INDONESIAN ENGLISH NOVICE TEACHERS' IDENTITY CONSTRUCTIONS AND THEIR TEACHING PRACTICES

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Abstract
Contributed to many factors, teachers' identity, particularly among novice teachers, is essential since it affects their teaching practice and professional career. This study explored different influences that contributed to the construction of novice Indonesian teachers of English who apparently faced challenges in constructing their identity. This narrative inquiry study involved two novice English teachers of Primary and Senior High Schools in East and West Bandung with one and a half years of teaching experience. Data from in-depth interviews and journal writing were analyzed by Creswell's (2014) thematic analysis. The study figured out that negotiating with the school context and understanding oneself were the factors that influenced novice teachers' identity construction. Negotiating with the school context shows that novice teachers interacted with the school context and made some adjustments to their teacher identity. Understanding oneself refers to the meaning-making process of themselves as a person and a teacher. This study also found that novice teachers had some negotiations about their idealism and the school's current practices. One of the participants became more eager to reflect her idealism in her practice, while the other tried to let go of her idealism and adjust with her students. This study suggested that novice teachers should do continuous reflections on their teaching practices and themselves as teachers to help them develop as professionals.

Keywords: factors; novice teacher; teacher identity; teaching practice.

INTRODUCTION
Teacher identity is an essential part of teaching and learning since it is the part of teachers' selves that they bring into their classrooms. Teachers invest themselves in teaching, and they have a pivotal role in their classroom practices. Thus, it can be said that their teacher identity may affect their teaching practice (Benson, Barkhuizen, Bodycott, & Brown, 2013; Beijaard, Meijer, & Verloop, 2004; Day, Kington, Stobart, & Sammons, 2006; Flores & Day, 2006; Gandana & Parr, 2013; Hsieh, 2015). Constructing identity involves self-understanding and is related to one's ability to make sense of their experiences and the world around them, which involves intellectual, and emotions (Alsup, 2006; Benson et al., 2013; Geijsel & Meijers, 2005; Rodgers & Scott, 2008). In other words, constructing identity is a "meaning-making" process (Rodgers & Scott, 2008, p.739). Making sense of teachers' personal and professional sides is an integral part of constructing teacher identity since it is a combination of both teachers' personal and professional selves (Beijaard & Meijer, 2017; Day & Kington, 2008; Friesen & Besley, 2013; Pennington & Richards, 2016; Rodgers & Scott, 2008). Thus, it is

also important for teachers to have an awareness of their own professional development and define themselves in a professional context (Alsup, 2006; Chong, Low, & Goh, 2011; Friesen & Besley, 2013). However, constructing a professional identity can be challenging, especially for novice teachers, due to the transition from being a student into a teacher (Pillen, Beijaard, & den Brok, 2013).

Teacher identity construction have been a topic for Indonesian researchers. Several Indonesian researchers had conducted research that focused on novice teachers. Cendra (2019) focused on stress factors experienced by novice teachers in constructing identity. She found out that the stress factors related to related to image building (e.g., being a caring teacher vs being a tough teacher), cultural context (e.g., expressing opinions vs being in total obedience), and professional and pedagogical problems (Cendra, 2019). Similarly, Diasti (2021) mentioned that novice teachers may find some stressors that come from personal (e.g. capacity to manage classroom), interpersonal (e.g. relationship with students, parents, and colleagues), and organizational factors (e.g. school climate). Still in the similar scope, Lomi and

Mbato (2020) illustrated how novice teachers overcome the struggles in constructing teacher identity and how it affected the teachers' teaching practices. They found out that emotions management, teachers' professional capacity, ability to deal with job dissatisfaction, overcoming the lack of teaching resources and facilities, and salary issues are seen as some struggles for novice teachers in constructing their professional identity. Lastly, Hapsari and Ena (2019) explored pre-service teachers' positioning in the classroom and how their identity constructions are affected by it. They found out that teaching context played a great role in pre-service teachers' positioning. The positioning also resulted in new identities for the pre-service teachers as they learned from their teaching experiences. One of the participants became a stricter teacher, while the other became a more powerless teacher.

