

CHAPTER 1

INTRODUCTION

1.1 Background

Teaching practicum is important in introducing teaching practice to pre-service English teachers. The quality of education cannot and never be achieved without having well-prepared teachers in pre-service teachers' education (Beshir et al., 2023). Pre-service students gain professional knowledge, teaching abilities, and teaching competency by participating in teaching practicum. Another advantage that student teachers can gain from teaching practicum is the ability to build their teachers' identities. Teacher education aims to produce professional and independent teachers with good professional knowledge and skills, which may also be addressed as the development of teacher identity (Kostiainen et al., 2018). Considering the numerous benefits that will be received during teaching practicum, this is an important activity to hold as a starting point for future teachers.

Teaching practicum in a teacher education program is one of the most important activities for making student-teachers experience teaching activity in a real context situation. According to Allen et al. (2019), professional experience is a critically important part of any initial teacher education program. Teaching practicum will help students in the teacher education program develop their skills in teaching and prepare for their future as English teachers.

Teaching practicum not only helps pre-service English teachers improve their teaching abilities but also develops their self-awareness. Self-awareness is one of the most important aspects that pre-service English teachers have to build. Having high self-awareness in teaching practicum will support the success of the learning process in the classroom because the pre-service English teacher will be aware of the advantages and disadvantages of teaching and will be used as an evaluation in the next teaching stage.

Self-awareness is the first aspect of emotional intelligence. The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) framework describes self-awareness as the ability to recognize personal emotions, evaluate personal self-confidence and self-efficacy, and recognize strengths and areas for growth. Self-awareness will be formed when the teacher realizes the integrity during teaching and evaluates the weaknesses to get the expected outcome. By having high self-awareness, the pre-service teacher will achieve success in the teaching process.

This phenomenon was found among pre-service English teachers in an English Education Department in a public university located in Tasikmalaya, Indonesia. The focus of this study is the development of self-awareness among pre-service English teachers during their teaching practicum. This study is important because self-awareness influences how teachers understand themselves in their interactions with students and how they manage classrooms. By understanding how self-awareness develops during the practicum, the researcher can offer better support to pre-service teachers in enhancing their professional skills. The teaching practicum in this university called as PLP and divided into to different activity PLP 1 and PLP 2. Pre-service teachers have to learn about the educational environment that will serve as the location for the teaching practicum, learn about the characteristics of students, create lesson plans, prepare teaching materials, conduct the teaching and learning process, and make an evaluation of the students. Pre-service teachers must be aware of the school environment when creating lesson plans, make observations, and be familiar with the school's curriculum. Pre-service teachers are accompanied by their supervisors, both from the school intern and the university. The roles of supervisors are to provide direction to pre-service English teachers before being assigned to practicing schools, guide pre-service English teachers in adapting to the requirements of the school, carry out the school-based internship activities that have been programmed, help pre-service English teachers to become familiar with the typical school environment, monitor, supervise, and evaluate

pre-service English teachers during teaching practicum. While joining the teaching practicum, pre-service English teachers experience issues such as nervousness, anxiety, stress, low self-confidence, and being overwhelmed. In order to reduce the issues, pre-service English teachers do self-awareness practices such as journaling, peer assessment, and feedback from supervisors to support their self-awareness during teaching practicums.

Previous research has been conducted regarding this issue, such as a study conducted by Park et al. (2019) exploring the development of self-awareness using mindfulness meditation with pre-service teachers. The authors studied the use of mindfulness meditation in an early childhood college course with early childhood pre-service teachers. This mindfulness meditation practice was implemented with 25 undergraduate students. This study reports the main findings that emerged from the students' journals regarding mindfulness meditation. That means the article suggests that educators need to provide meaningful learning experiences and activities, which could help their students develop the personal qualities necessary to teach with high self-confidence.

Another research conducted by Drajadi and Astuti (2022) captures 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 were analyzed by using IPA (interpretative phenomenological analysis) and CDA (critical discourse analysis). 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.

There has been much study on teacher self-awareness during teaching practicum so far, but most of it has focused on reflection and journaling activity during teaching practicum to gain professional identity. Meanwhile, this research will be focused on how to develop self-awareness through self-awareness practices such as journaling, peer assessment, and feedback from supervisors during teaching practicum in three categories, namely emotional self-awareness, accurate self-assessment, and self-confidence. The importance of self-awareness is to make pre-service English teacher show the greater performance during teaching practicum.

1.2 Formulation of the Problem

According to the background of the study in this research, there is a problem following it. The question is, “How does the pre-service English teachers’ self-awareness during the teaching practicum?”

1.3 Operational Definition

To avoid misunderstanding, she presents the definition of each keyword in this study as follows:

1.3.1 Pre-service English Teacher: Three students in their seventh semester of an English education department at a public university in Tasikmalaya did a teaching practicum for two months.

1.3.2 Self-awareness: Self-awareness in teaching practicum is the ability to recognize and understand moods, strengths, weaknesses, emotions, motivations, and their impact on other people. The focus of self-awareness consisted of three components: emotional self-awareness, accurate self-assessment, and self-confidence.

1.3.3 Teaching Practicum:

Teaching practicum activity that involves students in the 7th semester of the English education department. Teaching practicum allows students to learn about the school's culture and environment and teach in a real-world context to be potential teachers.

1.4 Aim of the Research

This research investigates how teaching practicum supports pre-service English teachers in developing their self-awareness during teaching practicum. By examining the experiences and challenges faced during the teaching practicum, the study aims to find how self-awareness during teaching practicum contributes to the professional and personal growth of future educators.

1.5. Significance of the Study

In this study, The researcher expected beneficial results in three ways:

1.5.1 Theoretical Contribution

The study of pre-service English teachers' self-awareness during the teaching practicum offers a significant theoretical contribution by integrating emotional awareness, self-assessment, and self-confidence as critical components during teaching practicum. This study will enrich the theories on ELT relating to self-awareness, pre-service English teachers, and teaching practicum.

1.5.2 Practical Contribution

This study will be beneficial for pre-service English teachers and English education department students, to support their personal and professional growth, leading to more effective teaching practicum and better student outcomes in the classroom.

1.5.3 Empirical Contribution

This study reviewed the previous studies on the self-awareness of pre-service teaching. However, these issues are still under research. Thus, this research aimed to know the pre-service teacher's self-awareness during teaching practicum from the interview during the research undertaken.