

**THE PERCEIVED IMPACT OF TEACHING PRACTICUM ON
TEACHER IDENTITY DEVELOPMENT**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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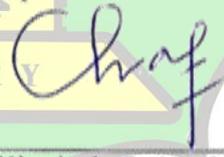
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adalah benar-benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan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

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Banda Aceh, August 8, 2024

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ABSTRACT

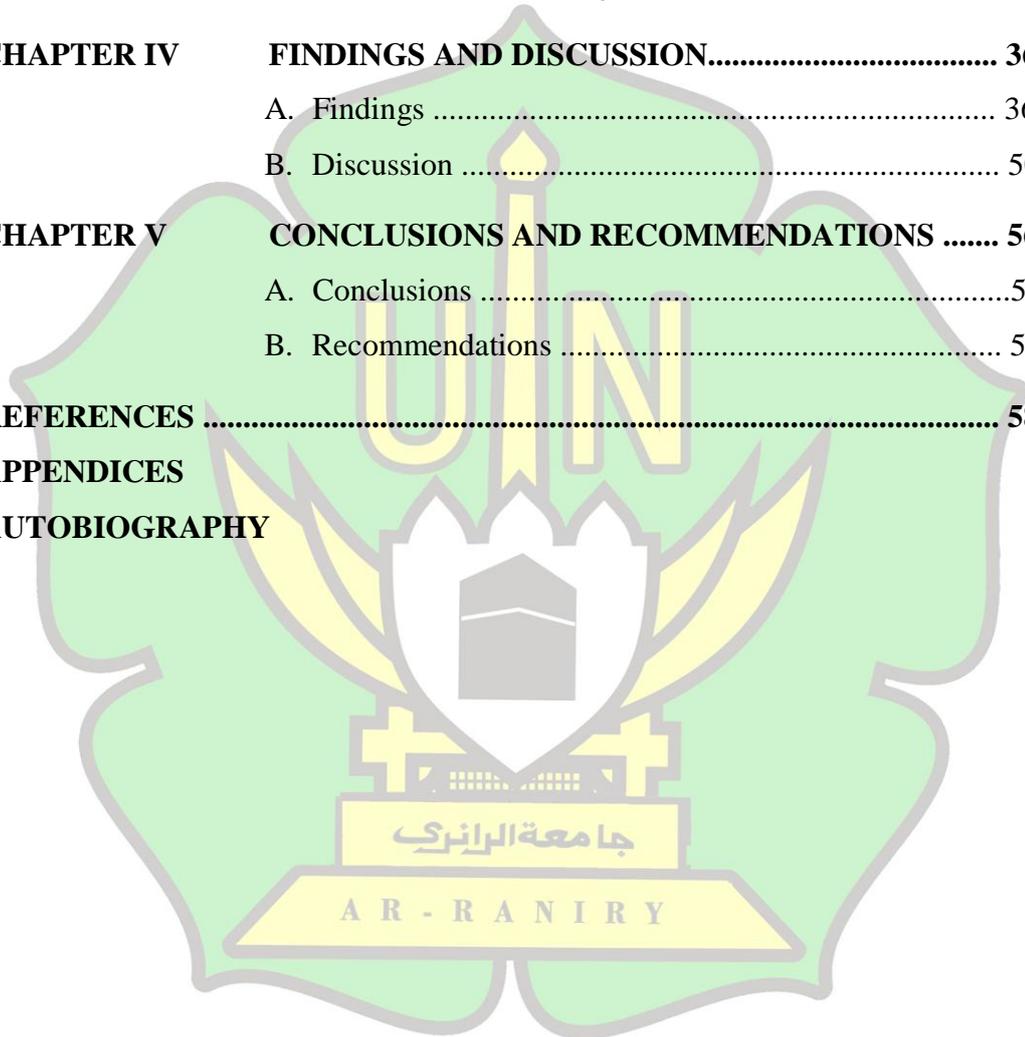
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The purpose of this study was to investigate the perceived impact of teaching practicum on EFL student teachers' identity development, as well as the challenges they encountered and opportunities they gained during this experience. The data obtained from EFL student teachers is useful for contributing to the existing body of knowledge on teacher education and by understanding how the teaching practicum influences teacher identity, institutions can enhance their curriculum and instructional practices to better support EFL students' professional development. This study employed a qualitative design and the data was collected through semi-structured interviews. Using purposive sampling, participants in this study were students from batch 2019 of Department of English Language Education at UIN Ar-Raniry Banda Aceh who did their teaching practicum program in the eighth semester of the 2022/2023 academic year who had fulfilled all the requirements of the program with a passing grade and without requiring any remedial actions, involved 18 EFL students. Data analysis through thematic analysis showed that teaching practicum significantly influenced identity development by improving teaching skills, providing real-world experience, improving interpersonal skills, and helping them discover their identity as EFL teachers. Participants also mentioned challenges such as language proficiency limitations, classroom management, and time constraint. Furthermore, they also highlighted opportunities for professional growth, getting feedback from experienced teachers, and language development. The findings of this study contribute to the understanding of teacher identity development and offer implications for potentially improving teacher education programs.

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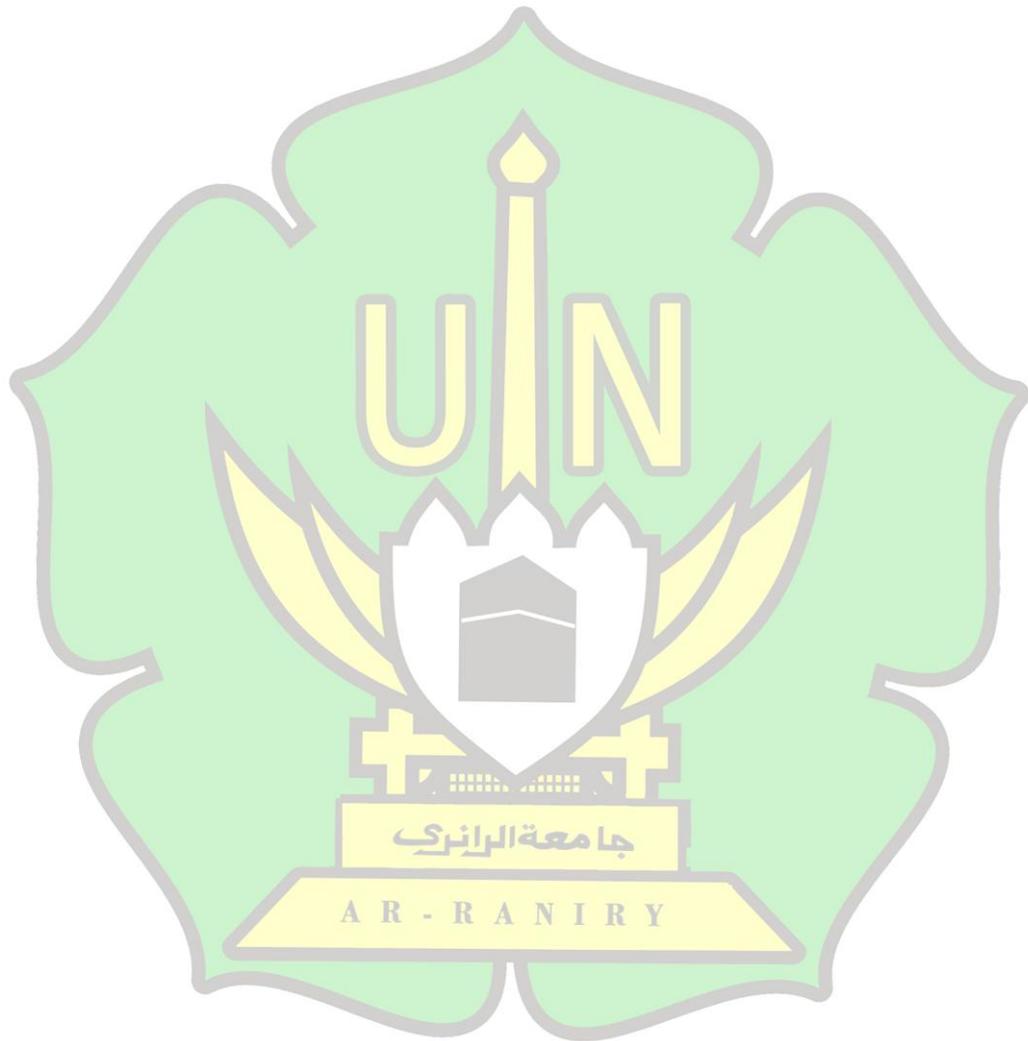
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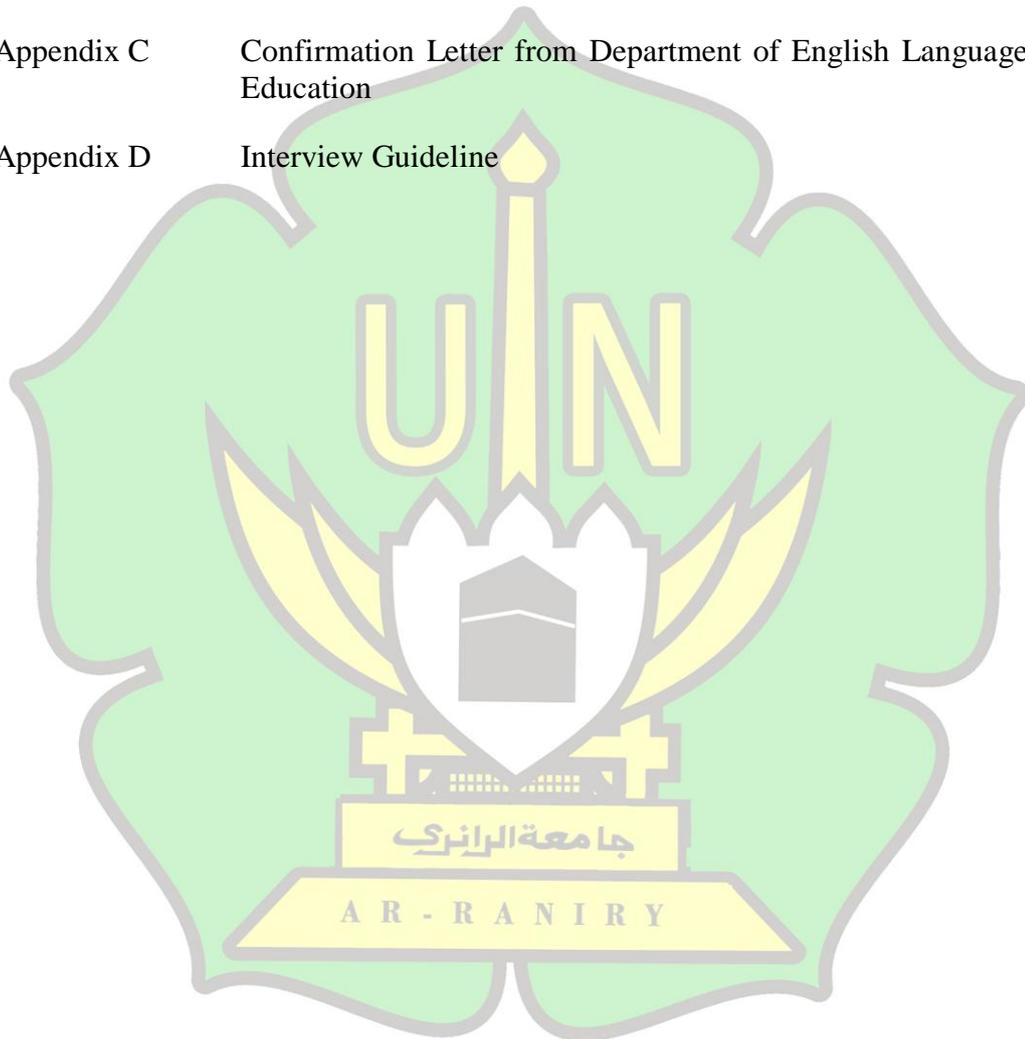
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper that concerns the background of the study, research questions, research aims, significance of study, and terminologies as elaborate in the following section.

