CHAPTER I

INTRODUCTION

A. Background

As my experiences during the English learning in higher education, I found myself inspired by my teacher's individual quality of teaching. It comes naturally along four years (2015-2018) since his teaching and personality trait affected me in wondering his identity as a great teacher. For instance, he asked students into group consisted of three to make a poster presentation which should be presented by each student one time through speaking circle. The members of each group had to speak up whether he/she as presenter or visitor. In turn, we were all had a chance to speak up even though it was large class and the time allocation was limited, meanwhile the teacher came along to observe for more often. Moreover, I also have witnessed that he appreciated students' work through constructive feedback whether in and out of classroom (e.g. through Facebook). Later, it could be used as digital artifact (Widodo, 2013) in academic purposes (i.e. research). By these simple reasons, I myself have been wondering where the teaching strategies came from since I also needed a role model as futuristic teacher.

As in line with teacher professional development (TPD) which teachers need to stay current in their practices and hence a need to constantly update and upgrade themselves (Aik-Ling Tan et al., 2015), my teacher is known actively conducting research since 2014 which then it supports his teaching

expertise. He sustains to do researching and teaching together. Darling-Hammond and McLaughlin (1995) state that, "the notion of professional development provides a hint on how teachers are likely to change their teaching practices through researching" (Ubaque & Peña, 2017, p. 35). Indeed, "the academic importance of conducting research as a way to modify current teaching practice is acknowledged, while teachers stated that the main reason to carry out a research study was a personal and professional interest of academic development" (p. 36). My teacher also has interest in doing research since he found teaching phenomena empirically in his subject. In turn, my teacher's professional development through research might influence his teaching expertise involving the teaching strategies as I narrated earlier.

In order to uncover my curiosity towards the teacher, I found relevant studies which were conducted to document life stories of an EFL teachers' experiences in doing research (Ubaque and Peña, 2017), and excellent teachers' roles and responsibilities (Ariffin, Bush, & Nordin, 2018). Korthagen (2004) also offered a level of change or 'onion' model as a framework for viewing teacher's personality view and teacher's ability view. Those studies are necessary to support this present study even though finding for meaning of a great teacher is not a new idea.

Educational researchers have developed lists of characteristics describing a 'good teacher' (Bullock, 2015; Hermann & Regner, 2015; Raufelder et al., 2015), 'ideal teacher' (Arnon & Reichel, 2007), even 'great teacher' (Ida, 2017). Nonetheless, there were less attentions on addressing students' perception in qualitative studies about finding meaning for great teacher characteristics (D. Raufelder et al., 2015) through prioritizing the teacher's lived experience. With respect to all of those issues, I would like to explore my English teacher's lived story and investigate what makes teacher great.

B. Formulation of the Problem

This research is formulated in one question: what is the identity representation of the teacher during his English education teaching?

C. Operational Definitions

I provide some definitions related to this research in order to avoid misunderstanding about the terms set out of this study.

1. Teacher's lived story : It is about the wider personal experience of the teacher within a social and historical context by his life in whole or part, in written or oral form, that has been elicited by the researcher.

2. Identity : It is searching for meaning in the respective profession.

3. Great teacher : It is finding meaning of great teacher characteristic empirically towards the English teacher's lived story.

D. Aim of the Research

This research is aimed to uncover what identity representation of the teacher during his English education teaching and investigate what makes teacher great.

E. The Uses of the Research

1. Theoretical Use : This study would like to develop identity theory by Gee (2000) and Onion Model by Korthagen (2004) in EFL context .

2. Practical Use : This study would like to document the

English teacher's lived story, for inspiring the English pre-service teachers in becoming a teacher, and for reflecting other teachers in developing their teaching expertise.

3. Empirical Use : This study would like to recognize of what makes teacher great in order to uncover teacher's identity as role model for the researcher in becoming a futuristic teacher.