NOVICE ENGLISH TEACHERS' DEVELOPMENT OF PROFESSIONAL IDENTITY: A CASE STUDY

SKRIPSI

By

By
Sry Mora Yuni Siahaan
Student number: 81170028

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
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NIM   : 81170028
Program studi   : Pendidikan Bahasa Inggris
Fakultas   : Pendidikan dan Humaniora
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NIM.81170028

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SKRIPSI

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by
Sry Mora Yuni Siahaan
Student number: 81170028

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
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The *Skripsi* written by

Name   : Sry Mora Yuni Siahaan

NIM   81170028

Title   : Novice English Teachers' Development of Professional Identity: A Case Study

has been approved for the *Skripsi* Defense

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Advisor,

Adaninggar Septi Subekti, M.Sc
NIDN: 0504098902

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NOVICE ENGLISH TEACHERS' DEVELOPMENT OF PROFESSIONAL IDENTITY: A CASE STUDY

by

Sry Mora Yuni Siahaan

Student Number:

Defended before the Board of

ExaminersOn 30 June 2021

and Declared Acceptable

Chairperson   : Lemmuela Alvita Kurniawati, M.Hum.

Examiner I   : Adaninggar Septi Subekti, S.Pd., M.Sc.

Examiner II   : Andreas Winardi, S.Pd., M.A.

Yogyakarta,19 July 2021

The Head of the English Language Education

Lemmuela Alvita Kurniawati, S.Pd., M.Hum.

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 21 May 2021

Author

Sry Mora Yuni Siahaan

81170028

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Abstract

Siahaan, S.M.Y. (2021). *Novice English Teachers' Development of Professional Identity: A Case Study* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

The purposes of this study were to investigate lecturer assistants' views on the effects of being lecturer assistants toward their professional identity development and the views of students who took the lecturer assistants' class on the lecturer assistants' teaching performance. This study conducted interview. The interview was done to answer two research questions of this study. Then, the interviews were conducted to five lecturer assistants and five students who took the lecturer assistants' class. The first research question found three themes that involved the lecturer assistants' views on the effects of being a lecturer assistant on their professional identity. The first theme was being lecturer assistants facilitated the lecturer assistants to know the role of teachers to build rapport with students. The second theme was being lecturer assistants trained them to improve their communication skills in class. The third theme was being lecturer assistants facilitated them to change their beliefs about teaching. Then, the second research question found two themes that regarding how students' views on the lecturer assistants' teaching performance in the class. The first theme was the lecturer assistants had successfully established students-teacher rapport in the class. The second theme was lecturer assistants had made progress in managing the classroom. Then, this study has some implications. The first is this suggests the importance of teaching experiences for students of English Language Education Department (ELED) to increase their teaching performance. Then, the second is lecturers could optimize the roles of lecturer assistants in the class.

Keywords: Professional identity, Development of professional identity, lecturer assistants, teaching performance

Intisari

Siahaan, S.M.Y. (2021). *Novice English Teachers' Development of Professional Identity: A Case Study* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah untuk mengetahui pandangan asisten dosen tentang pengaruh menjadi asisten dosen terhadap pengembangan identitas professional mereka dan pandangan mahasiswa yang mengambil kelas asisten dosen terhadap kinerja mengajar asisten dosen. Penelitian ini dilakukan dengan wawancara. Wawancara dilakukan untuk menjawab dua pertanyaan dari penelitian ini. Kemudian, wawancara dilaksanakan kepada lima orang asisten dosen dan lima orang mahasiswa yang mengambil mata kuliah asisten dosen. Pada penelitian ini, hasil dari pandangan asisten dosen tentang pengaruh menjadi asisten dosen terhadap identitas professional mereka menemukan tiga tema. Tema yang pertama adalah menjadi asisten dosen memfasilitasi asisten dosen untuk mengetahui peran guru dalam menjalin hubungan baik dengan mahasiswa. Tema yang kedua adalah menjadi asisten dosen melatih mereka untuk meningkatkan kemampuan berkomunikasi di kelas. Tema yang ketiga adalah menjadi asisten dosen memfasilitasi mereka untuk mengubah kepercayaan mereka tentang mengajar. Selanjutnya, hasil dari bagaimana pandangan mahasiswa terhadap kinerja mengajar para asisten dosen di kelas menemukan dua tema. Tema yang pertama adalah asisten dosen telah berhasil menjalin hubungan baik antara siswa-guru di kelas. Tema yang kedua adalah asisten dosen telah mengalami kemajuan dalam mengatur kelas.

