

ABSTRAK

ULFA MAFRIDOH. 2026. "IMPLEMENTING THE ICARE MODEL IN TEACHING SPEAKING: A STUDY OF STUDENT TEACHERS IN A JUNIOR HIGH SCHOOL". Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Penelitian kualitatif ini bertujuan untuk menyelidiki bagaimana calon guru menerapkan model instruksional ICARE (Introduction, Connect, Apply, Reflect, dan Extend) dalam pengajaran berbicara (speaking) serta manfaat dan tantangan yang mereka rasakan selama praktik mengajar. Penelitian ini melibatkan tiga calon guru dari Universitas Siliwangi yang melaksanakan praktik mengajar di sekolah menengah di Tasikmalaya. Data dikumpulkan melalui wawancara semi-terstruktur dan didukung data observasi kelas kemudian dianalisis menggunakan analisis tematik. Temuan penelitian ini mengungkap dua tema utama: (1) Implementasi model ICARE di kelas speaking, di mana guru secara sistematis menjalankan tahapan instruksional mulai dari mempersiapkan siswa secara kognitif hingga mengevaluasi capaian belajar; serta (2) Manfaat dan tantangan yang dirasakan dari model ICARE, di mana model ini memberikan kemudahan dalam perencanaan pedagogis yang terstruktur dan mendorong lingkungan belajar yang berpusat pada siswa, namun juga menghadirkan kendala praktis yang meliputi kewajiban adaptasi terhadap mandat sekolah, keterbatasan waktu instruksional, serta masalah manajemen kelas di lingkungan yang padat dan bising. Hasil penelitian menyimpulkan bahwa meskipun model ICARE memberikan peta jalan yang jelas bagi guru pemula, efektivitasnya sangat bergantung pada kemampuan guru dalam mengelola waktu dan dinamika kelas selama tahapan praktik komunikatif.

Kata kunci: Calon Guru, Model ICARE, Pengajaran Berbicara, Pengalaman Pedagogis.

ABSTRACT

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This qualitative study aimed to investigate how student teachers implement the ICARE (Introduction, Connect, Apply, Reflect, and Extend) instructional model in teaching speaking and the perceived benefits and challenges they encountered during their teaching practicum. The study involved three student teachers from Universitas Siliwangi. Data were collected through semi-structured interviews and support by classroom observation then analyzed using thematic analysis. The findings reveal two major themes: (1) The implementation of the ICARE model in the EFL speaking classroom, demonstrating how teachers systematically executed the instructional stages from cognitively preparing learners to evaluating their speaking achievements; and (2) The perceived benefits and challenges of the ICARE model, highlighting that while the framework provided structured pedagogical ease and fostered a student-centered environment, it also posed practical obstacles, including mandatory adaptation to school policies, instructional time constraints, and classroom management issues in a crowded setting. The study concludes that while the ICARE model provides a clear roadmap for novice teachers, its effectiveness heavily relies on the teachers' ability to strategically manage time and classroom dynamics during the active communicative practice stage.

Keywords: *ICARE Model, Pedagogical Experiences, Student Teachers, Teaching Speaking.*