

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter will explain the result of the interview that also answers the research questions and fulfill the research purposes. Furthermore, the finding and discussion will be presented in two parts. Firstly, the researcher will display the initial theme identification based on the data transcription from interview. Secondly, the researcher will explain the findings for answering the research question and fulfilling the objective of study.

#### A. Finding

There are two categories to answer the research question, teaching background and affecting their teacher identity. Teaching background involve: family influence, school experience, language ability, and work opportunities. Besides, the next category is affecting teacher identity, such as engagement, alignment, and imagination. The description of each category will be explained on the following paragraphs.

##### 1. Process of Teacher Identity Formation

According to the participants' stated reasons for wanting to become a teacher, such as self-desire, sharing knowledge, suitability and nobility in teaching, as quoted from the interview, "Because I feel like this is suitable for me, more suitable than others." (p1, Feb 13<sup>th</sup>, 2023). Another participant said the same thing, "Because, actually I love teaching, teaching is my passion." Also, she said

how she loves to share knowledge that she had, “I like to sharing knowledge, I am happy if I teach, I deliver the knowledge to children.” (p3, Feb 15<sup>th</sup>, 2023). The fourth participant thought she would be a teacher, when she started to think how noble being a teacher is, as she quoted in the interview, “Being a teacher is a noble job.” (p4, Feb 16<sup>th</sup>, 2023).

Besides that, the researcher has arranged the results around main four different sub-themes. The motivations and inspiration that the participants outlined will be covered in the segment that follows.

a. Family Influence

Family influence has enormous potential for the subject's decision to become a teacher. According to the data, family members who are currently teaching or have previously taught are some of the interactions within family and choices to become teachers of languages that are most prevalent. Based on participant 3, she said that she wanted to be a teacher because of she was motivated by her father, “From that, I felt I was motivated by my father. In my mother’s family, there are many people being a teacher.” (p3, Feb 15<sup>th</sup>, 2023). Also, participant 5 was also motivated by his family members, so he also wanted to become a teacher who had good character and traits like his grandfather, “From that, I felt I was motivated by my father. In my mother’s family, there are many people being a teacher.” (p5, Feb 17<sup>th</sup>, 2023).

Moreover choosing other subjects chose teaching because it was suggested by other family members, such as participant 1 who was suggested and fully

supported to become a teacher by his family, and participant 2 was suggested by his brother to major in *Tarbiyah*, as quoted from the interview, “My old brother suggested me continue my study in *Tarbiyah*, also he studied in Faculty of *Tarbiyah* but different major.” (p2, Feb 14<sup>th</sup>, 2023). While participant 4 was suggested by her mother and older sister because according to both of them choosing English has good job opportunities, as she said, “My mother and my old sister suggested me, my old sister said to choose English department. It has many work opportunities, so I followed that.” (p5, Feb 17<sup>th</sup>, 2023)

Although it is different from participant 3 who wanted to become a teacher because of her own desire to share knowledge, the other participant 4 do not regret at all for choosing to teach as their profession. As expressed by participant 4 that she has no regrets because she followed the suggestion of her sister who said that choosing an English major so that she could have many job opportunities and it turned out that it was true just as she felt after graduating from college.

#### b. School Experience

The school experience referred to in this section is an experience that has been passed and has a major influence on his decision in choosing to become a teacher, such as the influence of previous teachers at school. The influence of the previous teacher at school has a considerable role in influencing the participantst to decide to become a teacher. It can be seen from the results of the interview data that the teachers’ previous teaching process at school, such as the way they teach, habits, how the teachers responds and interacts with their students influenced and

motivated the participants either positively or negatively. The positive image that the participants got at school made them want to follow in their teachers' career footsteps. Even if there is a negative image that they get when they are at school, they will make it a lesson when they become a teacher.

As participant 1 stated that he cannot use all of his teacher strategies to discipline his students based on his opinion as a teacher he must have to keep up with the times, different times have different ways of educating students, especially in discipline, because we cannot just give punishment to students, especially physical punishment.

“I think I cannot use all of my teachers strategies to discipline my students at they did before as giving physical punishment, now we have to more be careful about *HAM*. We have to follow the times, teacher must be good friend for students. But the positive impact I feel is my students will be more respectful.” (p1, Feb 13<sup>th</sup>, 2023)

Even so, one of the factors he chose to become a teacher was because he followed the advice of his teacher at school too, based on the interview, “Because supporting from my teacher at senior high school, it's better join here if I want to be a teacher. From that, I think, I want to be a teacher.” (p1, Feb 13<sup>th</sup>, 2023).

