

## ABSTRACT

Sinom, Patrick Adtya Pratama. (2023). *Indonesian teachers' identity development and students' interest and metacognitive strategy in academic reading comprehension*. Yogyakarta: Master's Program, Department of Language and Art Language Education, Faculty of Teachers Training and Education, Sanata Dharma University.

It is essential to state that this thesis is a thesis by publication. Thus, the writer must reflect critically and evaluate the two published articles. In this case, the two published articles are "Indonesian undergraduate students' interest towards metacognitive strategy in reading academic comprehension" and "Indonesian English teachers' identity: Bridging the gap between teacher's personal and professional identities".

The published article one aimed to reveal the impacts and relationship between students' interest and metacognitive strategy in academic reading comprehension. Meanwhile, the published article two aimed to reveal teachers' perceptions, barriers, and overlapping aspects between teachers' personal and professional identities.

The two published articles employed different research methods in conducting the research. The published article one employed a survey design followed by a correlational study (for a close-ended questionnaire) and Miles, Huberman, and Saldana (2014) data analysis (for an open-ended questionnaire). Meanwhile, the published article two employed a phenomenological approach followed by thematic analysis.

The findings and discussions of published article one reported a moderate positive correlation between students' interest and metacognitive strategy in academic reading comprehension. Moreover, followed by open-ended data interpretation, the research found that both interest and metacognitive strategy are interrelated, especially in terms of self-motivation and self-regulation, mood, and strategy employment in reading academic comprehension. On the other hand, the published article two revealed that teachers' personal identity is perceived as individuals' goals, values, beliefs, actions or behavior, and interactions in the social-cultural area. The professional identity is related to professional competence, teaching ideology, and transferring cultural content and role model. In addition, a teacher's personal and professional identity are overlapped in identity formation and identity in social interaction. Besides, they are confined by a classroom setting and social context.

The two published articles are expected to significantly contribute to students' learning process and teacher identity development, especially for the English language department.

**Keywords:** Interest, Metacognitive strategy, personal identity, professional identity

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Perlu diketahui bahwa tesis ini merupakan tesis *by Publication*. Oleh karena itu, penulis diminta untuk dapat melakukan refleksi kritis dan evaluasi terhadap dua artikel yang telah diterbitkan. Dalam hal ini, dua artikel yang diterbitkan adalah "Indonesian undergraduate students' interest towards metacognitive strategy in reading academic comprehension" dan "Indonesian English teachers' identity: Bridging the gap between teacher's personal and professional identities".

Publikasi artikel satu bertujuan untuk mengungkap dampak dan hubungan antara minat siswa dan strategi metakognitif dalam pemahaman membaca akademik. Sementara itu, publikasi artikel dua bertujuan untuk mengungkap persepsi guru dan hambatan serta aspek yang tumpang tindih antara identitas pribadi dan profesional guru.

Kedua artikel yang diterbitkan menggunakan metode penelitian yang berbeda dalam melakukan penelitian. Publikasi artikel satu menggunakan desain survei (*survey design*) diikuti oleh studi korelasional (untuk kuesioner tertutup) dan analisis data Miles, Huberman, dan Saldana (2014) (untuk kuesioner terbuka). Sementara itu, publikasi artikel dua menggunakan pendekatan fenomenologis (*Phenomenological approach*) yang dilanjutkan dengan analisis tematik.

Temuan dan diskusi dari publikasi artikel satu melaporkan bahwa ada korelasi moderat positif antara minat siswa dan strategi metakognitif dalam pemahaman membaca akademik. Selain itu, diikuti oleh interpretasi kuesioner terbuka (*open-ended questionnaire*), penelitian ini menemukan bahwa minat dan strategi metakognitif berkorelasi terutama dalam hal motivasi diri dan pengaturan diri, suasana hati, dan penggunaan strategi dalam membaca pemahaman akademik. Di sisi lain, publikasi artikel dua mengungkapkan bahwa identitas pribadi guru dianggap sebagai tujuan, nilai, keyakinan, tindakan atau perilaku, dan interaksi individu dalam bidang sosial-budaya. Sedangkan identitas profesional terkait dengan kompetensi profesional, ideologi pengajaran, dan transfer muatan budaya dan keteladanan. Selain itu, identitas pribadi dan profesional seorang guru tumpang tindih dalam hal pembentukan identitas dan identitas dalam interaksi sosial. Kemudian, identitas pribadi dan profesional seorang guru dibatasi oleh keadaan kelas dan konteks sosial.

Kedua artikel yang telah diterbitkan ini diharapkan dapat memberikan kontribusi yang besar bagi proses pembelajaran mahasiswa dan pengembangan jati diri pengajar, khususnya untuk jurusan Bahasa Inggris.

**Kata Kunci:** Minat, strategi Metakognitif, identitas pribadi, identitas profesional