited understanding of how to start with the curriculum artifacts.

When the participants were asked about how to design the online teaching and learning process, the majority commented that they did not have sufficient knowledge of how to interact with the curriculum. Curriculum Knowledge (CrK) can be viewed as the first knowledge that

should be acquired by PSTs. However, teacher mentors in school A did not have enough opportunity to give sufficient support for expanding PSTs' knowledge on how to start with the curriculum artifact. As a result, all PSTs in school A could not identify the core competence and appropriate basic competence which has an impact on ambiguity in determining the learning objectives as shown in the Figure 1 and 2. Similar issues are also reported in the results of PSTs' dialogic reflection. They stated that:

I felt dissatisfied when designing my lesson plan because the teacher mentor did not give me adequate information about core competence and basic competence as stated in the curriculum guidelines. (PST1/dialogic reflection)

I was confused as I wanted to create my lesson plan because the interaction using WhatsApp and Google Meet did not provide sufficient knowledge about how to understand the curriculum guidelines. (PST2/dialogic reflection)

I felt that online teaching practice did not give me opportunities to understand the curriculum guidelines because my teacher mentor only gave me instructions through WhatsApp without any brief explanation about how to start with the curriculum guidelines. (PST3/dialogic reflection)

All PSTs in school A felt that their teacher mentor did not give sufficient information through either synchronous or asynchronous communication. As a corollary, their lesson plans had the same design because the teacher mentor only gave them the existing lesson plans as examples. As a result, PSTs only relied on their own interpretation when developing their lesson plans. Likewise, the PSTs in school B did not show their understanding of how to start with the curriculum artifact as seen in their lesson plan. Although their teacher mentor did not have adequate pedagogical competence, they could design their lesson plan based on their interpretation.

Limited pedagogical and content knowledge

Pedagogical and content knowledge can be viewed as a prerequisite for professional teachers. These types of knowledge can be instilled through online or offline teaching practice. However, in the study, the online classroom setting did not give opportunities for PSTs to improve their pedagogical and content knowledge. PST1, PST2, PST4, and PST5 voiced that they could not practice their speaking with their students and interact with them. They said that:

How can I practice my English speaking if I cannot see my students? (PST1/dialogic reflection)

Teaching practice is a space where I can practice and improve my English speaking with my students. However, the online classroom did not give me the opportunity to perform a live interaction. (PST2/dialogic reflection)

Teaching transactional texts in English language teaching requires a close relationship and live interaction so I can see their face, their smile, and their gesture that energize me to practice my speaking ability. (PST4/dialogic reflection)

How can I practice my speaking skills if I cannot perform a live interaction with my students? (PST5/dialogic reflection)

Meanwhile, PST3 and PST6 voiced that they could not perform an authentic assessment of the student's writing performance or give oral feedback directly. They told that:

As I assigned the students to write a recount text, I could not perform an authentic assessment because online interaction via WhatsApp group and Google Meet did not give me opportunities to perform pre-writing and control their drafting activities. (PST3/dialogic reflection)

The most important point in assessing students' writing skills was giving oral direct feedback so they could see their mistakes, but I could not see their responses as I interacted with them through the WhatsApp group. (PST6/dialogic reflection)

The research results reported here indicate that all PSTs did not get sufficient pedagogical and content knowledge from online teaching practice. From the lens of pedagogical knowledge, PSTs could not employ authentic assessment, grouping, or particular instructional strategy. From the view of subject matter or content knowledge, they could not communicate and interact directly with the students to enhance their productive skills (e.g. speaking and writing skills).

Interestingly, all PSTs in School A and School B have a satisfactory understanding of how to use technological tools to deliver materials in an online classroom such as creating video or video scribe materials and conducting live meetings through Google Meet or Zoom. Notwithstanding, they could not understand how to use technology in conformity with the curriculum guidelines, so all of them explored the tutorials available on YouTube. It indicates that PSTs found their own way to improve their technological competence.

