**EXPLORING THE ROLE OF SUPPORT SYSTEM IN INTERNATIONAL TEACHING PRACTICUM: PRE-SERVICE ENGLISH TEACHER’S NARRATIVE**

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**ABSTRACT**

As an instrumental part of international teaching practicum (ITP), support system is a network of individuals and resources that provides emotional, appraisal, informational, and instrumental assistance to a pre-service teacher (PST) in overcoming stress, achieving goals, and enhancing emotional well-being. While ITP is considered essential for PSTs’ professional and personal development, the role of support system in this context is still underresearched. To address this gap, the present study aims to explore the role of support systems in ITP from the point of view of an Indonesian English pre-service teacher by employing the self-narrative method. The primary data were collected from a self-diary journal written during an ITP in Thailand and triangulated using data from stimulated recall interviews and participant reflection written using a narrative frame. The findings of this study offer valuable insights into how support system can mitigate the challenges of teaching in an international environment and enhance the overall experience of PSTs. The implications of these findings will contribute to the development of more effective support system in future ITP programs.

Keywords: *International Teaching Practicum, Support System, Pre-Service Teacher, English Language Teacher, Teacher Professional Development*

**Biodata:**

Auliyatunnisa, an undergraduate student at Universitas Islam Indonesia, majoring in English Language Education, with multiple teaching practice experiences abroad and actively involved in international mobility programs. Her research primarily focuses on the role of support systems in international teaching practicum (ITP), particularly from the perspective of Indonesian pre-service teachers.