CHAPTER 2
LITERATURE REVIEW

This chapter describes a brief description of some theories that support the study. The theories are related to undergraduate students' identities, school-based internship, and student teachers' identities after attending SBI.

2.1 Theoretical Framework

2.1.1 Undergraduate Students' Identities

According to the Cambridge Dictionary of 2023, an undergraduate student is one who is pursuing their first degree at a college or university. Related to American Dictionary (2023), an undergraduate student is a college or university student who has not yet earned a bachelor's degree, on par with the first degree conferred. It can be concluded that an undergraduate student is a college or university student who is studying and has not received a bachelor's degree.

Identity is an understanding of how the undergraduate students understand themselves and how others can judge them. As stated by Horn et al. (2008), identity refers to "the way a person understands and views himself, and is often viewed by others, at least in certain situations—a perception of self that can be fairly constently achieved" (p. 62). Similarly, Darvin and Norton (2015) described identity as "how a person understands his or her relationship to the world; how that relationship is structured across time and space; and how the person understands possibilities for the future" (p. 36). Moreover, based on Gee's (2000) view, "being recognized as a certain "kind of person," in a given context, is what I mean here by "identity" (p.99). Therefore, identity is how students view and understand themselves and also how other people view them.

Identities are an ongoing process that is influenced by various factors. In line with Argyris & Schon (1974) and Nickel & Zimmer (2018), it is best to view the development of identity as a continuous process influenced by external circumstances, personal experiences, how those experiences are interpreted, and reflection on past experiences. Moreover, Darvin and Norton (2015) mentioned that identity is perceived as unstable because it is progressively affected by

contradictions between natural positions and expectations, current ideologies and other optional futures, a feeling of being limited, and unlimited opportunities to have imagined identities to retransform their current situations as what they imagine to be. In addition, Varghese et al. (2005) stated that identity is not a fixed, stable, unitary, and internally consistent phenomenon but multiple, fluctuating, and in conflict. By this research, identity is not static but develops over time.

Although there are some differences in the definition of identities from various perspectives, there are several common factors regarding what outstanding aspects influence the construction of students' identities. In line with Varghese et al. (2005), identity shouldn't be viewed as a predetermined, closed-ended idea that people must permanently accept. Rather than a fixed sense of who a person is, identity is a process of being connected to how a person is positioned within specific situations and reacts to social circumstances (Huang & Varghese, 2015). For instance, Flores and Day (2006) found in their study that various factors, including personal and professional histories, pre-service education, school culture, and leadership, influence the stability of identity. Thus, it is crucial to know the various factors that influence the formation of student teachers' identity.

A final remark on the definition of identity relates to how most studies emphasize "personal" and underestimate context's role in shaping professional identities. In conclusion, earlier research on teachers' identity showed that these identities are not fixed but rather are conflicted, multiple, and dynamic (Varghese et al., 2005). Also, it is greatly influenced by the environment, background knowledge, society, and culture in which an undergraduate student is situated.

Identity is an essential characteristic of the teaching profession. Using the framework provided by the concept of identity, teachers can construct their perspectives on how to behave about their practices (Othman & Aljuhaish, 2021). Besides, Huang and Varghese (2015) highlighted the importance of a teacher identity, which depends on both professional development and the sociopolitical and sociocultural context of the classroom. Moreover, Beauchamp and Thomas (2009) stated that a teacher's identity is shaped and rebuilt through interactions with others in a professional setting. Similarly, Martel and Wang (2014) highlighted in

their literature review that interactions with solid relationships, unique circumstances, and personal histories fundamentally influence the creation of language teacher identities. Therefore, undergraduate students should interact professionally with others to develop their identities as student teachers.

Identity includes some characteristics. As stated by Xu (2016) that there are three characteristics of teacher identity. Firstly, language teacher identity is formed by persons' beliefs about themselves and others' views. Secondly, language teacher identity is the outcome of gradual attempts of building characters. Thus, identity is dynamic, negotiated, and contextualized through interaction. Thirdly, language teacher identity is shaped through a need to belong to a desirable community. Thus, these three characteristics can be assumed as the part that constructs the student teachers' identities.

2.1.1.1 Student Teachers' Identities

Student teachers are students from the faculty of educational sciences and teachers' training. Moreover, the student teachers are college of education or university students who are studying to be a teacher ("What Is a Student Teacher," 2023). Thus, the student teachers are students enrolled in the faculty of educational sciences and teachers' training to be teachers.

