

Preparing Indonesian Pre-Service English Teachers' Readiness to Teach through Teacher-themed Movies

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Abstract

This study aimed at examining the extent of the use of teacher-themed movies in preparing Indonesian pre-service English teachers' readiness to teach and to see the perceived effects of movies in preparing the pre-service English teachers' readiness to teach. This study employed a qualitative design with observations and interviews as the methods of collecting data. Two classes were observed, *Introduction to Education* and *Teaching Profession* classes. Interviews were conducted with, as the participants, six pre-service English teachers and two lecturers of the observed classes. The observation results indicated that movies were used to relate theories and real teaching practices. Through Thematic Analysis of the interview data, the study found that movies could inspire several pre-service English teachers. Movies minimised the gap between theories and practice. Movies helped pre-service teachers to see potential problems and obstacles when teaching in a real class. Informed of the generally positive impacts of the use of movies, it is suggested that teacher education programmes encourage more widespread use of movies to teach teaching-related classes to better prepare pre-service teachers for various classroom situations.

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INTRODUCTION

Pre-service teachers who will enter the teaching profession might get anxious about their readiness as a teacher. A study in Australia by Hemmings and Woodcock (2011) reported some pre-service teachers were questioning themselves about their competence and getting anxious about the skills and knowledge they had in teaching. Some pre-service teachers might feel that they are not ready. Halim et al. (2019) also stated that when pre-service teachers face the actual class, they often feel inferior and unsure whether they could handle real class situations. Applying theories learned in teacher education programmes into practice sometimes also becomes a challenge for them (Tutyandari, 2020). Therefore, pre-service teachers need examples of how theories are implemented in real-life scenarios so that they are ready to teach real classes (Elmas et al., 2019).

Pre-service teachers' readiness to teach is essential to be considered by the teacher education programmes. Straková (2015) in her study involving pre-service English teachers in Slovakia, defined teacher readiness as the feeling of being ready for the teaching job with the consideration of all aspects and elements contributing to that feeling during pre-service training. In this case, teacher education programmes need to prepare their pre-service teachers' readiness to face the real challenges of the teaching profession. There are some aspects other than the content of teaching materials that a pre-service teacher must be ready with, for example, readiness to integrate technology in class (Cuhadar, 2018; Liza & Andriyanti, 2020) or take leadership roles in the teaching profession (Musah & Al-Hudawi, 2020). Teaching as a real teacher has a lot of pressure to take in. That is why the readiness of the pre-service teachers needs to be considered before they enter the real world of teaching. Unfortunately, some pre-service teachers may not be ready for their profession (Corlu et al., 2015), evidenced by the findings of several studies reporting a perceived lack of competence in teaching among pre-service teachers (Güngör, 2016; Halim et al., 2019; Polat, 2010). Regarding this, preparation during the teacher training programmes is paramount (Okhremtchouk & Sellu, 2019; Seferoğlu, 2006).

Tutyandari (2020) conducted a study exploring Indonesian pre-service English teachers' readiness. Based on the findings in her study, Tutyandari (2020) proposed three components of pre-service teachers' readiness. These components can be observed in Figure 1.

