PROFESSIONAL IDENTITY FORMATION OF FOUR NOVICE ENGLISH TEACHERS

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ABSTRACT

Decisions and problems are two common things that are faced by novice English teachers in their transition time from being university students to a professional career as teachers. Decisions that are made and problems that are faced by novice English teachers might reveal how their professional identity is formed. This study is intended to explore how the stories that novice English teachers tell or share regarding their decisions in entering the career and the problems that they face form their professional identity. The participants in this narrative inquiry study were 4 novice English teachers who graduated from the English department, took part in teaching practice, and have been teaching for less than five years in schools after their graduation. The data of this study were in the form of narratives which were collected from the participants through the written and telephone interviews. The narratives were analyzed using thematic analysis and the identities were classified based on Karaolis and Philippou's (2019) elements of professional identity. The findings show that decisions that were made by the novice English teachers formed their professional identity in four stages. They are before entering teaching, early stage, after a while in the profession, and current stage. The identities that are formed are in terms of their self-esteem, self-efficacy, professional commitment, job satisfaction, work motivation, task orientation, and future perspective. The identities are formed both in positive and negative ways. Furthermore, the problems that they faced formed their professional identity in terms of their self-esteem, self-efficacy, professional commitment, job satisfaction, and task orientation in positive and negative ways.

Keywords*: Professional Identity Formation, Novice English Teachers, Narrative Inquiry*

INTRODUCTION

Novice teachers begin to enter a new phase of their life as they experience a transition from being university students to a professional career as a teacher. Sometimes, this transition might be a challenge for them. Varah, Theune, and Parker (1986) stated that novice teachers face 'sink-or-swim' experience since the very first day on the job. Due to this condition, some novice teachers are able to successfully navigate their first years and some others drop out of the profession early in their career (Farrell, 2012).

Their decision in leaving a career is sometimes influenced not only by the transition time but also by their decision to enter the career as a teacher. Sometimes, not all teachers want to be a teacher and after entering the career, they begin questioning whether the career is meant for them or not.

In addition, the first years of teaching usually bring many problems both internal and external ones. In Indonesia, novice English teachers face problems that their competencies are far below the standard. Lie, Tamah, Trianawaty, Triwidayati, and Jemadi (2019) found out that novice English teachers in Indonesia tend to have inadequate, unprepared, and lack of English proficiencies that inhibit them to use English as a medium instruction in the classroom.

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When they encounter a problem, they tend to share it with other people. In reality, those who listen to their stories, whether it is about their decisions to be a teacher or stories of their problems, simply just listen without knowing and understanding the stories deeper.

In fact, it might have a deep meaning particularly for novice teachers that those stories might reveal how their identity as novice teachers is formed.

Thus, this study is intended to answer two major problems:

a) How is the professional identity of novice English teachers formed through their decisions in entering the career?

b) How is the professional identity of novice English teachers formed through problems that they face?

Novice English Teachers

Farrell (2012) stated that newly qualified teachers who have done their language teacher education as well as have taken a part in the teaching practice and have started teaching English in an educational institution within three years of finishing their teacher education program can be categorized as novice teachers.

Teacher Professional Identity

Karaolis and Philippou (2019) stated that there are seven elements of teacher professional identity. They are:

a) <u>Self-esteem</u>: Feedback from others, moreover the students, that is filtered and interpreted is an important source for teachers' self-esteem that it might empower or destroy teachers' self-esteem.

b) <u>Self-efficacy</u>: A belief that someone has about his ability to succeed in a particular teaching task. Self-efficacy is influenced by the previous successful experience, indirect experience, persuasion by others, and emotional feedback.

c) <u>Professional commitment</u>: There are four dimensions of professional commitment. They are commitment to care, commitment as a professional ability, commitment as identity, and commitment as a career. The professional commitment of a teacher shows whether they feel care and take care of their profession or they only measure their interest.

d) <u>Job satisfaction</u>: Teachers' emotional responses to their work and teaching role.

