

**NARRATIVE INQUIRY: PEERS' FEEDBACKS EFFECT TO IDENTITY
CONSTRUCTION OF INDONESIAN PRE-SERVICE TEACHERS**

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Abstract: Teacher identity has become an issue in teaching and teachers' professional identity development since the identity influences teachers' teaching pedagogies and teachers' development. Many studies have explored teachers' identity from in-service teachers' perspectives. Somehow, small attention has been paid to teachers' identity construction from pre-service perspectives in Indonesian context. To fill this gap, this research investigated how Indonesian pre-service teachers constructed and reconstructed their identities through peers' feedbacks in a micro-teaching class. There were three pre-service teachers from Sanata Dharma University who participated in this study. The data were obtained through field observations and interviews. Using Yuan and Lee's (2015) theory, the study investigated the cognitive, social and emotional processes of their teacher identity construction. The findings of the study suggested that pre-service language teachers developed and modified their identities through peers' feedbacks in a teaching practicum. The findings also showed that feedbacks delivered positive and negative impacts to pre-service teachers' identity construction. Although some of the pre-service teachers did not change their beliefs, they still used the feedbacks to prepare for their next teachings. The study supported the theory that teacher identity affected to pre-service teachers' teaching pedagogies. This paper suggested some implications for policy makers, language teacher education, and pre-service teacher education. A further research with a longer duration is expected.

Keywords: *peers' feedbacks, pre-service teachers, teacher's identity*

INTRODUCTION

The discussion of identity construction becomes one of the important issues in teaching and teachers' professional identity development (Wright, Loughlin, & Hall, 2017; Kennedy, & Lees, 2016; Day & Kington, 2008; Olsen, 2008; Alsop, 2006; Stryker & Burke, 2000). The urgency of teachers' identity studies exists because it does not only contribute to teachers' self-development, but it also contributes to policymakers and students. Some studies (Palmer, 2009; Alsop, 2006) state that teachers' identity will influence teachers' teaching pedagogies and

teachers' development. Because the identity is elaborated in the classes by the teachers, the students who join the learning process will be affected (Alsup, 2006; Day and Kington, 2008).

Because of the importance of teachers' identity issue, many studies have explored the identity from in-service teachers' perspectives (Palmer, 2009; Alsup, 2006). Others have examined teachers' identity from pre-service teachers' perspectives and novice teachers' point of views, because of the identity construction process in teacher education (Yuan & Lee, 2015 & 2014; Trent, 2010). Moreover, the studies of teacher identity have been undertaken in some contexts, such as America (Beauchamp & Thomas, 2009), Australia (Walkington, 2005), South Africa (Jansen, 2001), and Malaysia (Chang-Kredl & Kingsley, 2014). Somehow, in the google scholar, the researcher did not find any study who explored pre-service teacher's identity construction in the Indonesian context. In order to fill this gap, the researcher explores teacher's identity in Indonesian contexts.

Specifically, the researcher decides to examine three pre-service teachers' identity construction through peers' feedbacks in a microteaching class in Sanata Dharma University, Indonesia. Yuan and Lee (2015) argue that in a micro-teaching class, pre-service teachers construct and re-construct the teacher identity. Some of the pre-service teachers may fail to construct the identity and leave the profession. Others may transform their identity and commit to the identity. Moreover, most qualified teachers have created their images of teaching and their teacher identity in their initial teacher education programs.

This study aims to discover Indonesian pre-service teachers' perception of peer's feedbacks related to their identity construction. The findings will be also beneficial for policymakers in the university. In which, they can create a positive learning atmosphere which can help the pre-service teachers to develop authentic teacher identity. Thus, the research question in this study is "how do peers' feedbacks in micro-teaching classes effect to pre-service teachers' identity construction?"

REVIEW OF RELATED LITERATURE

This section explores five main literatures: Indonesian pre-service teachers and micro-teaching, identity construction and agency, dimensions of identity, the cognitive, social and emotional processes of teacher identity construction in micro-teaching and constructing teachers' identity through peers' feedbacks.