Previous studies suggest that novice teachers face challenges and struggles in building their images as teachers, adjusting themselves to the school context, and overcoming pedagogical problems. However, there must also be some cherished moments along the journey of being a teacher. It should be noted that various experiences that result from various contexts are also important in teacher identity construction (see Day & Kington, 2008; Pennington & Richards, 2016; Rodgers & Scott, 2008). Thus, it is necessary to consider both teachers' positive and negative experiences in the process of identity construction. Doing so can contribute to more understanding and discussion in the field of teacher identity. Such research in the Indonesian context is still limited. Therefore, this study focuses on figuring out some factors experienced by novice teachers during their early time of teaching by considering both their positive and negative experiences. Since identity construction could affect teachers' teaching practices (Hsieh, 2015), this study also explores how the influences affect novice teachers' teaching practices.

Factors that Construct Teacher Identity
As mentioned earlier, many factors may influence teacher identity construction. The factors experienced by teachers may be different depending on the contexts that they are in. The experienced factors can change over time and so, identity develops over time (Beijaard et al., 2004; Benson et al., 2013; Flores & Day, 2006; Geijsel & Meijers, 2005; MacGregor, 2009; Rodgers & Scott, 2008). Many researchers conducted research on teacher identity; one of them is Rodgers and Scott (2008). They stated that identity is constructed within several contexts, which contain social, cultural, political, and historical elements in the construction process. In a similar vein, Pennington and Richards (2016) mentioned that context is an important and influential factor in the process of teacher identity construction. It takes part in the process of negotiating teacher's identity over time. Regarding context, Day and Kington (2008) mentioned that teacher identity is "culturally embedded" (p. 9).

They also mentioned that the social context of teachers' lives and works, emotions, and teachers' personal and professional lives such as experiences, beliefs, and practices have a significant effect on teachers' identity construction. As can be seen above, both Rodgers and Scott (2008) and Day and Kington (2008) mentioned cultural and social contexts, as well as emotions,as factors that influence teacher identity construction.

Many other factors contributed to teacher identity constructions. Experiences as a student and a teacher are as important as contexts that involve social, cultural, political, and historical aspects. In that regard, Flores and Day (2006) mentioned that prior influence, initial teaching training, and teaching practices, and contexts of teaching are the factors that construct teacher identity. Prior influence is related to teachers' learning experiences. Initial teaching training and teaching practices have to do with teachers' early professional experiences. Contexts of teaching have to do with classroom practices and the effects of school culture and leadership. Classroom practice has to do with teachers' practices and their strategies to overcome various situations in the class. The effects of school culture and leadership are related to how teachers adjust themselves in the school with its culture and policy. In a similar vein, Beijaard et al. (2004) mentioned that belief, prior learning experiences, and teaching training and practice are the factors that construct teacher identity. Similarly, Lasky (2005) figured out that teachers' previous learning experience and professional knowledge, social and political contexts, policies, and beliefs are all taking part in teachers' identity formations. In a similar vein, Beauchamp and Thomas (2009) stated that experiences in a certain context and emotions take part in constructing identity.

There is a connection between context, experiences, and emotions in the process of teacher identity construction. As teachers interact within a context, they gain experiences that involve emotions. In short, teachers experience various emotions as they do their profession and construct their professional identity (Lasky, 2005; Teng, 2019). Emotion is seen as an essential factor that takes part in teacher's identity construction (Song, 2016; Teng, 2017; Zembylas, 2003) since teaching itself is an "emotional practice" (Hargreaves, 1998, p. 838). In other words, emotion is actively involved in the teachers' teaching practices. Teachers' emotions can influence their teaching practices (Shahri, 2018). Expressing certain emotions while teaching also allows teachers to enhance their engagement with students (Song & Park, 2021). The expressed emotions are interrelated with the teachers' understanding of the context of teaching, pedagogical knowledge, and their teacher identities (Shahri, 2018; Song & Park, 2021). It is inevitable that teachers' emotions have to do with an interrelationship with other people in their professional context. In fact, having a relationship and interaction in a professional context could help teachers to develop their

professional identities (Beauchamp & Thomas, 2009; Rodgers & Scott, 2008).

Since teachers have to experience various events and emotions as they are interacting in their professional context, constructing teacher identity must be challenging. In that case, telling stories can help teachers in making sense of their professional identity (Rodgers & Scott, 2008; Sfard & Prusak, 2005). Teachers can tell their stories in many ways, one of them is by doing reflections (Barkhuizen, Benson, & Chik, 2014; Beauchamp & Thomas, 2009). In general, reflection could help teachers to gain more awareness of themselves and their actions in a professional context (Farrell, 2015). In other words, doing reflections also means that teachers are interacting with themselves, which is essential in their process of professional development. It also helps teachers evaluate their environment and themselves as teachers. Due to the benefit of doing reflections, previous studies recommended that teachers should do some reflections on their teaching practice and themselves as professional practitioners (Diasti, 2021; Florida & Mbato, 2020; Hahl & Miculec, 2018; Hidayati, 2018; Song, 2016; Teng, 2017).

