

REFERENCES

Å, S. L. (2005). *A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform*. 21, 899–916. <https://doi.org/10.1016/j.tate.2005.06.003>

Ahmed, S. (2017). Authentic ELT Materials in the Language Classroom: An Overview. *Journal of Applied Linguistics and Language Research*, 4(2), 181–202. www.jallr.com

Alamri, H. R. H. (2018). Challenges in Practicum: Views and Perceptions of EFL Pre-Service Teachers Towards Field Experience Skills in Real Classrooms. *SSRN Electronic Journal*, 9(1), 146–162. <https://doi.org/10.2139/ssrn.3150902>

Amaranggani, T. W., & Emaliana, I. (2020). Developing Elt Materials: the Key To Fostering Effective Instruction of Reading Comparison and Contrast Texts. *Jurnal Ilmiah Bahasa Dan Sastra*, 7(1), 39–53.

Andriani, A., Hidayati, A. N., Abdullah, F., & Rosmala, D. (2022). *Menulis sebagai Refleksi Pengembangan Diri dan Profesionalisme Guru*. 13(4), 692–698.

Aziz, A. A., Hameed, H. A., Mohamad, M., Narayanasamy, J., & Md Yunus, M. (2020). Pre-service teachers' experiences in developing reading materials for the teaching of reading in an ESL classroom. *International Journal of English Language and Literature Studies*, 9(3), 185–190. <https://doi.org/10.18488/journal.23.2020.93.185.195>

Barkhuizen, G. (2014). Revisiting narrative frames: An instrument for investigating language teaching and learning. *System*, 47, 12–27. <https://doi.org/10.1016/j.system.2014.09.014>

Barkhuizen, G., Benson, P., & Chik, A. (2014). Narrative Inquiry in Language Teaching. In *Routledge*.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189.
<https://doi.org/10.1080/03057640902902252>

Cai, Z., Zhu, J., & Tian, S. (2022). Preservice teachers' teaching internship affects professional identity: Self-efficacy and learning engagement as mediators. *Frontiers in Psychology*, 13(November), 1–9.
<https://doi.org/10.3389/fpsyg.2022.1070763>

De Jong, L., Meirink, J., & Admiraal, W. (2022). Teacher learning in the context of teacher collaboration: connecting teacher dialogue to teacher learning. *Research Papers in Education*, 37(6), 1165–1188.
<https://doi.org/10.1080/02671522.2021.1931950>

Faizin, H. A., Permatasari, I., & Aziz, M. (2022). The Value of Local Content in ELT Materials in Indonesia. *Journal of English Language and Education*, 7(2), 19–26. <https://doi.org/10.31004/jele.v7i2.243>

Fanelia, N. C. (2021). *Efl Pre-Service Teachers' Experience in Designing Lesson Plan: a Narrative Inquiry* Department of English Language Education Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia Yogyakarta 2021.

Farrell, T. S. C. (2018). Reflective Practice for Language Teachers. *The TESOL Encyclopedia of English Language Teaching*, 1–6.
<https://doi.org/10.1002/9781118784235.eelt0873>

Fathul Munir. (2019). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. *Journal of English Language Teaching and Linguistics*, 1(1), 13–37. www.jeltl.org

Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston, MA: Heinle & Heinle.

Jean Clandinin, D. (2019). Journeys in narrative inquiry: The selected works of D.

Jean Clandinin. In *Journeys in Narrative Inquiry: The Selected Works of D. Jean Clandinin*. Routledge. <https://doi.org/10.4324/9780429273896>

Johnson, K. E., & Golombok, P. R. (2011). The transformative power of narrative in second language teacher education. *TESOL Quarterly*, 45(3), 486–509. <https://doi.org/10.5054/tq.2011.256797>

Kemensekneg RI. (2017). Peraturan Pemerintah Republik Indonesia No 19 ,2017 Tentang Guru. *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2017, Volume 09*(Nomor 03), Hal 270.

Latifah, D. (2014). The Role of In-Service Teacher in Supervising Pre-Service Teachers during Teaching Practicum Program. *Harmonia: Journal of Arts Research and Education*, 14(2), 88. <https://doi.org/10.15294/harmonia.v14i2.3290>

Macalister, J. (2012). Narrative frames and needs analysis. *System*, 40(1), 120–128. <https://doi.org/10.1016/j.system.2012.01.010>

Meyer, D., Doll, J., & Kaiser, G. (2023). Professional identity of pre-service teachers: actual and designated identity profiles and their relationship to teacher education programs. *Frontiers in Education*, 8(May), 1–11. <https://doi.org/10.3389/feduc.2023.1134848>

Minto, T. L. (2024). Tenzin Lhamo Minto Material Development in ELT: Principles and Procedures. *Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal Impact Factor*, 6(1). <https://doi.org/10.33329/rjelal.12.1.316>

Nababan, J. A., & Amalia, L. L. (2021). EFL Pre-service Teachers' Challenges in Teaching Practice Program: A Narrative Inquiry. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546(Conaplin 2020), 284–289. <https://doi.org/10.2991/assehr.k.210427.043>

Nikoopour, J., & Farsani, M. A. (2011). English language teaching material development. *Journal of Language and Translation*, 2(2), 1–12.

http://tlt.azad.ac.ir/article_531664_a5cf544dbdb1db8fde9616f545009c0e.pdf

Nurhayati, H., & Langlang Handayani, N. W. (2020). Pre-Service Teachers' Experiences in Developing Digital Learning Designs Using ADDIE Model Amid COVID-19 Pandemic. *Jurnal Basicedu*, 5(5), 3(2), 524–532.
<https://journal.uii.ac.id/ajie/article/view/971>

Putri, I., Susilo, S., & Rachmawaty, N. (2022). Efl Pre-Service Teachers' Experiences in Designing Tpack -Based Instructional Videos. *IJEE (Indonesian Journal of English Education)*, 9(2), 347–357.
<https://doi.org/10.15408/ijee.v9i2.27447>

Seidman, I. (2006). Interviewing as Qualitative Research (3rd ed.). Teachers College Press. In *Contemporary Psychology: A Journal of Reviews* (Vol. 37, Issue 7). <https://doi.org/10.1037/032390>

Simanjuntak, L. I. M. F., Limbong, E., & Wardani, I. (2023). The Pre-service Teachers' Experiences in Developing Digital Competences in Digital Literacies course. *E3L: Journal of English Teaching, Linguistic, and Literature*, 6(1), 20–42.

Stylistics, P., & Routledge, L. (2005). *Labov 's narrative model Practice with the model Hymes , S-P-E-A-K-I-N-G rubric for the ethnography of speaking.*

TAŞDEMİR, H., & SEFEROĞLU, G. (2022). Understanding Teacher Professional Identity: Voices from Pre-Service English Language Teachers. *Bartin Üniversitesi Eğitim Fakültesi Dergisi*, 11(3), 702–717.
<https://doi.org/10.14686/buefad.1112591>

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179.
<https://doi.org/10.1017/S0261444811000528>

Tomlinson, B. (2014). *Developing Materials for Language Teaching : Chapters From The First Edition.*

Umam, A. (2016). The Importance of Needs Analysis in Curriculum Development for ESL/EFL Classroom. *English Journal*, 19(2), 17–27.

Yuan, R., & Lee, I. (2016). 'I need to be strong and competent': a narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching: Theory and Practice*, 22(7), 819–841.
<https://doi.org/10.1080/13540602.2016.1185819>