

**THE PERCEIVED EFFECTS OF TEACHING PRACTICUM ON
TEACHER IDENTITY DEVELOPMENT:
EFL STUDENTS' EXPERIENCES**

THESIS

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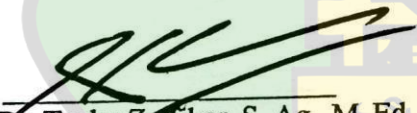
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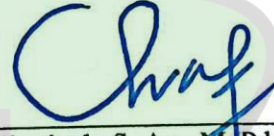
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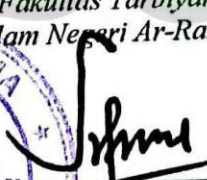
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**The Perceived Effects of Teaching Practicum on
Teacher Identity Development: EFL Students' Experiences**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

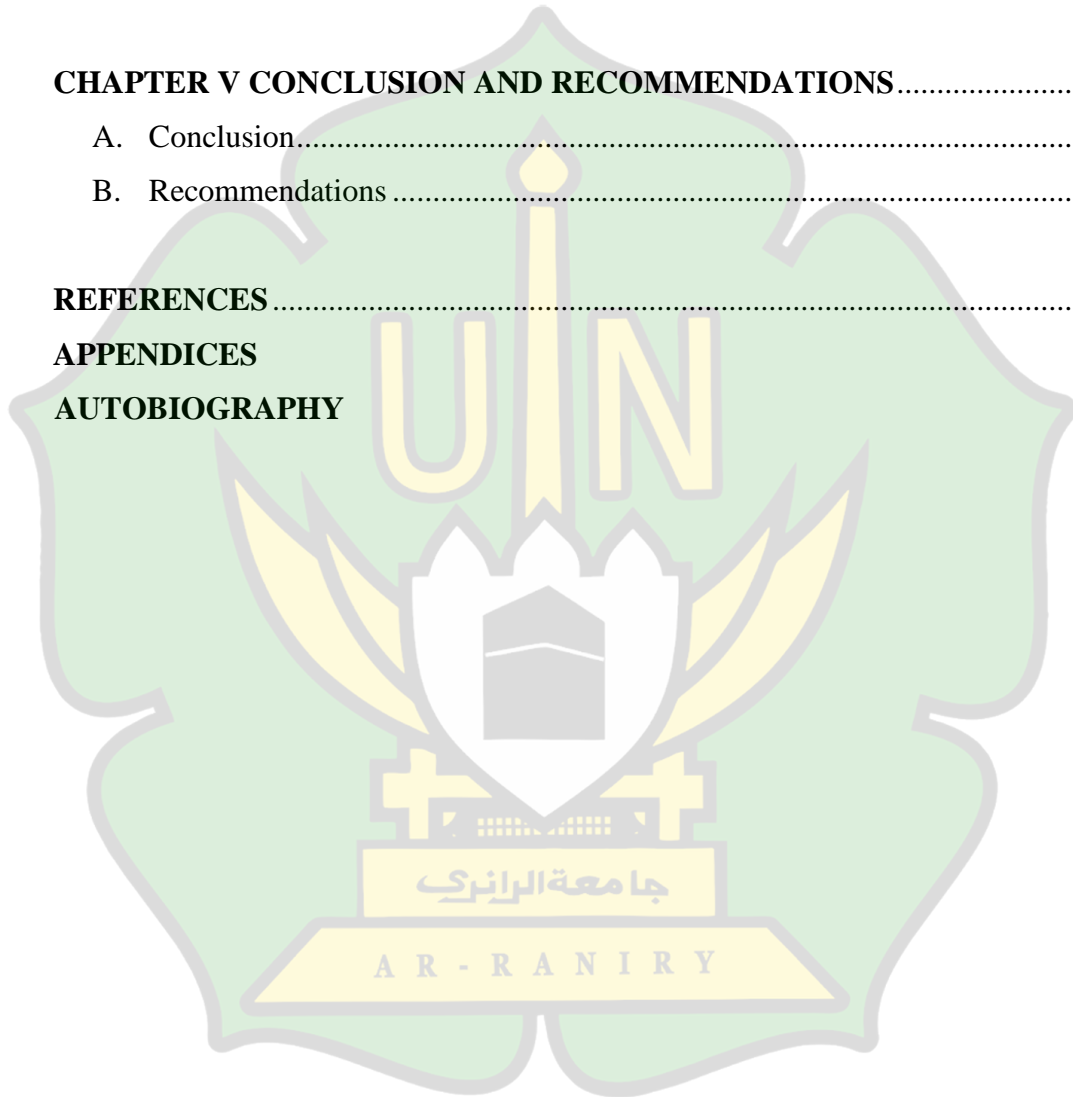
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This study examined the perceived effects of the teaching practicum on the teacher identity of EFL students' teachers. This qualitative study interviewed 10 students' teachers who had experienced teaching practice at schools in Banda Aceh. The findings found that the teaching practicum has impacted their professional identity. They became aware that doing the teaching is crucial. For improve their teaching skills and confidence and their commitment to be educators. Besides, these experiences underscored the significant impact teachers have on students' confidence and willingness to learn, futher shaping the student teachers' appreciation of their professional identity and responsibilities. It emphasizes the importance of intergrating academic knowledge with personal experiences and fostering active participation among student teachers to enhance their professional development and effectiveness in the classroom. Furthermore, the challenges encountered during internships contribute to the shaping of a teacher's professional identity. In conclusion, teaching practicum affects their teacher identity. The teaching practicum serves as a bridge between threoretical knowledge and real-world application, allowing future educators to engage directly with the complexities of classroom dynamics, student needs, and instructional challenges.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching practicum is crucial for student teachers or students who are studying in the teacher education programs. The development of teachers and their sense of identity are closely related. Although the nature of such identity is still up for debate among students, teaching requires establishing an identity as a teacher, educators, establishments, and the press. Studies have revealed several diversity in the definition of a teacher's identity.

Autobiographical and narrative studies have been used to examine the perceived impacts of teaching practicum on the formation of teacher identities. The teaching practicum helps teachers establish their identities in a variety of ways, such as through emotional reactions, actual teaching, and the use of symbols to serve as a constant reminder that they are teachers. The findings emphasize the importance of the teaching practicum in shaping teacher identity and professional development, as well as the need for support and reflection during this experience (Rahmawati, 2022).

Based to research, the teaching practicum plays a crucial role in assisting pre-service teachers in developing their sense of self as instructors (Mulyani, 2022). Furthermore, the examination of the narrartives of pre-service teachers

shows that the formation of a teacher's identity is a recursive process that is impacted by practical teaching experiences and reflective practices.

The teacher's identity is greatly shaped by their teaching practicum, which gives them practical classroom experience. It enables teachers to put theoretical knowledge into practice, improve their methods of education, and adjust to various learning settings. Teachers' perceptions of their roles and responsibilities are influenced by the experience, which cultivates a sense of professionalism, confidence, and reflective practice.

Moreover, during the teaching practicum, interactions with students and mentors' input help to shape a well-rounded teacher persona. As the teacher, they also become more adept at modifying their teaching tactics to foster a more engaging and dynamic learning environment (Bechard, 2017). This influence is shaped by the sociopolitical environment, student demographics, and teaching standards.

Teachers' professional development program is considered to play an important role in enhancing teacher competencies (Dewi, 2019). The learning process and results of teachers after participating in the program are observed using an observational case study.

Moreover, the quality of teachers themselves is intimately linked to the performance of an educational system. Stated in various ways, there exists a close relationship between the characteristics of educators and the qualities of their students during the learning process.

In the field of development and education, teacher identity is a multidimensional notion that takes into account a society's overall well-being. A community's ability to sustain its environment and the suitability of its resource base should both be considered in good development.

In addition to students, teachers who have transitioned from being subject matter experts to lifelong learners must also adhere to the principles of lifetime learning. Teachers are putting more and more pressure on themselves to meet this need, which benefits the quality of the teachers' own work. Some others scholars emphasized, the teacher identity as dynamic, evolving, multiple, and pertinent to intrinsic interpersonal relationships with others (Golzar, 2020; Leigh, 2019).

Teachers' professional identity directly relates to teachers' performance (Richards, 2015a), in other words, by creating professional identity, individuals can improve their professional performance. Some other believe of professional identity as the dynamic interactions in professional contexts (Rodrigues & Mogarro, 2019) or phenomenological self-construction via different activities (Olsen & Buchanan, 2017).

Particularly in the context of teacher education, pre-service teachers' identities can be shaped by their coursework at the college, which can serve as a supplement to any pre-existing goals or expectations. To state this research, a teacher's personal identity and teacher professional identity are supposed to be same in one direction.