The confusion with how to connect theory and practice

The themes identified in these responses are presented in Table 2. Professional teachers need to have content knowledge as a part of their professional competence, pedagogical competence, personal competence, and social competence. A common view among interviewees was that they could not relate the theory they had learned and the reality in the classroom. PST1 felt dissatisfied as she did not see her students because she could not communicate directly with the students. PST2 felt dissatisfied as he could not see his students' physical appearances or maintain interpersonal communication due to the limited virtual communication. PST3 also felt dissatisfied as she could not see her students' engagement and enthusiasm. PST4 felt confused as she could not perform question-and-answer sessions or quizzes with their students by using questioning strategies she learned at university. PST5 felt doubtful as she could not communicate and interact with her students

directly. Likewise, PST6 felt doubtful as she could not see the students' physical appearances so she could not see their students' gestures and facial expressions as the indicators of their motivation and engagement. These findings acknowledge that online teaching practice did not provide sufficient opportunities for PSTs to develop their social competence, professional competence, and pedagogical competence. It only allowed them to improve their technological knowledge and competence as the launch pad to their exploration as creators of digital learning materials. Moreover, CrK has been found as the most important competence that should be acquired by PSTs during teaching practice.

DISCUSSION

To address the first question, this section reports the findings of PSTs' emotional experiences that contribute to the construction of their professional identity in online teaching practice programs. The findings reveal three negative emotional experiences such as doubt, confusion, and dissatisfaction that can be regarded as the precursor to their professional identity construction. The most dominant finding from this analysis is that negative emotional experiences can be triggered by external factors. Wang et al. (2023) pointed out that teachers' emotion is affected by external factors (e.g. school context and school environment) which give impact to the quality of teaching. In this study, external factors that can trigger PSTs' emotional experiences are teacher mentor competence, online classroom setting, and school policy. These external factors did not give opportunities for PSTs live interaction and communication with teacher mentor and students that can trigger their negative emotion. Martin and White (2007) argue that negative feelings involve moods of feeling such as doubt, confusion, and dissatisfaction which can trigger another negative feeling such as feeling worried. These negative feelings emerged as PSTs could not see, interact, and communicate with the students in an online setting (Grandey, 2000; Grandey and Melloy, 2017; Gross, 2013). These findings, PSTs emotional experiences, demonstrate that negative feelings can be regarded as the precursors to the construction of PSTs' professional identity through collaborative lesson planning and teaching with teacher mentors

mediated by teacher educators. This collaborative work confirms the findings by Khoiriyah et al. (2022) who focused on collaborative lesson planning that can be regarded as a paved avenue to construct PSTs' professional identity in the teaching practice program. In addition, Dikilitis and Bahrami (2023) focused on collaborative teaching in bilingual education which was supported by the trainer's feedback. Collaborative work between PSTs and teacher mentors mediated by teacher educators in this study can be viewed as the vehicle for the construction of PSTs' identity. Even though teacher mentors' competence posed challenges during the online teaching process, all PSTs have developed a good resilience to cope with their problems.

The second research question in this study sought to determine the factors that influence PSTs' emotions in online teaching contexts. The results show that PSTs' emotional experiences are driven by multiple factors such as limited understanding of curriculum knowledge (CrK), suboptimal content knowledge, and confusion as to how to connect theory and practice. These findings contradict previous research that reports an insignificant impact of teacher mentor's guidance on PSTs' teaching practice (Yuan, 2016). In this study, unsatisfactory coaching by teacher mentors in an online teaching practice was caused by teacher mentors' limited competence. Teacher mentors in school A did not have enough pedagogical knowledge in terms of assessing students' writing skills and content knowledge for teaching speaking skills. Meanwhile, the teacher mentor in school B did not have the required level of technological knowledge in designing digital materials. As a result, PSTs felt dissatisfied, doubtful, and confused as they could not perform online teaching practice well. These feelings subsequently result in negative views and perceptions about teaching and becoming a teacher as their future career. This negative perception can be viewed as a part of the failure of teaching practice. Lutovac and Flores (2021) contend that PSTs who have a good understanding of their failure in their teaching practice become a trigger to choose a teacher or educator as their future career. Thus, collaborative planning and teaching with a teacher mentor can be regarded as a pathway for PSTs to find themselves (Nortoon, 2000; Gee,

2000) as prospective professional teachers even though the teacher mentor does not have adequate knowledge and competence.

