

ABSTRAK

ALIFA FADLILA LUTFIYA. 2024. **“UNVEILING THE PROFESSIONAL IDENTITY CONSTRUCTION OF EFL STUDENT TEACHERS IN TEACHERS’ EDUCATION PROGRAM”**. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Siliwangi

Penelitian ini mengeksplorasi bagaimana siswa guru Bahasa Inggris mengkonstruksi identitas profesional mereka dalam konteks pendidikan EFL. Melalui metode studi kasus deskriptif kualitatif, penelitian ini mengkaji pengalaman dua partisipan yang telah menyelesaikan program praktik mengajar. Data dikumpulkan menggunakan wawancara semi-terstruktur dan dianalisis dengan analisis tematik. Hasil penelitian menunjukkan bahwa konstruksi identitas profesional terjadi melalui tiga proses utama: kategorisasi sosial (kemampuan beradaptasi dan penguasaan gaya mengajar), perbandingan sosial (durasi pengalaman mengajar dan kompetensi pengelolaan kelas), dan identifikasi sosial (citra diri sebagai guru pemula atau mentee). Proses-proses ini membentuk cara partisipan memandang peran mereka sebagai pendidik. Dukungan mentor dan praktik reflektif memainkan peran penting dalam memfasilitasi pertumbuhan profesional dan pembentukan identitas mereka.

Kata Kunci: Identitas Profesional, Siswa Guru Bahasa Inggris, Pendidikan EFL

ABSTRACT

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This study explores how English student teachers construct their professional identity within the context of EFL education. Through a qualitative descriptive case study method, the research investigates the experiences of two participants who have completed an internship teaching program. Data were collected using semi-structured interviews and analyzed with thematic analysis. The findings reveal that the construction of professional identity occurs through three key processes: social categorization (adaptability and Teaching styles and Teaching skills), social comparison (Language proficiency and classroom management), and social identification (Teaching duration). These processes shape how participants view their roles as educators. Mentor support and reflective practice play a vital role in facilitating their professional growth and identity formation.

Keyword: Professional Identity, English Student Teacher, EFL education