

ABSTRACT

Sarjono, R. Indrajid Lukman Santoso. (2022). *Critical Incident Analysis of Indonesian English Teachers to Stimulate Professional Practice during Online Learning: A Narrative Inquiry Study*. Yogyakarta: English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University.

This study investigates English teachers' critical incidents (CIs) during online learning and the possible impact on professional practice. Critical incidents work with narrating teachers' worthwhile stories and reflecting them in either positive or negative experiences. The implementation of critical incidents is pertinent in current online teaching and learning since many teachers' novel experiences in such learning mode are often not meaningfully reflected and investigated in recent studies to provoke their professional practice. To fill the gap, this study is conducted, with the following research question, how do the positive and negative critical incidents reflected in English teachers' experiences during online learning stimulate their professional practice? To answer the questions, this study employs narrative inquiry research due to its nature of understanding conflict, cultures, and social worlds from someone's authentic experiences. The participants were seven English teachers in Indonesia gathered from purposive sampling. The data were collected through an open-ended questionnaire, interviews, and focus group discussion (FGD). The data were further analyzed using open-, axial-, and selective coding. The results of the analytical review suggested four core themes confirmed by teacher CIs to prompt their professional practice. English teachers were expected to revisit their professional identities, self-efficacy, and teaching pedagogy in correlation with technology to fully accommodate students' well-being during distance learning. Overall, the reflection of all teacher CIs during remote learning opened the path to inflict their professional practice in becoming suitable and adaptable online English teachers.

Keywords: *critical incidents, online learning, professional practice, reflection*

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Penelitian ini dimaksud untuk meneliti kejadian penting yang dialami guru bahasa Inggris selama pembelajaran daring terhadap praktik profesional pendidik. Kejadian penting ditujukan untuk menceritakan pengalaman berharga guru di masa lampau dan refleksi positif atau negatif dari pengalaman tersebut. Penerapan kejadian penting sangat dibutuhkan di dalam pembelajaran daring melihat jumlah pengalaman baru yang tidak secara mendalam direfleksikan dan diinvestigasi belakangan ini untuk memicu praktik profesional. Satu rumusan masalah dalam penelitian ini adalah bagaimana kejadian penting yang positif dan negatif dari refleksi guru bahasa Inggris selama pembelajaran daring mendorong praktik profesional mereka? Menjawab rumusan masalah, penelitian naratif digunakan atas fungsi utamanya untuk memahami konflik, budaya dan sosial dari pengalaman nyata seseorang. Partisipan penelitian ini adalah tujuh guru bahasa Inggris di Indonesia melalui metode *purposive sampling*. Pengumpulan data yang digunakan adalah kuesioner terbuka, wawancara, dan diskusi kelompok terfokus. Data kemudian akan dianalisa menggunakan *open-, axial-, and selective coding*. Hasil ulasan analitis menghasilkan empat tema utama dari kejadian penting guru dalam mendorong praktik profesional mereka. Guru bahasa Inggris butuh untuk meninjau kembali identitas profesional mereka, efikasi diri, dan pedagogi dengan penggunaan teknologi demi memfasilitasi kesejahteraan siswa selama pembelajaran daring. Secara keseluruhan, refleksi semua kejadian penting guru selama pembelajaran daring membuka kesempatan untuk mendorong praktik profesional mereka dalam menjadi guru bahasa Inggris daring yang sesuai dan mampu beradaptasi.

Kata kunci: *critical incidents, online learning, professional practice, reflection*