Kata kunci*: Identitas profesional, pengembangan identitas profesional, asisten dosen, kinerja mengajar*

CHAPTER I
INTRODUCTION

This part includes four things. They are research background, research questions, research objectives, and research benefits.

1. Research Background

As a teacher, developing professional identity is important (Cardoso et al., 2014). Professional identity of teacher is called as an individual's image of who they are to be professional as a teacher, defined on their attributes, values, motivate, and experiences (Caza & Creary, 2016). It means that their professional identity will make them focus on specific work they do as a teacher. The effect of their professional identity could be showed by their work attitudes, affection, and behavior (Caza & Creary, 2016). Marcellino (2015) also explained that the factors of the professional could determine how the teachers' preparations, teachers' learning strategies, teachers' mastery of the discussed topics, and others. Lomi and Mbato (2020) stated that at the beginning of the teaching, many novice teachers feel hard to do it. They need big effort to survive in their process. Moreover, the statement by Fantilli and McDougall (2009) stated that even the novice teachers are still new in their teaching, but their responsibility in the class is same with other teachers that having many experiences in teaching. So, that is why novice teachers have to prepare themselves as a teacher for their teaching.

Then, the present study will conduct in Indonesia. For the learners in Indonesia, English language is the second language to learn (Widiati et al., 2018). In the learning process of the learners, they need a complex process and teachers are very important to the success of learners' learning process (Widiati et al., 2018). So, novice teachers who will teach in an English class need to develop their professional identity. Their professional identity would determine on the kind of teachers the novice teachers want to be in class (Lamote & Engels, 2010). Also, Gultom (2015) stated about the problems in teaching the English language in Indonesia. One of the

problems is the learners do not have much time to learn English language (Gultom, 2015). So, from this problem might be indicate that the learners need an effective English class for their learning with the limited time condition.

Heeralal and Bayaga (2011) found that novice teachers could develop their professional identity by having teaching experiences. Being lecturer assistants would be one of the opportunities to have teaching experiences. In the class, lecturer assistants will be able to practice themselves and to apply theories that they have learned in their study (Ivanova & Skara-Mincᴌne, 2016). So, the Indonesian lecturer assistants as the novice teachers can develop their professional identity in the process of their teaching. Novice teachers will find many experiences in their teaching. Lomi and Mbato (2020) also stated that by the experiences that the novice teachers got from the teaching, it would give a potential to develop their professional identity. In some studies of the professional identity development, qualitative method is the popular method that used. The purpose is to get information about the professional identity from novice teachers by exploring the view, beliefs, perspectives, opinion, perception, and experiences is important (Hancock et al., 2006). So, this method is suitable for this present study. Hancock et al. (2006) stated that the result of the qualitative method would obtain deep information from participants. So, the participants will be able to share about the development of their professional identity process deeply. Also, this study will apply a case study. The purpose by using a case study is to understand more about the study (Noor, 2008). So, it means that a case study will support to obtain the data with rich and deep information.

2. Research Questions

Based on the rationales mentioned, the present study will answer these two research questions:

a. What are lecturer assistants' views on the effects of being lecturer assistants toward their professional identity development?

b. How do students view on the lecturer assistants' teaching performance in

the class?

3. Research Objectives

The study aimed to investigate:

a. The lecturer assistants' views on the effects of being lecturer assistants toward their professional identity development.

b. The students' view on lecturer assistants' teaching performance in the class.

4. Research Benefits

By conducting this study, it gave benefits for candidate of lecturer assistants, students who took the lecturer assistants' class, lecturers, and other researchers.

a. Lecturer assistants

From this study, lecturer assistants would know the effects that they get from teaching for their professional identity development. Also, the lecturer assistants will know about the progresses of their teaching. It is because this present study will present that information based on the data of the interview from the lecturer assistants and the students. By knowing the effects and the progresses, it is expected that the lecturer assistants may be maximizing their teaching experiences. The teaching experiences such as being lecturer assistant will be an opportunity to develop their professional identity as a teacher.