A. Background of the Study

Teaching practicum is a crucial component of teacher education, providing pre-service teachers with the opportunity to gain real-world experience in the classroom. During practicum, they are typically placed in a school setting under the supervision of a mentor teacher. It is typically offered for credit and may be required in many programs (Barnett, 2023). A teaching practicum is designed to give pre-service teachers experience in teaching, and they will practice planning and delivering content, assessing students, engaging students in the learning process, and reflecting on their teaching experience (Fecich, 2023). They are also responsible for participating in all other aspects of teaching life.

In addition to developing teaching skills, teaching practicum also plays a significant role in teacher identity development. Teacher identity refers to how teachers come to understand themselves in relation to their work, students, and colleagues. The complex and multifaceted understanding that teachers have of themselves as professionals (Pishghadam, Golzar, & Miri, 2022). It is shaped by a variety of factors, including personal experiences, cultural background, and

professional development (Ahmad, Shah, Latada, & Wahab, 2019). Teacher identity is important because it provides a framework for teachers to construct their ideas of how to be, act, and understand their work (Wang, Guo, Wu, & Lin, 2021), and greatly influences the decisions that teachers make in relation to teaching practices, content, relationships, and professional development (Hahl & Mikulec, 2018).

Teaching practicum provides pre-service teachers with the opportunity to explore their own teacher identities and to begin to develop a professional sense of self. As they engage in the practical experience, pre-service teachers reflect on their strengths and weaknesses, their teaching philosophies, and their relationships with students and colleagues and wider community. Teaching practicum can help pre-service teachers develop a sense of professional identity by allowing them to observe and learn from experienced teachers (Torres-Cladera, Simo-Gil, Domingo-Penafiel, & Amat-Castells, 2021), and by providing them with feedback and guidance from mentors (Izadinia, 2015). Participating in a teaching practicum can help them to develop a deeper understanding of themselves as teachers and to clarify their professional goals.

Research has shown that teaching practicum plays an important role in teacher identity development. Teaching practicum is considered one of the most important stages for teacher identity development (Prabjandee, 2022). Teaching practicum can help pre-service teachers shift from a self-as-student focus to a self-as-teacher focus, which is an important aspect of teacher identity development (Garza, Werner, & Wendler, 2016). By interacting with students, teachers, and

other school staff, pre-service teachers begin to develop a sense of professional identity as a teacher (Torres-Cladera et al., 2021). They also begin to develop their own teaching philosophies and practices (Almusharraf, 2020). Mentor teachers can provide authentic learning opportunities through modeling and feedback, which can help pre-service teachers develop their pedagogical skills and consolidate their learning experiences (Nykvist & Mukherjee, 2016).

At Ar-Raniry State Islamic University, there is a teaching practicum program or known as *Praktik Pengalaman Lapangan (PPL)* - Field Experience Program organized by the Instructional Development Center (IDC) of the Faculty of Education and Teacher Training. The program is designed to provide practical experience to student teachers in teaching in real environments, such as schools or other educational institutions. They will be placed in a partner school and work with mentoring teachers to learn and plan learning activities that are adjusted to the curriculum and needs of students.

The reality is that during the teaching practice, student teachers may encounter a range of real-classroom scenarios, such as behavioral issues, ability gapped students, and student discipline (Maseko, 2022). Facing these kinds of situations can make student teachers feel overwhelmed and affect their confidence in their teaching abilities. Student teachers frequently find it difficult to fully create their professional identities due to limited duration of teaching practicum (Prabjandee, 2019). They can feel pressed for time as they try to develop their teaching abilities and cultivate positive relationships with their students and colleagues.

Additionally, it is possible that what they learn in college does not always align with what they experience in the field. When it comes to handling real situations, this mismatch can lead to doubt and misunderstanding. Also, their confidence and motivation to become qualified teachers may be impacted by their mentors' and supervisors' inadequate support and guidance. Furthermore, during the teaching practice, student teachers will realize the changing demands and expectations they have to face in the world of education. This can affect their identity and create uncertainty about their roles and responsibilities as a teacher (Hahl & Mikulec, 2018).

For EFL (English as a Foreign Language) student teachers, teaching practicum is a unique opportunity to develop their professional identities as teachers of English as a foreign language. The practicum can help by providing a chance to reflect on experiences (Zhu, Rice, Li, & Zhu, 2020), learn from mentors and observe how they interact with students and manage their classrooms, construct a personal theory of teaching and learning (Meihami & Esfandiari, 2021), engage with diverse students (Salinas & Ayala, 2018), and participate in professional development, including attending workshops, conference, and other training opportunities (Cosgun & Savas, 2023). By developing their professional identity, EFL student teachers can become effective and confident teachers.

Moreover, there are also some challenges for EFL student teachers to develop their professional identities as teachers of English as a foreign language. They may face a variety of challenges, such as teaching in a language that is not their native tongue, adapting to the curriculum, working with students from

different cultural backgrounds, and navigating the complex dynamics of a foreign school system. As Daariimaa Marav (2022) stated in her study, pre-service English teachers struggled in their teaching contexts due to the lack of mentoring by public school mentor teachers, insufficient university-school partnerships, and classroom-level limitation caused on by the gap between what the participants had learned in college and the realities they faced in classrooms made it difficult for them to succeed in their teaching contexts. These challenges can be stressful and sometimes lead to self-doubt.

Nevertheless, the environment of teaching practicum has a significant impact on teacher identity development, including for EFL student teachers. On one hand, a supportive and positive school culture can create a safe space for student teachers to experiment and grow. On the other hand, a negative or stressful school culture can hinder teacher identity development.

There have been numerous studies conducted on the impact of teaching practicum on teacher identity development in the case of EFL student teachers. For instance, a study by Hahl and Mikulec (2018), using reflection essays and a focus group interview, this preliminary case study examines the experiences of 20 participants enrolled in an international English secondary teacher preparation program at a university in Finland. By using thematic analysis, this study found that the teaching practicum may be a challenging and even frustrating time during teacher preparation, but it is also a time of great growth and development for student teachers.

A study by Prabjandee (2019), using interviews and shadowing observations for 2 English major student teachers in Thailand, the study explored how student teacher identity is constructed during the teaching practicum. This thematic analysis study found that the teaching practicum contributed to teacher identity development in three ways: emotional responses to the practicum shaped identity, the practicum provided opportunities for reflection and self-evaluation, and the practicum provided opportunities for learning and growth.

Another study was done by Salinas & Ayala (2018), using a qualitative case study through personal narratives, semi-structured interviews, and a focus group, this study examined how two EFL student-teachers constructed their professional identity throughout their undergraduate teacher training program and practicum. The data analyzed using a grounded theory approach and found that there was a relationship between the teachers' identity shaping and their developing teaching practices. Building a professional identity as a student teacher is an unstable and dynamic process that is influenced by inter-related personal and external factors which includes self-image, learning environment, and practicum experiences.

Although several studies have examined the impact of teaching practicum on EFL student teachers' identity development, further research is necessary to delve deeper into this topic. Qualitative studies, in particular, can provide rich insights into the challenges and opportunities associated with this process. While previous research has contributed valuable findings, this study focuses on a unique context: Indonesia, specifically Aceh Province at UIN Ar-Raniry Banda

Aceh. This geographic specificity distinguishes it from prior studies conducted in Finland, Thailand, and Chile, offering a fresh perspective on how teaching practicum can shape EFL student teachers' identities in a different cultural and educational setting. Previous studies employed a variety of qualitative methods to explore the topic, including reflective essays, focus group interview, shadow-observations, and personal narratives. In contrast, this research utilized a semi-structured interview approach with purposive sampling to collect the data. This methodological shift allowed for a more focused and structured exploration of the research question.

Furthermore, the participants in this study was English Language Education major students at UIN Ar-Raniry Banda Aceh who had completed their teaching practicum program under the Faculty of Tarbiyah and Teacher Training (FTK), while the participants of the previous studies was English major in their own countries and faculties. The last one, only this study examines the perceived impact of teaching practicum on teacher identity development along with its challenges and opportunities, while the previous studies only focus on one topic, whether it is impact, challenges or opportunities. No one has examined all three.

Overall, this study stands apart from previous studies by combined impact, challenges, and opportunities. This paves the way for a more comprehensive and nuanced understanding of the perceived impact of teaching practicum on teacher identity development among EFL students, ultimately leading to the existing body of knowledge on teacher education and contributing to the improvement of teacher education programs as well as the overall quality of EFL instruction.

B. Research Questions

This research seeks to explore the impact of the teaching practicum on teacher identity development, particularly focusing on EFL student experiences.

The study focus on the following questions:

1. What are the perceived impact of teaching practicum on EFL student teachers' identity development?
2. What are the challenges faced and opportunities gained by EFL student teachers during the teaching practicum?

C. Research Aims

In line with research questions, the expected aims of this research are:

1. To investigate the perceived impact of the teaching practicum on the development of teacher identity among EFL students.
2. To find out the challenges and opportunities they have faced during teaching practicum.

E. Significance of the Study

This study is expected to provide valuable insights into the impact of the teaching practicum on the development of teacher identity among EFL students. The findings will contribute to the existing body of knowledge on teacher education and inform the improvement of teacher training programs. By understanding how the teaching practicum influences teacher identity, institutions can enhance their curriculum and instructional practices to better support EFL students' professional development.

F. Terminologies

Before going deeper into this research, some terms of the topic need to be defined as they might cause misunderstanding if they were not and avoid the ambiguous meaning.

1. Teaching Practicum

Teaching practicum is a period of supervised teaching experience in a real classroom setting, typically required as a part of a teacher education program. A teaching practicum involves actual teaching as well as duties related to the profession, such as lesson planning, assessing students, engaging students in the learning process, and reflecting on the teaching experience (Barnett, 2023; Fecich, 2023). Teaching practicum is a course and intra-curricular activity carried out by students of the teacher education including classroom instruction and school practice as a form of application of the theory obtained in college.

Teaching practicum has been held by Ar-Raniry State Islamic University every semester, which is organized by the Instructional Development Center (IDC) Faculty of Education and Teacher Training (FTK). This program is being conducted at the partner schools within a certain time period. The coordination of the implementation of the program involves students as candidate teachers, mentors, and other related parties.

