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By Universitas Muhammadiyah Sidoarjo

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Continuing Difficulties in English Teachers' Preparation for Cambridge Exams

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Abstract

Standardized teacher assessments such as the Cambridge Teaching Knowledge Test (TKT) are increasingly used to evaluate pedagogical knowledge, yet their integration into local educational settings remains challenging. **Specifically in Indonesia**, elementary English as a Foreign Language (EFL) teachers face unique barriers during TKT preparation due to contextual misalignment. **Despite existing studies on teacher training and assessment**, limited research addresses the lived experiences of teachers navigating TKT preparation in resource-constrained environments. This **study aims** to explore the perceptions, challenges, and outcomes encountered by eight Indonesian EFL teachers during a six-session TKT preparation program using a narrative inquiry approach. **Findings reveal** minimal improvement in test readiness, largely influenced by limited preparation time, insufficient training resources, and incongruity between TKT content and local teaching realities. The **novelty** lies in its focus on narrative insights from in-service primary school teachers, often underrepresented in assessment literature. **Implications suggest** that for standardized assessments like the TKT to be effective and equitable, localized training support, contextual adaptation, and sustained mentoring are essential. This study contributes to the discourse on EFL teacher development by exposing the practical dissonance between global certification frameworks and local instructional ecosystems.

Highlights:

- Highlights contextual barriers faced by Indonesian EFL teachers during TKT prep.
- Reveals misalignment between global tests and local teaching practices.
- Emphasizes need for localized support in standardized teacher training.

Keywords: Narrative Study, Cambridge TKT Preparation, Teacher Training Challenges, EFL Test Readiness, Standardized Teacher Assessment

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Introduction

Particularly in situations where English is taught as a foreign language, English language instruction is essential to raising the standard of education overall. Teachers play a key role in this process because they are in charge of overseeing learning interactions, assessing students' progress, and developing communicative competence in English in addition to delivering content [1] [2]. Additionally, they act as facilitators, assisting students in developing the academic English proficiency necessary for both future employment prospects and academic success.

In this sense, improving teachers' pedagogical knowledge and ability to adapt to changing educational demands is largely dependent on professional development. According to Ahmed et al. [3], professional development is a reflective practice that helps teachers advance both professionally and intellectually. It is also a lifelong endeavour. Effective implementation has the potential to improve student learning outcomes, enhance teaching experiences, and change instructional approaches. There are several ways to maintain teacher competency in the field of English language instruction, including collaborative learning platforms, certification programmes, and teacher workshops.

Among these, the Cambridge Teaching Knowledge Test (TKT) has become well-known as a respectable certification for English language instructors everywhere, including in Indonesia. TKT offers a modular framework for evaluating teachers' proficiency in lesson planning, classroom management, and English language teaching methodology [4]. The test functions as a diagnostic tool and a credential that promotes professional advancement for educators, especially those working in primary and secondary education. Although the TKT is becoming more and more popular in Indonesia, its application—especially in private primary schools—raises concerns about its applicability in certain contexts and efficacy as a model for long-term professional development.

Although studies conducted in nations like China show that TKT-based training can have a positive impact on teachers' instructional practices, pedagogical beliefs, and self-efficacy [5] [6], results from the Indonesian context indicate otherwise. Annual enrolment in TKT preparation programmes has not always resulted in better test scores or notable changes in teaching methods, as seen in a number of instances, including one private school in Surabaya. This discrepancy highlights the need for a closer look at the real-world experiences of teachers undergoing TKT training, which are frequently disregarded in quantitative research.

Furthermore, the contextualisation of teacher preparation in regional cultural and pedagogical contexts—including the potential for audio-visual resources rooted in local knowledge to improve training relevance and engagement—is not given enough consideration in the literature currently in publication. Despite the potential for bridging the gap between local realities and global standards, the incorporation of such culturally responsive approaches is still understudied.

In order to tackle these problems, the current study uses a narrative inquiry methodology to investigate the experiences of eight EFL teachers in Indonesian elementary schools while they were preparing for TKT. This study aims to gain understanding of the difficulties they encountered, the assistance they obtained, and the perceived influence of the training on their career development by examining their testimonies and accompanying documentation.

Literature Review

A. EFL Teachers

An EFL Teacher is a person who has obtained a teaching qualification for the English language in a teacher education institution, and whose training has been recognized by the award of an appropriate teaching certificate, and by decree he is officially appointed to teach English as a foreign language in accordance with his teaching certificate.

