

**AN ENGLISH LANGUAGE TEACHER'S PROFESSIONAL  
IDENTITY IN AN INCLUSIVE SCHOOL**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education**



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**AN ENGLISH LANGUAGE TEACHER'S PROFESSIONAL  
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 15 December 2020

The Writer



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**MOTTO**

The unexamined life is not worth living

- Socrates –

Allah won't be burdening somebody beyond their capacity

- Al-Quran Surah Al-Baqarah Verse 286 -



## DEDICATION

This marvelous thesis I dedicate to various parties who always believe in me and support me no matter how low my motivation to finish this work. The parties that I dedicate to this work are myself, my parents, my brothers, my sister, my lecturers, and my beloved friends.



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Yogyakarta, 10 December 2020

Andi Putrado

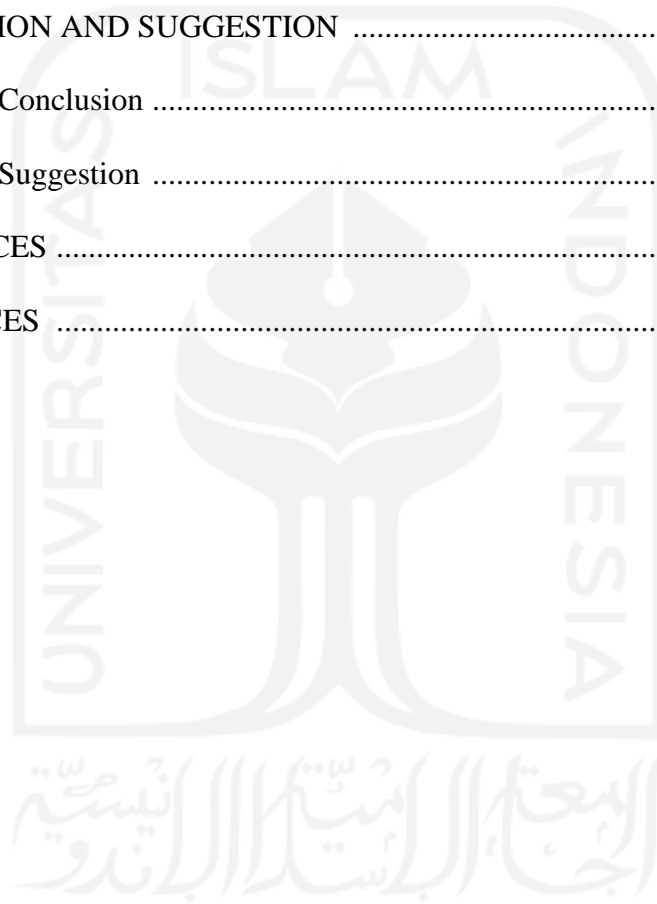


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**AN ENGLISH LANGUAGE TEACHER'S PROFESSIONAL IDENTITY IN  
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**1632079**

**ABSTRACT**

Some empirical studies about English teachers in inclusive education in Indonesia have been conducted (Puspitasari, 2019; Yekti, et al., 2019; Rizki, 2019; and Sheehy & Budiarto, 2015), but no empirical studies discuss about the teacher's identity in an inclusive education context. The purposes of this study are to describe two things, first, how an English teacher in an inclusive education-based school shapes her professional identity, second, to explain how the professional identity impacts a participating teacher's teaching performance on handling disable students in inclusive class. This study is qualitative research, it then uses a semi-structured interview method to collect the data and analyze it with thematic analysis method. The result showed that the participating teacher successfully constructs her professional identity, and she always tries to improve herself as a teacher and educator to make a better education for her students, especially the disabled students.

*Keywords:* English teacher professional identity, inclusive class, thematic analysis, and qualitative research.

# CHAPTER I

## INTRODUCTION

This chapter explains the background of the study, problem identification, research questions, purpose of the study, and significance of the study.

### **1.1. Background of The Study**

Shaping identity in teaching is a long-term process that every pre-service teacher needs to strive for. Beauchamp & Thomas (2009) argue that identity is actually a concept of self-development that is affected by internal and external factors. In the context of inclusive education, Bankole (2013) argues that teachers' identity needs to be seen in terms of the personal and professional dimension in teacher work. Furthermore, Bankole (2013) highlights that teachers' personal beliefs and values are nurtured within their cultural backgrounds and also influenced their teaching experiences, teaching philosophy, teaching practice, and teacher identity while there is little doubt that the teachers' identities are embedded in their personal biographies.

There is a growing international focus on inclusion as the key to promoting the right to education, especially for children with diverse conditions (Ainscow & Sandill, 2010). Moberg, Muta, Korenaga, Kuorelahti & Savolainen (2019), in their survey study on teachers' attitudes towards inclusive education in Japan and Finland, found that teachers' attitudes were varied and critical. They found that Finnish teachers were concerned about teaching students with intellectual disabilities, emotional disabilities, and behavioral problems. Meanwhile, the same

study found that Japanese teachers are more prepared to teach physical disabilities, such as: students with hearing or visual impairment.

The other recent research of inclusive education that was written by Sharma, Armstrong, Merumeru, Simic, & Yareda (2019) also an empirical study of inclusive education. In their study, the researchers identified the most significant barriers in countries of the Pacific region (e.g. Fiji, Samoa, Solomon Islands, Tonga, Vanuatu) were inadequate teacher preparation, stigma, and negative attitudes towards people with disabilities, and limited engagement with the local leaders and key stakeholders. Furthermore, Sharma et al. (2019) suggested solutions for those issues by outlined and discussed possible implications for local, regional, and international researchers and policymakers. From previous information, the challenges of inclusive education were varied in various regions, and furthermore, the author will explain more the challenges of inclusive education in Indonesian context.

In the Indonesian context, equal opportunity for education is regulated by the government based on the Indonesian Decree of National Education System number 20 in 2003 article 32, verse 1. As a developing country, Indonesia believes that children with special needs have the same rights as other children for education, but there are several challenges for the Indonesian government, society, teachers, parents, & students themselves (Sheehy & Budiyanto, 2015; Rizki, 2019). Furthermore, Yekti, Ratminingsih, & Dewi (2019) mentions that the policy of Inclusive School Program had just been created recently and it is based on Indonesia Education Minister Regulation 2009 number 70 article 3 and it has 2 major aims. First, the inclusive school aims to give a chance for special students to get an

education. Second, the inclusive school aims to ensure an appropriate learning environment for these special needs students. That means the inclusive education role was not simply to mingle the ordinary students and special students, but also to create a safe environment.

## **1.2. Identification of the Problem**

Teacher identity is the teacher's self and teacher self is continually expressed and represented through language knowledge when teaching in the classroom (Yang & Bautista, 2008). In other words, the reason why the teacher identity should be investigated is that because it is the representative of teacher capacity, the capacity of teacher knowledge, and the capacity of teaching language.