e) <u>Work motivation</u>: There are four reasons why teachers decided to enter the teaching profession. They are altruistic motivation in which someone perceives teaching as a socially important job, intrinsic motivation in which the personal satisfaction and enjoyment from work, extrinsic motivation in which related to other factors such as social awareness, job security, and high salaries, and initial motive in which the initial motivation that someone has to become a teacher.

f) <u>Task orientation</u>: There are two approaches to task orientation. They are student-centered approach in which teachers focus on the process and emphasize the students' active involvement in the moral purposes of education and construction of knowledge and teacher-centered approach in which teachers focus on the content and emphasize the classroom discipline and the students' qualified equipment and development of knowledge and skills. Teachers may have both perceptions at the same time.

g) <u>Future perspective</u>: How teachers see and expect themselves in the coming years and how they feel about it.

Professional Identity Formation

Cruess, Cruess, Bourdreau, Snell, and Steinert (2015) stated that the environment also plays a role in the formation of professional identity. For example, healthy and inclusionary environments can help to produce appropriate behavior while a hostile or negative environment can produce unacceptable norms of behavior (Cruess, Cruess, Bourdreau, Snell, and Steinert, 2015).

METHODS

This study was a narrative inquiry in nature as it focused on exploring how the narratives that were collected from the participants about their decisions in entering the career and problems that they faced in school formed their professional identity.

The participants of this study were four novice English teachers (Yuyun, Lembayung, Burhan, and Ehsan) who have been working for less than 5 years in schools. Two participants were male and two others were female. The participants of this study were chosen using purposive sampling. The criteria of the participants were novice English teachers who graduated from the English department, took part in teaching practice while studying in the English department, and have been teaching for less than five years in an educational institution after their graduation. Two participants were graduated from private universities while the others were graduated from the state university. The schools where they were working were varied from elementary school to vocational school.

To get the data, an interview protocol was used. Due to the COVID-19 pandemic in which there were policies of *school-from-home* and *Adaptations to New Habits*, the interviews were conducted in the form of written and telephone interviews. The topics of the questions were related to informant background (5 questions), milestones (4 questions), problems face by the participants as an English teacher in a school (6 questions), and what do you think about teaching profession? (3 questions). The interview protocol was sent to the participant through WhatsApp Messenger and they were asked to answer it in one week. The telephone interview was conducted only to a certain participant through WhatsApp Voice Call in order to ask for clarification for unclear responses given in the written interview.

The narratives that were collected from novice English teachers about problems that they faced in schools and decisions in entering the career as an English teacher that the participants shared and told in the interviews were coded and analyzed using thematic analysis and the identities were classified based on Karaolis and Philippou's (2019) elements of professional identity.

FINDINGS

The findings are divided into two parts:

The professional identity formation of novice English teachers through their decisions in entering the career

The decisions in entering the career that the participants made, led to four other decisions that they had to make while being English teachers:

1. Decisions about entering the profession as English teachers

Yuyun did not have a 'teacher calling' when she was younger. However, she was willing to become a teacher because she enjoyed hanging around with children and teaching them to say English words, she

liked to teach English vocabularies to her friends, she enjoyed giving peer tutor, and she was good at English. Besides, her horrible, arrogant, and unfriendly lecturer made her motivated to be a better teacher. In addition, she learned the knowledge of English so she knew how to transfer it into practice, she wanted to be a good and respected teacher, and she wanted more students to like learning English at school.

Actually, Lembayung did not have an intention to be a teacher, instead she planned to find a job that allowed her to work with her English degree. However, she decided to be a teacher because her English teacher in senior high school inspired her to love English and to become a teacher. Besides, her friends and lecturers told her that she was good at teaching, she missed teaching inside the class, and she missed teaching the students.

Similar to Lembayung, Burhan did not have an intention to be a teacher, instead he planned to work in the export import company. However, he decided to be a teacher because he was inspired by his junior high school's English teachers and his native English teacher when he was in senior high school. In addition, some subjects in the university (English pedagogy and teaching philosophy) and teaching practice program encouraged him to be a teacher. Besides, he was encouraged by his senior to apply to be a teacher in the school and he was accepted.

