

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teaching Practicum

Teaching practicum is an activity that involves pre-service teachers in their new stage experience of teaching. It provides a chance to build links between theory and practice to apply academic knowledge (Nemtchinova, 2018). Furthermore, a successful teacher education program is indicated by the success of teaching practicum (Köksal & Genç, 2019). In addition, Teaching as a profession is the mother of all professions, and this is the foundation of national growth and development as no nation can rise above the values of its teachers as a noble goal of improving other careers (Abiodun, 2017). Teaching practicum has a big role in teacher education programs since it will give students and teachers new experiences in teaching practicum.

Teaching practicum activity conducted at one of Tasikmalaya's public universities that occurs in two months and is divided into two activities. Two activities titled "Teaching Practicum I" and "Teaching Practicum II" are offered during the seventh semester of this course as part of the undergraduate programs at the Faculty of Education. The activities related to the aims and implementations of the Teaching Practicum I and Teaching Practicum II courses are discussed by Ugyun and Akinci (2015) they stated Teaching practicum include preparing and applying a plan per week and evaluating this plan by practicum teachers and lecturers. While teaching practicum II involves actual classroom experience, teaching practicum I introduces English pre-service teachers to the culture, system, and educational setting in the school. Many useful activities are included in the teaching practicum for English pre-service teachers, such as observing the school, examining the curriculum and learning tools, learning techniques, assessment, developing lesson plans, teaching materials, and learning reports.

Teaching practicum has numerous advantages for future teachers. Through teaching practicum, pre-service teachers will be more aware and familiar with the actual situation during teaching. Syahrial et al. (2018) affirm that after participating in a teaching practicum program, students are expected to be able to strengthen academic competence in education and subject areas accompanied by critical thinking skills and higher-level thinking skills. Those aspects are oriented to give student teachers real experiences of working in real schools and get some benefits for their professional development (Hepsari & Ena, 2019). Based on the goals attained during the teaching practicum, students will need this activity for their teaching practicum because this activity will provide many benefits for prospective educators in the future.

2.1.2 Self-Awareness

Self-awareness is one of the components of emotional intelligence. Self-awareness refers to the capacity to become the object of one's attention (Duval & Wicklund, 1972). Self-awareness is the ability to recognize and understand your moods, emotions, and motivations and their impact on others (Goleman, 1998). Strong self-awareness prevents someone from being extremely critical or overly optimistic, instead choosing to be honest with themselves and with others. The focus of self-awareness consisted of three components: emotional self-awareness, accurate self-assessment, and self-confidence. According to Goleman (1998), Emotional self-awareness is defined as recognizing one's emotions and their effects, accurate self-assessment means knowing one's strengths and limits, and self-confidence is described as sureness about one's self-worth and capabilities. Self-awareness extends to a person's understanding of his or her values and goals. Someone with high self-awareness will know themselves better and understand others more. Self-assessment refers to the process of evaluating one's skills, knowledge, abilities, and performance against a set of criteria or standards. It involves introspection and reflection on one's strengths, weaknesses, and areas for improvement. Self-confidence refers to a

person's belief in their abilities, skills, worth, and capacity to succeed. It is an internal sense of trust and certainty in oneself. Self-confidence involves having a positive self-perception, a realistic assessment of one's strengths and limitations, and the ability to face challenges and setbacks with resilience and optimism. It is an essential attribute that can contribute to motivation, goal achievement, and confidence in navigating life's experiences.

Self-awareness has some impact on teaching practicum. Self-awareness supports teachers in making thoughtful judgments regarding their teaching strategies by enabling them to become aware of the effects of their emotions and behaviors on their students, despite evidence that self-awareness is linked with effective teaching (Grant, 2017). Effective teaching practicum comes from pre-service teachers who are self-aware of themselves and their circumstances. In conclusion, self-awareness is the first component of emotional intelligence that can be defined as the ability of someone to understand themselves, manage their emotion, and know their values.

2.1.3 Pre-service English Teacher

Pre-service English teachers are students of an English education department who do pre-service teaching activities and have the responsibility to teach in an actual context as a compulsory subject in the teacher training program. In the view of Pawan et al. (2017), pre-service teachers are placed in a student teaching environment several times during their undergraduate training so that they will see immediately how the theory they learn in university is put into practice as well as comprehend and participate in both of their adaptations and modifications. Pre-service teaching activities also prepare students for being good teachers in the future.

Pre-service teaching activities will enrich the student-teacher experience in teaching practicum. What teachers want to learn professionally could change according to their years of teaching experience (Louws et al., 2017). Pre-service teaching activities will help student-teachers prepare well for what they need to do to be a professional teacher in the future.

2.2 Study of the Relevant Research

The research proposal that the researcher writes will be preferable if it adds the previous studies related to pre-service English teacher self-awareness during teaching practicum. The researcher found there are several studies related to this research, Such as studies conducted by Ainusamssi et al. (2022), Drajati and Astuti (2022), and Sciuchettia et al. (2018).

First, a study conducted by Ainusamssi et al. (2022) explores the development of language teaching awareness experienced by a prospective teacher during a teaching practicum. The study provided insight for student teachers to better understand their language teaching practicum under certain kinds of circumstances. The participant of this study was a student teacher majoring in the English Education Department at Siliwangi University, Indonesia. They had already conducted a teaching practicum in one junior high school in Tasikmalaya, West Java, within two months of teaching. The collected data from personal diaries written during teaching, semi-structured interviews, and open-ended questionnaires were processed qualitatively. The findings reported four primary themes emerging throughout the scrutiny of the development in language teaching awareness, namely (1) the dynamic feeling towards the language teaching practice, (2) the adaptability towards the language teaching activities in certain kinds of circumstances, (3) the ability to adjust with diverse teaching circumstances, (4) realization of the pedagogical implication of teaching beliefs and practices. Briefly stated language teaching awareness explored through self-awareness can promote self-reflection, self-regulation, and self-evaluation.

The second research conducted by Drajati and Astuti (2022) captured participants' self-reflections in their teaching practicum experiences. This study aims to explore the nature of student-teacher individual reflection throughout their teaching experience in the teaching practicum. Narrative data garnered through multiple semi-structured interviews had been scheduled for 30-60 minutes per interview session. The interview-derived narrative data was

analyzed by using IPA (interpretative phenomenological analysis) and CDA (critical discourse analysis). These analytical frameworks were to explore the longitudinal nature dimensions of three pre-service English teachers during their teaching practicum experiences. The finding of this study indicated that most of the reflections created the participants' awareness that learning environments, teacher ability and creativity, and managing the time and classroom have a pivotal role in the teaching process. Drawing on this, the practical implication of the study is that teachers not only develop their professionalism, but they must also develop skills, creativity, and understanding of what students need during a teaching practicum.

Another research conducted by Sciuchettia et al. (2018) discusses teachers' reflections on their developing professional awareness. This research used an exploratory, qualitative approach that analyzed the end-of-course reflections of 31 special education pre-service teachers for insights into the development of their professional awareness (professional roles and responsibilities) following a strategically aligned field experience. Data sources for this research are from participants' reflections in the field experiences course. Findings suggest that participants expressed a growing understanding of professional practices, teacher dispositions, and professional relationships. Participants described a heightened awareness of the complexities of special education service delivery and professional practice.

There are some relevant studies related to the pre-service English teacher self-awareness in teaching practicum, but some of them focus on self-reflection during teaching practicum. Meanwhile, this research will focus on how to develop self-awareness during teaching practicum in three competencies: emotional self-awareness, accurate self-assessment, and self-confidence.