2. Teacher Identity

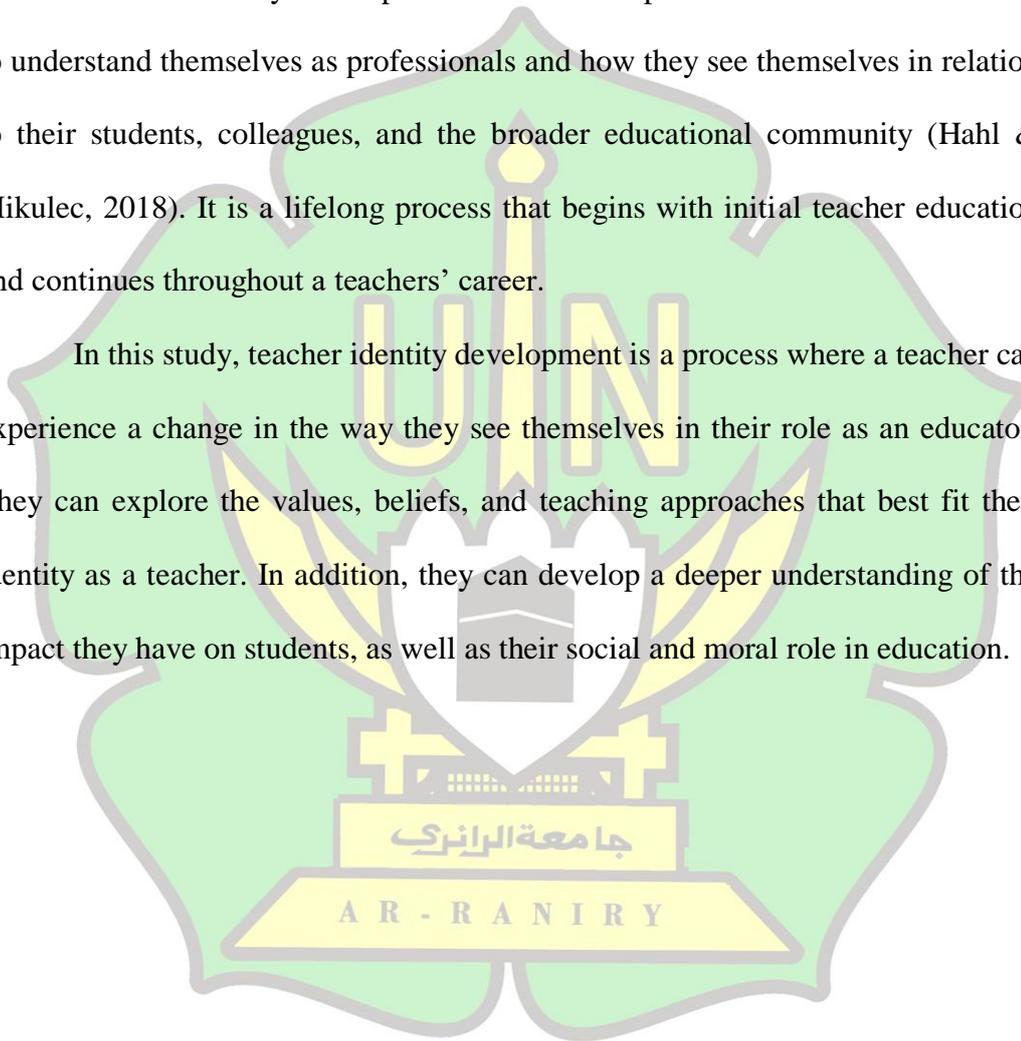
Teacher identity is the teacher's personal and professional sense of self, including their beliefs, values, and knowledge about teaching and learning. It is the beliefs, values, and commitments an individual holds toward being a teacher

(Blog, 2021). In this study, teacher identity is dynamic and ever-changing. It is an ongoing process that never stops evolving and developing for a teacher. Teachers' identities may change and grow as a result of new experiences and knowledge.

3. Teacher Identity Development

Teacher identity development refers to the process of how teachers come to understand themselves as professionals and how they see themselves in relation to their students, colleagues, and the broader educational community (Hahl & Mikulec, 2018). It is a lifelong process that begins with initial teacher education and continues throughout a teachers' career.

In this study, teacher identity development is a process where a teacher can experience a change in the way they see themselves in their role as an educator. They can explore the values, beliefs, and teaching approaches that best fit their identity as a teacher. In addition, they can develop a deeper understanding of the impact they have on students, as well as their social and moral role in education.



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical description of the related literature that is relevant to the topic of the research. It is divided into several parts namely teaching practicum, teacher identity development, and EFL student experiences.

A. Teaching Practicum

1. Definition of Teaching Practicum

Teaching practicum is a designed program to prepare future teachers with knowledge, skills, and mental preparation necessary to be effective in the classroom. It is a period of guided and supervised teaching (Ramadhan, 2020). It is a chance to practice being a classroom teacher under the supervision of expert veteran teachers who can guide on best practice, offer advice, and make suggestions on improving (Holly, 2023). This program usually includes pedagogy, content areas, and student development coursework, alongside field experiences where students have the opportunity to put their teaching skills into practice while being supervised by experienced teachers. The practicum can familiarize student teachers with the teaching process complexity and challenges they may encounter, and educate them to interact with actual learners (Masadeh, 2017).

According to the National Council for Accreditation of Teacher Education, (2010), the following elements are frequently included in a teaching practicum, though its length and content might vary:

- a. Coursework in education, often consists of classes on curriculum and instruction, assessment, educational psychology, and the history and philosophy of education.
- b. Coursework in pedagogy, often covers topics including classroom management, assessment, and teaching strategies.
- c. Field experiences, give aspiring teachers the chance to observe and practice their craft in actual classroom settings.
- d. Clinical supervision, the process of giving advice and support to pre-service teachers as they become educators.

Preparing pre-service teachers for teaching requires capacity building to encourage the cooperation between their thoughts about transformational teaching and their experiences and exposure to the realities of teaching (Klerk, Palmer, & Wyk, 2012). Mentors and teachers work together to introduce students to teaching roles (Ramadhan, 2020). When the experience occurs, teachers encourage pre-assignment teachers to take more responsibility for running the classroom and teaching (Plodkaew & Tanamai, 2014). All of those details can assist teachers in getting ready for pre-teaching before entering the classroom and in attempting to conduct observations in accordance with predetermined plans.

It is important to recall that not all teaching practicum programs are similar. The quality of a program can vary depending on factors including the faculty, the curriculum, and the resources available. Some programs are more effective than others. Overall, teaching practicum can be a valuable program resource for aspiring educators. It is crucial to pick a high-quality curriculum that

will educate future teachers to be a successful educator. As the National Council on Teacher Quality (2010) stated, students taught by teachers who had completed a high-quality pre-service program scored significantly higher on standardized tests than students taught by teachers who had not completed such a program.

2. Purposes of Teaching Practicum

Teaching practicum is aimed at allowing students as pre-service teachers to build up the essential understanding of teaching theories so they can observe and analyze teaching practices in ways that can benefit their actual teaching (Bobrakov, 2014). Given that student teachers must dynamically generate information from various sources in order to advance professionally, practicum can help them learn how to do this.

Generally, it is aimed at meeting the needs of professional skills or educational resources (American Association of Colleges for Teacher Education, 2016). The goal is to form the personal candidate teacher who has a set of knowledge, skills, values and attitudes, as well as patterns of behavior necessary for teachers in carrying out their profession.

In 2018, the National Council for Accreditation of Teacher Education (NCATE) released four main purposes of teaching practicum, as follows:

- a. To prepare teachers who effectively encourage student learning.

This implies that future educators should be able to create a supportive learning environment, design efficient lesson plans, and evaluate student progress

- b. To prepare teachers who are dedicated to equity and social justice.

This calls on pre-service teachers to be conscious of the difficulties that students of marginalized groups have in the classroom and dedicated to fostering an environment where all students can succeed.

- c. To prepare teachers who are lifelong learners.

This implies that pre-service teachers should be able to evaluate their performance, pin-point areas for progress, and look for new chances.

- d. To prepare teachers will serve as leaders in their schools and communities.

This means that pre-service teachers ought to be able to work with other teachers, speak up for their students, and help to make their schools and communities better.

In conclusion, teaching practicum aims to ensure that the candidate teacher is able to gain real-world experience in applying theory in the management of teaching learning activities. Provides the possibility for candidate teachers to improve the professional competence of teachers, and train discipline, develop attitude, personality and confidence as an educator.

3. Benefits of Teaching Practicum

Benefits of teaching practicum (PPL) in general are to provide supplies to students/practitioners to have professional competence, pedagogical competencies, personal competencies, and social competencies. In addition, the implementation of PPL is expected to benefit all components related to the PPL, such as student-teachers, schools, and universities.

- a. Benefits for student-teachers: It can help them to acquire the knowledge, skills, and dispositions they need to be effective in the classroom; and also to increase student achievement, reduce teacher stress and burnout, and improve teacher morale (Carney, Green, & O'Brien, 2018).
- b. Benefits for school: Improve the quality of education; receiving the chance to take part in training qualified teachers; and get the support of ideas, energy, science, and technology in planning and implementing school development (LPPM STKIP PGRI, 2023).
- c. Benefits for the university: Obtaining input on educational cases used as research consideration materials; expand and enhance the network of cooperation with training schools (Amini, 2020).

In summary, teaching practicum is beneficial in helping the relevant parties to improve and evaluate the program in their respective sections. It provides the best opportunity to observe the positive impact of program acquisition and obtain input on the development of the implementation of PPL, so that the curriculum and methods used can be adapted to the requirements in the field.

A study by Desimore, Smith, and Zeichner (2020) found that teaching practicum can have a number of benefits for teachers, including:

- a. Increased knowledge of pedagogy and content.
- b. Improved teaching skills.
- c. Increased confidence in teaching.

- d. Provide teachers with opportunities to learn from experienced teachers, practice their teaching skills, and receive feedback on their teaching.

Overall, a teaching practicum is an essential component of a teacher education program as it helps a candidate teacher to gain the knowledge and skills needed to be a successful teacher. It prepares for the challenges of teaching and helps candidate teachers to gain confidence in ability as a teacher.

4. Roles of Teaching Practicum

Teaching practicum plays an important role in preparing EFL students for the classroom. The program plays a role in important learning and is best suited for people who wish to advance their academic and professional careers (Education Summary, 2023). According to Khan, Butt, Bibi, Malik, and Khattak (2021), the roles of teaching practicum include:

- a. Provide students with teaching experience within a classroom setting.
- b. Allow students to practice planning and delivering content, assessing students, engaging students in the learning process, and reflecting on their teaching experience.
- c. Help students link theory and practice, and acquire the understanding and skills necessary for teaching effectively in a range of classroom situations.
- d. Provide opportunities for prospective teachers to learn from firsthand field experiences.
- e. Allow prospective teachers to put theories into practice and develop their pedagogical skills.

- f. Provide opportunities for inquiry, trying, and testing new ideas within collaborative relationships, and talking about teaching.

In summary, because it gives students practical teaching experience and contributes in the development of their pedagogical skills, the teaching practicum is a crucial part of teacher education programs. Additionally, it is essential in assisting new teachers in bridging theory and practice and developing the knowledge and abilities required to provide effective lessons in a variety of classroom settings.

5. Impacts of Teaching Practicum

There is a number of evidence to support the impact of teaching practicum on student teachers, including:

- a. Real experience in teaching

Student teachers receive practical classroom teaching experience through teaching practicum. This facilitates their application of classroom knowledge to real-life contexts. Through this experience, they are able to draw correlations between theory and practice and gain the knowledge and skills required to effectively instruct students in a variety of classroom settings (Thuy & Phuong, 2017). As a result, they can develop their teaching skills, understand the dynamics of the classroom, and discover efficient time and resource management.

- b. Teacher identity development

Student teachers can shape their professional identities as educators through teaching practicum. This helps them get ready for teaching roles (School of Social Work, 2023). They get a firsthand understanding of the roles and

responsibilities of teaching and develop attitudes, values, and a dedication to the teaching profession. They accordingly gain confidence and motivation to pursue a career in teaching.

c. Improve professional readiness

Teaching practicum supports student teachers to prepare themselves professionally. They have the opportunity to observe effective teaching techniques, gain a deeper understanding of the school environment, and gain information from the experienced teachers. They also explore the connection between theory and practice, which is important for their professional improvement (Garcia-Noblejas, Barcelo-Cerda, Gomez, & Lopez-Gomez, 2023). As a result, student teachers are better prepared to handle the pressures and challenges of the teaching profession.

d. Improve interpersonal skills

Teaching practicum includes interactions with students, teachers, and other school members. These interactions allow student teachers to improve their interpersonal skills, including communication, relationship-building, and teamwork. These skills help them to build a strong relationship with school people and create a positive learning setting (Majid, 2017). As a result, they are more comfortable at interacting with students and colleagues in an educational environment.

e. Knowledge of the educational context

Teaching practicum helps student teachers to gain a deeper understanding of the educational context. The practicum's valuable lessons are certain to

advance the student teacher's awareness of teaching (Eginli & Solhi, 2021). They learn more about the social dynamics, school rules, and education policy in the school environment. As a result, they are able to create teaching techniques that are relevant for both the educational setting and the demands of the students.

In conclusion, teaching practicum provides student teachers with numerous impacts, including real experience in teaching, teacher identity development, improving both professional readiness and interpersonal skills, and also knowledge of the educational context. These impacts underline the value of teaching practicum in providing student teachers with the skills, experience, and information necessary to become professional educators.