Likewise, professional identity is a theme that has shown the teachers identity is recursive process during which pre-service teachers from expectations, challenge these expectations when facing real-life teaching situations, modify them and let a new version of their identity emerge (Tran & Hunyh, 2017).

However, in the context of Indonesia, little is known about the perceived effect of teaching practices by the EFL students on identity development. Therefore this studies effects to fill any expectations when facing teaching situations.

B. The Research Questions

1. How do the student teachers perceived the effect of the teaching practice on the identity development?
2. What are the aspects of the teaching practicum perceived to have the effect at their teacher identity development?
3. What are the challenges perceived by the student teacher during their teaching perform that affect their teacher identity development?

C. The Aims of the Study

1. To find out the effect of educational on basic teaching identity development.
2. To identify the aspect of the teaching practicum as their identity development.
3. To find out the challenges on teaching identity development.

D. The Significance of the Study

This study is significant in that, it can provide insight into how teaching practices affect teachers' professional identity and the possible consequences for enhancing instruction quality and the student outcomes makes studying the perceived effects of teaching practices on teachers' identity development in EFL students' experiences.

E. The Scope of the Study

This study focused on teacher identity development affects perceived for EFL Student Ar-Raniry State Islamic University, after undertaking teaching practicum at schools.

F. The Terminology

1. The Perceived Effects

In the context of a research often involve examining how people or groups perceive or feel about a certain action, situation, or intervention. This phrase is commonly used in study where subjective opinions are just as significant as objective results. Perceptual effect refers to the quality of the perceptual impact of a stimulus across different levels of a specific dimension (International Encyclopedia of the Social & Behavioral Sciences, 2001). The creation of sense data by categorization. This means that a person who is observing multiple objects will perceive them as related going forward if they are informed that these objects are related. Put differently, merely pointing

out to someone that a group of objects belongs to a certain category alters the viewer's opinion of those objects.

2. Teaching Practicum

A teaching practicum is a structured and supervised teaching experience that enables people, usually teacher trainees or student teacher, to practice their teaching abilities in an actual classroom. As an important aspect of teacher education, a teacher practicum gives student teachers practical experience in actual classrooms. A field placement can be a very beneficial part of a student's professional preparation (Fecich, 2023). It includes participation, observation, and guided instruction, and it frequently incorporates academic courses. Professional development through reflection and feedback is the goal, as is skill development, which includes lesson design and assessment. Teachers in the future are better equipped to handle the challenges of the classroom and develop professionally thanks to the practicum, which also makes sure they successfully use their theoretical knowledge.

3. Teacher Identity

The definition of a teacher's identity is their set of commitments, values, and beliefs about teaching. It involves examining how educators perceive themselves in critical role. The ways in which teachers achieve, maintain, and develop their identity, their sense of self, in and through a career, are of vital significance in understanding

the actions and commitments of teachers in their work (Ball & Goodson, 1985). Effective teaching methods and better educational results depend on a teachers's identity, which is a complex interplay of personal views, professional roles, and cultural environment that is charged by social interactions, professional identity development, and personal experiences.

4. Professional Identity

A person's professional self-concept is shaped by their experiences, motivations, values, and traits. Experiences are fundamental to the formation and evaluation of professional identity. The professional identity is a complicated concept that affects how one views themselves in their line of work, shapes behavior and approach, and is essential for both professional and personal satisfaction (Backhouse, 2022). The perspective of an individual as a professional functioning in a field with high standards for the application of specialized knowledge and abilities is known as their professional identity. A person's professional identity is determined by how well their roles, responsibilities, ethics, and values match the criteria set by their particular profession.

CHAPTER II

LITERATURE REVIEW

A. The Definition of Teacher Identity

Teacher identity has been defined by many scholars. Identity is a characteristic that defines each person apart from the others. Consequently, identity influences people's behavior in their daily activities. Teacher identity is shaped by using private, contextual, and professional factors, and it is far considered a fundamental difficulty that encompasses basic profession development. The commitments, attitudes, and views that a person has about teaching make up their teacher identity. It's a constantly evolving, dynamic process that's impacted by a lot of things, like respect, a sense of belonging, competence, dedication, and the capacity to envision one's own professional path.

Teacher identity is negotiation process of a teacher's experiences and the ability to make sense of the experience (Sach, 2005). Therefore, there are four elements of a teacher's professional identity are their successful self-determination, their identity's balance, and their creative professional activity.

According to Pennington and Richards, (2016), teacher identity is a dynamic evolving process which means it is open to learning and context modification in their daily lives and wider fields.

Teachers' viewpoints, values, and dedication to the teaching profession are all part of their identity, which is a complicated and multidimensional term.

Numerous elements influence it, including as one's educational background, professional contacts, cultural influences, personal experiences.

The process of defining a person as a teacher is dynamic and ever-changing. Teachers' perceptions of themselves as educators change as they mature and reflect on their work. Teachers must engage in this continuous process of professional growth and self-reflection in order to pre-serve a solid and good sense of who they are.

There are three main types of identity that teacher normally take on:

1. Situated identity

A flexible self-presentation that we may identify with or embody in various contexts is known as a situated identity. The structure and hierarchy of the class are established by their earlier experiences as students and by their observation of traditional teaching methods. For example, teachers lead the class by standing at the front and imparting knowledge, while students sit quietly and pay close attention as passive recipients.

2. Transposable identity

This teacher identity is more relationship-focused and student-centered, since it is more casual and intimate. By giving students more autonomy over the planning, execution, and decision-making processes related to their study, teachers can move from a directive to consultative leadership style and encourage student-centered learning. Good relationships between teachers and students motivate more

student to participate actively in the learning process and increase their openness to learning.

3. Professional identity

The individual's professional identity facilitates the intergration of their past educational experiences and life experiences. The teacher sets himself apart from others and bases his methods of instruction on his or her own identity. The teacher's unique teaching approach emerges from their personal identity. In addition to having a solid sense of self, the teacher should also comprehend what it means to be a teacher in a particular context and be well-versed in the larger field of education.

B. The Importance of Teacher Identity

According to Bandura's (1997) theoretical framework, self-efficacy is a dynamic self-schema that is associated with an individual's perception of their own competence in acting in the environment. This type of self-schema is a cognitive and affective mental construct that is defined as a collection of recollections that include beliefs and experiences pertaining to particular behavioral domains, as well as perceptions and generalizations of oneself that integrate one's past, present, and future selves during the appraisal process.

Within the framework of higher education teaching, it diverse personal and social identities influence your educational experiences and viewpoints regarding student learning, classroom environment, curriculum selections, and course regulations. According to Dewsbury and Brames (2019), "in order to

comprehend students' voices, first, we need to identify and comprehend our own." In other words, how the relationships with the student grow is influenced by the experiences we have accumulated from their personal and social history.

Teacher identity is crucial, it has a substantial impact on a teacher's methods, interactions with students, and general efficacy in the classroom, teacher identity is essential. The identity of the teacher has a significant influence on how student learn. Teachers who recognize the value of their own identities can work to forge a strong sense of self and establish supportive learning environments that enable students to realize their greatest potential.

C. The General Concept of Professional Identity Development

A professional identity is connecting with the roles, responsibilities, values, and ethical standards particular to a particular profession, which is essential to a person's sense of self (Heather, 2014). The term professional identity is often used inside the literature without a clear definition or with conflicting definitions. Through the professional objectives make up the third component, which is another significant issue. Such as knowledge, abilities, professional images, and beliefs are greatly influenced by both past and present experiences.

Identity exists in the context of a facial cultural role. A person's identity that has been formed with the intention of functioning properly and efficiently within the framework of the profession is therefore the professional identity, and this growth can continue over the person's professional life. After

completing formal professional education, one can become usually required by the government to complete all of part of the specifications for admission to become a new practitioner.

D. The Aspects of Teacher Development

Teacher development is a continuous process that involves non-public (personal), professional, and social factors. Its crucial point for teachers to interact in diverse activities and applications designed to enhance their expertise, abilities, and understanding in their teaching practice. It includes teachers applying practical skills in various circumstances and being aware of the teaching context in which they are operating.

Based on the research, it highlights the value of collaborative, instructionally focused, job-integrated, supportive, and continuous learning experiences so that all teachers can have meaningful learning experiences (Hunzicker, 2010). Collectively, these components provide instructors with worthwhile chances for professional development.

In the education sector, professional development is crucial since it affects student learning, classroom management, and many other critical performance indicators. Enhancing education outcomes including academic achievement, engagement, and retention also depends on it. The kinds of professional development that teachers participate in can have an impact on the quantity and quality of that development.

