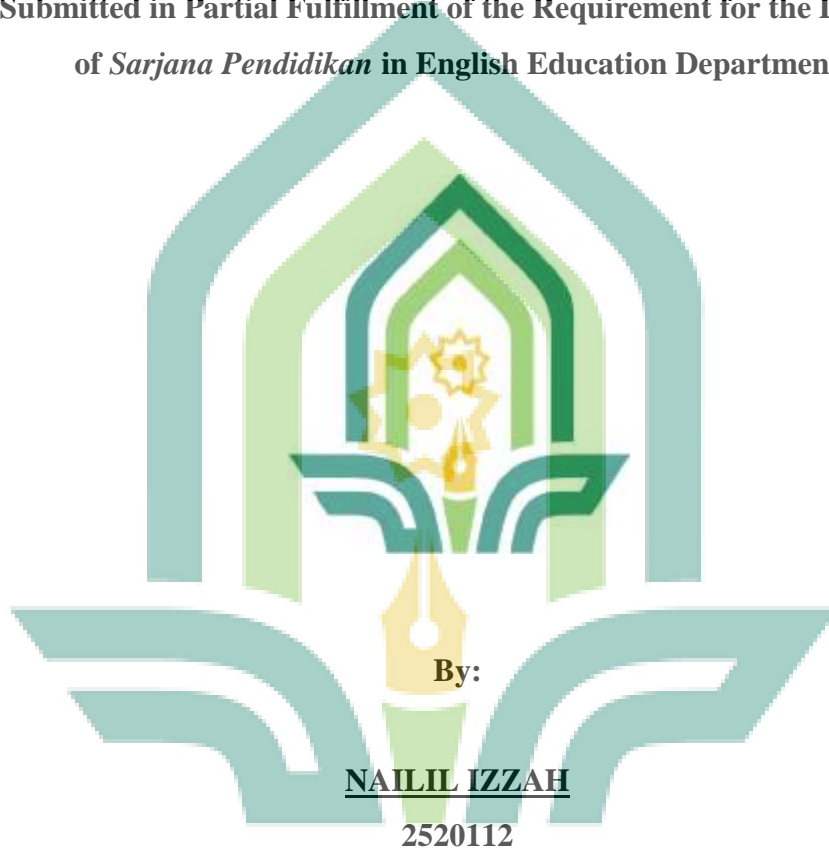


**A PHOTOVOICE STUDY OF PRE-SERVICE EFL
TEACHERS' EXPERIENCES IN CONSTRUCTING THEIR
IDENTITIES IN TEACHING PRACTICUM**

A Thesis

**Submitted in Partial Fulfillment of the Requirement for the Degree
of *Sarjana Pendidikan* in English Education Department**



By:

NAILIL IZZAH

2520112

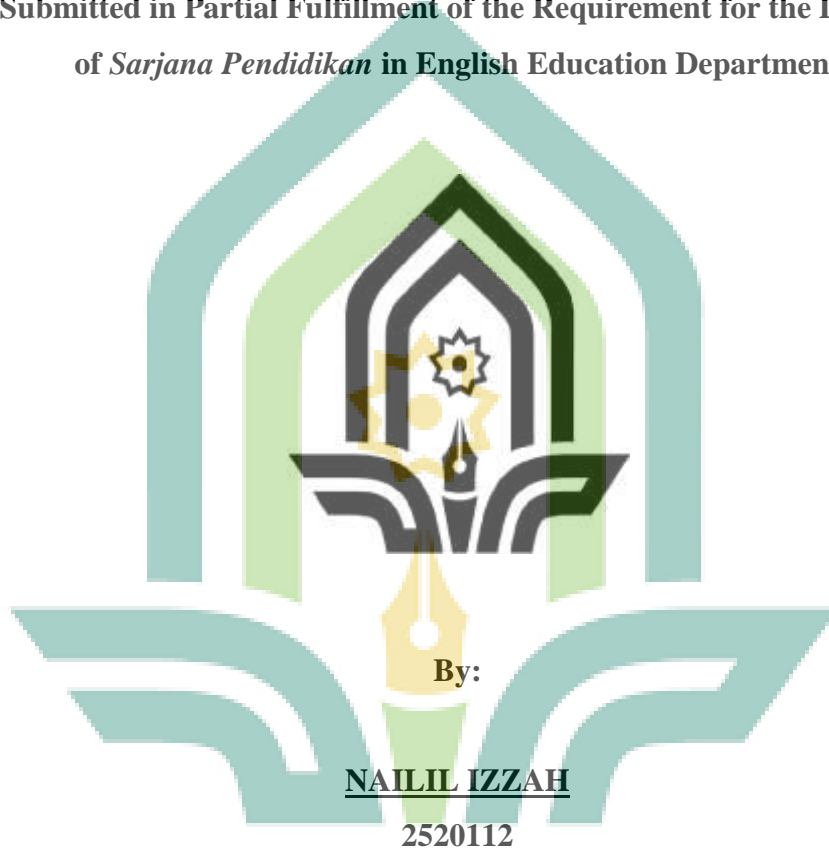
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRHAMN WAHID PEKALONGAN**