English teachers are in high demand, but they also frequently find that their jobs are growing more and more demanding. They are under pressure from their institutions to respond to curricular innovations and raise standards, and from students, who are less willing to play the role of a submissive student and want to be entertained as well as educated. Teachers are motivated to teach for a variety of reasons, including extrinsic and intrinsic reasons (also known as "internalised extrinsic motivation"). [6] A number of factors affect English as a Foreign Language (EFL) teachers' motivation for professional development. Internal elements that can positively impact teachers' motivation include religious convictions, charity, and the desire to teach EFL to future generations. External factors that influence EFL instructors' motivation for professional development include their salary, the institution's support, the quality of their students, and the materials used in the classroom. Furthermore, a teacher's motivation for teaching English as a foreign language can be negatively impacted by teachers' burnout, personal vulnerability, lack of personal accomplishment, a feeling of discouragement and disillusionment, and occupational stress and receiving little to no support for professional development. According to [7]; [8], other unfavourable factors that affect teachers' motivation include restricted autonomy due to national curricula and standardised tests, general mistrust reflected in demands from administration, and lack of intellectual challenge, which is teaching the same subject without learning and gaining new knowledge, skills, and abilities.

B. Teacher Training for test preparation

Teacher training for EFL teachers plays a vital role in second language teacher education. Learning English as a second or foreign language has spread throughout the world. As a result, the number of English language teachers has greatly increased. To be successful in the classroom, teachers have to develop a variety of knowledge, abilities, and attitudes. These include understanding human development, classroom management, curriculum objectives, and the context of learning, and pedagogical content knowledge that is specific to teaching a particular subject [9]

Teacher training represents a variety of educational activities to improve teachers' knowledge, teaching abilities and other professional skills [10]. Omar also claims that in-service teacher training has significant importance for teachers' classroom performance. In the case study of a Pakistani public school, Nawab [11] discovered that in-service teacher training has improved trainee teachers' attitudes. Nevertheless, there are a number of challenges that hinder the teachers from implementing the lessons they have learned into practice in the classroom. Furthermore, Mohammad [12] argues that, without considering the actual needs of the teachers and context, one may not expect any significant change in teachers from training.

Experts have talked about a variety of educational topics related to EFL teacher training. The six fields of core knowledge base in second language teacher education (SLTE), for instance, are as follows: 1) theories of teaching; 2) teaching skills; 3) communication skills; 4) subject matter knowledge; 5) pedagogical reasoning and decision making (an interactive decision); and 6) contextual knowledge. These are summarized by Richards [13]. In addition, Harmer [14] claims that EFL teachers should possess knowledge in three additional outstanding areas. They are as follows: 1) learners and teachers; 2) managing classroom learning; and 3) testing and evaluation. In summary, Freeman [15] suggests an approach to SLTE that emphasizes "training in knowledge and skills is the core of professional development in teaching career" (p. 14). The knowledge and skills that teachers acquire through classroom experience, preservice and in-service training, and other indicators impact how they instruct. More specifically, what occurs in the classroom is influenced by EFL teachers' proficiency with communicative language teaching and their understanding of grammar [16]

Research on teacher preparation for standardized tests has shown mixed results. While some studies highlight the benefits of structured preparation programs, others point to challenges such as test anxiety, limited relevance to classroom practice, and the potential narrowing of curriculum focus [17] [18]

In the context of EFL teaching, additional complexities arise due to linguistic and cultural differences between test designers and test-takers [19]. These factors may influence how teachers approach test preparation and perceive its value for their professional development.

C. Cambridge Teaching Knowledge Test (TKT)

Cambridge Teaching Knowledge Test is one of tests for teachers of English to speakers of other languages that may be taken by language teachers at any stage of their career is. It covers subject knowledge, pedagogical knowledge and pedagogical content, but it does not attempt to assess knowledge of teaching ability, which is best assessed by classroom practice [20]

Cambridge Teaching Knowledge Test (TKT) has been developed for people who would like to teach English but have not yet started teaching, are already teaching but would like to take an internationally recognized qualification to gain formal recognition for their experience, want to enhance their career opportunities by broadening their experience into specialist areas, want to keep their teaching skills up to date.

Governments, ministries, institutions and schools in different countries recognize Cambridge Teaching Knowledge Test (TKT) as a proof of teaching competency. This is encouraging for language teachers who want to get more experienced in the field of teaching English by earning a certificate that certifies their teaching competence. The Teaching Knowledge Test (TKT) is one of the series of exams created by the University of Cambridge ESOL Examinations programmes to assess an individual's competence in teaching languages [21]. Maria Nelly Gutierrez Arvizu stated that several modules of TKT covers different aspects of teaching a second or foreign language. Module 1, Language Background to Language Learning and Teaching; Module 2, Lesson Planning and the Use of Resources for Language Teaching; and Module 3, Managing the Teaching and Learning Process. Additional components include TKT KAL (Knowledge about Language), TKT CLIL (Content and Language Integrated Learning), TKT YL (Young Learners), and TKT Practical.

