

PREFACE

This thesis entitled “Exploring the benefits of microteaching course in building student teachers’ self-efficacy: a narrative inquiry in Indonesia” is submitted as partial fulfillment of the requirements for attaining Sarjana Pendidikan Degree at the English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya.

This thesis contains background information, a literature review, methodology, findings and discussion, and conclusion. The background provides a context related to microteaching, gaps, formulation of the problems, significance of the research, and aims of the research. The literature review provides a brief discussion of the theoretical framework of self-efficacy by Bandura and previous studies of relevant research. The research design is a qualitative study using narrative inquiry. The data were collected through semi-structured interviews and participants’ photovoice, then analyzed using narrative analysis and the SHOWED method. Findings present participants' stories arranged using Labov's narrative structure and discussed alongside relevant literature. The conclusion contains a summary of the study and offers suggestions for future research.

Furthermore, the researcher will welcome any suggestions and feedback from the readers for this study. It is hoped that this study will be valuable and beneficial both for the researcher and the readers.

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Julianty Dwi Nugraha

212122028