While for Ehsan, since the beginning, he had an intention to be a teacher and he decided to be a teacher because he loved English, he wanted to teach English to other people, he needed to practice what he has learned in the university, he had a linear educational background, and he had a passion for teaching.

2. Decisions related to the subject matter (English)

Yuyun and Lembayung graduated from the English department of teacher training education and to improve their competence in English, they decided to pursue a master's degree in TEFL.

Furthermore, to broaden Burhan's connection and knowledge related to English and teaching, he decided to have a connection with other teachers in other schools by joining the English teachers' association in his city.

Moreover, for Ehsan, in order to improve his competence in English, he decided to strive to learn a lot about English so that he could teach it to other people.

3. Decisions related to the students' needs

Yuyun had a bad memory with her horrible lecturer and she believed that kind of teacher was a bad model for students that could affect students' motivation in learning English. Thus, she decided to be a better teacher or a good model for her students and she did not want younger generations to hate English because of a mean and rude teacher so that in the end she could make more students like learning English at school.

Besides, most of Lembayung's students came from low economic class families who got a scholarship from the priest and did not even have a lamp to study. So, she decided to drill her students with the basic materials first so that they had sufficient background knowledge about topics that were going to be discussed.

From the beginning, Burhan has realized that it was impossible to make all of his students good at English. Hence, in teaching, he decided not to force all students to perform well, but he only focused on changing his students' perception of English and giving them awareness about the importance of English for the future.

Ehsan realized that senior teachers were usually could only teach students by using the GTM method in which very boring. Therefore, he decided to teach in a new way by combining his communicative and IT skills in his teaching so that learning would be easier and more interesting.

4. <u>Decisions about the competence improvement related to the current challenge (COVID-19)</u>

Yuyun stated that during this COVID-19 pandemic, teaching was challenging and tiring. Thus, she needed to improve her competences in technologies and applications that could be used for teaching. And for her teaching, she decided to use various platforms and applications to support her teaching.

For Lembayung, to meet the current challenge, she needed to improve her creativity to send the knowledge online and the way to teach her students. Hence, for her teaching, she decided to be more creative by making online games containing English materials that she wanted to teach her students.

For Burhan, in facing this current challenge that is the COVID-19 pandemic, he was content with his ability to use media such as phone, laptop, and other communication devices. For his teaching, he decided to learn how to create video learning for his students and he stated that he still needed to improve his technological skill to use his phone and laptop to connect with the media.

In this pandemic situation, Ehsan believed that the focus was on the teaching method so that teachers needed to be more creative in making a video or learning media. Thus, he decided to be more creative in teaching by sending his materials in the form of videos and he also thought that he needed to learn more about video editing. Besides, he needed to practice his speaking so that it would not be decreased.

5. <u>Decisions related to the teaching profession</u>

Yuyun felt that until today, her decision to be a teacher was a good decision and her satisfaction made her wanted to stay working as a teacher.

In addition, Lembayung felt confused about whether her decision to be a teacher was a good decision or not, and in the future, she decided to not stay working as a teacher.

Furthermore, Burhan thought that his decision to be a teacher was no longer as a good decision as compared to the first time he was teaching. However, in the future, he still decided to stay as a teacher as long as there was no opportunity to move to the other fields.

Moreover, Ehsan felt that his decision to be a teacher was a good decision, and in the future, he wanted to stay being a teacher.

There are 4 stages of identity claims related to decisions in entering the career:

1. <u>Before entering teaching</u>

The identities that were formed before entering teaching were claimed from their decisions about entering the profession as English teachers.

For Yuyun, her work motivation was formed positively because she who initially did not have a motivation to become a teacher, her experiences turned her to have a motivation to become a teacher. Her motivations were a combination of both internal and external factors. In addition, her decisions to be a teacher formed her self-esteem positively that she was confident with her English competence. Furthermore, her self-efficacy also formed positively as she had a belief that she could be successful in teaching because she knew how to transfer the knowledge into practice.