Despite the previous reason, another research from (Widodo, Fang, & Elyas, 2020) that follows Holland, Skinner, Lachicotte, and Cain's (1998) social theory of identity, explains that teacher professional identity is explained as a teacher's agency and capacity to behave and act professionally as they interact with policy-makers, curriculum artifacts (e.g. curriculum guidelines and textbooks), students, and colleagues. But, in language education, there were limited researches that exploring language teachers' professional identity despite the society shows that English language increasingly becomes the important role of global lingua franca, such as the use of English as a medium of instruction in primary/secondary schools and higher education. That is reasonable the teacher identity should be studied more.



### **1.3. Formulation of the Problem**

Some empirical studies about English teachers in inclusive education in Indonesia have been conducted (Puspitasari, 2019; Yekti, et al., 2019; Rizki, 2019; and Sheehy & Budianto, 2015), but no empirical studies discuss about the teacher's identity in an inclusive education context. In order to fill this gap, the researcher conducts a study that investigates English teacher's identity in an Indonesian inclusive school. Therefore, this research intends to explain how does an English teacher in an inclusive education-based school shape her professional identity to support students with special needs? and what are the challenges and pedagogic strategies the English teacher implements to support students with special needs in their learning process?

### **1.4 Purpose of the Study**

The purposes of this study are :

- To describe how does an English teacher in an inclusive education-based school shape her professional identity.
- To explain how the professional identity impact participating teacher's teaching performance on handling disable students.

### **1.5 Significance of the Study**

The significance of the study is beneficial for 2 aspects;

First, theoretically, this study could be a reference for further research about teachers' professional identity and inclusive education.

Second, practically this study would be beneficial as a reflection for other teachers especially for those who teach in an inclusive classroom.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Teacher's Identity**

The study about identity has recently increased and most of the former studies about identity always tried to describe what is the identity exactly (Beauchamp and Thomas, 2009). The definition of identity is complicated, but in Beauchamp and Thomas's (2009) study, they already define identity in various definitions based on various sources. First based on Beijaard, Meijer, and Verloop (2004) said that identity is an ongoing process. Second, based on Sfard & Prusak (2005, p. 15), The definition of identity is that it is connected with how collective discourses shape personal worlds and how individual voices combine into the voice of a community.

Furthermore, based on socio-culture studies from Olsen (2008) and Sfard & Prusak (2005) studies who studied about teacher identity, they viewed teacher identity but not the identity as general as both product (a result of influences on the teacher) and a process (a form of ongoing interaction within teacher development).

Those researches then influence Beauchamp and Thomas's (2009) study, in their study Beauchamp and Thomas (2009) stated that identity is multidimensional and it encompasses the internal and external aspects. The internal aspect is dealing with teacher emotion, while the external aspect is dealing with job and life experiences. The experience that constructs a teacher's identity is divided into personal and professional experiences which create two different forms of identity

in two different contexts. Furthermore, the next section will focus to explain how a teacher's identity is constructed in a professional context.

In Beauchamp and Thomas (2009) the term teachers' identity construction was defined as a development process where a teacher's identity is shaped and reshaped in interaction with others in a professional context. According to Sachs (2005) in Thomas & Beauchamp (2007), the teacher professional identity provided a framework where teachers are able to construct their own ideas of "how to be", "how to act" and "how to understand" their work and their place in society.

"Teachers draw on their own experiences as a student and as a teacher, their personal and professional histories inside and outside of schools, as well as the images of teachers presented in the popular media, films, fiction and so on." This is what Sachs (2005) said about how the development of professional identity happened. That statement led Beauchamp and Thomas (2009) to highlight the importance of identity in teacher development as an acknowledged part of becoming a teacher. Although there was an unclear explanation of how a recognition affects teachers' teaching performance, but at least teachers' confidence, self-efficacy, and motivation were improved and affected their teaching career especially for the inclusive teacher.

This study implements Beauchamp and Thomas's (2009) theory of teacher identity which the suitable theory for this study's main focus. This study focuses on how the identity of a teacher in a special school is formed and how it becomes. In Beauchamp and Thomas's (2009) all kinds of identity were described completely

such as identity itself, teacher identity, teacher identity construction, and teacher professional identity construction.

## **2.2 Review of Relevant Studies**

The previous study about teacher identity construction was many, but only several of them followed the theory of identity from Beauchamp & Thomas (2009), the following section will explain few researches that were categorized as the research that the author describes above.

First, the research from Cendra (2019) who studied about Indonesian novice teacher's identity formation, her study aimed to analyze Indonesian novice teacher's common experience and how they cope with the tensions. It used the narrative inquiry method to analyze the data. The finding showed that there were 19 kinds of tensions that the teachers were facing, ranging from the more common tensions to contextual tensions. Furthermore, it suggested that fellow teachers, school staff, and other related authorities should give more help to the beginning teachers to handle the tensions.

Second research was coming from Swanti (2020) who studied the identity of international school language teachers, the present study aims to investigate teacher's prior experiences and current teaching enterprise on how they redefined their professional and personal identity. It used a qualitative method embracing questionnaires and in-depth interviews. The finding showed that the language teachers perceived their professional identity through the production of metaphors and the recalling of past and present teaching enterprise. In conclusion, it suggested

that the exploration of the language teacher identity construction in Indonesia is then needed.

The other study from Ahmad & Samad (2018) was a case study about how much a metaphor and metaphorical expressions could impact TEYL teachers' identity (Teaching English for Young Learners), this study used semi-structured interviews, stimulated recall interviews, and a metaphor elicitation prompt: 'Who do you see yourself as a teacher?'. The result found that the metaphorical expression of "mother" was the most common concept that projects the teacher's identity, while other metaphors were like "knowledge provider", "law enforcer", and "facilitator". These findings shed light on the role of identity, the suggestion from this study was that teacher educators needed to promote reflective practice in TESL (Teaching English as Second Language) teacher training to critically explore the concept of knowledge about self.

The study from Aktekin & Celebi (2020) aims to study the identity construction of ELT (English Language Teaching) teacher education program, the data was gathered by reflection data and survey from 18 students teachers in an ELT education department. Our findings indicate 3 issues which were subject matters, didactics, and pedagogy. Turns out the teachers felt that it was difficult to position themselves as experts about the English language, they also felt a need to be equipped with expertise first and foremost in the subject matter, and then in didactics, followed by pedagogy. The results implied that in ELT teacher education, certain language ideologies are still prevalent and need to be dealt with by teacher educators for transformative outcomes in education.

The study by Cendra (2019), Swanti (2020), Ahmad & Samad (2018), & Aktekin & Celebi (2020) had elaborate the identity Beauchamp & Thomass' (2009) theory into their research that explored the identity construction in Indonesia.

The world, especially Indonesian inclusive education requires an amazing teacher who is able to teach various student disabilities, they have to invite and celebrate diversity and difference in education. Inclusive education is multifaceted, it deals with various values, beliefs, & backgrounds (Agbenyega & Deku, 2011). The special ability of a teacher that deals with recognizing the diversity and maintaining a comfortable environment in inclusive education were the abilities that originated from the teacher's professional identity (Galkienè, 2014).

