

CHAPTER I

INTRODUCTION

This part explains about teacher identity formation which is related to ESP instructors in Indonesian context. This first chapter provides an overview of the research to be conducted. It comprises background of the study, thesis statement, research question, objective of the study, significance of the study, clarification of terms, scope of the study, and organization of the research.

1.1. Background of the Study

Identity is constructed in the interaction between the individual and the social. Regarding the social theory Bandura (2001) states that “people are not just on looking hosts of internal mechanisms orchestrated by environmental events” (p.4), they become experiences agents rather than simply undergo of the experiences itself. The sensory, motor, and cerebral systems are the tools of people used to accomplish the tasks and goals that give meaning, direction, and satisfaction to their lives. From that explanation, it can be inferred that the interaction between the individual itself and his or her experiences in the society becomes the basic point to know who they are. According to Pennington (2015), identity can be viewed first in terms of “the unique set of characteristics associated with a particular individual relative to the perceptions and characteristics of others” (p.16). Dimensions of identity on which these perceptions are based derive from differences among humans which “have social value and meaning within human culture, including physical characteristics, abilities, and skills (e.g. personality characteristics, special abilities or talents); societal position (e.g. profession, socio-economic status)” (Pennington & Richards, 2016, p.6).

In an identity concept, identity itself is moreover discussed as the sense which a person has of the self as an individual, including the person’s self-image and self-awareness as may be captured in the stories which the person tells about her or himself and also as this is projected to and understood by others (Pennington & Richards, 2016, p.7). A person’s self-image and sense of identity is

based on values and beliefs about how people should conduct their lives and behave in front of others. This means that one's identity is set according to a concept of 'good' and 'proper' or 'appropriate' behavior guiding actions. This value-construct then provides mental images for monitoring and assessing one's own performance.

Beijaard, Meijer, and Verloop (2004) state that professional teacher identity has emerged as a separate research area in the last few decades. In line with them, Cross (2006) argues that a focus on teacher identity deepens and extends the understanding of who teachers are and what teaching is. Growing to be a teacher as an identity forming process is whereby individuals define themselves and are viewed by others as teachers. That explanation can give the role of how important teacher knows him- or herself better, what motivates an individual to become a teacher is obviously an important question to anyone who values education and to those responsible for recruiting people into the profession and educating people to teach. Moreover, Sachs (2005) defines professional teacher identity concisely as follows:

Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. (p. 15)

The elements of professional identity listed as how to be, act and understand compose not only the occupational identity of teachers, but their personal identity as well. This view also emphasizes that identity cannot be taught or acquired because it is innate and the only source of change is experience.

Regarding the explanation above about professional teacher identity, based on Permendikbud No. 87/2013, dated on 2nd August, 2013, teacher competences described concisely that there are four competences that should be acquired by teachers in Indonesia. They are pedagogical competence, personality competence, social competence, and professional competence. Pedagogical competence is teachers' competence in managing the learning activities which comprise basic

knowledge on educational field, understanding the learners, elaboration of curriculum or syllabus, lesson planning, interactive and educative instruction, the use of ICT, learning evaluation, and the actualization of learners' potential. Personality competence comprises faithful and pious, good personality, wise, democratic, steady, authoritative, stable, mature, honest, sportive, good role model for learners and people, and self-evaluation. Social competence is teachers' competence as part of society, which comprises appropriate spoken, written, and/or sign communication, functional use of ICT, good socialization with learners, colleague, and all the part of school, good socialization with society, and the implementation of spirit of brotherhood and togetherness. Professional competence is teachers' competence in mastering science, technology, and/or art and culture which comprises subject materials in general and specific based on standard of content, subject, and/or group of subjects which become the responsibility and relevant concept and methodology specific discipline of science, technology, or art which are conceptually shaded or coherence with the program, subject, and/or group of subjects which become the responsibility.

Based on the explanation above, professional competence becomes one of the teacher competences, so a teacher needs to delve into her or his identity why she or he wants to teach in the professional term. Therefore, professional teacher identity becomes one of the issues that Indonesian government underlines to make educational program in Indonesia better in the future because the term '*guru (digugu lan ditiru)*' or the same as teacher who will be the role model of his or her students in the learning process.

Since identity is a matter of arguing for oneself, the creation of identity becomes an "ethical imperative" (O'Leary, 2002) because identity is a hard-won effect that has to be claimed, rather than being a pre-given reality, then the creation and recreation of our identities is neither an impossibility nor an indulgence. The idea that identity is ethical is implicit in the recognition that it is formed at the nexus of the individual and the social. In particular, identity entails both "self-reflection and social recognition, two practices that are essential to any substantive account of ethical life" (Butler, 2005, p.49). Regarding the complexities of teacher identity, Clarke (2009) suggests a framework for identity

work which is concerned more with the self-formation of teacher identity in relation to ethics. Its diagram known as ‘the ethical formation diagram’ includes four axes (the substance of teacher identity, the authority sources of teacher identity, the self-practices of teacher identity, and the *telos* (endpoint) of teacher identity) of the relationship to oneself into identity. This framework will be elaborated further in my literature review.

Relevant studies on teacher identity show that research focusing on investigating teacher identity in English for Specific Purposes context is fairly limited. Aara (2012), through the concept of teacher identity, examines in detail the factors in the process through which the two teachers in Finland under study change from traditional teachers into co-teaching professionals. The results of her study show that the teachers’ own attitudes, conflicts in their classrooms and experience of collaboration have created an idea of co-teaching. Having the same sound of teacher identity development, Oruc (2013) considers how a teacher trainee in Turkey interprets, evaluates and continuously collaborates in the construction of her own early identity development. Her study examines the way in which the understanding of teaching, teacher practices and career plans are shaped throughout a practicum process.