There are three interconnected facets of teacher development:

1. Personal identity development

This component is deals with the psychological and emotional health of educators, including their capacity for self-control, emotion management, and teaching positivity. Through the intricate and ongoing process of personal identity development, people come to comprehend who they are and where they fit in the world. Building a strong sense of self and leading satisfying lives are possible for the elements that influence identity and encourage healthy development.

2. Professional identity development

Professional identity development is defining a person's role and self-concept in their line of work through actions, values, knowledge, and abilities. This process of gaining new information, abilities, and skills relevant to teaching and learning. Teachers can take part in conferences, online courses, workshops, and other formal and informal professional development activities. It is impacted by socialization, education, training, and individual experiences.

3. Social identity development

Social identity development is a process impacted by both individual experiences and social settings, promotes empathy, inclusivity, and deep relationships between various groups. This component highlights how crucial it is for educators to work together and communicate with

one another, as well as how they can help kids learn in a welcoming and helpful atmosphere.

E. The Influence on Teaching Practices

There are great teachers who have ability to act as a support system for students' lives. They can be a role model for the student and can be an inspiration for motivate to go further to catch their dream. Moreover, teaching is a tough job. Teachers always being the supportive for the student. Within educational environments, the changing identity of the teacher has a major impact on particular teaching techniques, instructional strategies, and the general learning environment.

Teachers grow more skilled at comprehending and meeting the various demands of diverse student populations as their professional identities. For any teacher, creating a relevant and engaging learning environment is a challenging undertaking. However, there are two types of variables that contribute to inadequate academic achievement can be divided into two categories: external and internal factors. Personality traits like motivation are linked to internal variables, which are related to cognitive traits like aptitude, IQ, and cognitive style.

According to Abbas and Narjes, (2017), teachers are influenced by their ideas in how they engage with their students, how they teach, and how they help students grow. Teachers use their beliefs as a guide when organizing lessons, choosing curriculum, and deciding what should be taught. Teaching practice gives future teachers a chance to learn about the functions and

procedures of the educational system. Working involving children in real classrooms and developing professional competence are two enjoyable, but difficult aspects of this field experience.

F. The Cultural Identity Development

Cultural identity relates to the common sense of culture or upbringing of a group of individuals who share the same cultural identity, as well as the characteristics of the individual, (Esther & Roxane, 2014). Within the discourses of social, cultural, and historical experiences, cultural identity is an evolving process that is always changing. The category label refers to a person's connection to their identification through indirect membership of stated lifestyle. Cultural identification's example, someone involves recognize a way of life through being immersed in those values, ideals, and practices (Yuen-Ga, 2013).

In various learning environments, the formation of teachers' cultural identities has an important effect on their teaching strategies, classroom dynamics, and students' overall educational experiences. Effective teaching techniques are shaped in large part by teacher identity and culture, which is best understood in terms of the emotional and social dynamics of the classroom.

According to Reza, Mir Abdullah and Jawad, (2022), the cultural identities of teachers influence their views, attitudes, and behavior in the classroom, which affects how they plan and present lessons, handle conflict in the classroom, and deal with students from different backgrounds. It also affects

the content's relevance, the learning environment's inclusivity, and the efficiency of interactions and communication, all of that have an impact on students' entire educational experiences.

Understanding one's cultural identity is a crucial aspect for teachers, as it facilitates a deeper comprehension of both their own and their students' identities, ultimately resulting in more efficient and inclusive teaching methods. Research have additionally underscored the necessity for language instructors to cultivate their cultural identity in order to minimize obstacles within the classroom and establish a more favorable educational setting.

G. The Implications for Teacher Education

The process of teaching and learning has a number of effects on both the teacher and the student. One conclusion is that in addition to having to be informed and experienced in the material they are teaching, teachers also need to be able for effectively transmitting that knowledge to their students. The teacher must also be able to evaluate each student's comprehension and development and modify their teaching strategy as necessary. It means that the student has to take ownership of their education and actively participate in the process of learning.

Education essentially socializes children into society by imparting cultural norms and beliefs. It gives the tools they need to contribute positively to society. In this approach, there are the implications of pedagogy for teachers.

Pedagogy is a method of teaching in which teachers teach, both in theory and in practice. Pedagogy plays an important role to help teachers for able to

make the most effective strategies in the classroom. In order to customize their courses to meet the needs of each individual student, it is helpful for teachers to understand how different individuals absorb information. The standard of instruction and how well students understand it. They are probably going to both improve (Anand, 2021).

H. Previous Studies on the Effects, Aspects, and Challenges of Teaching

Practicum on Teacher Identity

The studies emphasize the importance of teaching practicum in shaping teacher identity and the role teachers play in shaping their identities in various social and cultural situations. Students who take practical courses improve their general professional abilities and policy analytic skills, which are applicable to various industries. These findings support the advantages of providing students with applied practicum experiences.

The study explores the multifaced aspects of teaching practice, including collaboration, instructional methods, and professional development, which collectively influence the development of teacher identity. A culture of continuous self-improvement is deemed crucial for strengthening teacher identity, with effective teaching practices requiring ongoing support and opportunities for professional growth. These findings provide valuable insights into the professional identities of English pre-service teachers who have completed teaching practicums, as highlighted in studies by Pratama Sinom and Kuswadono (2022), Zhang and Wang (2022), Sims and Fletcher-Wood (2021), and Minh Lhy and Thanh Tran (2019).

Challenges faced by student teachers include limitations in their teaching perspectives and reduced training capacity due to difficulties in managing diverse responsibilities. Environmental stressors also impact their efficacy during practicum experiences, underscoring the need for enhanced preparation and support mechanisms in teacher training programs. These findings reflect the complexities of pre-service English teachers' perceptions of teacher preparedness, as noted in the works of Eduardo et al. (2020), Koksal (2019), Celik and Zehir Topkaya (2023), M. La Paro et al. (2020), and Cubero-Perez et al. (2019).

Additionally, pre-service teachers encounter significant challenges such as limited access to instructional materials, language proficiency barriers, classroom management issues, and time constraints. They also face difficulties adapting teaching methods to diverse abilities and addressing individual differences among learners. These obstacles are further supported by research from Giner-Gomis et al. (2022), Dyna Akhyarni (2024), Masood et al. (2022), Kakazu and Kobayashi (2022), and Jusoh (2013).

The study emphasizes the importance of early school experiences for teacher preparation and integrating theoretical knowledge with practical application. The teaching practicum plays a pivotal role in developing teacher identity by enhancing teaching skills, providing real-world experience, and helping EFL teachers discover their professional identity. These findings underscore the need for adjustments and improvements in teacher training

programs to better equip pre-service teachers for the complexities of modern teaching.

The practical course's substantial influence on students' growth in professional and policy analytical abilities, which empowers them to use their knowledge in a variety of sectors and make well-informed career selections. It emphasizes how a teacher's identity is multidimensional and intricate, influenced by their practicum experiences, communication abilities, personal experiences, and classroom management. The study focuses on important elements such as instructors' views, feelings, professional development, and contextual factors by investigating the evolution, construction, and impact of teaching methods.

The results indicate that practice-based, collaborative, and subject-specific teacher professional development is the most successful. The learning outcomes of student teachers are divided into positive feelings, professional, and pedagogical strategies, but also face problems like time management, mixed-ability classrooms, and technological issues.

The study calls for reconsideration of reflection procedures, emphasizing academic knowledge connections, personal experiences, and active student participation in teacher education.

CHAPTER III

METHODOLOGY

A. Research Design

A research design is an exhaustive approach that directs the research process, including procedures and strategies for gathering and analyzing data in order to guarantee that the goals of the study are fulfilled and that the findings are accurate and trustworthy (Nick Jain, 2023). It is crucial to comprehend the many kinds of research designs in order to make sure that the strategy is appropriate for your research goals, objectives, a questions as well as the resources at the disposal. It face the potential risk of choosing the wrong approach, particularly when it comes to sampling, data collection, and data analysis, if it do not have a clear idea of how it will organize the study.

The aim of this research would be appropriate to investigate the perceived effects of teaching practicum on teacher identity, EFL students' experiences. The research design should incorporate a qualitative methods approach, taking into account the dynamic nature of teacher professional identity and the factors that influence its development.

It has been considered to be essential to gather comprehensive data from participants regarding their teaching practicum experinces and how the establishment of the effects, aspects and challenges in their teacher identity.

B. Research Location

This research was taken in the English Language Education Department located in Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry University, Kopelma Darussalam, Syiah Kuala, Banda Aceh City, Aceh Province.

