

REFERENCES

- Aghaalikhani, H., Maftoon, P., & Jafarigohar, M. (2018). English Teacher Education Programs and Professionalism: The case of Iranian Novice/Experienced Teachers. *Research in English Language Pedagogy*, 6(1), 78–94.
- Alhamad, R. (2018). Challenges and Induction Needs of Novice English as a Foreign Language Teachers in Saudi Arabia. *International Journal of Education and Literacy Studies*, 6(1), 50. <https://doi.org/10.7575/aiac.ijels.v.6n.1p.50>
- Amin, M. Y. M., & Rahimi, A. (2018). Challenges faced by novice EFL teachers. *International Journal of Humanities and Cultural Studies*, 5(1), 149–166. <http://www.ijhcs.com/index.php/ijhcs/index>
- Anggraini, F. (2019). Self Development of Novice Teacher of English: Challenges and Opportunities. *LINGUA: Jurnal Bahasa Dan Sastra*, 20(1), 39–43.
- Anggraini, F., Mirizon, S., & Inderawati, R. (2020). Professional Development of Novice English Teacher in Junior High School. *Jurnal Pendidikan Progresif*, 10(2), 233–249. <https://doi.org/10.23960/jpp.v10.i2.202009>
- Bi Hady, W. R. A. (2018). a Study of Novice Teachers' Challenges At Their Practical Teaching Phase. *International Journal on Language, Research and Education Studies*, 2(3), 333–345. <https://doi.org/10.30575/2017/ijlres-2018091203>
- Creswell, J. W. (2013). Qualitative Inquiry and Research Design. In □□□□□□□ □□□□□ □□□□ (Vol. 1999, Issue December).
- Desi, B., Arianti, D., Novianti, B. A., Asrobi, M., & Pengajaran, P. (2022). *Desain Sistem Informasi Tri Dharma Perguruan Tinggi Universitas Hamzanwadi Tri Dharma Perguruan Tinggi merupakan tiga pilar utama yang menjadi salah satu komponen dalam mencapai visi misi setiap perguruan tinggi [1][2]*. *Tridharma Perguruan Tinggi terd.* 5(2),392–401.
- Dvir, N., & Schatz-Oppenheimer, O. (2020). Novice teachers in a changing reality. *European Journal of Teacher Education*, 43(4), 639–656. <https://doi.org/10.1080/02619768.2020.1821360>

- Gholam, A. (2018). A Mentoring Experience: From the Perspective of a Novice Teacher. *International Journal of Progressive Education*, 14(2), 1–12.
<https://doi.org/10.29329/ijpe.2018.139.1>
- Hadi, M. J., Rudiyanto, M., Puji Anggraini, S. W., & L, L. (2019). What Happened to Novice EFL Teachers Professional Learning in Pesantren Based Bilingual Program? Evidence from an Islamic Boarding School in East Lombok Indonesia. *IJEE (Indonesian Journal of English Education)*, 5(2), 165–175.
<https://doi.org/10.15408/ijee.v5i2.10922>
- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8(1), 21–28.
<https://doi.org/10.1080/17459430701617879>
- Ke Lomi, A. N., & Mbato, C. L. (2020). Struggles and Strategies in Constructing Professional Identity: The First-Year Teaching Experiences of Indonesian EFL Novice Teachers. *Journal of English Education and Teaching*, 4(1), 1–19.
<https://doi.org/10.33369/jeet.4.1.1-19>
- Liu, S. (2018). *Purdue e-Pubs Supporting and Amplifying Teaching Experience of New College Teachers*.
- Mahendra, A. W. (2020). Constructing Identity: Experiences of Indonesian ESP teachers in a language institute. *English Language Teaching Educational Journal*, 3(3), 229–240.
- Palmer, C., & Bolderston, A. (2006). A Brief Introduction to Qualitative Research. *Canadian Journal of Medical Radiation Technology*, 37(1), 16–19. [https://doi.org/10.1016/s0820-5930\(09\)60112-2](https://doi.org/10.1016/s0820-5930(09)60112-2)
- Rachmajanti, S., Sulisty, G. H., Megawati, F., & Akbar, A. A. N. M. (2020). Professional development as viewed by EFL teachers at lower secondary schools. *JEES (Journal of English Educators Society)*, 5(2), 205–212.
<https://doi.org/10.21070/jees.v5i2.964>
- Rahimi, M., Yousofi, N., & Moradkhani, S. (2019). *Exploring the Professional Identity Construction of ELT Researchers in Higher Education*. 13(1), 85–117.
<https://doi.org/10.22132/tel.2019.87594>