2024

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2024

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Judul : A Photovoice Study of Pre-service EFL Teachers' Experiences in Constructing their Identities in Teaching Practicum

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Pembimbing,



Fachri Ali, M.Pd

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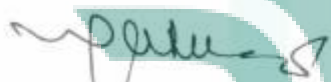
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MOTTO

“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarakan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau inginkan, mungkin tidak akan selalu berjalan lancar. Tapi gelombang-gelombang itu yang nanti bisa kau ceritakan.”

(Boy Chandra)



ABSTRAK

Penelitian ini bertujuan untuk memotret pengalaman calon guru Bahasa Inggris (EFL) dalam membangun identitas mereka selama praktikum mengajar. Didesain dengan photovoice, empat calon guru yang telah menyelesaikan praktikum mengajarnya diminta untuk mengambil foto mereka yang mewakili pengalaman mereka sehari-hari dalam membangun identitas mereka selama praktikum mengajar. Foto-foto yang diambil kemudian diseleksi dan dinarasikan oleh peserta berdasarkan metode SHOWeD: (1) Apa yang Anda LIHAT di sini? (2) Apa yang sebenarnya TERJADI di sini? (3) Bagaimana hubungannya dengan kehidupan KITA? (4) MENGAPA masalah atau kekuatan ini ADA? (5) Apa yang dapat kita LAKUKAN? Temuan penelitian ini mengungkapkan bahwa calon guru Bahasa Inggris (EFL) telah melalui proses dalam pembentukan identitas mereka, seperti pengetahuan konten, pengetahuan pedagogi, pengalaman didaktik, pengalaman mengajar di kelas, seminar atau workshop pengembangan profesional, dan partisipasi dalam komunitas praktik. Temuan lain melaporkan hambatan yang dihadapi oleh guru Bahasa Inggris (EFL) dalam membangun identitas mereka selama praktikum mengajar adalah perilaku buruk siswa, keterbatasan waktu dalam pengajaran di kelas, dan peran sesama guru pra-jabatan selama praktikum mengajar. Bukti empiris ini berkontribusi pada beberapa implikasi bagi pengembangan calon guru Bahasa Inggris (EFL). Implikasi ini terutama difokuskan pada peningkatan program praktikum pengajaran dan persiapan calon guru Bahasa Inggris (EFL) untuk karir masa depan mereka.

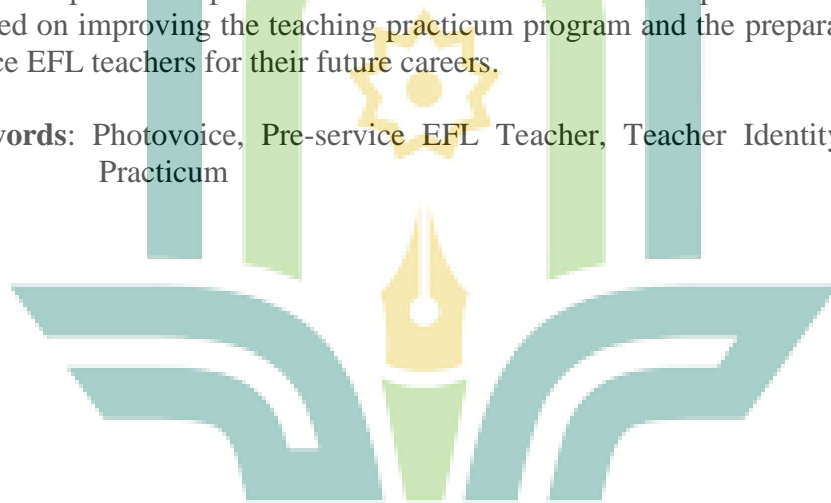
Kata kunci: *Photovoice, Identitas Guru, Praktikum Mengajar, Calon guru Bahasa Inggris (EFL)*