C. Research Participants

An individual who willingly participates in human subject research after providing informed consent to be the subject of the study is known as a research participant, human subject, experiment, trial, or study participant (American Psychological Association, 2020). To gather information that informs scientific research and comprehension, participants are crucial. Their viewpoints and experiences greatly influence the research findings, especially in qualitative studies where profound understanding is essential. To preserve participant respect and the integrity of the study, researchers must make sure ethical standards are followed at every stage.

Participants of this research were English language education students from the 2020 batch who wanted to share information about their teaching practicum experiences and how the effects, aspects, and challenges in their teacher identity were established. The participants will be 10 people.

Table 3.1

Participants Interview

No.	Student Teachers' Initial	Gender	Age	Location of Teaching Practicum
1	KS	Female	22	MAN 3 Banda Aceh
2	PNI	Female	22	MTsN 4 Rukoh
3	SRM	Female	23	MTs Darus Syari'ah
4	IKF	Female	21	MTsN Model
5	LP	Female	23	MTsN 2 Banda Aceh
6	MS	Female	22	MTs Muq Pagar Air
7	RD	Female	23	MTs Darus Syari'ah
8	TU	Female	24	SMA Muhammadiyah Setui
9	ZW	Male	23	MTsN 4 Rukoh
10	AH	Male	22	MAs Darul Ulum

Table 3.1 shows that, the student teachers involved in this study here dominated by female students (80%) and the rest (20%) male students. Their ages at the time of the research rate from 21 to 24 years old. They were assigned to public and Islamic Junior and Senior High Schools located in Banda Aceh municipality.

Before the interviews, they informed about their rights during the research and the purpose of this research. They consented to participate in this study. For confidentiality, purpose, their real named were not conceated and replaced with pseudonyms.

D. Data Collection

In general, in qualitative research there are several methods of data collection, namely, interviews (Dewi, 2021). In this research, the data was collected through interviews. An interview is a qualitative research method that involves direct conversation between a researcher and a participant, allowing for the exploration of their opinions and experiences. An interview is typically a face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer (Cresswell, 2012). Interviews are especially helpful for learning the backstory of a participant's experiences and gathering detailed information on a subject. Following questionnaires, interviews may be helpful to follow up with certain respondents, for example, to further investigate their responses (McNamara, 1999).

The interview used English Language through the phone. The researcher recorded the interview, kept detailed notes, and listened carefully to the interviewer's answers. This enables the research to go over the interview at a later time and pinpoint important ideas and topics before analyzing it. The researcher conducted the interview about 20-35 minutes.

E. Data Analysis

To analyze, the researcher will use qualitative method, thematic analysis. Thematic analysis is finding, examining, and interpreting patterns or themes in qualitative data. When analyzing intricate data sets, such focus group discussions or interviews transcripts, it more effective to use thematic

analysis, enabling researchers to condense vast amounts of information into insightful conclusions. According to Dawadi (2020), thematic analysis is a qualitative research method that researcher use to systematically organize and analyse complex data sets. A key component of the analytical process in the research's interpretation, which highlights the need of reflexivity—being conscious of one's own prejudices and viewpoints when examining data.

Analysis involves a constant moving back and forward between the entire data set, the coded extract of data's analyzing, and the analysis of the data that it is producing (Braun & Clarke, 2006). Moreover, there are following step-by-step by them:

1. Familiarization with the Data

As the name implies, the first step starts when researchers want to become acquainted with their data. They can identify the kind (and quantity) of themes that could surface from the data with the aids of this step.

2. Generating Initial Codes

This phase involves the production of initial codes from the data. However, the coded data differs from the units of analysis (themes) which are (often) broader.

3. Searching for Themes

This phase, which re-focuses the analysis at the broader level of themes, rather than codes, start thinking about the relationship between codes, between themes, and between different levels of themes.

4. Reviewing Themes

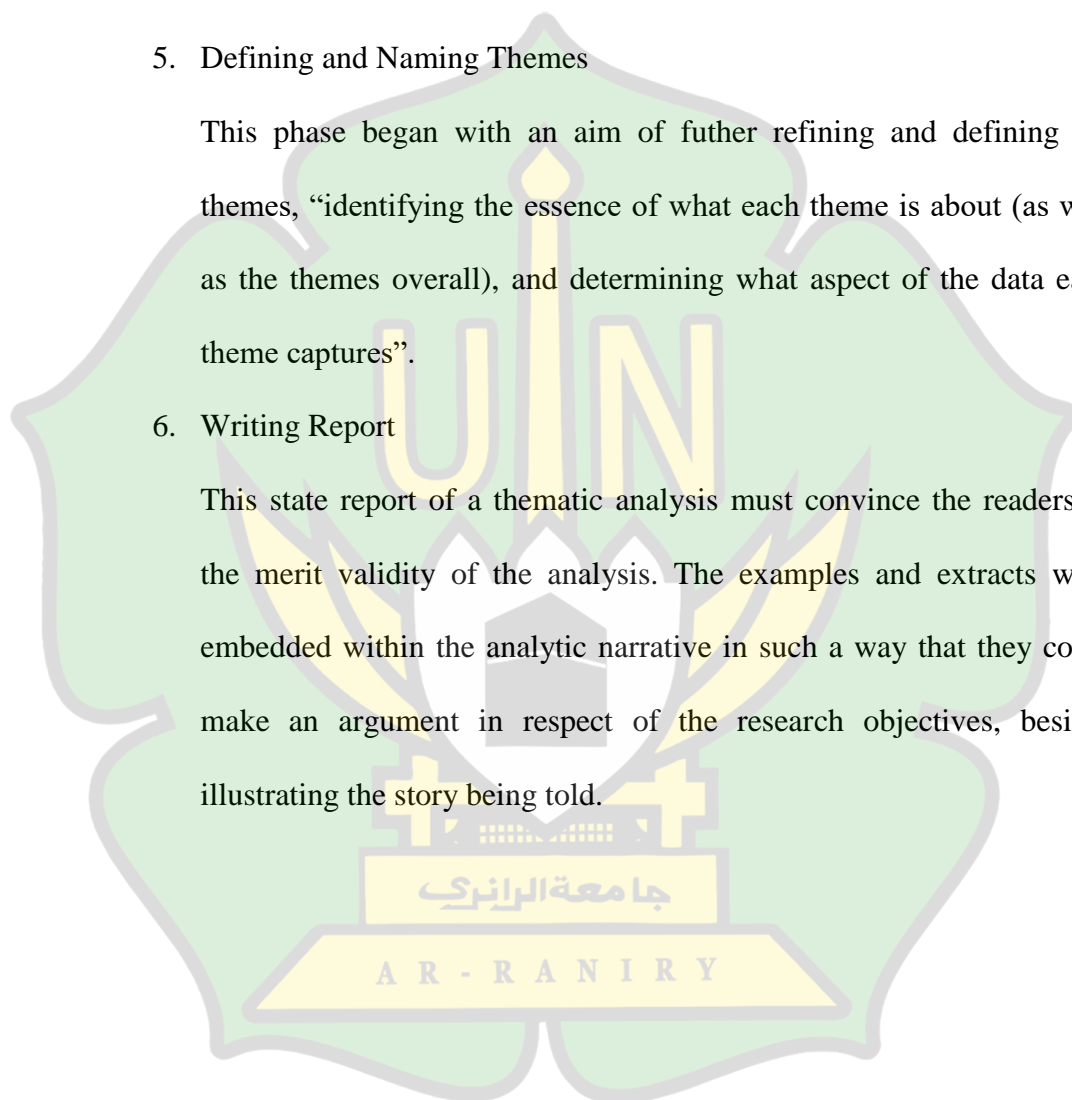
This phase involves two levels of reviewing and refining the themes. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes.

5. Defining and Naming Themes

This phase began with an aim of further refining and defining the themes, “identifying the essence of what each theme is about (as well as the themes overall), and determining what aspect of the data each theme captures”.

6. Writing Report

This state report of a thematic analysis must convince the readers of the merit validity of the analysis. The examples and extracts were embedded within the analytic narrative in such a way that they could make an argument in respect of the research objectives, besides illustrating the story being told.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

After using the interview as method of data collection, the researcher found many answers during interview. Among them are the answers from research questions.

After interviewing from 10 participants, average they all had a development during Teaching Practicum (*PPL*) experience from February-May in 2024, Batch 2020. The information was gathered via WhatsApp interviews, in which the researcher called the respondent individually, asked the questions according to the interview protocol, listened intently from voice note they sent to researcher, and took some notes. Participants were asked a few questions on the possible advantages of effects, aspects and challenges of teaching practicum on teacher identity development for EFL students' experiences.