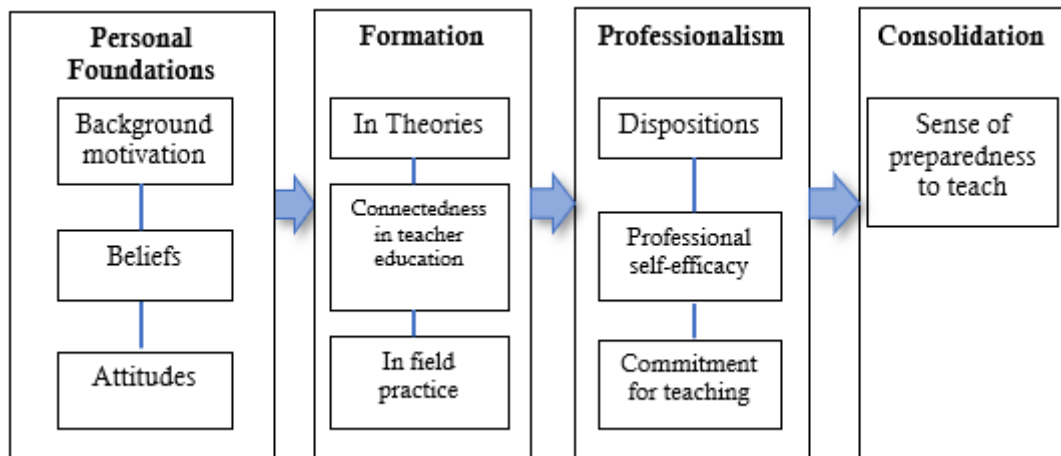


Figure 1. The components of pre-service teachers' readiness to teach (Tutyandari, 2020)

As seen in Figure 1, the components of pre-service teachers' readiness, as proposed by Tutyandari (2020), are personal foundations involving motivation, beliefs, and attitudes toward the teaching profession, formation component which involves the contribution of the teacher education programme to pre-service teachers' feeling of readiness for teaching, and professionalism component which involves self-efficacy in teaching, personal self-efficacy, and commitment for teaching. She stated that the first component, personal foundations, affects pre-service teachers' readiness directly and affects the process of teacher education. Pre-service teachers' readiness starts within themselves. The second component, formation, is the stage of academic formation that prepares pre-service teachers to become teachers. This shows the importance of the teacher education programme in connecting the theories pre-service teachers learn and the field practice in the teacher education

programme. Finally, the third component, professionalism, show the connectedness between academic learning and field practice of the pre-service teachers that influence their perceptions of their teaching competencies and self-efficacy.

The aforementioned suggests the paramount role of teacher education programmes in preparing their pre-service teachers' readiness. Regarding this, various learning media can be utilised and one of them is movies. Movies can engage students' attention and the language used is arguably more understandable than what is found in students' course books (Goctu, 2017). Elmas et al. (2019) argued that movies can give pre-service teachers ideas on how to behave when the pre-service teachers face similar situations as the ones shown in the movies, indicating that movies could portray the situations that may happen in an actual classroom situation.

Movies have been used in many various contexts, for example, in Turkey (Elmas et al., 2019; Gezer, 2020; Kaşkaya & Ünlü, 2011; Kondaş, 2016), Israel (Eilam & Poyas, 2009), the United States (Webb & Kapavik, 2017) and in Romania (Cretu, 2019). These studies also investigated pre-service teachers in various learning disciplines, for example, involving pre-service teachers of English (Eilam & Poyas, 2009; Gezer, 2020; Halim et al., 2019), and science, social studies, and mathematics (Cretu, 2019; Elmas et al., 2019; Kaşkaya & Ünlü, 2011; Kondaş, 2016). Several studies reported that movies could prevent pre-service teachers from the reality shock of the future teaching profession (Cretu, 2019; Kaşkaya & Ünlü, 2011). Movies were believed to be influential and inspiring (Gezer, 2020; Webb & Kapavik, 2017). Movies could also be used to see the implementation of theories into real practices (Eilam & Poyas, 2009).

Movies could help pre-service teachers prevent reality shock in their future teaching profession (Cretu, 2019). Movies were reported to provide some projected scenes that were related to real-life teaching or school situations (Cretu, 2019; Kaşkaya & Ünlü, 2011) and give inspiration for creative solutions to educational problems (Fennell, 2013). Teacher characters in movies may also positively contribute to the pre-service teachers' idea of the teaching profession (Kondaş, 2016; Webb & Kapavik, 2017).

Furthermore, movies used in pre-service teachers' classrooms were reported to be influential in helping pre-service teachers relate theories of teaching to real practices (Eilam & Poyas, 2009; Gezer, 2020; Webb & Kapavik, 2017). For example, an experimental study in Israel by Eilam and Poyas (2009) reported that pre-service teachers using movies to relate educational theories to practice had better comprehension than those who learned theories merely from course books.

