

**IMPORTANT FACTORS IN THE IDENTITY CONSTRUCTION OF
INDONESIAN NOVICE EFL TEACHERS**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master's Degree in
English Education



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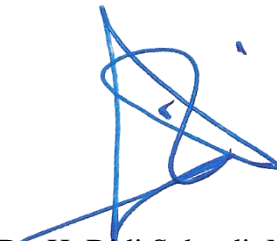
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STATEMENT OF AUTHORIZATION

I, Merina Hanifah, declare that this thesis entitled “*Important Factors in The Identity Construction of Indonesian Novice EFL Teachers*” submitted to fulfill the requirements for a Master’s Degree in English Education at Universitas Pendidikan Indonesia, is entirely my own work. I am fully aware that I have cited some ideas and statements from several sources. All citations are appropriately acknowledged.

Bandung, January 2022

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ABSTRACT

Teacher identity is considered an important issue since it can influence the teaching process and determine teachers' future careers. However, teacher identity development, particularly among novice English teachers in Indonesia, is rarely explored. This study identifies factors that contribute to the identity construction of Indonesian novice EFL teachers and how these factors affect their teaching practice. The research focuses on the construction of the professional identity of two novice EFL teachers in Bandung. The study employed narrative inquiry to investigate these teachers' stories on teaching and learning. The data for this study were collected from six interviews and their weekly teaching journals for six months. The data collected were analyzed using Creswell's (2014) thematic analysis, including open, axial, and selective coding. The coding was informed by theories of teacher identity (e.g., Beijaard et al., 2004; Day et al., 2006). The analysis generated four themes: social, cultural, political, and historical factors. The results showed that all factors were interrelated. The novice teachers had several perspectives of being a teacher and teaching profession, influenced by their history as a student and a teacher. As the novice teachers became a part of the school, they also became agents to implement its culture. In performing the school culture, the teachers interacted with students, colleagues, and parents. Interacting with other school members was a part of social factors. Finally, as the teachers worked in school institutions, it was unavoidable for them to be engaged in political aspects of teaching. Be it administrative or practical policies. The process of identity construction had some impacts on the novice teachers' teaching practices as they became stricter, more patient, and observant. This study suggests that teachers continuously reflect on their professional and personal selves and teaching practices to help develop their professional identity. Practicing emotional regulation is also needed to help them control their emotions when teaching inside the class and when communicating with the students' parents, colleagues, and leaders outside the class.

Keywords: emotion regulation; factors; narrative; novice teachers; reflections; teacher identity construction.

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