

CHAPTER I

INTRODUCTION

This chapter provides details on the research topic related to developing a professional identity's background. Firstly, a general summary of the topic's escalating research interest over the past several years is presented. Secondly, the research's explanation is discussed definition of key terms, research questions, research objective, and significance of study.

A. Background of Study

In various areas of social science research, such as professional development and teacher learning, the issue of professional identity is receiving increasing attention. The topic has typically been handled from the standpoint of what makes up the visible and unseen realms of teachers' professional lives and personal lives. The visible side of teaching include activities including classroom engagement, evaluation, material development, and task execution. The technical or functional dimension of teaching is how it is typically described in the literature on teacher education. The invisible side, on the other hand, deals with more private things like cognition, beliefs, expectations, or emotions. In theory, a reconciliation of these two viewpoints might lead to a more fruitful investigation of teacher identity.

A profession as a teacher is a very noble job in the view of Islam. This is reasonable considering that educators are people who are responsible for the

future of responsible for the future of students. It is also implies in Sahih Muslim 1631:

رواه مسلم عن أبي هريرة إِذَا مَاتَ الْإِنْسَانُ انْقَطَعَ عَنْهُ عَمَلُهُ إِلَّا مِنْ ثَلَاثَةٍ إِلَّا مِنْ

صَدَقَةٍ جَارِيَةٍ أَوْ عِلْمٍ يُنْتَفَعُ بِهِ أَوْ وَلَدٍ صَالِحٍ يَدْعُوهُ.

From the implied meaning of the above hadith, it can be broadly told that Rasulullah emphasized that one of the three kinds of deeds that will not be lost even though a person has died is the will not disappear even though someone has died is giving useful knowledge to others. The reward of the person who teaches knowledge with sincerity will continue to flow as long as other people or his students practice it (Ramayulis, 2015, p. 220).

The last two decades have seen fundamental changes in a wide range of English Language Teaching (ELT) around the world. In order to cater to the needs of the increasing ELT market, the professional development of English teachers has become a dynamic area in many English a foreign language (EFL) context including Indonesia. The importance of teacher education has led to ongoing research into the effectiveness and performance of teacher educators, characterized by a growing interest in negotiating the identity of ELTTs. The development of teachers' professional identities has gained attention in an effort to better understand what teachers actually want and what they experience in practice. Due to its complexity and inclusion of social, psychological, and cultural

variables, professional identity has been investigated as a separate research subject.

To comprehend who language instructors are, how they do, and the reason they do it, it is essential to know their identities. especially for students who have just graduated and are beginning their careers as instructors. They are categorized as novice or new teachers in this sense. Even if it takes time and is challenging to become a teacher, there won't always be a "turnover" of new instructors. Particularly for educators having fewer than four years of experience, replacement of teachers is unavoidable. It also holds true for English teachers who are fresh to the field (Rahman & Kurniawan, 2022).

The language a language teacher uses to teach the subject matter and whether or not they are a native speaker have an impact on who they are. It also has to do with one's linguistic background and ability (Richards, 2021 as cited in Rahman & Kurniawan, 2022, p. 305). Since the target language is also the means of education, teaching a language requires both particular language knowledge and specific communication skills. Therefore, all teachers must acquire certain communicative abilities in order to impart knowledge in that language. Identifying the teacher is essential to deciding how language learning will proceed (Rahman & Kurniawan, 2022, p. 305)

Therefore, Sfar and Prusak (2005) cited in Kamiri & Mofidi (2019, p.4) Think of teacher identity as a result of the complicated interaction between one's own experiences and cultural in nature social, institutional, and environmental

variables. These two key elements, namely the setting (society, community, and culture) and the individual are present in the majority of teaching identity research (person) (Salimas, 2017, p. 2). Consequently, Olsen (2008) stated in Salimas (2017,p. 3) that teacher identity is a negotiated set of influences and effects from earlier self-concepts, local circumstances, interpersonal relationships, and meaning systems. It is impossible to focus just on teacher identity without taking into account other associated elements of being and becoming a teacher because teacher identity affects many aspects of teachers' development, professional lives, and classroom practices.

Lassila (2017) cited in Cendra (2019, p. 41) concluded that novice English teachers —those who their first year of teaching with little or no prior teaching experience—are at a crucial point in their development as educators. Cendra (2019) concluded that it is the time when they are enhancing both their teaching identity and competence. In contrast to their practiced identities, novice teachers' imagined identities—particularly those pertaining to the relationship between oneself and others in particular places and times created within students' imaginations where they haven't had opportunities for direct interaction—remain highly influential on how they teach and position themselves during their teaching years. Sadly, the reality childhood experience in the actual educational environment may not match their envisioned selves and may even be contrary to it (p. 41).