Cambridge TKT assists teachers to identify their professional career stage by adhering to the Cambridge English Teaching Framework. Teachers who teach students in primary and secondary schools, especially those with an English proficiency of B1 or higher, are advised to take TKT [22] Teachers who pass each module receive a globally recognised Cambridge English teacher's certificate [23]. Although TKT is intended to be used as a general approach for teacher professional development, its efficacy has not been tested in a variety of culturally specific contexts

D. Narrative Inquiry in Educational Research

As a qualitative research method in educational studies, narrative inquiry has increased in prominence as a way of understanding teachers' and students' lived experiences [24]. This approach allows researchers to explore the complexities of educational contexts through the stories participants tell about their experiences. Semi-structured interviews are commonly used in narrative inquiry to collect data. Then, in order to identify patterns and themes in the narratives, the data are examined using thematic analysis [25]. This methodology makes it possible for researchers to look deeply into participant experiences, which makes it an effective tool for qualitative research.

Narrative inquiry offers a complex and advanced method for understanding educational experiences. It offers insights into the complexities of teaching, learning, and professional identity construction by highlighting personal stories and reflective narratives. Its uses in language teaching and learning illustrate how well it can represent the variety of educational experiences and the meanings associated with them. Narrative inquiry is still a useful technique for learning about the complexities of people's experiences in educational settings, even as research in education improvements.

Method

A. Research Design

This research used qualitative narrative inquiry. According to Creswell stated that Qualitative research involves investigating a problem or phenomenon from both a surface and a deep level. Narrative inquiry is becoming more and more popular in education as a pedagogical and circular approach that supports the real-world application of research. According to Dunne , Narrative modes of inquiry are the most effective for conducting research on teaching because they allow researchers to better understand teachers' practices by presenting one or more illuminating stories about their interactions with students (p. 367).

1. Research Setting

The research conducted at one of the private schools in Surabaya, Indonesia. This school used Cambridge as an additional curriculum. The students used Cambridge Global English with CEFR (Common European Framework of Reference) level A2 to B1. Teachers and students were required to improve their skills through the Cambridge test; Cambridge Young Learners English Test (YLE) for students and Cambridge Teaching Knowledge Test (TKT) for teachers. They take the Cambridge Test once in a year.

2. Research Subject

There were eight English teachers taking the Cambridge Teaching Knowledge Test Module 3 at the school on 17th June 2023. They were the participants in this study. Before taking the test, the school had facilitated the teacher training led by the English Language Coordinator, who had passed Cambridge TKT module 1-3 and CLIL (Content and Language Integrated Learning) module with band 3 for preparation. The detailed information for the participants is shown as follows:

No	Gender	Age	Graduate	Teaching Experience	Certification	Band
1	Female	25	Bachelor	2 years	No	2
2	Female	25	Bachelor	3 years	No	2
3	Female	30	Bachelor	7 years	No	2
4	Female	37	Bachelor	4 years	No	1
5	Female	37	Bachelor	2 years	No	2
6	Female	40	Bachelor	15 years	Yes	1
7	Female	27	Bachelor	7 years	No	2
8	Female	25	Bachelor	5 years	No	2

Table 1. Teacher Identity Data for Training and TKT Test Participants

B. Source of Data

In this research, the researcher used the participants and documents as the source of data.

1. Participants

The researcher used purposive sampling. It means she intentionally chose the English teachers who hadn't taken The Teaching Knowledge Test (TKT) Module 3 to join teacher training as preparation before taking the test. The participants were 8 female EFL Teachers of one of Primary Schools in Surabaya, Indonesia. They have teaching

experience for 2-15 years. One of them is a certified and experienced EFL teacher who has been teaching for more than 15 years.

2 . Documents

Document is a valuable resource for qualitative research. The researcher used pre-test, post-test, attendance list, photos, interview and certificates as test results,

C. Instruments of Research

The researcher used two instruments of research. Those are:

1. Interview

An oral interview in research is a method of gathering information through a conversation between an interviewer and an interviewee. It is particularly useful for collecting in-depth information on people's opinions, thoughts, experiences, and feelings.

2. Document

A qualitative research technique that involves evaluating electronic and physical documents to uncover meaning, gain understanding, and come to a conclusion. The researcher used certificates, photos, pre-test and post-test results and attendance list as documents for Research Instrument.