As participant 5 said that when he was in the last grade of school he was asked by his teacher to teach lower grade, that's where he started to like teaching and aspiring to become a teacher as well as following the way his teachers taught in class. An illustrative example from his interview argued, “I frequently met a teacher who inspired me. The teachers supported me when I said I want to be a teacher.” He added, “The way I teach, I almost follow all of my teachers' way when I was at school.” (p5, Feb 17<sup>th</sup>, 2023).

Furthermore, participant 2 argued that he wanted to be like his teacher. He explained more that he's being himself because of his teacher motivation so that his role model was his previous teacher at school in teaching process, "I want to be like him as well, my English teacher at senior high school was my role model in teaching. I am being like now because of my teachers' motivation." (p2, Feb 14<sup>th</sup>, 2023). And other participants copied and modified their teachers' teaching in their class as well based on their interview, "I follow the way she taught." (p3, Feb 15<sup>th</sup>, 2023). Also, the fourth participant felt the same thing, "I follow my teacher when I was at school." (p4, Feb 17<sup>th</sup>, 2023).

#### c. Language Ability

Language ability of the participants also has a great influence on their decision to become English teachers. Because of their fondness for language, it causes them to have good language ability. Based on the stories of participants, all of them love English. So it was not a hard thing for them to decide to teach English. There are various reasons why they like English. As participant 1 told he liked English because of his good ability in English, so that he often participated in English competitions without him realizing it he became to love English, "Fortunately at the time, I like learn English." (p1, Feb 13<sup>th</sup>, 2023)

Whereas according to participant 2 and 4, they like English starting from their language teacher inspiring them, so they like the teacher and end up liking the language they teach as well. For an illustrative example from participant 4, she argued, "As long as at school, I always like with my language teachers, so I

like learn language as well, so everything that related to the language, I love it.” (p4, Feb 17<sup>th</sup>, 2023). Unlike the case with participant 3, her family environment often uses English, and she also learned many languages, such as Greek, based on the interview, “I love learning language, I learn many languages, such as English, Mandarin, Greek, Ibrani, with my sisters I usually use English at home.” ( p 3, Feb 15<sup>th</sup>, 2023)

Also participant 5, he likes English because in his school environment he uses two languages, namely English and Arabic. It made him more interested in learning more about the languages, therefore he chose the English department.

“When I was at Islamic boarding school (pesantren), my daily language used Arabic and English, so that I have the ability even a little bit using English. When I came back to this school, I have the responsibility to teach here, after that I was suggested to continue my study at UNISKA and took English education.” (p5, Feb 17<sup>th</sup>, 2023)

#### d. Work Opportunities

Work opportunities have a major influence on participants’ decision to become a teacher, although this has also been influenced by several previous factors so that the subjects is determined to make a professional decision as a teacher. As participant 2 said, “Finally my head master asked me for teaching English.” (p2, Feb 14<sup>th</sup>, 2023).

In this sentence, the first influence him to be an English teacher because he loved English, so that if he was asked by his head master to be English teacher he didn’t matter to decide it. Not only participant 2, but also participant 1 and 4 had the same pattern until they finally decided to work as an English teacher at school,

“At the time, in this school there is no English teacher. And there is no one can teach English. So that, I was asked by the head master to teach English.” (p1, Feb 13<sup>th</sup>, 2023). And the fourth participants argued the same way, “I was asked for teaching English at elementary school.” (p4, Feb 16<sup>th</sup>, 2023)

Additionally, also work opportunity was supported by her desire to become a teacher, so when there is an opportunity to work she really enjoys it. Based on participant 3, she said on the interview, “When I was at college, I opened private English class.” (p3, Feb 15<sup>th</sup>, 2023). She continued, “Teaching is my passion.” (p3, Feb 15<sup>th</sup>, 2023). After that, she told about how long she become a teacher, as she said, “So I decided to teach English here. It’s been about ten years.” (p3, Feb 15<sup>th</sup>, 2023)

Furthermore, the researcher concludes according to the participants’ stories on the interview section, work opportunity becomes the final decision for them to decide being an English teacher. There are some supporting factors for deciding being a teacher, such as the subjects really love English, influence from family and previous teacher.

## 2. Development of Professional Identity Construction

These two topics help to provide two distinct viewpoints on how identities are constructed, understanding the teacher from both the teacher's viewpoint as an element of the professional group and from the teacher's perspective as a member within the community, entails looking at the role of one's individual self as the point of beginning in establishing a sense of identity.

