THE ANALYSIS OF PRE-SERVICE ENGLISH TEACHERS' SELF-ESTEEM IN AN ATTEMPT TO IMPROVE THE PROFESSIONAL IDENTITY AT UIN ALAUDDIN MAKASSAR

ANALISIS PENGHARGAAN DIRI CALON GURU BAHASA INGGRIS DALAM UPAYA PENINGKATAN IDENTITAS PROFESIONAL DI UIN ALAUDDIN MAKASSAR

THESIS

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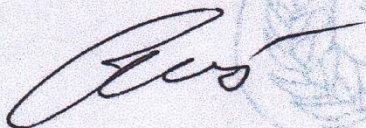
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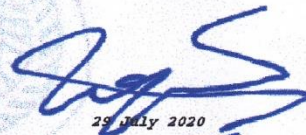Has been defended in front of the thesis examination committee

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States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some or entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

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ABSTRACT

RESKI AMALIA. S (F022181010). The Analysis of Pre-Service English Teachers' Self-esteem in an attempt to Improve the Professional Identity at UIN Alauddin Makassar (Supervised by Abidin Pammu and Ria Rosdiana Jubhari)

The objectives of this study are to reveal how the Pre-Service English Teachers enhance their self-esteem during the school-based micro-teaching program, to find out the effect of the self-esteem contributing to the Pre-Service English Teachers' professional identity construction during the school-based micro-teaching program. This study employs quantitative and qualitative methods. Data were mainly collected using the self-esteem Rosenberg scale, Professional Identity scale, observation checklist, and interview checklist. The collected data were analyzed statistically using SPSS and data obtained from the observation and interview checklist matched to the data in the questionnaire, then analyzed and interpreted qualitatively. This study employs a random sampling method to select subjects. 16 PSETs of the English Education Department have been chosen as a sample from a population of 94 PSETs. The finding shows that the strongest internal factors enhancing PSETs' self-esteem are their belief and self-preparation. The external factors are the teaching partner and the mentor teacher. The correlation between self-esteem and professional identity is at sig. (1-tailed) $0,007<0,05$ which indicates that self-esteem and professional identity have a straight-line relationship, which means self-esteem affects professional identity at the personal and social competence at a high level of correlation. The finding confirms that the micro-teaching plays an important context which facilitates the (trans)formation of the PSETs' professional identity.

Keywords: Pre-Service English Teachers, Self-esteem, Professional Identity.

ABSTRAK

RESKI AMALIA. S (F022181010). *Analisis Penghargaan Diri Calon Guru Bahasa Inggris dalam upaya Peningkatan Identitas Profesional di UIN Alauddin Makassar* (dibimbing oleh Abidin Pammu and Ria Rosdiana Jubhari)

      Penelitian ini bertujuan untuk mengungkapkan bagaimana calon guru Bahasa Inggris meningkatkan penghargaan diri mereka selama program pengajaran mikro berbasis sekolah dan untuk mengetahui pengaruh penghargaan diri yang berkontribusi pada identitas professional calon guru Bahasa Inggris selama program pengajaran mikro berbasis sekolah. Penelitian ini menggunakan metode kuantitatif dan kualitatif. Data dikumpulkan menggunakan skala *self-esteem* dari Rosenberg, skala Identitas Profesional, daftar periksa observasi, dan daftar pertanyaan wawancara. Data yang dikumpulkan dianalisis secara statistik menggunakan SPSS dan data yang diperoleh dari observasi dan wawancara dicocokkan dengan data dalam kuesioner, kemudian dianalisis dan ditafsirkan secara kualitatif. Penelitian ini menggunakan metode pengambilan sampel acak untuk memilih subjek. 16 calon guru Bahasa Inggris dari Departemen Pendidikan Bahasa Inggris telah dipilih sebagai sampel dari populasi 94 calon guru Bahasa Inggris. Temuan ini menunjukkan bahwa faktor internal terkuat yang meningkatkan penghargaan diri calon guru Bahasa Inggris adalah keyakinan dan persiapan diri. Faktor eksternalnya adalah mitra pengajar dan guru pembimbing. Korelasi antara penghargaan diri dan identitas profesional pada sig. (1-tailed) 0,007 <0,05 yang menunjukkan bahwa penghargaan diri dan identitas profesional memiliki hubungan garis lurus, yang berarti penghargaan diri mempengaruhi identitas profesional pada kompetensi pribadi dan sosial pada tingkat korelasi yang tinggi. Temuan ini mengonfirmasi bahwa pengajaran mikro memiliki peran penting yang memfasilitasi pembentukan identitas profesional calon guru Bahasa Inggris.

Kata kunci: Calon Guru Bahasa Inggris, penghargaan Diri, Identitas Profesional.

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CHAPTER I

INTRODUCTION

A. Background

The quality of teaching certainly incorporates the quality of teacher education programs. The quality of teacher education is one of the most common factors contributing, in some ways, to quality issue because English teachers are the 'product' of English teacher education programs in universities. Murphy et al. (2007) defined a teacher is considered as being a quality teacher when he/she is able to diversify the learning methodologies, prepare effective audio visual aids, study the contents to be taught, know the students' level of ability in absorbing the knowledge disseminated to them, motivate students, monitor and control students' behaviors, classify students based on groups and provide continuous assessment to the students.

Teachers with good teaching competency are teachers who have the ability to deliver concepts, theory and skills that are easily understood by the students, easily remembered and attract students' interest to the teaching and learning. Thus, quality of education does refer to quality of classroom instructions and they are seen based on two main dimensions; namely, teachers' knowledge in the content subject and teachers' skills in administering the teaching and learning processes (Ismail et al. 2018:139). Accordingly, any effort to improve the quality of professional English

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teaching should include the issue of the advancement of Pre-service English teachers' education.

Improving the quality of education has to consider issues beyond classroom practices. It needs to pay more attention to teachers' selves or their identity – how it is constructed and developed. Referring to Olsen (2015), studies on teachers' selves can then be focused, for instance, on looking at their reasons to choose teaching as their career, investigating how their life biography affect their beliefs on teaching and learning, or how their teacher education program as well as their aspiration shape their understanding on what it means to be a teacher.

Preparing Pre-Service English Teachers' (PSETs) candidates to begin developing expertise in complex teaching practices has been prepared since students choose to become a teacher. It is assisted by institutions from the university itself in the context of teaching practices. The theories obtained by PSETs including the methods in English Language Teaching (ELT) were not sufficient in preparing PSETs to become novice teachers not enough to become a provision for them to go directly to the teaching practice. Darling-Hammond in Stahl, Sharplin, and Kehrwald (2017) argues that pre-service teachers are expected not only to have the knowledge and competence to teach adeptly, but also to have a strong commitment and passion to the profession.

Law (Number 14/2005 about Teachers) has clearly highlighted special attention to teachers in the context of dealing with existing ELT

problems. The Indonesian government has focused more on the more tangible aspects of education, such as changing the curriculum and working on teaching approach, rather than putting substantial efforts in understanding teachers as a person and helping them to become effective and productive teachers. This might be the reason why research on ELT in Indonesia has tended to focus more on understanding the implementation of curriculum, methodology improvement, and material development. These cases show me that one point that should be focused is the improvement of the teacher itself.

An attention that is provided by university related to self-improvement is attaching Educational psychology to the university subject. In the study of educational psychology there are many practically or theoretically things that can be learned and applied by PSET, including self-concept, namely the formation of one's self-esteem as PSETs. It will influence many things around the teachers' environment. Self-esteem affects our trust in others, our relationships, our work nearly every part of our lives (Mbuva 2017).

The issue of self-esteem can also impact one's social life. Someone with low self-esteem may have low self-confidence and lack of attention. They may try to earn the attention of others and accept negative treatment. Teachers with high self-esteem are more apt to help children develop problem-solving strategies than to give advice or deny the significance of what children perceive to be problems (Branden 2011:153).

Such teachers build a sense of trust in students. They base their classroom control on understanding, joint cooperation and involvement, working through problems, caring, and mutual respect. This positive relationship allows children to learn and to grow in their confidence and ability to function independently. Teachers with low self-esteem tend to be more punitive, impatient, and authoritarian. They tend to focus on the child's weaknesses rather than strengths (Branden, 2011: 152) Children, students, or candidate of teachers may bully and criticize others to compensate for their own insecurities. We can see some issue of bullying happen in some schools nowadays.

During the researcher's pre-service teacher education experience, She studied pre-determined courses of Basic English skills, Educational psychology, curriculum and material development, microteaching, and teaching methodology as well as other knowledge and skills including designing a lesson plan, developing teaching materials, delivering the lesson, conducting evaluation and assessment. However, most of the theories of the teaching methodologies remained unclear in her mind until placed for a month into a school based micro-teaching program.

In school based micro-teaching program, it was like entering the real world of being a teacher with complex roles and responsibilities and translating all the theories learned in a school-based setting. At the time, the researcher was thinking that not only knowledge that is need to come to the real situation of teaching but also a preparation from our self-related

to our self-esteem. The teaching material could be learn in a while before the teaching process but we could not learn the way to prepare our self in a while to face some problems, but we need to experience many things to face some teaching process challenge.

Based on this contextual background the researcher formulated the title of this research: Analyzing Pre-Service English Teachers' Self-Esteem toward the Improvement of Professional Identity.

B. Research Questions

This study attempts to answer the following research questions:

1. How do the Pre-Service English Teachers enhance their own self-esteem during the school based micro-teaching program at UIN Alauddin Makassar?

2. In what ways does the self-esteem contribute to the Pre-Service English Teachers' professional identity construction during the school based micro-teaching program at UIN Alauddin Makassar?

C. Research Objectives

Based on the research question above, the researcher formulated that the specific objectives of the research:

1. To reveal how the Pre-Service English Teachers enhance their own self-esteem during the school based micro-teaching program.

2. To find out the effect of the self-esteem contributing to the Pre-Service English Teachers' professional identity construction during the school based micro-teaching program.

D. Research Significance

The present study will develop the existing literature on the professional identity of English teachers. The result of this study will provide a reference for the other researcher who interested to investigate the same field. The result of this research expected to be useful theoretically and practically.

Theoretically, this study will provide additional perspective and view related to self-esteem and the connection to the professional identity. It expected to add empirical evidence to support the learning theory of PSETs' experiences. As for the theory of Mbuva (2017) addressing that self-esteem is an integral part of the growth of both teachers and students who interact in varied capacities daily.

At a more practical level, the result of this study will inform the practitioners, teachers, lecturers, and the pre-service English teachers the contributing factors of professional identity improvement. The researcher also expects that this research will help the students to improve the professional identity as a teacher by understanding the problem that is faced, the tensions that are experienced, and the decision that is made in the teaching process.

E. Research Scope

This study was limited to the PSETs' self-esteem which contributes to the personal, pedagogic, professional, and social competence in conducting school-based micro-teaching programs.

F. Operational Definition of Terms

In understanding the topic of this research easily, the researcher would like to present the operational definition of terms.

1. Pre-Service English Teachers

Koellner and Greenblatt (2018) define Pre-service teachers as the one who is in the process of preparing to become a teacher. Pre-service teaching program is also known as Teaching Practicum which is often regarded as both the most challenging and most enjoyable experience in the teacher preparation programs. During this program, PSETs are encouraged to apply all of the theories, content knowledge, and teaching methods that have been studied in the university classroom.

Teaching Practicum is a period of guided, supervised teaching. The PSETs are gradually introduced into the teaching role by a or cooperating teacher. The cooperating teacher works with and encourages the PSETs to assume greater responsibility in for instruction and classroom management as the experience progresses.

2. Self-esteem

In this study self-esteem is defined as pre-service English teachers' subjective evaluation of their abilities in the teaching process. It reflects the opinion of the PSETs that they have of themselves and the value that is put as PSETs. As Tirlea (2016) stated that Self-esteem is defined as a person's overall appraisal of their worth, including how much they like, respect, and accept themselves. So it can be said that self-esteem means individual assessment of himself which includes an assessment of nature and abilities in a particular field (teaching) both positively and negatively.

There are some synonyms of self-esteem which sometimes creates confusion, including self-confidence, self-respect, self-assurance and pride. Self-confidence refers to the sense that something can be done successfully and perhaps to a particular standard (Fennell 2009:4). He also defined self-respect as the overall opinion we have of our selves, the tone may be positive or negative. Pride means someone has an exaggerated sense of feeling good. This might mean that someone has no respect for the other people around her, only respect for what he or she does.

