

**Exploring a Student-Teacher's Language Teaching Awareness:
An Autobiographical Narrative Inquiry**

A THESIS

**Submitted to fulfill the Requirements for *Sarjana Pendidikan* Degree at
English Education Department of Faculty of Educational Sciences and
Teachers' Training Siliwangi University**



By

Zehan Agustia Ainussamsi

162122092

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATIONAL SCIENCES AND TEACHERS' TRAINING
SILIWANGI UNIVERSITY
TASIKMALAYA
2020**

APPROVAL SHEET

**Exploring a Student-Teacher's Language Teaching Awareness:
An Autobiographical Narrative Inquiry**

ZEHAN AGUSTIA AINUSSAMSI

162122092

Approved by:

Supervisor I,

Supervisor II,

Dede Pertamina, Dra., M.Pd.
NIDN. 0429076101

Arini Nurul Hidayati, S.Pd., M.Pd.
NIDN. 0406048801

Assigned by:

**Dean of FKIP Siliwangi University
Tasikmalaya,**

**Head of English Education
Department of FKIP Siliwangi
University Tasikmalaya,**

Dr. H. Cucu Hidayat, M.Pd.
NIDN. 0009046301

Yusup Suprivono, M.Pd
NIDN. 0405117502

APPROVAL SHEET

This thesis has been established through an examination held on July 21, 2020

Examiner I,

Examiner II,

Dede Pertamina, Dra., M.Pd.
NIDN. 0429076101

Arini Nurul Hidayati, S.Pd., M. Pd.
NIDN. 0406048801

Examiner III,

Examiner VI,

Neni Marlina, S.Pd., M.Pd.
NIDN. 0415128105

Fera Sulastri, SPd., M.Pd.
NIDN. 0031128502

Examiner V,

Fuad Abdullah, S.Pd., M.Pd.
NIDN. 028038901

PERNYATAAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul *EXPLORING A STUDENT-TEACHER'S LANGAUGE TEACHING AWARENESS: AN AUTOBIOGRAPHICAL NARRATIVE INQUIRY* beserta seluruh isinya adalah sepenuhnya karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan.

Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, 29 Juni 2020

Yang membuat pernyataan,

A handwritten signature in black ink is written over a yellow rectangular stamp. The stamp contains the text 'KETERANGAN', '6000', and 'RUPIAH'.

Zehan Agustia Ainussamsi

162122092

ABSTRAK

ZEHAN AGUSTIA AINUSSAMSI. 2020. *Exploring a Student-Teacher's Language Teaching Awareness: An Autobiographical Narrative Inquiry*. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Kesadaran mengajar bahasa adalah suatu konsep yang bertujuan untuk mengeksplorasi kesadaran dalam pengajaran bahasa, diantaranya yaitu mengeksplorasi akidah beserta pengalaman selama mengajar seperti perencanaan pelajaran, manajemen kelas, penilaian, proses pengajaran, sikap terhadap penggunaan bahasa yang diajarkan serta peristiwa lain yang terjadi dalam kelas seperti hubungan antara siswa dan guru. Konsep ini dikemukakan oleh Gebhard dan Oprandy (1999) yang teori dasarnya mengadopsi dari teori kesadaran diri (Duval & Wicklund, 1972). Teori kesadaran diri adalah teori dimana seseorang memiliki kesadaran terhadap apa yang terjadi pada diri sendiri dan lingkungannya, seperti menyadari apa yang dirasa, dipikirkan dan apa yang dilakukan. Penelitian ini bertujuan untuk mengeksplorasi perkembangan kesadaran pengajaran bahasa dari satu guru pra-jabatan yakni peneliti sendiri, jurusan Pendidikan Bahasa Inggris dari salah satu universitas di Indonesia yang telah berkesempatan untuk melaksanakan praktik mengajar di salah satu sekolah menengah pertama di Tasikmalaya, Jawa Barat, Indonesia selama 2 bulan. Data yang dikumpulkan melalui buku harian pribadi yang ditulis selama periode praktik mengajar, interview semi-terstruktur dan kuisioner terbuka, diproses secara kualitatif. Dalam hal ini bagaimana perkembangan kesadaran pengajaran bahasa selama praktik mengajar, dianalisis, dan dijelaskan. Hasil penelitian menunjukkan bahwa ada empat kategori utama dalam perkembangan kesadaran pengajaran bahasa: (1) perasaan dinamis terhadap kegiatan praktik pengajaran bahasa, (2) pemikiran adaptif terhadap kegiatan pengajaran bahasa dalam keadaan tertentu, (3) kemampuan untuk menyesuaikan dengan keadaan mengajar yang beragam, (4) realisasi implikasi pedagogis dari keyakinan dan praktik pengajaran. Kesadaran pengajaran bahasa telah membantu guru praktikan untuk merefleksi, mengatur dan mengevaluasi diri di mana hal itu memungkinkannya untuk mendapatkan konsep dan konsistensi diri dalam pengajaran bahasa selama proses pengembangannya, yang kemudian dapat disalurkan sebagai batu loncatan untuk pengembangan profesionalnya.