Overall, teacher identity is dynamic and continuously shaped by various factors such as culture, experiences as a student and a teacher, context of teaching, and emotions. This study strives to find out the factors that construct novice teachers' identity and their influences on the teachers' practice. We try to find out the factors through the teachers' stories of their journeys as novice teachers. More information on the data collection process and analysis are presented in the following section.

METHOD

This study employed narrative inquiry to collect stories of two novice Indonesian English teachers who participated in this study. The narrative inquiry focuses on investigating people's stories, seeing them as a series of events, and making sense of the stories being told (Ary, Jacobs, Sorensen, & Razavieh, 2010; Barkhuizen et al, 2014; Pinnegar & Daynes, 2007). It was seen as an answer to our attempt to gain information about participants' storied experiences. The participants' stories are seen as an essential component of this study. It is related to our focus on the factors experienced by novice teachers in constructing their teacher identity. The factors' impact on their teaching practices was also investigated. This study was conducted during the COVID-19 pandemic. During that time, the Indonesian government decided that all citizens must stay at home. Thus, most interactions with the participants were done online.

Participants
Novice teachers' participation was sought for they seemingly had some conflicts in their journeys of constructing professional identities (Chong et al., 2011; Pillen et al., 2013). We were interested in seeing their process of identity construction and thus, they were invited to participate in this study. Novice teachers are defined as teachers with less than five years of teaching experience (Kim & Roth, 2011). There were two English novice teachers involved in this study. We refer them as Dita and Tania (pseudonyms). Both Dita and Tania graduated from their teacher preparation program in 2019. They had been teaching in their schools for a year since they graduated when this study conducted in 2020. In addition, both Dita and Tania had a six-month teaching experience before they graduated. In total, they had one and a half years of teaching experience as we began the study. Dita was a teacher of a Senior High School in Bandung, while Tania was teaching in an Islamic Elementary School in Bandung. Both Tania and Dita's school were a part of a bigger institution *(Yayasan).*

Instruments
The data for this study were collected from in-depth interviews and reflective journals. In-depth interviews were conducted to gain a rich amount of information from the participants by letting the interviewers and interviewee have a flowing conversation and having some flexibility while doing the interviews. Still, the interviewee is having guidelines in interviewing to collect the desired data (Morris, 2015; Yin, 2018). While reflective journal was employed to explore more of Dita and Tania's experiences during their teaching routines. It also allows teachers to explore their own practices and helps teachers in making decisions on their practices which leads to professional development (Farrell, 2015; Kelchtermans, 2013; Richards & Lockhart, 2007). Dita and Tania were interviewed six times and were asked to write a reflective journal once a week for six months. The questions for the interviews were derived from the literature review and their reflective journals. As for the reflective journals, the participants were asked to reflect on their teaching practice and professional development following Richards and Lockhart (2007). Thirty reflective journals were collected and being analyzed.

Procedures
Several stages were proceeded in completing this study: inviting the participants, conducting an initial interview, asking the participants to write reflective journals, doing some follow-up interviews as the participants continued writing their reflective journals, and analyzing the data. In the earliest stage, some novice teachers were invited to participate in this study in August 2020. The invited novice teachers were those who had one until four years of teaching experience. Then, two invited novice teachers accepted the invitation (Dita and Tania). After that, an initial interview for both participants was conducted by online interviews in September 2020. It was an interaction by an online platform called 'WhatsApp' chat to collect the data for the study (Morris, 2015;

Salmons, 2014). It was done due to the COVID-19 pandemic that happened during the time of data collection. Subsequently, the participants started writing their reflective journal once a week started from October 2020 to March 2021. Then, follow-up interviews were conducted based on some reflective journals that needed more clarification. Doing it can be useful to collect deeper data for the study (Morris, 2015). The follow-up interviews were conducted as Dita and Tania were still in their period of writing reflection. The data collection ended in March 2021. Both data from interviews and reflective journals were analyzed together to find the factors that involved in the novice teachers' identity constructions and its effects on their teaching practices.