D. Data Collection Technique of Research

In this research, the researcher used document analysis to collect the data. The systematic method of examining or assessing documents, both printed and electronic (computer-based and transmitted via the Internet), is known as document analysis. Document analysis, like other analytical techniques in qualitative research, requires the examination and interpretation of data in order to extract meaning, gain comprehension, and produce empirical knowledge. The researcher analyzed TKT certificates as teachers' test results, sample paper (pre-test and post-test) for training as preparation, attendance list and photos of training.

E. Data Analysis Technique

The researcher checked and analyzed teachers' attendance list and teachers progress (pre-test and post-test) when the joined the training as preparation. She also documented teachers' activities during the training. After taking the test, the researcher analyzed and classified their Cambridge TKT results based on the band (Band 1 and 2).

After collecting the data, the researcher analysed the data using data analysis method introduced by Miles and Huberman . This method is called interactive model. There are three steps to analyse the data: (1) Data Reduction (2) Data Display (3) Conclusion Drawing.

1. Data Reduction

According to Miles and Huberman , Data reduction refers to the process of selecting the data in the form of written field notes, interview transcript and document. It makes the data becomes stronger.

In this stage, the researcher used document analysis to collect the data. She prepared the pre-test for the teachers to know their initial understanding. She found and analyzed the most teachers' errors. After having the pre-test result, she held the training to improve teachers' understanding and minimize their errors for the next time. Last, the researcher held the post-test to know teachers' understanding after taking the training. The researcher also checked the attendance list and interpreted the activities on photos.

2. Data Display

Data presentation has been recognized as a crucial step during the qualitative data analysis or writing stages. As mentioned by Dey [25], graphic data presentation facilitates the clear and concise representation of details found in lengthy textual content. Visual displays provide a multidimensional space for organizing and connecting various pertinent data points. This data presentation aids the researcher in comprehending the situation and determining the appropriate next steps. In this instance, the researcher utilized a table, graph, and chart to present the data.

3. Conclusion Drawing

This is the final stage of analyzing data. The researcher summarized content of the data display. The conclusion is the basis of the research findings as the answer of the research question.

Result and Discussion

The finding that the researcher shows based on the results and data analysis. The data analysis consisted of document analysis such as pre-test, post-test, attendance list, photos and certificates as test results.

A. Result

1. Teacher Training as Preparation for taking Cambridge Teaching Knowledge Test (TKT)

Cambridge TKT Module 3 is a test used to measure the teacher's ability to learn and teach in the classroom. Before taking Cambridge TKT Module 3, teachers were prepared 6 times to join training. It was a two-hour training designed to help teachers get acquainted with the Cambridge TKT Module 3 issue model and be better prepared for the test. The researcher analyzed the training documents such as test results (pre-test and post-test) as preparation, attendance list and photo.

a. Pre-Test

Before getting the training, the teachers did pre-test to know the teacher's initial understanding and to find out the material of teacher shortcomings on Cambridge TKT Module 3. This is the pre-test result.