Subsequently, the collected data was analyzed by following a few questions when experiences of teaching practicum on teacher identity. The data categorized according to the study emphasis, which states that only information related to research topics will be selected for analysis.

There are 12 questions, each point of the question is divided by 3 of them, it's from the background of story why choose EFL, the effects, the aspects, and the challenges.

1. How do the student teachers perceived the effect of the teaching practice on the identity development?

Teacher identity development is significantly influenced by teaching practice. A teacher's identity is shaped by their experiences instructing, interacting with students, and receiving institutional support. As a way to develop not just about teaching abilities but also the interpersonal skills and cognitive skills, they believe it has great greatly benefited them. It is evident from the following collected data:

Excerpt 1

“In teaching practicum, I came to know the difficulties of being a teacher, from preparing material, adapting it to students' abilities and knowledge.” (Student Teacher-1)

Excerpt 2

“It gave me a deeper appreciation for the multifaceted role of a teacher—not just as an instructor, but as a mentor, facilitator, and motivator. I realized how much impact teachers have on students' confidence and willingness to learn.” (Student Teacher-2)

Excerpt 1 and 2 above indicates that the practicum experience deepened their understanding of the multifaceted role of teachers—not only as instructors but also as mentors, facilitators, and motivators.

Participants gaining firsthand experience in essential tasks such as preparing instructional materials and adapting them to suit the diverse abilities and knowledge levels of students. Moreover, the practicum fostered a deeper understanding of the multifaceted role of a teacher, encompassing responsibilities as an instructor, mentor, facilitator, and motivator. These experiences underscored the significant impact teachers have on students' confidence and willingness to learn, further shaping the student teachers' appreciation of their professional identity and responsibilities.

Excerpt 3

“This experiences helped me better understand myself as a teacher. I became more aware of my strengths and weaknesses.” (Student Teacher-3)

Excerpt 4

“It helps me to gain an understanding and experience of what it is like to be a teacher. However, sometimes if the preparation is not thorough and I cannot adapt to the possibilities that will occur outside my plan, the learning will not go well.” (Student Teacher-4)

For student teachers, they believe that teaching practice is really beneficial. It provides student teachers with the experience they need to deal with issues and teach. According to the study, the development, construction and influence of teaching practices in teacher identity focusing on teachers' beliefs, emotions, professional development, and context (Zhang & Wang, 2022).

Thus, it helped them either to identify their abilities and areas for improvement as a potential teacher. It also benefited them become more adaptive, which in turn helped them become more confident. Furthermore, teacher identity demonstrated the complexity and multifaced nature of teacher identity, including personal experiences, communication, class management and teaching practicum (Pratama Sinom & Kuswadono, 2022). The analysis emphasizes how teacher identity is multifaceted and complex nature, involving classroom management techniques, communication abilities, personal experiences and teaching practicum. It provides them with practical experience, enabling them how efficiently handle classroom difficulties and refine their teachings skills in real-world settings.

2. What are the aspects of the teaching practicum perceived to have the effect at their teacher identity development?

Teaching encompasses several critical components, including subjects matter expertise, instructional strategies, classroom management, effective lesson openings and closures, and the evaluation of the learning process. As the results of collected data:

Excerpt 1

“This experience really helped me to be confident in teaching practicum because with this I can better prepare myself to teach directly.” (Student Teacher-1)

Excerpt 2

“Yes, it is helpful for me to boost my confident but I think I’m still a little bit lack of confident for manage and build the communication in the class, but I do believe that keep practicing, learning is the key.” (Student Teacher-5)

Excerpt 3

“It made me more confident. Even though I was unsure sometimes, I learned how to solve problems, and it made me feel like I can do this.” (Student Teacher-9)

Excerpt 4

“Yes, this is improve my self-confidence when I teach them and I know how to manage the classroom.” (Student Teacher-10)

As the results from except 1, except 2, except 3 and except 4, this engaging in teaching activities fosters self-confidence, enhances communication skills, promotes effective educational practices, and cultivates a sense of responsibility. As the study reveals, that practicum students’ relationships with environmental stressors and their efficacy are influenced by these factors, highlighting implications for teacher preparation and support (La Paro at all, 2020).

Excerpt 5

“I believe my communication skills and leadership qualities developed the most during the practicum. I learned how to explain concepts clearly and effectively while maintaining students’ interest.” (Student Teacher-10)

Excerpt 6

“Additionally, I developed leadership by managing the classroom, setting clear expectations, and guiding students toward achieving their learning goal.” (Student Teacher-7)

Excerpt 7

“I think I grew the most in leadership and communication. These two things are very important for teachers.” (Student Teacher-9)

Excerpt 8

“Communication, time management, critical thinking, and leadership. These I develop the most.” (Student Teacher-5)

The findings reveal that student teachers perceive significant growth in key professional competencies during their teaching practicum, particularly in communication and leadership skills. Participants reported developing the ability to explain concepts clearly and effectively while maintaining student engagement, highlighting the importance of strong communication skills in fostering an effective learning environment. Leadership growth was also a recurring theme, as student teachers gained experience in managing classrooms, setting clear expectations, and guiding students toward achieving their learning goals. This study explain student teachers’ learning outcomes are categorized into pedagogical startegies, professional identity, and positive feelings, while challenges include classroom management, time management, and mixed ability classes (Köksal, 2019). It

emphasizes the importance of integrating academic knowledge with personal experiences and fostering active participation among student teachers to enhance their professional development and effectiveness in the classroom.

Additionally, other essential skills such as time management and critical thinking were identified as areas of significant development, emphasizing the comprehensive professional growth facilitated by the practicum experience. Their sense of efficacy appears to be influenced by these interpersonal interactions, which in turn are associated with corresponding positive and negative outcomes in their teaching practice.

3. What are the challenges perceived by the student teacher during their teaching perform that affect their teacher identity development?

Teachers encounter various challenges in their professional duties that significantly influence the development of their professional identity. These challenges include managing diverse student needs, addressing doubts about students' learning abilities, maintaining effective classroom management, and coping with limited resources. Here is the results:

Excerpt 1

“The main challenges were managing time effectively, addressing diverse learning needs, and keeping students engaged, especially those who were shy or less confident.”
(Student Teacher-2)

Excerpt 2

“When teaching, I face many challenges, one of which is the differences in student abilities. There are students who quickly understand the material, while others need more attention. This makes me have to continue to adjust the teaching method, so that all students can follow the lesson well.” (Student Teacher-3)

Excerpt 3

“There are so many challenges, I faced when teaching in the class such as my social and emotional, time management, self-confidence, communication, and student management.” (Student Teacher-4)

Excerpt 4

“I started to overcome this by managing time, anxiety and lack of confidence. There are also students who sometimes don't pay attention to the teacher in front of the class.” (Student Teacher-8)

Among these excerpt, accommodating the varying needs of students is particular demanding, as it requires ensuring that all learners grasp the lesson content. Teaching practicum significantly influenced teacher identity development by improving teaching skills, providing real-world experience, and helping EFL teachers discover their identity, as challenges included language proficiency, classrrom management, and time constraints (Akhyarni, 2024). However, these difficulties also foster greater adaptability and flexibility in teaching approaches. Effective classroom management necessitates strong communication skills

and the ability to adapt instructional strategies to dynamic situations.

Additionally, addressing student attitudes and behaviors is a notable challenge, as it requires considerable patience and resilience, ultimately contributing to personal and professional growth.

B. Discussions

This study to discuss the findings based on the research questions in chapter I. These are three questions at this study, including:

1. How do the student teachers perceived the effect of the teaching practice on the identity development?
2. What are the aspects of the teaching practicum perceived to have the effect at their teacher identity development?
3. What are the challenges perceived by the student teacher during their teaching perform that affect their teacher identity development?

As the research questions above mentioned, the possible advantages of effects, aspects and challenges of teaching practicum on teacher identity development for EFL students' experiences will be further explained in this section on discussion.

The data collected in the study were analyzed using a set of guiding questions focused on the relationship between teaching practicum experiences and the development of teacher identity. The data were categorized based on

the study's emphasis, ensuring that only information relevant to the research objectives was included in the analysis. Interviews were conducted with ten participants from 2020 batch, who completed their teaching practicum from February to May 2024. The findings indicate that teaching practice plays a pivotal role in shaping teacher identity, as it allows participants to develop both teaching abilities and interpersonal and cognitive skills.