CONCLUSION

The purpose of the current study was to investigate how the online teaching practice program influenced pre-service EFL teachers' emotional experiences as the precursor to the construction of their professional identity. This study has identified four negative emotions that are derived from external factors such as classroom context (e.g., the relation with the students) and school context (e.g., teacher mentors' competence). These negative emotions involve doubt, dissatisfaction, and confusion. These feelings can guide PSTs to find out their perspectives of future professional teachers by collaborating with teacher mentors during lesson planning and teaching enactment. This collaborative work assists PSTs in finding out the best form of online teaching practice in terms of designing digital materials, stating strategies in online classroom instruction, and online classroom assessment. Furthermore, collaborative lesson planning and teaching in this study sought to determine the good relationship among school members which is driven by positive emotion, such as caring. The finding of this study suggests that professional teacher mentors' requirement is crucial as a consideration before they are going to be a professional teacher mentor.

The second aim of this study was to determine what factors that influence the PSTs' emotions in online teaching contexts. The most prominent finding is that teacher mentors' competence becomes crucial factors, which comprise curriculum knowledge, content knowledge, and pedagogical knowledge, and connecting theory and practice. The findings from this study make several contributions to the current literature. First, teacher mentors' competence, skill, and knowledge can be viewed as the crucial aspect of coaching PSTs during the teaching practice program. Second, PSTs need to develop a good and strong professional identity as the soul of becoming a teacher as their future career. This professional identity can be constructed through collaborative work with teacher mentors mediated by teacher educators. This finding has significant implication for the understanding of how

important of shared-space coaching for teacher mentors before they guide PSTs who are going to be professional mentors

The study is limited by the lack of information on how the teacher mentors manage the coaching during online teaching practice, which will influence PSTs' professional identity construction. Further research should be undertaken to explore how teacher mentors arrange coaching in school sites to develop PSTs' professional identity. The findings of this study have a number of important implications for future practice in terms of shared-space coaching of teacher mentors before mentoring PSTs in teaching practice programs and establishing a guideline for mentoring PSTs.

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Appendix 1: Online lesson plan of school A

ONLINE LESSON PLAN	
SUBJECT	: English
TEXT TYPE	: <i>Recount Text</i>
SKILL	: <i>Writing</i>
CLASS	: X (Sepuluh)
SEMESTER	: II (genap)
TIME ALLOTMENT	: 2 JP
A. BASIC COMPETENCE	
3.7. Distinguish social functions, text structures, and linguistic elements of several spoken and written recount texts by giving and asking for information related to historical events according to the context of their use	
4.7. Teks recount – historic events	
4.7.1. Capturing meaning contextually related to social functions, text structures, and linguistic elements of spoken and written recount texts related to historical events	
4.7.2 Compose oral and written recount texts, short and simple, related to historical events, taking into account social functions, text structure, and linguistic elements, correctly and in context	
B. Learning Objectives:	
a. Siswa dapat membedakan fungsi sosial, struktur teks, serta unsur kebahasaan terkait <i>Recount Text</i> sesuai dengan konteks kebahasaan atau penggunaannya	
b. Siswa dapat menangkap makna dari <i>Recount Text</i>	
c. Siswa dapat menganalisis fungsi <i>Recount Text</i>	
C. Learning Approches:	
a. Scientific Approach (SA)	
b. Text-based Learning	
D. Learning Recourses:	
a. Web site :	
- https://www.studiobelajar.com/recount-text/	
- https://www.yuksinau.id/recount-text/	
b. You tube: https://youtu.be/aNy0a_OM3JQ	
E. Materials	
a. Spidol	
b. Papan tulis	
c. Buku paket	
d. Bulpoin	
F. TEACHING PROCEDURES	
a. Pre-Activity (20 Menit)	
1. Guru membuka pembelajaran dengan salam dan do'a untuk mengawali pembelajaran	
2. Guru menyiapkan mental dan psikis siswa, serta apersepsi	
3. Memberikan motivasi belajar kepada peserta didik dalam belajar selama musim pandemic	
4. Guru memberikan pertanyaan terkait dengan materi pada pertemuan sebelumnya	
b. Whilst-Activity (70 Menit)	
1. Guru memberikan waktu kepada siswa untuk mengingat materi pada pertemuan sebelumnya	
2. Guru memberikan informasi terkait topik pada pertemuan yang sedang	