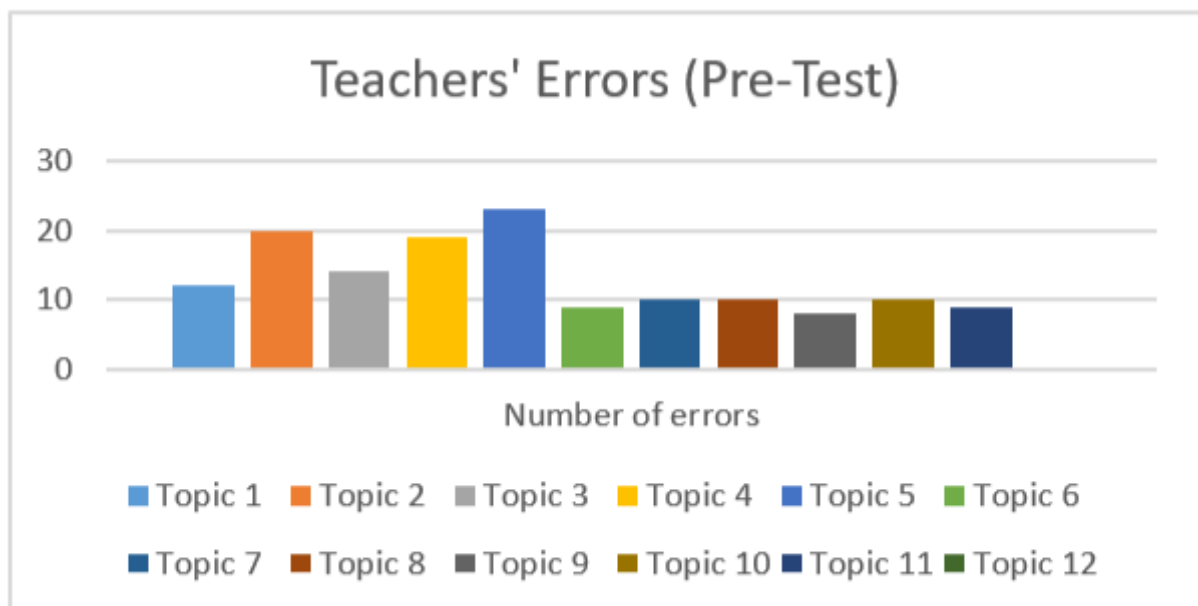


Figure 1. Teacher Error Chart Before Training (Pre-Test)

Based on the chart above, it shows that the most difficulties topic for teachers is about the types of students' errors. The teachers also got difficulties in other topics such as teacher's instruction with teacher trainer's comments, types of students' mistakes, teacher instructions to a class and function of teacher's language. Then, the trainer tried to help the teachers to understand more deeply the materials on the Cambridge TKT Module 3 handbook.

b. Post-Test

During the training, the teachers did the exercises in various topics. They measured and evaluated their ability in each topic. Here are the topics that the teachers had learned on in their practice.

CAMBRIDGE TKT MATERIALS	
Module 3 : Managing the teaching and learning process	
TOPIC	QUESTION NUMBER
1. Function of Teacher's Language	Questions 1-6
2. Teacher's instruction with teacher trainer's comments	Questions 7-13
3. Teacher instructions to a class	Questions 14-19
4. Types of students' mistakes	Questions 20-26
5. Types of students' errors	Questions 27-33
6. Function of a student's classroom conversation	Questions 34-40
7. Learner comments with the teacher roles	Questions 41-47
8. Classroom management terms	Questions 48-54
9. The uses of teachers' language	Questions 55-61
10. Correction strategies of advice on correcting	Questions 62-67
11. Aims of teachers giving feedback	Questions 68-74
12. Interaction patterns of teachers' comments	Questions 75-80

Figure 2. Cambridge TKT Module 3 Materials

After they got training, the teachers did post-test on the same topics that they had studied. Here is the result of the post test.

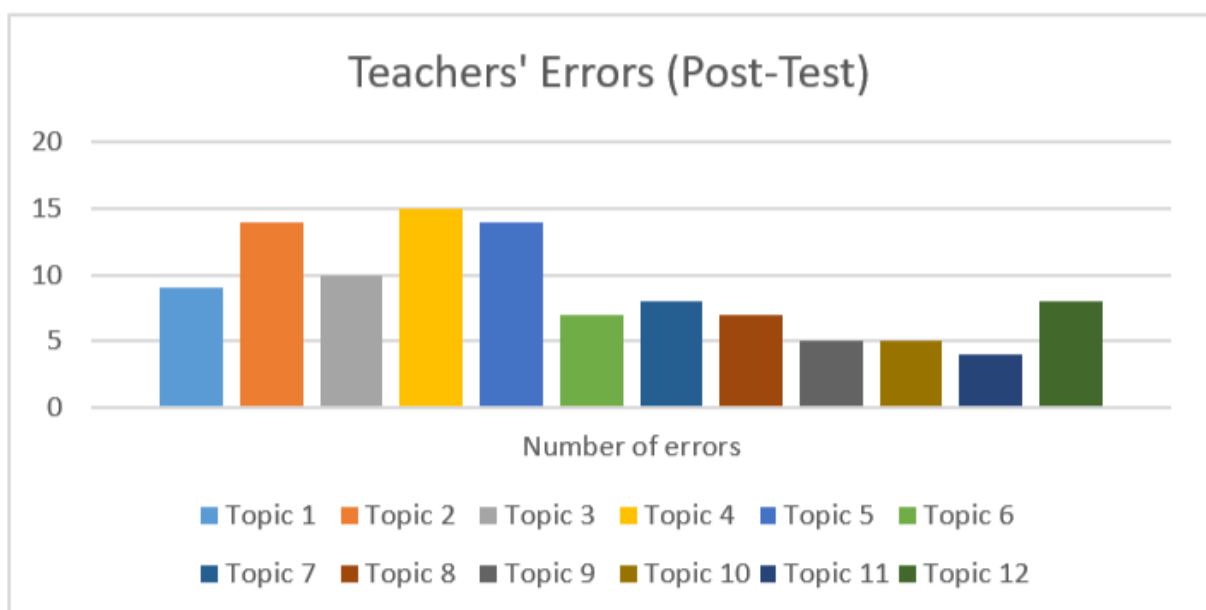


Figure 3. *Teacher Error Chart After Training (Post-Test)*

Based on the results of the post test on the chart above shows a reduced error rate on each topic However, the high numbers of errors in the test post are still on the following topics (1) types of students' mistakes, (2) teacher's instruction with teacher trainer's comments, (3) types of students' errors, (4) teacher instructions to a class and (5) function of teacher's language. The teachers show improvement but it is not significant.

