

CHAPTER V

CLOSURE

This is the final chapter which consists of conclusions and suggestions that will be conveyed by researcher.

A. Conclusion.

Based on the finding and discussion chapter, researcher concludes that EFL teachers' personal experiences influence the construction of teachers' professional identity involves teachers' sociocultural history such as the participants' background in choosing to become a teacher was influenced by family influence and school experience. New findings in this research are language ability (English), and work opportunities that have the biggest influence in decision the participants in choosing become a teacher. Moreover, several communities of practice that influence participants in constructing their professional identity as a teacher: First, engagement which includes relationships and interactions between colleagues and students; second, alignment which consists of the English language teachers' community, curriculum training, and society; and third, imagination which is 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.

B. Suggestion

According to the findings and discussion, the researcher has some suggestions for improving future research on teacher professional identity. To

enhance the data and allow for comparison, the researcher should locate multiple participants. Additionally, it is preferable to conduct a thorough analysis of the results to identify the participant's real experience's deeper significance and how it relates to the teaching. It is preferable to confirm that the participant recounts the entire tale from the past through the present and into the future before analyzing it.

As part of an ongoing the way in which they interact with local and broader teacher groups, enhance their teaching skills, and seek professional development, teachers establish their identities as professionals as a consequence of their education and teaching experiences. It usually provides pedagogical knowledge, subject matter competence, and teaching experience all of which are regarded as necessary for carrying out the position. Therefore, as an English teacher must be more familiar with their identity both in the school environment and outside of school and must also develop their professional identity as a teacher, therefore hopefully this research can be used as reading material to help teachers recognize and develop their professional identity.