1. Indonesia pre-service teachers and microteaching courses

Pre-service teachers are defined as teacher candidates or teachers-in-training (Vesely, Saklofske, & Nordstokke, 2014). In Indonesian contexts, the pre-service teachers study for about four years to have their bachelors. In the process of the teacher training, the pre-service teachers involve in some programs. One of the programs is micro-teaching. Some studies (Yuan and Lee, 2014; Gebhard, 2009; Tang, Hernandez, & Adams, 2004) argue that microteaching is a core in teacher education program. In microteaching, pre-service teachers are being prepared to confront real teachings. Microteaching is a complex process in pre-service teachers' education program. The pre-service teachers are expected to enhance their skills, such as pre-service teachers' teaching knowledge, skills, and abilities (Kusumaningrum, 2018). The pre-service teachers experience the complex process in guidance by their mentors and their peers (Grudnoff, 2011; Cheng, Cheng, & Tang, 2010; Gebhard, 2009; Fang, 1996).

In Indonesian context, a micro-teaching becomes more complex because of the teaching context. In Indonesia, English is taught as a foreign language (EFL). English teachers need to teach English more than just a skill, an ability or knowledge. Kusumaningrum (2018) shows some challenges experienced by English teachers in Indonesia, such as: multicultural and multi religions in Indonesia. People in Indonesia respected religion issues. Teachers need to consider the materials in teaching selectively. It may hinder the teachers from harming Indonesians' beliefs. Moreover, Sneddon (2003) confirms that Indonesia has 550 local languages. English teachers may counter varied dialects (Kusumaningrum, 2018). Thus, pre-service teachers need to have clear images of a teacher before they experience teaching in real schools.

2. Identity construction and agency

Identity theory is related to the writings of George Herbert Mead (1934). Somehow, the identity theory is introduced at the 1966 meetings of the American Sociological Association (Stryker & Burke, 2000). One of the famous identity studies, Stryker & Burke (2000), mentions that identity can refer to three definitions: (1) it refers to culture of people where identity and ethnicity are the same, (2) it refers to social category, and (3) it refers to parts of a self which is constructed of meanings that humans connect to multiple roles they play in societies. Stryker & Burke (2000) imply that an identity is shaped by society. The theory is in line with Erikson (1950, 1963) stages of psychological development where he promotes nine stages of the development. He states in his work that identity is not firm. It changes over time. In the process of constructing the identity, others influence much (Hall, 2004) as well as the person needs to

negotiate meanings. Clarke (200) defines agency in structure. Furthermore, an identity is showed when someone participates in a group in which he must adapt to a collective identity.

The study of identity has become very important for teachers because of many causes. Firstly, the study of teacher identity is related to the professional development (Lankveld, Schoonenboom, Croiset, & Beishuizena, 2017; Rodgers & Scott, 2008). Teachers who attach themselves to the role of teachers, will link themselves emotionally to the identity (Lankveld, Schoonenboom, Croiset, & Beishuizena, 2017). Day and Kingston (2008) provide some cases of teachers who could not develop their true identities because the negative feedbacks that they obtain in a society they enter. Secondly, the identity affects teachers' pedagogy in teaching (Alsup, 2006). The teacher identity will affect students that are taught by the teacher. Varghese, Morgan, Johnston & Johnson (2009) argue that teachers have a huge role in the constitution of classroom practices. The identity reflects on their beliefs, ideas, knowledge, and attitudes which the teachers perform in classrooms.

3. Dimension of identity

Day and Kingston (2008) state that an identity is a composite which consisted of interaction between three dimensions, namely professional identity, situated and socially identity, and personal identity. These three dimensions could be understood as follows.

Professional identity: this dimension relates to social and policy expectation of ideal teachers. In Indonesia, the expectation of ideal teachers from a policy point of view may be different from one to another, such as KTSP and K13. KTSP curriculum needs teachers to dominate the classes. Meanwhile, K13 demands teachers to involve more students' participation. K13 also needs the teachers to be able to operate technology in classrooms.

Situated and socially identity: this dimension relates to a workplace, a school, a department or a school. In the places, the identity is affected by local conditions (pupil behaviour, etc), support and feedback. The identity is constructed through experiences with pupils, support and feedback from teachers' immediate working context.