2. Cambridge Teaching Knowledge Test

Cambridge Teaching Knowledge Test is followed by eight female English teachers in March 2023. From a series of tests followed, the results are shown as follows:

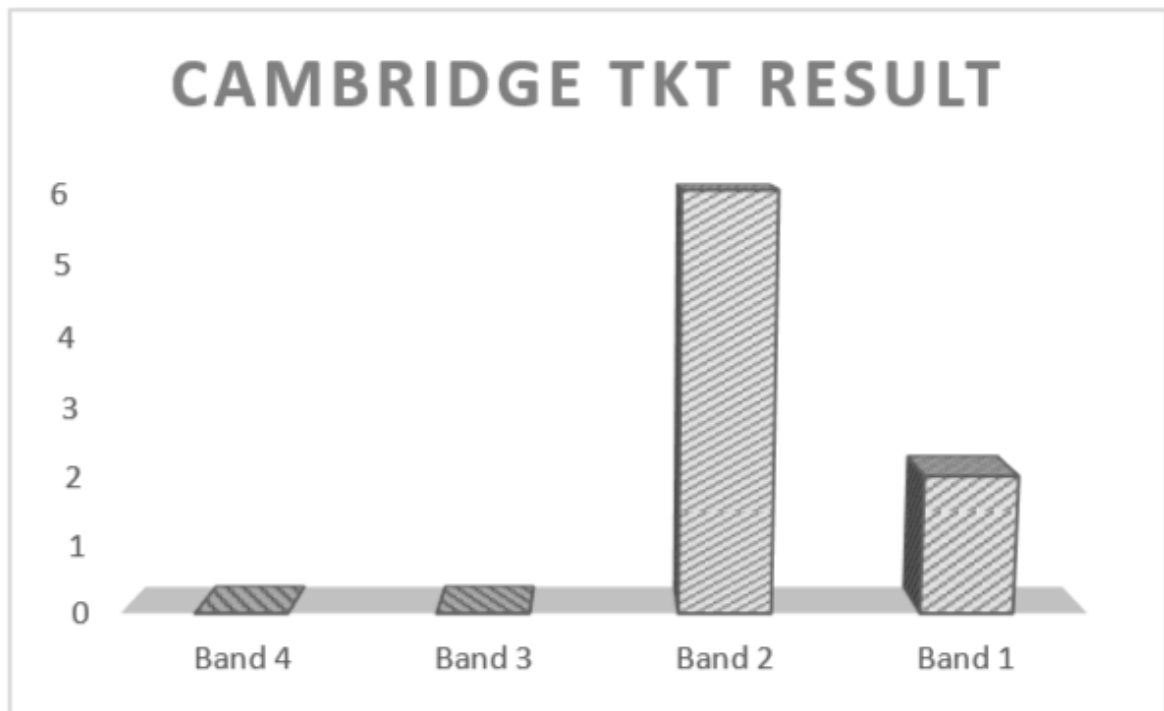


Figure 4. *Cambridge Band Results TKT Module 3*

From the bar graph above, it can be concluded that 6 teachers got band 2 and 2 teachers got band 1 with the band descriptors as follows:

Band 4	Band 3	Band 2	Band 1
The candidate exhibits thorough and deep understanding of all aspects of the TKT Module 3 course, specifically in managing the teaching and learning process. He/she demonstrates comprehensive knowledge of the complete spectrum of concepts, terminology, practices, and processes evaluated in TKT Module 3, pertaining to the language of teachers and learners in the classroom, as well as the strategies available for classroom management to enhance learning. The candidate may apply	The candidate exhibits thorough and wide mastery of the TKT Module 3 course, specifically in managing the teaching and learning process. He/she demonstrates proficiency in the majority of the concepts, terminology, practices, and processes assessed in TKT Module 3, pertaining to the language of teachers and learners in the classroom, as well as the strategies for classroom management to enhance learning. The candidate can effectively apply existing knowledge to both familiar and unexpected classroom	The candidate exhibits fundamental understanding of topics within the TKT Module 3 course, specifically regarding the management of the teaching and learning process. He/she demonstrates an understanding of certain concepts, terminology, practices, and processes assessed in TKT Module 3, pertaining to the language of teachers and learners in the classroom, as well as strategies for classroom management to enhance learning. The candidate may connect current	The candidate exhibits little understanding of the topics within the TKT Module 3 course, specifically regarding the management of the teaching and learning process. He/she demonstrates an acquaintance with a restricted array of concepts, terminology, practices, and procedures assessed in TKT Module 3, pertaining to the language of teachers and learners in the classroom, as well as the strategies available for classroom management to facilitate learning. The candidate can connect

