

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a description of the study. It includes the background of the study, formulation of the problem, operational definitions, aim of the research, and significances of the study.

#### **1.1 Background of the Study**

The school-based internships (SBI) program is a compulsory program that must be attended by the whole students of the faculty of educational sciences and teachers' training to construct identities and professional competencies. According to Sutherland et al. (2010), creating school–university collaborations assists student teachers in integrating and developing their knowledge, abilities, values, and other attitudes within these two distinct contexts. Moreover, through collaborating and interacting socially with their communities of practice, student teachers can have access to activities where they can constantly engage with the larger project and critically reflect on their practices, which will aid in their ongoing process of identity construction (Sarani & Najjar, 2015). Therefore, this program is crucial for assisting student teachers in constructing their identities.

At one of the universities in Tasikmalaya, SBI is commonly referred to as teaching practicum or teaching practice. Moreover, SBI at this university runs for around two months and is divided into two phases. The first phase is the SBI program I, which lasts for eight days and is worth one credit. In this phase, student teachers should observe school environments, policies, and habituation activities in school. Meanwhile, the SBI program II can be completed with a three-credit learning load in 23 days. In this phase, student teachers begin to design their teaching materials, such as lesson plans, worksheets, and assessment tools, and through actual teaching practice, they develop their professional identities. Therefore, this program can help student teachers and provide them with practical work experience.

The SBI program aims to help student teachers build their identities by allowing them to practice teaching and observe other teachers in the classroom.

According to Ko and Kim (2021), understanding teacher identity is crucial to understand the nature of language learning and teaching and any additional factors. They claimed that teachers' classroom activities reflect student teachers' identities. In accordance with Prabjandee (2019), he pointed out that learning to teach is not simply a process of acquiring abilities, rather it is a process of constructing student teachers' identities. Therefore, this program is crucial for assisting student teachers in understanding the nature of language learning and teaching to construct their identities.

The phenomenon of this research comes from student teachers from a state university in Tasikmalaya who had experiences in a school-based internship program. They were assigned to teach English subjects in junior high school for two months. The SBI program had a positive influence in changing undergraduate students' identities into student teachers' identities. There were changes in student teachers' identities after completing the SBI program. For example, before completing the SBI program, the way students communicate, dress, and interact in class is still like ordinary undergraduate students. Meanwhile, after completing the SBI program, student teachers became more polite, tidier, and interacted better with others. Hence, describing student teachers' identities after attending the SBI program is crucial due to a significant change in identities as student teachers after attending the SBI program.

Previous studies closely related to student teachers' professional identity have been studied by Hidarto and Christine (2021) under the term "promoting professional identity among pre-service English teachers through teacher camps." The previous study examines how Indonesian pre-service language teachers reviewed their professional identities after teacher camp. They examined the individuals using mixed methods that combined quantitative and qualitative analysis. Moreover, the data collection for both methods was through an online questionnaire. The quantitative method was examined using descriptive statistics, while the qualitative method was analyzed using thematic analysis. In contrast, this study will focus on how the student teachers perform their identities after attending the SBI program. The current study will conduct the research through a qualitative

study. Moreover, the data will be obtained through interviews and analyzed using thematic analysis. The recent study aims to fill the gaps of previous study, so that the readers will get new insights about student teachers' identities after conducting the SBI program. Therefore, this study is entitled "Portraying Student Teachers' Identities after Attending School-Based Internship Program," will describe the identities of the English education department student teachers at one of the universities in Tasikmalaya who had taken part in the SBI program.

## **1.2 Formulation of the Problem**

The research question formulated in this study is, "How do the English student teachers perform their identities after attending the SBI program?"

## **1.3 Operational Definitions**

To avoid misinterpretation of this research, the researcher delivers the operational definitions of each keyword:

- 1.3.1 Undergraduate Students' Identities : Undergraduate students' identities are the way student teachers understand and view themselves professionally.
- 1.3.2 School-Based Internship (SBI) : SBI is the university program that must be attended by the whole students of the faculty of educational sciences and teachers' training in a state university in Indonesia.
- 1.3.3 Student Teachers' Identities after Attending School-based Internship : It is the way student teachers behave and perform their identities after attending the SBI program.

## **1.4 Aim of the Research**

This research is aimed to describe the student teachers' identities based on their teaching experience in the SBI program.

## **1.5 Significances of the Study**

### **1.5.1 Theoretical Use**

This study will enrich the knowledge and theories about student teachers' identities after attending school-based internship.

### **1.5.2 Practical Use**

This research is expected to be a reference for the policy makers who have held this program because of the importance of this program and for student teachers to help them construct their identities.

### **1.5.3 Empirical Use**

This research can be helpful for the researcher to enhance her academic writing experience and expand her experiences related to the topic studied about portraying the student teachers' identities after attending school-based internship.