For Lembayung, her work motivation was formed positively because she who initially did not have a motivation to become a teacher and only planned to find a job with her English degree, her experiences turned her to have a motivation to become a teacher. Her motivations were a combination of both internal and external factors. In addition, her decisions to be a teacher formed her self-esteem positively as the opinion of her friends and lecturers made her sure that she was good at teaching and it motivated her to teach.

For Burhan, his work motivation was formed positively because he who initially did not have a motivation to become a teacher and planned to work in the export-import company, his experiences turned him to have a motivation to become a teacher. Burhan's motivations were only from external factors.

For Ehsan, his work motivation was formed positively because he who initially has already had an intention to be a teacher, his experiences made him remained to have a motivation to be a teacher. His motivations were purely from internal factors. In addition, his decisions to be a teacher formed his self-esteem positively that he was confident with his calling as a teacher.

2. Early stage

The identities that were formed in the early stage were claimed from the participants' decisions related to the subject matter and some of their decisions in entering the profession and teaching profession.

In their early stage of career, the participants made decisions related to the subject matter that they teach. Yuyun and Lembayung decided to pursue a master's degree in TEFL, Burhan decided to try to make a connection with other teachers in other schools by joining the English teachers' association in his city, and Ehsan decided to learn a lot about English so that he could teach it to other people. All of their decisions related to the subject matter formed their professional commitment positively as they had motivations to improve their competence.

Besides, Lembayung's future perspective was also formed positively because she hoped that by having a master's degree in TEFL, she could teach her students better and get a better job in the future.

Furthermore, in the early career, Burhan's decision related to the teaching profession formed his job satisfaction positively as he thought that his decision to be a teacher was a good decision as he still had a passion in teaching, interested in teaching, had a big and bold interest in the education field, and was excited to be a teacher.

3. After a while in the profession

After a while in the profession, the participants claimed their identities from their decisions related to the students' needs.

The decisions that were made by Yuyun who decided to be a better teacher or a good model for her students and she did not want younger generations to hate English because of a mean and rude teacher, Lembayung who decided to drill her students with the basic materials so that they had sufficient background knowledge of the topics that were going to be discussed, and Ehsan who decided to make learning easier and interesting by combining his communicative and IT skills formed their task orientation positively as it showed that they had a teacher-centered belief in which they emphasized on the moral purposes of education.

In addition, Ehsan's decision also formed his self-efficacy positively as he believed that his teaching was more successful if he combined his IT and communication skills into his teaching.

Furthermore, for Burhan, the decision that he made for not to force all students to perform well, but focused on changing the students' perception about English and giving them awareness about the importance of English for the future formed his task orientation positively as it showed that he had a student-centered belief in which he emphasized on the moral purposes of education.

4. Current stage

Two kinds of decisions that contributed to the formation of the participants' professional identities in the current stage were the decisions about the competence improvement related to the current challenge (COVID-19) and the decisions related to the teaching profession.

In this current COVID-19 situation, Yuyun's decision in using many platforms and applications to support her teaching, Lembayung's decision in becoming more creative by making online games containing English materials that she taught, Burhan's decisions in deciding to learn how to create video learning for his students and improving his technological skill to use his phone and laptop to connect with the media, and Ehsan's decisions in being more creative by sending his materials in the form of videos, learning more about video editing, and practicing his speaking formed their professional commitment positively as they had motivations to improve their competences to face the current challenge.

In addition, Yuyun's self-esteem was also formed positively as she was confident that the changes in teaching and learning activities during this pandemic helped her to become a better teacher. Furthermore, Burhan's self-efficacy was also formed positively as he believed that his ability in utilizing media was really helpful for the success of teaching and learning activities during the pandemic.

In addition, the participants also reflected on how they felt so far in the teaching profession and how they saw their future career in the education field.

For Yuyun, so far she had a positive job satisfaction as a teacher as she was happy working as a teacher, enjoyed the activities and routines, and loved her students. She also had a positive future perspective towards her career that she wanted to stay working as a teacher, even though she planned to find a better school. Besides, she wished that she could still teach in a school and meet new students every year, she wished that the salary policy could be reconsidered so that she could get a better salary, and she wished that the administrative works could be lighter.

