PREFACE

This research thesis entitled **"Constructing Professional Identity through Emotions: A Narrative Inquiry of an English Pre-Service Teacher during Online Teaching Practices"** was submitted as partial fulfilment of the requirements for attaining Sarjana Pendidikan Degree at English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya include this research thesis in five chapters. Here, described an overview of every chapter as following:

Chapter one: presented the background information of my study. Here, it provided a context of the research, which ascended with a gap, formulation of the problems, significance of the study, and research aims.

Chapter two: examined the literature of my study. It included the concepts, types, and roles of identity, the linkages between emotions and professional identity, emotions in language teaching, the pre-service teacher, the online teaching practices, and the narrative inquiry as to my research design.

Chapter three: described the methodology of my study. It explained the concept of narrative inquiry and defined the research paradigm as qualitative. It outlined the focus of the research, the setting, and participant, data collection through transfer documents. It also described the data analysis using the narrative analysis method proposed by Labov (1972) (i.e., Abstract, orientation, complication action, evaluation, result of the resolution, and coda).

Chapter four: discussed the research result. There was a range of emotions experienced by an English pre-service teacher during online teaching practices. I discovered five emotions: (1) worrying, (2) challenging, (3) empathetic, (4) enjoyable, and (5) determination. These emotions, both positive and negative, were explored in the seven activities of the professional construction process during online teaching program: (1) lesson preparation, (2) administration matters, (3) assessment of learners, (4) methods of presenting lessons, (5) classroom management, (6) maintenance of discipline and (7) professional development.

Here, I demonstrated the five emotions in Labov's (1972) narrative framework to generate meaning from the recursive chain activities.

Chapter five: the final section of this thesis, concluded the results of the study. The applications and implications drawn from this study were included with my interpretations. Since it was a small-scale study, suggestions had been made for further research.

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All praise and thanks be to Allah *subhanahu wa ta'ala*, the lord of the universe. Due to his grace, mercy, and blessing, I can finish writing this research entitled "Constructing Professional Identity through Emotions: A Narrative Inquiry of an English Pre-service Teacher during Online Teaching Practices". This research is submitted as partial fulfilment to thesis writing at the English Education Department, Faculty of Educational Sciences and Teacher's Training, Siliwangi University.

I cannot accomplish this research without the will of Allah, who has enabled me to finish this research. In addition, I cannot complete it without support from several great people around me. On this occasion, I would like to express my sincere gratitude to them, may Allah *subhanahu wa ta'ala* reply to their kindness in better ways, especially to the honourable:

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I realize that this research is still far from being perfect. Therefore, I welcome suggestions and constructive criticism from the readers for the improvement of this writing. Hopefully, this research will be helpful for the readers and me.

Tasikmalaya, September 2021

The Writer

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