One of the authors, Merina, was the one who conducted the interviews. At the moment of interviewing, she was also a novice teacher. As she had similar experiences and background with the participants, she might be seen as an 'insider' (Dwyer & Buckle, 2009; Flores, 2018). She also had a personal relationship with the participants since she was a classmate of theirs. This relationship might create room for the participants' openness since the trust was already established between the interviewer and interviewees (see Gandana & Parr, 2013). However, she was also an 'outsider' "who is conducting research and writing about them" (Flores, 2018, p.7). Merina wrote this study as a part of her magister study. She collaborated with two teacher educators in this study, which shows that there were other 'outsiders' in this study.

Data Analysis
The data collected from interviews and reflective journals were analyzed together by using thematic analysis. By doing so, the data from both Dita and Tania were analyzed together to see some similarities and differences between the two of them (see Barkhuizen et al., 2014). The data were analyzed in several stages; open coding, axial coding, selective coding, and generating themes (see Creswell, 2014). In the first stage, all data were compiled as preparation for analyzing the data. Then, the open coding was conducted by labeling the data. The labels or codes were retrieved from the data itself, some of them were retrieved from the most mentioned words in the data and some of them were retrieved from categories that cover similar phenomena or events. NVivo 12 was utilized as a tool to help label the data in this stage.

Then, the codes were grouped based on their categories. Some attributes were made to help the categorization. After that, axial coding was done, the grouped codes were labeled into a broader category. Then, similar categories resulting in axial coding were gathered in a broader category which was related to the literature review. Finally, some themes generated from similar concepts emerged in selective coding (see Creswell, 2014). There were several themes figured out as the result of thematic analysis. The emerging themes were: negotiating with the school context, and understanding oneself.

RESULTS AND DISCUSSION
Results
This study found out that negotiating with school context and understanding oneself are the factors that construct novice teachers' identity. The factors also affected their teaching practices. As negotiating with school context, the novice teachers (Dita and Tania) were interacting with their students, students' parents, colleagues, and leaders. The school context also involved the schools' culture, policies, and politics in it. The interaction with the school context resulted in the novice teachers' professional experiences and understanding of their profession. Understanding oneself refers to the sense-making process of themselves as a person and a teacher. They reflected and found the lines between their personal and professional selves. In the process of understanding themselves, their emotions, personal experiences, and beliefs were taken into account.

Negotiating with School Context
Interacting with the school context is essential in constructing teacher identity (Beauchamp & Thomas, 2009; Flores & Day, 2006; MacGregor, 2009). Dita and Tania were both interacting with their school context and they made some negotiation within themselves to adjust within their school contexts. This negotiation process contributed greatly to their professional identity construction. The negotiation process is interrelated with the school context. In other words, school context could affect teacher identity construction significantly (Day & Kington, 2008; Flores & Day, 2006; MacGregor, 2009; Pennington & Richards, 2016; Rodgers & Scott, 2008). Both Tania and Tania were teaching in different school contexts. Tania was teaching in a school in which most students came from middle to high economic backgrounds. On the other hand, Dita was a teacher in a school with students who mostly came from low economic backgrounds.

Excerpt 1
"I teach in an Islamic school around my house now. This school is different from the school that I was in. The habits, daily activities, and many more differences require me to adapt to them. It is not a difficult thing to do because I already had experience in dealing with different kinds of students..." (Tania's 9th reflective journal).

Excerpt 2
"I teach in a school in which most students have a low economic background and their families do not really care about education. Meanwhile, I have certain standards in teaching and I want a kind of activity that requires a phone and internet connection. But my standard has to be neglected due to the students' condition and adjust with the existing condition" (Dita's 6th reflective journal).

The excerpts above showed that both Dita and Tania tried to adapt and evolve within their school contexts. In Tania's case, she recognized that different school had different environment and culture. Her previous experience as a teacher in another school had helped her to adapt within the current school context better. Since she already accustomed in adapting within a professional context, she did not find any significant difficulties in adapting herself in the current school. In Dita's case, she had to negotiate her idealism as a teacher with her current school context. Both Tania and Dita had different struggles in negotiating their professional identity within their school contexts.

Due to the negotiation process, both Tania and Dita evolved and adopted some new traits as teachers. In Dita's case, she had to adjust her idealism in teaching practice with the situation in her school context.

Excerpt 3
"I want to lighten their burden of online learning in my subject…I usually make several sessions in teaching a topic. In the first meeting of a new topic, I give them some materials on a PowerPoint and ask them to rewrite the materials on their notebooks. In the second meeting, I explain the materials. Then, in the third meeting, I usually give them some exercises in the form of questions, and we discuss the answer together. Finally, in the fourth meeting, I give them an online quiz via Google form" (Dita's 2nd interview).