Overall, Lembayung had positive job satisfaction that she was happy being a teacher and enjoyed teaching. However, this COVID-19 situation formed her job satisfaction negatively that she felt bad about her teaching performance. Besides, she also felt confused about whether her decision to be a teacher was a good decision or not. Furthermore, being a teacher and a graduate student at the same time, formed her self-confidence positively that she believed that she could do her responsibility both as a teacher and a student well. However, her future perspective in the teaching profession was formed negatively as she did not want to stay as a teacher, and at the same time, she was afraid that she could not find a better job in the future.

For Burhan, his workloads formed his job satisfaction negatively that currently, he felt that his decision to be a teacher was no longer as good as before because he felt challenged and disturbed with the administration works, other teachers, and the government. In addition, he was confused about whether he was happy as a teacher or not as he could have a direct conversation with his students in this COVID-19 situation. However, he still felt satisfied with his job because he liked to teach English to his students. Furthermore, his future perspective was positively formed as he decided to stay as a teacher as long as there

was no opportunity to move to the other field. At the same time, he also wished for an improvement in the teachers' administration and professionalism, expected to have a higher salary, expected a clear career path, and expected that lecturers would speak up about the truth of being a teacher.

Overall, Ehsan had positive job satisfaction that he was happy being a teacher. However, his job satisfaction also was formed negatively that due to the COVID-19 pandemic, he was unsatisfied with his job that he felt worthless, useless, and unsatisfied with his teaching. Furthermore, Ehsan had a positive perspective towards his future career in teaching that he wanted to stay as a teacher and wished to be more appreciated.

The professional identity formation of novice English teachers through problems that they face

There are 13 kinds of problems that were faced by the participants that contributed to their formation of professional identity as novice English teachers:

1. <u>Problems related to colleagues</u>

Yuyun faced problems related to colleagues. Two of them are: She felt that her colleagues and she had different personalities, characters, and working cultures. This problem formed her job satisfaction positively and negatively that she felt did not fit in with them, but at the same time, she felt unaffected because she preferred to work alone.

Besides, she stated that her school was dominated by senior teachers who loved gossiping about other teachers. This problem formed her job satisfaction negatively as it made her felt annoyed with the gossiping habit of her seniors. Besides, she felt unpleasant with the conversation between her and her senior colleagues. However, this problem formed her task orientation positively that she preferred to use her free time to prepare for tomorrow's lesson and evaluate her students' work instead of gossiping.

Burhan who was a part-time English teacher in a private senior high school faced 2 problems related to colleagues. One of them was his problem with the other teachers from the other school. He felt that they considered teaching as an administrative work and tended to focus on their own business so that Burhan felt difficult to have a conversation with them. This problem formed his job satisfaction negatively that he felt being ignored by them because he was just a part-time teacher.

2. <u>Problems related to boss and staff</u>

Yuyun faced a problem that in her school, some security guards liked to catcall teachers and some cleaning services were not nice. This problem formed her job satisfaction negatively that it made Yuyun felt disturbed.

In addition, Lembayung faced a problem with her vice principal that once, she was scolded as she was accused of not getting along with a student as she gave a bad score to him, but she explained that she did not have any problem with the student and it was the real score. This problem formed her self-esteem positively that she was brave enough to explain that the score that she gave was a real score. Besides, it also formed her self-efficacy positively that it showed that she was firm with her stance that she did not have any problem with the student. Then, when it was revealed, it turned out that the other teacher did not want to have a problem with the student so that they just give him a minimum passing score. This problem also formed her job satisfaction positively that she stated that her way of teaching was not affected by this problem.

3. Problems related to adaptation

   Yuyun shared that she did not really know how to implement the theory in the real classroom and not all teachers were nice and helpful to her. This problem formed her job satisfaction negatively that she felt struggled and completely blind on how to start to be a teacher. Similar to Yuyun, in Lembayung's school the students and the staffs ruled in a different tone, so she needed to figure out everything by herself. Besides, there was no supporting partner. This problem formed her job satisfaction negatively as she felt hard of being a novice teacher.