Personal identity: this identity is constructed outside schools. It is linked to family and social roles, such as a role as a father or a mother, etc. Feedbacks are received from family and friends.

Day and Kington (2008) argue that the interaction between the three dimensions contribute to teachers' sense of commitment (manifestation of belief and motivation), agency (ability/resolve to pursue one's own goals), well-being and job satisfaction (sense of fulfilment and achievement), and resilience (the ability of an individual to with stand or recover quickly from difficult conditions related to self-efficacy). In their study, they claim that elements of work and life, such as: school/departmental leadership (63%), supportive colleagues (58%), family (52%) pupil behavior (87%), workload (70%), etc. may stop or help the crystallization of identity construction, such as teachers' professional knowledge, their personal experiences, beliefs and values, the 'micro-politics' of the school setting and its pupils, and wider policy and socio cultural contexts.

4. The cognitive, social and emotional processes of teacher identity construction in micro-teaching practicum

In this paper, the participants are pre-service teachers. To understand teacher identity construction in a pre-service teacher education program, this section provides a theory of three elements in the construction process (Yuan & Lee, 2014). Yuan & Lee (2014) state that there are three elements involved in the pre-service teacher identity construction. They are cognitive, social, and emotional processes. These elements are parts of pre-service teachers' lives.

The first aspect is a cognitive aspect. This refers to what teachers know and believe (Borg, 2003). The pre-service teachers' beliefs and knowledge are implemented in their teaching practicums (Johnson, 1994). Some studies (Kenyon, 2017; Kayi-aydar, 2015) show that ideologies impact how teachers teach in the classrooms. Kayi-aydar (2015) studies three pre-service teachers enrolled in a master's program designed to prepare teachers for elementary schools in the U.S. She discovers that the pre-service teachers' beliefs affect the way they teach.

The second aspect is the social aspect. It refers to a socialization process that the pre-service teachers make during the process of learning to teach (Yuan and Lee, 2014). This aspect argues the importance of teacher's feedbacks to help the pre-service teachers understand school settings, pedagogical skills, and their self-understanding (Yuan and Lee, 2014; Sexton, 2008; Mcloughlin and Maslak 2003). On the other hand, peers also influence the pre-service teachers in understanding different needs of others, knowledge and skills (Flores and Day, 2006). Even so peers contribute positively, Yuan and Lee (2014) argue that sometimes the interaction

between the pre-service teachers can exert negative impacts, such as they fail to construct a positive view of teacher identity and want to quit from teaching.

The third is the emotional aspect. The emotion becomes important in teaching because teaching itself is emotional practice (Yuan and Lee, 2014). The emotional aspect is usually involved much in teaching (Mueller & O'Connor, 2007; van Veen, Slegers, & van de Ven, 2005; Zembylas, 2003). Thus, emotional aspect is considered as one of aspects in the formation of identity. The emotional aspect also affects teachers' professional and emotional decisions both positively and negatively. In fact, some studies have shown that the feeling of unsupported, depressed, and workload may affect teachers' decision to leave the teaching profession (Yuan & Zhang, 2017; Tao & Gao, 2017).

5. Constructing teachers' identity through peers' feedbacks

Alsup (2006) states that humans are social creatures. Human beings deal with stress and share successful experiences with others. Moreover, humans evaluate themselves by comparing themselves with others who are engaged in the similar activities. In the interaction between the pre-service teachers, they shape each other's identity through feedbacks. Many studies have claimed the importance of feedbacks from peers in the process of learning to teach (Wright, Loughlin, & Hall, 2017; Kennedy, 2015; Olsen, 2008). The interaction becomes important because how the pre-service teachers feel about their works would affect how they develop themselves (Valencia, 2006).

To understand a process of identity construction, many studies have used Wenger's (1998) theory of identity construction (Trent, 2010; Tsui, 2007; Bathmaker and Avis, 2005; Darling 2001). Wenger (1998) states that the participation in a community has been understood as a key to identity construction. Trent (2010) in his study summarizes Wenger's study into three parts of identity construction. They are engagement, imagination, and alignment. Wenger (1998) purposes that an identity is constructed along with the involvement in a community. Trent (2010) describes identity construction as an experience in which the experience will affect them in creating the image of a teacher.