Kata kunci: *kesadaran mengajar bahasa, kesadaran diri, guru praktikan, praktik mengajar bahasa*

ABSTRACT

ZEHAN AGUSTIA AINUSSAMSI. 2020. Exploring a Student-Teacher's Language Teaching Awareness: An Autobiographical Narrative Inquiry. English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

Language teaching is a concept which aims to explore the awareness in language teaching that is by exploring the beliefs and practices such as lesson planning, class management, assessment, teaching processes, attitudes towards the language and other events that occur in class such as the relationship between students and teacher during the language teaching. The concept of language teaching awareness was promoted by Gebhard and Oprandy (1999) which self-awareness theory was adopted as the core theory of the concept. Self-awareness itself is a theory where one is aware of itself and its environment, as to know what to feel, think and behave. This study aimed to explore the development of language teaching awareness, therefore the study will provide an insight for student-teachers to have a better understanding about their language teaching practice under certain kind of circumstances. The participant of this study was the researcher herself, majoring in English Education Department in one of the universities in Indonesia who had already conducted a teaching practicum in one of junior high school in Tasikmalaya, West Java, Indonesia within 2 months period of teaching. The collected data such as personal diaries which were written during the period of teaching, semi-structure interview and an open-ended questionnaire were being processed qualitatively. In this study, the development of language teaching awareness during the period of teaching practicum will be examined and described. The results showed that there were four main categories of development in language teaching awareness: (1) the dynamic feeling towards the language teaching practice activities, (2) the adaptive thought towards the language teaching activities in certain kind of circumstance, (3) The ability to adjust with diverse teaching circumstances, (4) realization of pedagogical implication of teaching beliefs and practices. Language teaching awareness has helped the student-teacher to promote self-reflection, self-regulation and self-evaluation where it enables her to gain self-concept and self-consistency in language teaching during its development process which could later be channeled as miles stone for her professional development.

Keywords: language teaching awareness, self-awareness, student-teacher, language teaching practicum

PREFACE

All praises and thanks are due to *Allah swt.* for his blessing and mercy that I can finally accomplish my thesis entitled “Exploring a Student-Teacher’s Language Teaching Awareness: An Autobiographical Narrative Inquiry”. It is submitted to English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, to fulfill the Requirements for *Sarjana Pendidikan* Degree.

Self-awareness is one of the fundamental cores of self-evaluation, self-reflection and self-regulation. When one self is able to pay attention to its self, it enables oneself to adjust itself, therefore one knows what to think, feel, or behave in certain kind of circumstances. In this study, self-awareness was applied as one of the key concept for language teaching awareness and how its development will be discussed which framed dairy became the stimuli and a written recording for student-teacher to heighten her language teaching awareness. Furthermore, the chapters of this study are divided into five. The first chapter discusses about the background and the introduction towards the context of the study such as conferring the issue in the context of language teaching practice and correlating the issue with the concept of language teaching awareness as well as with the diary as a tool for its exploration. Secondly, in chapter two, the literature review about the concept of language teaching awareness and the previous studies about self-awareness in the field of language teaching and learning and its impact are pointed out. In chapter three, the methodology of this study are presented such as research design, setting and participants, the technique of the data collection, the

technique of data analysis and the research schedule. On the next, that is in chapter four the results of this study are presented that is the development of student-teacher language teaching awareness. The findings of its development are deliberated according to the related previous studies. Finally, the conclusion and the suggestions are presented in chapter five.