B. Teacher Identity Development

1. Definition of Teacher Identity Development

Teacher identity refers to the beliefs, values, and commitments an individual holds towards being a teacher (Hsieh, 2010). It is a dynamic and evolving process that is open to learning and context modification in their daily lives and wider fields (Pennington & Richards, 2016). It is a social phenomenon because its construction, negotiation, and development occur and situate within instructional sites, including teacher education programs (Pishghadam et al., 2022).

In short, teacher identity is a complex and evolving process that is shaped by a variety of factors, including personal beliefs, values, and commitments, as well as institutional and social contexts. It is developed by teachers throughout their training and teaching experiences.

According to Cambridge Dictionary, development can be defined as the process in which something or someone grows, transforms, and becomes more advanced. Therefore, teacher identity development is a process that creates growth, progress, or positive change of a teacher.

Hahl and Mikulec (2018) stated that teacher identity development refers to the process of how teachers come to understand themselves as professionals and how they see themselves in relation to their students, colleagues, and the broader educational community. Teacher identity development is the process of acquiring and evolving a teachers' sense of self, beliefs, values, and practices as a professional educator (Pishghadam et al., 2022; Hahl & Mikulec, 2018).

Overall, teacher identity development is the process by which a teacher develops a deeper understanding of himself or herself as an educator. During this process, someone can explore the values, beliefs, and teaching approaches that best fit his/her identity as a teacher. In addition, teachers can have a better understanding of their influence on students as well as their moral and social responsibility in education.

2. Types of Teacher Identity

Teacher identity can manifest in various forms, influenced by personal characteristics, professional experiences, and educational context. Here are some of the types of teacher identity according to Forte (2022):

a. Reporter identity

This identity is characterized by the teacher's ability to gather and report information to their students. They are knowledgeable about their subject matter and can convey information in a clear and concise manner.

b. Expert identity

This identity is characterized by the teacher's ability to share their expertise with others. They are knowledgeable about their subject matter and can provide guidance and support to their students.

c. Mentor identity

This identity is characterized by the teacher's ability to provide guidance and support to their students. They are able to build strong relationships with their students and provide them with the support they need to succeed.

d. Role model identity

This identity is characterized by the teacher's ability to serve as a positive role model for their students. They are able to model positive behavior and attitudes and inspire their students to do the same.

It is important to note that these types of teacher identity are not mutually exclusive, and teachers may experience a combination of these identities simultaneously. Additionally, teacher identity is not fixed and can evolve over time through professional growth, new experiences, and ongoing reflection.

3. Importance of Teacher Identity

Teacher identity is an essential aspect of the teaching profession, and it plays a crucial role in an individual's teaching practices and how they present

themselves and the materials for teaching and learning. Here are some reasons why teacher identity is important:

a. Framework for teaching

Teacher identity provides a framework for teachers to construct their ideas of “how to be”, “how to act”, and “how to understand” their work and their place in society (Wang et al., 2021). It helps teachers to develop a sense of purpose and direction in their teaching practices.

b. Influences teaching decisions

Teacher identity greatly influences the decisions that teachers make in relation to teaching practices, content of teaching, teacher-student relationships, and professional development (Hahl & Mikulec, 2018). It helps teachers to make informed decisions that align with their values and beliefs.

c. Lifelong learning

Teacher identity is an evolving process that continues throughout a teacher’s professional life (Hahl & Mikulec, 2018). Knowing one’s identity as a teacher is necessary for helping one set clear goals and figure out how to accomplish them. It helps teachers to engage in ongoing reflection and learning.

d. Sources of meaning

It is crucial to comprehend teacher’s professional identities since these identities serve as sources of meaning for them (Day, 2023). Teacher’s identity helps teachers to find meaning and purpose in their work, which can lead to greater job satisfaction and motivation.

e. Authenticity

It is a key component of teacher identity (Donovan, 2009). Embracing one's authentic self is essential to find a true teacher identity. It helps teachers to bring all aspects of themselves to their instructional activities, including their background, culture, and experience.

In summary, teacher identity is important because it provides a framework for teaching, influences teaching decisions, promotes lifelong learning, is a source of meaning, and encourages authenticity.

4. Factors Influencing Teacher Identity Development

There are several factors that influence the development of teacher identity, including:

a. Personal experience

A teacher's identity and teaching practice can be shaped by personal experiences, such as life events, cultural background, and familial upbringing (Gholampour & Ayati, 2020).

b. Professional experience

A teacher's identity and teaching practice can also be shaped by professional experiences relating to teaching experience, professional development, and mentorship (Lane, Hardison, Simon, & Andrews, 2018).

c. Socio-cultural context

A teacher's development of their identity may be influenced by the sociocultural environment in which they work. A teacher's identity could possibly be shaped by a variety of factors, including the direct work environment, the

instructional culture, and the larger social and political context (Lankveld, Schoonenboom, Volman, Croiset, & Beishuzen, 2016).

d. Personal learning process

A teacher's identity development may also be influenced by their own personal learning process. This involves the teacher's beliefs, values, and commitments to the profession, as well as their capacity to reflect on their teaching practices and make changes as required (Perez, 2010).

e. Interpersonal relationships

Relationships with students, co-workers, and mentors, among others, can have an influence on how a teacher develops their sense of self. These connections can offer instructors the support, guidance, and feedback they need to grow as individuals and become better educators (Pishghadam et al., 2022).

In summary, teacher identity development is influenced by a variety of factors, including personal and professional experiences, socio-cultural context, personal learning process, and interpersonal relationships. Understanding these factors can help teachers to develop a stronger sense of identity and improve their teaching practices.

C. EFL Student Experiences

EFL (English as a Foreign Language) student refers to students who are studying English in a non-native country. It is the name given to the practice of non-native speakers learning English in nations where the language is not widely spoken (Nordquist, 2020). EFL student teachers are student teachers who are preparing to teach English as a foreign language. On the other hand, experience is

defined as a particular event or situation that has a significant impact on someone's life. According to Cambridge Dictionary, experience refers to the process of getting knowledge or skill that is gained from doing, seeing, feeling things, or something that happens which has an effect on a person.

Student experience is the sum total of a students' interactions with an educational institution. It includes the academic, social, and emotional aspects of student life. According to Kuh (2019), student experience is the totality of the student's interaction with the institution, its program, and its people and is influenced by a number of factors, including the student's engagement with the institution, the quality of instruction, and the learning environment.

In this study, EFL student experience relates to things experienced, felt, and thought by student-teachers during teaching practicum at school. They may face unique experiences during their practicum as they adapt to a new teaching environment. They are concentrating their thoughts and emotions on the experiences that are relevant to their intended outcome. In addition, experience can be both positive and negative, and can be both planned and unplanned.

1. Challenges

There are many challenges faced by EFL students, both during their teacher education programs and after they begin teaching in the classroom. Some of the common challenges associated with teaching practicum include:

1. Lack of experience

As student teachers, EFL students often have little or no experience in a classroom setting, which can make it difficult for them to know how to manage

students, deliver instruction, and assess students' learning. They may struggle with keeping students on task, preventing disruptions, and dealing with difficult behavior. They may have difficulty differentiating instruction or planning effective lessons that meet the needs of all students with different learning styles and abilities. They may need to be familiar with a variety of instructional strategies. They may also not be confident in their ability to assess student learning effectively. This can be a difficult task, even for experienced teachers. In the end, this can lead to difficulties in lesson planning and execution (Napanoy, Gayagay, & Tuazon, 2021).

2. Lack of training

Teaching can be a stressful profession, and student teachers may not be prepared for the challenges that come with it. Many teacher education programs do not provide student teachers with enough training in the skills they need to be successful in the classroom. Lack of practical experience in teaching can lead to difficulties in managing teaching activities (Napanoy, et al., 2021). Results of this are feelings of insecurity, stress, and anxiety, as well as a lack of confidence in their ability to teach.

3. Technology integration

Student teachers need to be familiar and able to effectively integrate technology into their teaching. They may lack the resources and support they need to do so. This can be a challenge, as technology is increasingly being used in schools. Student teachers may lack knowledge and skills in using technology for

teaching and learning (Bugis & Larkins, 2020). This can lead to difficulties in their lessons and activities.

4. Cultural diversity

Student teachers need to be able to effectively teach students from diverse cultural backgrounds, but this can be a challenge as they may not be familiar with the student's cultures or how to best meet their needs (Gay, 2018). Not all students are easy to teach. Some students may have behavioral problems, learning disabilities, or other challenges that can make it difficult for student teachers to reach them.

5. Communication with parents and guardians

Student teachers may not know how to effectively communicate with parents and guardians about their child's progress. They have limited opportunities to practice interacting with parents and guardians, and parent-teacher interactions are primarily addressed after the student teacher has completed their program (Thurlow, Liu, & Mentan, 2022). This can lead to difficulties in building relationships and supporting student learning.

6. School culture

It is important for student teachers to understand how they conceptualize "culture" and how it affects their teaching (Karabon & Johnson, 2020). Student teachers need to be able to adapt to the school culture, but many find it difficult to do so. They may have personal beliefs and values that conflict with the values of the school. They may need to learn how to balance their personal beliefs with the expectations of the school.

7. High expectations

Student teachers are often expected to be experts in their content area and to be able to teach effectively from the moment they step into the classroom. This can be a lot of pressure for someone who is still learning the ropes. Unrealistic expectations of teaching can lead to disappointment and disillusionment (Delamarter, 2019). They may need to supplement their coursework with additional readings and professional development opportunities.

These challenges can be overwhelming for even the most experienced teachers. English majors who are new to the profession may find them even more daunting. It is important for teacher education programs to provide student teachers with the support and training they need to overcome these challenges and become successful teachers. Student teachers can benefit from strong relationships with their cooperating teachers, mentors, and professors or participating in professional development opportunities, such as workshops and conferences.

2. Opportunities

Despite the challenges, teaching practicum can also be a very rewarding experience. EFL student teachers who enjoy working with students and helping them learn will find it to be a pleasant experience. They have the opportunity to advance their professional, pedagogical, social, and personal competence through the in-service training that is offered to them (Razali & Zulfikar, 2019). Some of the opportunities of teaching practicum for EFL student include:

1. Improve teaching skills

Teacher training can help student teachers gain confidence and improve their teaching skills before going to their practicum (Damnet, 2021).

2. Learn new things

This includes increased knowledge of pedagogy, instructional methods, and language. Teaching knowledge about language (KAL) to student teachers can help them graduate with a set of skills that can be beneficial in their teaching (Carey, Christie, & Grainger, 2015).

3. Personal growth

Student teachers can develop more positive attitudes and beliefs about teaching through training and practical experience, leading to personal growth (Yu, An, & Zhao, 2023). Personal growth includes confidence, competence, and self-efficacy.

4. Professional development

Since teaching is a profession, teachers who work in this field are required to be professional with the relevant qualifications (Fajrinur, 2019). Student teachers learn about the professional expectations of teachers, such as ethical behavior, collaboration, and communication. This helps them to become more effective and well-rounded educators (Mufidah, 2019).

Overall, teaching practicum to EFL student teachers can have several benefits, including improving teaching skills, learning new things, personal growth, and professional development.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a chapter of research that covers several methodological aspects in the study, including research design, location and participants, methods of data collection, and methods of data analysis.

A. Research Design

Research is a systematic process of gathering and analyzing information in order to answer a question or solve a problem. A process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2014, p. 17). According to The American Psychological Association (APA), research is the systematic investigation of a topic. In general, research consists of three steps: pose a question, collect data to answer the question, and present an answer to the question. Research is an essential part of the scientific process. It allows scientists to gather evidence to support or refute their hypotheses, learn new things, and make progress in understanding the world. Lack of research can lead to detrimental outcomes, including potential risk to people and the environment (National Academies of Sciences, Engineering, and Medicine, 2016).

Research design is the particular procedure involved in the research process, including data collecting, data analysis, and report writing (Creswell, 2014). The research design used in this research was qualitative research design

and focused on investigating the impact of teaching practicum on teacher identity development, especially in EFL student context.