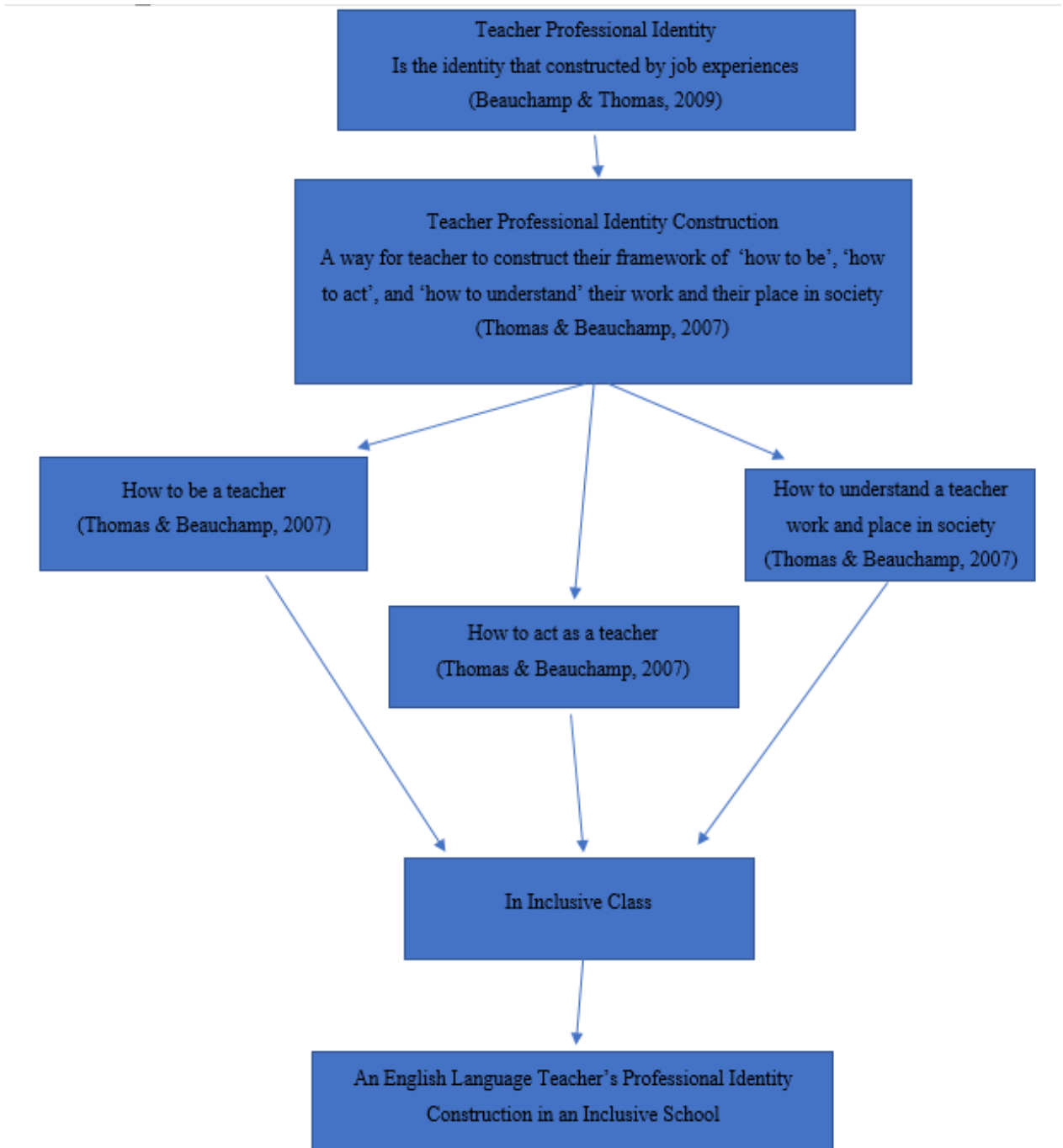
### **2.3 Theoretical Framework**

According to Beauchamp & Thomas (2009) identity is a component in teacher education. Furthermore, they explained that the teacher identity was described as an identity that affected their job and life experiences. The job and life experiences are also meaningful as professional and personal experiences which create 2 different kinds of identity which are personal and professional identity.

Then according to Sachs (2005) in Thomas & Beauchamp (2007), the definition of teacher professional identity was a way for a teacher to construct their framework of "how to be", how to act" and "how to understand" their work and their place in society.

Figure 2.1

Theoretical Framework



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research is a qualitative research, it is a research that exploring and understanding the meaning of an individual or group that is related to a social or human problem (Creswell, 2008; p. 3). The process of this research involving questions and procedures. Data typically collected in the participant's setting. The data analysis also inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data deeply and meaningfully (Creswell, 2008; p. 3).

#### **3.2 Research Setting**

The study was conducted at inclusive class from a vocational school of Indonesia, the school categorized as a favorite and modern school, and it also obeyed Indonesian regulation of inclusive education, that meant, the school had some inclusive classes and had some disabled students and special need students. The class had around 20-35 students each class because it is a public school. There was three class grade on there which are tenth grade, eleventh grade, twelfth grade. Each of the grades divided into several majors such as business in travel, hospitality, beauty and spa beauty treatment, culinary, and fashion. The majors had a purpose to create alumni with great career skills in city vocations. Therefore, that kind of modern and favorite inclusive vocational school made the researcher interested of how was the situation of inclusive class on there.



### **3.3 Research Participant**

It involves one inclusive teacher of English language subjects. The participant is an experienced teacher who has been teaching English for thirty years. The participating teacher is handling the English language class of culinary major, she had handled 2 classes, the first class had 2 special needs students and both of them were girls, while the second class had 1 special needs student and he is a boy, and she has been teaching those classes for 2 years continuously.

### **3.4 Data Collection**

This study will analyze oral narration from the participant and uses semi-structured interviews to collect the data. A semi-structured interview usually used the guidance of the question list that the researcher had prepared but it also allows the interviewer in a form of improvising their questions out of the question list (Barkhuizen, Benson & Chik, 2014).

The interview is commonly used for collecting story data, there are three kinds of interviews based on the purpose, first, short story, second, life story, and the last, oral history. The short story refers to a specific event, a life history interview is about a person's life story that is told by his/her own, and the oral history interview covers topics beyond the interviewee's personal history to communal history (Kvale and Brinkmann, 2009). In order to analyze the stories of teacher's daily life and work life, this study will implement the qualitative study method with a life history interview.

The interview question will be aimed at asking about both personal and professional issues of the teacher identity construction based on Table 3.1.

Therefore, that means the interviewer would be asking additional questions based on the situation and demand fulfillment, especially for personal questions.