Dita invented new teaching routines during the pandemic, which was resulted by the negotiation of her idealism and her teaching context. In Tania's case, her adjustment process led her to develop a new habit in communicating with others in her school context.

Excerpt 4
"Not only learn how to communicate better, but I also learn to say 'Masyaa Allah, Alhamdulillah, Bismillah, etc.' I usually speak in Bahasa Indonesia, but because I teach in an Islamic school, I need to learn to say 'those words' more often in my daily communication and I think I get used to it now" (Tania's 4th interview).

Tania learned to say more Arabic phrase in her daily communication to adjust her style of communication with the school culture. This case showed that a school context involved cultural and social elements in it. The changes they made on themselves and their teaching practices along the negotiation process were parts of constructing and reconstructing their professional identities (Beauchamp & Thomas, 2009; Flores & Day, 2006).

Aside from the school culture, school politics also led Dita and Tania to negotiate their attitude and practice to fit in their schools. Tania was a teacher in a school which is a part of a big institution. She mentioned that her school had several rules that required all teachers to teach similarly. The materials, media, and lesson plans that had been prepared by the institution. Teachers were not allowed to do any improvisation on the materials and lesson plans.

Excerpt 5
"In Grade 3, even in all classes of all school units, there is already a standard for lesson plans that cannot be changed. All classes should have the same lesson plan, but the (teacher's method in) delivering the materials may be different, it's rarely happened, though. If there is something different (related to the materials given, teaching process), the institution will give an admonition. There is a student in Grade 3 whose parent is working in the institution (has a higher position than the teachers), so if there are some differences with other units (related to the materials, or teaching process) there will be an admonition..." (Tania's 1st reflective journal).

The excerpt above showed Tania's school politics made her teach in a certain way. In an interview, she was asked whether she felt stressed because of it. She then mentioned that at the beginning, she felt stressed. Nevertheless, she tried to adjust herself to the school policy and she tried to get accustomed to it. Tania developed compliance attitude in adjusting to the school policy (see Flores & Day, 2006). This finding validates Flores and Day (2006) who mention that politics is a factor that forms teacher identity (see also Kelchtermans, 2013; Lasky, 2005; Rodgers & Scott, 2008). Similarly, Dita mentioned something about her school policy in grouping the students' classes. She mentioned that her school grouped students with different levels of ability in the same class and she did not agree with that.

Excerpt 6
"I don't agree when students are grouped into classes which consist of students with an unequal level of ability. The students have different levels of ability; some students are brilliant, and some others are slow-witted. It would be better if they were grouped based on their abilities. The brilliant students should be in the same class with other brilliant students. Then, the slow-witted ones should be grouped with those who have equal abilities so that they would be less insecure while learning because they have equal peers in their class...." (Dita's 7th reflective journal).

This policy led her to give more assistance to some of her students because they could not understand the materials as easily as some other students. Dita mentioned that when she was a pre-service teacher, she did not do such assistance since the students did not need it. In other words, Dita's current school policy and students' condition unlocked a feature of teacher roles inside herself; being more of a tutor for her students (see Harmer, 2007). Thus, her school politics contributed to her teaching practice, which also contributed to her professional identity (see Flores & Day, 2006; Day & Kington, 2008). Both Dita and Tania's cases in interacting with the cultural, social, and political aspects of the school contexts contributed to their professional experiences.

Dita and Tania's professional experiences influenced the way they adjusted themselves in the school context and their current teacher identity. They also mentioned some of their experiences as a teacher that influence their actions as teachers. Tania

mentioned that to make the classroom livelier, she usually gave her students some extra points if they answered some questions that she gave. She did that after she learned the students' learning habits.

> Excerpt 7
> "I once asked some students why they always submit the assignments early. They submitted the assignments 15 minutes after I posted them in the group. One of them said that it was because the material was easy and if she had completed her assignment, her mom would allow her to watch TV. Another student mentioned that his mom would allow him to ride his bike after he completed his assignments. From their answers, I could tell that they did something to get something else" (Tania's 3rd interview).

Tania tried to make sense of her students' behavior and adapted their parents' ways in rewarding them into her teaching practice. Similarly, Dita mentioned that she observed her students and found a way to achieve the desired responses from her students.