In this study, the researcher used a qualitative research method with a descriptive approach. Qualitative research is a useful inquiry strategy for exploring and comprehending a phenomenon (Creswell, 2014). Broad, generic questions are posed to participants in order to get their specific opinions in the form of words or images, which are then analyzed for themes and descriptions. From this data, the researcher interprets the significance of the data using previous study. The final structure of the final report is expected to be well-organized, well-written, and support the research questions and findings of the study.

Qualitative research is focused on understanding the meaning of people's experiences and perspectives. It is used to gather and analyze non-numerical (descriptive) data, such as text, video, or audio recordings to get a better understanding of an individual's social reality. Astalin (2013) explained that qualitative research is a systematic scientific investigation that attempts to make a comprehensive, typically narrative description of a social or cultural phenomenon in order to inform the researcher's knowledge of it. In line with this research design, a semi-structured interview was applied as an alternative to collect the data. It is considered necessary to construct detailed information from participants about their experiences in teaching practicum related to the impact of it on teacher identity development.

B. Research Location and Participants

The research was conducted at the Department of English Language Education or PBI (*Pendidikan Bahasa Inggris*) of Ar-Raniry State Islamic University, located in Kopelma Darussalam, Syiah Kuala, Banda Aceh City, Aceh Province. The researcher chose the Department of English Language Education as the subject because it has teaching practicum program under the Faculty of Education and Teacher Training UIN Ar-Raniry and students must pass this program in order to graduate from university.

The participants of this research were 115 students from the 2019 batch of the Department of English Language Education at UIN Ar-Raniry Banda Aceh. These students completed their teaching practicum in the eighth semester of the 2022/2023 academic year. The data for this research was obtained from the Instructional Development Center (IDC) of the Faculty of Education and Teacher Training. This group of 115 students represents the population of the study, including all individuals related to the research topic (Creswell, 2014).

This research involved 18 EFL students, representing a sample of the population (Creswell, 2014). Using purposive sampling, participants were selected based on certain criteria (Sugiyono, 2017). Specifically, the student chosen met the criteria of having successfully completed the teaching practicum program with a passing grade and without requiring any remedial actions.

Furthermore, all of the participants provided informed consent before participating in the study. Their privacy is protected by using initials to identify them in this report and is used for this research only. Ultimately, the researcher

chose this procedure because it was expected to be highly structured, adaptable, and affordable.

C. Methods of Data Collection

Data collection technique aims to collect information that researcher propose for the study. Data collection can appear at a single or various point in time depending on the resources available to the researcher (Creswell & Creswell, 2018). In this research, the data was collected through interviews.

Interview is a method of data collection in which two or more people exchange information through a sequence of questions and answers. It can be used to explore each participant's unique perspective, experiences, beliefs, and motivations (Gill, Stewart, Treasure, & Chadwick, 2008). In this research, the researcher used semi-structured interviews because of its flexibility. Semi-structured interviews allow interviewer to change questions based on interviewee experiences responses, therefore the researcher can explore a deeper topic.

The interview was conducted in English through the phone. Using the phone, interviews can reach anyone anywhere, cost-effective, and make scheduling easier to accommodate busy individuals. The inability to see body language, facial emotions, and other non-verbal signals over the interview is a limitation. However, tone and voice may indicate information (Saarijarvi & Bratt, 2021). The researcher paid close attention to the interviewee's responses, kept detailed notes, and recorded the interview. This allows the researcher to review the interview later on and identify key themes and insights before interpreting it. It took about 25-30 minutes for the researcher to complete an interview.

D. Methods of Data Analysis

The result of the data collection was analyzed using thematic analysis. Thematic analysis is a method of qualitative data analysis that identifies patterns of meaning within data. According to Caulfield (2019), thematic analysis is a method for examining qualitative data that is usually used with a set of texts. It is a flexible method that can be used to analyze a variety of data, including open-ended questions in a questionnaire, interview transcripts, focus group discussions, documents, and social media posts. This method can be a valuable tool for researchers to identify the underlying meanings of people's experiences, opinions, and beliefs.

Thematic analysis typically involves the following steps, as outlined by Braun and Clarke (2006):

1. Data familiarization

The researcher is getting familiar with the data by reading and re-reading it. This helps the researcher to identify key themes and patterns and get a good understanding of the overall content of the data. The researcher proceeds to make notes on potential data points of interest, questions, connections among data items, and other preliminary concepts (Miranda, 2022).

2. Initial coding

The researcher codes the data by identifying segments of text that relate to each theme. Codes are labels that researcher use to identify recurring patterns or themes in the data. In this part, researcher can use her/his own words to create

codes or use a pre-existing coding scheme. It is important to be as specific as possible.

3. Theme development

The researcher develops themes by grouping together related codes. Themes are groups of related that represent a larger concept.

4. Theme analysis

The researcher analyzes the themes by examining their meaning and significance. Researcher may need to combine or split themes, or add new themes. It is also important to make sure that the themes are meaningful, coherent, and supported by the data.

5. Theme interpretation

The researcher interprets the themes by drawing on their own knowledge and experience. It needs to define the themes and give them clear names. The definitions should be clear and concise, and they should be based on the data. The names of the themes should be descriptive and easy to remember.

6. Write up the findings

The final step is to write up the findings of the thematic analysis in a clear and concise way. This should include a description of the themes, as well as examples of data that support each theme. The researcher may also want to include a discussion of the implications of the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is the important stage which displays the findings of the research. As previously mentioned, the interview was done to achieve both research aims. It was employed to get the data about the perceived impact of the teaching practicum on the development of teacher identity among EFL students and to find out the challenges they have faced and opportunities they have gained during teaching practicum. Hence, this chapter includes the results from the interview which then are discussed in the following discussion subchapter.

A. Findings

The findings of this study resulted from semi-structured interview with 18 students who are from batch 2019 of Department of English Language Education at UIN Ar-Raniry Banda Aceh and had accomplished their teaching practicum which took two months (February – March 2023) in the eighth semester of 2022/2023 academic year. These participants are hereafter referred as Student-1, Student-2, Student-3, ..., and Student-18. The interviews were completed in a month from April until May 2024. The data were collected through phone interviews where the researcher called the respondent one by one, asked the questions based on interview guidelines, paid close attention to the interviewee's responses, kept detailed notes, and recorded the whole interaction. Some questions related to their experience, challenges and opportunity in their teaching practicum were asked to students.

Afterwards, the collected data from the 18 interviewees were analyzed by following several techniques consisting of data familiarization, initial coding, theme development, theme analysis, theme interpretation, and write up the findings (Braun & Clarke, 2006). The data were fit into the research focus where only the relevant data to the research problems will be picked up for the analysis. According to the interview guidelines there are 19 questions that cover students' perception about the perceived impacts, challenges faced, and opportunities gained in teaching practicum. There are 12 (no 3 – 14) questions to find out the perceived impact, 2 questions (no 15 – 16) to know their challenges, and 2 questions (no 17 – 18) to investigate opportunities they gained during practicum.

The following table displays the results of the data analysis, particularly the codes and themes identified from the interview.

Table 4.1
The thematic data analysis

Categories	Codes	Themes
Perceived impact	<ul style="list-style-type: none"> • Classroom management • Lesson planning • Delivering understandable lessons • Evaluating assignments 	Improving teaching skills
	<ul style="list-style-type: none"> • Effective communication • Public speaking • Developing communication skills • Relationship building • Collaboration 	Improving interpersonal skills
	<ul style="list-style-type: none"> • Theory-practice connection • Classroom experiences • Experiential learning • Practical application of theory • Gaining practical experience • Applying theoretical knowledge in a real classroom setting 	Providing real-world experience

	<ul style="list-style-type: none"> • Personal growth: identity formation, motivation, confidence, learn problem-solving • Teaching skills: understanding of effective teaching, personal style, self-discovery • Professional relationships: building connections with students and colleagues • Recognize the importance of teachers' personalities in the classroom 	Discovering identity as EFL teachers
Challenges	<ul style="list-style-type: none"> • Language barriers (students' limited language proficiency) • Lack of vocabulary • Understanding student language • Overcoming accent barriers • Difficult to fully grasp the grammar and content of the English language 	Language proficiency limitations
	<ul style="list-style-type: none"> • Managing diverse student needs and learning styles • Managing student behavior and capturing the attention of all students • Creating optimal learning environments 	Classroom management
	<ul style="list-style-type: none"> • Short duration of the practicum and its combination with other activities 	Time constraint
Opportunities	<ul style="list-style-type: none"> • Enhanced teaching skills • Prepared lessons • Explore teaching styles • Learned about the educational environment • Acquired practical skills • Ability to teach a foreign language 	Professional growth
	<ul style="list-style-type: none"> • The mentor teacher's expertise helped the student develop their teaching skills and build confidence • Learned from experienced teachers • Gained valuable experience and knowledge from their supervisors • Built professional connections with teachers • Interactions with experienced teachers is important for students' learning 	Feedback from experienced teachers
	<ul style="list-style-type: none"> • Improved English language skills • Vocabulary expansion • Self-awareness of language skills • Improve confidence in language skills 	Language development

1. The Finding of the First Research Question: What are the perceived impact of teaching practicum on EFL student teachers' identity development?

This research aims to investigate what are the perceived impact of teaching practicum on the development of teachers identity among EFL students. Based on interviews with informants, several main themes emerged, including:

a. Improving Teaching Skills

Through the interview of this study, all of the participants stated that teaching practicum can develop their teaching skill including classroom management, lesson planning, delivering understandable lessons, and evaluating students' assignments. It can be seen from the responses of the following extracted data:

“Teaching practicum helped train my teaching competence.” (Student-1, April 29, 2024)

“It helps me to know how to teach properly from the very beginning of the teaching process until the closing. I also learn how to teach in a good way, how to talk with the students, how to assess them, and how to run the classroom effectively.” (Student-2, April 29, 2024)

“Yes, I think it is very useful, because with this practicum I can see the extent of my skills in practice.” (Student-4, May 2, 2024)

“Teaching practice is very useful for me, I get an idea of how to teach, manage a class and how to convey lessons to students so that they are easy to understand.” (Student-8, May 4, 2024)

“Yes, it is very useful for me. It can develop my teaching skills.” (Student-9, May 4, 2024)

“Yes. Teaching practicum helps me to manage my teaching learning process. It improves my skills in teaching.” (Student-9, May 4, 2024)

This study reveals that teaching practicum is very beneficial for students because they can be directly involved in actual activities of the teaching and learning process. The role of teaching practicum is to provide students with teaching experience including planning, contents materials, assessment, and teaching effectively in any classroom situation (Khan et al., 2021). Thus, students can have teaching experience before becoming a real teacher in the future. This program is a supervised teaching in a real classroom setting which requires the students to take the duties as professional teachers such as lesson planning, assessment, and activating students' participation during the class (Barnet, 2023; Fecich, 2023).

b. Improving Interpersonal Skills

As student-teachers, they have to gain good interpersonal skills such as in communication, relationship-building, and teamwork. Teaching practicum trains students' (student teacher) connection between students, teachers, and colleagues. Teaching practicum supports interpersonal skill, communication, and team work to create a positive learning atmosphere (Majid, 2017). The result of the interviews revealed that teaching practicum can develop students' interpersonal skills such as effective communication, public speaking, collaboration, good communication with supervisor and senior teachers and relationship building.

Here are the responses from participants that confirm the result:

“In the classroom, I learned about public speaking.” (Student-3, April 29, 2024)

“I think the most impactful is teamwork and relationship-building.” (Student-4, May 2, 2024)

“I feel the most impact during teaching practicum is about relationship-building and teamwork because we can’t do the task ourselves. We need to collaborate with other friends to do the task that the teacher gives to us and also to finish our mini thesis. We need good communication with our supervisor, teacher, and fellow student-teacher.” (Student-7, May 3, 2024)

“It improves my communication skills with my students.” (Student-9, May 4, 2024)

In conclusion, student teachers overwhelmingly identified interpersonal skills as the most valuable outcome of their practicum. Building relationships with students and colleagues proved crucial for effective teaching.

c. Providing Real-world Experience

According to interviews, all statements indicated positive responses that teaching practicum provides real-world experience which enables them to apply the teaching methodologies and gain practical experience.

