

**THE IDENTITY FORMATION OF AN ENGLISH INSTRUCTOR
TEACHING YOUNG LEARNERS IN A TUITION CENTER**



A THESIS

*Submitted to English Language Education Study Program as a Partial Fulfilment
of the Requirements for the S.Pd. Degree*

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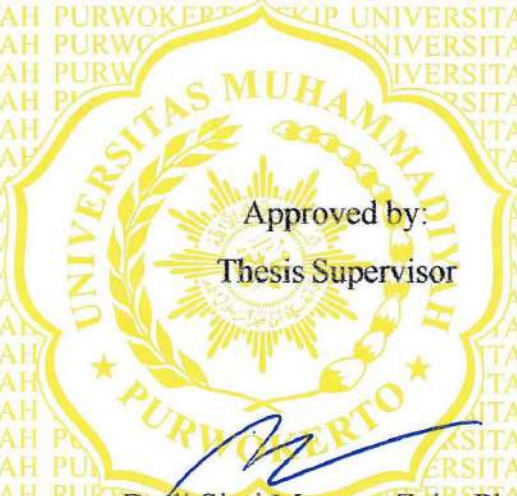
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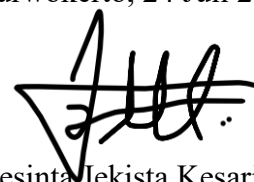
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This thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive, thoughtful suggestions and comments are welcome.

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ABSTRACT

This study explored the identity formation of Mario, an English instructor who taught young learners in a tuition center. Using a narrative inquiry approach, the research investigated how Mario's personal and professional experiences shaped his evolving identity as a language instructor in a nonformal educational context. The data were collected through in-depth, semi-structured interviews conducted in English and analyzed thematically based on Wenger's (1998) theory of identity through engagement, imagination, alignment, and negotiation of meaning. The findings revealed that Mario's identity formation was a continuous process influenced by his early exposure to English, reflective teaching practices, adaptation to the unique challenges of young learners, and ongoing negotiation with his professional role. His teaching journey highlighted the significance of context, especially the structure and culture of tuition centers, in shaping instructional approaches and identity development. This study provided a deeper understanding of how personal experiences and institutional environments intertwined in the construction of an English instructor's identity. The results offered practical insights for prospective teachers of young learners and contributed to the literature on teacher identity in nonformal settings. It also emphasized the role of narrative inquiry in capturing complex, evolving experiences in teacher development.

Keywords: *identity formation, English instructor, young learners, tuition center, narrative inquiry*

ABSTRAK

Studi ini mengeksplorasi pembentukan identitas Mario, seorang instruktur bahasa Inggris yang mengajar anak-anak di sebuah pusat bimbingan belajar. Dengan menggunakan pendekatan inkuiri naratif, penelitian ini menyelidiki bagaimana pengalaman pribadi dan profesional Mario membentuk identitasnya yang terus berkembang sebagai instruktur bahasa dalam konteks pendidikan nonformal. Data dikumpulkan melalui wawancara mendalam semi-terstruktur yang dilakukan dalam bahasa Inggris dan dianalisis secara tematik berdasarkan teori identitas Wenger (1998) melalui keterlibatan, imajinasi, penyelarasan, dan negosiasi makna. Temuan mengungkapkan bahwa pembentukan identitas Mario merupakan proses yang berkelanjutan, dipengaruhi oleh paparan awalnya terhadap bahasa Inggris, praktik mengajar reflektif, adaptasi terhadap tantangan unik anak-anak, dan negosiasi yang berkelanjutan dengan peran profesionalnya. Perjalanan mengajarnya menyoroti pentingnya konteks, terutama struktur dan budaya pusat bimbingan belajar, dalam membentuk pendekatan pengajaran dan pengembangan identitas. Studi ini memberikan pemahaman yang lebih mendalam tentang bagaimana pengalaman pribadi dan lingkungan institusional saling terkait dalam konstruksi identitas seorang instruktur bahasa Inggris. Hasil penelitian ini menawarkan wawasan praktis bagi calon guru anak-anak dan berkontribusi pada literatur tentang identitas guru di lingkungan nonformal. Studi ini juga menekankan peran inkuiri naratif dalam menangkap pengalaman yang kompleks dan terus berkembang dalam pengembangan guru.

Kata kunci: *pembentukan identitas, instruktur bahasa Inggris, pembelajar muda, pusat bimbingan belajar, inkuiri naratif*

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