

**EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF TEACHER
AUTONOMY DURING FIELD TEACHING PRACTICE**



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The Writer



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ABSTRACT

Muh. Afrizal. SID. 18010106002. EFL Pre-service Teachers Perceptions of Teacher Autonomy during Field Teaching Practice. Supervised by: Isna Humaera, S. Ag., S.Pd., M.Pd and Nur Hasanah Safei, M.Pd.

This study aims to identify EFL pre-service teachers' perceptions of teacher autonomy during field teaching practice. Data were collected by using reflections of ten pre-service teachers in the English Education Department. This qualitative study focuses on the perception of pre-service teachers based on the concept of teacher autonomy, i.e., teacher professional development, freedom from control over their teaching, and a capacity for self-directed teaching. The data were analyzed qualitatively through a thematic analysis method, and most Pre-service Teachers tended to perceive applying teacher autonomy positively. This study revealed themes such as the public sphere, pedagogical creative teaching process, organizational dynamic, content curriculum knowledge, students' reflections, and promoting learner autonomy. This study implies to teacher educators and institutions that the long-term development of pre-service teachers is crucial to the program's long-term success and is equal to help pre-service teachers gain a good understanding of teacher autonomy and sustain motivation and efforts to exercise autonomy.

Keywords: field teaching practice, pre-service teachers, teacher autonomy; qualitative study

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