ABSTRACT

This study aims to capture pre-service EFL teachers' experiences in constructing their identities during teaching practicum. Designed with photovoice, four pre-service teachers who had finished their teaching practicum were required to capture their photos that represented their live experiences in constructing their identities during teaching practicum. The captured photos then were selected and narrated by participants based on the SHOWeD method: (1) What do you SEE here? (2) What is really HAPPENING here? (3) How does this relate to OUR lives? (4) WHY does this problem or strength EXIST? (5) What can we DO about it? The findings of this research reveal that the pre-service EFL teachers had gone through processes in forming their identity, such as content knowledge, pedagogical knowledge, didactical experience, classroom teaching experience, professional development workshop, and participation in community of practice. Another finding reported the barriers faced by the pre-service EFL teachers in constructing their identities during teaching practicum, including students' misbehavior, time constraints in classroom teaching, and the role of fellow pre-service teachers during teaching practicum. This empirical evidence contributes to several implications for the development of pre-service EFL teachers. These implications are mainly focused on improving the teaching practicum program and the preparation of pre-service EFL teachers for their future careers.

Keywords: Photovoice, Pre-service EFL Teacher, Teacher Identity, Teaching Practicum



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled "**A Photovoice Study of Pre-service EFL Teachers' Experiences in Constructing their Identities in Teaching Practicum**" can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Degree of Sarjana Pendidikan. This study can be accomplished because of the support from kind-hearted people. Therefore, on this occasion, I would like to express my sincere gratitude to the following:

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Pekalongan, 25 May 2024

Researcher

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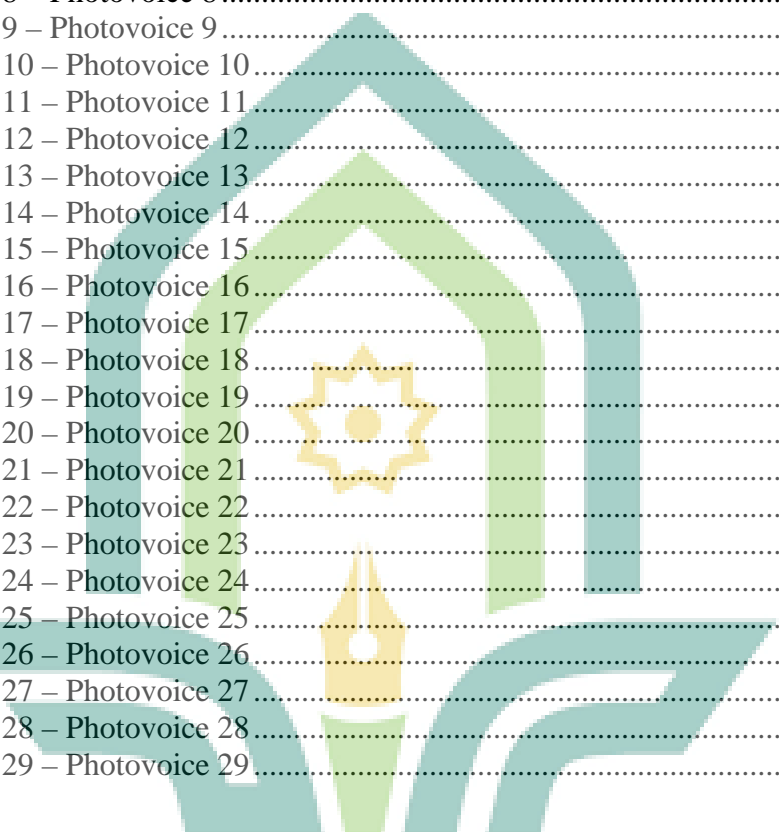
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CHAPTER I

INTRODUCTION

1.1 Research Background

Pre-service teacher education, or education and training before becoming a teacher, refers to formal education programs at the undergraduate or graduate levels, such as bachelor's or master's degrees (Darling Hammond, 2017). According to Van Katwijk et al. (2023), the aim of these programs is to prepare pre-service EFL teachers to become competent teachers in the future. This program is designed to equip aspiring teachers with the knowledge, skills, and competencies necessary to effectively teach and support students in diverse educational settings.

