

ABSTRAK

DINI NOVIANTI. 2024. 'MY STUDENTS DRIVE ME TO GROW': EFL TEACHERS' IDENTITY DEVELOPMENT THROUGH TEACHER-STUDENT RELATIONSHIP. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Identitas guru merupakan cara bagaimana seorang guru memahami dirinya sendiri. Salah satu dari banyak faktor yang memengaruhi pengembangan identitas guru adalah hubungan antara guru dan siswa. Sementara itu, penelitian ini bertujuan untuk mengeksplorasi pengalaman seorang guru terkait hubungan guru dan siswa yang berpengaruh terhadap pengembangan identitas guru. Dengan menggunakan metode narrative inquiry, data diambil melalui wawancara semi-terstruktur disertai narrative frame yang kemudian di analisis menggunakan narrative analysis. Hasil penelitian menunjukkan bahwa partisipan memiliki hubungan yang sangat baik dengan siswa nya yang terbentuk melalui interaksi secara interpersonal (melalui kehangatan sikap seorang guru), substantive (melalui pemberian tugas) dan pedagogic (melalui metode mengajar). Kemudian dilihat dari tiga dimensi pembangun identitas guru, partisipan mampu memilih metode belajar dan pemberian tugas dengan mempertimbangkan karakter siswa (dimensi personal), membangun hubungan erat dengan siswa dari hal-hal sederhana (dimensi interpersonal), serta percaya bahwa guru harus memainkan banyak peran agar siswa tidak merasa takut (dimensi socio-historical). Sehingga sebagai guru partisipan bisa berteman dengan siswa secara nyata di luar kelas namun tetap memenuhi tugas dan kewajibannya dengan baik untuk mencapai tujuan pembelajaran. Kesimpulan nya yaitu memiliki hubungan yang baik dan positif dengan siswa memiliki pengaruh terhadap pengembangan identitas guru.

Keywords: *identitas guru, hubungan guru dan siswa, narrative inquiry*

ABSTRACT

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Teachers' identity is the way teachers understand themselves. One of many factors that influence teachers' identity development is teacher-student relationship. Meanwhile, the present research aims to explore the experience of a teacher in relation to the teacher-student relationship that influences the development of a teacher's identity. Using the method of narrative inquiry, data is taken through semi-structured interviews supplemented by narrative frames, which are analyzed using narrative analysis. Research findings show that the participant has a good and positive relationship with her students, which is formed through interpersonal (via teachers' warmth), substantive (via task giving), and pedagogical (via teaching method) interaction. Then, based on three dimensions that construct teachers' identity, participant is capable on choosing appropriate learning and task giving method (personal dimension), building a close relationship with students from simple things (interpersonal dimension), as well as believe that teachers must play various roles to make students more comfortable with their teachers (socio-historical dimension). In this case, as a teacher, the participant can be actual friends with her students outside the classroom without leaving her duty and task to reach the learning goals. The conclusion is that having a good and positive relationship with students influences teachers' identity development.

Keywords: teachers' identity, teacher-student relationship, narrative inquiry