Here are some responses from the interviews that confirm the result:

“Yes, teaching practicum allows us to apply the teaching methodologies to students.” (Student-1, April 29, 2024)

“Yes, very helpful, this activity can increase my ability to apply it in real practice.” (Student-4, May 2, 2024)

“I learn everything about teaching in the teaching practicum. So, every knowledge and information that I gain from the practicum is very useful for me and I implemented everything in my real-world experience.” (Student-2, April 29, 2024)

“By applying it in daily life as a teacher, teaching is the most part of our life, so the teaching experience is really helpful like what I have said in the previous number.” (Student-7, May 3, 2024)

“Yes, it is. It gave me real-world experience in applying theory in the management of teaching practicum by making me realize that every class used a different teaching style. Some students may prefer more audiovisual learning. They become active in the class when I gave some videos or PPT.” (Student-16, May 13, 2024)

In conclusion, the students value the practical experience gained through the teaching practicum. As stated by Thuy and Phoung (2017) that through this experience, they are able to draw correlations between theory and practice. They acknowledge the importance of applying theoretical concepts in real-world situations and adapting their teaching styles to meet the particular needs of their students.

d. Discovering Identity as EFL Teachers

Teaching practicum is one of the most important phases for developing a teacher's identity (Prabjandee, 2022). Teaching practicum is not only important for teachers in general, but also this stage enables EFL student-teachers to practice their language to students. Through this actual teaching, the student teacher can implement their language teaching methods and practice their English with students. The finding of the interview confirms that teaching practicum helps them to find identity as an EFL teacher because it improves their personal growth, they know more about teaching style and approach, learn problem-solving, and building professional relationships, and recognize the importance of teachers' personalities in the classroom.

As confirmed through the interviews, the results are substantiated by the following responses:

“Yes. My teaching practicum helped me to realize what I actually did as a teacher and gave me new insights about teaching.” (Student-9, May 4, 2024)

“Yes, every time I have a teaching practicum, I get to know more about my teaching style and what type of teacher I am.” (Student-2, April 29, 2024)

“Yes, it is very helpful. Like I said before, through this *PPL*, I can understand the theories that have been taught to be applied in real life.” (Student-11, May 5, 2024)

“That is one of the most important things, how a teacher behaves and can set an example and be able to build good relationships with students. It is very helpful when I was faced with a problem in class. There I had to solve it in my own way. It can help me find my identity.” (Student-13, May 11, 2024)

“It built professional development, relationship building, and professional growth in the field of education.” (Student-17, May 13, 2024)

In conclusion, participants agreed that their identities as EFL teachers were significantly shaped by their teaching practicum. Through practical experience, they gained a deeper understanding of their teaching styles, strengths, and areas for growth. The process of problem-solving and adapting to actual classroom situations improved their professional identities and prepared them for an optimistic future in EFL teaching.

In contrast, the following statement gives different insight, that teaching practicum does not really help in discovering a teacher’s identity because of its short-term. One of the participants stated that in general, teaching practicum is not really important to find her teacher’s identity because it only takes two months. Therefore, teacher’s identity is more effectively developed from a long-term experience of teaching as clarified in the following data:

“In general, I don’t think it was very useful in finding my identity as a teacher. In my opinion, what is more useful in finding my identity as a teacher is precisely from the experience of teaching part-time. I think that process is more useful in finding my identity as a teacher than teaching practicum which is short in time.” (Student-10, May 5, 2024)

2. The Finding of the Second Research Question: What are the challenges faced and opportunities gained by EFL student teachers during the teaching practicum?

The interview with 18 respondents who had done teaching practicum points out that they faced some challenges and gained opportunities during teaching practicum at schools as indicated in the explanation below:

a. Challenges

1) Language Proficiency Limitations

The interview further confirmed some findings that EFL students faced challenges during teaching practicum, such as students' lack of vocabularies, lack of fluency, grammar mastery, and pronunciation. These are the most important aspects in language learning which become a parameter for language proficiency. The practicum teachers faced some challenges when these problems occur in the classroom. Consequently, the extracts below are some of participants' perceptions:

“The difficulty I experience is more related to pronunciation that is not quite right.” (Student-8, May 4, 2024)

“Lack of vocabulary and understanding what students said because most of them are not fluent in English and lack of vocabulary and then because English is not our first language, so the way we talk, the accent, is different.” (Student-7, May 3, 2024)

“Some of them are lack of vocabularies, or challenges to persuade the students to learn English as a foreign language because it is the first time they learn another language other than Indonesian language. Also, some students may ask

something out of context or about something they are interested in but they do not know how to say it in English.” (Student-16, May 13, 2024)

“The difficulty I feel is grammar.” (Student-13, May 11, 2024)

Furthermore, one of participants considered lack of speaking skill as the biggest challenges in teaching practicum as quoted in the following passage:

“Speaking skill is a challenge that is very difficult to apply to students who mostly speak Acehese and have very little vocabulary that they know.” (Student-5, May 2, 2024)

In conclusion, it shows that students often struggle with vocabulary, fluency, grammar, and pronunciation during teaching practicum. These skills are important for good English teaching.

2) Classroom Management

There are some biggest challenges found in schools along the 2 months *PPL* program. It is related to classroom management including the difficulty to control the classroom, dealing with the stubborn students, and creating optimal learning environments. These issues are characterized as lack of experience. EFL students who are on duty as *PPL* teachers may have little or no experience in managing classrooms which lead them to be hard to manage students, preventing disruptions, and dealing with difficult students' behavior (Napanoy et al., 2021). These phenomena are illustrated in the succeeding responses:

“Handling stubborn students and uncontrolled classroom.” (Student-12, May 9, 2024)

“The biggest challenge that I felt was difficulty in managing and creating a class that was active and conducive to learning.” (Student-8, May 4, 2024)

“The biggest challenge during my teaching practicum is in class management.” (Student-9, May 4, 2024)

Moreover, due to students’ lack of motivation, capturing the attention of all students became a problem for EFL student teachers during the teaching practicum. Motivation is very essential especially in language learning. Some difficulties related to motivation faced by participants such as no willingness to learn English, shy to speak and read, as explained in the next answers:

“There are many students who are not familiar with English and some students don’t want to learn English because they think that it is not important for them.” (Student-9, May 4, 2024)

“Yes, there are lots of students who are not interested in English. It makes them don’t have any desire to learn English. Some of the students are very shy just to read or even to speak in English. So, it is so hard to teach them and make them like English.” (Student-2, April 29, 2024)

“Sometimes in the class, most students really struggle to understand foreign languages and are unmotivated to learn because they think English is not important for their future.” (Student-14, May 12, 2024)

“My biggest challenge is to gain the student’s interest in learning the English language.” (Student-14, May 12, 2024)

In short, during the teaching practicum, many student teachers struggled with classroom management. They had trouble controlling students, dealing with difficult students, and creating optimal learning environments. This was mostly because they didn’t have much experience in teaching. It also had to keep students interested and motivated to learn English.

3) Time Constraint

Based on the interviews, EFL student teachers are expressing their dissatisfaction with the lack of time to develop a stronger relationship with their students. They also mention the challenges of managing a tight schedule between their practicum and other responsibilities, as mentioned below:

“A little obstacle is very little time.” (Student-4, May 2, 2024)

“The meeting was very short and the students didn’t even know their student teacher very well, yet the program was already over.” (Student-10, May 5, 2024)

“There wasn’t enough time because I had to divide my time between teaching practicum and tutoring.” (Student-11, May 5, 2024)

In short, the students are conveying a sense of feeling rushed and unprepared due to the short duration of the teaching practicum program.

b. Opportunities

Interviews with EFL student teachers revealed that their teaching practicum provides valuable hands-on learning opportunities. The following explanation summarizes the skills and experiences acquired by participants during their practicum.

1) Professional Growth

Teaching practicum can be a very rewarding experience for student teachers. The practicum teachers have good opportunities to enhance professionalism, knowledge, social, personal competence through this pre-service training (Razali & Zulfikar, 2019). Based on

the findings, it is found that student teachers get some valuable opportunities from teaching practicum program such as enhanced teaching skills, being able to prepare lessons, explore teaching styles, learn about the educational environment, acquire practical skills, and ability to teach a foreign language. As participants responded below:

“It can develop my teaching skills.” (Student-9, May 4, 2024)

“My positive experience is that I was able to make the class active and enthusiastic.” (Student-13, May 11, 2024)

“I was able to prepare the steps in teaching.” (Student-8, May 4, 2024)

“It gave me experience on how to become a professional teacher.” (Student-16, May 13, 2024)

“Know more about the school environment and know more about the life of a teacher in the real world.” (Student-7, May 3, 2024)

“I can teach a foreign language to people” (Student-18, May 14, 2024)

Overall, the teaching practicum is a great way for student teachers to learn and grow. They gained professional development that equipped them with necessary knowledge and skills to become confident and effective educators.

2) Feedback from Experienced Teachers

The findings show that the participants got positive experiences that they met great senior teachers and learnt from them. They received feedback from the supervisor during the practicum program. Additionally, they gained valuable experience and knowledge from them and built professional connections with teachers. This helps them to be more effective and well-rounded educators (Mufidah, 2019). Interaction with experienced teachers is

important for students' learning as it helps the teachers gain confidence and develop teaching skills (Damnet, 2021).

“I got a lot of feedback from lecturers about how to teach better.” (Student-8, May 4, 2024)

“I met many great senior teachers so I can learn much from that, I think that was my positive experience during teaching practicum.” (Student-14, May 12, 2024)

In short, it is clear that teaching practicum was a valuable learning experience for EFL student teachers. They appreciated the constructive feedback on how to improve their teaching methods and found inspiration from interacting with experienced teachers.

3) Language Development

The findings of the second research question confirmed that there are some opportunities they have during the practicum such as improving English language skills, vocabulary expansion, self-awareness of language skills, and improving confidence in language skills. Here are the participants' responses:

“First, I can maintain my skill in English, especially speaking. Second, I think the benefit of teaching EFL is also to make me enrich my vocabulary and then make it easy to memorize all the knowledge in English.” (Student-7, May 3, 2024)

“Yes, I can further develop my foreign language teaching skills.” (Student-8, May 4, 2024)

“The advantage of me teaching a foreign language is that at least I can speak the language.” (Student-13, May 12, 2024)

This result shows that the teaching practicum improved the teacher's English language skills, vocabulary, and speaking ability.

This experience exposed the teachers to grow their knowledge and

language. Besides, after this program, they graduated with a set of skills that will be very beneficial for their future teaching (Carey et al., 2015). The teaching practicum prepares the EFL teachers with a good professionalism, knowledge, and skills, as presented in below:

“Yes. First, it improves my teaching English skills. Second, improve my vocabulary. Third, improve my confidence in teaching English.” (Student-9, May 4, 2024)

“I gained a lot of experience, found my best way in teaching a foreign language and my confidence improved.” (Student-14, May 12, 2024)

“Yes, I can be more courageous in teaching foreign languages, which before I was not confident with.” (Student-4, May 2, 2024)

The response above designates that the participants have developed their language skills and increased confidence as EFL teachers during the teaching practicum. As previously mentioned, teaching practicum can help teacher’s professional growth which includes confidence (Yu & Zhao, 2023). Thus, they can teach the language effectively to students without being shy or nervous.

B. Discussion

In accordance to the research findings above, students’ perception about impacts, challenges and opportunities they found during the teaching practicum as well as the correlation to previous studies will be elaborated in this discussion part consequently.