The mentioned review of the plethora of literature suggests both the need to prepare pre-service teachers' readiness to teach and the potential of relevant movies to achieve this purpose. In the case of English pre-service teachers, their lack of readiness to teach may be more salient considering the position of English as a Foreign Language (EFL) in Indonesia, and thus the language is constrained to classroom use (Subekti et al., 2021), as well as the language being their second/foreign language (L2) for these pre-service teachers. In Indonesia, apart from an explorative study about pre-service teachers' perceived preparedness for teaching by Tutyandari (2020), studies about pre-service English teachers' readiness have been conducted concerning digital applications (Liza & Andriyanti, 2020) and online learning (Daflizar et al., 2022; Hidayat et al., 2021). These previous studies involved final-year students in English Education departments. Whereas preparing pre-service teachers' readiness to teach may start earlier, to give pre-service teachers ideas on the teaching profession and perhaps also to nurture their love for the profession. Hence, conducting such study involving English pre-service teachers from the second and third years of their study could be worthwhile.

Furthermore, in pre-service teacher literature, movies have been quite widely investigated, for example, to investigate pre-service teachers' self-efficacy (Elmas et al., 2019; Halim et al., 2019; Kaşkaya & Ünlü, 2011; Webb & Kapavik, 2017), motivation (Kondaş, 2016; Webb & Kapavik, 2017), academic theories (Eilam & Poyas, 2009), and teacher professionalism (Cretu, 2019; Gezer, 2020). Likewise, investigating the use of movies in preparing pre-service teachers' readiness to teach may be strategic. Moreover, such studies specifically investigating the use of educational or teacher-themed movies in preparing Indonesian pre-service English teachers' readiness to teach, to the best of our knowledge, may be rare. Hence, conducting the study could pave a way for further studies on the possible roles of movies in English teacher education programmes in Indonesia.

Taking the rationales into account, this study addresses the following research questions. First, to what extent are teacher-themed movies used in preparing Indonesian pre-service English

teachers' readiness to teach? And second, what are the pre-service teachers' and lecturers' views on the use of teacher-themed movies in preparing pre-service English teachers' readiness to teach?

METHODS

Research Design

This present study was conducted using qualitative methods of online observations through *Zoom* and online interviews through *Google Meet*. The paradigm adopted in this study was interpretivism where the phenomenon under study was seen through the participants' perceptions and experiences (Thanh & Thanh, 2015). Using qualitative, this study aimed at investigating the use of movies to prepare pre-service teachers' readiness to teach in-depth and through the participants' lens and viewpoints (Gray, 2014). The observations were employed to see the extent to which movies were used to prepare pre-service English teachers' readiness to teach whilst the interviews were conducted to see the pre-service teachers' and lecturers' views on the use of movies.

Research Setting and Participants

The setting of the present study was an English Language Education Department (ELED) at a university in a big city in Java, Indonesia.

Two classes using movies as instructional materials were observed to see the extent movies were used to prepare pre-service teachers' readiness to teach. These were *Introduction to Education*, offered to third-semester students of the ELED and *Teaching Profession*, offered to fifth-semester students. As seen from the class syllabus, the purpose of the *Introduction to Education* class was to facilitate its students to be aware of several issues in education and prepare them to be future educators. In this class, they learned learning theories; behaviourism, cognitivism, constructivism, and humanism. *Teaching Profession*, furthermore, facilitated its students to develop insight about the teaching profession with the ethical codes, responsibilities, and opportunities for professional development.

The interview participants were two lecturers teaching the observed classes and six pre-service teachers. These six pre-service teachers were randomly selected using *the Random Picker* application among the students of the observed classes who indicated their willingness to be interviewed by filling out consent forms. Out of these six pre-service teacher participants, three were from *Introduction to Education*, and the three others were from *Teaching Profession*.