Grossman et al. (2009) emphasizes that teacher education program is crucial for producing effective teachers who can positively impact students' learning and development. This program is focused on building pedagogical topic knowledge, classroom management skills, and an in-depth understanding of students' varied needs rather than just teaching subject knowledge (Darling-Hammond, 2017). Besides, it also highlights the importance of clinical experiences, like teaching practicum, in pre-service teacher education. The real-world experiences in classroom settings during teaching practicum provide aspiring teachers chances to put their knowledge into practice, improve their teaching abilities, and evaluate their performance (Kosar, 2021).

Teaching practicum offers the possibility to connect theory and application, as well as to put academic education to work (Nemtchinova, 2018).

Teaching practicum is a crucial component of the teacher preparation curriculum, especially for the English teacher because teaching actual students provides pre-service EFL teachers with a fantastic chance to put the pedagogical topic information they have gained via courses into application or practice (Kosar, 2021). The effectiveness of the teaching practicum is a sign of a good teacher education program (Köksal & Genç, 2019). According to Kim (2020), a course such as a teaching practicum offers aspiring educators practical, hands-on experience in classroom instruction. Therefore, to practice teaching in a real school setting, pre-service teachers need to enroll in a teaching practicum course. It is a required course for pre-service teachers who are in their last year of college (Shalawati & Hadijah, 2018).

Teaching practicum has been defined in the field of teacher education as not only the most dominant part of teacher education but also as one of the most crucial, significant, and challenging experiences for pre-service teachers (Cohen, Hoz, & Kaplan, 2013; Dang, 2013; Gebhard, 2009; Trent, 2014). This is because teaching practicum allows pre-service teachers to discover more about their own identities and the kind of teachers they aspire to become. (Furlong, 2013; Trent, 2010). They collaborate closely with experienced teachers during this time, investigate classroom dynamics, and progressively take on responsibilities for teaching. Therefore, teaching practicum is a significant period for pre-service teachers to develop and shape their teacher identity.

According to Najihah et al. (2023), teacher identity refers to an individual's views, attitudes, and commitments to becoming a teacher. It is a dynamic and changing process influenced by a variety of elements, including personal experiences, cultural background, and professional development. Based on Schutz et al. (2007), the concept of teacher identity encompasses a broad framework that combines beliefs, objectives, and standards. In addition, they stated that identity refers to how teachers view their roles and present themselves to their students. Kelchtermans (2005) stated that a proficiently established teacher identity forms the basis for effective decision-making in the classroom. Teachers who understand their values, beliefs, and teaching philosophy are better equipped to make decisions that harmonize with their identity and enhance the educational experience for students. Teachers with a strong identity are more capable of overcoming the barriers that will inevitably arise in their profession. They are more effective in their classroom processes. Also, they are able to align their teaching techniques with their ideas and values, building meaningful interactions with students and improving their general well-being and job satisfaction (Song, 2016).

Creating a teacher identity fosters a sense of dedication to the teaching profession. Teachers who strongly identify with their work likely remain in the teaching profession and actively engage in continuing professional development. (Beauchamp & Thomas, 2009). When exploring teacher identities, it's essential to recognize that, while there is some consistency in how teachers perceive their roles, there may be variations to consider. Teachers

engage in ongoing change while adapting within specific social and historical settings (Zembylas, 2003; Danielewicz, 2001). The shaping and reshaping of a teacher's identity depend not only on their evolving self-awareness but also on their perceptions of the teaching profession, as noted by Schutz and Lee (2014). Thus, the knowledge that teachers have about themselves, their perception of the qualities and essence of the teaching profession, and their beliefs regarding their responsibilities are all interconnected in shaping teacher identity.

The formation of teacher identity is an essential component for pre-service teachers. Having a clearly defined teacher identity supports pre-service teachers' effectiveness and their professional confidence (Beijaard, Meijer, & Verloop, 2004). Pre-service teachers are more likely to face barriers with confidence if they have a clear understanding of their roles and responsibilities (Tschannen-Moran & Woolfolk Hoy, 2007). In the process of learning, pre-service EFL teachers have an important role as facilitators. They lead students in gaining language proficiency by offering meaningful activities and establishing an environment conducive to language acquisition (Richards & Lockhart, 1994). During the teaching practicum, pre-service EFL teachers are in charge of planning and conveying effective lessons. This involves the careful selection of suitable materials, the creation of engaging activities, and the application of strategies aimed at meeting the varied requirements of language learners (Harmer, 2008).