In this study, the interview with 18 students who have accomplished teaching practicum was applied to investigate the first research questions. Hence, 12 (no 3-14) were posed to figure out students’ perception on the impact of

teaching practicum on EFL student teachers' identity development. Based on the analysis of the interview, it is found that teaching practicum is very important for teacher's identity development, improving teaching skill, improving interpersonal skills, providing real-world experience, and helping students discover their identity as an EFL teacher.

The student teachers were involved directly in the real teaching world for two months in the teaching practicum. This enables them to practice the theories they have learned and the whole activities starting from the opening until the closing phase was supervised by the supervisor and mentor teacher (*guru pamong*). Obviously, this is an experience that prepares them to be a teacher.

According to the interview findings, it shows that the teaching practicum can develop teaching skills such as in classroom management, lesson planning, delivering understandable lessons, and evaluating assignments. This program is a supervised teaching in a real classroom setting which requires the students to take the duties as professional teachers such as lesson planning, assessment, and activating students' participation during the class (Barnet, 2023; Fecich, 2023).

Furthermore, the students' perceptions also confirm that teaching practicum improves students' interpersonal skills, such as effective communication, public speaking, developing communication skills, collaboration with friends, and good communication with supervisor and senior teachers. Teaching practicum supports interpersonal skill, communication, and team work to create a positive learning atmosphere (Majid, 2017). During the practicum, student teachers were not only connected with students, but also with experienced

teachers and all parties at school. Thus, it allowed them to make relationships to share ideas and build a good atmosphere for teaching.

Moreover, the finding approved that the teaching practicum gives student teachers real-world teaching experience which enabled them to gain practical experience, gained classroom experiences, experiential learning, and apply the theoretical knowledge in a real classroom setting. They are able to draw correlations between theory and practice and gain the knowledge and skills required to effectively instruct students in a variety of classroom settings (Thuy & Phuong, 2017).

The further analysis shows that teaching practicum helps students discover their identity as an EFL teacher. According to their perception in the interview, they stated that this is based on the fact that the practicum can improve their identity formation, motivation, they know more about teaching style and approach, learn problem-solving, and recognize the importance of teachers' personalities in the classroom. This helps them get ready for teaching roles (School of Social Work, 2023). Through this actual teaching, the student teacher can implement their language teaching methods and practice their English with students.

Although most participants gave positive insight in the findings, one of the interviews revealed a different response which claimed that teaching practicum does not totally help discover teacher identity because it takes only two months of practice. Instead, students should have a longer period to practice their teaching in order to gain more experiences.

In addition to those impacts, in this study, the interview was also aimed at searching for the second research aim which involves the challenges and opportunities found during the teaching practicum. Therefore, the finding indicates some challenges faced by students during teaching practicum such as language proficiency limitations, classroom management, and time constraint.

Students' language proficiency limitations such as lack of vocabularies, speaking skills, fluency, grammar mastery, and pronunciation, have been a complication for EFL teachers during the teaching practicum. These skills are very essential especially in language learning. Some difficulties related to these because of some reasons including motivation such as no willingness to learn English and shyness to speak and read in English.

Besides, there are some biggest challenges found in schools during practicum. It is related to classroom management such as the difficulty to control the classroom, managing student behavior and capturing the attention of all students, and creating optimal learning environments. These issues are characterized as lack of experience. EFL students who are on duty as practicum teachers may have little or no experiences in managing classrooms which lead them to be hard to manage students, preventing disruptions, and dealing with difficult students' behavior (Napanoy et al., 2021).

Likewise, the finding data demonstrates another type of challenge faced by EFL students during teaching practicum, namely time constraint. This kind of difficulty refers to the limited duration of teaching practicum which results in the teacher's sense of feeling rushed and unprepared during the practicum.

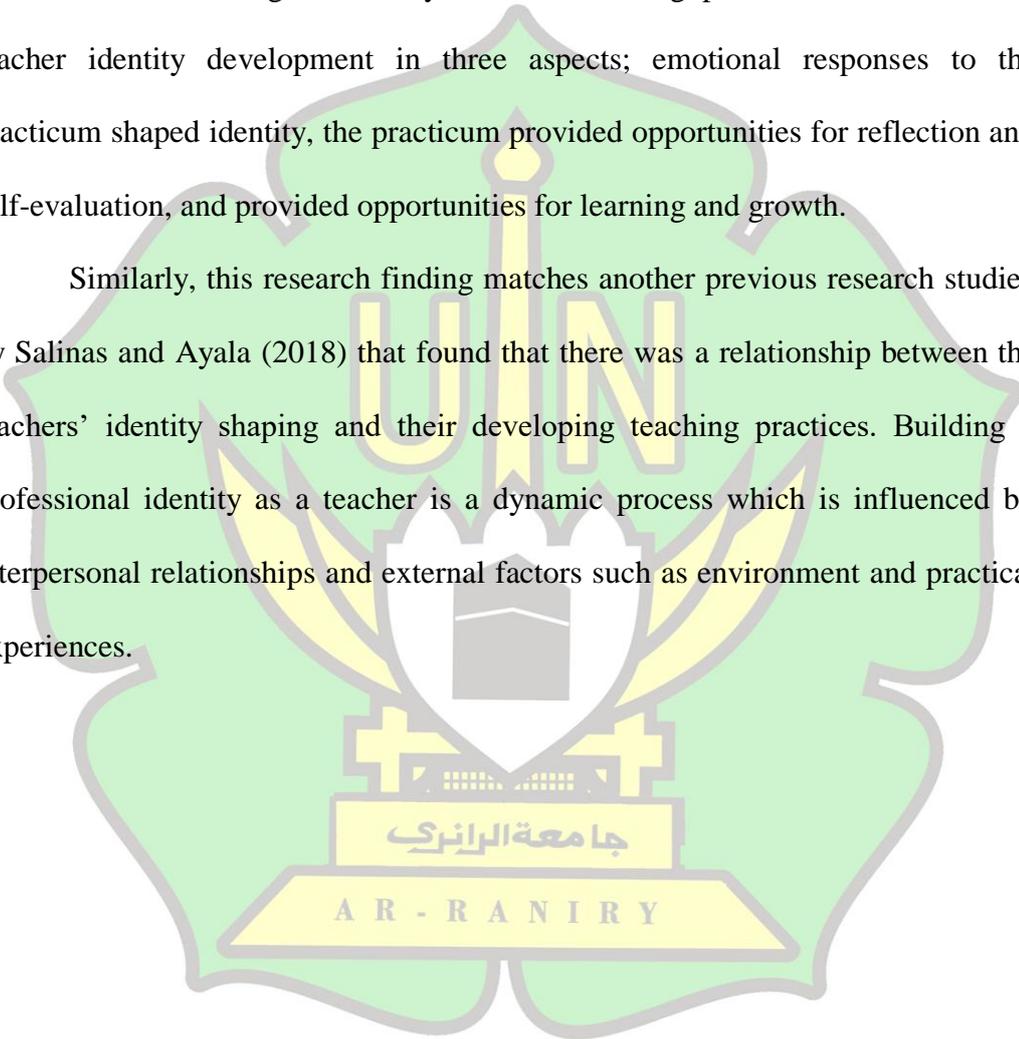
Further, the finding of the second research question shows that there are some opportunities perceived by the students in the teaching such as professional growth, having feedback from the experienced teachers at school, and language development. The first one is professional growth which involves enhanced teaching skills, being able to prepare lessons, explore teaching styles, learn about the educational environment, acquire practical skills, and ability to teach a foreign language. As Razali and Zulfikar (2019) said that the practicum teachers have good opportunities to enhance professionalism, knowledge, social, personal competence through this. This helps them to be more effective and well-rounded educators (Mufidah, 2019).

Beside the teacher's professional growth, teaching practicum also provides feedback from experienced teachers. It is proved by the fact that the students got valuable experiences that he met great senior teachers, learnt from them, and built professional connections with them. This benefit is important for student teachers as it helps them gain confidence and develop teaching skills (Damnet, 2021).

Lastly, the findings of the second research question confirmed that there are some opportunities they have during the practicum such as improving the teacher's English teaching skill, vocabulary, and speaking ability, later identified as language development. This experience exposed the teachers to improve English language skills, vocabulary expansion, self-awareness of language skills, and improved confidence in language skills. As Carey et al. (2015) mentioned that after this program, they graduated with a set of skills that will be very beneficial for their future teaching.

Those findings above are in line with the previous research conducted by Hahl and Mikulec (2018) which stated that teaching practicum is a time of great growth and development for student teachers, yet, it can be challenging and even frustrating during the teacher preparation. Likewise, Prabjandee (2019) also found the same result through his study that the teaching practicum contributed to teacher identity development in three aspects; emotional responses to the practicum shaped identity, the practicum provided opportunities for reflection and self-evaluation, and provided opportunities for learning and growth.

Similarly, this research finding matches another previous research studied by Salinas and Ayala (2018) that found that there was a relationship between the teachers' identity shaping and their developing teaching practices. Building a professional identity as a teacher is a dynamic process which is influenced by interpersonal relationships and external factors such as environment and practical experiences.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter entails interpretation of the research in the form of the conclusion and delivers some suggestions regarding teaching practicum and further research. The conclusions consist of the impact of teaching practicum, the challenges, and opportunities the student-teachers found during the teaching practicum. They are as mentioned as follows:

A. Conclusions

Based on the result of the interview analysis, it can be concluded that teaching practicum significantly impacts the teacher identity development among EFL student teachers in several key areas; improving teaching skill, improving interpersonal skill, providing real-world experiences, and helping them discover their identity as EFL teachers.

While the teaching practicum offers numerous advantages, it is important to acknowledge that the participants (student teachers) may find some challenges during the process. Common difficulties reported by participants include: language proficiency limitations, classroom management, and time constraint. Despite these challenges, the teaching practicum grants student teachers some great opportunities for growth and development. Participants often report the following benefits: gain professional growth, get feedback from experienced teachers, and language development.

B. Recommendations

Accordingly, some suggestions are also provided based on each finding from this study. They are for both teachers, lecturers and students. The teachers should give more instructions or knowledge to practicum teachers about how to handle the classroom and deal with students during the activities. They should learn from the right model teacher in making an effective teaching and learning process with students from different characters and backgrounds.

The lecturers as supervisors should actively monitor their students' activities during teaching practicum. Based on the interview result, the students suggested that there should be a sharing session with the supervisors before teaching practicum.

The students also have to prepare the teaching very well. As EFL teachers, they should enrich their vocabulary, improve grammar, and speaking skill. These are very important for students, because they will imitate their teachers on how to use the language. The teachers act as the model of the target language for the students. Hence, the EFL teachers should have good proficiency in English language.

This study opens prospects for further research. Other researchers may conduct more specific studies on teaching practicum which serves deeper insight on the real practice, the challenges and opportunities they found at schools. Alternatively, experimental study can be conducted on teaching practicum.