To identify student teacher's identities, this research will describe the identities of student teachers using the Teacher Identity Measurement Scale (TIMS) by Hanna et al. (2020). According to Hanna et al. (2020), teacher identity is made up of the underlying domains of motivation, self-image, self-efficacy, and task perception. These are four domains of TIMS adapted to portray the identities of student teachers:

Table 2.1 Four domains of TIMS theory by Hanna et al. (2020)

1. Motivation	The definition of *motivation* is a group of interconnected thoughts and feelings.
2. Self-image	The *self-image* is how and in what way individuals view and feel themselves as teachers.
3. Self-efficacy	*Self-efficacy* is a person's view of their capabilities to organize and perform their teaching effectively.
4. Task perception	*Task perception* is about what a teacher considers to be good teaching.

Moreover, the sub-indicators adapted to be used to describe student teachers' identities are based on the teacher professional identity (TPI) concept by Kelchtermans (1993). The indicators and sub-indicators of the TPI concept by Kelchtermans (1993) are 1) self-image: social status, characteristics, and personal appearance; 2) Self-esteem: confidence, and evaluation of oneself as a teacher; 3) job motivation: motivation; 4) task-perception: aims of education, and teacher-student relations; and 5) future perspective.

From the definitions, student teachers' identities constitute identities that are influenced by several factors, such as motivation, self-image, self-efficacy, task perception, social status, characteristics, background knowledge, and the society where the students of faculty of educational sciences and teachers' training are surrounded.

2.1.2 School-Based Internship (SBI)

SBI is a compulsory subject for students of the faculty of educational sciences and teachers' training. The decree of the Minister of Research, technology, and higher education of the Republic of Indonesia number 55 concerning teacher education standards stated that the *Pengenalan Lapangan Persekolahan (PLP)* or SBI program is a process of observation and internship carried out by students of the Bachelor of Education Program to study aspects of learning and education management in an academic unit that is school. Therefore, the SBI program can provide crucial insights to support the construction of student teachers' identities.

An internship is known as practical education. According to *Buku Pedoman PLP* (2022), a stage in the process of preparing student teachers and professional educators at the Bachelor of Education Program level involves giving student teachers assignments to implement learning outcomes through observing the learning process at school, training in developing learning tools, and guided teaching and learning accompanied by reflective actions under the direction and supervision of field supervisors and tutor teacher. Consequently, the SBI program will aid student teachers in discovering their own identities and strengthening their understanding of the various teaching competencies.

SBI is also well-known as a teaching practice. According to Dan & Liu (2021), the term teaching practice refers to when student teachers can develop their practical knowledge and participate in innovative activities such as resource use, evaluation, and achievement judgment. They typically have a variety of activities to complete during this period, including drafting lesson plans, managing classes, evaluating students' progress, and accomplishing administrative tasks (Ardi et al., 2023). As a result, through attending SBI, the student teachers might have a deeper grasp of teachers' responsibilities.

At one of the state universities in Tasikmalaya, the SBI program runs for around two months and is divided into two phases. The specifics are as follows: the SBI program I lasts for eight days and is worth one credit. Meanwhile, the SBI program II can be finished in 23 days with a 3-credit learning load. Therefore, all the faculty of educational sciences and teachers' training students who have completed the required qualifications for SBI must adhere to this program to learn about many areas of learning and school management.

SBI can develop and integrate student teachers' understanding of students, their educational learning, mastery of scientific subjects and expertise, personalities, and readiness to become future teachers or professionals in education. Following *Buku Pedoman PLP* (2022), in the first phase, student teachers are expected to comprehend curriculum analysis, analysis of assessment and evaluation systems, the use of ICT in learning, and preparation of learning tools (lesson plans, media, worksheets, teaching materials, and assessment instruments). Moreover, in the second phase, student teachers start implementing direct learning activities using various learning strategies and learning media and management of classroom and school meetings. Therefore, after going through these two phases, student teachers are considered to have experienced and constructed their identities.

Concerning student teachers' identities, the SBI program built on the concepts of contextual learning is advantageous. Nghia and Tai (2017) claim that student teachers can learn more about the realities of this field through their classroom experiences. Moreover, the schools where the student teachers internship deliver the social and cultural contexts for engaging in teaching communities of

practice, allowing them to negotiate and re-negotiate their teacher identities (Zhu et al., 2020). This activity contributes to their ongoing process of identity construction. Thus, SBI is a viable approach to advance the student teachers' identities of EFL student teachers.

The SBI program is designed to provide student teachers with an understanding of high school contexts, the educational needs of students, practical teaching of English, and planning extracurricular academic and English language activities for students. According to the benefits of the *PLP* program for student teachers in *Buku Pedoman PLP* (2022), it will enhance student teachers' grasp of the educational process in schools with all its issues. Student teachers will also get practical learning experiences with the educational process at schools. Hence, SBI helps student teachers better grasp how to create their identities as teachers, and it enables them to comprehend how theory and practice are related, which improves their understanding of their capacity to meet the objectives specified for their future professions.