- Rahman, M. M., Singh, M. K. M., & Salman Fersi, M. (2020). Multiple case studies on the impact of apprenticeship of observation on novice EFL teachers' cognition and practices. *Mextesol Journal*, 44(4), 1–11.
- Septiani, A., Emiliasari, R. N., & Rofi'i, A. (2019). The Novice English Teachers' Experience: Practices and Challenges. *Academic Journal Perspective : Education, Language, and Literature*, 7(2), 109.
<https://doi.org/10.33603/perspective.v7i2.2708>
- Widiati, U., Suryati, N., & Hayati, N. (2018). Unraveling the challenges of Indonesian novice teachers of English. *Indonesian Journal of Applied Linguistics*, 7(3), 621–629.
<https://doi.org/10.17509/ijal.v7i3.9824>
- Wijaya, K. F. (2022). Investigating Indonesian Novice EFL Teachers' Perceptions On Their Identity Construction. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(1), 9–19.
<https://doi.org/10.24246/j.js.2022.v12.i1.p9-19>
- Aghaalkhani, H., Maftoon, P., & Jafarigozar, M. (2018). English Teacher Education Programs and Professionalism: The case of Iranian Novice/Experienced Teachers. *Research in English Language Pedagogy*, 6(1), 78–94.
- Alhamad, R. (2018). Challenges and Induction Needs of Novice English as a Foreign Language Teachers in Saudi Arabia. *International Journal of Education and Literacy Studies*, 6(1), 50. <https://doi.org/10.7575/aiac.ijels.v.6n.1p.50>
- Amin, M. Y. M., & Rahimi, A. (2018). Challenges faced by novice EFL teachers. *International Journal of Humanities and Cultural Studies*, 5(1), 149–166.
<http://www.ijhcs.com/index.php/ijhcs/index>
- Anggraini, F. (2019). Self Development of Novice Teacher of English: Challenges and Opportunities. *LINGUA: Jurnal Bahasa Dan Sastra*, 20(1), 39–43.
- Anggraini, F., Mirizon, S., & Inderawati, R. (2020). Professional Development of Novice English Teacher in Junior High School. *Jurnal Pendidikan Progresif*, 10(2), 233–249.
<https://doi.org/10.23960/jpp.v10.i2.202009>
- Bi Hady, W. R. A. (2018). a Study of Novice Teachers' Challenges

- At Their Practical Teaching Phase. *International Journal on Language, Research and Education Studies*, 2(3), 333–345.
<https://doi.org/10.30575/2017/ijlres-2018091203>
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design*. In □□□□□□ □□□□□ □□□□ (Vol. 1999, Issue December).
- Desi, B., Arianti, D., Novianti, B. A., Asrobi, M., & Pengajaran, P. (2022). *Desain Sistem Informasi Tri Dharma Perguruan Tinggi Universitas Hamzanwadi Tri Dharma Perguruan Tinggi merupakan tiga pilar utama yang menjadi salah satu komponen dalam mencapai visi misi setiap perguruan tinggi [1][2]*. *Tridharma Perguruan Tinggi terd.* 5(2), 392–401.
- Dvir, N., & Schatz-Oppenheimer, O. (2020). Novice teachers in a changing reality. *European Journal of Teacher Education*, 43(4), 639–656.
<https://doi.org/10.1080/02619768.2020.1821360>
- Gholam, A. (2018). A Mentoring Experience: From the Perspective of a Novice Teacher. *International Journal of Progressive Education*, 14(2), 1–12.
<https://doi.org/10.29329/ijpe.2018.139.1>
- Hadi, M. J., Rudiyanto, M., Puji Angraini, S. W., & L, L. (2019). What Happened to Novice EFL Teachers Professional Learning in Pesantren Based Bilingual Program? Evidence from an Islamic Boarding School in East Lombok Indonesia. *IJEE (Indonesian Journal of English Education)*, 5(2), 165–175.
<https://doi.org/10.15408/ijee.v5i2.10922>
- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8(1), 21–28.
<https://doi.org/10.1080/17459430701617879>
- Ke Lomi, A. N., & Mbato, C. L. (2020). Struggles and Strategies in Constructing Professional Identity: The First-Year Teaching Experiences of Indonesian EFL Novice Teachers. *Journal of English Education and Teaching*, 4(1), 1–19.
<https://doi.org/10.33369/jeet.4.1.1-19>
- Liu, S. (2018). *Purdue e-Pubs Supporting and Amplifying Teaching Experience of New College Teachers*.
- Mahendra, A. W. (2020). *Constructing Identity: Experiences of*

- Indonesian ESP teachers in a language institute. *English Language Teaching Educational Journal*, 3(3), 229–240.
- Moleong, L. J. (2017). *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Palmer, C., & Bolderston, A. (2006). A Brief Introduction to Qualitative Research. *Canadian Journal of Medical Radiation Technology*, 37(1), 16–19. [https://doi.org/10.1016/s0820-5930\(09\)60112-2](https://doi.org/10.1016/s0820-5930(09)60112-2)
- Rachmajanti, S., Sulisty, G. H., Megawati, F., & Akbar, A. A. N. M. (2020). Professional development as viewed by EFL teachers at lower secondary schools. *JEES (Journal of English Educators Society)*, 5(2), 205–212. <https://doi.org/10.21070/jees.v5i2.964>
- Rahimi, M., Yousofi, N., & Moradkhani, S. (2019). *Exploring the Professional Identity Construction of ELT Researchers in Higher Education*. 13(1), 85–117. <https://doi.org/10.22132/tel.2019.87594>
- Rahman, M. M., Singh, M. K. M., & Salman Fersi, M. (2020). Multiple case studies on the impact of apprenticeship of observation on novice EFL teachers' cognition and practices. *Mextesol Journal*, 44(4), 1–11.
- Septiani, A., Emiliyasi, R. N., & Rofi'i, A. (2019). The Novice English Teachers' Experience: Practices and Challenges. *Academic Journal Perspective : Education, Language, and Literature*, 7(2), 109. <https://doi.org/10.33603/perspective.v7i2.2708>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.CV
- Widiati, U., Suryati, N., & Hayati, N. (2018). Unraveling the challenges of Indonesian novice teachers of English. *Indonesian Journal of Applied Linguistics*, 7(3), 621–629. <https://doi.org/10.17509/ijal.v7i3.9824>
- Wijaya, K. F. (2022). Investigating Indonesian Novice EFL Teachers' Perceptions On Their Identity Construction. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(1), 9–19. <https://doi.org/10.24246/j.js.2022.v12.i1.p9-19>