

## ABSTRACT

**Afreilyanti, Elizabet.** (2017). *A Study of EFL Pre-service Teachers' Identity Transformation on the Development of Their Professional Identity*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The fact that Indonesia really needs professional teachers is undeniable. It is because professional teachers are one of the important elements in creating high quality of education. In order to draw up professional teacher candidates, teaching practice program which is held by English Language Education Study Program (ELESP) becomes the process to train pre-service teachers to be professional English teachers. During this program, ELESP pre-service teachers begin to construct their teacher identity with various image of themselves as teachers. Besides, during the process, the ELESP pre-service teachers might also transform their identity. In addition, there are also some factors which contribute to their identity transformation during the teaching practice program.

With regard to this phenomenon, this study addressed two research questions. The first was "What identity transformations do EFL pre-service teachers experience after finishing teaching practice program?" and the second was "What are the factors which contribute to EFL pre-service teachers' identity transformation after finishing teaching practice program?" Thus, the researcher would like to find out pre-service teachers' identity transformation and the factors which contributed to the transformation. This research was a qualitative research. It employed interview guidelines to understand the pre-service teachers' experience during the teaching practice program.

Besides, the data were mainly from the statements or utterances said by the pre-service teachers on the interviews. Besides, the identity transformation was analyzed by considering the previous research' data conducted by Iswandari (2013). Then, the data were analyzed using Creswell's (2009) qualitative data method. Afterward, the analyzed data were classified based on the professional imagined identity by Xu (2013) to answer the first research question. Then, the researcher employed Beijaard et al. (2000), Gee (2000), and Lerseth's (2013) theories to answer the second research question.

The results of this study showed that there were three out of five pre-service teachers who transformed their identity which were from learning facilitator to spiritual guide and from spiritual guide to learning facilitator. In addition, the researcher also found some factors that contributed to the identity transformation. These factors were identity recognition, pre-service teachers' engagement with students, teaching concept, supervising and mentoring teacher, tensions, previous teaching experience, and content area knowledge. The study showed that identity transformation led the development of pre-service teachers' professional identity.

**Keyword:** identity transformation, professional identity, pre-service teacher

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*Guru yang profesional sangat diperlukan Indonesia sebagai salah satu elemen untuk menciptakan pendidikan yang berkualitas tinggi. Dalam rangka mempersiapkan calon – calon guru yang profesional, praktik program mengajar yang diselenggarakan oleh Program Studi Pendidikan Bahasa Inggris menjadi sarana bagi mahasiswa PPL untuk mempersiapkan dirinya sebagai guru bahasa Inggris yang profesional. Dalam menjalani program tersebut, para mahasiswa PPL Pendidikan Bahasa Inggris mulai membangun identitas diri mereka dengan berbagai gambar tentang diri mereka sebagai seorang guru. Namun, saat menjalani program tersebut, para mahasiswa PPL juga mungkin mengalami perubahan identitas diri mereka sebagai seorang guru. Adanya perubahan identitas tersebut juga dikarenakan adanya beberapa faktor yang mempengaruhi para mahasiswa PPL selama menjalani program praktik mengajar tersebut.*

*Penelitian ini didasarkan pada fenomena tersebut dan dilakukan untuk menjawab dua rumusan masalah. Pertama, “Perubahan identitas apa yang dialami oleh para mahasiswa PPL setelah menyelesaikan praktik program mengajar?” dan kedua, “Faktor-faktor apa yang mempengaruhi perubahan identitas para mahasiswa PPL setelah menyelesaikan program praktik mengajar?” Berdasarkan dua rumusan masalah tersebut, peneliti ingin meneliti perubahan identitas yang dimiliki oleh para mahasiswa PPL dan faktor-faktor yang mempengaruhi perubahan identitas tersebut. Penelitian ini merupakan penelitian kualitatif. Wawancara digunakan dalam penelitian ini untuk memahami pengalaman para mahasiswa PPL selama menjalani program praktik mengajar.*

*Data penelitian berasal dari pernyataan atau ungkapan mahasiswa PPL pada saat wawancara. Perubahan identitas pada diri mereka juga dianalisis berdasarkan data pada penelitiannya sebelumnya yang dilakukan oleh Iswandari (2013). Data kemudian dianalisis menggunakan metode penelitian Creswell (2009). Data yang sudah dianalisis kemudian dianalisis berdasarkan katagori imagined identity menurut Xu (2013). Teori-teori menurut Beijaard et al. (2000), Gee (2000), dan Lerseth (2013) digunakan untuk menjawab pertanyaan kedua.*

*Hasil penelitian menunjukkan bahwa terdapat tiga dari mahasiswa PPL yang mengalami perubahan identitas yaitu dari learning facilitator menjadi spiritual guide dan dari spiritual guide menjadi learning facilitator. Selain itu, peneliti juga menemukan adanya faktor-faktor yang mempengaruhi perubahan identitas tersebut, yaitu pengenalan diri, hubungan dengan para siswa, konsep dan teknik mengajar, dosen pembimbing lapangan dan guru pamong, tekanan, pengalaman mengajar, dan ilmu pengetahuan.*

**Kata kunci:** *identity transformation, professional identity, pre-service teacher*