

**AN INQUIRY INTO THE PROFESSIONAL IDENTITIES OF TWO
ENGLISH TEACHERS IN AN INDONESIAN RURAL SCHOOL**

Submitted in partial fulfillment of the requirements for a Master's degree in
English Language Education

A Thesis



By:

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PAGE OF APPROVAL

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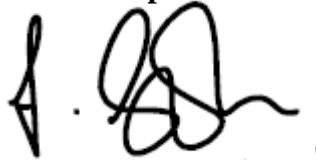
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STATEMENT OF AUTHORIZATION

I hereby state that this research paper entitled “*An Inquiry into the Professional Identities of Two English Teachers in an Indonesian Rural School,*” submitted for a Master’s degree in English Language Education, is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jambi, 20 Mei 2022

A handwritten signature in black ink, appearing to read 'Muthia Shahnaz', written in a cursive style.

Muthia Shahnaz

PREFACE

This study presents a report on the professional identity of English teachers in a rural school context. Specifically, it discusses how an Indonesian rural context shapes two English teachers' professional identities, taking into account their teaching experiences, emotions, beliefs, and knowledge. They proved to have contributed to the construction of the teachers' professional identities.

This study can be of interest to educators and policymakers whose role in education development is critical. It can give insights into future policies regarding teachers in rural areas. In addition, this study also shows readers the ways teachers have coped with challenges and tribulations and established professional identities of their own

Finally, I realize that this study is far from perfect, and thus any constructive feedback will be highly appreciated. Overall, this study is expected to contribute to the literature on teacher professional identity in the Indonesian rural context.

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ABSTRACT

Teacher professional identity has become an increasingly popular research topic in understanding teachers' professionalism. However, research about professional identity, specifically on English language teachers in the Indonesian rural context, has not been much investigated. This study investigates how a rural school context shapes two rural teachers' professional identities. I employed a narrative research design and collected data through interviews, observations, and lesson plan analyses. The participants were two English teachers in a rural school located in Jambi Province. The findings indicated that both teachers' professional identities were shaped by the rural context and their experiences, emotions, beliefs, and knowledge. These components shaped the teachers' professional identities differently and influenced how each teacher approached their students. One tended to be a teacher who concerns more on a personal approach between student-teacher, and the other one concerns more on a student-motivating approach. Although the two teachers showed different identities and different ways of approaching their students, they both agreed that the students deserve a better education. The rural context has transformed both teachers into empathetic teachers willing to persevere for many years despite the challenges ahead. This study implied that rural teachers deserve to be more appreciated, be well paid, get sufficient facilities, and have good well-being because of the challenges they faced.

Keywords: Narrative inquiry, rural schools, rural teachers, teacher professional identity

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