

ABSTRACT

Putri, Arima Renny Dayu. (2020). *The Roles of Critical Incidents to Construct Public Senior High School English Teachers' Identity Development in Yogyakarta*. Yogyakarta: English Education Master Program, Faculty of Teachers Training and Education, Sanata Dharma University.

This study explored the role of critical incidents (CIs) to construct Public Senior High School English teachers' identity development. The meaning of CIs and how these developed Public Senior High School English teachers' identities were examined in this study. The researchers distributed Open-Form Questionnaire, conducted Open-Ended Interview and Classroom Observation toward eight Public Senior High School English teachers in Yogyakarta to obtain the data. The method in collecting the data was narrative inquiry method which analyzed teachers' life stories in constructing teachers' identity related to their CIs. In this study, there were 12 CIs which were categorized into 3 major categories of CIs, namely: students' misbehavior, students' response and self-improvement. Those CIs provided great meanings in motivating teachers to be reflective teacher, empowering teacher to be agentic teacher, developing teachers' identities, supporting teachers to have better quality of teaching and improving teacher confidence. All of those meanings of CIs contributed significance role to construct Senior High School English teachers' identity.

Keywords: critical incidents (CIs), teacher identity, Public Senior High School English Teacher.

ABSTRAK

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Studi ini menyelidiki peran insiden kritis untuk membangun perkembangan identitas guru Bahasa Inggris SMA Negeri. Para peneliti memeriksa makna insiden kritis dan bagaimana insiden kritis dapat mengembangkan identitas mereka sebagai guru Bahasa Inggris di SMA Negeri. Untuk mendapatkan data, para peneliti melakukan *Open-Form Questionnaire*, *Open-ended Interview*, dan Observasi Kelas terhadap delapan guru Bahasa Inggris SMA Negeri di Yogyakarta. Data dikumpulkan dengan menggunakan *naratif inquiry* yang menampilkan kisah hidup responden dalam membangun identitas guru yang terkait dengan insiden kritis mereka. Hasil penelitian ini menunjukkan bahwa ada 12 insiden kritis yang diklasifikasikan ke dalam 3 kategori utama yaitu: perilaku siswa, respon siswa dan peningkatan diri. Arti dari insiden kritis ini adalah, memotivasi guru untuk menjadi guru yang reflektif, memberdayakan guru untuk menjadi guru yang agentic dalam menemukan solusi, mengembangkan identitas guru, mendukung guru untuk memiliki kualitas pengajaran yang lebih baik dan meningkatkan kepercayaan guru. Makna insiden kritis tersebut memberikan peran besar untuk membangun identitas guru Bahasa Inggris SMA Negeri.

Kata kunci: insiden kritis, identitas guru, guru SMA Negeri.