

CHAPTER I

INTRODUCTION

This chapter depicts the Background of the study, the scope of the study, the research question and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

1.1 Background of Study

Teachers' professional identity has attracted extensive scholarly attention nowadays due to the importance of constructing teachers' professional lives through their professional experience (Chavez Rojas, Faure Ninoles, & Barril Madrid, 2021; Chua, Liu, & Chia, 2018; Nguyen & Loughan, 2017), and their original objective was to understand teachers' resistances during the process of educational change (Solari & Ortega, 2020; Trent, 2010). Therefore, the teacher's understanding of their professional identity started from their professional experience since becoming a prospective teacher.

However, a research study has also been discussing that constructing a teacher's professional identity as a never-ending process (Maciass Villegas, Hernandez Varona, & Sanchez Gutierrez, 2020) in this regard occasionally shifts. Likewise in the professional experience, it is usually chance adjusted by pre-service teachers' ability in his/her environment. It is understood by how a Pre-service Teacher (PST) sees, integrates, and practices directly in the field with abilities through the knowledge that PST has gained in the collage and how to implement it towards constructing their professional identity (Beijaard, Meijer, & Verloop, 2004).

Regarding with, normally, the construction of PST professional identity mostly occurred through practicum process (Hendriwanto, 2021) where applicable as continuing interaction in terms of constructing their teachers' professional. As Cohen, Hoz, and Kaplan, (2013) have been argued that practicum as one of pre-service teacher education program is typically the most intensive exposure to the teaching profession experienced by the prospective teachers. So, an EFL pre-service teacher who has experience in the English Education Department and becomes a pre-service teacher in the PLP II is oriented to the construction of his/her professional identity.

Nevertheless, in Indonesian context still has a limited focus on this study particularly in the component construction itself, especially in the certain culture and the use of the reseracher's personal experience during the process. Aside from that, this researcher provides a qualitative narrative for an EFL pre-service teacher about the processes of how to construct a professional identity based on the PLP II's experience in a boarding school. It would be interesting to share with each further EFL pre-service teachers, meanwhile considering the skills demanded in 21st century which is education cannot be underestimated (Amponsah, Ampadu, & Thomas, 2021).

1.2 Research Questions

Regarding the study that has been introduced above, the researcher formulated the research question "How did an EFL pre-service teacher construct her professional identity during the field teaching practice?"

1.3 Scope of the Study

This study focused on an EFL pre-service teacher's construction of professional identity through field teaching practice program, (Cohen, Hoz, & Kaplan, 2013) with an autoethnography method (Adams, Ellis, & Jones, 2017). This study involved a 6th semester EFL student that committed to the field teaching practice (PLP II).

1.4 Purpose of the Study

Based on the research background, this study aims to identify an EFL pre-service teacher's construction of professional identity through narratives' reflection-photovoice during the field teaching practice program.

1.5 Significance of the Study

It is known to us that the construction of professional identity among EFL pre-service teacher have largely been discussed, but as a student-teacher itself still need to identify what exactly the professional identity that he/she's construction means as far as performing the program teaching practice. It probably includes the component assistance in the construction of his/her EFL professional a PST. This study is contributed as researcher's professional experience to enrich socio-educational concepts and supported with the journal reflective report as personal reflectiveness existed. This study expected EFL PSTs can hone their professional identities toward their experience of teaching and declare it as professional teachers for their future better work.

1.6 Definition of Key Terms

For the purpose of this study, the used terms will be defined are listed as the following:

- *EFL pre-service teacher*: it defines as EFL (English as Foreign Language) student-teacher which refers to the learners who learn the English language in non-English speaking contries. He/she is usually found in the collages, universities of education, who prepare to be a teacher in the future. Indeed, they transitioned from engaging to a learner and learner to activate phases as the peak of changes through an education program, particularly in the field of teching practicum.
- *PI*: Professional Identity (PI) conceptualized as open-ended development of interpretation and re-interpretation of experiences that is dependent on continuous learning. This regard with an individual who has been learned as a student in a school, inspired to be a teacher by her EFL teacher, conti ued to learn foreign language as a student of Education Department at Institute/University, followed professional experience in the fiels teaching practice ofeducation program, as an EFL teacher's preparation to become a real teacher in his/her future career.