Fundamentally, then, self-esteem is an enduring and affective sense of personal value based on accurate perception. On the other side, Self-esteem has two interrelated components. One is a sense of basic confidence in the face of life's challenges: self-efficacy. The other is a sense of being worthy of happiness: self-respect (Branden 2011: 29).

Self-efficacy means confidence in the functioning of mind, in the ability to think, understand, learn, choose, and make decisions; confidence in the ability to understand the facts of reality that fall within the sphere of interests and needs; self-trust; self-reliance.

3. Teacher's Professional Identity

Teacher professional identity refers to the framework of the professional teacher defined by Law number 14/2005 about teachers, the skills or competencies in defining the professional teacher in the Indonesian context; they are pedagogical competency, professional competency, personality competency, and social competency.

Pedagogical competency refers to the ability to manage students' learning; personal competency refers to strong, moral, wise and respected personal ability to be a good model for students; professional competency refers to the ability to master lesson materials extensively and comprehensively; and social competency refers to teachers' ability to communicate and interact effectively and efficiently with students, fellow teachers, students' parents/guardians, and nearby community (translated from "Undang Undang Guru dan Dosen," 2005:29).

4. Micro-teaching

The researcher defines Teaching Practice as the process for the pre-service teacher to be a novice teacher which was designed to allow PSETs to practice and refine their teaching skills in a regular classroom

experiences. The micro-teaching process conducted at the seventh semester or almost of the last semester of the students.

There are two kinds of teaching practice in the curriculum of the teachers' education program in University: a campus based micro-teaching class and a school based micro-teaching. The micro-teaching is conducted for one semester before the pre service teachers embark on their school based teaching practice, and generally involves planning and teaching a short lesson or part of lesson to a group of fellow pre service teachers. The lesson is followed by feedback on the teaching by a supervisor or university lecturer and by the fellow PSETs. This study is not situated within the campus based micro-teaching, however. It focuses on the school based teaching program where the pre service teachers enact their theories during teacher education program in a real school atmosphere.

The school based micro-teaching program was originally called *Program Pengalaman Lapangan* (Field Experience Program/PPL). However, the term 'micro-teaching' is being used to refer to the PPL program throughout this thesis.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Finding Studies

There have been many studies conducted on students' self-esteem, teachers' professional identity and the school based micro-teaching program in many parts of the world. Most of the studies were, however, discussed about PSETs' perception of aspects of professional identity before they embarking on the initial teachers' preparation program which was qualitatively designed by Chong, Low, and Goh (2011) entitled *Developing Student Teachers' Professional Identities – An Exploratory Study.* The study examines pre-service teachers' professional identity development at the point of entry and exit of their 4-year undergraduate initial teacher preparation program.

Another important research was also conducted by Lamote and Engels (2010) which focused on the PSETs' perception of their Teaching practicum program. They observed how PSETs' professional identity is shaped by learning and teaching experiences. The short-term shifts in perspectives suggest a continuing but to a certain extent erratic process of defining and redefining of how they perceive themselves as future professionals. Meanwhile, Canh (2014) conducted a research about "*Great Expectations: The TESOL Practicum as a Professional Learning Experience*". The results of the study suggest that it remains merely a great expectation rather than an achieved reality that the practicum

provides the student teachers with a good learning opportunity to become effective teachers.

Other studies have also been conducted by Fajriyandi, Suherdi, and Gunawan, 2012) focusing on teachers' pedagogical competence. Their research entitle *Practice teachers' perceptions and instructional practices of EFL learning strategies.* The results demonstrated that teaching practices of EFL learning strategies were influenced by the perceptions of the strategies. Cognitive (practicing and repeating), memory (applying images, reviewing, and employing action), and metacognitive strategies (planning/arranging the learning) were more frequently used by the practicum teachers and shared with their students. Emiliasari (2018) also stated the different pedagogic of the PSETs and the senior teachers in her study, where the Senior teachers had a better pedagogical competence in terms of: classroom management, understanding the students' characteristics, curriculum development, lesson plan, and teachers' talk. Meanwhile, the PSETs were good at the use of ICT and the development of media in teaching.

Nurlaelawati and Novianti (2017) investigated the practice of genre-based pedagogy in Indonesian schools in their research *The Practice of Genre-Based Pedagogy in Indonesian Schools: A Case of Pre-service Teachers in Bandung, West Java Province*. It was investigated the PSETs' knowledge and understanding about genre-based pedagogy in the curriculum and its implementation in EFL classroom using Vygotsky's

theory. This research was continued by a research which conducted using Research and Development (R&D) method (Syamsudarni and Sahraini 2018). They produced a guiding book for the evaluation of micro teaching of the PSETs at IAIN Palopo.

The other research is related to self-concept or known as personal concept of the PSETs which was related to interaction between person and socio-political context during the transformation from pre-service teacher to be a novice teacher which qualitatively designed by Zhu and Zhu (2018) entitled *Understanding student teachers' professional identity transformation through metaphor: an international perspective* and some others were Quantitatively designed (Syamsu and Hadijah 2018; Rachmawati 2017) which was measuring the influence of short teaching practicum to the student-teachers' sense of self-efficacy. The result indicated that the micro teaching school-based program influenced the classroom management efficacy significantly whereas the other two, engagement and instruction strategy efficacy were influenced positively but not significant. In addition, general teaching efficacy increased but it was not significant.

Canrinus et al. (2012) investigated the relationship between teachers' self-efficacy, job satisfaction, occupational commitment and the change in PSETs' motivation. This research showed the relationships between the indicators of teachers' sense of their professional identity were found to be similar for novice, experienced and senior teachers. On

the other hand this research was using different level of participant which other, this research conducted for pre-service, novice, experienced and senior teachers.

Rahayuningsih (2016) conducted research focusing on the challenge of the PSETs' in developing the teaching materials entitled "*Student Teachers' Challenges in Developing Teaching Materials during Teaching Practicum in Vocational School*". This research investigated student-teacher problems in the teaching process which showed some problems faced by the pre-service teachers, challenges of the student-teacher in developing materials, the lack of guidance by the supervisor, the confusion in selecting a suitable medium for the students.

Personal competencies are related to self-esteem. Rosli et al. (2012) in their study "*Self-esteem and academic performance relationship amongst the second-year undergraduate students of University Kebangsaan Malaysia*" . They concluded that self-esteem is the key factors in affecting an individual's academic performance, this study also revealed that self-esteem greatly affects academic performance in comparison to stress. Gustaman (2015) stated that there was a positive significant correlation between students' self-esteem and their speaking performance. He studied the effects of different levels of self- esteem on the performance of an oral production task. He found that the different levels of self-esteem correlated positively with performance of oral production measures. Thus, self-esteem is considered an important

effective element in the process of scholastic and educational achievement (Bounchareb in Gustaman 2015:125).

Social competence is one of the competences that is needed to be a professional teachers. Cattley (2007) investigated the factors contributing in teaching process and show the PSETs' responsibilities in broad elements of the teaching environment. This research used individual feedback to the PSETs. It is also draws link between the nature of the PSETs' statement and their understanding of the teachers' role. Other research showed that the identities of the PSETs are formed during the process of pair placement (Nguyen and Loughland 2018).

A recent review indicates that most of the studies on pre-service teacher training have focused more on investigating beliefs and perceptions as well as expectations of PSETs, identifying the problems of micro-teaching, and assessing the impacts of practicum for professional learning. Although my study also partly deals with issues on PSETs' perceptions or problems of the school-based micro-teaching, it captures wider issues concerning the complexity of PSETs' identity which written down in law number 14/2005 (*Undang-undang guru*). The professional identity of this study is also correlated with self-esteem in their journey of becoming new pre-service teachers, as reflected in research questions. In other words, this study has the potential to fill in the gap in the literature on PSETs' professional identity.

B. Some Pertinent Ideas

1. Self-esteem

Self-esteem is the focus of this study; however, it is needed to understand other terms connected to self-esteem such as self-concept, self-image, and ideal self. Morris Rosenberg (1965), was one of the first who not only contributed to the theoretical development of the self-esteem construct but he also designed an instrument to measure the self-esteem itself. In his view, feedback received from others is extremely important and contributes to the evaluation of self-esteem.

Rosenberg proposed an individual's total positive or negative attitudes towards oneself make up as being one's global self-esteem. He argued that, like with any attitude, we tend to have an attitude towards the whole of an object as well as separate facets of an object. For instance, a student may have a general positive attitude towards school as a whole, but it may have different attitudes towards some subjects. In line with this thinking, he conceptualized self-esteem as a dual construct. First he argued we attribute value to specific domains or characteristics. These can be either positive or negative. We also have an overall perception of these characteristics (global self-esteem). How much weight is attributed to each of these domains is dependent on how important each characteristic is to the individual. The weight is also dependent on the value attributed to these domains by important others.

Either global or specific aspects of self-esteem usually measured via questionnaires. Global self-esteem can be distinguished from domain-specific evaluations of the self. Global self-esteem was defined as "the totality of the individual's thoughts and feelings having reference to himself as an object" (Rosenberg in Tirlea 2016:24). Domain specific evaluations are usually included in the overall, global self-esteem measure (i.e., academic competence, social competence). Depending on the research target either global or specific domains are used to assess the whole or parts of self-concept. Specific self-concepts are found to be more highly related to content-specific outcomes (e.g., academic self-concept as a predictor of academic achievement).

Self-esteem levels can be also measured by interview format or observation. Relying on a single form of measurement may not be sufficient. Tirlea (2016) stated that clinicians often use multiple methods to gauge one's self-esteem including: interviews, behavioral observation, and ratings by others (e.g., teachers, counselors, medical professionals, parents). In terms of psychology, there are three levels of self-esteem. The three types of self-esteem are high self-esteem, low self-esteem and inflated self-esteem. It all depends on what is happening in person's lives.

a. People with high self-esteem accept and value themselves. It is a self-esteem that is known to be positive, as it manages to make the person satisfied with their life. Believing and trusting in who you are is what characterizes people who possess this type of self-esteem. However,

this does not make person to be arrogant, nor do they feel better than anyone else.

b. People with low self-esteem are the opposite of those with high self-esteem. They do not value themselves, they do not trust in their possibilities, and insecurity that they may be feeling is carried over into almost every situation. People with low self-esteem drop quickly when they are facing the bad circumstance. They are sensitive people who are easily influenced and who tend to show their opinion, but without defending it.

c. People with inflated self-esteem think they are better than others and have no doubts about underestimating everyone else. This is a very negative self-esteem, as it holds them back from establishing affectionate and healthy relationships. Their competitiveness is always present and they always want to come out on top. For these people, happiness is found in achieving success, but the reality of the matter is that they do not attain happiness with this attitude.

There are some dynamic factors associated with levels of self-esteem which was classified by Tirlea (2016). Parent is the first contributing factors. It is known that children seek feedback and approval from those closer to them. Another important factor linked to self-esteem development is forming secure attachments with parents. The attachment relationship forms between the child and the caregiver during the child's first year of life. Peer attachment and secure attached relationships in particular with

peers has also been linked to the development of self-esteem, teenagers desire strong relationships with their families, particularly during adolescence. In addition, strong family relationships have been associated with positive self-esteem over time. Parents and peers are indeed very important to self-esteem development. Second, It is possible that one also can seek to enhance self-esteem by seeking out and creating opportunity structures or social relationships with individuals who verify or confirm a person's identity (Cast and Burke 2002:150).

Maslow in Mbuva (2017) in his discussion on the hierarchy of needs highlights self-esteem as one of the human needs and shows that self-esteem includes self-respect, achievement, attention, recognition, self-worth, self-value, and reputation. He also classified three components of self- esteem, which shows that self-esteem is a human need for our survival and normal healthy development, self-esteem arises from within us and it is based on our beliefs and self-consciousness, self-esteem occurs in conjunction with our thoughts, feelings, behavioral dispositions, and activities. Hence, in teaching and learning, we find that self-esteem is needed because it has a crucial impact on teachers' and students' cognition, motivation to do things, emotion, and behavioral attitudes. According to Ballet and Kelchtermans (2009), five components make up this self-understanding: teachers'self-image, self-esteem, job motivation, task perception and future perspective. Kelchtermans' definitions of teachers' self-image and self-esteem closely relate to teachers' self-

efficacy, which is perceived here as an indicator of teachers' sense of their professional identity.