SBI is an example of experiential learning (EL), education based on experience. According to Kolb, EL, or simply "learning through experience," is a process by which information is formed via making meaning because of experience (Zhou & Brown, 2017). In this program, student teachers gain knowledge through observation, interviews, and face-to-face interaction with all associated with the school, including the principal, teachers, and students. Therefore, as educational and learning development institutions, student teachers can understand school dynamics, management, and culture.

In addition, the SBI program provides opportunities for student teachers to put what they have learned in their program into practice, including designing lesson plans for students of various grade levels, teaching the lessons, reflecting on their teaching effectiveness, and getting mentor feedback (Quoc et al., 2022). In order to measure students' learning outcomes, student teachers also prepare and administer examinations. For that reason, the SBI program is crucial since it will impact the student teachers' identities and how much they want to pursue the teaching profession.

2.1.3 Student Teachers' Identities after Attending SBI

Student teachers are students from the faculty of educational sciences and teachers' training who have acquired experience in the practicalities of SBI. As Zhao (2012) argued, student teachers are college or graduate students who have formally joined supervised teaching and are completing the appropriate pedagogy coursework in conventional colleges. Moreover, Ardi et al. (2023) highlighted that the internship offers student teachers a reflective and dialogic space where they can build the meaning of themselves as they interact with members of the professional teaching communities. Thus, their experiences studying English and social and institutional forces influenced the identities construction.

The SBI program is an important process in the socialization of student teachers. According to Ardi et al. (2023), the socialization process in the SBI program supports EFL student teachers in negotiating their identities. Their identities are enacted and formed through social interactions with teacher educators, students, other teachers, administrators, and the general public and through physical interactions with the spaces, places, and things in classrooms and institutions (Barkhuizen, 2016). Therefore, English student teachers could expand their experiences and interact directly with students, teachers, and industry stakeholders by attending the SBI program.

Student teachers tend to feel a change after completing the SBI program. Through their teaching practicum, Martínez-de-la-Hidalga and Villardón-Gallego (2016) highlighted that most student teachers improve their ideas about teachers and teaching after adapting to the school setting where they do their internship. They added that students also become more aware of the teachers' professional profile, the job's difficulty, the importance of teachers as social change agents, and changes in opinions of the teachers' position and the teaching and learning strategies they use. As a result, student teachers will learn more about their subject of study and gain more experience, which will help them construct their identities.

2.2 Study of the Relevant Research

Some studies on student teachers' identities will be used for this study as references. The first study was conducted by Sarani and Najjar (2015), entitled

formulation of language teachers' identity in the situated learning of language teaching community of practice. This study aims to define the key learning-based characteristics of the community of practice for language teaching that may shape the identity of language teachers. Regarding the situational learning opportunities they offer language teachers to construct their professional identities, the study's findings revealed some differences between the communities of practice for teaching English and Arabic.

The second study was conducted by Nghia and Tai (2017), entitled preservice teachers' identity development during the teaching internship. This research provides information on how teachers establish their identities while completing their internships. Also, the investigation revealed that their teacher identities had already been formed before they enrolled in the teacher education program, which educational experts further formed. In that way, they created expectations or imagined their professional duties and responsibilities before the teaching internships.

In the third study, Quoc et al. (2022) researched the novice teachers' professional identity reconstruction. This study looks into the professional identity construction of new teachers, from their pictured identities to their practiced identities. The findings of this study showed that four participants reported various professional identity reconstructions within the first five years of their teaching careers.

In the fourth study, Mosquera-Pérez and Losada-Rivas (2022) conducted research entitled EFL teachers' professional identity: a narrative study with Colombian graduate students. The study looked at the identities of English language teachers before and after they enrolled in a master's program in the subject at a public university in Colombia. The study's findings demonstrated that academic, pedagogical, and personal experiences shape teachers' identities in an unending process.

2.3 Conceptual Framework

The study focuses to investigate how student teachers perform their identities after attending the SBI program. According to Horn et al. (2008), identity

refers to the way an individual realizes and views themselves and is viewed by others, in any case in certain situations—an insight of self that can be honestly continually accomplished. Besides, the student teachers' identities referred to in this research is how student teachers behave and perform their identities after experiencing the SBI program.

The TIMS theory by Hanna et al. (2020) used to describe student teachers' identities in this study. The theory includes four underlying domains: motivation, self-image, self-efficacy, and task perception. Moreover, the TPI concept by Kelchtermans (1993) used as the sub-indicators to support the indicators of the TIMS theory to describe student teachers' identities. The sub-indicators will be used for this study are students' motivation, social status, characteristics, personal appearance, confidence, evaluation of oneself as a teacher, perception of education, and teacher-student relations. Therefore, these indicators and sub-indicators will be references for the researcher in writing questions for the interview guidelines.