> Excerpt 8
> ".... after they read the story about Cinderella, other students who were in the audience were given questions about the story. They had to pay attention to their friends who were reading the story. I did it to encourage the students to actively speak and participate in the activities. Otherwise, they would only watch their friends reading the story and they became sleepy and less enthusiastic. It would make the learning activity less effective…" (Dita's 8th reflective journal).

Both Dita and Tania observed their students, and found a way to achieve their goals and desired responses. In other words, their students also contributed to their teaching practice. Their experiences as a teacher brought new influences in their teaching practices and attitudes as teachers. Thus, their professional experiences that was resulted from interacting with the school contexts contributed to their teacher identity formation (see also Beauchamp & Thomas, 2009; Day & Kington, 2008; Flores & Day, 2006; MacGregor, 2009; McGregor & Cartwright, 2011).

Understanding Oneself
Understanding oneself as a person and as a teacher are seen as an essential part of identity construction. There are parts of teachers' personal selves that are presented as they do their profession (see also Alsup, 2006; Day & Kington, 2008; Freisen & Besley, 2013). It was found out from the data that Dita and Tania brought their beliefs, goals, and idealism in doing their profession, which also contributed to their professional identity. Tania believed that honesty was important. She also applied that in doing her profession. She always tried to be honest to both her students and their parents. She also kept telling her students that they must be honest.

> Excerpt 9
> "Right from the beginning, I told myself and my students that we must be honest if we make any

mistakes. If we lie, things will just get worse. What I told my students also applied to me. I am afraid every time I make mistakes, but I always try to admit my mistakes and apologize to the parents and the students. Fortunately, they understand" (Tania's 15th reflective journal).

It seemed that Tania's belief affected her teaching practice and her attitude as a teacher. It became a part of her teacher identity. By being honest, she also expected that she would establish mutual trust with her students and their parents. She believed that trust was also important in teaching and learning.

> Excerpt 10
> "With trust, my students would be easier to understand any materials that are being learned and I do not need to explain too much. It is even easier for them to learn other things. Trust makes things easier for me in teaching" (Tania's 16th reflective journal).

She said that her goal was to make the students understand the materials. Having mutual trust had helped her in achieving the goal. She also mentioned that the trust also made her not explain too much and it made her relieved because she admitted that she was not good at explaining materials.

> Excerpt 11
> "I am not good at explaining, that is why I made stories in explaining the materials. I did it on my own and I made the stories based on the existing examples in the module that was given by the institution. I think it worked because my students paid attention and they understand the materials well. Also, they did not get bored easily because children tend to love stories" (Tania's 6th interview).

She acknowledged her weakness as a teacher and it helped her to transform the weakness into a certain way of teaching. She overcame her own weakness and turned it into a strength. It showed that making sense of professional self was important for teachers and it might help them in developing their professional selves (see also Kelchtermans, 2013; Richard & Lockhart, 2007). Similarly, Dita also mentioned that her belief contributed to her attitude as a teacher.

> Excerpt 12
> "There is one thing from the students that contradicts with me. I am disciplined and a hard worker, so when I see the students who contradict me in these aspects, I kind of hate it and sometimes get worked up" (Dita's 6th reflective journal).

Dita said that she had a certain attitude toward those who she believed had not behaved properly. She also admitted that she still had some difficulties in dealing with such students. She recognized it as her weakness. As she became more familiar with her students, she found a way to overcome her internal tensions regarding to the clash of her beliefs and the students' misbehaviors.

> Excerpt 13
> "Now, I think I can deal better with the misbehaved students. If some of the students misbehaved towards

me, or not following my rules during the class, I usually punish them or simply give them a cold shoulder" (Dita's 4th interview).

Dita mentioned that compared to herself in the earliest time of teaching, she could deal better with those students. In other words, in her case, the professional experience was important to overcome her weakness. As the excerpts had been mentioned, it was seen that understanding one's personal and professional self were essential in developing professional self. It was also shown that teacher's understanding of themselves and their contexts of teaching also shaped their teaching practices (see also Alsup, 2006; Day et al., 2006; Freisen & Besley, 2013; Kelchtermans, 2013; Richard & Lockhart, 2007).

It is essential to keep learning to understand oneself as a person and a teacher. As important as teachers' professional experience, their personal experience as a learner is also important. Their journey as a teacher and a student influenced their current teacher identity. Theories also mention that teachers' experiences are crucial in identity construction, be it teacher's experiences as a student or a practitioner (see Day & Kington, 2008; Flores & Day, 2006; MacGregor, 2009; McGregor & Cartwright, 2011). In Dita and Tania's cases, they adapted some of their experiences as a learner into their professional images.