Self-image is the individuals' awareness of his/her mental and physical characteristics(Ballet and Kelchtermans 2009). The way teachers typify themselves as teachers are the descriptive component. This image is based on self-perception, but to a large degree also on what others mirror back to the teachers

Mbuva (2017) stated that self-esteem is the individuals' evaluation of discrepancy between self-image and ideal self. Self-esteem could be global or specific. Global self-esteem refers to an around feeling of self-worth and confidence; whereas, specific self-esteem refers to a feeling of self-worth and confidence with regard to a specific activity or behavior. Maslow in Mbuva (2017) in his discussion on the hierarchy of needs highlights self-esteem as one of human needs and shows that self-esteem includes self-respect, achievement, attention, recognition, self-worth, self-value, and reputation. Teachers, who want to gain or boost their self-esteem, need to start with developing an attitude of accepting mistakes and planning on growing them. There is no way we can deny our mistakes and expect to grow.

The job motivation (or conative component) refers to the motives or drives that make people choose to become a teacher, to stay in teaching or to give it up for another career (Ballet and Kelchtermans 2009:262). It is

important to note, however, that the motives for working as a teacher may develop over time

This include the teachers' idea of what constitutes their professional program, their tasks and duties in order to do a good job (Ballet and Kelchtermans 2009:262). It reflects a teacher's personal answer to the question: what must I do to be a professional teacher; what are the essential tasks I have to perform in order to have the justified feeling that I am doing well. The perception reflects the fact that teaching and being a teacher is not natural and easy as we see.

Another part of self-esteem is related to future perspective. Ballet and Kelchtermans (2009) explained that the future perspective reveals a teacher's expectations about their future job ('how do I see myself as a teacher in the years to come and how do I feel about it?'). It thus also indicates how temporality pervades self-understanding: one's actions in the present are influenced by meaningful experiences in the past and expectations about the future.

These five components of self-understanding can be distinguished analytically, but it depends on each other.

There are some concepts related to self-esteem that have been discussing by Maslows in (Mbuva 2017) ; Self-esteem need, hierarchy of needs starting at the bottom up shows that "humans as beings we have psychological needs, safety and security needs, love and belonging needs, self-esteem needs, and self-actualization needs. For the purpose

of this study, the researcher do not intent to expand on the rest of the human needs, but It will expand on the self-esteem needs area of the study in order to show its effects on teaching and learning, and the other is the components of Self-Esteem, Moreover, Maslow in his discussion on the hierarchy of needs highlights self-esteem as one of human needs and shows that self-esteem includes self-respect, achievement, attention, recognition, self-worth, self-value, and reputation.

Gustaman (2015) argued some characteristics of high self-esteem and low self-esteem. Students with high self – esteem is open to criticism and deal with mistakes comfortably, some people will learn their failures as the experience which leads to a better life. It can give and receive expressions of feeling, appreciation and so on spontaneously. They have better relationships with people and make better impression on others because they tend to be likeable and attractive. They will also accepts changes in different life aspects and behave flexible in responding to situation and challenges without being worried. They can handle under conditions of stress. Meanwhile, students with low self – esteem feel awkward, shy, conspicuous and unable to express their confidence, they also might be worried about making mistakes and always embarrassed to expose him or herself to anything new or a particular situation. They will be hyper sensitive and hyper alert to signs of rejection. Sometimes they depressed, unhappy and shows a greater degree of anxiety and aggression. They do not feel satisfaction with their life and underestimates

with their abilities. The do not like leadership role or voluntary tasks, behaves inconsistently.

2. Professional Identity

This part discusses one of the central concepts of this study - teachers' professional identity, how existing literature has understood and constructed the notion of teachers' professional identity, and why it has emerged as an important focus of research within the area of teacher education. Defining what constitutes teachers' professional identity is not simple, because as discussed earlier, identity by nature is a problematic and complex notion (Walshaw 2009). This complexity connects between identity and self, and the unclear distinction between personal and professional identity. What does appear to be common in the literature is the existence of the notion of 'self' in relation to the concept of teachers' professional identity.

Researchers (e.g. Bullogh as cited in Chong, Low, and Goh 2011) define a teacher's professional identity as what a beginning teacher believes or perceives about teaching and learning, and their unique sense of self as a teacher. It is also understood as stemming partly from teachers' understanding of the meaning of the role of a teacher.

Yet another important element in the professional identity of teachers is related to a teacher's understanding of professional practice. This relates to the understanding of what roles teachers are expected to play, what skills and knowledge they should have, and what attributes,

values, and roles they are supposed to hold as teachers (Avalos 2010; Beauchamp and Thomas 2009).

Some studies related to professional identity indicated that it is important to benefit from teachers' perceptions of aspects of their professional identity, such as the subject they teach, their relationship with students, and interactions with colleagues. Professional identity was defined in terms of teachers' sense or perceptions of their roles or relevant features of their profession, or in terms of their perceptions of themselves as an occupational group (Beijaard, Meijer, and Verloop 2004:118). He also stated that professional identity implies both person (the teacher) and context. PSETs are expected to think and behave professionally, but not simply by adopting professional characteristics, including knowledge and attitudes that are prescribed. Teachers vary in the way they deal with these characteristics depending on how they value themselves.

As prospective English teachers, today PSETs are required by the Indonesian government to be professional before they can officially receive a teaching license. It is expected to improve the quality of education itself. As required by the *Peraturan Menteri Pendidikan Nasional/ Permendiknas* (Ministry of National Education Regulation) Number 10/2009, in-service teachers have to follow certain procedures as part of an assessment process before they receive a "professional educator certificate" entitling the holders to among other things, financial incentives and chances of career promotion. Preparing professional

English teachers should be started by prepare the PSETs well. In the context of this study, the term professional does not only mean a person engaged, accredited or qualified in a profession, in current Indonesian educational discourse it also entails a broader meaning as it is used by the government as a point of reference to standardize qualified teachers.

The Law number 14/2005 about teachers requires all current and future teacher candidates to have graduated at least with a bachelor's degree in education in order to be eligible for being a teacher. This is an important development within the Law as 'anyone' used to be eligible for being a teacher in Indonesia, regardless of their academic qualifications and competencies. Therefore, this Law can be considered one of the most significant breakthroughs in the Indonesian teacher education system in the last two decades. Not only does the Law declare teaching a recognised profession, but it has also been the foundation for many follow up programs as a part of Indonesian education reform, such as teacher certification programs, school accreditation, and curriculum changes (Jalal et al. 2009).

After the Law, all teachers are obliged to be a 'guru professional' (professional teacher) in the sense of being people holding certain essential qualities defined by the government who can play their roles and responsibilities as qualified and accredited teachers. In other words, the notion of 'professional' in this context does not simply mean a person

engaged or qualified in a profession, but one who processes certain demonstrable attributes.

The Law defines a "professional" role as "a job or an activity performed by someone as a source of income, which requires expertise, proficiency or skills that meet certain quality standards or norms" (tanslated from *"Undang Undang Guru dan Dosen,"* 2005). In practice, the Ministry of National Education released decree No. 16/2007 detailing the qualification standards and a set of competencies for being professional teachers in Indonesia. Some important points within the decree in regard to being professional teachers in Indonesia were that someone must hold, at least, a bachelor's degree in education to be eligible to teach in schools (primary to secondary schools) in Indonesia. The decree also mandates that a professional teacher must have four basic standard competencies; pedagogic, personal, professional, and social competencies (Depdiknas, 2007).

Referring to the framework of the professional teacher defined by Law number 14/2005 about teachers (*see Appendix 1*), professional teacher is required to have some competencies where Competency involves generic skills, basic skills, main skills and personal skills which refer to knowledge and skills as well as the attitude of an individual (Ismail et al. 2018: 138). The skills or competencies in defining the professional teacher in the Indonesian context; they are pedagogical competency,

professional competency, personality competency, and social competency.

Table 1. The descriptions of four competencies in defining the professional identity

No	Competencies	Descriptions
1	Pedagogic	having effective teaching strategies; being able to create a live, dynamic, and interactive class; maintaining student friendly teaching approach; having creative, enjoyable, and motivating teaching techniques.
2	Personal	having strong faith; being patient, tech-friendly, decisive, caring; disciplined, reliable, tolerant, responsible, punctual, kid-friendly, flexible, and approachable
3	Professional	having a high level of English language proficiency; having a sense of flexibility; having the ability to master the teaching material
4	Social	being friendly and approachable, supportive, sociable, and communicative

In terms of pedagogical competency, some participants perceived that a Professional English Teacher should have effective teaching skills and strategies to enable English learners to improve their English proficiency as outlined in the current English curriculum. (Rahman 2014) stated that teachers' pedagogical competence is the ability to manage

learning, which includes planning, implementation and evaluation of learning outcomes of learners. Pedagogical competence should absolutely be owned by each teacher in order to carry out the learning tasks so that they can do all the things well (Rahman 2014). In addition, in the learning implementation a teacher should master teaching materials presented in a way that a teacher must also master a variety of teaching methods so that what is delivered can be well understood by the students.

In terms of this personal competency, the teacher should have a good teaching competency, self-disciplinary, and good management. Teachers should have a realistic picture of themselves and be aware of their own strength and weaknesses in teaching process.

In terms of its construction, as previously discussed, professional identity develops over time, and includes gaining insights of the professional practices, values, skills, and knowledge required or practiced within the teaching profession. The PSETs' past and present experiences as well as their experiences with their own educational experiences influence the choices made by the PSETs in electing to enter the teaching profession. Zhu and Zhu (2018) stated some factors which is influenced the professional identity through metaphor, self-perceptions of teachers' roles and responsibilities, the felt inadequacy of professional knowledge and capability in teaching, the transition shock from the university settings to the placement schools, and the dynamic relationship with the school-based mentors.

Professional competence of a teacher determines the quality of education (Rahman 2010:77). Teachers who have a science competency are highly required to master the material in depth, in both concepts, structures, and methods or strategy of science which are coherent with the teaching materials. They should be able to relate the concept of related subjects, and are able to apply the concepts of science in everyday life, because by mastering all the thing which is mentioned it will affect its performance as educators.

Professional identity pertains to how teachers look at themselves as teachers based on their interpretations of their continuing interaction with the context (Ballet and Kelchtermans 2009). It is argued here that this interaction manifests itself in teachers' job satisfaction, occupational commitment, self-efficacy and change in level of motivation. Social competence is defined as the ability to handle social interactions with all the schools' staff and students effectively, it is also related to habits, skills and knowledge. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social setting (Morrow, Hubbard, and Sharp 2018). The social competence of the teachers will influence many factors during the school based micro-teaching program. The way the PSETs communicate with the students, stake holder, teachers and all the staffs of the school will influence their school based micro-teaching

process. If they have a good social competence, they will get pleased well by their circumstances.

3. School based Micro-Teaching Program

The following sections discuss the strategic function of the school based micro-teaching program within a pre service teachers' education program. It will highlight the role of the teaching as a place for real situation as well as an important context which not only nurtures PSETs' construction of identity, but also plays the part of a place of transit where a PSET transforms themselves from being a university student to be a 'novice-teacher'.

a. Situating the Micro-teaching within the Teacher Training Program

It is important to note at the beginning of this discussion that the micro-teaching is not a physical space. It is a virtual place in which PSETs undergo the process of becoming a teacher within a real school setting. It covers both tangible and intangible aspects of teaching practice and the practicalities of being a teacher. This ranges from the teaching experiences the practicum provides, to learning how to prepare the lessons, to getting to know the students, to managing classrooms, to working alongside mentor teachers in a classroom setting, and to being welcomed by future colleagues into the broader teaching community (Uusimaki 2009, p. 115).

As mentioned above, the micro-teaching is a central component within a PSET education program. It is a crucial period in the PSETs' journey to be teachers as it provides ample opportunities for them to learn to teach in a school setting and work under the supervision of the mentor teacher as well as a university advisor. The belief of the importance of the teaching practicum for developing knowledge and for the PSETs' professional learning opportunities deals with Vygotsky's social constructivism where knowledge is constructed by a socially shared arrangement.

b. Micro-teaching as a Community of Practice

Micro-teaching known as Community of Practice for the pre-service teachers. This is not only because the school based micro-teaching is considered the first official site where PSETs encounter a real school atmosphere, but more importantly because it provides PSETs the chance to work with a school community as a place where they are expected to construct a new identity – the identity of a teacher. It is therefore the micro-teaching is considered as a type of community of practice. The program provides PSETs a community in which they engage and participate with all members of school community, teachers, staffs and all the students, to develop their sense of being new teachers.

c. School based Micro-teaching as a Place for Professional Learning

The significance of the micro-teaching in the teacher education program also lies in its role in providing PSETs opportunities to have real school life experience to support their professional learning as prospective teachers. The program is systematically designed to prepare prospective teachers with knowledge, values, and skills for becoming good teachers. The term knowledge here is used to also include disciplinary content or subject knowledge, as well as pedagogical content knowledge or knowledge of how to teach (Wilke as cited in Chong, Low, and Goh 2011). During the program, Pre Service Teachers will learn, for example, common topics that include classroom management, lesson plans, and professional development. These sorts of skills would be useful for the basis of their quality of practice later when they become in-service (professional) teachers.