### **3.5 Data Analysis**

After the data was collected by interview, the result will be transcribed in the written form. The transcript is a process of changing a data from oral form to become a written form (Barkhuizen, et al., 2014). And from the transcribed data, the researcher will implement a data analysis method which is thematic analysis method. A perfect way to do the thematic analysis is doing these 5 steps, (1) transcribing the data, (2) coding, (3) analyzing, (4) compiling & (5) writing the report (Braun & Clarke, 2006). The thematic analysis aims to analyze the data by coding some themes which fulfill the research questions and purposes (Barkhuizen, et al., 2014). In this research, all the steps of thematic analysis will be conducted in order to preserve this research's findings.

Table 3.1

*Interview Questions*

Definition	Component	Interview Questions
<p>Teachers Professional Identity construction is a way for a teacher to construct their framework of “how to be”, how to act” and “how to understand” their work and their place in society.</p> <p>Sachs (2005) in Thomas &amp; Beauchamp (2007)</p>	<ul style="list-style-type: none"> <li>- How to be</li> <li>- How to act</li> <li>- How to understand</li> </ul>	<ul style="list-style-type: none"> <li>- Can you tell me about your story of how you can become a teacher right now?</li> <li>- Can you tell me some stories of the best moments when you are acting as a teacher?</li> <li>- Can you explain to me how far you understand your job in school?</li> <li>- Can you explain to me how far you understand your job in society?</li> <li>- Based on your opinion, can you describe what is the definition of Teacher Identity? And how you interpret it in your life?</li> </ul>

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1. Findings**

This section will explain the result of the interview that also answers the research questions and fulfill the research purposes. Furthermore, the findings will be presented in three parts. First of all the author will explain the data presentation, then the coding and thematizing, and the last the findings based on the data transcription from the interview.

##### **4.1.1. The Data Presentation**

From this part until the end of this article, the name of the participant is made anonymous. This study has only one participant and lets us call her Mrs. J. Mrs. J is an English language teacher in a vocational high school in Yogyakarta. Before she became this study's participant, I had another teacher as my participant. The interview was not really good at that time, lack of preparation and interviewee confidence is the problem that makes the conversation felt undirected, after that, I revised my interview question, read the theoretical construction deeper, arranged the questions list more neat, after all of that stuff I did, I tried to contact her again, turns out she was unavailable for a week. So that I changed the participant and Mrs. J accepted my interview request instead for this study.

I interviewed Mrs. J twice face to face, it was conducted in one day (see Appendix 1 and Appendix 2). The first interview I did was quite a long conversation and ran pretty well. The second interview was a short conversation because it was supposed to be our small talk before I left the school. We conducted the interview

at the school. Because I still need more data for my study, I conducted additional online interview with Mrs. J again by online chat.

The next step, I transcribed the interview in a transcript table. I made it in 3 tables, 2 from the face-to-face interview and 1 from the online chat interview. Furthermore, I analyzed the transcript by coding the data with the thematic analysis method. From the analysis, I categorized 1 big theme with 4 sub-themes that consist of 9 keywords of sub-theme categories. The next part will be explaining about the coding and thematizing of the analysis that I have mentioned before.

#### **4.1.2. Coding and Thematizing**

Thematizing is a categorizing method that specifically chose the data based on the themes which usually come from interview data quotation needed. I chose the themes and sub-theme categories based on my interview questions. The themes and the sub-themes can be seen in the following table as the sample.

Table 4.1

*sample of themes, sub-themes, and coding*

<b>THEMES</b>	<b>SUB-THEMES</b>	<b>CODING</b>	
Teachers Professional Identity construction	How to be a Professional Teacher	Reflection	HTB-IDENTITY/RFT
		Belief	HTB-IDENTITY/BLF
		Respect	HTB-IDENTITY/RSC
	How to act as Professional Teacher	Sympathy	HTA-IDENTITY/SYMP
		Motivating	HTA-IDENTITY/MTV
	How to Understand the Professional Teacher Role (in School)	Incapability	HTUSL -IDENTITY/ICPB
		Service	HTUSL-IDENTITY/SRV
		Critical	HTUSL-IDENTITY/CRT
	How to Understand the Professional Teacher Role (in Society)	Care	HTUSY-IDENTITY/CRE

After the data coding table, I will also present the meaning explanation of each coding that listed in table 4.2. There will also some kind of code number in the last part of the coding, this code number is intended to show from which page that the coding was taken.

Table 4.2

*Sample of coding and its meaning*

<b>CODING</b>	<b>MEANING</b>
HTB-IDENTITY/RFT/28	The datum is taken from the interview with the teacher which was sub-themed as <i>Reflection</i> from <i>How to be</i> of theme <i>Identity</i> in line 28
HTB-IDENTITY/BLF/16	The datum is taken from the interview with the teacher which was sub-themed as <i>Belief</i> from <i>How to be</i> of theme <i>Identity</i> in line 16
HTB-IDENTITY/RSC/16	The datum is taken from the interview with the teacher which was sub-themed as <i>Respect</i> from <i>How to be</i> of theme <i>Identity</i> in line 16
HTA-IDENTITY/SYMP/1	The datum is taken from the interview with the teacher which was sub-themed as <i>Sympathy</i> from <i>How to act</i> of theme <i>Identity</i> in line 1
HTA-IDENTITY/MTV/36	The datum is taken from the interview with the teacher which was sub-themed as <i>Motivating</i> from <i>How to understand in school context</i> of theme <i>Identity</i> in line 36
HTUSL-IDENTITY/ICPB/10	The datum is taken from the interview with the teacher which was sub-themed as <i>Incapability</i> from <i>How to act</i> of theme <i>Identity</i> in line 10
HTUSL-IDENTITY/SRV/2/II	The datum is taken from the interview with the teacher which was sub-themed as <i>Service</i> from <i>How to understand in school context</i> of theme <i>Identity</i> in line 2 from the second interview
HTUSL-IDENTITY/CRT/16	The datum is taken from the interview with the teacher which was sub-themed as <i>Critical</i> from <i>How to understand in school context</i> of theme <i>Identity</i> in line 16

HTUSY-IDENTITY/CRE/15 The datum is taken from the interview with the teacher which was sub-themed as *Care* from *How to understand in society context* of theme *Identity* in line 15

#### **4.1.3. The Interview Result Analysis**

In this part, I will explain two things;

- The process of an English teacher in an inclusive education-based school shape Mrs J's professional identity
- The impact of the professional identity toward Mrs.J's teaching performance on handling disable students

##### **4.1.3.1. The Process of an English Teacher in an Inclusive Education-Based School Shape Her Professional Identity**

The previous information about Mrs. J from the data presentation will be continued by this section, in this section, the further process of teacher professional identity development of Mrs. J will be explained in three parts, in other words, this section will show you about Mrs. J experiences, belief, and knowledge related to the Beauchamp and Thomas (2009)'s theory of how to be a teacher, how to act as a teacher, and how to understand teacher's job in school and society based on the interview result.

##### **How to be a teacher based on Mrs. J**

From the previous data presentation information, we know that Mrs. J had a lot of experience and insight about teaching, teaching philosophy, and teaching believes. Somehow, from her around 30 years of teaching experience she believes that a teacher's main role supposed to be as a



teacher, an educator, and a protector of their students like how parents protect their own children.