   Furthermore, Lembayung also felt that her knowledge, her students' knowledge, and the government policy were asynchronous and it formed her job satisfaction negatively as the problem made her felt stress and tired.

4. Problems related to workloads

   Yuyun had heavy workloads as a homeroom and subject teacher in the school.

   "Teachers need to prepare teaching materials and worksheets for the everyday meeting...We also have to fill in everyday journal and report them to our subject leaders...I will have a lot of papers and project corrections...I also have to make students' behavior report."- Yuyun

   This problem formed her job satisfaction negatively as she felt tired with all the workloads.

   Besides, Lembayung faced 2 problems with the workloads. One of them was that she was being involved in the marketing team and in every event held by her school that ended up the events beyond teaching were more than the teaching itself. This problem formed her professional commitment negatively that she felt that her focus, passion, and patience for her students were reduced. Besides, it formed her job satisfaction negatively that she felt questioned about her job whether she was an EO or a teacher.

5. Problems related to self

   In the school, Yuyun tended to be choosy in finding a friend as a result she did not have a close relationship with the other teachers. This problem formed her job satisfaction negatively as she felt that she was a mean and unfriendly employee.

   Besides, Ehsan also faced a problem with himself. He shared that his students were smart, diligent, and genius that their English competency was above their level. His students' competence in English formed his job satisfaction negatively as it made him felt nervous. Besides, it also formed his self-esteem negatively that he was unconfident with his English competency. In overcoming this problem, he provided various materials and media to engage the students and his effort formed his professional commitment positively.

6. Problems related to the students

   Burhan shared that in teaching, some of his students did not pay attention to him and some others did not understand with his explanation. However, he did not demand a higher thing from his students, instead, he only wanted them to pay attention, submit all assignments, and attend his class. This problem formed his job satisfaction both positively and negatively as sometimes he felt ok with it, but sometimes he felt sad. This problem also formed his task orientation positively that he had a belief of the student-centered approach as he tended to emphasize more on the students' behavior and good intention towards the learning activities.

Besides, Ehsan had 2 problems related to his students. One of them was that his students did not appreciate his effort in making the learning media. They threw the media away into the trash bin or make an origami paper plane out of it. This problem formed his job satisfaction negatively that it made him felt unmotivated and sad.

7. Problems related to the students' parents

Yuyun faced a problem with her students' parents. She shared that students' parents in her school loved gossiping about the other students, but she never participated in this gossiping situation. This problem formed her professional commitment positively as she firmly held the code of ethics by not sharing any information about the other students with the other's parents. Besides, it formed her job satisfaction both positively and negatively as she felt that she was a cold-blooded teacher in front of them since she never participated in the gossiping situation. But at the same time, she felt to get used to this gossiping situation.

Lembayung also faced a problem with one of her students' parents. Once, a student's parent protested Lembayung because her kid failed a grade because of her, but she proved that she was right. This problem formed her self-esteem positively as she was brave to prove to the parent with an approval letter that has been signed by the student that he has known what he has done and the consequence that was failed a grade. Besides, it formed her self-efficacy positively as she was firm in her decision making that she made an approval letter to show that her student knew what he has done.

8. Problems related to salary

Yuyun, Burhan, and Ehsan faced a problem related to their salary. Yuyun and Burhan felt that their salaries were not fair and suitable for them. These problems formed their job satisfaction negatively that for Yuyun it made her felt unsatisfied and for Burhan, it made him felt pity, poor, and awful to himself.

Ehsan's problem was slightly different. He was ok with the number of money that he received, but the salary that came from the government always came late. This problem formed his job satisfaction negatively that he felt unmotivated in making good media for his teaching, sad, and less motivated because what he has done was not linear with what he received.