Besides, pre-service EFL teachers have a role in managing the classroom environment, which includes creating and sustaining a positive and inclusive

environment, overseeing student behavior, and fostering a setting that promotes language learning (Wong et al., 2018). In order to assess student progress and provide constructive feedback, pre-service teachers use various assessment tools to measure language proficiency, identify areas for improvement, and guide students toward language development (Brown & Abeywickrama, 2010). Additionally, working collaboratively with colleagues, mentors, and school staff is crucial. Pre-service EFL teachers work as part of a team, sharing knowledge, resources, and experiences to improve the overall language learning atmosphere (Richards, 2015). Last, as aspiring teachers, pre-service teachers can cultivate a commitment to continuous learning. They actively pursue chances for professional development, stay updated on language teaching methodologies, and adjust their approaches through continual learning (Johnson, 2009).

However, constructing a professional identity can be a challenging process for pre-service teachers. Pre-service teachers may face challenges in shaping their identities if they lack sufficient chances for hands-on classroom experience. The absence of practical experience could hinder their ability to apply theoretical knowledge in a practical teaching context (Darling-Hammond, 2017). Challenges related to understanding and managing diverse student groups can influence the formation of a teacher's sense of self (Sleeter & Bernal, 2017). Cochran-Smith and Villegas (2015) stated that a significant challenge may arise from the difference between the theoretical knowledge acquired in teacher education programs and the practical challenges

encountered in the classroom. Moreover, if pre-service teachers receive inadequate guidance and assistance during their teaching practicum, this can definitely limit pre-service teachers' ability to build their professional identity (Ingersoll & Strong, 2011).

Nevertheless, in the process of constructing teacher identity, Klassen and Tze (2014) and Tschannen-Moran et al. (1998) indicated that there is a positive correlation between self-efficacy beliefs and the development of a strong professional identity. According to Klassen and Durksen (2014), pre-service teachers with higher self-efficacy tend to hold the teacher role and view challenges or barriers as opportunities for growth, contributing to the development of a positive professional identity. If pre-service teachers question their capabilities in shaping their professional identities, they may encounter difficulties in meeting the demands of the teaching profession, potentially resulting in reduced job satisfaction and higher turnover rates (Ingersoll & Strong, 2011). Furthermore, low self-efficacy can hinder the development of a positive teacher identity, impeding their ability to establish meaningful connections with students and colleagues (Beauchamp & Thomas, 2009).

Therefore, it is essential for pre-service teachers to cultivate self-efficacy to navigate the complexity of the profession and foster a strong and effective professional identity. Unfortunately, there are still many pre-service teachers who have problems related to their self-efficacy. Research conducted by Caecilia Tutyandari (2023) investigated pre-service EFL teachers' sense of self-efficacy in teaching. The findings of this research revealed that the self-

efficacy of the participants differed based on the teaching tasks they engaged in. One of their main concerns was their proficiency in the English language. The challenge associated with classroom activities, such as speaking the target language fluently and accurately while also teaching it, seemed to create stress for them and impact their levels of anxiety.

Considering the argumentations discussed, the researcher decided to carry out a deeper investigation to explore pre-service EFL teachers' experiences in constructing their identities during teaching practicum. Through this research, it was expected to capture pre-service EFL teachers' processes in constructing their identities during teaching practicum and explored the barriers faced by pre-service EFL teachers in constructing their identities during teaching practicum using photovoice. Photovoice is one of the methods in qualitative research designed to invite participants to present or tell their experiences in constructing their identity as teachers during teaching practicum through the taken and narrated photos. The result of this research is expected to help other pre-service teachers prepare themselves before facing the teaching practicum phase of their education. Additionally, it will help them develop themselves to become professional teachers.

1.2 Formulation of the Problem

This research attempted to answer one question, "How do pre-service EFL teachers construct their identities during teaching practicum?" The answer to the investigational question was expected to guide pre-service teachers in constructing their identities in teaching practicum.

1.3 Operational Definition

Based on the title of this study, the researcher provides some definitions for each keyword or key term.