“Ya.. guru itukan ya.. mengajar, ya mendidik, ya.. kayak.. melindungi, menjadi orang tua gitu”

“aa.. the teacher should aa.. teaching, educating, aa.. also protecting, like.. become a parent”

HTB-IDENTITY/BLF/16

a teacher is also supposed to have an ability to respect and acknowledge all their student's capacity and ability. According to Mrs. J, no matter how hard to teach a certain student, the teacher should keep doing their best to educate that student.

“kemampuannya macam-macam ya itu kami menghonor... meng.. menghargai semua kemampuan anak-anak itu”

“their ability is varied.. so that we rest.. respect all of those children's capacity”

HTB-IDENTITY/RSC/16

Teacher development is improving along with their career, they can learn from their teaching experiences, the longer their teaching career, the more experiences they have. A lot of experience is a gift, a gift that the teacher can use to improve their teaching ability, skill, & knowledge. More experiences meaning that more mistakes and the teacher can reduce their future teaching mistakes by learning to avoid the same mistakes. They also will be able to solve any teaching problems if they experience enough. Learning by previous experience, mistakes, and problems for a better future teaching performance is a reflection. And Mrs. J really believes that the

teacher should be able to reflect their self for the better teaching and become a better teacher.

“Kita harus belajar dari pengalaman, refleksi, kemudian lagi meningkatkan... kalo ada masalah.. itu usahakan untuk di.. diselesaikan”

“We should learn from experience, reflect, then improving again... if there’s any problem.. it is supposed to be solved”

HTB-IDENTITY/RFT/28

The previous paragraphs explained that based on what Mrs. J said in the interview, the teacher supposed to be a teacher, an educator, and a protector of their students, also they supposed to be respectful toward their students no matter what was the condition of their students, and the last she also mentioned that every teacher should be able to reflect their self in order to be a better teacher.

### **How to act as a teacher based on Mrs. J**

Once a teacher is able to define their professional identity, the next step is how they should act as the professional teacher. This section will explain how a teacher should act based on what Mrs. J said.

From the interview, the most prominent feeling of Mrs. J that she explains is about her sympathy toward the disabled students. From her past experience, she had a feeling of sympathy toward the ordinary students but unlike the disabled students, this feeling is special and unusual. She even once saw a teacher that teaching in an inclusive class where there is a disabled student. She explained that the way the teacher who taught the students seems like uncomfortable for the disabled student. She said that the

teacher was teaching in a forcing way and the student seems hard to follow the lesson.

“Anak-anak yang ditegasi sama gurunya itu ga tega saya ngeliatnya, jadi saya cenderung dengan kelembutan gitu, menghadapi anak yang inklusi itu”

“The students who being forced by their teacher, I can’t see them (felt pity), so I tend to be gentle when handling the disabled student”

HTA-IDENTITY/SYMP/1

Mrs. J believed that a teacher should be patient and gentle toward students with disabilities. Even though, she felt sympathy toward them and thought that they supposed to not be there with ordinary students, because it was very hard for the disabled students to catch up with other ordinary students, meanwhile it also became an un-maximum learning condition for the ordinary students who already in advance level.

“kadang merasa... apa yah.. mereka kurang tepat kalau dicampur dengan orang yang normal gitu... karena bagi merekakan berat sekalih toh”

“Sometimes it feels... how to say it... it’s not suitable if they blending with the ordinary students like that... because for them it’s very hard right?”

HTA-IDENTITY/SYMP/6

Mrs. J knows her students very well and knows what she has to do in order to motivate them in the class.

“memberi kesempatan kepada anak yang inklusi itu untuk maju ke depan... terus kemudian anak yang di sekitar anak yang inklusi itu membantu, seperti itu”

“give a chance for the disabled student to actives in the class... and then the other kid around the disabled kid will help, like that”

She knows the importance of motivation for students, especially disabled students, when she was teaching in class, she always tried to give the disabled student more opportunity to act in the learning activity, even, by that action, some of the other students also tried to help the disabled student.

Teacher's act shown professionalism, when a teacher has this professional action frequently and makes it became their character, it indirectly shown such a shifting identity toward teacher professional identity. Based on previous information of Mrs. J's explanation about how a teacher should act, this part could conclude that a teacher should act gently and patient in teaching the disabled student.

### **How to understand a teacher's job in and outside the school based on Mrs. J**

No matter how big Mrs. J sympathy with the disabled students, she always knows her limit, in which part she could interference and in which part she could not interference.

“Perhatian biasa.. Cuma rasanya.. ras.. kasihan trus... ada perhatian trus.. aaa saya mintak tolong.. untuk.. apa.. pembimbing siapa.. pembimbing atau apa itu... pendamping, yah pendamping.. dan itu suruh mee.. yah menyelesaikan, permasalahan yang terjadi dengan anak itu...”

“common care.. just fe.. felt.. pity then... care then... aa I asked for help.. to... a.. guide who.. guide or something.. companion, yeah companion.. and he/she had to.. solving the problem that happened to the disabled student”

Mrs. J believes that an ordinary teacher like her could not interfere with the disabled student's life easily, because there was another person who would handle such issues, and is regulated by the government and the school.

“Saya cuman guru biasa jadi cuman tahu aja, tidak mendalami, dan cuma pembantu kalo tiba-tiba butuh saya”

“I was just a regular teacher so I just knew, not really understand, and just helped if suddenly I was needed”

HTUSL-IDENTITY/ICPB/35

But still, she would try her best to help the students whenever the school asked her to do so. Even if she said so, but there was one time she met a disabled student outside of the school unintentionally, and she saw the students alone, and take that chance to have a conversation with him/her. From the conversation, she tried to ask about students' life and problem carefully because she afraid of crossing their privacy.

“cuman secara kebetulan, ya ngajak ngobrol aja, tanya-tanya itu, yang punya masalah itu.. ee.. ya di tanyakan dengan baik”

“just accidentally, yeah just a conversation, asking about them, who had the problem.. I ask in a good way”

HTUSY-IDENTITY/CRE/15

From what Mrs. J understand her job as a teacher, we could say that, in the class, a teacher like her had the main job to teach, a teacher also cannot interfere with student's personal life's easily, but when the school asks the teacher to help the student personally they should do that for their professionalism, and when in the outside of the school the teacher can at least

care to them, ask about them, give them a suggestion, and if it is possible to help them to face a problem.

The result explains that, based on Mrs. J's explanation of her opinion and experiences, the right way a teacher identity became a professional identity by defining the role of them as an educator, and act as proper educator and follow the school and government regulations for teacher professionally.

#### **4.1.3.2. The Impact of the Professional Identity toward Teacher's Teaching Performance on Handling Disabled Students**

The further impact after a teacher had a professional identity could be in various forms. But in this case, Mrs. J felt that once a teacher is professional, they might understand their student's needs and what they supposed to have, such as what kind of learning material is important or unimportant, what kind of teaching style should be improved, or abandoned, or how is the student's comprehension level after she taught them.

