

## ABSTRAK

MIA ROSLIANA, 2024. "PRE-SERVICE ENGLISH TEACHERS' SELF-AWARENESS DURING THE TEACHING PRACTICUM: A CASE STUDY". English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

Penelitian ini menyelidiki kesadaran diri mahasiswa bahasa Inggris saat melakukan pengenalan lapangan persekolahan atau PLP selama mereka melakukan praktik mengajar. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus deskriptif. Penelitian ini dilakukan di sebuah universitas negeri di Tasikmalaya, Jawa Barat, Indonesia, dan melibatkan tiga mahasiswa bahasa Inggris saat masa praktik mengajar di sekolah menengah pertama yang berbeda. Data dikumpulkan melalui wawancara semi terstruktur yang mengungkapkan wawasan signifikan mengenai kesadaran emosional, strategi penilaian diri, dan kepercayaan diri peserta selama praktikum. Temuan menunjukkan bahwa calon guru mengalami berbagai emosi, termasuk perasaan positif seperti kesenangan, rasa syukur, dan keterlibatan, serta emosi negatif seperti kecemasan dan rasa tidak aman. Metode penilaian diri yang digunakan oleh peserta mencakup umpan balik dari siswa, teman sebaya, dan mentor serta jurnal reflektif, yang semuanya berkontribusi terhadap pengembangan kesadaran diri mereka. Selain itu, persiapan mengajar dan dukungan lingkungan dari siswa, teman sebaya, dan mentor meningkatkan rasa percaya diri mereka dalam mengajar. Implikasi dari penelitian ini menunjukkan bahwa program pendidikan guru harus mengintegrasikan kegiatan yang meningkatkan kesadaran emosional, penilaian diri, dan kepercayaan diri sehingga dapat lebih mempersiapkan pendidik di masa depan untuk menghadapi tantangan yang terjadi di kelas.

**Kata kunci:** pengenalan lapangan persekolahan, kesadaran diri, praktik mengajar

## ABSTRACT

MIA ROSLIANA, 2024. "PRE-SERVICE ENGLISH TEACHERS' SELF-AWARENESS DURING THE TEACHING PRACTICUM: A CASE STUDY". English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

This study investigates the self-awareness of pre-service English teachers during their teaching practicum. This study used a qualitative approach with a descriptive case study as a research method. This study was conducted at a public university in Tasikmalaya, West Java, Indonesia, and involved three pre-service English teachers who completed their teaching practicum in different junior high schools. Data were collected through semi-structured interviews, which revealed significant insights into the participants' emotional awareness, self-assessment strategies, and self-confidence during the practicum. The collected data was analyzed using thematic analysis. The findings indicate that pre-service teachers experienced a range of emotions, including positive feelings such as pleasure, gratitude, and engagement, alongside negative emotions like anxiety and insecurity. Self-assessment methods employed by participants included feedback from students, peers, and mentors and reflective journaling, all contributing to their self-awareness development. Furthermore, teaching preparation and environmental support from students, peers, and mentors enhanced their self-confidence in teaching. The implications of this research suggest that teacher training programs should integrate activities that enhance emotional awareness, self-assessment, and self-confidence among pre-service English teachers that can better prepare future educators for classroom challenges.

**Keywords:** pre-service English teacher, self-awareness, teaching practicum.