In terms of this professional learning, the importance of the micro-teaching to the teacher education program relates to the range of experiences and activities involved in the process of learning to teach. It is through engagement with these kinds of experiences that PSETs are offered opportunities to develop and gain new skills and knowledge for their professional learning; and later these experiences lead them to the gate of a teaching career.

The Indonesian Ministry of National Education Regulation/ *Permendiknas* No. 87/2013 on PPG describes that the curriculum

structure of the PPG comprises of a series of workshops on learning materials development, practice teaching through micro and peer teaching, a field experience program and some enrichment programs for each specific subject specialization. The teaching practicum itself is intensive under constant supervision from university lecturers and school teacher mentors for a period of one semester.

Micro-teaching plays an important role in the development of PSETs training. Inside of the practicum the support and the supervision that is offered to student-teachers by supervisors is the central component (Ma 2017, p. 75). A micro-teaching experience is considered an important milestone for PSETs. It does not only function as a place for real professional learning, but also as a place of transit where a PSET transforms themselves from being a university student to be a 'novice-teacher'.

School based micro-teaching program phase provides the content and context of observation and reflection of activities and allows the students to enhance their teaching skills in a real life teaching. The pre-service teacher might experience some students' problems in the classroom, and they might look for the way to overcome the problem based on the problem that they faced. They might use some technique or strategy. They also could find their strength and weakness in teaching process time by time.

In school based micro-teaching program supervisor plays an important role. The supervisors is the one who guide and give the detail feedback on lesson plans, materials, classroom behavior and techniques, examine problem, and identify solusions (Nemtchinova 2018). It shows that both supervisor and PSETs participate during the school based micro-teaching program.

Richards and Farrel in Nemtchinova (2018) stated that a crucial aspect of practicum is reflection, which is describe as a process of critical analysis of one's experiences and means of achieving teaching goals. Observing one's teaching behavior and method which need to improve, the decision making and the consequences by the pre-service teacher, and the students learning outcomes are some crucial aspect in micro-teaching.

C. Conceptual Framework

In this chapter, the concept of the PSETs' self-esteem and teachers' professional identity and how that is constructed is discussed.

The nature of self-esteem not only relates to the personal dimension of the self, but also to act as a response to an external influence from another individual or from groups. As Hai Yen (2018) maintains individuals are constituted subject; their identities are produced through participation in discourse, it is important to bear in mind that discourse in this study does not only refer to explicit language used as an element of social life, but also to the state of silent in which speech or

utterance is absent. Thus, the voiceless ness shown by pre-service English teacher as a result of power imbalance between the pre-service English teachers and their mentor teachers during the school based Micro-teaching program, for instance, plays a part of discourse which shapes their identity.

Identity can be seen as the result of dynamic interplay between discursive processes that are internal (to the individual) and external (involving everyone else). This external domain essentially entails a more social perspective of identity construction. The personal or self-esteem and the social dimension of identity then become inseparable. Therefore, studying identity is basically examining who the self is and how that self-interacts with surrounding world and realities. This understanding is commonly applied in social science where the term identity is often used to describe a person conception and expression of their individually or group affiliations.

The internal and external factors affecting PSETs' self-esteem will not be separated from its output in micro-teaching and daily life. On the other hand, self-esteem is also influenced by the low or high self-esteem that the PSETs have. The way they act and communicate with the students and other teachers as a social competence is affected by the low or high self-esteem. It certainly affects the teaching process carried out by the PSETs. During the micro-teaching conducting by the PSETs the

researcher will analyze how it affects the professional identity of the PSETs itself.

The conceptual framework of the research might be explained below:
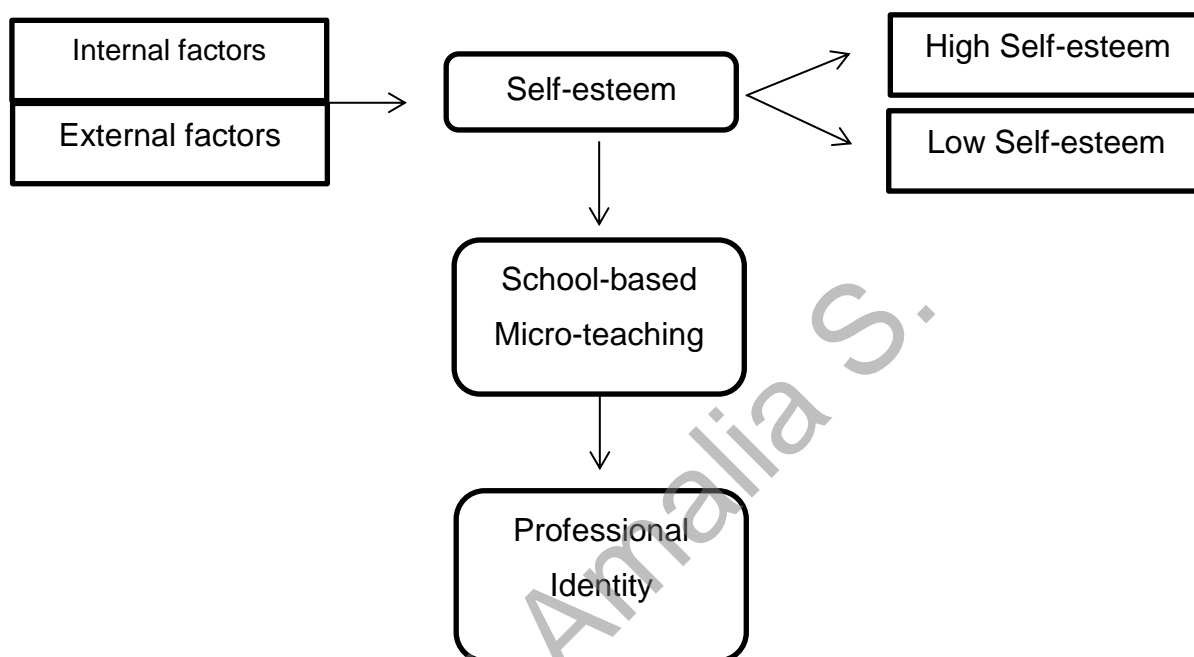
D. Hypotheses

Based on the research focus, the researcher hypotheses are

H_a : The pre-service English teachers' professional identity is significantly affected by self-esteem.

H_0 : The pre-service English teachers' professional identity is not significantly affected by self-esteem.

CHAPTER III

METHODOLOGY

A. Research Design

A mixed-method design was used in this study. The researcher conducted a quantitative method to determine the level of correlation between the two variables, and the researcher used a qualitative method to analyze the correlation factors between the variables. This was also conducted to get more comprehensive, valid, and objective data of the study.

Creswell (2003) stated that mixed methods involve combining or integrating of qualitative and quantitative research and data in a research study. Qualitative data tended to be open-ended without predetermined responses while quantitative data included closed-ended responses such as found in questionnaires or psychological instruments. Creswell (2003) also stated some procedures for expanding mixed methods developed such as follows: Ways to integrate the quantitative and qualitative data, such as one database, could be used to check the accuracy (validity) of the other database, One database could help explain the other database, and one database could explore different types of questions than the other database, and One database could lead to better instruments when instruments are not well-suited for a sample or population.

B. Research Setting

This research was carried out in two collaborating schools of UIN Alauddin Makassar in the implementation of teaching practicum programs. The schools were MTs Guppi located in Gowa and MAN 2 Bone.

The researcher has chosen UIN Alauddin Makassar as the place of this research based on the implementation of teaching practicum at UIN Alauddin Makassar which indeed focused on the program, while several universities combined teaching practicum program with *Kuliah Kerja Nyata* (KKN) so that the PSETs had a lot of focus and activities that made them not fully run teaching practicum program.

C. Population and Sample

This study employs a random sampling method to select the subject. 16 PSETs of English Education Department have been chosen as a sample from 94 populations. Besides that the research participants had to meet two requirements; they have enrolled in the teaching practicum and they were active in teaching in the appointed schools.

D. Research Instruments

In this research, the researcher used three instruments in collecting data; questionnaire, observation which include observation checklist and interview check list.

The research questionnaire intended to meet the perspective of pre-service teachers and to determine the degree of correlation between

the two variables statistically. There were 10 items related to self-esteem which was adapted from Rosenberg self-esteem scale (Fetzer Institute 2013) *(See Appendix 2)* and 32 items were related to professional identity which was modified from Xiong and Xiong (2017) questionnaire *(See Appendix 5).* Responses to all items made in 5-point Likert-scale as follows 5 = strongly agree, 4 = agree, 3 = neutral, 2=disagree, and 1=agree. Items 2, 5, 6, 8, 9 of the Rosenberg self-esteem scale are reversed scored. The Rosenberg self-esteem scale with ranges from 10-50, with 10 indicating the lowest score and 50 indicating the highest score. Scores between 31 to 50 are within normal range; scores below 30 suggest low self-esteem.

The original questionnaire *(See Appendix 4)* was sorted based on the events found by the researcher when making the questionnaire in their research. In this research the questionnaire *(See Appendix 5)* was shorted by the four aspects of competencies: the first part is mainly about the participants' basic information, including personal competence (item number 1-8); the second part is pedagogical competence (item number 9-16); the third part is professional competence (item number 17-24) and the last part is about social competence (item number 25-31) to make it easier for the researcher in analyzing every aspect of competencies. There were 3 modified items in this questionnaire.

There was one modified item (number 22) related to personal competence which stated "*I feel powerful and energetic while working*". In

this research, the statement becomes "*I feel powerful and energetic while teaching*". The word *'working'* in the original item means teaching process, and it was also too general to describe the activity to be assessed. So it was modified into '*teaching'* because *powerful* and *energetic* were intended during the teaching process.

In terms of pedagogic competence, there were two items modified into one item. Item (7) which stated "*I devise the class activities according to high school pupils' characteristics*" and item (18) "*I take high school pupils' learning characteristics into consideration in my teaching practice*" are combined become "*I consider the students' characteristics in choosing teaching methods*". These two items were related to the process of selecting teaching methods where the teaching method was determined the classroom activity during the teaching practice as Harmer (2001) stated that a teaching method is the practical realization of an approach. The practical realization itself means the activity conducting in teaching practicum. And these two items were also considering pupils' characteristic as the consideration.

In terms of observation, Griffee (2012) stated that observation is the act of watching something and recording the results in a way that produces data that can be analyzed and interpreted. Based on the definition, the researcher conducted observation. First, the observation checklist was checked by the researcher itself. The researcher used the questionnaire *(See appendix 8)* as the observation checklist*.* The pilot

study showed that all the items of the questionnaire fulfilled by the participant were not happening in the reality. This might be caused by the fact that they tried to please the researcher as good as possible and choose the best answer. So the researcher decided to choose the questionnaire to be the observation checklist. Second, the researcher planned to take a video during the teaching practicum process, but in the reality the researcher was not allowed to take a video when the researcher asking to conduct a research by the university staff. The observation process was helped by the mentor teacher of the school, MKD from MTs Guppi, SWY and AA from MAN 2 Bone. They were also as the rater who helped the researcher.

An interview checklist *(See appendix 7)* made to find out how do the PSETs enhance their own self-esteem and how the PSETs' answer the questionnaire meet the reality which also observed by the researcher during the teaching practicum. The interview checklist was developed by the researcher during the pilot study. There were 7 questions arranged based on self-esteem and professional identity. There were 6 PSETs interviewed in this study where 2 PSETs as representatives for one school.

In the pilot study, the researcher used English in the interview process. However the PSETs were more focused on language use and they have more concern about the errors use of language. So in this research the interviews will be conducted in *Bahasa Indonesia* to enable

the PSETs to freely and fluently explore any ideas in their minds without necessarily worrying about the language barrier issue.

