

ABSTRACT

SHERIN BUNGA PERMATA. 2024. NARRATING THE PROFESSIONAL IDENTITY OF AN ENGLISH INSTRUCTOR IN A PRIVATE ENGLISH COURSE. English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University, Tasikmalaya.

Professional identity is a crucial aspect of becoming and growing as an educator. This study aims to explore the journey of a novice teacher in developing her professional identity. More specifically, it focuses on how the teacher experiences identity formation through training, reflection, emotional engagement, and self-directed learning. A narrative inquiry was employed to achieve the objective of this study. Data were collected through semi-structured interviews and supported by visual prompts. The interview data were transcribed, translated, and analyzed using Labov's (1972) narrative analysis framework. The findings of this study reveal that the teacher's professional identity evolved through a series of meaningful experiences, including initial uncertainty, classroom challenges, and ongoing reflection. The development is presented using Labov's framework: (1) Abstract: "The Motivation Sparked When I was in High School", (2) Orientation: "My First Teaching Practice was Inspiring", (3) Complicating action: "I was Struggling with My First Real Teaching Process", (4) Resolution: "My New Me after 'Battle'", (5) Evaluation: "My Development, My Identity, and My Professional Training Program", (6) Coda: "I Finally Enjoy Teaching as Part of My Life". This research supports the notion that teacher professional identity is not solely built on technical competence, but also on emotional well-being, relational connection, and a strong sense of moral responsibility. The study contributes to a deeper understanding of how personal experience, motivation, and emotional investment intersect to shape the evolving identity of a committed educator.

Keywords: Narrative Inquiry, Personal Experience, Teacher Professional Identity