9. Problems related to the current pandemic situation (COVID-19)

Problems in this section are divided into 4 categories:

a) Related to teaching material

As learning shifted into online, Yuyun needed to prepare many types of activities for her students so that they would not get bored. This problem formed her job satisfaction negatively as she felt tired and challenged with teaching and learning activities during this pandemic situation. At the same time, this problem formed her professional commitment positively as she became creative by preparing various activities and modifying the materials so that her students were interested in learning.

b) Related to online teaching

Lembayung shared that she felt bad for her students because she only gave them assignments to be done rather than giving them deep explanations about the materials. This problem formed her job satisfaction negatively as she felt bad with her students because she did not really teach them.

c) Related to communication

Burhan faced 3 problems related to communication between him and his students. One of them was because he could not have direct interaction and communication with his students. This problem formed his job satisfaction negatively as he felt sad due to this condition.

d) Related to the students

Ehsan faced a problem related to the feedback that was given by his students during the online learning situation as only half of his students did his instruction to write their names on the comment section of the online learning video. This problem formed his self-efficacy positively as he tried to be positive by thinking that his students forgot to write their names in the comment section. Besides, it also formed his job satisfaction negatively as he felt sad about his students' attitude.

10. Problems related to expectations

Lembayung and Ehsan expected that their students would have good competence in English, but in reality, their English competence was far from their expectation and Lembayung's students did not even care with English. This problem formed their job satisfaction negatively as it made Lembayung felt frustrated and Ehsan felt shocked and surprised. Besides, this problem also formed their self-efficacy positively as Lembayung tried to lower her expectation and worked based on their competence. While Ehsan chose for giving the lower grade materials as their knowledge foundation.

For Burhan, at first, he expected that he would have a bright teaching career such as being a full-time teacher, having a publication, continuing his study in master's degree, deepening his knowledge, having good communication with teachers outside the school, and being contributive in a teaching organization. However, his expectations were different from the reality that he faced now and this problem formed his job satisfaction negatively as he felt bad about the reality that he faced.

11. Problems related to government's policies

Lembayung felt that the government was unstable with the standard competence so that the materials that she has prepared were different from the standard competence. This problem formed her job satisfaction negatively since it made her sad and tired because the administrative works were more than the teaching itself.

In addition, Burhan faced 3 problems related to the government's policy. Two of them were he felt that the educational system had unclear explanations and specifications about how to improve his teaching career. This problem formed his job satisfaction negatively as it made him felt mad, angry, and disappointed.

Also, he shared that the Department of Education doubted teachers whether they really taught in this online learning situation and they asked teachers to make a journal to record what they have taught to the students and only gave a short time to complete piles of work. This problem formed his job satisfaction negatively as it made him felt disgusted with the education department because they only gave him a short time to complete piles of work.

12. Problems related to curriculum applied by the school

Lembayung began 3 months of her class by drilling the basic materials which means that she only had 2 months left to prepare for the midterm and they fell behind with the government's materials. If she did not

give the material from the government, when the school checked it, it would be different from the standard competence. This problem formed her professional identity in terms of her job satisfaction negatively since it made her confused about whether she needed to drill the basic materials or not.

13. <u>Problems related to the school's policy</u>

Burhan felt that there was no clear step in terms of the teaching duration to develop his career from part-time teacher to be a full-time teacher and it formed his professional identity in terms of his job satisfaction negatively as it made him felt ambiguous or blur.

DISCUSSIONS

There are two points that are discussed in this section:

The professional identity formation of novice English teachers through their decisions in entering the career

The findings showed that Yuyun and Lembayung had extrinsic and intrinsic motivations to be a teacher, Burhan had extrinsic motivations, and Ehsan had pure intrinsic motivations of becoming English teachers. These findings are in line with the findings of Yumarnamto (2017) which found that individual decisions and sociocultural factors influence the decision in choosing a career as a teacher and stay in the profession. In this case, the individual decisions are the intrinsic motivations to be a teacher and the sociocultural factors are the extrinsic motivations to be a teacher.

In addition, it was noticed that all novice teachers were familiar with the subject matter that they taught which was English as they were all graduated from the English department. In addition, in their early stage of career, they were motivated to improve their competence in English in their own ways. This finding is contrary to Berliner (1987) as cited in Richards and Farrell (2005) who stated that novice teachers are usually less familiar with the subject matter, teaching strategies, and teaching context.

Furthermore, all novice teachers were indicated that they understood with their students' conditions and needs so that they were able to choose the best approach to be used in their classroom whether it was a student-centered approach or a teacher-centered approach. This finding is contrary to Tsui (2003) who stated that novice teachers only have less knowledge of their students.