In total, five teacher-themed movies were used in the observed classes; three in *Introduction to Education* and the other two in *Teaching Profession*. The short details of each movie can be observed in Table 1.

Table 1. Movies Used in the Classes

No	Classes	Title	Short Details
1.		<i>Sokola Rimba</i>	A real-life story of Butet, a teacher who struggles to teach tribal children to read and write
2.	<i>Introduction to Education</i>	<i>Dead Poets Society</i>	A story of an English teacher in a boy-only school, Mr Keating, who employs a unique teaching method
3.		<i>Mona Lisa Smile</i>	A story of an art teacher, Miss Watson, who not only has a passion for arts but also cares for her students
4.	<i>Teaching Profession</i>	<i>Beyond the Blackboard</i>	A story of a young first-time teacher teaching homeless children
5.		<i>Freedom Writers</i>	A real-life story of an English teacher, Erin Gruwell who has to face many unmotivated students who have many problems

Research Instruments

The study used observation checklists and interview checklists. The observation checklist focused on teachers' instructions on the use of movies, how and when these movies were used, and the pre-service teachers' observable reactions or behaviours. Furthermore, there were two interview checklists, one for the pre-service teacher interviews, consisting of seven questions, and the other one

for the lecturers, consisting of ten questions. Examples of questions included "What do you think about the use of films in learning?" for the pre-service teacher interviewees and "What do you want this student teacher to be able to learn from using films in this class?" for the lecturer interviewees.

Ethical Consideration

This study employed several ethical principles of research. First, it adhered to the autonomy principle where the participants' voluntary participation was fully guaranteed (Vilma, 2018). It was done through the distribution of the link of an online informed consent form detailing the researchers' identities, purposes of the study, and participants' rights and responsibilities (Gray, 2014; Israel & Hay, 2006), including the right to withdraw from participation at any time (Dooly et al., 2017; Tracy, 2020). Furthermore, the confidentiality of the participants was maintained through the use of pseudonyms throughout this report.

Data Collection and Data Analysis

The data collection stage consisted of two parts, online observations, and online interviews. After permission to conduct the study was obtained from the Head of the ELED and the lecturers of Introduction to Education and Teaching Profession classes, online observations were conducted in October 2021. After that, the two lecturers of the observed classes were interviewed. Next, six pre-service teachers were randomly selected using the Random Picker application from a list of names of those indicating their willingness to be invited for interviews by filling out the consent form. These six pre-service teachers were then interviewed online. Both the lecturer and pre-service teacher interviews were conducted in Indonesian during December 2021.

The data analysis stage consisted of observation data analysis and interview data analysis. The observation data were analysed per the first research question and presented descriptively to allow rich and in-depth descriptions of the phenomenon. Regarding the interview data, on the completion of the interviews, the data were fully transcribed, translated into English, and analysed using Thematic Analysis (Clarke & Braun, 2017). This method is used to identify, analyse, and interpret patterns of meaning within qualitative data in the form of recurring themes (Maguire & Delahunt, 2017). In the present study, this was achieved through reading and re-reading the interview transcripts, generating initial codes related to the research second question, searching the possible recurring themes, reviewing the themes, and defining the final best-representing themes. Then, the interview excerpts best representing these themes were selected for the report and further analysis. Figure 2 shows the detailed sequence of the data collection and analysis.