Furthermore, I will greatly receive suggestions and criticism from the readers. Finally, I hope this research proposal will be useful for myself and the readers.

Tasikmalaya, July 21, 2020

The Writer

ACKNOWLEDGEMENTS

One of my greatest moments in my life is when I found many superb people surrounding me. They play important roles which make me believe that I am able to finish this thesis. Hereby, I proudly express my gratitude towards these following people:

1. Head of English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya,
2. Dede Pertamina, *Dra., M.Pd.*, as the first supervisor who has given corrections and guidance in finishing this research,
3. Arini Nurul Hidayati, *S.Pd., M.Pd.*, as the second supervisor who has given suggestion and guidance in writing this research,
4. All lecturers of English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya, who have given me insights for better learning experiences.
5. My precious mother, Eem Ruhaemah, for an endless compassion and encouragement. I am thankful to have your everlasting love.
6. My dearest friend Rika Adriati who always gets my back and holds me in the prayers. I would like to convey my gratitude for your presence has always been meaningful.
7. My beloved classmates, SAUCE 2016. I am sincerely thankful for the experiences, lessons, love, laughs and supports.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. That is one proverb that I always remember, “Never put off until tomorrow what you can do now because tomorrow will never come”.

Tasikmalaya, July 21, 2020

The Writer

TABLE OF CONTENTS

APPROVAL SHEET

PERNYATAAN

ABSTRAK

ABSTRACT

PREFACE..... vi

ACKNOWLEDGEMENTS..... viii

TABLE OF CONTENTS..... x

LIST OF TABLES xii

LIST OF ENCLOSURES xiii

CHAPTER 1 INTRODUCTION 1

1.1 Background 1

1.2 Formulation of the Problem 4

1.3 Operational Definitions 4

1.4 Aim of the study 5

1.5 Significances of the Study 5

CHAPTER 2 THEORETICAL BACKROUND 6

2.1 Language Teaching Awareness 6

2.2 Self-Awareness in Education and Language Teaching Practice 10

CHAPTER 3 RESEARCH PROCEDURES 13

3.1 Research Methodology 13

3.2 Setting and Participants 13

3.3 Data Collection Technique	14
3.4 Data Analysis Technique.....	15
3.5 Research Schedule.....	20
CHAPTER 4 FINDING AND DISCUSSION.....	21
4.1 The Dynamic Feeling Towards the Language Teaching Practice Activities.....	21
4.2 The Adaptive Thought Towards the Language Teaching Activities in Certain Kind of Circumstance	30
4.3 The Ability to Adjust with Diverse Teaching Circumstance	38
4.4 Realization of Pedagogical Implication of Teaching Beliefs and Practices.	48
CHAPTER 5 CONCLUSION AND SUGGESTIONS.....	52
5.1 Conclusion.....	52
5.2 Suggestion	53
REFERENCES.....	55
ENCLOSURES.....	60
BIOGRAPHY	94

LIST OF TABLES

Table 3.1 The Passage of Language Teaching Diary	16
Table 3.2 Highlighted Codes	17
Table 3.3 Grouping the Codes	18
Table 3.4 Reviewing the Themes.....	19
Table 3.5 Research Schedule	20

LIST OF ENCLOSURES

Enclosure 1 Consent form.....	60
Enclosure 2 My Teaching Diary	62
Enclosure 3 Interview Transcription	73
Enclosure 4 Open-ended Questionnaires Sheet Results.....	79
Enclosure 5 <i>Lembar Penetapan Proyek Tugas Akhir S-1</i>	89
Enclosure 6 <i>Kartu Bimbingan Skripsi</i>	92
Enclosure 7 <i>Surat Keputusan</i>	93