### a. Engagement

From all of the participants' stories, they argued that their colleagues helped them in teaching process, especially if there are students cannot join the class so well, they will discuss each other to their colleagues. As the stories from participant 1, "I always discuss with my colleagues if there is a problem during teaching process." (p1, Feb 13<sup>th</sup>, 2023). He continued, "My colleagues help me in improving my teaching skill, the way they teach influenced me as well, if it is needed." (p1, Feb 13<sup>th</sup>, 2023).

Based on the stories from participant 1, he claimed that his colleagues helped him to face the problem either in teaching process or in facing students. Not only his colleagues, but also his students help him to be more hard-learning about English, indirectly that's impated to his skill in English, "Indirectly, they (students) help me to be more active in learning English, they always asked me." (p1, Feb 13<sup>th</sup>, 2023)

According to the data interview from participant 4, the researcher interpreted that the smart students helped her to be more a good teacher in influencing her skill in English. Because she told she would be embrassed if she couldn't answer what her students asked.

"When I taught smart students and all of them asked me a lot, at the time I couldnot answer the question, after that, I always learn the material that will I teach before coming to the class." (p4, Feb 16<sup>th</sup>, 2023

Also, participant 5 felt students make him more grow during teaching in the class, he shared their experiences by saying, "my students make me more developed." (p5, Feb 17<sup>th</sup>, 2023). He added, "I have to be more creative in making



the material and the way I deliver the material.” (p5, Feb 17<sup>th</sup>, 2023). Preparing before teaching in the class, participant 3 was being more creative to delivered the material, so that the students influenced the way her teaching process in the class, as she said in the interview, “Without my students, I could not be improved in teaching.” (p3, Feb 15<sup>th</sup>, 2023)

#### b. Alignment

Based on the interview, the researcher interprets that the ways of developing participants’ professional identity by aligning with beyond school environment, “I am one of the members of English community in Kotabaru.” (p1, Feb 13<sup>th</sup>, 2023)

Based on the interview data, all participants are members of the same community, namely the English teacher community in Kotabaru. This is in accordance with what participant 2 said, “As English teaching in Kotabaru, we have made an English teacher group.” (p2, Feb 14<sup>th</sup>, 2023)

That means all the subjects interviewed by the researcher came from Kotabaru. Also, as a teacher, they are also required to attend curriculum training, the K13 curriculum, all of the participants stated they joined the trainings, especially training about teaching English, “One of the trainings I followed was *Pelatihan K13*.” (p3, Feb 15<sup>th</sup>, 2023). Actually, most of them said the same thing, as the fifth participant said, “I have followed *Pelatihan K13*.” (p5, Feb 17<sup>th</sup>, 2023). Also, the first participant added in his interview, “There is English learning community in conducting *Kurikulum merdeka*.” (p1, Feb 13<sup>th</sup>, 2023).

Moreover, another community that in this research is society community. In this community the nature and attitude of a teacher also needs to be considered. In this environment a teacher must also be aware that he must follow the rules in the community in order to be a good example for the people around him. this is supported by a statement from participant 2, he said that if we are in the community we must obey the rules in the community, “If we are in society, we have to follow the rules there, if we are at school, we have to follow the rule at school.” (p2, Feb 14<sup>th</sup>, 2023)

As quoted from participant 3, in the community we must show that being a teacher is a noble job, and being a teacher must also participate in activities in the community like other citizens, based on her interview, “I have to show to the society that being a teacher is a noble job, and I always follow the activities in society like another citizen.” (p3, Feb 15<sup>th</sup>, 2023)

### c. Imagination

The participants in this research perform a variety of duties inside their schools, but their perspectives on themselves, colleagues, their students, and their professional environment are all different. Others may view it as a chance to develop creative approaches to teaching and learning. These opinions are based on their capacity of creativity and perception, which varies from teacher to teacher.

Based on interview from participant 3, she had to make examples of each material that followed according to her students' preferences, such as making

examples of simple present tense, she used “I Love You” sentence to make her students more excited and fun during teaching and learning process.