In fact, studies have stated the importance of others in developing teachers' identity, since others, such as family and peers, shape the pre-service teachers' identity. Moreover, Day and Kington (2008) state that one of the dimensions in teachers' identity construction is peers

or colleagues. Positive peers' feedbacks deliver a positive contribution to the process of identity construction. Valencia (2009) states that the interaction between a teacher and his peers in a teaching practicum delivers either positive or negative contribution. In the teaching practicum, pre-service teachers do not only improve their teaching styles and understand classroom management, the teaching practicum also could interrupt the pre-service teachers to develop more authentic professional identities. The needs to assimilate with peers in a practicum class force the pre-service teachers to suppress their beliefs, ideas, knowledge, and pedagogical strategies. Valencia (2009) presents a case about a pre-service teacher who was observed by two teachers who had different pedagogical styles. The pre-service teacher felt powerless to develop her teaching style because of the teaching community she dealt with. Valencia (2009) further shares a case about a pre-service teacher who feel desperately when she works with her peers. She could not implement her authentic idea, it makes her very desperate about teachings.

In the process of identity construction, it is important to have supported feedbacks which will make the pre-service teachers feel positive about themselves. The feedbacks become important since they will create emotions. Day & Kington (2008) argue that emotions play an important part in developing an identity. In addition, they add that the way the pre-service teachers feel about their works become keys to develop positive identity inside the pre-service teachers.

METHODOLOGY

This research was conducted in Sanata Dharma University Yogyakarta, Indonesia. Sanata Dharma university has trained pre-service teachers since 17 December 1955. This study was conducted in Sanata Dharma because this university had qualified experiences in educating pre-service teachers.

English language study program (ELESP) is one of Sanata Dharma's study programs. The study program places micro teaching classes on the sixth semester. In the seventh semester, the pre-service teachers will have real teaching practices in some schools. Hence, the practices in microteaching courses are aimed to help pre-service teachers really understand the real school contexts. In order to do that, the feedbacks are made to cover some skills which the pre-service teachers need most in doing real teachings.

The pre-service teachers must practice teaching in the microteaching courses for two turns. In every turn, they will have feedbacks from their mentor and peers. After they practice teachings their peers for two turns, they will teach a lower class in the same study program or in other study program. Time allocations for teaching the lower class will depend on the teacher that handles the class. The pre-service teachers also receive feedbacks from the teacher and the students in the lower class. Although the pre-service teachers receive feedbacks from their teachers, peers, and their students in the lower class, the researcher only focuses on the feedback from the peers.

This study used a random sampling. The researcher gathered the data from one of ELESP Sanata Dharma's micro teaching classes. There were three pre-service teachers who joined this study namely, Acha, Tya, and Ela. The participants in this study were chosen randomly. The researcher had never met and known the participants before the researcher conducted this study. The data were collected through observations and group interviews. One interview spent 30 to 40 minutes. The questions in the interviews were driven from Yuan and Lee (2014) theory where the teacher identity construction was related to three aspects. They were cognitive, emotion, and social aspects. There were two times observations. The interviews were semi-structured, and audio-tape transcribed. Bahasa Indonesia was used in the interviews, aimed to make the participants feel comfortable when they shared their experiences.

In the first observation, 5th April 2018, the researcher observed the pre-service teachers' teaching practices. In the second teaching practices, the researcher observed and then interviewed the participants after they finished the teaching practices on 19th April 2018. The pre-service teachers were interviewed after doing their second micro teaching practices. Acha and Tya were interviewed in a group interview. Somehow, Ela was interviewed individually. The interviews were recorded and then transcribed. The researcher interviewed Acha, Tya, and Ela again after they finished their teachings in lower classes. The researcher interviewed Acha on 31st May 2018. Tya was interviewed on 6th June 2018. Ella was interviewed on 7th June 2018. The second cycle of interviews aimed to observe whether there were some changes in the pre-service teachers' perceptions.

In this study, all of the interviews were transcribed due to the importance of the narratives which the pre-service teachers shared. Varghese et al. (2005) argue that an identity is discursively constituted, mainly through a language. Moreover, some post-structuralist

theories argue that identity construction appears through an identification of her or his position in a discourse (Weedon 1997,108).