1. Teacher identity is a comprehensive construct made up of norms, objectives, and beliefs. Additionally, teacher identity is considered to be how people view themselves as teachers and present themselves to their pupils (Schutz et al., 2007).
2. Pre-service teachers refer to people who are currently completing specialized training or educational programs in order to become ESL (English as a Second Language) teachers (Brown, 2020).
3. Teaching practicum is a teacher training program that enables students to apply their knowledge to the real world of teaching (Chimhenga, 2017).
4. Photovoice is a method through which individuals use images to identify, represent, and improve their social norms and social behaviors (Wang & Burries, 1997).

1.4 Aim of the Study

The study aimed to explain how pre-service EFL teachers construct their identities during teaching practicum.

1.5 Significance of the Study

1. Theoretical Use:

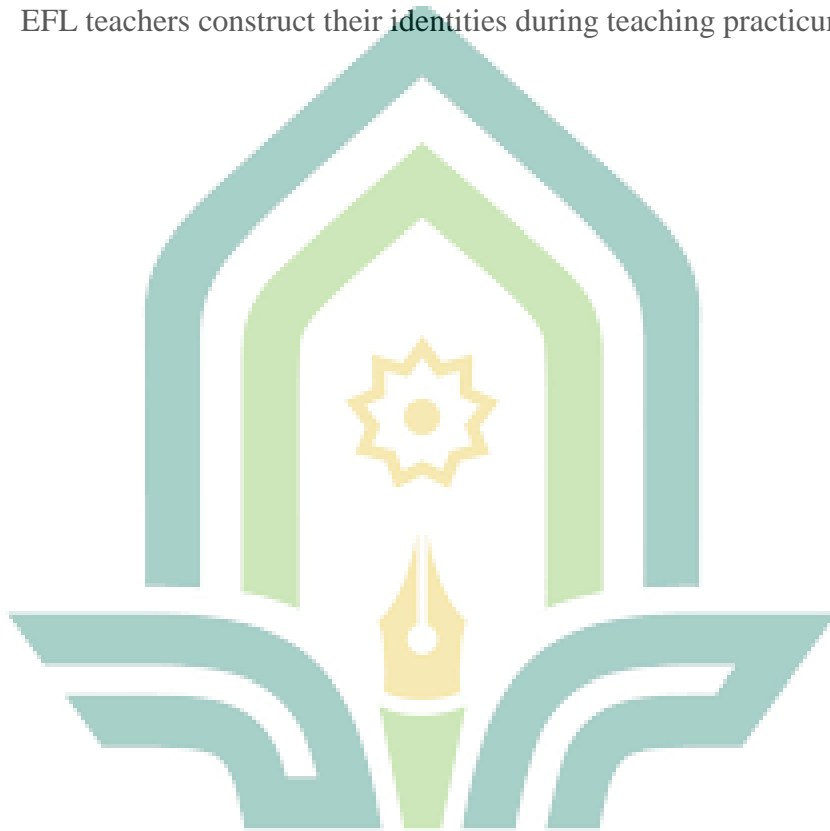
This study contributes to the theory of Beauchamp and Thomas (2009) on teacher identity formation and support other theories related to pre-service teachers' identity construction.

2. Empirical Use:

This study gives insight on the pre-service teachers' process of constructing their identities during teaching practicum.

3. Practical Use:

This study provides information for the readers about how pre-service EFL teachers construct their identities during teaching practicum.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the findings and discussions, the present study shows how pre-service EFL teachers construct their identities in teaching practicum. The findings revealed that pre-service EFL teachers' identities are constructed through several processes: First, content knowledge. The aim of content knowledge for pre-service teachers is to create an efficient and systematic learning activity for students. Second, pedagogical knowledge, which aims to create a classroom climate that promotes critical thinking and problem-solving abilities. Third, didactical experiences, which also aim to create an efficient and systematic learning activity for students. Fourth, classroom teaching experiences aim to provide them with opportunities to apply theoretical knowledge in practical contexts, enhance their teaching abilities, and acquire hands-on experience in managing classrooms and engaging with students. Fifth, professional development workshops have the goal of providing pre-service teachers with opportunities to develop their professional competencies through hands-on experiences and reflections on their teaching practices. Last is participation in communities of practice that make it possible for them to improve their professional development by sharing knowledge, experiences, and perspectives with peers and mentors. This finding suggests that pre-service EFL teachers through several processes when constructing their identities during teaching practicum, including content knowledge, pedagogical

knowledge, didactical experience, classroom teaching experience, professional development workshops, and participation in community of practice.