The analysis revealed that teacher identity is significantly influenced by practical teaching experiences, interactions with students, and institutional support. Participants noted that the teaching practicum fostered adaptability and self-confidence, equipping them with the skills necessary to address classroom challenges effectively. The experience also enabled them to identify their strengths and areas for improvement, contributing to their growth as prospective educators.

Teaching involves several essential components, including subject matter expertise, instructional strategies, classroom management, effective lesson planning and delivery, and the assessment of learning outcomes. Engaging in these activities enhances self-confidence, communication skills, educational efficacy, and a sense of professional responsibility. Furthermore, observing experienced teachers provided participants with valuable insights into effective teaching practices. Moreover, it explain teacher professional development is generally seen to be more successful when it is practice-based, collaborative, and subject-specific (Sims & Fletcher-Wood, 2021).

Despite its benefits, the teaching practicum also presented significant challenges that influenced the participants' professional identity development. These challenges included managing diverse student needs, addressing doubts about students' learning abilities, maintaining classroom discipline, and working with limited resources. Among these, accommodating students' varied needs was identified as particularly demanding, as it required ensuring that all learners understood the lesson content. It was contrast, that pre-service teachers face moderate challenges in four areas: instructional material availability, teaching methods for different abilities, dealing with individual differences demands (Masood at all, 2022).

However, these challenges encouraged greater flexibility and adaptability in teaching approaches. Effective classroom management necessitated strong communication and adaptive skills, while addressing student behavior tested the participants' patience and resilience, ultimately contributing to both their personal and professional growth.

Addressing teaching challenges requires a deliberate, reflective, and adaptable approach that allows educators to navigate complexities with purpose and resilience. Through consistent application of these strategies, educators can effectively overcome obstacles, transforming potential difficulties into opportunities for growth and innovation. As the study found, that teaching practicum significantly influenced teacher identity development by improving teaching skills, providing real-world experience, and helping EFL teachers discover their identity (Akhyarni, 2024). This proactive mindset

not only enhances the teaching and learning process but also fosters a more engaging and productive educational environment for both teachers and students.

The experience of serving as an intern teacher represents a formative stage in the journey of becoming an educator. It is a period marked by significant learning, self-discovery, and the application of theoretical knowledge in real-world settings. Internships provide invaluable opportunities for aspiring teachers to develop practical skills, adapt to diverse classroom dynamics, and cultivate a deeper understanding of the multifaceted nature of education. These experiences help prospective teachers refine their instructional strategies, build confidence, and develop the interpersonal and professional skills necessary to meet the demands of the teaching profession.

Furthermore, the challenges and triumphs encountered during internships contribute to the shaping of a teacher's professional identity and career trajectory. This immersive experience enables aspiring educators to reflect critically on their teaching practices, recognize areas for improvement, and embrace a commitment to continuous professional development. Beyond technical and pedagogical growth, internships also instill a sense of responsibility and resilience, preparing future teachers to adapt to the evolving needs of students and the broader educational landscape.

In addition to its role in skill-building, the practicum helps student teachers establish a foundational sense of professional identity and responsibility. This aspect is crucial as it shapes their attitudes, values, and motivations, ensuring

they approach their careers with a sense of purpose and dedication. Ultimately, the teaching practicum is not merely a training exercise but a transformative phase in the journey of becoming an educator. It empowers student teachers to transition confidently into their roles as capable, reflective, and adaptive professionals, ready to contribute meaningfully to the field of education.

Moreover, the practicum facilitates the development of adaptability and resilience, equipping student teachers to address the diverse and often unpredictable nature of educational environments. It also promotes reflective practices, encouraging individuals to critically assess their teaching approaches, identify areas for improvement, and celebrate their strengths. By fostering such reflective habits, the practicum nurtures a lifelong commitment to professional development, enabling teachers to continually refine their methodologies and stay responsive to the evolving demands of education.

In the end, the teaching internship is not merely a stepping stone but a transformative phase in the development of a skilled, reflective, and adaptive educator. By engaging with teaching challenges in a planned and flexible manner, aspiring teachers gain the tools and insights needed to thrive in their careers. This pivotal experience lays the foundation for a lifelong journey of learning, growth, and meaningful contributions to the field of education.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the results, the teaching practicum is a vital component of teacher education, offering student teachers invaluable opportunities to enhance their interpersonal skills, refine practical teaching competencies, and cultivate a deeper understanding of their professional identity. Through, this immersive experience, student teachers able to enhance their interpersonal communication, refine their practical teaching techniques, and gain a deeper awareness of their evolving professional identity.

A teacher's identity is significantly influenced by teaching practice. It shaped by their experienced that improvement as a potential teacher. It also increased their self-confidence and more adaptive.

Also, the aspects of the teaching practicum encompass several critical components. The development of strong communication skills is critical, as it enables teacher candidates to explain concepts clearly, maintain student engagement, and create an effective learning environment. Leadership development is also a key outcome, as candidates gain valuable experience in managing classrooms, setting clear expectations, and guiding students toward achieving their learning objectives.

Despite the challenges faced during teaching practicums, these experiences foster adaptability and flexibility in instructional approaches. Furthermore, effective classroom management is contingent on the ability to communicate effectively and adjust instructional strategies to meet the demands of dynamic teaching environments.

In conclusion, enhancing teaching practices for teacher candidates requires a multifaceted approach that integrates structured mentorship, targeted skill-building workshops, practical teaching opportunities, and the adoption of innovative teaching methods. The practicum serves as a bridge between theoretical knowledge and real-world application, allowing future educators to engage directly with the complexities of classroom dynamics, student needs, and instructional challenges.

By integrating these recommendations, teacher education programs can better prepare aspiring educators to navigate the complexities of the classroom and contribute meaningfully to the field of education.

B. Recommendations

Enhancing teaching practices to support teacher candidates requires a structured, innovative, and contextually relevant approach. By adopting such a framework, aspiring educators can build a solid pedagogical foundation, develop confidence, and prepare effectively for the challenges of an ever-evolving educational landscape. To achieve this, several targeted strategies and recommendations can be implemented to improve the quality of teaching practicum experiences and the professional readiness of teacher candidates.

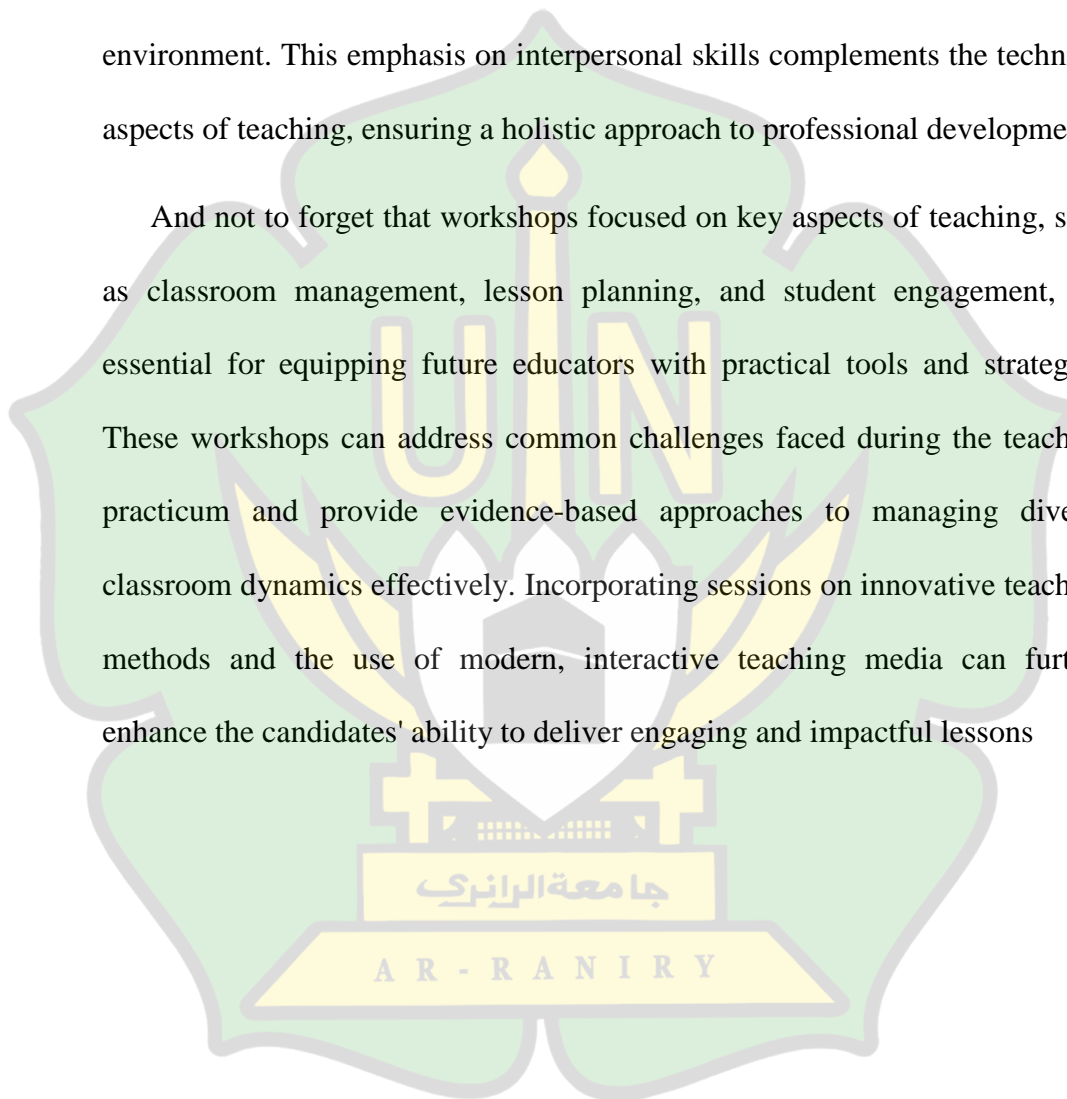
One critical recommendation for the school, that is to increase opportunities for student teachers to share their experiences and reflections with peers. Structured sessions for collaborative discussions can provide a supportive platform for aspiring educators to exchange ideas, share challenges, and explore solutions. This peer interaction not only fosters mutual learning but also builds a sense of community and shared purpose among teacher candidates.