E. Data Collection Procedures

There were a number of procedures in gathering the data that include the use of questionnaire, observation and interview.

The questionnaire was distributed in two steps. First, the researcher distributed Self-esteem questionnaire to all the PSETs in a meeting before the micro-teaching starts. Second, the researcher distributed the questionnaire of professional identity in the middle of the teaching practicum session.

In the observation section, the researcher joined the micro-teaching class while noted some important things related to the personal and professional competence of the PSETs. The researcher was helped by 3 raters to fill the observation checklist.

Before conducting interview, researcher did a cognitive interview to check either respondent would understand all the questions in the English format or not. The result of the cognitive interview indicated that the PSETs only focus on the use of language and could not be focus on the point that they should be delivered. Therefore, the interview checklist was translated into Indonesian. After being translated, the interview was run to ensure that the respondent would understand all the questions from the researcher.

An interview session was conducted when the teaching practicum process was complete. In this section the researcher asked questions about self-esteem and professional identity face-to-face by using the interview checklist. The first round of interviews was on Wednesday 18 December 2019, it was depending on each participant's availability. And the second round of the interview conducted on Tuesday, 7 January 2020.

F. Data Analysis Technique

The data that was collected by the researcher was analyzed quantitatively and also qualitatively.

Data obtained from the questionnaire were entered and analyzed quantitatively by using SPSS. The researcher made interpretations of the statistical results by using a Likert-scale.

The data obtained from the observation checklist matched to the data in the questionnaire, then analyzed and interpreted qualitatively.

Data obtained from interviews were transcribed, analyzed and then interpreted qualitatively. The result of the interview was written in order to show the aspects of what was said, so that it can be analyzed and studied. Various linguistic analytical categories will be used, such as length of pauses, number of words, and types of words.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. RESEARCH FINDINGS

1. Data Description

Specifically this section begins by discussing findings related to How do the Pre-Service English Teachers enhance their own self-esteem in terms of their stages of metamorphosis during the teaching practicum.

The following table 2 was the self-esteem level of 16 pre-service English teachers' based on Rosenberg self-esteem scale:

Table 2 Frequency of Self-esteem

No	Level	Interval	Frequency
1	High Self-esteem	31-50	10 (63%)
2	Low Self-esteem	10-30	6 (37%)

The data presented above illustrate that 63% of the PSETs where the total numbers of them were 10 PSETs in high self-esteem and 37% of the PSETs where the total numbers of them were 6 PSETs in low self-esteem. With the maximal score 50, the highest self-esteem score of the PSETs was 37 which gained by 2 of them and the lowest was 25 which also gained by 2 of the PSETs (*See Appendix 3*). However, the result indicated that several PSETs still have low self-esteem.

Table 3 Mean and Standard Deviation for the PSETs Self-esteem

Variable	Total Number of the Students (N)	Mean	Std. Deviation
PSETs	16	31.5	4,017

Table 3 indicated that 16 respondents participated in this study. Findings showed that the level of the PSETs self-esteem is high (M=31.5, SD=4,17).

Answering the first aim of this study which was about how do the PSETs enhance their own self-esteem. Questionnaire and interview were used to analyze it.

Once the PSETs were taken by their university supervising lecturers to the placement schools, they were officially considered practicing students who were learning how to be teachers during the 10 week teaching practicum under supervision of the supervising lecturers. 16 participants in this research reported that they experienced some degree of shocks, nervousness and confusion in the first and second week of their micro-teaching program *(See Appendix 5 number 12 and Appendix 8 number 4).* RA and ARN in interview session also articulated that they felt some levels of anxiety in facing the students; or that they did not have enough confidence that they could play their roles and responsibilities as new arriving PSETs; or that they simply did not have clear ideas about what they should do after their arrival at their placement schools.

After the micro-teaching process, the researcher asked them the way they improve their self-esteem as one way to overcome the problem that they face during the Teaching Practicum. The answers from the PSETs were classified in two factors, internal and external factors.

a. Internal Factors

The most common answers from the PSETs related to internal factors of enhancing their self-esteem were their belief or perception and their preparation before entering the class.

The PSETs belief and perceptions about teaching are regarded as one of the strongest factors influencing their teaching and their reactions towards new knowledge during teacher preparation (Linh 2013: 44). Based on this statement NH argued *"… The first thing is I myself, I suggest myself that everything that I want to deliver is only handled by myself, the others are not."*

Another opinion stated by HRP *"Absolutely from our belief, if we could not believe ourselves we could not teach well"*. KM also said that *".. for me, self-esteem is from ourselves"*

According to Richardson in Linh (2013) teachers' perceptions and beliefs have been seen extensively in the literature as crucial components in driving their ways of thinking and classroom practices and in constructing different educational ideologies

The PSETs further described how the teaching practicum led them to understand how they enhance their self-esteem during the teaching

practicum by understanding the importance of self-preparation before starting the class. KM, for instance, prepared his teaching practicum:

> *"…Before entering the class, I prepared all of the things. Prepare the materials, prepare myself for teaching because I belief that well prepared will help me to teach well".*

<div align="right">(Interview with KM, 2019)</div>

The other PSETs also agreed with Ardi's statement because teaching could not separate with the preparation itself. It will help the PSETs to perform well in front of the students.

b. External Factors

Related to the external factors, the most common answers from the PSETs were the team teaching and the mentor teacher.

The PSETs confirmed that they can fix the classroom problem because of their team teaching. It was mentioned in interview session;

> *"…Indeed, I was initially nervous when my mentor teacher asked me to teach the students and handle the class. I was nervous because I was worried about making mistakes in saying and doing something in front of the class. But my teaching partner was always support me. She said that "we can". And we are also support each other during the teaching practicum process."*

<div align="right">(Interview with NH, 2019)</div>

The statement indicated that a good class should include group work. The other PSETs also stated the same opinion:

> *"My teaching partner is the one who helps me so much. Sometimes, I got nervous in opening the class because this was my first time to teach, she supports and helps me to do it. She said even this was training but take it as a real teaching process"*

<div align="right">(Interview with ANI, 2019)</div>

ARN also worked together with her teaching partner in opening the class as she said:

> *"... my teaching partner, when I got stuck in opening the class, because this was my first teaching experience so I was really nervous. My teaching partner said to me that the show must go on, this is our chance even just a practicum"*

(Interview with ARN, 2019)

Feelings of nervousness and anxiety were also reported by other PSETs, such as KM, RA, and HRP during the first and second week of teaching. They were generally concerned about their lack of confidence in how to handle a lesson and manage a class. In addition, they were emotionally shocked of knowing that they had to stand up in front of the class on their first or second weeks of teaching, delivering lessons and facing the students. On the other side, they were trying to overcome all the things that they face by supporting each other with their partner.

One important thing related to enhancing their self-esteem was the way the mentor teacher guided them into reflective skill. Reflection did not indicate that they made mistakes in classroom management, but to see how far the steps he/she had reached and what steps he/she needed to take to increase the value of their self-esteem. Related to this issue RA said:

> *"…The mentor teacher, after teaching she always gives some suggestions based on our problem of the day. How were the students? Ignore them when they are disturbing you, she said".*

(Interview with RA, 2019)

2. Prerequisite Analysis

a. Normality test

The findings of the research were based on the results of the data analysis. The main step for this research was to analyze the contribution of self-esteem and the PSETs' professional identity. Questionnaire, interview checklist and observation checklist were used to analyze the data. This issue was discussed based on the Pearson's correlation between self-esteem and the professional identity competence.

For the Pearson r correlation, both variables should be normally distributed (normally distributed variables have a bell-shaped curve). Other assumptions include linearity. Linearity assumes a straight line relationship between each of the two variables . The computation of normality was tested by using SPSS 22 with Kolmogorov-Smirnov[a] with the significant of value used was 0.05.

Table 4 Normality Test of Self-esteem and Professional Identity

One-Sample Kolmogorov-Smirnov Test		Self-esteem	Professional Identity
N		16	16
Normal Parameters[a,b]	Mean	31,50	114,06
	Std. Deviation	4,017	4,626
Most Extreme Differences	Absolute	,175	,150
	Positive	,121	,150
	Negative	-,175	-,120
Test Statistic		,175	,150
Asymp. Sig. (2-tailed)		,200[c,d]	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The calculation in IBM SPSS 22 shows that the data distribution was normal because the Significant (2-tailed) is 0,200 higher than 0.05.

b. Linearity

The linearity testing was aimed to look at the significance of the relationship between two variables in the study. The independent variable was the PSETs' self-esteem and the dependent variable was the PSETs Professional Identity. ANOVA Test is used to analyze the linearity between self-esteem and professional identity.

Table 5 Linearity Test of Self-esteem and Professional Identity

			Sum of Squares	df	Mean Square	F	Sig.
Linearity * SELF	Between Groups	(Combined)	250,438	9	27,826	2,368	,153
		Linearity	133,142	1	133,142	11,331	,015
		Deviation from Linearity	117,296	8	14,662	1,248	,405
	Within Groups		70,500	6	11,750		
	Total		320,938	15			

Based on the ANOVA output table, the value of significance from linearity is 0.405>0.05. It can be concluded that there was a linear

relationship between self-esteem and professional identity. Linear relationship means self-esteem and professional identity have a straight line relationship, which means one variable can affect other variables, in this case self-esteem affects the professional identity.

c. Correlation of the Variable

Degree of the Pearson's correlation table was used to analyze the data.

Table 6 Degree of Pearson Correlation

Coefficient Interval	Degree of Correlation
0.80-1	Very high correlation
0.50-0.799	High Correlation
0.30-0.499	Moderate correlation
0.20-0.299	Slight correlation
0.001-0.199	Very slight correlation

The correlation of the variable was explained as the table below:

Table 7 The correlation of self-esteem and personal competence

Correlations

		Self-esteem	Personal
Self-esteem	Pearson Correlation	1	,715[**]
	Sig. (2-tailed)		,002
	N	16	16
Personal	Pearson Correlation	,715[**]	1
	Sig. (2-tailed)	,002	
	N	16	16

**. Correlation is significant at the 0.01 level (2-tailed).

The sig. (2-tailed) of the data was 0.001 < 0.05 which means that the correlation was significant. The level of the significant was 0.715 r table 0.497, it indicates that the correlation is in the high level of correlation and it indicated that there was a significant correlation between self-esteem and the personal competencies of PSETs.

Table 8 The correlation of self-esteem and pedagogic competence

Correlations

		Self-esteem	Pedagogic
Self-esteem	Pearson Correlation	1	-,114
	Sig. (2-tailed)		,675
	N	16	16
Pedagogic	Pearson Correlation	-,114	1
	Sig. (2-tailed)	,675	
	N	16	16

Subsequently, the sig. (2-tailed) was 0.675 > 0.05 which means there was no significant between self-esteem and the pedagogical competence of the PSETs.

Table 9 The correlation of self-esteem and professional competence

Correlations		Self-esteem	Professional
Self-esteem	Pearson Correlation	1	,268
	Sig. (2-tailed)		,316
	N	16	16
Professional	Pearson Correlation	,268	1
	Sig. (2-tailed)	,316	
	N	16	16

The table 9 above showed the correlation score between self-esteem and professional competence. The Sig. (2-tailed) of the data was 0.316 > 0.05 which indicate that there was no correlation between the two variables.

Table 10 The correlation of self-esteem and social competence

Correlations		Self-esteem	Social
Self-esteem	Pearson Correlation	1	,774[**]
	Sig. (2-tailed)		,000
	N	16	16
Social	Pearson Correlation	,774[**]	1
	Sig. (2-tailed)	,000	
	N	16	16

[**]. Correlation is significant at the 0.01 level (2-tailed).

To obtain an in-depth explanation about PSETs Social competence, the researchers explore further about the relationship strength between teachers' Self-esteem and social competence. The sig. (2-tailed) is 0.001

< 0.05 which means that the correlation is significant and the level of the correlation at the point of 0.774 which indicate that the correlation is high.

d. Hypothesis Testing

Table 11 The correlation of self-esteem and professional Identity

Correlations		Self-esteem	Professional Identity
Self-esteem	Pearson Correlation	1	,600**
	Sig. (1-tailed)		,007
	N	16	16
Professional	Pearson Correlation	,600**	1
	Sig. (1-tailed)	,007	
	N	16	16

**. Correlation is significant at the 0.01 level (1-tailed).

The table above shows the correlation between self-esteem and professional identity at sig. (1-tailed) 0,007 <0,05 which indicated that The PSETs' professional identity is significantly affected by self-esteem. It can be concluded that (H_a) is accepted and (H_0) is rejected

B. DISCUSSIONS

The findings of this study have been described statistically in the previous section. In this section, the result of this study is discussed related to two research questions; (1) How do the Pre-Service English Teachers enhance their own self-esteem during the school based micro-teaching program at UIN Alauddin Makassar? (2) In what ways does the

self-esteem contribute to the Pre-Service English Teachers' professional identity construction during the school based micro-teaching program at UIN Alauddin Makassar?