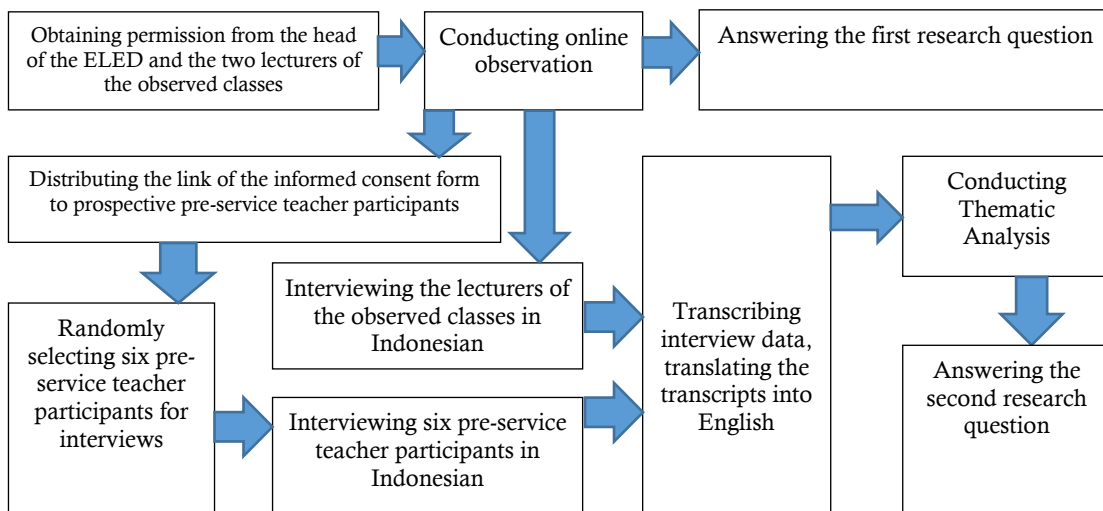


Figure 2. Data Collection and Analysis Sequence

FINDINGS AND DISCUSSION

The extent to which teacher-themed movies were used in preparing pre-service English teachers' readiness to teach

Two classes, *Introduction to Education* and *Teaching Profession* were observed. Observations in both classes produced the same patterns in the use of movies. The pre-service English teachers were assigned to watch the movies before the class. The movie was then discussed in class. The lecturers in both classes invited the pre-service teachers to discuss the assigned movies related to the class materials.

In the following observation result in the *Introduction to Education* class, for example, it could be seen that movies were used to discuss learning theories: behaviourism, constructivism, humanism, and cognitivism and to connect those theories to schema theory.

The lecturer assigned the pre-service teachers to watch a movie [Freedom Writer] before the class. The movie was discussed in class related to the materials on learning theories and schema theory. The lecturer gave an example of the scene where schema theory was applied. The lecturer used the breakout room to group the students and assigned them to discuss the scene in the movies related to schema theory. In one of the breakout discussions, one of the pre-service teachers said, 'through [watching] a movie, I can understand.' Some could relate the theory and the scene in the movie. They identified the character in the movie in some scenes to the theory. They could give an example of the schema theory in the movie. One of them could also relate a certain scene to the behaviourism theory. (Observation Report 1)

This observation report shows that the lecturer used a movie to discuss teaching theories. She asked the pre-service teachers to relate the theories learned to certain scenes in the movie. Most of them could relate the theories they learned to the scenes in the movie. By working in groups to discuss the theory related to the scene in the movie, the pre-service teachers tried to connect the theories they learned with many teaching and learning scenes in the movie

Pre-service English teachers and their lecturers' views on the use of teacher-themed movies in preparing pre-service English teachers' readiness to teach

To answer the second research question, six pre-service English teachers and two lecturers were interviewed. The following pseudonyms were used for the six pre-service teacher participants: Brodi (Male), Bertha (Female/F), Chibi (F), Herlina (F), Melia (F), Elisa (F), and for the two lecturer participants: Meida (F) and Mira (F).

The study found three themes regarding these participants' perspectives on the use of movies in preparing pre-service English teachers' readiness to teach. These themes can be seen in Table 2.

Table 2. Pre-service English teachers' and lecturers' views on the use of movies in preparing pre-service English teachers' readiness to teach

Theme 1	Movies gave inspiration to several qualities of good teachers.
Theme 2	Movies helped pre-service teachers to relate the theories of teaching to practice.
Theme 3	Movies were used to see real examples of problems and obstacles in teaching situations.

Theme 1. Movies gave inspiration to several qualities of good teachers.

The lecturers in this study pointed out their expectations of using movies in their respective classes. Mira, for example, intended to use movies to motivate and inspire her students. Mira stated:

"I want them to like, they are ignited like that. They relate what they will face later [in teaching]."