Providing teacher candidates with extensive practice opportunities and encouraging thorough preparation are also vital components of an effective teaching practicum. Regular consultations with experienced mentors or colleagues can offer valuable guidance, feedback, and support. Mentorship programs should be structured to include frequent and constructive feedback sessions, helping student teachers identify their strengths and areas for improvement. Observing experienced educators with diverse teaching styles can also inspire creativity and adaptability, enabling candidates to refine their own instructional approaches.

Another recommendation for the faculty, the micro teaching is emphasize the use of engaging and student-centered teaching strategies. Prospective teachers should be encouraged to experiment with different presentation formats, interactive activities, and innovative instructional models that resonate with students' interests and needs. Providing a range of options for teaching media and techniques empowers teacher candidates to personalize their methods and make their lessons more appealing and effective.

Lastly, as recommendation from me as the researcher is fostering active communication and building strong relationships with students is crucial for teacher candidates. Training sessions on effective communication strategies can help future educators create a positive and inclusive classroom environment. This emphasis on interpersonal skills complements the technical aspects of teaching, ensuring a holistic approach to professional development.

And not to forget that workshops focused on key aspects of teaching, such as classroom management, lesson planning, and student engagement, are essential for equipping future educators with practical tools and strategies. These workshops can address common challenges faced during the teaching practicum and provide evidence-based approaches to managing diverse classroom dynamics effectively. Incorporating sessions on innovative teaching methods and the use of modern, interactive teaching media can further enhance the candidates' ability to deliver engaging and impactful lessons



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APPENDICES

Appendix A

Table of *Thematic Analysis*

Raw Data	Codes	Themes
<ul style="list-style-type: none"> - “In teaching practicum, I came to know the difficulties of being a teacher, from preparing material, <u>adapting</u> it to students’ abilities and knowledge.” (Student Teacher-1) - “It gave me a deeper appreciation for the <u>multifaceted</u> role of a teacher—not just as an instructor, but as a mentor, facilitator, and motivator. I realized how much impact teachers have on students’ confidence and <u>willingness</u> to learn.” (Student Teacher-2) - “This experiences helped me better understand myself as a teacher. I became more <u>aware of my strengths and weaknesses.</u>” 	<ul style="list-style-type: none"> - Adaptations - Multifaceted - Important Skills - Willingness - Aware of strength and weaknesses 	<p>The Perceived of Effects</p>

<p>(Student Teacher-3)</p> <p>- “It helps me to gain an understanding and experience of what it is like to be a teacher. However, sometimes if the preparation is not thorough and I cannot <u>adapt</u> to the possibilities that will occur outside my plan, the learning will not go well.” (Student Teacher-4)</p>		
<p>- “This experience really helped me to be <u>confident</u> in teaching practicum because with this I can better prepare myself to teach directly.” (Student Teacher-1)</p> <p>- “Yes, it is helpful for me to boost my <u>confident</u> but I think I’m still a little bit lack of confident for manage and build the communication in the class, but I do believe that keep practicing, learning is the key.” (Student Teacher-5)</p> <p>- “It made me more <u>confident</u>. Even though I was unsure sometimes, I</p>	<p>- Self-confidence</p>	<p>The Effects of Teaching Practicum</p>

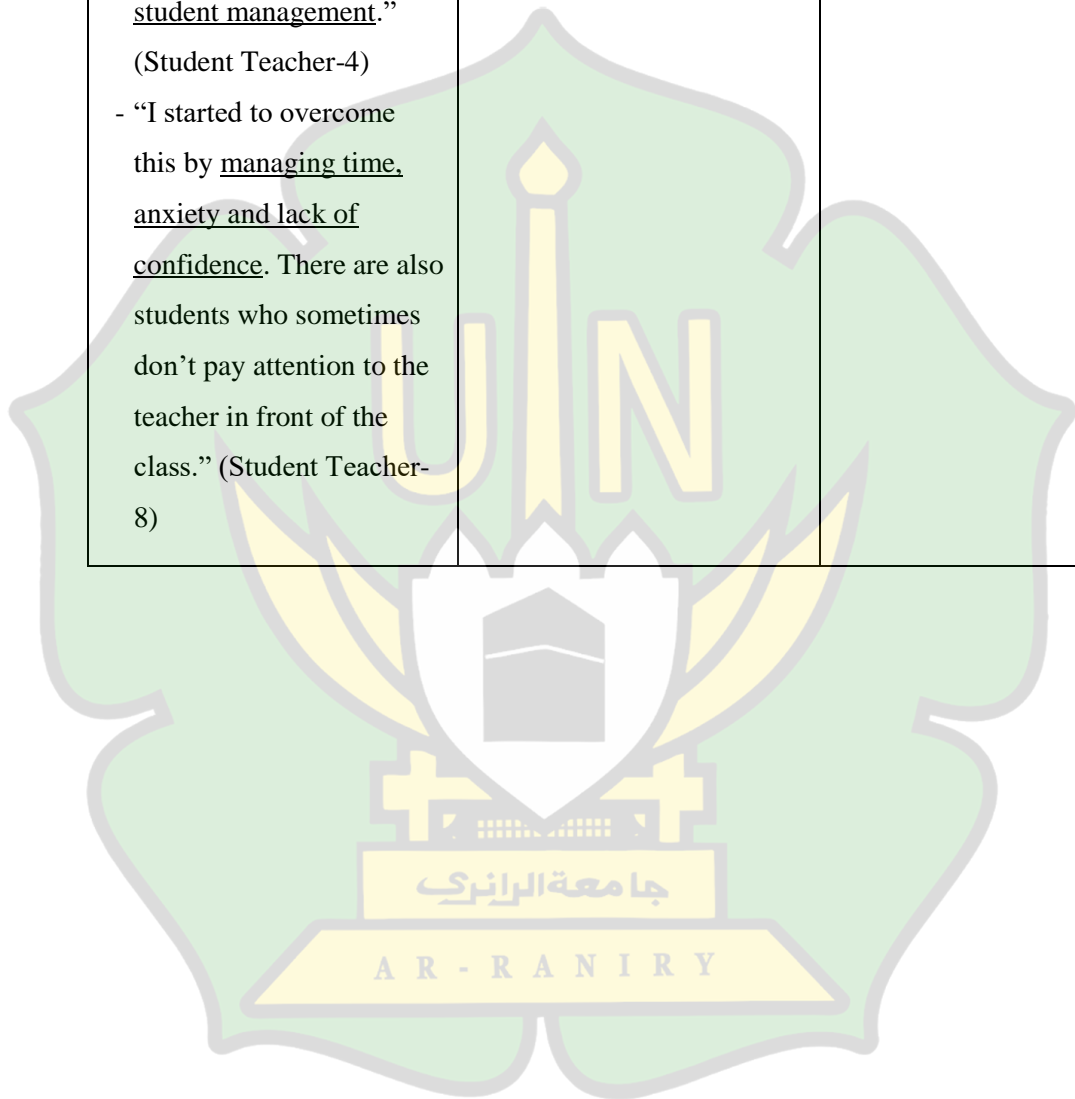
<p>learned how to solve problems, and it made me feel like I can do this.” (Student Teacher-9)</p> <p>- “Yes, this is improve my <u>self-confidence</u> when I teach them and I know how to manage the classroom.” (Student Teacher-10)</p>		
<p>- “I believe my <u>communication</u> skills and <u>leadership</u> qualities developed the most during the practicum. I learned how to explain concepts clearly and effectively while maintaining students’ interest. (Student Teacher-10)</p> <p>- Additionally, I developed <u>leadership</u> by managing the classroom, setting clear expectations, and guiding students toward achieving their learning goal.” (Student Teacher-7)</p> <p>- “I think I grew the most in <u>leadership and communication</u>. These two things are very</p>	<ul style="list-style-type: none"> - Communication - Leadership - Time Management 	<p>Teacher Identity Development</p>

