

**EFL PRE-SERVICE TEACHERS' PROFESSIONAL IDENTITY
CONSTRUCTION DURING TEACHING PRACTICUM**

A DISSERTATION

**Submitted in Partial Fulfillment of the Requirements for the Doctoral Degree
in English Language Education**



by

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PAGE OF APPROVAL

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DECLARATION

Hereby, the writer certifies that this dissertation, entitled ***EFL Pre-Service Teachers' Professional Identity Construction during Teaching Practicum***, is an original work of the writer. Any ideas or statements from various sources used in this dissertation are properly acknowledged.

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ABSTRACT

Professional identity construction significantly contributes to pre-service teachers' readiness for their teaching career in the future. Despite the abundance of research studies investigating the professional identity construction of pre-service teachers during the teaching practicum, the research on EFL pre-service teachers constructing their professional identity in the Indonesian context, mainly in the border area, seems to have remained untouched. The current study aimed to scrutinize the factors, critical events, and EFL pre-service teachers' process of envisioning themselves in the future regarding their participation in the teaching practicum program. Employing an intrinsic case study, four seventh-semester students of the English Education study program at a public university in North Kalimantan were involved as the participants. The data were collected through observation, reflective journals, interviews, and related documents. All data were then analyzed using a coding system and coding cycle. The findings revealed that the factors contributing to the professional identity were past learning experiences, institutional policies, mentorship, and the school community relationship. The critical events the participants mentioned included students' misbehavior, complicated political-social issues, and complex cultural negotiations. With different teaching experiences and teaching contexts, each participant differed in imagining their future selves and consequently in constructing their professional identity. The findings carry strategic and broad implications for building a solid tripartite partnership between student teachers, university, and school. Furthermore, pedagogical implications also call for the courses addressing EFL pre-service teachers' needs of various socially and culturally situated teaching contexts, skills, and preparation before being involved in the teaching practicum in order to help these prospective teachers construct their professional identity gradually.

Keywords: EFL, pre-service teachers, professional identity construction, teaching practicum

ABSTRAK

Konstruksi identitas profesional memiliki kontribusi yang signifikan terhadap kesiapan guru prajabatan untuk karir mengajar mereka di masa depan. Terlepas dari banyaknya penelitian tentang konstruksi identitas profesional guru prajabatan selama praktik mengajar, penelitian guru prajabatan yang mengkonstruksi identitas profesional dalam konteks Indonesia, khususnya di daerah perbatasan, masih belum tersentuh. Penelitian ini menyelidiki faktor, peristiwa kritis, dan proses guru prajabatan melihat diri sendiri di masa depan terkait partisipasi mereka pada program praktik mengajar. Dengan menggunakan studi kasus intrinsik, empat mahasiswa semester tujuh program studi Pendidikan Bahasa Inggris di perguruan tinggi negeri di Kalimantan Utara terlibat sebagai peserta. Pengumpulan data dilakukan melalui observasi, jurnal reflektif, wawancara, dan dokumen terkait. Semua data kemudian dianalisis menggunakan sistem dan siklus pengkodean. Hasil temuan menunjukkan bahwa faktor yang berkontribusi terhadap identitas profesional terdiri atas pengalaman belajar masa lalu, kebijakan kelembagaan, bimbingan, dan hubungan komunitas sekolah. Peristiwa kritis terdiri atas perilaku siswa, masalah sosial-politik yang rumit, dan negosiasi budaya yang kompleks. Dengan pengalaman mengajar dan konteks pengajaran yang berbeda, setiap partisipan memiliki keragaman dalam melihat diri sendiri di masa depan dan berdampak pada konstruksi identitas profesional mereka. Temuan ini berimplikasi strategis dan luas untuk membangun kemitraan tripartit yang solid antara guru prajabatan, universitas, dan sekolah. Selanjutnya, implikasi pedagogis juga menyerukan mata kuliah yang memenuhi kebutuhan guru prajabatan akan berbagai konteks pengajaran tertentu secara sosial dan budaya, keterampilan, dan persiapan sebelum terlibat dalam praktik mengajar untuk membantu calon guru ini membangun identitas profesional mereka secara bertahap.

Kata kunci: EFL, mahasiswa, konstruksi identitas profesional, praktik mengajar

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