Based on the interview, Mrs. J said that there was a case when a student was disappointed with the school, those students were disabled students, at that moment they had a group to share their comments and complaint about the school. Turns out, there was a teacher who treated them unfair, the teacher too fast on giving material and force them to catch up with other ordinary students, and then that issue spread to the whole teachers including Mrs. J, and since that time, a lot of teachers more patience and gentle when teaching the disabled student, even some of the teachers including Mrs. J gave an extra time to teach them.

“pernah ada yang, mendapatkan apa.. kurang puas, merasa kurang puas diajar oleh.. ketika itu saya nggak ngajar cuma e... mendengar masalahnya itu”

“there was a.., have a.. not satisfied, he/she felt not satisfied when got a lesson by... at that moment I didn't teach them.... I just heard about that”

HTUSL-IDENTITY/SRV/2/II

Relating the issue of the material unfairness, Mrs. J had her own opinion about that, how the Indonesian curriculum for English subjects does not really regard the special needs students and disabled students because there is a lot of material that being mandatory material, it lacks specification especially for a vocational school. In the vocational school, of course, the major is the specification of what kind of subject the students will get, and Mrs. J said the kind of English subject in vocational school should not be as same as English subject in the senior high school.

“menurut saya aaa.. belajar itu belum tentu.. tidak harus... apa yah.. ee.. pakai kurikulum yang.. kaku gitu..”

“I think... learning is not.. not have.. how to say it.. e.. use a rigid curriculum”

HTUSL-IDENTITY/CRT/16

Mrs. J also explains that if a teacher like her could be more flexible to give the material that would be easier for the disabled students to get insight into certain material because they do not have to learn whole things like the ordinary students. Even if she gives a different material which is the kind of material that the students need in their major, but the problem is that, on the final school exam, the

government gives a general question about English material not only the specific material.

“kalo menurut saya itu harusnya kalo bahasa Inggris itu sesuai dengan kebutuhan saja”

“jadi nggak usah yang.. semua harus sama”

“I think that the English language lesson must be only on the needed part”

“so not everything has to be the same”

HTUSL-IDENTITY/CRT/20 & 21

A clear example of this issue is that when a student from a cooking major learns about English as a whole and compared to the students who learn English for a specific purpose which is about food or cooking. It would be a lot easier for the student who learns English for the specific purpose to learn because they do not have to learn a lot of things.

“misalnya jurusannya itu kayak kecantikan itu, bahasa Inggrisnya yang ada hubungannya dengan kecantikan aja, ga usah... seperti yang ada di kurikulum”

“For example, like a beauty major, the English language lesson only about beauty major, no need.. to be the same as curriculum”

HTUSL-IDENTITY/CRT/22

From what Mrs. J thought about the English curriculum, we could assume that the sense of professionalism existed in her, her identity as a teacher made her think that way, the way which wanted to make the students especially disabled students got a good quality of education.



## 4.2. Discussion

This section will explain and analyze the result information that the previous section has already shown.

The interview result with Mrs. J was showing a lot of things, but the most prominent thing is that how she feel sympathy toward her students, and how she thought about the English subject curriculum for the inclusive school. Her character as a teacher is mold from 30 years ago until now, and for the last 2 years, she finally felt how to teach the inclusive class and how to handle disabled students. This kind of experience is special because she finally felt directly how are the challenges when teaching disabled students, she also saw how was the struggle of other teachers when teaching in inclusive class then observed and reflected the teaching way to improve her teaching style.

A lot of things she has learned from that experiences until now she keeps trying to improve her professional identity. Based on the interview with her this research had listed several things that Mrs. J learn from her experiences when teaching in the inclusive class;

- a) a teacher is an educator, teacher, and protector of disabled students
- b) a teacher should respect disabled students capacity,
- c) a teacher should be able to reflect their self to become a better teacher in inclusive class,
- d) a teacher should be patient and gentle,
- e) a teacher should be able to give disabled students more motivation and opportunity,

- f) a teacher should obey school and government's regulation about inclusive education,
- g) a teacher may show their care to the disabled students when it is clear they needed whether it is in or outside the school.

Each of the beneficial things that the previous paragraph said before was have been categorized in three certain categories of teacher professional construction, first, how to be a teacher, second, how to act as a teacher, and the last, how to understand teacher's job in and outside the school (Beauchamp and Thomas, 2009). This professional identity construction is reflected in Mrs. J's story, first on how she able to define herself as an educator, teacher, and protector. Second, on how she able to act as she thought about a professional teacher, such as becoming patient, gentle, and careful when teaching. And the last on how she was able to understand her limit and her obligation as a teacher both in and outside the school.

Teacher professional identity is affected by their job (Beauchamp and Thomas (2009), when we compare the result of this study and the theory of teacher professional identity from Beauchamp and Thomas (2009), we could conclude that a professional teacher of the inclusive school is the teacher that affected by the inclusive education job, and the teacher would be patience and gentle teacher with a big sympathy toward special/disabled students for their better education.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

This chapter is the ending chapter, this contains a brief conclusion and suggestion for further research related to teacher identity and inclusive education.

#### **5.1. Conclusion**

This study found that her experience in inclusive class is beneficial for her teaching ability in various ways. By using a semi-structured interview and analyze the data with the thematic analysis method, this research successfully finishes by finding two major results, first how is the professional identity construction happened in inclusive school and second how the professional identity affects the teaching performance.

In brief, the result showed that Mrs. J successfully constructs her professional identity, and she always trying to improve herself as a teacher and educator to make a better education for her students especially the disabled students.

#### **5.2. Suggestion**

Based on this research, I would like to share some suggestions to improve further study about teacher professional identity. The researcher should find more than one participant to enrich the data and the data can be compared. Also, it is better to analyze the findings deeply to distinguish a deeper meaning of participant's lived experience and its reflection on the teaching. Before analyzing it, it is better to make sure that the participant tells the whole story from the past, present, until the future. Lastly, I hope this research can give insight from an inclusive school teaching experience in teacher professional identity.