RESULTS AND DISCUSSION

In this section, the researcher reports the findings case by case. It aims to make the discussion easy to be followed. There were three students which were interviewed namely, Ela, Acha, and Tya. The findings and discussion in this section aimed to answer the research question; “how do peers’ feedbacks in micro-teaching classes effect to pre-service teachers’ identity construction?”

Ela: feedbacks are very important

Ela was in the sixth semester. She was a pre-service teacher who did not have any experience in teaching a real school setting. When the researcher interviewed Ela, she just finished her second teaching time in the microteaching class. In the first interview, Ella stated that she really wanted to be a teacher. Having asked about the importance of feedbacks from her classmates, she answered that the feedbacks were very helpful for her as she mentioned in the interview.

Yes, the feedbacks were very helpful. When I taught for the first time in the classroom, I had lack of confidence. If I want to be a teacher, I must be confident. For this second turn, I tried to be more confident. Because I could be more confident in this second turn, I could handle the class. For this second teaching, my feedbacks were good.

Ella related the feedbacks as a part of her identity construction. Because she did not have any experience in teaching real schools, she took the feedbacks as one (cognitive) of elements in her teacher identity construction. Moreover, she could generate the teachers’ images that she wanted to have because of the feedback. When the researcher asked Ela to summarize her beliefs and perspectives of what she should have when she became a teacher, she concluded that there were four things she should have as she mentioned in the interview.

First, a teacher must be patient because she must deal with many types of students. A teacher should not get hurt easily by the students’ behaviors in the classroom, such as getting hurt by moody students. Secondly, a teacher must be active. If a teacher does not teach actively, the students may be unmotivated. Then, a teacher must be eye-catching and master materials.

The feedbacks which the participants received, developed more than cognitive elements, such as the beliefs and perspectives of being a teacher; moreover, it gained Ella’s teaching skills. The feedbacks helped her to prepare for the next teaching. In conclusion, she mentioned that the feedbacks help her prepare the next teaching. It was mainly social skill.

After she did her teaching in the lower class, the researcher interviewed Ella again to observe whether Ella had some changes in her identity construction. The researcher discovered that Ella kept her intention to become a teacher. It happened because she experienced being supported by the students in the lower class. She shared that she felt sick when she taught in the lower class. Fortunately, the students in the lower class understood her and cooperated with her in finishing the teaching at the day. Ella's response to her teaching in lower class was different from Acha and Tyas. Ella shared positive experiences in teaching the lower class.

Furthermore, the researcher asked her whether she felt supported by her peers or not. She described her peers as unsupported ones. She stated that she discovered gaps between peers. The pre-service teachers did not support each other. She also shared that she was afraid to make mistakes because her friends may make cyberbullying. She had a negative experience in the first semester where she felt the bullying. The experience created a trauma for her. It impacted her relationship with her peers. She shared that she felt unconfident if she taught her friends. She felt being judged.

The experiences from Ella showed the importance of agency in structure. In this case, Ella showed her agency between the groups she met. Although her peers did not support her dream to be a teacher, she could gain supports from other group, the lower class. Clarke (2008) argues that a person can negotiate meanings and leave a space to improvisation. Bakhtin also states that sometimes world views and discourses can overlap and conflict claims. Thus, a person needs to negotiate meanings and to create meanings for themselves.

Acha: let's see what will come

Acha was in the sixth semester. She was a pre-service teacher who did not have any experience in teaching a real school setting. Acha taught a student privately once, but she did not stay with the job. When the researcher interviewed Acha, she just finished her teaching in the microteaching class. At the day, it was her second time to practice teaching in the microteaching class.

Acha described her peers' feedbacks were important as she mentioned it in the interview.

The feedbacks are very important. By getting feedbacks from my classmates, I can be more confident and talkative. Moreover, I can make more gestures when I teach.

Acha said that the friends she taught made-up the class setting to test her skills. Somehow, she concluded that the feedbacks helped her to improve her skills in teaching. In the interview, she stated that the feedbacks delivered stimuli which helped her to improve her skills and understand the class setting.

