

ABSTRACT

ANIISAH FIDAARIYAH. 2023. "PORTRAYING STUDENT TEACHERS' IDENTITIES AFTER ATTENDING SCHOOL-BASED INTERNSHIP PROGRAM". English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

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. This program is beneficial to develop student teachers' identities. The study described English student teachers' identities based on their teaching experience in the SBI program. This study utilized a descriptive case study method. The participants comprised three student teachers majoring in English Education at a university in Tasikmalaya, West Java, Indonesia. The data were collected through the utilization of semi-structured interviews. The thematic analysis (Braun & Clarke, 2006) was utilized to analyze the data. The findings showed that the participants performed better student teachers' identities after attending the SBI program. These were: 1) Student teachers' communication; 2) Student teachers' attitude and behavior; 3) Student teachers' motivation and self-efficacy; 4) Student teachers' knowledge, skills, and professionalism; and 5) Student teachers' performance. The researcher's data analysis led to the conclusion that the SBI program facilitated participants to develop their student teachers' identities and provided multiple benefits for their professional competencies development. The implication of this research is to provide valuable references regarding changes in student teachers' identities performed after attending the SBI program.

Keywords: Identities, School-Based Internships, Student Teachers