

CHAPTER 1

INTRODUCTION

1.1 Background

It was the time when I started entering university when I realized that self-awareness provided me an insight to a clear path whenever I found difficulties in my shortcomings. The first time I stepped my feet and tasted university life I did not know what I was going to do or how it was going to be, it was an unfamiliar experience I received with such raw feelings and situations. I was totally overwhelmed by the fact that I was no longer a high school student with an endless tasks and a new learning environment. Often times I contemplated myself rising questions such as why I am in this university, what I am going to do with all the assignments or how I am going to plan my studying strategy, turned out it made me worry about my college life. At that time, whenever I felt the burden of anxiety and confusion what I did was taking my pen and instantly wrote everything that had been weighing on my mind. Since that time I wrote diary about my daily university life frequently, and without me knowing, it had brought me to self-awareness and became my wake-up calls whenever I started to feel stray.

I started to realize that writing diary did not only give me a feeling of relief because somehow I had finally burst out my feelings by expressing it through words, but it also enables me to go inside myself, to open my mind and help me to realize that what I was worried about was not as bad as it seemed. The time I felt the positive contributions of self-awareness to my life,

I attempted to embark myself to explore it even more that was by continuously writing a diary and doing a self-talk, confronting all the negatives thoughts with the positives ones. As the result, whenever I confronted the situation which I considered as difficult such as dealing with many assignments or projects which required a high quality of work, I tend to be calmer and directed, and eventually this success led me to a better learning experience, even often time the result I got of what I had done were satisfying. Self-awareness had been successfully helped me in my college life both mentally and academically.

At the same time, theory of self-awareness had existed since previous years ago that was proposed by Duval and Wicklund (1972) who stated that focusing attention on the self could lead to the process of self-evaluation and thus could lead to better action. When one can understand what they think about, talk about and feel about thus it would give them a better insight into what they ought to do and make them more focus on what they do. With that in mind, when I started to conduct my language teaching practicum I begin to think that self-awareness might help me to cope with this new experience that was by writing a personal diary as what I used to do during my college life, since I also acknowledged that teaching in real life school situation is not always as easy as it looks like especially when it comes to relating the theory which has been learned in the classroom into practice. Foncha, Abongdia, & Adu (2015) argued that, “almost 55 percent of the student teachers come to realize at the end of their service that their teaching practice failed to give

them the opportunities to engage in theory and practice because these teachers were overwhelmed by the realities of the classrooms” (p.128). There were some previous studies raising the issue of self-awareness in teaching, for example Farrel (2013) conducted a study about teacher’s self-awareness through journal writing, also in 1999, Mitina carried out a study about self-awareness in teaching and professionalism. However, there were lacks of evidences regarding to the study of teaching awareness in field of language teaching especially in the the context of student-teacher. At the same time, there was a concept proposed by Gebhard and Oprandy (1999) about language teaching awareness which is in line with my experience of writing diaries. According to the concept of the language teaching awareness (Gebhard & Oprandy, 1999) there are several ways to gain the awareness of the language teaching and one of them that is through daily writings. This is in line with Davis & Brock (1975) who proposed that first-person singular pronouns use in written documents reflects increased self-awareness because pronouns such as ‘me’, ‘my self’, and ‘mine’ indicate that the person is thinking about the self. These results of previous studies have become evidences that writing a personal journal is one of the ways to raise self-awareness and this is what I endeavour to apply in my study, that is exploring my lagauge teaching awareness through diaries writing during the period of my language teaching practicum. Furthermore, Farrel (2013) indicates that “writing has a built-in mechanism that facilitates reflection by allowing time for teachers to organize their thoughts so that they can consciously explore

and analyze their practice in a more organized fashion than they would normally do” (p.470). Writing a journal after teaching is then a fruitful approach to be used as a tool to explore the awareness on language teaching that I would like to gain. Moreover, Richardson & Shupe (2003) suggested that “If teachers make conscious, ongoing efforts to increase their self-awareness, they will likely enhance their effectiveness and their job satisfaction”. This is in line with Gebhard and Ophrandi (1999) who argued that increasing awareness cause teachers curious to explore further, leading again to fresh insights and new questions to explore.

1.2 Formulation of the Problem

In this study I addressed the following question “how is the development of language teaching awareness through the exploratory approach of self-awareness?”

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follows:

1.3.1 Language teaching awareness: A concept promoted by Gebhard and Ophrandi (1999) which combining two concept of awareness to explore the language teaching practice, there are the awareness of the self (teacher) and the awareness of the language teaching.

1.3.2 Language teaching practice: Language teaching activity that is undertaken within two months period of teaching by a student-teacher as part of the training.

1.3.3 Student-Teacher: In this thesis, the student-teacher is me, an undergraduate English Education student who had experience in gaining self-awareness, also had experience in conducting a language teaching practicum to fulfill a compulsory requirement for my degree in education.

1.4 Aim of the Study

The present study aims to investigate the development of language teaching awareness by the exploratory approach of self-awareness.

1.5 Significances of the Study

1.5.1 Theoretical use: This research will expand the self-awareness theory in the ELT context especially in the context of EFL student-teacher.

1.5.2 Empirical use: This research will give empirical insight into how language teaching awareness is developed by the exploratory approach of self-awareness so that student-teachers have better insight into their language teaching practice in the EFL context

1.5.3 Practical use: This research will serve the readers about the development of language teaching awareness so that the readers get better understanding of their language teaching under certain kinds of circumstances.