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## APPENDICES

### First Interview

R/T	Line	Interview	Themes
R		Langsung saja ke pertanyaan. bisa ceritakan pengalaman ibu selama mengajar di kelas inklusif	
T	1	<u>Anak-anak yang ditegasi sama gurunya itu ga tega saya ngeliatnya, jadi saya cenderung dengan kelembutan gitu, menghadapi anak yang inklusi itu..</u>	Sympathy
R		Ow..	
T	2	Saya pernah melihat, ada guru yang begitu, mungkin karena pembawaannya yah yang keras gitu, saya merasa nggak tega aja gitu, anak .... kayak gitu di masi di....., tapi anaknya yah mungkin ..... , ada juga anak inklusi di sini yang pernah.. apa yah... kayak mutung atau gimana, sering nggak masuk sekolah juga..	
R		Ow gitu	
T	3	Yah, punya masalah dengan keluarga	
R		Hmm, ini.. ada pertanyaan.. nya ini, saya coba susun baik-baik ini, hmm.. bisa ibu ceritain.. bagaimana.. perubahan..., perubahan... jati diri ibuk ketika sebelum mengajar anak inklusi.. dan setelah mengajar anak inklusi apakah ada perubahan dari jati diri ibuk... sebagai seorang guru?	
T	4	Ya biasanya nggak.. nggak...	
R		nggak terlalu..?	
T	5	Tidak.. tidak terasakan sekali	
R		Aha..	
T	6	Karena.. sering nggak tega.. kasian gitu.. <u>kadang merasa... apa yah.. mereka kurang tepat kalau dicampur dengan orang yang normal gitu... karena bagi mereka berat sekalih toh..</u>	Sympathy
R		Hmm..	
T	7	Karena tidak mendengar dan harus mengerjakan.. apa...	
R		Hmm..	
T	8	...	
R		Karena ibu tahu kan, mereka itu seperti... amm kasihan gitu.. trus nggak.. susah untuk ngikutin anak-anak yang	

		lain.. anak-anak normal yang lain, apakah ibuk pernah ngasih.. memberikan tindakan... khusus buat mereka gitu?	
T	9	Ya tidak... Cuma perhatian aja..	
R		Perhatiannya aja? Perhatiannya ada di?	
T	10	<u>Perhatian biasa.. Cuma rasanya.. ras.. kasihan trus... ada perhatian trus.. aaa saya mintak tolong.. untuk.. apa.. pembimbing siapa.. pembimbing atau apa itu... pendamping, yah pendamping.. dan itu suruh mee.. yah menyelesaikan, permasalahan yang terjadi dengan anak itu...</u>	incapability
R		mmm...	
T	11	Sekarang yah di.. ditindaklanjuti dong sama pendampingnya itu, pendampingnya itu.. aa dari dinas pendidikan.	
R		mmm... (jeda cukup lama) ok am... selanjutnya ini.. ibuk.. dapat memahami.. apa istilah.. e.. ketika ibuk jadi gurukan, ibuk di.. jadi.. kan seorang guru pastinya ibuk sudah tahu tugas ibuk sebagai seorang guru di.. sekolah.. dan apakah hal itu.. terganggu atau.. tetap berjalan dengan baik ketika ngajarin anak inklusi?	
T	12	Yah.. tetap berjalan dengan baik	
R		Ow..	
T	13	Tetap berjalan dengan baik, cuman merasa... kesulitan kayaknya untuk mengetahui cara nya, untuk mengikutinya, atau untuk mengajari anak yang ini, yang tidak normal tersebut.. em.. inklusi yang seperti itu. Belum tahu caranya aja, kasihan gitu, mungkin ga bisa.. ga bisa menolong mau gimana, <u>mau ngajarin bahasa Inggris untuk anak yang... bisu tuli itu gimana caranya belum tahu.</u>	
R		Kalo.. ketika ibuk.. keluar dari sekolah.. apa perasaan empati kek gitutu dibawa di luar sekolah ketika ketemu mereka di luar sekolah misalnya, setelah ibuk..	
T	14	Ya sepertinya..	
R		Ada.. cerita atau kek gimana? Ketemu mereka ge..	
T	15	Ya.. anak yang pernah bermasalah itu cowok ini kan, ya pernah saya.. ya cuma ngobrol-ngobrol biasa gitu, saya ajak ngobrol pas cuma kebetulan aja tidak secara... aa apa.. tidak secara sengaja mencari (tidak jelas) itu, kalo.. ehem.. kita apa.. <u>cuman secara kebetulan, ya ngajak ngobrol aja, tanya-</u>	Care

		<u>tanya itu, yang punya masalah itu.. ee.. ya di tanyakan dengan baik</u>	
R		Ow.. ok, tadi saya sempat.. aa.. nyebutin.. konsep teacher.. aa.. identitas seorang guru.. ketika ibuk mengajari.. mengajar dari awal karir sampai sekarang apakah sekarang ibuk sudah memahami, dan bisa me.. menggambarkan apa itu konsep identitas seorang guru?	
T	16	Ya.. <u>guru itukan ya.. mengajar, ya mendidik, ya.. kayak.. melindungi, menjadi orang tua gitu.</u> Jadi kayaknya.. apa namanya... ya.. tugasnya untuk me.. membelajarkan anak supaya anak itu tetep belajar gitu, belajar.. se.. <u>kemampuannya</u> macam-macam ya itu kami <u>menghor... meng.. menghargai semua kemampuan anak-anak itu, jadi menurut saya aaa.. belajar itu belum tentu.. tidak harus... apa yah.. ee.. pakai kurikulum yang.. kaku gitu..</u>	Belief  Respect  Critical
R		mm..	
T	17	jadi.. ee... nggak usah pakai target dulu yah...	
R		mm..	
T	18	Kalo.. Kalo bisa pake bahasa Inggris itu kan kalo.. nggak dipake.. itukan mata pelajaran yang sulit	
R		mm...	
T	19	terus kalo nggak dipake, kenapa harus diajarkan yang sesuai dengan kurikulum itu,	
R		mm...	
T	20	<u>kalo menurut saya itu harusnya kalo bahasa Inggris itu sesuai dengan kebutuhan saja</u>	Critical
R		mm...	
T	21	<u>jadi nggak usah yang.. semua harus sama</u>	Critical
R		mm...	
T	22	... Minimalis nggak papa, <u>misalnya jurusannya itu kayak kecantikan itu, bahasa Inggrisnya yang ada hubungannya dengan kecantikan aja, ga usah... seperti yang ada di kurikulum</u>	Critical
R		mm..	
T	23	Kaku gitu	
R		Am... ini kan.. tadi ibuk sempet bilang.. sebagai.. apayah, orang tua, sebagai pengajar, tadi se.. tut.. em.. identitas seorang guru, di sini em.. apakah ibuk pernah em..	



		istilahnya, ow bukan pernah apakah ibuk bisa membuat anak-anak dis.. semua anak termasuk yang inklusif tadi di dalam kelas itu, em.. menikmati pembelajaran dari ibuk dan.. apakah mereka b.. bisa.. apayah	
T	24	Puas?	
R		termotivasi untuk belajar?	
T	25	Ya.. ya pernah sih kan saya sudah pengalaman ngajar a.. 30 tahun ya	
R		aam..	
T	26	<u>Ya pernah sih, merasa puas gitu yah, tapi seringnya.. selalu meningkatkan</u>	
R		Ahm..	
T	27	Kan harus belajar dari pengalaman toh	
R		mm..	
T	28	<u>Kita harus belajar dari pengalaman, refleksi, kemudian lagi meningkatkan... kalo ada masalah.. itu usahakan untuk di.. diselesaikan</u>	Reflection
R		Apa ini berlaku ke anak inklusif tadi?	
T	29	Ya.. ya iya sih	
R		Sempat nggak melihat anak inklusif tu.. kurang termotivasi di kelas?	
T	30	Ya sempat, sering	
R		Sering	
T	31	Sering Karena mereka.. berat karena mungkin nggak bisa mengikuti, terus.. yah mereka hanya.. a.. karena nggak mendengar sih yah, kalo bahasa inggrisnya...	
R		Sulit, y.. ya.. kalo nggak dengar	
T	32	Mungkin nggak dengar terus jadi kan nggak tahu apa-apa	
R		Ehm..	
T	33	Kalo dia.. cara.. ya salah satu cara itu.. kalo menemui anak yang seperti itu tu a.. mulutnya itu harus.. apa jelas sekali	
R		Ya, gerakan mulut	
T	34	<u>Jadi gerakan mulut sama ditulis itu yang biasanya, ditulis, ngomong ditulis nanti tulisannya diiringi</u>	
R		Selain problem dari... apa yah.. problem dari.. kegiatan akademik, apakah mereka pernah ngalamin problem di... di.. di konteks sosial? Kayak diskriminasi gitu? ... atau nggak keliatan yah?	