1. The Pre-Service English Teachers enhance their own self-esteem

Enhancing self-esteem is something that cannot be separated from the readiness of PSETs before entering the teaching practicum process. The PSETs is not only enhancing their self-esteem before the Teaching practicum, but it also continued during the Teaching Practicum process. PSETs' belief and their self-preparation about teaching (*See page 43*) are regarded as one of the strongest factors enhancing their self-esteem. Meanwhile, their teaching partner and their mentor teacher (*See page 44*) known as the most affecting factors out of their self.

PSETs' beliefs are closely related to the professional identity. This idea is supported by Harendita and Pasaribu (2019) that beliefs and identities are intertwined as what teachers believe also shapes how they see themselves and underlie what they do. In light of this, she also asserts that teacher identity is based on the core beliefs one has about teaching and being a teacher, beliefs that are continuously formed and reformed through experience.

Sonmez (2011) in his study classified three assumptions related to the PSETs' idea about belief which support this issue. First, teachers'

beliefs have an impact on their perception and judgment related to their identity. Therefore, they will affect their actions as well as what they say in the classroom. Second, beliefs influence how teachers teach in the classroom, how the PSETs' teaching skills work and how their self-esteem contribute. Third, it is essential to understand teachers' beliefs' in order to enhance teaching practices and teacher education programs.

Likewise, Beijaard, Meijer, and Verloop (2004) state that teachers' professional identity is linked not only to the largely perceived duties of teachers as seen and expected by the society, but also to personal beliefs about teaching and about what is understood to be significant to perform the duties based on teachers' personal experiences as well. It might be highlighted that these two selves cannot be separated for the teaching profession because personal competence is likely to impact the core of the professional.

The PSETs set their belief that they wanted to be a teacher, so they have to be ready to face every single problem facing during the teaching practicum. Second, their preparation is the important one. Preparing an appropriate lesson plan means prepare the teaching process well. Some of the PSETs claimed that their belief of their teaching skill is the main point which can help them to teach well. The PSETs' belief is significant (Harendita and Pasaribu 2019: 196), because such a personal view of the profession could help maintain perseverance in these young student

teachers faced with the challenges of becoming real teachers in the development process that is the teaching practicum.

The third is about their teaching partner. In some cases, the PSETs need support during the class when they got blank or nervous, and their teaching partner is already beside them and ready to help them.

The most important one is the mentor teacher. The influence of mentor teachers on the enhancing of the PSETs' self-esteem, including their aspirations to be teachers, is a phenomenon which takes place during the teaching practicum. This is because the mentor teacher is the closest and the most influential person who routinely interacts with the PSETs during the practicum program. The quality of their interaction and engagement with mentor teachers significantly influences the formation of the PSETs' Self-esteem. The mentor teacher also guide the students into reflection skill which was help the PSETs to enhance their self-esteem.

This concurs with previous research from Harendita and Pasaribu (2019); Zhu and Zhu (2018) that teaching does not only represent the PSETs' teaching skill but it also serves as a stage where many factors intertwine occur internally or externally which involves the interaction between the person and social context. Thus, data shows that each participant processes the experience they have in their micro-teaching differently. They begin their teaching with a pre-existing level of self-esteem that is confirmed or confronted when they do the micro-teaching.

Self-esteem level is improved through a process and influenced by external and internal factors that have been discussed.

2. The Correlation of the two Variables

This part is discussed related to how the PSETs' self-esteem functions to the Improvement of Professional Identity during the school based micro-teaching program. The professional identity competencies which affected by self-esteem were personal and social competence, while pedagogical and professional competencies were not affected by self-esteem *(see chapter 4 section C)*.

a. Affected competencies

The personal and social competencies were significantly affected by self-esteem because they correlated each other. As the sig. level of personal competence was 0,002 < 0,05 and the Pearson Correlation was 0,715 which indicated that the two variables were correlated. The PSETs' social competence was also claimed as a affected competence because both variable were correlated each other. The sig. level was 0,000<0,05 and the Pearson Correlation was 0,774 which also means they were correlated.

In term of personal competence, the PSETs confirmed that the practicum enabled them to have a better understanding of the idea of being a teacher in a real teaching situation, to have some exceptional skills, and extra care or patience, to understand the daily routines of being

a teacher, to engage in critical reflection skills on what they have done in the classroom.

The PSETs confirmed that the practicum enabled them to have a better understanding of the idea of being a teacher in a real teaching situation because most of them said that this was their first teaching experience. They mentioned that teaching was not as easy as they imagine, and that it was a challenging profession with complex roles and responsibilities starting from preparing and planning the lessons to evaluate and to assess students. As hilal (personal communication, 2019) said that *"I was act as a friend of them or sometimes as their sister. It made me easy to overcome some problems that I face, because teaching is not easy as I imagine"*.

Considering the complexities of the teaching profession, the PSETs understood that they were required to have some exceptional skills, such as confidence, dedication, creativity and extra care or patience to achieve the teaching goals. The emphasis on care and patience from the PSETs was probably inspired by the difficult challenges they faced in dealing with many students' behaviours in the classroom during the teaching practicum process.

Furthermore, some PSETs stated that their self-esteem deeply influenced their teaching practicum experience and made them understand the daily routines of being a teacher, from preparing lessons, to delivering them in the classroom, and finally to assess the students'

performance. They understood that teachers sometimes also needed to bring work home, such as checking students' homework, marking students' projects, or preparing materials for the next lesson. The participants discovered that the teacher's work goes beyond school walls and classrooms. Their job in a sense is timeless as a teacher is also expected to work and behave 'like a teacher' when she or he is out of school building. Because self-esteem is always related to self-assessment so the higher one's self-esteem, the higher the ability in the competence mentioned above.

The PSETs were highlighting of these personal qualities likely rooted from their understanding of the hardship of having strong class management in dealing with a range of students with complex characteristics. Some participants mentioned that their experiences during the practicum made them realize the importance of teachers' awareness of students' diverse needs and characteristics.

The PSETs also confirmed that the micro teaching enabled them to engage in critical reflection on what they have done during the teaching process, which was known as reflective skills. Common-sense understanding tends to describe reflection as the moment when an individual recalls his/her experience, to contemplate upon it and in the course of this contemplative process proceeds to evaluate it in some form, and to make plans for the future on the basis of this process. Reflection, as it is particularly conceptualized for professional teachers in schools and

PSETs in pre-service education courses, begins with this common sense idea. Reflection happened naturally during the teaching practicum process when the mentor teacher asked the PSETs to tell their problem to the mentor teachers after class and they automatically got some feedback from the mentor teacher.

The years of teaching experience do not guarantee the PSETs path towards their professional development if they do not engage in any reflective practice (Nurfaidah, Sri, and Sukyadi 2017:80). Therefore, as the main point of the teaching practice, reflection is needed way before the teachers face their real students in the instructional setting as they enter teaching profession.

Social competence in line with self-esteem in this issue related to how the PSETs feel valued and accepted by the school staff, teachers and others school component. Participants reported that the 10-week teaching practicum enabled them to understand the complexities of how a school system worked. The experience in the workplace already made them understand the schools' rules of the school which must be followed by school community members, including students and teachers. They understood more, for instance, about the importance of being punctual as teachers, the function of wearing a specific teacher's uniform, and the obligation to attend the Monday school flag ceremony.

The PSETs realized that these experiences would be valuable for them as prospective teachers; for instance in providing them with the

understanding that they were expected to be disciplined teachers later in the future. In terms of being disciplined, the PSETs also started to realize the importance of exemplifying good behavior for the students.

Another social life which was valuable for them was the way they interact with all the staffs and teachers of the school. It was valuable for them because they were learning to handling the students in the class and also learning how to survive in social life which consist different age and different culture. The higher self-esteem they have, the better construction they did in school social life.

b. Unaffected competencies

The two variables which were not significantly affected were pedagogic and professional competence (*See page 48 and 49*). The sig. level of these two variables was > 0.05 which indicated that there was no correlation of the two competencies with self-esteem.

The researcher define pedagogic competence as a having effective teaching strategies; being able to create a discussion, and interactive class; maintaining student friendly teaching approach; having creative, enjoyable, and motivating teaching technique (Law number 14/2005 about Teachers). It indicated that this competence were in the implementation part of the teaching practicum. In line with the quantitative data which mentioned that there was no significant correlation between the two variables, there were 5 PSETs with high self-esteem but they did not have good class room management. It indicated by the way the PSETs avoiding

the noisy students during the teaching process. In the interview session a

PSETs also said that

> *"Even my students make noisy when I was teaching, I should directly continue the teaching process because they did not want to pay attention to me perhaps, they seemed like lack of respect for their teachers"*.

(Interview with KM, 2019*)*

Some students ignore the PSETs' instruction during the class without feeling guilty or worried. Other part which indicated that they did not have a good pedagogic competence was the way the PSETs handling the class which was not based on the lesson plan.

At this view, PSETs put their newly acquired knowledge from their studies at university into practice during their micro-teaching at schools. The process of learning to teach was theorized using a theory–practice dichotomy, that is, "when PSETs were at college or university they learnt 'the theory' and when they were in schools, they 'practiced teaching'". The focus of this traditional orientation firmly emphasized PSETs mastering skills, techniques and methods of teaching. As the finding showed that there was no correlation between self-esteem and pedagogical competence. Other issue which was contributed to the PSETs pedagogical competence was not discussed in this study. It might be discussed by other researcher.

Observation was used to analyze the PSETs Professional competence where the professional competence means having a high level of English language proficiency; having a sense of flexibility. In this

case, on the three parts of the teaching implementation, start from the opening, implementation and the closing of the class most of the PSETs only used English at the opening and the closing part of the class. It might be caused by their thought that they could not teach English to the students by using English because the students were still at the beginner or elementary level of English.

From the observations, it was found that more than half of the sample of this research was not too proficient in managing the students in the class, even they said that they could manage the class well but in the implementation they were still could not do it well. They still lack of strategy when they were faced with students who were less active or those who had problems during the teaching process. Some of them still focused to the active students.

Related to this competence there was no correlation between self-esteem and professional competence (*See page 49 and 50*). This result is supported by Goodwyn and Branson (2005: 145), they argue that the teachers' professionalism is based much more on knowledge than on other attributes and it is the professional knowledge that makes teaching a distinctive profession from others. The professional knowledge here refers to the teachers' "specialized knowledge" (what to teach) and "subject pedagogy knowledge" (how to teach).

The PSETs come to the teaching program not empty handed, but with a wealth of valuable past experiences as learners that enable them to

work within a student-based identity that continuously develops during the micro-teaching program.

Professional competence also can be seen from teachers' mastery in his or her subject field and his or her ability in managing the substance academic learning and develop their potential .The role of a teacher is very strategic in terms of teaching and learning process as they will bring consequences in carrying out their duties in a professional manner (Rahman 2014:77). Teachers who have a science competency are highly required to master the material in depth, in both structures, concepts, and methods of science which are coherent with the teaching materials.

