

CHAPTER I

INTRODUCTION

A. Background

Identity development can be best characterized as an ongoing process of interpreting oneself as a certain kind of person and being recognized as such in a given context (Gee, 2001). In this context is a teacher. Becoming a teacher is a more complex process than many pre-service teachers may have initially thought (Beattie, 2000; Britzman, 2003). The process involves the variety of teaching strategies, learn different ways of creating safe and equitable classroom environments, learn to respond to the needs of diverse groups of students, and to engage large groups of students in the curriculum content of the classroom (Beattie, 2000). Through this processes, pre-service teachers should better understand how to be a teacher. What it means to be a teacher is an important aspect of developing a professional identity as a teacher (Pillen, Beijaard & Brok, 2013).

This narrative inquiry presents my experience as a pre-service teacher. Previously, I was not interested in being a teacher because I had a lack of confidence to teach. When I was demanded to take part in teaching practicum program as an English teacher for three months in one of the secondary schools in Tasikmaya, I felt it was difficult to go through it. I had to be able to position myself and to adapt to be a teacher. This process required me to be able to build my identity as a teacher even though it

made me confused and stressful both cognitively, socially, and emotionally. To avoid this dilemma as a candidate of teacher I should understand how to be a teacher to get prepared for future teaching. Therefore, through this research, I investigate my identity as an English teacher when I joined teaching practicum.

Many previous study has investigated PST's identity construction in the emotion process (e.g. Kelchtermans, 2005; O'Connor, 2008; Yuan and Lee, 2016; Teng, 2017). All of the finding showed that the emotions and identity are connected has a contribution to the teacher's identity and teaching practicum. Furthermore, Deng, Zhu, Li, Xu, Rutter, & Rivera,(2018) investigated Chinese student teachers' emotions and dilemmas associated with their professional identity formation during the practicums. The finding designed these emotions and dilemmas contribute to the complexity of the teaching practicum in China.

According to the previous study, the present study investigated the identity of a PST but not only associated with the emotional process but also the aspects of cognition and socialization. According to Yuan and Lee (2015. p. 470) "the process of teacher identity formation is intimately associated with three significant aspects of teachers' life such as cognition, socialization and emotion". Based on this theory, this study aimed of investigating my identity as an Indonesian pre-service English teacher during teaching practicum.

B. Formulation of the Problem

This study has a research question, “How is an Indonesian Pre-service English Teacher’s identity constructed during teaching practicum?”

C. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each key word:

1. Teacher identity : an individual holds toward being a teacher and being a particular type of teacher that created from her/his beliefs, attitudes, and experiences through which individuals define themselves in this context is as English teacher.
2. Pre-service Teacher : I am a student from the faculty of educational sciences and teachers training in which I conduct teaching practicum in one of the secondary schools in Indonesia.
3. Teaching Practicum : A teaching education program for education students who in the seventh semester that allows those to apply their pedagogical knowledge and skill in the place their practice.

D. Aim of the Research

This research aims to investigate an Indonesian Pre-Service English teacher's identity during teaching practicum.

E. Significances of the Research

1. Theoretical : Theoretically, the present study expands the theory of identity development of pre-service teachers during teaching practicum.
2. Empirical : This study provides empirical insights into how an Indonesian Pre-Service English teacher's identity during teaching practicum.
3. Practical : This study provides the reader with useful evidence of disclosing the pre-service teacher perception towards professional identity and also to get prepared for future teaching.