In comparison, rather subtle in her expectations, Meida realised that movies could inspire some of her students, perhaps, not all of them. She stated:

“You [I] read from their reflection. Usually, there is someone who is then moved, inspired by that [the movie], got inspired. But here, I also realise that movies speak to some students, but maybe not all ... only some are inspired by the movies. Usually, it works... as an inspiration.”

Although Meida acknowledged that movies might not inspire all the pre-service teachers, some of the pre-service teachers interviewed in the present study were inspired by the movies they wanted in class. Elisa, for instance, reported:

“Personally, the one that hits me the most was Freedom Writers [movie]. That is very inspiring. It motivates me because she [the teacher in the movie] can be a teacher, not only professionally but [she] also [treats it] as a vocation. I mean, [it is] from the heart, and she also approaches the students one by one... to encourage the students to learn because the students are desperate. Well, I was inspired, by how to encourage students who are lazy and so on. (Elisa)

The movie inspired her, and the character in the movie enlightened her about her vocation. She also added:

Her name is Erin Gruwell... she is very inspiring because that is also, what it is called, [from] a real story, so it is even more powerful. (Elisa)

The other pre-service teacher, Bertha, had the same perspective. She said:

I think... there is inspiration, like those in Freedom Writer and Sokola Rimba [movie], each of them has its struggles. The teacher figure at Freedom Writer gets herself close to her students, it becomes an inspiration for me if later I become a teacher. (Bertha)

In the movie of *Freedom Writers*, the main character, Erin Gruwell, seemed to inspire Bertha on being a good teacher. She said:

It turns out that we also have to understand them [our students]. That is what I got from Freedom Writers... understand each other... Then as a teacher, you must understand the condition of the students...” (Bertha)

These excerpts suggested the participants' shared perspectives that movies gave inspiration on qualities of good teachers that pre-service teachers could mirror.

Theme 2. Movies helped pre-service teachers to relate the theories of teaching in practice.

The lecturers expected that through movies, their pre-service teacher students could relate the theories they had discussed previously with real teaching practices as depicted in movies. Meida, for example, stated that she wanted her students to see the characteristics of teachers in the movies within the movie contexts and how these teachers with all the qualities could succeed in becoming good teachers. She said:

“For example, in yesterday's Teaching Profession, I want to show the characteristics of teachers, this means that the teacher is the agent of change, ... what context do you want the teacher to change... to see the whole movie so that the complete meaning of the framework is spot on... That is how good it is. There is Monalisa Smile, what else I used, Sokola Rimba, umm, oh Dead Poet Society [title of the movies she used]”. (Meida)

Meida perceived that to see the whole 'picture' of the situations the teacher characters in the movies face, it was important to see the whole of a movie rather than just clips. From seeing the whole movie, pre-service teachers could relate theories to real teaching practices intertwined with various factors such as students' and cultural backgrounds.

The lecturers' expectations seemed to conform to the perspectives of the pre-service teachers. Herlina said:

"We are touched and indeed... more connected, and... understand better [the theories]. For example, the practice of teaching using learning [theory]... behaviourism. I, through [watching] movies, can see it... there was another example given in the movie that really made me understand what behaviourism is all is about and... what humanism is." (Herlina)

In line with that, Elisa acknowledged she learned from the assigned movies how to deal with certain situations in teaching. She said:

"We as pre-service teachers not only watch it [movie], but after that we also explore... there is a method too. It is like analysing... the theories, how to deal with children and also the situations." (Elisa)

Both Herlina and Elisa agreed that movies helped them to see the theories in practices from the movies, indicating that movies could minimise the gap between theories and practices.

Theme 3. Movies were used to see real examples of problems and obstacles in teaching situations.