My classmates' feedbacks were given naturally, but the class setting was made up to test me. I feel that the feedbacks delivered stimuli to improve my skills in teaching.

Based on the answers, Acha mentioned that the feedbacks given by her classmates were very helpful to improve her perspective (cognitive) of being a teacher, such as a teacher must be confident and talkative. She also renewed her perspective that a teacher must make more gestures in the classroom. Although she did not teach in a real school, Acha said that the feedbacks gained her perspective (cognitive), her emotional development (emotion), and class setting (social). Perhaps, it was difficult for Acha to implement the feedbacks she obtained in the micro-teaching class to a real school setting because she did not have any experience in teaching a real school setting. Having a little or no experience in teaching in real school can result in negative feelings (Tao & Gao, 2017; Yuan & Lee, 2014).

After finishing her teaching in a lower class, the researcher interviewed Acha again. In this second interview, Acha showed her emotional confusion. Acha stated that she faced conflicts. She said that she did not want to be a teacher. She shared that she did not want to become a teacher. Her mother was the one who wanted her to be a teacher. She also shared that she had ever taught students privately, but then she left the students. She also joined an online course as one of the teachers there, and she left. Acha shared that she could not enjoy the teachings.

When the researcher asked her whether the confusion happened because of her peers' feedbacks or not. She stated that perhaps the confusion did not happen because of feedbacks from her peers. Although she answered that the feedbacks from her peers did not contribute to her, she described that many of her friends did not want to be teachers.

Trent (2010) describes identity construction as an experience. In the process of identity construction, the person allows a larger group identity becomes a part of his identity. In this context, Acha described that many of her friends did not want to be teachers. Acha, herself, acknowledged that she did not come to the study program because of her willingness to be a teacher. The confusion she felt and unsupported identity her friends showed in the micro-

teaching class may lead her to fail in constructing more authentic professional identities (Valencia, 2009). It could be seen in her answers when the researcher asked her what she would do after graduating. She answered that she did not know. She described it as:

I don't know what I will be in the future. Let's see what I will get.

Clarke (2008) argues that a person will fashion and refashion his identity along his life. The teacher identity itself is a combination of past, present, and future of teacher images. In this case, Acha failed to construct her teacher identity because she did not have strong intention to be a teacher when she entered the study program. On the other hand, her peers in the teaching practicum did not deliver positive feedbacks which would affect to her identity construction (Valencia, 2009; Day & Kington, 2008).

Tya: I don't care

Tya is a female pre-service teacher. She also practised her second micro teaching at the day the researcher interviewed her. Somehow, the researcher discovered that Tya's motif in doing her microteaching was different from Ela and Acha. Tya stated in the interview that she did not want to be a teacher. This response was different from Ela and Acha who still showed the tendency to become teachers. Thus, the feedback from their peers did not really affect her belief of being a teacher.

The feedbacks did not affect much in me, because I did not want to be a teacher. Hence, when they gave me feedbacks, I didn't really care about it.

The researcher showed some photos which the researcher took in her class. The researcher showed her that some of her peers did not really pay attention to her while she taught. Some of the students fall asleep. Tya also felt that her peers responded to her teaching differently. Although she felt that her friends acted differently toward her, she did not perceive it as an offence. She tried to understand the class condition. She said like this.

When I taught, my classmates got very silent. It seemed that they did it on purpose. When the other teachers taught, the class looked so alive. Maybe, my friends got tired.

Although Tya did not feel that the feedbacks changed her belief (cognitive) of being a teacher, Tya still felt that feedbacks helped her to prepare her for the next teaching. Tya stated that she would teach in a lower semester. She had observed the classroom. She stated that the students in the classroom were very quiet students. The feedback she received help her to

manage a quiet classroom to be more alive (social). This capability of making the class more alive is one of the social aspects a pre-service teacher can gain through feedbacks (Yuan, 2014).

After having her teaching in the lower class, the researcher interviewed Tya again. In this second interview, Tya shared how she could join ELESP study program. There were two factors drove her to enter the study program. Firstly, she was not accepted in Geography UGM. Second, her mother only gave her two choices: Psychology or ELESP. She said that she did not need any effort to learn English, then she chose ELESP.

