

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, RECOMMENDATIONS FOR FURTHER STUDIES AND PEDAGOGICAL IMPLICATIONS

This chapter eventually provides the summary of the final research from the process of proposing, analyzing, and finding until gathering the data becomes the research result. Moreover, this chapter also proposes the advantages for further research. Systematically, I depicted into conclusion, limitation of the study, recommendation for further study and pedagogical implication as viewed below.

5.1 Conclusion

Teachers' professional identity has attracted extensive scholarly attention nowadays due to the importance of constructing teachers' professional lives. Therefore, the teacher's understanding of their professional identity started from their professional experience since becoming a prospective teacher. The purpose of this study is to identify the construction of professional identity of an EFL pre-service teacher during field teaching practice. The research data was obtained through instrument narratives' reflection-photovoice which was collected during the work placement.

After analyzing the data, I found that the overall process of constructing my professional identity is based on my personal interpretation (self-reflective) and the activities I did (self-active) during the training program. However, I believe it is important to combine both of two aspects (self-reflective and self-active) because apart from gaining a focus on meaning in terms of what is self-defined but also meaning acquired in praxis. As stated by Bruner (1990) that "To

attend to the practices in which 'the meanings of self' are achieved and put to use" (p. 116). However, the praxis means of this study is about what activities I did during the professional experience.

By considering that meaning construction, it claimed that the meaning decision is considered appropriate to conduct in this professional identity's construction studies were also justified by Solari and Ortega (2020) who stated that the meaning demonstrated and the applicable meaning (meaning applied when participating in certain practices) must be considered in studying the construction of professional identity. Also, the varieties of pedagogical practices and interactions that support meaningful meaning can lead me to construct a professional identity (Highighi Irani, et al., 2020).

Thus, to find the meaning based on my personal interpretation and answer the research question of this study, I used the theoretical theme adopted from Kelchtermans' (2009) framework. There were self-image, self-esteem, task perception, job motivation, and future perspective. Based on the data analysis, there were also additional domains that existed such as self-efficacy, job satisfaction, commitment, and job challenge. Basically, those domains aid to how extent to which the professional identity construction of an EFL pre-service teacher occurs. The result shows that the tendency level of the domain is in task perception and self-esteem. It indicated that to construct the professional identity during practicum experience is being active (in the normative role) and evaluative in practice.

Whereas the meanings that have been successfully formed based on entire domain and activity interpretation, constructively, as an EFL pre-service teacher, I

have undergone a transformation to a morality, normative, and intelligence during PLP II experience which was proposed through this stage of self-reflection and work. While on how to construct a professional identity during field teaching is including adaptation, self-involvement, and Imagination process.

Moreover, the thing that needs to be underlined in the professional identity construction process during field teaching practice is the contribution of the professional identity domain also the factors behind it that greatly affect the meaning of self, profession, and professionalism. The factors that lead to the construction are consisting of internal and external factors. The internal factors are the ability to think about instruction and personal value and future expectation. However, the external factors contains are the relationship with peers and important actors, placement assumption, professional challenge, and the students' reaction. They are mostly encountered from critical incidents. (see p. 70-72)

5.2 Limitation of the Study

This research provides guidance on how to personalize a pre-service teacher with the support of five theoretical domains of typical teacher stories which are obtained through reflection reports. The choice of domain is solely based on a set of meanings that are often used by researchers and produces new findings as personal meaning but cannot be separated from theoretical approval. This meaning seems valid as a fulfillment conceptualization for this autoethnographic. However, this personal meaning will never stop at one person, or everyone has a different meaning. Therefore, there is no doubt that other domains will be discovered and investigated, for example, self-regulation may become a new domain in the professional identity construction process.

The limitation of this study also found from this research is exploratory in nature where the factor supporting of professional identity construction mostly taken from negative side. Eventhough the other research argued that all the processes of constructing or performing identity accompanied by voltage or conflict (Golzar, 2020). However, this study has not depth identified yet on the strong measured from the positive side during practicum. Such as, who absolutely has no problem or only little experience on pressure during construction process. Next also still about the content of this study. I did not perfectly provide all the self-meaning of identity which is proposed. I only explored as far as this study analysis was done.

Moreover, this study also only focused on the situation occurred during PLP II or professional experience in teacher education training for the construction identification. It means that there is no guarantee that the professional identity could last long in performance. Indeed, it has been stated by Macias Villegas et al., (2020) that the construction of professional identity would always continue to change regard to conditions. Thus, the information gained from this study would be basic understanding in the process constructing of further pre-service to be novice and real teacher. However, in approving this identification, teachers must continue to identify their professional abilities in their workplace.