Both lecturers viewed that movies could help pre-service teachers see real examples of obstacles in teaching situations. Mira said:

Like Beyond the Blackboard [movie], it is an elementary school movie [the problems pictured in the movie] ... poor Elementary school students.....not very motivated, their parents [either]... it is like the worst thing [students may face in the future]. So, what should you do? Yes, you do not have to follow the movie's example, but at least they [pre-service English students] have an idea that they can do this and can do that. I want these students to be able to see that 'Oh, the problems in teaching are like that, huh!'" (Mira)

In line with that, several pre-service teachers agreed that several examples of teaching situations could be portrayed in movies. Chibi shared her views:

"Freedom Writers [movie] turns out to be taken from a true story. Then we become like, oh it turns out, what, there are people like this in real life. And not everything is like Disney... the ending is good, but at first, they struggle, it is really real, you know, and they are real people. It becomes more relevant to us, it is more connected... events in real life, that maybe we will experience in the future" (Chibi)

Another participant, Herlina, gave a relatively same perspective:

"The effect [of movies] is pretty significant... because... something about teaching that I have never seen in reality, I can see it in the movies. And it could also be a preparation for me, like... learning students' characters from movie... movies also give two perspectives, from the teachers and the students". (Herlina)

Brodi, also agreed that from movies pre-service teachers could learn that different students could need different treatments. He stated:

"[From movies] I can see that, oh if you become a teacher ... handling one student with another... [They] need to be treated differently. How to take care of it ... If we often watch movies about teaching, it will be good for the future. We seem to see that there are various kinds of students... what kind of child [students] should be treated [with] what kind of treatment." (Brodi)

From the aforementioned excerpts, it can be seen that the pre-service teachers' perspectives aligned with those of the lecturers that movies could be used to see obstacles in teaching situations as movies could portray several examples of such situations

Discussion

The extent to which movies were used in preparing pre-service English teachers' readiness to teach

Through observations, the study found that movies were used to teach learning theories. Regarding this, one of the pre-service teachers' readiness components proposed by Tutyandari (2020) is formation, the stage of academic formation that prepares pre-service teachers to become teachers. This shows the significance of the teacher education programme in connecting the theories pre-service teachers learned and the field practice in the teacher education programme. This finding was in line with a finding of a study by Eilam and Poyas (2009) involving English pre-service teachers in Israel. They also found that movies were used to see theories of teaching. They found that from the use of movies, pre-service teachers could apply theories in interpreting teaching and learning situations. The similarities could indicate the fairly widespread uses of movies among lecturers at English education majors across contexts to prepare pre-service teachers of English to teach real classes.

Pre-service English teachers and their lecturers' views on the use of movies in preparing pre-service English teachers' readiness to teach

In this present study, several participants pointed out that movies motivated them to have the qualities of the teacher characters in the movies. Regarding this, the first component of the pre-service teachers' readiness in the framework that Tutyandari (2020) proposed in her study was the personal foundation. Pre-service teacher readiness starts from the personal foundation, one of whose aspects was motivation.

The results of this study were slightly in line with those of the study by Gezer (2020) involving Turkish pre-service English teachers. She found that several participants watched movies more than once because the message as well as the storyline of the teacher-themed movies they watched were inspiring and influential. She also reported that movies showed how effective teachers should be and the impacts of effective and, in contrast, inadequate teachers, suggesting that the pre-service teachers could see the good qualities of a teacher in such movies.

Outside the ELT field, a study by Webb and Kapavik (2017) also found that many of their pre-service participants were motivated and inspired by the qualities of the teacher depicted in the *Freedom Writers* movie, a movie used in one of the observed classes in the present study. A participant of their study stated after watching the movie *Freedom Writers*, "She [the teacher in *Freedom Writers* movie] has good qualities that all teachers should have. She inspired her students, and she believed in them". The similarities of findings in both studies suggested that an influential teacher-themed movie may be utilised in teacher education curricula regardless of the specific majors.