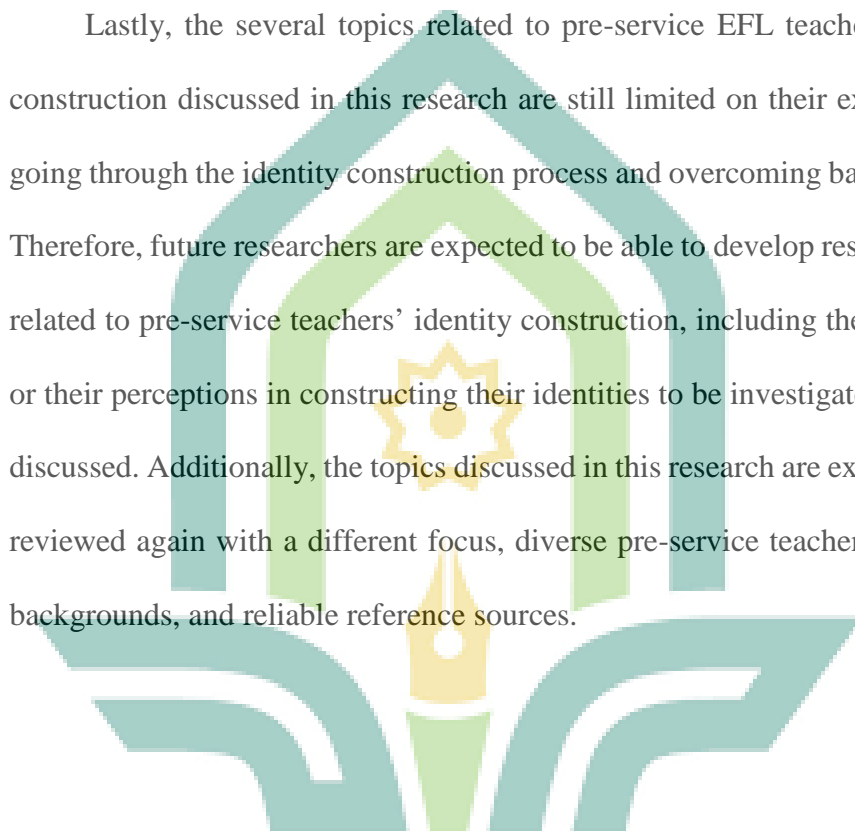
In addition, it reports that pre-service EFL teachers faced barriers to constructing their identities during teaching practicum such as students' misbehavior, time constraints in classroom teaching, and the role of fellow pre-service teachers during teaching practicum. As stated by participants, students' misbehavior became a barrier for them due to their lack of teaching experiences. Then, time constraints in classroom teaching became a barrier for one of the participants because the full of events held by school, and the role of fellow pre-service teachers also became a barrier due to the lack of support and solidarity received from the fellow. Therefore, the research also shows that there are barriers faced by pre-service EFL teachers in constructing their identities during teaching practicum period, considering it is a challenging process for pre-service teachers.

5.2 Recommendation

Firstly, the researcher suggests that pre-service teachers apply the findings of this research as a reference and source to construct their identities in their teaching practicum, especially in preparing themselves to face many processes during teaching practicum period, such as mastering the material, mastering pedagogical knowledge, designing lesson plan, dealing with students' behavior, and so many more. Secondly, this research has provided a deeper insight on pre-service EFL teachers' identity construction during teaching practicum to faculty members who are responsible for teaching,

research, and mentoring students, as well as contributing to the academic environment and community of their institution to provide a curriculum or development programs that help students as pre-service teachers develop and construct their identity. Thus, the students will be better prepared to their teaching practicum.

Lastly, the several topics related to pre-service EFL teachers' identity construction discussed in this research are still limited on their experience in going through the identity construction process and overcoming barriers faced. Therefore, future researchers are expected to be able to develop research topics related to pre-service teachers' identity construction, including their emotions or their perceptions in constructing their identities to be investigated and to be discussed. Additionally, the topics discussed in this research are expected to be reviewed again with a different focus, diverse pre-service teacher experience backgrounds, and reliable reference sources.



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