- berlangsung
3. Guru menjeskan hubungan antara materi sebelumnya dengan *Recount Text*
 4. Guru mengarahkan pembelajaran untuk membahas *Recount Text*
 5. Guru memberikan pemahaman atau penjelasan terkait *Recount Text* baik dalam definisi, structur teks, dan contoh ekspresi untuk mengungkapkkan *Recount Text*
 6. Guru memberikan kesempatan kepada siswa untuk menanyakan materi yang telah dijelaskan
 7. Guru menanggapi pertanyaan yang diajukan siswa
 8. Guru memberikan evaluasi berupa bertanya guna mengetahui pemahaman siswa
- c. Post-Activity (10 Menit)
1. Guru besama-sama dengan siswa membuat kesimpulan atau membuat kepututusan terkait inti atau pokok materi
 2. Guru refleksi hasil proses belajar yang telah dilakkukan
 3. Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja sama dengan baik dalam proses belajar mengajar
 4. Guru menutup pembelajaran dengan salam dan do'a.

F. Assessment/Evaluation

a. Sikap TanggungJawab

- Instrumen: Rubrik Pengamatan (Peer Assessment)

No	Nama Siswa	Berpatisipasi dalam mengerjakan Tugas				Menyelesaikan tugas dengan baik								MODUS
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														

- 4 =selalu
- 3 =Sering
- 2 =kadang-kadang
- 1 = tidak pernah

b. Sikap percaya diri

- Instrumen: Self -Assessment (Penilaian diri sendiri)

No	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa Inggris				
2	Saya malu berbicara bahasa Inggris				
3	Saya takut salah berbicara bahasa Inggris				
4	Saya takut dimarahi kalau salah dalam berbahasa Inggris				

c. Keterampilan

- Scoring Rubric of Writing

No	Aspects	Score			
		1	2	3	4
1	Grammar				
2	Punctuation				
3	Spelling				

- Analytical Scoring Rubric of Writing

No	Score	
1	4	Tidak di temukan kesalahan dalam penggunaan <i>grammar</i> , tanda baca maupun <i>spelling</i>
2	3	Ada kesalahan dalam penggunaan <i>grammar</i> , tanda baca dan <i>spelling</i> tapi tidak mempengaruhi makna teks
3	2	Kesalahan penggunaan <i>grammar</i> , tanda baca, dan <i>spelling</i> yang mempengaruhi makna teks
4	1	Pembaca sulit memahami makna teks

- Scoring Rubric of Speaking

No	Aspects	Score			
		1	2	3	4
1	Fluency				
2	Pronunciation				
3	Intonation				

- Analytical Scoring Rubric of speaking

No	Score	
1	4	Melakukan percakapan dengan lancar, pelafalan benar, dan intonasi tepat
2	3	Melakukan percakapan dengan sedikit tersendat, pelafalan ada yang kurang benar, dan intonasi kurang tepat
3	2	Melakukan percakapan dengan tidak lancar, pelafalan tidak benar, dan intonasi tidak tepat
4	1	Tidak melakukan percakapan atau berhenti di tengah-tengah percakapan dan mengulangi lagi di lain kesempatan

<p>d. Remedial dan Pengayaan</p> <ul style="list-style-type: none"> ➤ Melihat hasil akhir dari analisis hasil tes. ➤ Speaking > Repetition ➤ Writing ➤ Memberikan soal-soal 	
<p>Acknowledged</p> <p>Teacher Mentor,</p> <p>.....</p>	<p>Bondowoso, 07 April 2021</p> <p>Pre-service Teacher,</p> <p>.....</p>