Excerpt 14
"My parents were always kind to my teachers. Thus, my teachers always treated me kindly. I felt that my teachers were affectionate. It made me want to be a teacher" (Tania's 9th reflective journal).

Tania mentioned that she felt loved by her teachers and it intrigued her to become a teacher. She mentioned in a reflection and an interview that she wanted to be a teacher who gives a lot of affection for her students. She also tried to build an emotional relationship with her students. She believed that when the students felt her affection for them, they would understand everything she said and understand the materials easier.

Excerpt 15
"I want to build an emotional relationship with my students. I want them to feel my affection. If they can feel it, they will love me too. That way, whatever I say, whatever I teach, whether it is easy or not, they will understand" (Tania's 3rd interview).

We could see that her experience as a student has a similarity with her current practice. She felt loved by her teachers and she wanted to do the same for her students. Similarly, Dita mentioned that her experiences as a student had some influences on her teacher identity and practice.

Excerpt 16
"When I was in senior high school, I had a beautiful, elegant, and patient English teacher. She was never angry or snapped at her students. Then, when I was in college, a lecturer inspired me by his teaching methods and the way he interacted with his students. I was more

enthusiastic when I had to attend his classes. I adapted some aspects of their attitudes.." (Dita's 4th interview).

The excerpts above showed that Dita and Tania both adapted some aspects from their learning experiences to their practices. It was shown that their personal experiences contributed to their identity as a teacher (see also Flores & Day, 2006; MacGregor, 2009; McGregor & Cartwright, 2011). In both Dita and Tania's cases, they involved their emotions as students in shaping their imagined identity as a teacher. Dita showed a feeling of admiration towards her teacher, and Tania was affected by her teachers' affection towards her. It showed that emotions also took part in the proces of framing their professional identities.

Making sense of one's emotion is also important in understanding oneself as both a teacher and a person. Emotion is an essential component that constructs teacher identity (see Lasky, 2005; Song, 2016; Teng, 2019; Zembylas, 2003). Both Dita and Tania experienced positive and negative emotions along their journeys of being teachers. Dita's reflective journals and interviews showed that she experienced negative emotions more often than positive ones.

Excerpt 17
"I sometimes get worked up when my students are not disciplined and lazy to do the assignments I give. As a result, I feel angry and my goal to make a fun learning environment is not achieved" (Dita's 14th reflective journal).

The excerpt above showed that Dita's negative emotion was related to her students' misbehavior. Her students' lack of effort also contributed to her negative emotions. During the data collection process, she mentioned some similar phenomena to this couple of times. Nonetheless, she also felt positive emotions in doing her profession.

Excerpt 18
"...when I finally can help the students who have difficulties in understanding the materials to be able to understand it, it is an achievement that makes me happy and satisfied…"(Dita's 7th reflective journal).

A sense of achievement when she was successful in helping the students to understand the materials was one of the sources of Dita's happiness. It validates Hargreaves (2000) who mentions that teachers could feel rewarded by the students' achievement. Similarly, Tania mentioned that her students' improvement made her happy.

Excerpt 19
"One of the things that makes me happy during online learning is interacting with parents who are wishing good things for one another and always understanding. Their report on students' independence also makes me happy…" (Tania's 1st reflective journal).

The excerpt mentioned that figuring out her students' improvements in terms of learning independency made Tania happy. The excerpt above also showed that Tania had good coordination with the

students' parents, which contributed to her positive emotions. In several reflective journals and interviews, she mentioned that the parents often gave reports on the students' conditions. The parents and she were also supporting each other. It echoes an agreement to Rodgers & Scott's (2008) statement that relationships that involve emotions is influential in identity construction.

However, having a negative emotion was unavoidable for teachers. Tania also felt negative emotions a couple of times. Similar to Dita, one of the sources of Tania's negative emotions was students' misbehavior. One day, she found out that one of the students was cheating while having a test via video call with her. She felt disappointed because of that.

Excerpt 20
"I once found out a student cheated while having a test with me by video call. I figured it out because while having the test, I asked her to speak closer to her microphone. As she tried to speak closer, her phone fell to the table. It fell right on top of a piece of paper that contained some answers to help her answer my questions. I saw it. It made me disappointed and since then, I was unsure whether or not she really can do any assignment and do it with honesty" (Tania's 3rd interview).