While the previous study focused on novice English teachers, in this research will focus on English teachers who have been teaching for more than a

year. As Cendra (2019, p. 41) stated, "others in particular places and times created within students' imaginations where they haven't had opportunities for direct interaction remain highly influential on how they teach and position themselves during their teaching year." Hence, this research conducted to identify teacher personal experiences contribute to the formation of a professional identity.

B. Definition of Key Terms

1. Secondary EFL teachers

Lower secondary education and general upper secondary education are the two categories used to describe secondary education in Indonesia. The lower secondary education lasts for around three years, so students begin in grade 7 and continue until grade 9. Junior secondary school, or Sekolah Menengah Pertama, is where students are enrolled SMP. In this research, the researcher choose The-Lower-secondary education as the setting of research, which means that the participant of the research is a teacher who teaches English in junior secondary school.

2. Teacher Identity

The identity of teachers typically reflects their apprenticeship as students through interaction and observation. In other words, teachers' identities are formed by their personal identities and educational experiences, which includes their backgrounds in teacher education.

3. Teacher Identity Construction

Identity construction, also known as identity development, is the process by which people come to have a distinct and clear understanding of who they are and what makes them who they are. To help teachers in all educational fields experience and construct their own sense of identity, numerous groups have developed.

C. Research Question

How does the personal background of secondary EFL teacher influence the construction of teacher identities?

D. Objective of Study

To identify EFL teachers' personal experiences influence the construction of teacher identities involves teacher's sociocultural history such as their family, school experience, and communities of practice that influence their professional identity.

E. Significance of Study

It is crucial to look into this process because there aren't many research in Indonesia that look at how context influences how EFL teachers construct their professional identities. Aside from that, the researcher thinks it's crucial to look at how EFL teachers use their educational credentials in the classroom and how context affects the way they identify as professionals. This knowledge is pertinent because it offers a useful contribution to the teaching of the English language by

acting as a guideline for the future professional development of English teachers in Indonesian schools.

Future researchers will profit in some ways from this discovery. This study is on the identity of EFL teachers, as well as the development of teachers' professional identities, both of which are relatively new as the study's focus topic. Therefore, the researcher thinks that this research will serve as motivation for future researchers and provide them with additional sources of information.

F. Previous Study

Alhujaiish, Othman, & Senom (2020) found that the Saudi teachers' educational background and life experiences act as formative elements which influence their EFL professional identity formation (p.431). According to their study, the participating teachers concur that, when it came to forming their teacher identities and their classroom practices, their professional experience and teaching community were more influential than their educational background. The findings have a wide range of implications for how Saudi Arabia is currently developing its teacher education program. Policymakers may need to assess English language teacher education curricula and include certain adjustments into the program if teacher education curricula is intended to enhance the professional identity development of EFL teachers (p. 437).

However, inconsistent professional structures, a lack of policy development, and unequal job statuses are characteristics of the hiring, employment, and professional growth of young ELT practitioners who work as

English language teacher trainers (ELTT) in government-run ELT projects and teacher training institutions. The young ELTTs are forced to navigate and forge their professional identities in a somewhat complex environment as a result of this paradoxical reality. In order to establish relationships between identity formation and professional performance of ELTTs who worked in two organizational settings that based on research conducted in Bangladesh by Roshid, Haider, & Mian (2017).

Roshid, Haider, and Mian's study examines the nature and reasons of identity creation in Bangladeshi ELTTs. The results show that the identity of ELTTs purports complicated, relational, and many realities that are supported by the hiring process, one's professional standing, and one's level of job satisfaction. Despite identical or related element. Inequality, covert discrimination, identity gaps, and a crises among trainers all contribute to the creation of ELTTs' identities (Roshid, Haider, & Mian, 2017, pp. 143-144).

Since teacher identities have a significant impact on teachers' learning-to-teach processes and instructional practices, language teacher identity (LTI) has lately emerged as a key subject in the research on second language teacher education (SLTE). Teacher identity is the dynamic self-concept and imagination of teachers that they have about themselves as teachers. As a result, it has an impact on a wide range of issues, including how language instructors learn to practice their profession, how they apply theory and theorize their practice, how they instruct their students, and how they interact and work with their colleagues in a social situation (Yazan, 2018, p. 21).

Language ability, information literacy, teaching techniques, conceptual understanding, teacher professional identity, student teaching, pedagogical reasoning ability, conceptualising from practice, committee in a community of practice, and professorial expertise are the ten dimensions of teacher knowledge and skill that seem to be at the fundamental of professional teacher competency and efficacy in language education, as recognized by Pennington and Richards (2016) as cited in Rahman & Kurniawan (2022, p.305). Language learner identity is defined in this perspective as what it means to a language teacher, according to Fani (2022), as mentioned in Rahman & Kurniawan (2022, p.305). It entails determining what it implies to be a professional educator and evaluating knowledge and abilities related to language teaching.