Appendix 2: The correct translation of online lesson plan of school A

ONLINE LESSON PLAN	
SUBJECT	: English
TEXT TYPE	: <i>Recount Text</i>
SKILL	: <i>Writing</i>
CLASS	: X (Sepuluh)
SEMESTER	: II (genap)
TIME ALLOTMENT	: 2 JP
G. BASIC COMPETENCE	
<p>3.7. Distinguish social functions, text structures, and linguistic elements of several spoken and written recount texts by giving and asking for information related to historical events according to the context of their use</p> <p>4.7. Teks recount – historic events</p> <p>4.7.1. Capturing meaning contextually related to social functions, text structures, and linguistic elements of spoken and written recount texts related to historical events</p> <p>4.7.2 Compose oral and written recount texts, short and simple, related to historical events, taking into account social functions, text structure, and linguistic elements, correctly and in context</p>	
H. Learning Objectives:	
<p>d. Siswa dapat membedakan fungsi sosial, struktur teks, serta unsur kebahasaan terkait <i>Recount Text</i> sesuai dengan konteks kebahasaan atau penggunaannya</p> <p>e. Siswa dapat menangkap makna dari <i>Recount Text</i></p> <p>f. Siswa dapat menganalisis fungsi <i>Recount Text</i></p>	
I. Learning Approches:	
<p>c. Scientific Approach (SA)</p> <p>d. Text-based Learning</p>	
J. Learning Recourses:	
<p>c. Web site :</p> <ul style="list-style-type: none"> - https://www.studiobelajar.com/recount-text/ - https://www.yuksinau.id/recount-text/ <p>d. You tube: https://youtu.be/aNy0a_OM3JQ</p>	
K. Materials	
<p>e. Whiteboard marker</p> <p>f. Whiteboard</p>	

- g. Package book
- h. Ballpoint pen

L. TEACHING PROCEDURES

d. Pre-Activity (20 Menit)

1. Teacher greets the student by praying together.
2. Teacher brainstorms students and performs apperceptions.
3. Teacher motivates students during the pandemic outbreak.
4. Teacher asks students series of questions about the previous session.

e. Whilst-Activity (70 Menit)

1. Teacher asks the students to recall the previous materials and the previous meetings.
2. Teacher gives information about the topic they are going to discuss.
3. Teacher explain the relationship between the current topic and the recount text.
4. Teacher directs the instruction to discuss the topic.
5. Teacher explains the materials in terms of definition, generic structure, and the example of expression used in a recount text.
6. Teacher gives opportunities to the students to ask the materials that has been discussed.
7. Teacher responds the students' questions.
8. Teacher gives feedback in the form of question to know the students' comprehension about the text.

f. Post-Activity (10 Menit)

1. Together teacher and the students make conclusion and make a decision in relation with the topic.
2. Teacher reflected the result of the teaching and learning process.
3. Teacher appreciates to all the students who had been cooperated with the teacher during the teaching and learning process.
4. Teacher closed the lesson by praying together.

F. Assessment/Evaluation

e. Affective/ responsibility

✓ Instrument: Observation Rubric (Peer Assessment)

No	Name	Participating in the task accomplishment				Accomplishing the task well								MODE
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														

- 4 =always
- 3 =Often
- 2 =Sometimes
- 1 = Never

f. Affective/ Confidence

✓ Instrument: Self -Assessment

No	Questions	TP	KD	SR	SL
1	I feel hesitate to speak English				
2	I feel shy when I speak English				
3	I am afraid of making mistake				
4	I am afraid if someone angry with me as she/he finds me that I am not good in English				

- g. Skill
 ✓ Scoring Rubric of Writing

No	Aspects	Score			
		1	2	3	4
1	Grammar				
2	Punctuation				
3	Spelling				

- Analytical Scoring Rubric of Writing

No	Score	Description
1	4	No error were found in the use of grammar, punctuation and spelling
2	3	There are errors in the use of grammar, punctuation and spelling but does not affect the meaning of the text
3	2	Errors in the use of grammar, punctuation and spelling affect the meaning of the text
4	1	Readers find it difficult to understand the meaning of the text

- Scoring Rubric of Speaking

No	Aspects	Score			
		1	2	3	4
1	Fluency				
2	Pronunciation				
3	Intonation				

- Analytical Scoring Rubric of Speaking

No	Score	
1	4	Carrying out conversations smoothly, pronunciation correctly, and correct intonation
2	3	Carrying out a conversation with a little hiccup, pronunciation is not correct, and intonation is not quite right
3	2	Conversation is not fluent, pronunciation is incorrect, and intonation is incorrect
4	1	Not carrying on a conversation nor stopping in the middle conversation and repeat it again on another occasion

h. Remedial and Enrichment

- Looking at the final results of the test results analysis.
- Speaking > Repetition
- Writing
- Giving questions

Acknowledged	Bondowoso, 07 April 2021
Teacher Mentor,	Pre-service Teacher,