existing knowledge to both familiar and unexpected classroom contexts.	contexts.	knowledge to both familiar and occasionally unfamiliar classroom contexts.	existing knowledge solely to familiar classroom contexts.
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Table 2. *Teacher Attendance During Six TKT Training Meetings*



Figure 5. *Sample Cambridge TKT Certificate Module 3*

Here are examples of certificates that the teachers got after taking the test. Based on the certificates and the band descriptors, the researcher takes some findings.

- 1). Six teachers demonstrated basic knowledge of areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. They showed familiarity with some of the concepts, terminology, practices and processes tested in TKT Module 3, which related to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. They were able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.
- 2). Two teachers demonstrated restricted knowledge of areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. They showed familiarity with a limited range of the concepts, terminology, practices and processes tested in TKT Module 3, which related to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The teachers were able to relate existing knowledge to familiar classroom situations only.

B. Discussion

English language teaching plays an important role in enhancing education quality. Teachers are responsible for providing materials, observing progress, organising interactions, giving feedback, and evaluating success in the English as a Foreign Language (EFL) classroom [26]

Based on a study in China [27] conducted by Xiaojing Wang, Fan Fang, Tariq Elyas showed good results and effects for in-service teachers related to teacher professional development through their participation in the Cambridge Teaching Knowledge Test, this is exactly the opposite of the results obtained by teachers at one of the private schools in Indonesia. The use of the Cambridge Teaching Knowledge Test as an effort to sustain the careers of teachers in this school has been done routinely every year. Teachers at all levels, particularly in primary and

secondary education, are required to take this test. Compared to previous years, which always showed good results, this year showed a decline. Teachers only scored in bands 2 and 1. As a researcher and a teacher trainer, I've observed that there are factors causing this poor outcome.

Cambridge TKT Module 3 is a test used to measure the teacher's ability to learn and teach in the classroom. It is designed to encourage teachers in their professional development and provide a step in their progression on the Cambridge English Teaching Framework. It also plays important role to improve their skills and careers for the future. The materials are about teachers' and learners' language in the classroom, using language appropriately for a range of classroom functions, identifying the functions of learner's language, categorizing learners' mistakes, classroom management, teacher roles, grouping learners, correcting learners and giving feedback. During the training, we know that the teachers have difficulties in some materials such as (1) types of students' mistakes, (2) teacher's instruction with teacher trainer's comments, (3) types of students' errors, (4) teacher instructions to a class and (5) function of teacher's language. The researcher got the difficulties from the data of pre-test and post-test. A system of pre- and post-tests is one of the instruments used to control the quality of this learning. Teachers can use the Pre-test and Post-test method to find out what the learning outcomes are for their students. Arikunto [28] stated that the test is a series of questions on exercises and other tools to measure skills and intelligence knowledge by individuals or groups. With the pre-test and post-test, the teacher can find out whether the process carried out is successful and in accordance with the learning objectives. The teachers has got the progress from pre-test to post-test but it is not significant.

The results on Cambridge TKT showed that six teachers demonstrated basic knowledge and two teachers demonstrated restricted knowledge of areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. They showed familiarity with a limited range of the concepts, terminology, practices and processes tested in TKT Module 3, which related to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. They were able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.

According to the previous study by Sandra Nitalinawati [29] in Indonesia investigated how novice and experienced EFL teachers believed the impact of professional development programs on their teaching methods. A novice teacher need to adapt her college-level background knowledge to the real classroom situation. She also needs a mentor to assist her in adjusting to the school. On the other hand, the experienced teacher has already been in the real classroom situation for a while so that instead of adapting, she needs to modify to create some new strategy to improve her teaching. As a result, experienced teacher is convinced that all types of professional development contribute to her improvement.

In this research findings showed that novice teachers got better band than experienced teachers. Experienced teachers only got band 1. It is caused by teachers' motivation in taking the test is not based on their self-awareness but there is an external factor such as the obligation that the teachers must do as Cambridge material teachers in that school. This self-awareness becomes a factor that prevents the teachers from getting good scores on this test. Teachers have less self-awareness to take the test because of the expensive cost for taking the test while it is a requirement or necessity for that school.