<p>important for teachers.” (Student Teacher-9)</p> <p>- “<u>Communication, time management</u>, critical thinking, and <u>leadership</u>. These I develop the most.” (Student Teacher-5)</p>		
<p>- “The main challenges were <u>managing time effectively</u>, <u>addressing diverse learning needs</u>, and keeping students engaged, especially those who were shy or less confident.” (Student Teacher-2)</p> <p>- “When teaching, I face many challenges, one of which is the <u>differences in student abilities</u>. There are students who quickly understand the material, while others need more attention. This makes me have to continue to adjust the teaching method, so that all students can follow the lesson well.” (Student Teacher-3)</p> <p>- “There are so many challenges, I faced when teaching in the class such</p>	<p>Diffulties:</p> <ul style="list-style-type: none"> - Time Management - Different Student Needs - Anxiety 	<p>Challenges of Teaching Practicum</p>

as my social and emotional, time management, self-confidence, communication, and student management.”

(Student Teacher-4)

- “I started to overcome this by managing time, anxiety and lack of confidence. There are also students who sometimes don't pay attention to the teacher in front of the class.” (Student Teacher-8)



Appendix B

The Concern Form

Research Title

“The Perceived Effects of Teaching Practicum on Teacher Identity Development: EFL Students’ Experiences”.

Research Analyzer	Researcher’ Signature
(Zuhratunnasihin)	
Participant Name	Participant’ Signature

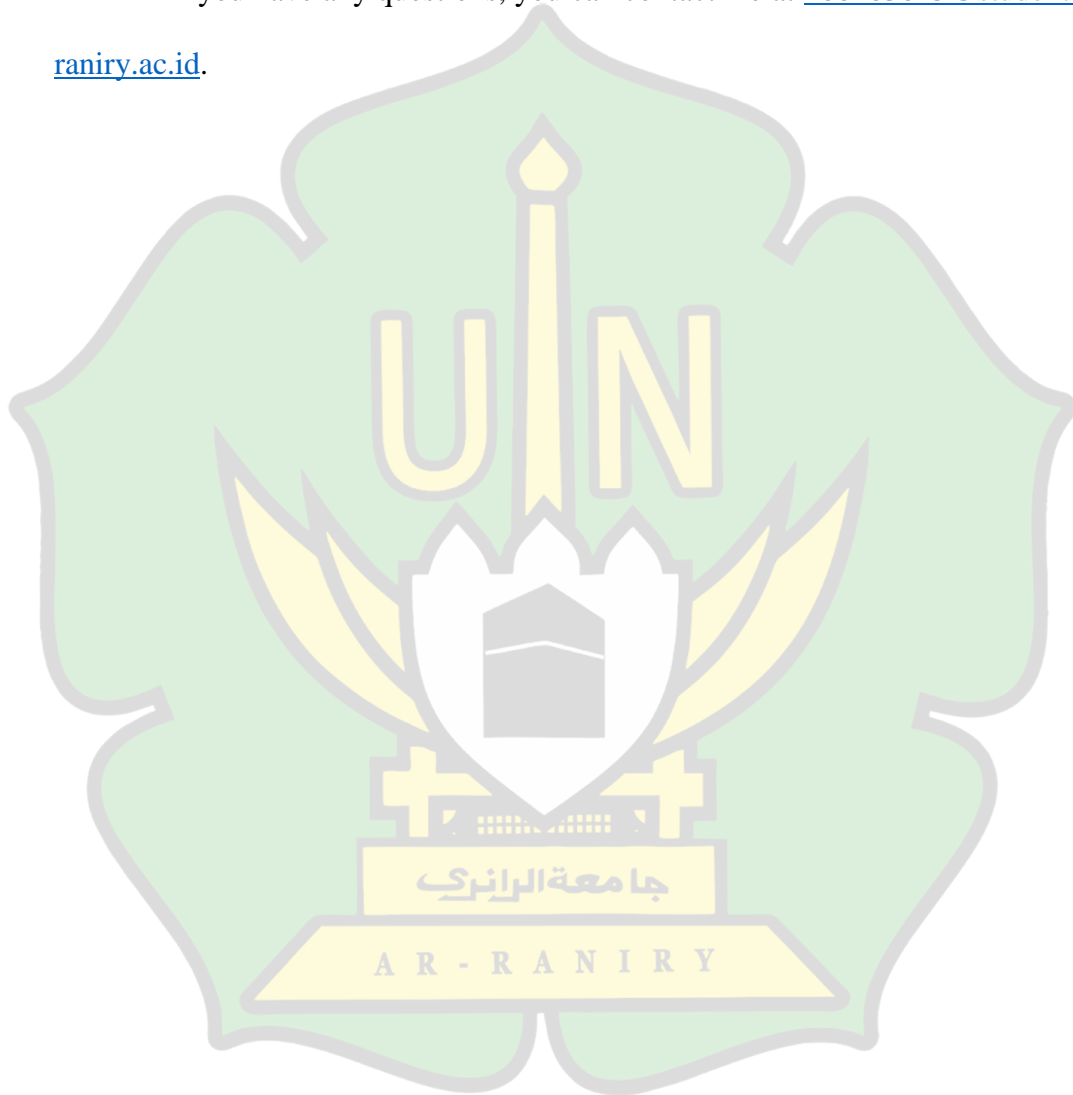
First of all, thank you for participating to be interviewed as part of this research. You have been invited to participate in the study “The Perceived Effects of Teaching Practicum on Teacher Identity Development: EFL Students’ Experiences”. This research study aim to investigate and understanding the effects, aspects and challenges the student-teacher when they teaching at the class.

The interview will be take 20-35 minutes to complete. Futhermore, with your permission, the interview will be recorded. In order to let you know, the only researchers who will have access to the recordings and researcher supervisor.

This interview isn’t a test of any kind. Regarding your statements, there is no right or incorrect response. All information will be kept completely private and purposive samling is the basis for my request for your participation. As the

results, the study should offer insightful information on the possible advantages of effects, aspects and challenges of teaching practicum on teacher identity development for EFL students' experiences.

If you have any questions, you can contact me at 200203015@student.ar-raniry.ac.id.



Appendix C

Interview Protocol

Title : “The Perceived Effects of Teaching Practicum on Teacher Identity Development: EFL Students’ Experiences”.

Research Questions :

1. How do the student teachers perceived the effect of the teaching practice on the identity development?
2. What are the aspects of the teaching practicum that perceived to have the effect at their teacher identity development?
3. What are the challenges perceived by the student teacher during their teaching perform that affect their teacher identity development?

Background of Story

1. Can you tell your background of story behind why you choose EFL?
2. What’s the motivation for you to be EFL Teacher?
3. Can you tell me the experience when you to be student teacher?

The Effects

1. How do you think the teaching practicum affected your view of the role of the teacher?
2. Has this experience made you more confident or uncertain about the teaching practicum?

3. Did this experience help you understand more about your identity as a future teacher?

The Aspects

1. In your opinion, what's the aspect in teaching practicum?
2. In this experience, do you feel that you have a biggest change in your teaching skills?
3. What aspects of your teacher identity, do you think you develop the most (e.g., communication, leadership)?

The Challenges

1. What are the main challenges you face, when you teaching in the class?
2. How did you overcome these difficulties?
3. If you could suggest, how the teaching practicum could be improved to support prospective teachers?

Closing

Thank you for your participate in this research, the information and experiences you shared are very valuable for this research. I would remind you that, the aims this research is to explore the effects, aspects of experience, challenges experienced by EFL students during teaching practicum.

If you would like to know the results of this study, I will be happy to share them with you once the study is complete. Once again, thank you for your cooperation and contribution. May your teaching practicum

experience continue to have a positive impact on your journey as a future teachers.