b. The lecturers

From the present study, lecturers will see the progresses of the lecturer assistants' teaching. This study also explores students' perspective on lecturer assistants' teaching performance in class by interviewing the students who joined the lecturer assistants' class. So, it means that the lecturer will see things that the lecturer assistants need to increase in teaching. Also, by knowing the information in this present study, the lecturers may be maximizing the role of lecturer assistants to teach in the class. Moreover, the opportunity being lecturer assistants will be good for the education students in the last semester. It is

because the lecturer assistants as a novice teacher will have experiences to teach. And the experiences help them to be ready and professional as a teacher.

c. Researchers

Considering with the studies about professional identity development, choosing the lecturer assistants as the participants were rare. So, this present study might can be used as the references for other researchers. The present study will show that one places to develop the professional identity of novice teachers is being lecturer assistants. And also, the other researchers can learn from the weakness of this study. So, the other researchers will produce the study better than the present study.

CHAPTER V
CONCLUSION

As the conclusion, this chapter consists of several parts. They are summary, implications and contributions, limitations, and future studies.

1. Summary

The study found three themes regarding the lecturer assistants' views on the effects of being a lecturer assistant on their professional identity. The first theme was being lecturer assistants facilitated the lecturer assistants to know the role of teachers to build rapport with students. The second theme was being lecturer assistants trained these lecturer assistants to improve their communication skills in class. The third theme was being lecturer assistants facilitated them to change their beliefs about teaching. Furthermore, the present study found two themes regarding how students' views on the lecturer assistants' teaching performance in the class. The first theme was teacher assistants had successfully established student-teacher rapport in the class. The second theme was teacher assistants had made progress in managing the classroom.

2. Implications and Contributions

Based on the results of this study, there are some implications. This study found that in general being lecturer assistants influenced the lecturer participants' professional identity development to perform better as teachers. This suggests the importance of teaching experiences for students of English Language Education Department (ELED) to increase their teaching performance. In relation with this finding, ELED students are expected to increase their teaching experiences to help them to improve their professional identity as the future teachers. Then, for lecturers, this finding suggests that employing lecturer assistants in their classes will produce many students who have good professional identity as a teacher. This present study found that based on the student participants' views, the lecturer assistants helped them to discuss more the materials. Also, because the age gap was

not really big, students felt that the lecturer assistants as a friend in the class. Regarding this finding, lecturers could optimize the roles of lecturer assistants in the class. It might help the lecturers to produce the better understanding from students about the materials.

This study also has a contribution to future researchers. First, from this present study, the topic about novice teachers' development of professional identity may be used as the reference for other researchers. The research who involved lecturer assistants as the participants was quite rare. So, the result of this study can be used as the other perspective from the lecturer assistants about the development of their professional identity during the teaching.

3. Limitations

This study has some limitations. The first is this study only used the interviews to gain the results. The present study did not conduct observation. So, the researcher could not find the uniqueness from each class. The information for the result in this present study was only from the interview. The second is interviews conducted in online because of the Covid-19 pandemic. Those conditions were different with the offline interview. Sometimes, the interview process was interrupted because of the connection. The participants were from several different cities. They had different quality of the internet connection. So, those conditions were quite influencing the quality of interview data. Also, the present study did not investigate lecturers' perspectives about the progress of the lecturer assistants. The lecturer assistants were people who helped the lecturers' class. So, the lecturer assistants would discuss the materials first with the lecturers before they came to the class. It might indicate that the lecturers knew more about the lecturer assistants. Lastly, another limitation is from the researcher. I was still a novice researcher in this present study. So, the interview data of one participant were considered insufficient perhaps due to my limited capability in questioning.

4. Future Studies

Based on the limitations and the findings of the present study, there are some suggestions for future studies. First, future studies can use observation as the method. This present study only presented data from interviews. It may be better if the observation is also conducted in the research about development of the professional identity. The observation will see the process of the teaching in the class. Not only that, the observation result may be used to support the interview. So, in the interview, the observation can give reference to ask questions to participants. Second, it also will be better if future studies involve the lecturers' perspectives about the lecturer assistants. In the research who have lecturer assistants as the participants may need the lecturers' perspectives. The lecturers' perspectives can be as the data to support the interview result with the lecturer assistants. It was because in the teaching process of the lecturer assistants, before the class, they came first to have discussion with the lecturers. So, it might indicate that the lecturers explained information more about the progresses of the lecturer assistants.

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