Conclusion

English language teaching plays a crucial role in improving the quality of education. Teachers are leading the charge in this effort. The roles they play in the English as a Foreign Language (EFL) classroom are to supply materials, monitoring development, organizing interactions, giving feedback, and evaluating student success. EFL teachers must engage in professional development to enhance their pedagogy and practice and to stay aware of the evolving needs of students and the educational system. Teaching motivation is also essential since teachers who are enthusiastic, involved, and motivated in the classroom positively impact students' learning.

Teacher training for EFL teachers plays a vital role in second language teacher education. It represents a variety of educational activities to improve teachers' knowledge, teaching abilities and other professional skills

EFL teachers can take Cambridge Teaching Knowledge Test (TKT) to assess their knowledge of teaching English to speakers of other languages. TKT is recommended for teachers with an English level of B1 or above, particularly those who teach primary and secondary school students. For each module (Modules 1, 2, and 3), teachers who pass the test received a globally recognized Cambridge English teacher's certificate.

Based on the research finding, the results on Cambridge TKT showed that six teachers demonstrate basic knowledge and two teachers demonstrate restricted knowledge of areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. They can show familiarity with a limited range of the concepts, terminology, practices and processes tested in TKT Module 3, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. They are able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones. However, Cambridge Teaching Knowledge Test (TKT) are designed to encourage teachers in their professional development and provide a step in their progression on the Cambridge English Teaching Framework. It also plays important role

to improve their skills and careers for the future.

There are several factors that cause people tend to fail in Cambridge TKT, including: lack of preparation, anxiety and stress, teacher's motivation, inadequate understanding of the test structure, insufficient practice, poor time management and lack of familiarity with teaching terminology. Teachers who got band 1 may be cause by their lack of motivation and stress.

Acknowledgement

In the pursuit of enhancing my skills and knowledge as an English as a Foreign Language (EFL) teacher, I embarked on a journey of professional development that culminated in the preparation for the Cambridge Teaching Knowledge Test (TKT). This narrative inquiry reflects on the transformative experience of undergoing EFL teacher training and its significance in preparing me for the TKT.

My journey began with a deep-seated desire to improve my teaching practices and gain a globally recognized certification. The TKT, with its modular structure and focus on specific areas of English language teaching, seemed like the ideal pathway to achieve this goal. The training program I chose was designed to equip me with the essential skills and knowledge required to excel in the TKT.

The training program was comprehensive and well-structured, covering all aspects of language teaching. It began with an introduction to the principles and practices of language learning and teaching, which laid a solid foundation for my understanding of the subject. The next module focused on lesson planning and the effective use of resources, a critical area that I had previously found challenging. Through interactive sessions and practical exercises, I gained a deeper understanding of how to create engaging and effective lesson plans.

The third module, which dealt with managing the teaching and learning process, was particularly insightful. It highlighted the importance of classroom management, assessment techniques, and the role of the teacher in fostering a supportive learning environment. These insights were invaluable as they helped me to refine my approach to classroom management and student assessment.

In addition to these core modules, I also opted to take the specialist modules in Content and Language Integrated Learning (CLIL) and Young Learners. The CLIL module provided me with a unique perspective on how to integrate language and content in the classroom, which I found particularly relevant given the increasing trend towards CLIL in many educational institutions. The Young Learners module, on the other hand, offered practical tips and strategies for teaching young learners, an area that I had previously found both challenging and rewarding.

Throughout the training program, I was provided with a range of resources and materials that were designed to support my preparation for the TKT. These included sample test papers, practice tests, and detailed handbooks that covered all aspects of the test. The support materials were invaluable as they allowed me to familiarize myself with the format and content of the test.

The training program also included free seminars and webinars, which provided additional insights and tips from experienced teachers. These sessions were particularly useful as they offered real-world examples and practical advice that I could apply directly to my teaching practice.

In conclusion, the EFL teacher training program I underwent was instrumental in preparing me for the Cambridge Teaching Knowledge Test (TKT). It not only provided me with the necessary knowledge and skills but also instilled in me a deeper understanding of the principles and practices of English language teaching. The training was comprehensive, well-structured, and supported by a range of resources and materials. As a result, I feel confident and well-prepared to take the TKT and to continue my journey as an effective and engaging EFL teacher.

This narrative inquiry captures the essence of your journey towards preparing for the TKT, highlighting the key aspects of the training program and its impact on your teaching practice.

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