5.3 Recommendation for Future Research

This research study found that identifying and recognizing professional identity while serving as a pre-service teacher effectively has an effect on the teaching profession. That way, every teacher training intellectually will contribute

more to the profession in which he/she is carrying in order to obtain the main benefits for him/herself and his/her work and know the direction of the goals to be achieved. Taking with the limitations that have been introduced, I propose several recommendations for further researcher.

5.3.1 Collecting More Reflection Reports

Further research would focus on a large number of teacher self-reflection reports, so that a more detailed analysis information can be carried out. For example, by adding reflections from other parties related to the object of research such as important actors, students, and training partners. Further research can also be added by conducting a study of a combination of quantitative and qualitative research forms. This might help to get the most out of the identification of professional identity constructs in teachers.

5.3.2 Trying to Combine Qualitative and/or Quantitative Research

Approach

This research took only one research approach where for identifying the sense on constructing is still need more interesting things. Thus, further researchers who will take research on comparisons using a combination of quantitative and/or qualitative approach can be highly recommended. For example, the size of easy or difficult, how fast or slow the process of constructing the professional identity is, and the length of constructed professional identity for several participants with different majors. Further research could also investigate such comparison efforts across genres, perhaps triggering an in-depth and interesting study of constructs.

5.3.3 Using Variation Instruments

Next I recommended further research to use additional variations of instruments such as interviews, questionnaires, etc., for example, so that the information obtained is in-depth and explored, especially for the novelty and efficiency of this study. One recommended also for identifying the construction identity in the pre-service teacher who has never face voltage in his/her environment. Furthermore, this research could also inspire and become a new reference for research based on the construction of professional identity for pre-service teachers, especially those that focus on the researcher him/herself as the object or subject of the research. This research can also be used as a reference to support several other related sources.

5.3.4 Identifying Additional Content

Through analyzing the data of this study and finding results as to how far the analysis processes were gone, I propose additional content based on my personal interpretation. First, further research should find more about the self-meaning of professional identity through conducting activities programs. I suggest to morality and intelligence of the teacher's self-introspection. I guess two of them contain within domain interpretation. For example, the morality found within the program community learning and self-reflection where teachers have emotional collaboration. It is identified in the domain of self-regulation and/or self-efficacy.

Second, further research should try to take different identification of supporting factors constructing professional identity. As I mentioned in the limitation above further research might find the construction of professional

identity among positive vibes in teacher's construction process. Let us view how the construction term is well-born.

5.4 Pedagogical Implication

Based on the result of the discussion above, the construction of professional identity is an activity that never stops. A teacher always optimizes it for work success, whether as a student-teacher to become a real teacher. Here I provide some implications and suggestions for teachers, students-teachers, and universities regarding the construction of identity.

For teachers, a professional identity that is constructed can strengthen the existence and commitment for prolonged work. In addition, it also obtains the effect of respect from the environment. Thus constructing and developing a professional identity has a significant role. Professional identity construction by teachers can be done by getting used to self-reflection, self-evaluation of work, always enriching knowledge, and engaging with all professional activities of teachers.

For student-teachers, these are critical times for making decisions about the profession in the future. As a student teacher with the desire to become a professional teacher, it is important to explore as much teacher potential as possible while in education. There are three main steps that are important: First, use the opportunity while in a student-teacher to learn aspects of the skills displayed by the lecturers to stimulate a strong mentality. Second, fertilize as much theoretical knowledge as possible on campus to strengthen arguments, for example dealing with students in the practical world. Finally, take advantage of

the practicum period provided by the campus institution as an implementation of the two suggestions above. Professional identity follows the activity.

For a university, the professional identity of a prospective teacher is very potential for the success of the world of work for students. This is a mission that has always been held by the faculty of education. Not only that, globally, professional identity has become a valuable asset for all campus students for the success of the world of work and integrity of the campus. Therefore, the university needs to give full attention to the formation of this professional identity.

For example, providing advanced professional programs to enhance students' self-reflection and critical evaluation as suggested by Engelbertink, et al., (2020). Therefore, condition the program for example PLP I as Observation for 2 weeks, PLP II program as a teaching action for 3 weeks, and professional evaluation program for 1 week. Or provide additional time allocation that is more effective for achieving goals.