Tania felt disappointment because of her student's dishonesty. But still, in Tania's case, she felt positive emotions more often than negative ones. The excerpts showed that positive emotions were related to teachers' sense of accomplishments, good relationship with parents, and students' positive behavior. It is in line with Hargreaves (2001), who states that teacher's achievement and parents' support contributed to positive emotions. It was also figured out that negative emotions were related to students' misbehavior. It is in line with Sutton and Harper's (2009) statement. They mentioned that teachers reported students' misbehavior as one of the sources of their negative emotions. Experiencing negative emotions can be overwhelming. To avoid burnout due to the overwhelming emotions, teachers should practice to regulate their emotions as they do their profession. It also could help teachers to perform better in teaching (Sutton & Harper, 2009).

To sum up, understanding oneself is a journey of making sense of one's personal and professional self. It involves the personal aspects of a teacher (e.g. beliefs, personal experiences as a student, and emotions) as well as the professional aspects (e.g. school context and professional experiences). The personal aspects of teachers are essential in the process of constructing professional identity since they also shape the teachers' professional identities (Alsup, 2006; Day & Kington, 2008; Friesen & Besley, 2013; Pennington & Richards, 2016; Rodgers & Scott, 2008). Thus, this study emphasizes that teachers' personal sides, as well as negative and positive experiences must not be neglected and should be taken into consideration in seeing the process of teacher identity construction.

Discussion

This study found out that negotiating with school context and understanding oneself are the factors that shape novice teachers' identity and influence their teaching practices. As they became a part of a school community, teachers had to interact with the school culture and policy, other teachers, students, and students' parents. Interaction in a professional context led teachers to negotiate some aspects in behaving and teaching (Beauchamp & Thomas, 2009; Flores & Day, 2006).

The results also suggest that teachers might develop some new characteristics along the process of adjusting themselves with the school, as they had more experiences in teaching. Teachers can become more observant, caring, and innovative when they have more knowledge about their students, surroundings, and professions (Flores & Day, 2006; Friesen & Besley, 2013; Lasky, 2005; Pennington & Richards, 2016). These new characteristics could also be influential in teachers' practices. For instance, teachers in this study made new activities during the class after observing their students. They analyzed the students' behavior and tried to find a way to mediate their students' behavior with their goals of teaching. In other words, teachers are influencing and being influenced by their practices and surroundings (Britzman, 2003).

This study also found teachers' experiences as students could contribute in shaping their current beliefs, values, and goals, which drove their actions and decisions in doing their professions (see Chong et al., 2011; Day & Kington, 2008; Flores & Day, 2006; Kelchtermans, 2013; McGregor & Cartwright, 2011). Thus, making sense of teachers' beliefs, goals, and values is certainly important in constructing teacher identity. It could help teachers to understand and develop themselves as professionals. Teachers need to understand themselves in order to be successful teachers (Alsup, 2006).

Along the process of understanding themselves, teachers would experience several emotions. It is important for teachers to understand their emotions, since it could affect their decisions and perspectives of the profession (see Kelchtermans, 2013; Lasky, 2005; Song, 2016; Teng, 2019; Zembylas, 2003). Thus, it is important for teachers to regulate their emotions. It could help them to avoid burnout due to overwhelming emotions and desire to leave the job (Sutton & Harper, 2009).

CONCLUSION

Understanding identity construction is important to enable one to know themselves and their world better. It also helps their self-development. Two factors of identity construction experienced by two Indonesian English novice teachers were figured out in this study: negotiating with the school context, and understanding oneself. Each of them contributed to the teachers' identity formations and teaching practices. Negotiating

with the school context involved teachers' interactions with their students, colleagues, parents, and other parties who might have some authorities in terms of school politics and policies. It was also a process of gaining professional experiences and experienced several kinds of emotions. Understanding oneself is also important in constructing professional identity. It takes teachers' personal sides (e.g. beliefs, personal experiences as a student, and emotions) into account and allows teachers to interact with themselves. We could see that it has a great contribution in the process of constructing teacher identity.

Teachers should be able to understand themselves and their surroundings in developing their professional selves. To achieve that, it is recommended for teachers to reflect on themselves as teachers and their teaching practices. It is also important for teachers to regulate their emotions in doing their profession to avoid burnout and to help them perform better as a teacher. This study also found out that different school context could give different impact for teachers. Future researchers could consider making a deeper investigation on the role of school context and teacher community in novice teachers' identity construction. It could enrich more discussion on the topic of teacher identity.

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