Tya shared that teaching the lower class did not really affect her choice to leave the teaching profession. Unsupported peers were the problem. She shared that her peers did not support her while doing her micro teaching practices. When she asked her friends to dance, the friends acted passively. When she needed her friends to act passively, the friends acted critically. Those experiences discouraged her to teach (emotional). She also shared that the friends competed for each other and delivered “revenge”. For example, a friend felt that his micro teaching failed because of one of friends, then he would do a “revenge” because of the experience.

At the end of the interview, the researcher also asked whether she had experience in teaching outside the university context. She shared that she did a private teaching once, but she could not enjoy it. Not only fail to enjoy teachings, but also Tya showed that she would not continue teaching after graduating from the university. She stated that she would choose another field for her master’s degree.

Positive and negative results of feedbacks

These participants’, Acha, Tyas, and Ella, responses showed that peers’ feedbacks and how the larger group behaved, affected them in constructing their teacher identities. In these findings, the study discovered that peers’ feedbacks delivered positive and negative results. The feedbacks helped the pre-service teachers to develop their skills in teaching and handle classes. Acha showed that the feedbacks helped her to be more confident and understand what competence’s a teacher should have. Ela experienced the emotional construction. Whereas, Tyas shared that the feedbacks helped her to prepare for the next teaching.

Somehow, in the second interview, the participants showed some changes. The second participant, Acha, discovered confusion in her identity construction. She was still confused whether she would stay to become a teacher or not. The third participant, Tyas, established her desire to leave a teaching profession. Tyas also shared the unsupported peers she had in the class. Besides she did not have a dream to become a teacher, the experience of unsupported peers discouraged her to teach. On the other hand, the first participant, Ella, who complained about her confidence in first teaching shared that she really wanted to be a teacher. She experienced being supported by her students in the lower class. Ella also shared that her peers did not help her to be more confident.

These feelings of being judged and having unsupported peers delivered negative impact to participants' identity construction. However, one of the participants could enjoy teaching because she dreamed to be a teacher and she experienced positive feedbacks in teaching lower class. She could stay in her dream because the other community help her to construct positive teacher identity. These findings support an argument that an identity is not fixed (Olsen, 2008; Beijaard, Meijer, & Verloop, 2004). A pre-service teacher will shape and reshape her identity. The identity itself is a combination of many experiences (Clarke, 2008) and aspects (cognitive, social, and emotion) in life (Yuan & Lee, 2015). Moreover, the pre-service teachers' identities would be shaped and reshaped through experiences in various professional contexts (Chong, Low, & Goh, 2011).

CONCLUSION

This study aimed to observe pre-service teachers' identity construction through feedbacks in microteaching class. This study discovered that peer's feedbacks delivered positive and negative impacts to the pre-service teachers' identity construction. The feedbacks helped the pre-service teachers to anticipate teachings they should do in the lower class. The feedbacks helped the participants to construct their emotional, cognitive, and social aspect. Somehow, they perceived that their peers acted unsupported towards each other. In which, these experiences discouraged some of the pre-service teachers. These peers also delivered negative experiences.

Teacher identity has a significant impact on EEL, somehow this topic needs further investigation. This study only gained the data through observation, interviews, and journal

entries to observing teachers' identity construction. Although this study was narrative positioning, this positioning analysis alone will still deliver a rich contribution to teacher identity construction study. Kayiydar (2015) states that narrative positioning is useful because the narrative positioning gives insight into how a person constructs their life experiences.

On the other hand, this study has limitation. It did not listen to the mentor of the microteaching class. The voices from the mentor may add the understanding of the pre-service teachers' identity construction. Meanwhile, the participants in this study only three participants. This number of participants cannot describe all contexts of pre-service teachers. A further study with more participants and a longer duration will be more valuable.

The researcher expects that this study can contribute to the pre-service teachers, especially Indonesian pre-service teachers, and policymakers. Hopefully, policymakers may create a positive learning atmosphere which supports pre-service teachers to construct their authentic teachers' identities. The researcher also suggests that pre-service teachers are introduced with teaching practicum in the real school setting from the second or third semester. Finally, the researcher emphasizes the urgency of reflections to help Indonesian pre-service teachers examine their teachers' images and develop agency.

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