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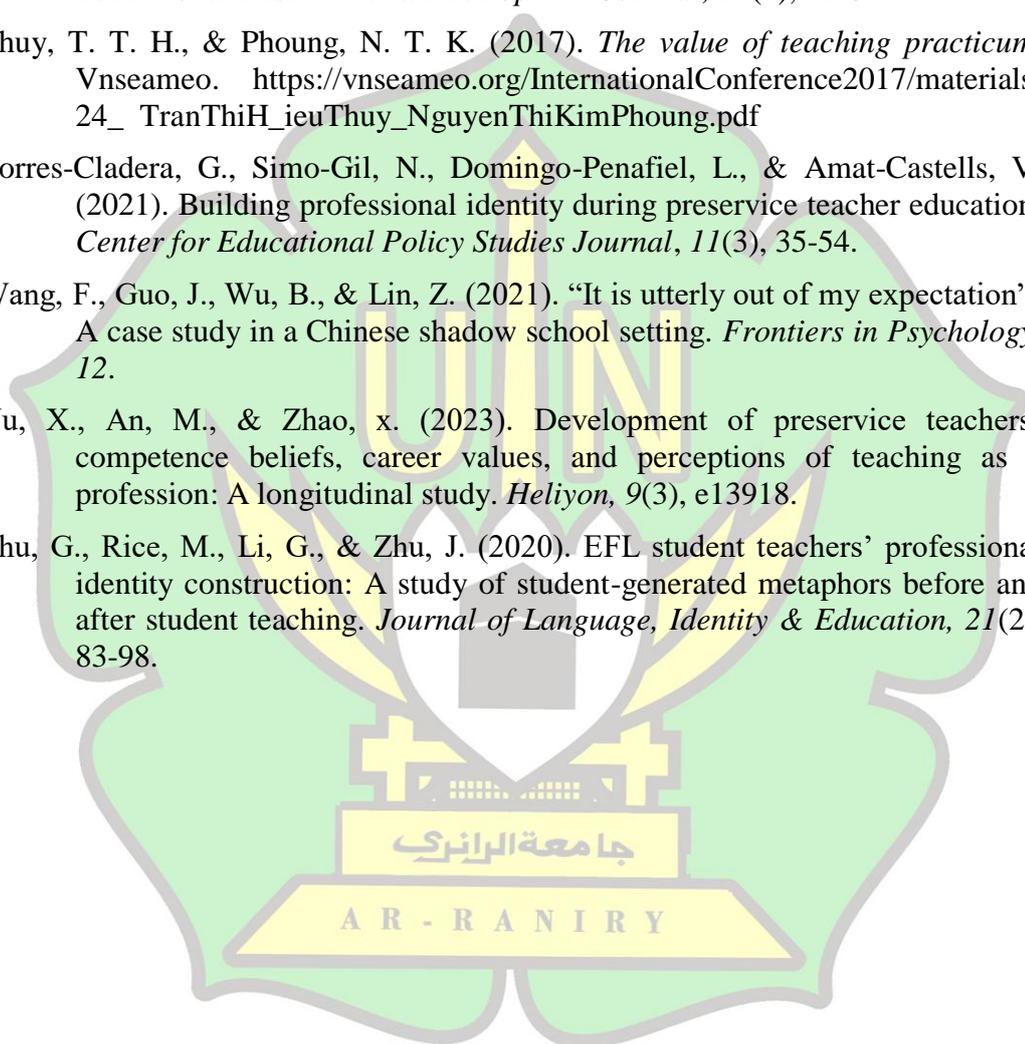
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Appendix A

Appointment Letter of Supervisor


KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-3833/Un.08/FTK/Kp.07.6/06/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dibutuhkan perlu menunjuk Pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh,

Mengingat

- 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
- 2. Undang-Undang Nomor 74 Tahun 2008 tentang Guru dan Dosen;
- 3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
- 4. Peraturan Presiden Nomor 74 Tahun 2012 tentang perubahan atas peraturan pemerintah RI Nomor 33 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- 5. Peraturan Pemerintah Nomor 18 Tahun 2014 tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- 6. Peraturan Presiden Nomor 84 Tahun 2013 tentang perubahan Institut Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022 tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- 8. Peraturan Menteri Agama Nomor 14 Tahun 2022 tentang Statuta UIN Ar-Raniry Banda Aceh;
- 9. Keputusan Menteri Agama Nomor 492 Tahun 2003 tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian RNE di Lingkungan Depag RI;
- 10. Keputusan Menteri Keuangan Nomor 293/KM/06/2011 tentang penetapan Institut Agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan pengelolaan keuangan Layahan Umum;
- 11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 071 Tahun 2015 tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pemasalahan di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU
KEDUA

Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-1144/Un.08/FTK/Kp.07.5/10/2023 Menunjuk Saudara

- 1. Prof. T. Zulfah, M.Ed. Sebagai Pembimbing pertama
- 2. Siti Khasimah, S.Ag., M.Pd. Sebagai Pembimbing kedua

Untuk membimbing skripsi:

Nama : Dyna Akhyar
NIM : 190203003
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Perceived Impact of Teaching Practicum on Teacher Identity Development

KETIGA

kepada pembimbing yang bersangkutan agar bersedia, bersedia, menerima sesuai dengan peraturan perundang-undangan yang berlaku.

KEEMPAT

Pembayaran akhir skripsi ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.425626/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

KELIMA
KEENAM

Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan.
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 14 Mei 2024
Dekan


Tembusan

- 1. Salinan Kementerian Agama RI di Jakarta
- 2. Salinan Penerimaan dari Kementerian Agama RI di Banda Aceh
- 3. Salinan Direktorat Tinggi Agama Islam Kementerian Agama RI di Jakarta
- 4. Salinan Direktorat Penerimaan Negara (DIPN) di Banda Aceh
- 5. Salinan UIN Ar-Raniry di Banda Aceh
- 6. Salinan Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh
- 7. Yang bersangkutan
- 8. Asli



Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5003/Un.08/FTK.1/TL.00/7/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DYNA AKHYARNI / 180203003**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Desa Peuniti, Kecamatan Baiturrahman, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Impact of Teaching Practicum on Teacher Identity Development: EFL Student Experiences***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Juli 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 16 Agustus 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

Appendix C

Confirmation Letter from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fik@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-389/Un.08/PBI/Kp.01.2/7/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Dyna Akhyarni
NIM : 180203003
Fak/Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Alamat : Desa Peuniti, Kecamatan Baiturrahman, Kota Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"The Perceived Impact of Teaching Practicum on Teacher Identity Development"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

جامعة الرانيري

Banda Aceh, 31 Juli 2024

Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana

Appendix D

Interview Guideline

Greetings: Assalamu'alaikum Warahmatullahi Wabarakatuh.

First of all, I would like to introduce myself. My name is Dyna Akhyarni, a student from the 2018 Department of English Language Education. I am currently doing my research to complete my thesis under the title “The Perceived Impact of Teaching Practicum on Teacher Identity Development”. Thank you for taking time to participate in this interview. Before we begin, I want to assure you that your participation is entirely voluntary and you can withdraw at any time. Your privacy is of utmost importance to us. Your identity will be protected by using initials in the report, and the information collected will be recorded to save important data and used solely for this research. You are free to answer the questions in either English or Indonesian, whichever you prefer. Do you have any questions before we start?

Interview Questions

Opening

1. Have you completed the teaching practicum held by the Faculty of Education and Teacher Training?
2. So far, do you think you have done your best in your teaching practicum?

The Impact

3. Has teaching practicum been useful to you? If so, how?
4. What is the most memorable impact of teaching practicum for you?
5. Did teaching practicum help you gain real-world experience in applying theory in the management of teaching learning activities? How?
6. Some of the impacts of teaching practicum are improving interpersonal skills (communication, relationship-building & teamwork), professional readiness, and knowledge of the educational context. What impact did you feel the most during your teaching practicum?
7. Related to teaching practicum, what do you think about teacher identity?
8. What kind of teacher do you want to be?
9. Did your teaching practicum help you discover your identity as an EFL teacher? How?
10. Is your identity as a teacher important in teaching practicum? Why?
11. What influences your teacher identity development during your teaching practicum?
12. Did you get any help when you did your teaching practicum?
13. From whom and what kind of help did you get?
14. In general, do you think the teaching practicum program was useful in developing your identity as a teacher?

Challenge

15. Did you have any difficulty when teaching English as a foreign language? What were they?
16. What was your biggest challenge during your teaching practicum? Can you explain?

Opportunity

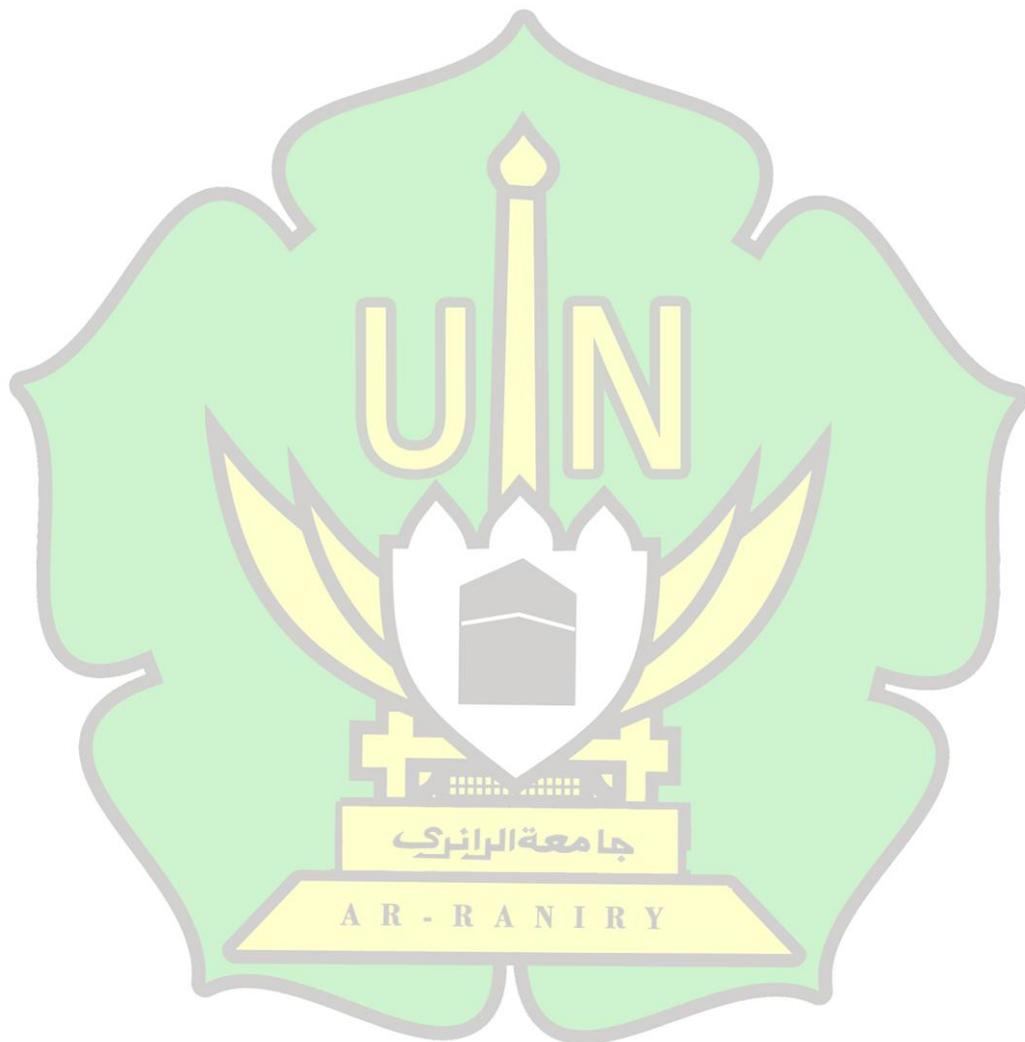
17. Did you have any positive experience during your teaching practicum? If so, what was it?

18. Did you have any benefits when teaching English as a foreign language? What were they?

Closing

19. What suggestions can you give to improve the teaching practicum program?

In the end, I would like to thank the participant for time and willingness to participate in this interview.



AUTOBIOGRAPHY

Personal Identity

Name : Dyna Akhyarni
Place/Date of Birth : Desa Balee, 17 Maret 2000
Gender : Female
Religion : Islam
Nationality : Indonesian
Marital Status : Single
Occupation : Student
Address : Desa Peuniti, Kecamatan Baiturrahman, Kota Banda
Aceh
Email : 180203003@student.ar-raniry.ac.id

Parent

Father's Name : Azhari
Father's Occupation : Teacher
Mother's Name : Rukaiyah
Mother's Occupation : Teacher
Address : Desa Bale Ujong Rimba, Kecamatan Mutiara Timur,
Kabupaten Pidie

Educational Background

Elementary School : SDN 2 Ujong Rimba (2006- 2012)
Junior High School : MTsN 4 Pidie (2012-2015)
Senior High School : MAN 2 Pidie (2015-2018)
University : UIN Ar-Raniry (2018-2024)

Banda Aceh, August 8, 2024

The Writer,

Dyna Akhyarni