Moreover, Pennington and Richards stated, one's identity as a teacher is based on a certain national or regional culture, as well as the culture of the school, and it reflects the makeup of the students, other teachers, and the leadership and management of the institution (p.11). These cultural frameworks or learning cultures interact with a teacher's background traits and experience, including educational exposure to comparable or dissimilar cultural contexts, to shape the teacher's classroom and professional identities.

Furthermore, Maclure (1993, p. 311) cited in Parsi & Ashraf (2020, p. 145) found that teachers identities are of the utmost importance in addition to critical thinking. Teacher identities are seen as a unifying factor in their careers and even as a resource that people utilize to explain, justify, and make sense of themselves in connection to others, and to the world at large. Teaching and

instructor training are two professions where the idea of professional identity has garnered interest (Parsi & Ashraf, 2020, p. 145). On another cited stated teachers sense of their own professional identities is largely founded on how they identify with their ongoing interactions with their own educational environments. Noting that studies have frequently concentrated on factors that affect teachers professional identities, as well as their development and enhancement (Parsi & Ashraf, 2020, p. 145).

In addition, the process of a teacher's identity developing is dynamic (Henry, 2019, p. 266). Through intra- and inter-personal processes, it entails the construction and restructuring of relation within and between identities (Kaplan & Garner, 2017, p. 2036). Teacher identity is most optimally developed under four circumstances according Van Lankveld, Schoonenboom, Volman, Croiset, & Beishuizen (2017) cited in Kamiri & Mofidi's (2019) study found the following :

Four conditions are necessary for the development of teacher identity: (a) teachers must feel appreciated for their work; (b) teachers must feel connected to other members of the community; (c) teachers must feel competent in their roles as teachers, including when this competence is acknowledged by others; and (d) teachers must be given the chance to envision their future career paths as teachers (p. 5).

Moreover, Within an English language teaching (ELT) teacher education program, identity creation is emphasized, according to Aktekin & Celebi's research (2020, p. 113). We look at the teaching positions that student teachers are finding difficult to fill and the areas of subject matter, didactics, and pedagogy competence that they are working hard to advance. We have gathered comments and survey responses from 18 undergraduate teachers in an ELT education

program to address our study subject. The results we obtained suggest that ELT students and teachers struggle to establish themselves as authorities on and regarding the English language and that they feel a need to be well-versed in the subject matter first and foremost, followed by didactics and pedagogy. These findings suggest that in order to achieve revolutionary effects in education, teacher educators must address several linguistic assumptions that are still pervasive in ELT teacher education.

Also, Huang (2021, p. 441) stated that is critical to support language teachers in navigating the problems posed by contextual elements by understanding how the teaching setting affects the creation of their identities. Trent (2010) cited in Wijaya & Mbato (2020, p. 103) discovered that in order to boost these teachers' mental preparations while coping with a variety of learners emerging from varied socio-cultural backgrounds, fair school policies and supportive teaching-learning communities must be developed. Thus, when teachers are able to fulfill their primary duties as educators, which include serving as both knowledge transmitters and motivators, positive outcomes for teacher professional development can be achieved (Wijaya & Mbato, 2020, p. 105).

Furthermore, the current study intends to analyze teachers' previous experiences and present-day teaching activity on how they reinterpreted their professional and personal identity. Swanti (2020, p. 121) explored the identity of international educational language teachers. It employed a qualitative approach that included surveys and in-depth interviews. The results demonstrated how language instructors conceived of their professional selves through the use of

metaphors and memories of their previous and current classroom experiences. In conclusion, it was advised that further research be done on how Indonesian language teachers develop their identities.

Rahman and Kurniawan's most recent study focused on the identities of English teachers. (2022, p. 303). The identity formation process carried out by a novice Indonesian EFL teacher through her own reflections in an upper secondary school environment that is yet little studied was revealed in this study using narrative inquiry. According to the findings of the interview, the instructor based Johnston's framework on three components of their identity: the teacher-student connection, professionalism, and religious values. The findings demonstrated that in teacher-student interactions, the inexperienced teacher consistently gave students' academic support first priority. She perceived it to be professional and service-oriented. She therefore made it a point to improve as a teacher to her pupils. Additionally, she infused Christian principles into her English lectures.

G. Organization of Thesis

This part helps the readers in understanding the whole of the research. This is divided in to five chapters and explained in the following description:

First chapter is introduction which consists of background of the study, definition of key terms, research question, objective of study, significant of study, previous study, and organization of thesis.

Second chapter is theoretical review and framework. In this chapter present some materials related to teacher identity construction and describes the theory which explains why the research question under research exist.

Third chapter is research method. In this chapter, researcher explain the research design, research setting, participants, technique of data collection, and technique of data analysis.

Fourth chapter is finding and discussion. In the finding, researcher shows the data from the interview and interprets the data. In the discussion, researcher explains the data related to the theory in the chapter two.

Fifth chapter is closing which presents the result and the conclusion of the research.