“Sometimes, my students got the difficulties in understanding the material that I explained. So I change the example in a simple way that they be able to understand, for example in teaching present tense, past tense I used the sentence “I love you”, If it’s a fact and always happen. Saying “I loved you”, it means that now I don’t love you anymore. Saying “I’m loving you”, it means just in this moment I love. So I change the example and found ot the closest with their time. It made them happy and the class was being fun.” (p3, Feb 15<sup>th</sup>, 2023)

Most of the participants have beliefs that being a teacher must be a good example, either at school or in society. Based on the first subject said that, “I have to be a good person because I am a teacher, I am being an example for my society, especially for my students.” (p1, Feb 13<sup>th</sup>, 2023). Indirectly, teachers wish, they could help students to be a good person, as participant 2 said on the interview, “I have to give a good example, teaching them how to be a good person (*berakhlakul karimah*)” (p2, Feb 14<sup>th</sup>, 2023)

Moreover, teaching not only about transferring the knowledge, but also about helping them to be a good person. Although the material which the teacher shared is not a religious lesson, but teacher must focus on students’ character as well, as quoted from participant 4,

“When I was teaching in the class I always teach them character education as well to my students, even though I taught English at the time.” (p4, Feb 16<sup>th</sup>, 2023)

“We have to responsibility for guiding and teaching the as good as we can. Teaching is not only giving the material, but also moral and applying religious values.” (p5, Feb 17<sup>th</sup>, 2023)

Based on the data interview, the researcher highlighted some characteristics which a teacher should be, such as more be patient, not giving up easily, friendly, be motivator, inspiring person, be facilitator, be creative and

innovative, and respect each other. It is implied by this expression that teaching entails more than merely imparting information, which was a viewpoint shared by all the participants. To put it another way, they believe that a teacher's responsibility extends beyond merely imparting information to helping to foster the circumstances that allow for the acquisition of knowledge.

## **B. Discussion**

This section discusses the data that has been collected from interviews related to the participants' identification of their decision to choose becoming a teacher and affecting their identification as a professional teacher. In this research, the researcher uses two theories which are combined Wenger's notion that identity develops through contact in communities of practice and sociocultural theory of learning.

It is crucial to take into account the part of their previous learning experiences because the main goal of this research is to identify how teachers' professional identities evolve. The sociocultural theory of learning stated that thinking back on their experiences helps people negotiate and challenge these concepts and beliefs, which shapes their identities (Wenger, 1998, p. 188; Jackson, 2008, p.33). Thus, it is claimed in this research that these personal stories, which were influenced by family, school experience, and played a role in the development of imagined selves before teachers were formally admitted to the teaching profession (Wenger, 1998, p. 197; Johnson, 2009, p.13)

As explained in the communities of practice theory, As described in the communities of practice theory, teachers early in their careers form their identities by identifying and interacting with communities of practice such as, families, schools, or colleges, and also negotiating the meaning of their past experiences with those of the present and future (Wenger, 1998, p. 197; Davey, 2013, p. 27).

However, in addition to the factors put forward by the sociocultural theory and communities of practice theory which state family influence and school experience, it turns out that there are other things that influence someone to become a teacher, including language ability and work opportunities. These two factors had a huge influence on the participants' decision to become an English teacher. Other than that, there are another reasons of being a teacher such as self-desire, sharing knowledge, suitability and nobility in teaching.

Furthermore, the researcher uses Wenger's theory (Wenger, 1998, p. 190), known as the "three modes of belonging", consisting of engagement, alignment, and imagination to analyze the development of professional teachers' identity as a member of communities within communities of practice (Clarke, 2008, p. 37).

Engagement is intrinsically related to how teachers live and perform on an everyday basis. This involves interacting with other community members and creating relationships of acknowledgment, collaboration, or interaction. It is simply explained that engagement is related to the relationship and interaction among teachers, staff members, students, and colleagues in the setting of study (Wenger, 1998, p. 174). In this research, the results of this study found several

relationships and interactions, including relationships and interactions with colleagues, relationships and interactions with students.

Alignment helps individuals to position their practice, deed, and energies within larger group (Wenger, 1998, p. 174). The data result also showed how teachers' professional personalities were significantly shaped by other professional groups outside of the school. These communities based on the stories of the subject, there are communities alignment with broader community, such as, teachers' training, English teacher community, and society community (Lemke, 2008, p. 19).

The ability to view reality from various angles and with different meanings is usually regarded as an exercise of imagination in the context of the teaching community (Clarke, 2008, p. 37). For instance, a school might stand in for many distinct things. For a teacher, it may be a location to carry out their instructing duties or a chance to improve the knowledge and morals of upcoming generations of citizens. It has to do with one's capacity to reconstruct and make fresh images of the environment from various angles.

Teachers' conceptions and understandings of the teaching profession were therefore drawn from their individual experiences as students at school or college (Wenger, 1998, p. 197). Both their general views on their position and their particular responsibilities are relevant to what must be done before being a teacher. The concepts they believed about teaching then informed their practices and how they connected to teaching.