T	35	Yah, kayaknya pernah tapi saya tidak begitu... tidak begitu apayah memperhatikan, karena sudah ada yang menangani toh, wali kelas, <u>saya cuman guru biasa jadi cuman tahu aja, tidak mendalami, dan cuma pembantu kalo tiba-tiba butuh saya.</u>	Incapability
R		Ok ini satu lagi pertanyaan, apa ibuk pernah mengajak anak-anak.. semua anak-anak seluruh... satu kelas kayak gitu, misalnya, untuk meningkatkan nilai-nilai toleransi atas perbedaan kayak gitu-gitu, karena melihat.. ini misalnya... satu kejadian?	
T	36	Ya paling cuma.. ini apa ee... <u>memberi kesempatan kepada anak yang inklusi itu untuk maju ke depan... terus kemudian anak yang di sekitar anak yang inklusi itu membantu, seperti itu.</u> Terus kemudian yang pelajaran yang ketinggalan-ketinggalan juga saya suruh ee.. diganti yang saya suruh tak pinjami kalo nggak tahu di.. di apa.. ya diganti dijelaskan, <u>biasanya anak-anak di sekitar anak-anak yang.. di sekitar anak yang inklusi itu ee... sudah otomatis membantu, pada baik-baik</u>	Motivating
R		Ok udh? Udh? Ok saya rasa kalo.. ini sudah cukup sebenarnya datanya, tapi kalo boleh satu kali lagi saya nanya, ini di luar konteks, apa ibuk pernah em.. ngerasakan kalo.. jadi guru... menjadi guru buat anak-anak inklusi itu.. membuat ibuk merasa... guru yang spesial gitu, yang bisa memperoleh pengalaman yang jarang didapat orang lain? Bagaimana ibuk menjelaskan pengalaman tersebut?	
T	37	<u>Ya kurang sih kurang, mungkin terlalu kecil yah, ya ada sih pernah tapi ga masuk... ya.. gak masuk hitungan lah.</u>	
R		Ga terlalu?	
T	38	Ya, lah saya cuman.. kayaknya cuman dua kali itungannya itu dua	
R		Cuman dua kali?	
T	39	Ya.. ow tiga tiga	
R		Tiga?	
T	40	Ada yang pernah satu kelas itu dua, perempuan perempuan dua, sama satu cowok	
R		Hmm...	
T	41	Sama satu di kuliner	
R		Ini.. datanya sudah cukup, makasih yah buk	

Second Interview

R/T	Line	Interview	Themes
R		.....	
T	1	.....	
R		Itu sem.. ada.. semacam club? Terus?	
T	2	Terus, <u>pernah ada yang, mendapatkan apa.. kurang puas, merasa kurang puas diajar oleh.. ketika itu saya nggak ngajar cuma e... mendengar masalahnya itu, itu anaknya e.. karena apa yah.. em.. diperlakukan kayak dipaksa gitu harus mampu seperti orang normal, nggak terima gitu. Terus sama kelompoknya itu.. e.. semacam perotes gitu.</u>	Service
R		Tapi istilahnya, unek-unek sama mereka aja gitu?	
T	3	nggak, disampaikan ke sekolah	
R		Sampai ke sekolah	
T	4	sampai ke kepala sekolah	
R		tapi lewat jalur yang benar kan?	
T	5	Ya, <u>ternyata mereka, ini-nya kuat sekali yah, apa yah, punya organisasi</u>	
R		Sebenarnya...	
T	6	Sesama ..... yang kuat	
R		Sebenarnya ada berapa sih, siswanya kurang lebih?	
T	7	Kalo saya kurang tahu yah, karena saya jarang ngajar anaknya ini (tertawa sedikit)	
R		Tapi ada puluhan yah?	
T	8	Ow... ibuk ulfa mungkin tahu yah. Ibuk ulfa tahu nggak buk? anak inklusinya ada berapa?	
Ibu Uifa		apa..?	
T	9	Anak inklusinya jumlahnya ada berapa tahu nggak?	
Ibu Uifa		(menggeleng kepala)	
R		Nggak tahu (tertawa sedikit), ya udh	
Ibu Uifa		Tanya kesiswaan	

## Online Interview

R/T	Line	Interview	Themes
R		Berapa jumlah total keseluruhan siswa berkebutuhan khusus yang pernah ibu ajar hingga sekarang?	
T	1	3 ABK (anak berkebutuhan khusus)	
R		Berapa tahun ibu mendapatkan pengalaman mengajar siswa berkebutuhan khusus?	
T	2	2 tahun	
T		Pelatihan apa saja yang pernah ibu dapatkan atau ikuti yang ditujukan untuk menangani siswa berkebutuhan khusus?	
R	3	Belum pernah	
R		Jika ada, sebutkan pelatihan-pelatihan yang diberikan oleh pihak sekolah atau pemerintah!	
T	4	(tidak dijawab)	
R		Jika ada, sebutkan pelatihan-pelatihan apa saja yang pernah ibu ikuti secara pribadi bukan agenda dari sekolah/pemerintah!	
T	5	Banyak, tidak hafal nama pelatihannya, harus liat data di laptop	
R		Jika ada, sebutkan hal-hal yang mesti ditingkatkan atau diperbaharui /sistem penunjang yang mesti disediakan sekolah menurut ibu pribadi?	
T	6	<u>Diadakan pelatihan tentang cara mengajar siswa ABK untuk semua guru dan mencakup perincian semua mapel (mata pelajaran SMK). Supaya ketika mendapatkan siswa ABK sudah tahu cara mengajarnya.</u>	Critical
R		Wah baik buk terima kasih banyak atas kerja sama nya	
T	7	(kelanjutan jawaban pertanyaan no 5 atau tentang pelatihan pribadi) no 5 kebanyakan IT yang mendukung PBM/KBM (Proses Belajar Mengajar & Kegiatan Belajar Mengajar). Penggunaan aplikasi-aplikasi microsoft 365, cara mendidik anak, pendekatan vak dll	
R		Ow ok buk makasih	