Furthermore, it should also be noted as Meida mentioned the limitations of movies to inspire all pre-service teachers, interestingly, several pre-service teacher participants in the study by Gezer (2020) also reported that different pre-service teachers may or may not be inspired by different movies. The latter may be attributed to the too different backgrounds or settings of the movies from those of some pre-service teachers. This may suggest that despite the use of movies seeming to be promising in teacher education curriculum, pre-service teachers' levels of acceptance toward the movies may vary, probably suggesting the use of movies was not one-size-fits-all.

Both the lecturers and the pre-service teachers in this study perceived movies to be facilitating for pre-service teachers to learn learning theories. This appeared to be similar to the finding of a study by Eilam and Poyas (2009), investigating the use of classroom clips and movies for pre-service teachers. They found the more practical experiences a pre-service teacher obtains (as via classroom clips and movie clips), the easier pre-service teachers could, later on, recall when such situations did occur in their teaching. Hence, these pre-service teachers could handle such situations better. It means that the more the pre-service teachers obtained practical experience through movie visuals, the more they might be able to apply theories in practice.

This specific theme was also related to the components of pre-service teachers' readiness proposed by Tutyandari (2020), that is formation component. The formation component involves the contribution of the teacher education programme to the pre-service teachers' readiness to teach. The theories and practices in these components shaped their sense of readiness in teaching. In this case, teacher education programmes need to provide a way to minimise the gap between as well as

to bridge theories and practices. In the present study, it was evidenced that including movies as learning media could be one of the strategies to serve this purpose.

This present study found that movies helped pre-service teachers see real examples of problems and obstacles in teaching situations. Regarding this, Kaşkaya and Ünlü (2011) argued that using real-life movies in teacher education programmes could prevent reality shock in teaching and may be beneficial to reflect teaching practices. Cretu (2019) also echoed the same idea that watching movies and then reflecting on them was a relevant experience, with a cognitive and emotional impact on pre-service teachers. Movies have the potential to prevent the shock that future teachers often experience when they have to face the educational realities at school. This previous study also found that even though the educational contexts in which pre-service teachers will work might be different from the movies, several general issues apply related to the didactic profession. This includes, among others, teaching, classroom management, and challenges. It means that some general issues can still be very relevant even despite the different contexts between the movies and the educational contexts the pre-service teachers might experience in the future.

Furthermore, as the finding of this present study suggested, movies could be used to improve the last component of pre-service teacher readiness by Tutyandari (2020), which is professionalism. This component involves the ability to face problems, self-efficacy, and commitment to teaching. In a similar vein, Konaş (2016) also reported that education-themed movies had an important effect on improving the pre-service teachers' attitudes towards the teaching profession in general. It is possible that taking the teacher character in the movie as an example, as reported by several participants in the present study, contributed to improving their idea of the teaching profession positively. In other words, movies might give a figure example for real-world teaching and have the potential to affect pre-service teachers' commitment to teaching.

CONCLUSION

The present study has several implications and contributions. First, education- or teacher-themed movies as one of the teaching media evidenced to have a positive impact on the pre-service teachers' readiness to teach could inform teacher education programmes. They could encourage more use of movies in several classes preparing them to teach. Secondly, to increase the relevance of the movies, at times lecturers need to ensure that pre-service teachers have sufficient background knowledge about the setting of the movies. It may particularly be the case if the background of the movies is related to, for example, foreign historical events with which the pre-service teachers are not familiar. Furthermore, the study contributed to the literature on the use of movies to prepare pre-service English teachers' readiness to teach in the Indonesian context, which was rather under-research in this specific field.

Furthermore, the limitation of this study is related to the scarcity of previous studies on the use of movies in preparing teachers' readiness in Indonesia. Also, there are not many studies that specifically investigated the use of movies in preparing pre-service teachers, both in Indonesia and abroad. Consequently, previous studies with which the findings of the present study could be compared were fairly limited.

Last but not the least, several recommendations for future studies can be suggested. This study used qualitative methods; hence future studies could investigate Indonesian pre-service English teachers' readiness using a quantitative design and involving many participants to possibly obtain generalisable data. Future studies could also explore other factors affecting pre-service English teachers' readiness to teach.

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