To sum up, the researcher summarized all the findings in diagram below so that readers are able to see clearly the correlation that exists of the variables followed by correlation with its dimensions.
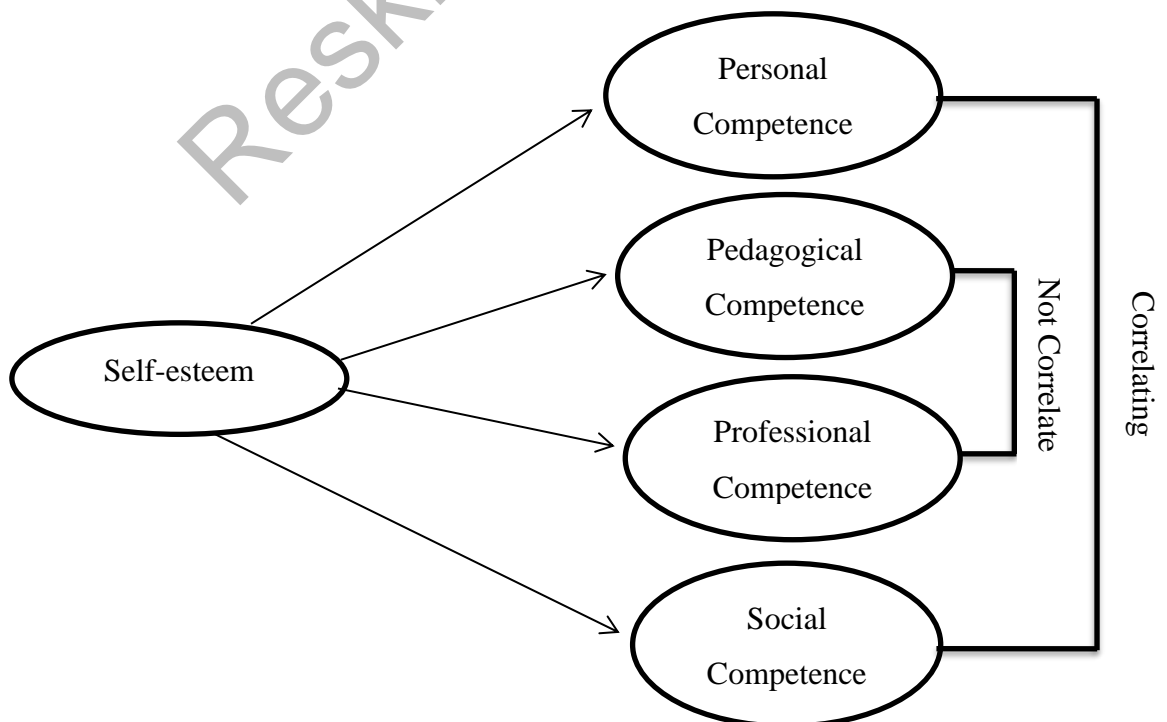
The data showed that there was a positive significant correlation between PSETs' self-esteem and their professional identity improvement, it is referring to Hartono (2016). In this study, self-esteem affected personal and social competencies, but it is not for pedagogic and personal competencies. It shows that, however that is not always the case, for example, teachers might develop personally but not professionally (Hartono, 2016:18). Teachers who are aware that they need to develop may not necessarily improve their teaching skills and practices.

In other words, professional identity development may not always lead to an improvement in teachers' pedagogy. Besides, when a teacher is said to be professional, it does not necessarily lead to better teaching. The quality of Self-esteem to personal and social competence may lead the teacher to have a professional identity. It goes with the Professional development in a broad sense which can be defined as "the engagement of individuals in any activity for the enhancement of their capacity at the workplace and to gain, improve and share a body of knowledge and skills that are relevant to perform particular duties in their workplace (Alemu 2013:306).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

The finding of the study shows that there were internal and external factors which contribute to the way the PSETs enhancing their self-esteem during the school based micro-teaching program. PSETs' belief and their self-preparation about teaching are regarded as one of the strongest factors enhancing their self-esteem. On the other side, their teaching partner and their mentor teacher known as the most affecting factors out of their self.

Although this study is not aimed at making a generalization, it appears to be an essential finding of this study that the micro-teaching plays an important context which facilitates the (trans)formation of the PSETs' professional identity. The findings suggest that the micro-teaching has also effectively functioned as a site for PSETs' professional identity improvement. The findings showed that self-esteem has a high level of correlation with personal and social competence. Different level of self-esteem correlates positively with the personal and social competence of the PSETs because some degree of self-esteem plays an important role to that competence. It was different with the pedagogic and professional competence which was not correlated with self-esteem.

The significant effect of self-esteem on the professional identity of the PSETs shows that (H_a) is accepted and (H_0) is rejected. It could be

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generally concluded that the micro-teaching had opened the PSETs' eyes and had given them a wider perspective for seeing what it means to be teachers: their personal improvement, which include responsibilities, reflective skills which enhancing their self-esteem. Their social competence which was included their routines at schools, their challenges, and their social status. This understanding needed to be continuously developed; at least, the micro-teaching enabled the PSETs to connect the theories learned during their teacher education course with the real world of teaching.

In terms of personal competence, the PSETs confirmed that the micro-teaching enabled them to have a better understanding of the idea of being a teacher in a real teaching situation, to have some exceptional skills, and extra care or patience, to understand the daily routines of being a teacher, to engage in critical reflection skills on what they have done in the classroom. In line with social competence, the micro-teaching enable them to understand the complexities of how a school system worked, to learn how to handle the students in the class and also to learn how to survive in social life which consist different age and different culture. The PSETs' nature of participation and engagement with members of the school community during the micro-teaching and how they dealt with their placement school culture seemed to be important factors affecting their transformation.

B. SUGGESTIONS

It is suggested for the future researchers that they can turn attention to this issue from the perspectives of in-service teachers. This is because teachers' professional identity construction is a process which evolves over time. Future studies can examine the in-service teachers' construction of identity in relation to current educational policies in Indonesia. One example of such study might look at how teachers' identities are shaped and reshaped by current reforms as well as people's expectations of Indonesian teachers' status and well-being. Comparing PSETs and in-service teachers and how their identities are constructed as responses to educational policies might also constitute a second example of a future study in this area.

For lecturers or mentor teachers, this study can help you to find important focuses in the development of professional competencies that PSETs must develop before they undertake school based micro-teaching. So the PSETs will not be overwhelmed in the teaching process during the micro-teaching program.

For Pre-Service English Teachers, this study have mentioned several points of competencies of Professional Identity that are influenced by self-esteem, hopefully this can guide you to be a good teacher. Other important things related to the professional identity that are not influenced by self-esteem can be learned by reading other references.

It is important to acknowledge that this present study bears some limitations. Firstly, it was limited in terms of the methodological choices. While the findings suggested important evidence about the nature of becoming an English teacher, the researcher is aware that a detailed understanding of the complex process of constructing professional identity affected by self-esteem could be gained through a longitudinal study. This is because teachers' identity needs a deep understanding of the connection of the competencies which are not easy to unravel in a short period of time. Therefore, a longitudinal study with a longer period of time, it might be a case study, will work effectively in this kind of study.

Secondly, the level of English proficiency of the PSETs in this study was not considered due to the limited micro-teaching period so that researchers chose subjects with a random sampling technique. Paying attention to the level of English proficiency of PSETs might help the future researcher to obtain various kinds of information about their differences in the process of transformation into a teacher.

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APPENDICES

UNDANG-UNDANG REPUBLIK INDONESIA

NOMOR 14 TAHUN 2005
TENTANG GURU
DAN DOSEN

DENGAN RAHMAT TUHAN YANG MAHA ESA,
PRESIDEN REPUBLIK INDONESIA

Menimbang : a. Bahwa pembangunan nasional dalam bidang pendidikan adalah upaya mencerdaskan kehidupan bangsa dan meningkatkan kualitas manusia Indonesia yang beriman, bertakwa, dan berakhlak mulia serta menguasai ilmu pengetahuan, teknologi, dan seni dalam mewujudkan masyarakat yang maju, adil, makmur, dan beradab berdasarkan Pancasila dan Undang-Undang Dasar Negara Republik Indonesia Tahun 1945;

b. Bahwa untuk menjamin perluasan dan pemerataan akses, peningkatan mutu dan relevansi, serta tata pemerintahan yang baik dan akuntabilitas pendidikan yang mampu menghadapi tantangan sesuai dengan tuntutan perubahan kehidupan lokal, nasional, dan global perlu dilakukan pemberdayaan dan peningkatan mutu guru dan dosen secara terencana, terarah, dan berkesinambungan;

c. Bahwa guru dan dosen mempunyai fungsi, peran, dan kedudukan yang sangat strategis dalam pembangunan nasional dalam bidang pendidikan sebagaimana dimaksud pada , huruf a, sehingga perlu dikembangkan sebagai profesi yang berrnartabat;

d. Bahwa berdasarkan pertimbangan sebagaimana dimaksud pada huruf a, huruf b, dan huruf c perlu dibentuk Undang- undang tentang Guru dan Dosen;

Mengingat : 1. Pasal 20, Pasal 22 d, dan Pasal 31 Undang-Undang Dasar Negara Republik Indonesia Tahun 1945;

2. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);

Dengan …

Pasal 4

Kedudukan guru sebagai tenaga profesional sebagaimana dimaksud dalam Pasal 2 ayat (1) berfungsi untuk meningkatkan martabat dan peran guru sebagai agen pembelajaran berfungsi untuk meningkatkan mutu pendidikan nasional.

Pasal 5

Kedudukan dosen sebagai tenaga profesional sebagaimana dimaksud dalam Pasal 3 ayat (1) berfungsi untuk meningkatkan martabat dan peran dosen sebagai agen pembelajaran, pengembang ilmu pengetahuan, teknologi, dan seni, serta pengabdi kepada masyarakat berfungsi untuk meningkatkan mutu pendidikan nasional.

Pasal 6

Kedudukan guru dan dosen sebagai tenaga profesional bertujuan untuk melaksanakan sistem pendidikan nasional dan mewujudkan tujuan pendidikan nasional, yaitu berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, serta menjadi warga negara yang demokratis dan bertanggung jawab.

BAB III

PRINSIP PROFESIONALITAS

Pasal 7

(1) Profesi guru dan profesi dosen merupakan bidang pekerjaan khusus yang dilaksanakan berdasarkan prinsip sebagai berikut:

a. Memiliki bakat, minat, panggilan jiwa, dan idealisme;

b. Memiliki komitmen untuk meningkatkan mutu pendidikan, keimanan, ketakwaan, dan akhlak mulia;

c. Kualifikasi akademik dan latar belakang pendidikan sesuai dengan bidang tugas;

d. Memiliki kompetensi yang diperlukan. sesuai dengan bidang tugas;

e. Memiliki tanggung jawab atas pelaksanaan tugas keprofesionalan;

f. memperoleh . . .

f. Memperoleh penghasilan yang ditentukan sesuai dengan prestasi kerja;

g. Memiliki kesempatan untuk mengembangkan keprofesionalan secara berkelanjutan dengan belajar sepanjang hayat;

h. Memiliki jaminan perlindungan hukum dalam melaksanakan tugas keprofesionalan; dan

i. Memiliki organisasi profesi yang mempunyai kewenangan mengatur hal-hal yang berkaitan dengan tugas keprofesionalan guru.

(2) Pemberdayaan profesi guru atau pemberdayaan profesi dosen diselenggarakan melalui pengembangan diri yang dilakukan secara demokratis, berkeadilan, tidak diskriminatif, dan berkelanjutan dengan menjunjung tinggi hak asasi manusia, nilai keagamaan, nilai kultural, kemajemukan bangsa, dan kode etik profesi.

BAB IV

GURU

Bagian Kesatu
Kualifikasi, Kompetensi, dan Sertifikasi Pasal 8

Guru wajib memiliki kualifikasi akademik, kompetensi, sertifikat pendidik, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional.

Pasal 9

Kualifikasi akademik sebagaimana dimaksud dalam Pasal 8 diperoleh melalui pendidikan tinggi program sarjana atau program diploma empat.

Pasal 10

(1) Kompetensi guru sebagaimana dimaksud dalam Pasal 8 meliputi kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi profesional yang diperoleh melalui pendidikan profesi.

(2) Ketentuan …

(2) Ketentuan lebih lanjut mengenai kompetensi guru sebagaimana dimaksud pada ayat (1) diatur dengan Peraturan Pemerintah.

Pasal 11

(1) Sertifikat pendidik sebagaimana dimaksud dalam Pasal 8 diberikan kepada guru yang telah memenuhi persyaratan.

(2) Sertifikasi pendidik diselenggarakan oleh pergunia.n tinggi yang memiliki program pengadaan tenaga kependidikan yang terakreditasi dan ditetapkan oleh Pemerintah.

(3) Sertifikasi pendidik dilaksanakan secara objektif, transparan, dan akuntabel.

(4) Ketentuan lebih lanjut mengenai sertifikasi pendidik sebagaimana dimaksud pada ayat (2) dan ayat (3) diatur dengan Peraturan Pemerintah.

Pasal 12

Setiap orarig yang telah memperoleh sertifikat pendidik memiliki kesempatan yang sama untuk diangkat menjadi guru pada satuari pendidikan tertentu.