Besides, it was noticed that two essential competences were needed to be improved by teachers in order to survive in this current pandemic (COVID-19) situation were technological ability and creativity. Essentially, both skills are closely related to each other as teachers need to make learning videos for their current teaching in which in making a video teachers need to understand how to operate a camera, laptop, editing application, speaker, and even the lighting. Besides, they also need to understand how to do video editing with its effect and animation so that the video that they send to their students look interesting and encourage students to learn.

Moreover, it is found that the initial intention of becoming a teacher is important to determine their retention in becoming a teacher. If teachers had an initial motivation to be a teacher, even though they encountered problems in their teaching life they still wanted to stay to be a teacher. On the other hand, those who did not have an initial motivation to be a teacher, when they encountered problems, they chose not to stay as a teacher and wanted to find a better job in other fields.

It was noticed that there were big gaps between novice and senior teachers. Therefore, there are many kinds of gaps that novice teachers need to conquer in their careers. This is in line with Volpe, Hopkins, Haidet, Wolpaw, and Adams (2019) which stated that the cultures of professions such as hierarchy and power also play a role in the formation of professional identity. If novice teachers are not able to conquer gaps that they encounter, they are not going to be fully developed as a teacher.

In addition, when Lembayung faced a problem with her vice principal, she decided to fight back the situation and try not to give up on it. According to Kyratsis, Atun, Phillips, Tracey, and George's (2017) opinion about individual responses toward a threat to identity, what Lembayung did was a certain way to respond to a threat that was by doing identity-protection response so that her professional identity was not affected by her bad experience as she tried to concentrate to the threat and avoid changes in her identity.

Moreover, Yuyun and Lembayung stated that they did not have a supportive school community that could help them in figuring out or adapting to the new environment. This kind of situation caused them to form their professional identity negatively. This is in line with the finding of Cruess, Cruess, Bourdreau, Snell, and Steinert (2015) which stated that a hostile or negative environment produces unacceptable norms of behavior. As in here, the experiences form negative identities in terms of their job satisfaction for both Yuyun and Lembayung that they feel blind, hard, and struggled as novice teachers.

Furthermore, in Lembayung and Ehsan cases that they expected their students to be so smart, but in reality, they did not even care about English, they did not understand the materials for their grade, and could not catch any words when English was used as a medium in the classroom instruction. These caused them to form negative identities that they felt frustrated, shock, and surprised as the reality that they faced was different from their expectations. What they have experienced is in line with Nicholson (1984) as cited in Volpe, Hopkins, Haidet, Wolpaw, and Adams (2019) that the feeling of anxiety, frustration, and inadequacy can happen if there is a mismatch between the individual internal attitudes with the roles and expectations of the professions in which can result in the individual leaving the profession. In this case, there are mismatches between their expectations of their students and the reality that they face so that the feeling of frustration occurs. However, hopefully, they do not leave their profession.

CONCLUSION

The findings show that the decisions in entering the career that were made by novice English teachers formed their professional identity in four stages. They are before entering teaching, early stage, after a while in the profession, and current stage. The identities that are formed are in terms of their self-esteem, self-efficacy, professional commitment, job satisfaction, work motivation, task orientation, and future perspective. The identities are formed both in positive and negative ways.

In addition, the findings also show that the problems that were faced by novice English teachers in school both professionally and personally formed their professional identity in both positive and negative ways. The identities that are formed are in terms of their self-esteem, self-efficacy, professional commitment, job satisfaction, and task orientation.

SUGGESTIONS

The English Department is suggested to make some programs that can foster the identity formation of novice English teachers and future English teachers. The programs that can be done are making a sharing program about the experiences of being novice English teachers, giving mentoring programs for the novice English teachers, and preparing the novice English teachers through the apprenticeship program.

Furthermore, future researchers are expected to extend the research by researching the other aspects that are possible in contributing to the formation of the professional identity of novice English teachers. Furthermore, they are also expected to extend the research in other professions.

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