Focusing on language teacher identity, Varghese, Morgan, Johnston and Johnson (2005) explore ways of theorizing language teacher identity by presenting three data-based studies of teacher identity and juxtaposing the three different theoretical frameworks that they use: “Tajfel’s (1978) social identity theory, Lave and Wenger’s (1991) theory of situated learning, and Simon’s (1995) concept of the image-text” (Varghese, et. al., 2005). They argue that each theory has its limitations, an openness to multiple theoretical approaches allows a richer and more useful understanding of the processes and contexts of teacher identity. Moreover, some researchers in other parts of the world such as USA, Romania and Latvia focus on professional teacher identity construction (e.g., Ivanova & Skara-Mincane, 2016; Rus, Tomsa, Rebege & Apostol, 2013; Slay & Smith, 2011). Ivanova and Skara-Mincane (2016) conducted their research focusing on the issues of the development of professional identity of English teachers-to-be in Latvia. The result showed that teachers’ professional identity is greatly based on

their previous professional and personal experiences. In addition, Rus, Tomsa, Rebeaga and Apostol (2013) examined the core and the peripheral elements of teachers' professional identity including various personal, professional and contextual elements while Slay and Smith (2011) had their research to build and enrich theory around professional identity construction by investigating the development of professional identity under conditions of stigmatized cultural identity. Therefore, those three researches are in the scope of teacher professional identity in the different contexts.

In Indonesian context, teacher identity has been mostly conducted on EFL pre-service teacher. In line with that, Riyanti (2017) conducted research about teacher identity development of EFL pre-service teachers learning who teach in an Indonesian university teacher education program. She concluded that the identity construction and development of each EFL pre-service teacher is unique and shaped by interrelating factors in each teaching context. Meanwhile, Kuswandono (2013) had research on uncovering identity as prospective teachers and the ways they interpreted and made meaning from their learning and experience. This study focused on how EFL pre-service teachers in Java region constructed their identities through reflection.

Considering the importance of teacher identity in the process of learning to teach, research on how English for Specific Purposes (ESP) instructors develop their identity formation becomes important because, in ESP, they will focus on the specific needs of the learners and concentrate more on language in context and on the students' need to acquire a set of professional skills and particular job-related functions (Fălăuș, 2017). As has been researched, Falaus highlighted that ESP posed a lot more challenges because it is said to be a learning-centered approach that emphasizes on learners' wants and interests. He also argued that ESP teachers need to subject themselves to a continuous process of adaptation and evaluation. Furthermore, ESP is presently taught in universities all over the world with the express purpose of preparing future specialists in various fields of activity, and it is also promoted by international corporations which organize specializing courses meant to enhance their employees' level of English and competence in various professional areas. Dudley-Evans and St John (1998) mention that ESP is being

designed to meet the specific needs of the learners, being centered on the language, skills, discourse and genres that are thought to be relevant to the activities and being related to or designed for specific disciplines

It can be inferred from the explanation above that limited research focuses on investigating teacher identity in the scope of ESP in Indonesian context. In this research, ESP in university context will be complicated for some teachers/instructors because an instructor will get more than two different majors in one semester such as Forestry, Communication Science, and Mathematics. It will need more effort to construct his or her identity to teach his or her students. As an attempt to fill the gap, it is important to investigate the identity formation of ESP instructor.

1.2. Research Questions

This research attempts to answer the following questions:

1. How do ESP instructors see themselves as teachers?
2. How do ESP instructors construct their identities in relation to substance, sources, self-practices and their ultimate goal?

1.3. Objectives of the Study

This research aims to investigate how ESP instructors understand themselves as teachers which refer to their own concept of their current experience, explore how they can construct their identities to maximize their capabilities and act ethically regarding the identity-forming process.

1.4. Significance of the Study

This current study is supposed to provide a reference on teacher identity which will focus on ESP instructors regarding the ethical formation. It is also hoped that the result can be used by other researchers in the development of teacher identity and ESP areas.

1.5. Clarification of Terms

1. Teacher identity : the understanding of teacher's self, who she or he is.
2. Ethical formation : the identity work diagram about teacher identity framework.
3. Ethics : moral principles that decide a person's behavior of an activity.
4. ESP : an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning.
5. ESP instructors : the teacher of ESP in university level.

1.6. Scope of the Study

Mostly, this study will focus on how ESP instructors understand themselves as teachers, explore their identities to maximize their capabilities and act ethically regarding the identity-forming process based on the ethical formation framework. In addition, this study employs a qualitative case study design which the findings will not seek any generalization.

1.7. Organization of the Thesis

Chapter 1

The first chapter is an introduction to what the research project is all about which covers background of the study, thesis statement, research question, objective of the study, significance of the study, clarification of terms, scope of the study, and organization of the thesis.

Chapter 2

The second chapter contains a review of related literature to understand the whole idea of what the projected study is trying to communicate. The chapter includes the theories and some related research on ESP.

Chapter 3

The third chapter provides the elaboration on the designed research methodology. It mainly contains the description of research design and details of the data collection and analysis procedure in this research.

Chapter 4

The fourth chapter deals with the analysis and interpretation of the findings.

Chapter 5

The last chapter of this research report consists of the conclusions and recommendations.