Pasal 13

(1) Pemerintah dan pemerintah daerah wajib menyediakan anggaran untuk peningkatan kualifikasi akademik dan sertifikasi pendidik bagi guru dalam jabatan yang diangkat oleh satuan pendidikan yang diselenggarakan oleh Pemerintah, pemerintah daerah, dan masyarakat.

(2) Ketentuan lebih lanjut mengenai anggaran untuk peningkatan kualifikasi akademik dan sertifikasi pendidik sebagaimana dimaksud pada ayat (1) diatur dengan Peraturan Pemerintah.

Bagian Kedua Hak dan Kewajiban

Pasal 14

(1) Dalam melaksanakan tugas keprofesionalan, guru berhak:

a. memperoleh …

THE PERCENTAGE OF ROSENBERG SELF-ESTEEM SCALE
Rosenberg Self-Esteem Scale as adapted in Fetzer Institute (2013)

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	On the whole, I am satisfied with myself	6%	50%	31%	13%	0
2	At times I think I am not good at all	0	13%	37%	50%	0
3	I feel that I have a number of good qualities	0	63%	37%	0	0
4	I am able to do things as well as most other people	13%	13%	69%	6%	0
5	I feel I do not have much to be proud of	0	31%	25%	44%	0
6	I certainly feel useless at times	19%	31%	19%	6%	25%
7	I feel that I'm a person of worth, at least on an equal plane with others.	0	38%	62%	0	0
8	I wish I could have more respect for myself.	0	6%	0	56%	38%
9	All in all, I am inclined to feel that I am a failure	18%	38%	38%	6%	0
10	I take a positive attitude toward myself	12,5%	50%	25%	12,5%	0

(You may put this symbol (✔) to fill this questionnaire)

Fetzer Institute (2013)

ROSENBERG SELF-ESTEEM SCALE SCORE

Respondents No.	Number of Questions										Total Score
	1	2	3	4	5	6	7	8	9	10	
1. HRP	2	3	3	5	4	5	4	2	4	4	36
2. KM	4	4	4	3	4	4	4	2	4	4	37
3. ANI	4	3	3	3	2	4	4	2	5	3	33
4. ARN	4	3	3	2	3	4	4	2	4	3	32
5. NS	4	2	4	3	4	5	3	1	5	4	35
6. NH	3	2	4	3	2	1	4	1	3	2	25
7. RA	3	3	4	4	2	1	4	2	2	4	29
8. RW	3	2	4	3	2	2	3	2	3	4	28
9. NA	4	2	4	3	4	4	3	2	4	4	34
10. WH	4	2	4	4	3	3	3	2	3	4	32
11. AAA	4	2	4	3	2	5	3	1	5	4	33
12. DRS	5	2	4	5	3	3	3	4	3	5	37
13. NSD	4	2	4	3	2	1	3	1	3	2	25
14. NI	3	4	3	3	3	4	3	1	4	5	33
15. RM	2	3	3	3	4	1	3	2	4	3	28
16. NH	3	3	3	3	2	3	3	1	3	3	27

ORIGINAL QUESTIONNAIRE

Original questionnaire of professional Identity from Tao Xiong & Xiuzhen Xiong, 2017

No	Questions	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	I finish my job of English teaching every day seriously.					
2	I can well manage my students in classes.					
3	When making self-introductions, I am pleased to say that I am an English teacher.					
4	I feel pleased when hearing or seeing words praising the occupation of teacher.					
5	I can converse with the school equally.					
6	I like, care and respect students from the bottom of my heart.					
7	I devise the class activities according to high school pupils' characteristics.					
8	I care about others' view about English teachers.					
9	I build up harmonious relationship with colleagues positively.					
10	High school English teachers are important for the pupils' personal growth.					
11	I keep a good relationship with the students.					
12	I feel shocks, nervousness and					

	confusion in the early week of teaching				
13	I think high of students' development of ability and learning strategies since they are the teaching subjects.				
14	Knowing about English-speaking countries' culture is a necessity to learn English well.				
15	English learning is a process of knowledge construction.				
16	Teaching method is important for students' English learning.				
17	Foreign language teaching reform is conducive to improving my professional level.				
18	I take high school pupils' learning characteristics into consideration in my teaching practice.				
19	I undertake the teaching task actively.				
20	I am enthusiastic about my work.				
21	I feel pleased when committing myself to the work.				
22	I feel powerful and energetic while working.				
23	While in difficulty, I can always get help from the school.				
24	The school really cares about my welfare treatment.				
25	The school feels proud of my contribution in my work.				
26	The school tries its best to make my job joyful.				

27	I care about whether my students can get a high score in the examinations.					
28	I am in support of high school English teaching reform.					
29	I think that English can only be acquired in a communicative environment.					
30	English teaching in the high school has the subject's own characteristics.					
31	I can provide authentic language models for the students during the class.					
32	I am proficient in English communication.					
33	I am able to teach in English fluently in class continuously.					

Xiong and Xiong (2017)

THE PERCENTAGE OF PROFESSIONAL IDENTITY QUESTIONNAIRE

No.	Questions	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	When making self-introductions, I am pleased to say that I am an English teacher.	0	63%	31%	6%	0
2	I feel pleased when hearing or seeing words praising the occupation of teacher.	0	69%	31%	0	0
3	I like, care and respect students from the bottom of my heart.	13%	81%	6%	0	0
4	Foreign language teaching reform is conducive to improving my professional level.	0	56%	44%	0	0
5	I am enthusiastic about my work.	0	63%	37%	0	0
6	I feel pleased when committing myself to the work.	19%	37%	44%	0	0
7	I feel powerful and energetic while teaching.	0	50%	44%	6%	0
8	I care about whether my students can get a high score in the examinations.	18%	81%	0	0	0
9	I can well manage my students in classes.	0	37%	63%	0	0
10	I consider the students' characteristics in choosing teaching	0	50%	50%	0	0

	methods					
11	I think high of students' development of ability and learning strategies since they are the teaching subjects.	6%	56%	38%%	0	0
12	I feel shocks, nervousness and confusion in the early week of teaching	19%	56%	25%	0	0
13	Teaching method is important for students' English learning.	44%	56%	0	0	0
14	I undertake the teaching task actively.	12,5%	50%	37,5%		0
15	English teaching in the high school has the subject's own characteristics.	0	69%	31%	0	0
16	I can provide authentic language models for the students during the class.	0	25%	75%	0	0
17	I finish my job of English teaching every day seriously.	6%	44%	50%	0	0
18	I care about others' views about English teachers.	6%	67%	25%	0	0
19	High school English teachers are important for the pupils' personal growth	0	75%	25%	0	0
20	Teachers' work is important for students' growth and development.	25%	62,5%	12,5%	0	0
21	I am in support of high school English teaching reform.	12%	44%	44%	0	0
22	I think that English can only be acquired in a communicative environment.	0	56%	25%	19%	0

23	I am proficient in English communication.	0	19%	81%	0	0
24	I am able to teach in English fluently in class continuously.	0	19%	81%	0	0
25	I build up harmonious relationship with colleagues positively.	25%	50%	25%	0	0
26	I keep a good relationship with the students.	31%	63%	6%	0	0
27	Knowing about English-speaking countries' culture is a necessity to learn English well.	12,5%	37,5%	50%	0	0
28	While in difficulty, I can always get help from the school.	0	37,5%	62,5%	0	0
29	The school really cares about my welfare treatment.	0	62,5%	37,5%	0	0
30	The school feels proud of my contribution in my work.	6%	44%	50%	0	0
31	The school tries its best to make my job joyful.	0	56%	44%	0	0

(You may put this symbol (✔) to fill this questionnaire)

Modified from Xiong and Xiong (2017)

PROFESSIONAL IDENTITY SCORE

Number of Questions	Respondents No.															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	3	4	4	4	4	3	4	3	4	4	4	4	4	3	3	2
2	4	4	4	4	4	3	4	3	4	4	4	3	3	4	3	4
3	4	3	4	4	4	5	4	4	4	4	4	4	4	5	4	4
4	4	4	3	3	4	3	4	3	3	3	4	4	4	4	3	4
5	4	4	4	4	4	3	3	4	4	3	4	4	3	3	4	3
6	5	5	3	3	4	3	3	4	3	3	4	5	4	4	4	3
7	3	4	4	4	3	4	4	3	4	3	4	4	3	3	3	2
8	4	4	4	4	4	4	5	4	4	4	4	5	5	4	4	4
9	4	3	3	3	4	3	3	3	4	3	4	4	3	3	3	4
10	4	3	4	3	4	4	4	3	3	3	3	3	4	4	3	4
11	4	3	4	4	4	3	4	3	4	3	4	4	3	4	3	5
12	4	4	3	3	4	5	4	4	4	3	4	5	5	3	4	4
13	4	4	5	4	4	5	5	4	4	4	4	5	5	5	4	5
14	3	3	3	3	4	4	5	4	4	4	5	4	4	3	3	4
15	4	4	4	3	4	4	4	3	3	3	4	3	4	4	4	4
16	3	4	3	4	4	3	3	3	3	3	4	3	3	3	3	3
17	3	4	4	3	4	3	3	4	4	3	4	5	3	3	4	3
18	4	4	3	3	3	3	4	3	4	4	4	5	4	4	4	4
19	4	4	4	4	4	4	4	4	3	4	4	3	4	3	3	4
20	4	3	4	4	4	5	5	4	4	4	4	5	5	4	3	4
21	4	4	3	3	3	3	4	3	4	3	4	5	4	4	3	5
22	4	4	4	4	3	2	3	3	2	4	3	2	4	4	4	4
23	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	4
24	3	3	3	4	3	3	3	3	4	3	3	4	3	3	3	3
25	4	4	4	4	3	4	3	4	5	5	4	5	3	5	3	4
26	5	4	4	4	5	4	4	3	5	5	4	5	4	4	4	4
27	3	4	4	4	4	3	3	3	5	3	3	5	3	3	4	4
28	3	3	3	3	4	3	4	3	4	3	4	4	4	3	3	3
29	4	4	4	3	4	4	3	4	3	4	4	3	3	4	4	3
30	4	3	5	4	4	3	3	4	3	3	4	3	3	4	4	3
31	4	4	4	4	4	4	3	4	3	3	4	3	3	3	4	3
Total Score	117	115	116	111	118	110	115	107	115	108	121	124	114	114	108	114

INTERVIEW CHECKLIST

1. Hal- hal apa saja yang berkesan selama ber-PPL?
2. Tantangan-tantangan apa saja yang anda hadapi dalam PBM dan bagaimana cara mengatasinya?
3. Apakah proses PPL sesuai dengan ekspektasi anda sebelum ber-PPL? *Kenapa?*
4. Apakah dengan ber-PPL membantu pengembangan kemampuan mengajar anda? *Jika iya dari aspek apa? Jika tidak, kenapa?*
5. Bagaimana anda membangun penghargaan diri (kepercayaan diri) selama mengajar?
6. Faktor-faktor apa yang mendukung penghargaan diri anda selama ber-PPL?
7. Apakah orang-orang disekitar anda mempengaruhi kepercayaan diri anda?
8. Setelah melewati proses PPL apakah anda yakin ingin menjadi seorang guru? *Kenapa?*

OBSERVATION CHECKLIST

No	Observation Checklist	YES	NO
1	She/he can well manage my students in classes.	70%	30%
2	She/he considers the students' characteristics in choosing teaching methods	40%	60%
3	She/he thinks high of students' development of ability and learning strategies since they are the teaching subjects.	50%	50%
4	She/he feel shocks, nervousness and confusion in the early week of teaching	100%	0
5	Teaching method is important for students' English learning.	70%	30%
6	She/he undertakes the teaching task actively.	85%	15%
7	English teaching in the high school has the subject's own characteristics.	90%	10%
8	She/he can provide authentic language models for the students during the class.	30%	70%
9	She/he finishes his/her job of English teaching every day seriously.	90%	10%
10	She/he cares about others' views about English teachers.	100%	0
11	High school English teachers are important for the pupils' personal growth	50%	50%
12	Teachers' work is important for students' growth and development.	100%	0
13	She/he is in support of high school English teaching reform.	80%	20%

14	She/he thinks that English can only be acquired in a communicative environment.	70%	30%
15	She/he is proficient in English communication.	40%	60%
16	She/he is able to teach English fluently in class continuously.	40%	60%

DOCUMENTATIONS