

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objectives of the study, scope and limitations of the study, assumptions, significance of the study, and definition of key terms.

1.1 Background of the study

The mission of the English Department of the Faculty of Teacher Training and Education (FTTE) of Widya Mandala Catholic University Surabaya (WMCUS) is to prepare English teachers who are competent, good in morality, and able to do life-long learning to catch up with the development of science, culture, and information technology. Graduates of the department should also be able to develop English teaching based on information communication technology as the manifestation of teaching, research, and social responsibility (*FKIP Unika Widya Mandala Surabaya, Pedoman Akademik 2009-2010: 74*).

Based on its mission, the English Department has developed its curriculum which becomes the basis for preparing its students to be English teachers. The curriculum consists of subjects which are grouped into (1)

subjects of the main competences (*Kompetensi Utama*), (2) subjects of supporting competences (*Kompetensi Pendukung*), (3) subjects of special competences (*Kompetensi Khusus*) – see appendix 8. In all, the students have to take 144 credit units including 4 credit units for the Teaching Practice. The Teaching Practice is a compulsory subject in which the students experience the real jobs of an English teacher at schools for 36 effective days. The standard of competence of this subject as stated in *Buku Pedoman Akademik PSP Bahasa Inggris* is the ability to carry out real classroom teaching to develop their students' English communicative competence and carry out teacher's administrative responsibilities. The students doing the teaching practice do not only experience teaching in the classroom, but they also do other tasks assigned by the English teacher and the school principal.

Based on the mission, the curriculum, and the implementation of the teaching practice, it is expected that the students who enter this department are interested in teaching – and have the calling. The students are supposed to be those who really want to be trained as professional English teachers. And one of the tools to train them is through the Teaching Practice.

However, in the writer's experience, many students of the English Department gave varied answers when asked spontaneously about their

motivation in studying in the department. Some of them intentionally decided to join the department because they wanted to be English teachers. Some others however had no intention to be English teachers. Some others did not even know that the aim of the department was to train students to be professional English teachers. A similar thing was found during the teaching-learning process. When a lecturer asked the students about their consideration to be English teacher as their future profession, their answers varied just like when they were asked by their fellows. It cannot be denied that some of them take teaching English as the future profession, and some others have other jobs.

Based on the above explanation, and especially regarding the role of the teaching practice and the various answers about studying in the department, it is interesting to investigate more deeply to know better whether there is a change in the students' motivation after they feel the real-experience of becoming an English teacher even though at the beginning they had only a small or no motivation at all to become English teachers.

Realizing that there are different opinions and reasons why the students decided to enter this English Department, the writer is interested in finding out more about their motivations before and after they experience the Teaching Practice to prove how effective this Teaching Practice to make the students of English Department become more interested to be

professional teachers. Therefore, the writer decides to conduct a study entitled “A Survey of the English Department Students’ Motivation towards the Teaching Profession before and after the Teaching Practice Program” to see whether the Teaching Practice is really effective.

1.2 Statement of the Problem

In line with the background of this study, the problem under this study is formulated as follows “Does the Teaching Practice increase the English Department students’ motivation to become English teachers?”

This major problem is divided into the following minor problems:

- a. “Before doing their Teaching Practice, did the students have the motivation to be English teachers as their future profession?”
- b. “After doing their Teaching Practice, did the students have the motivation to be English teachers as their future profession?”
- c. “Which areas of the Teaching Practice influenced their motivation of becoming English teachers the most?”

1.3 Objectives of The Study

Derived from the above formulated research problems, this study tries to analyze whether the motivation of students of English Department of Widya Mandala Catholic University Surabaya to become English teachers have increased after they get the Teaching Practice.

The objective is subdivided into the following minor aims which are to know:

- a. Whether before doing their Teaching Practice, the students had the motivation to be English teachers as their future profession.
- b. Whether after doing their Teaching Practice, the students had the motivation to be English teachers as their future profession.
- c. Which area of the Teaching Practice has influenced their motivation the most.

1.4 Scope and Limitations of the Study

This study is a qualitative one in which the subjects of the study are the students of the English Department of FTTE of WMCUS who have taken the Teaching Practice and some alumni. It means that this study will cover the students of the year 2009 and before who have done the Teaching

Practice. Since this study focuses on the effectiveness of the Teaching Practice itself, the writer limits the condition of their motivation and intention only right before and after the Teaching Practice to see whether there is a difference in their perspective and intention about considering English teacher as their future profession. As the subjects of this study are specifically students of 2009 and alumni from 2005 through 2008, the findings of this study may not be generalized over other populations.

Since the purpose of this study is only focused to the teaching practice, the writer will not discuss anything related to teaching-learning subjects and other subjects. Matters related to the teaching-learning and other subjects here are actually not included in what is being sought in this study. However, if the writer finds some interesting findings, whether it is directly or indirectly has correlation with the teaching practice, the writer would write it down as notes and additional useful information for the English Department since that more or less, anything that happened during the Teaching Practice must be related to the teaching-learning subjects the respondents have got before.

1.5 Assumptions

This study is based on the following assumptions:

1. Motivation is necessary in determining and deciding on a future profession: motivation is observable and measurable.
2. Human beings are motivated either intrinsically or extrinsically to choose a certain profession.

1.6 The Significance of the Study

The data and information collected by this study were expected to give acknowledgement of reality about the motivations and expectations of students of the English department. It is expected that the data and the conclusion of this study will give useful insights for the department in making adjustments for the implementation of the teaching practice. It is further expected that later on students will be more aware of the benefits of doing the teaching practice.

1.7 Definition of Key-Terms

Concerning about how wide the topic is, it is felt to be necessary to restate again the meanings only to make sure about the limitations of this topic again.

Teaching Practice: Obligatory subject for the English Department students of WMCUS which requires the students to do teaching practice in a particular school for at least 36 active school days. This subject has some prerequisites which are IC (Intensive Course), all-skills-subjects, teaching-related courses (TEFL 1, TEFL 2, TEYL, and Micro-Teaching), CMD (Curriculum Material Development), and Language Testing. (*FKIP Unika Widya Mandala Surabaya, Buku Pedoman Program Pengajaran Lapangan 2012*)

Motivation: The process that initiates, guides and maintains goal-oriented behaviors (Cherry, Kendra, retrieved from <http://psychology.about.com/od/mindex/g/motivation-definition.htm> on November 15th, 2012)

Curriculum: the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites. (Marsh, C. J & Willis, G (2003). *Curriculum: Alternative approaches, ongoing issues*. (3rd ed). Upper Saddle River, NJ: Merrill Prentice Hall)

1.8 Organization of the Study

This thesis consists of five chapters. Chapter I, the Introduction, is about the background of thesis problem, the statement of the problem, the objectives of the study, the scope and limitation of the study, the assumptions of the study, the significance of the study, the definition of key terms, and the organization of the study. Chapter II deals about the review of related literature which includes the theories of motivation, curriculum of the English Department related to the Teaching Practice, and review of related study. Chapter III contains the research design, population and sample, instruments of the study, source of the data, procedures of data collection and procedures of data analysis. Chapter IV presents the data, findings and discussions. The last chapter, chapter V, deals with the conclusion and suggestions for a better implementation of the Teaching Practice.