

## Chapter I

### INTRODUCTION

#### **1.1 Background of the Problem**

Teaching is a profession. A profession that can only be attained through formal study at a college for a period of time. Teaching also requires a lot amount of proper training, and even further education (Gillent, 2013). Gillent also stated that teaching is difficult; not only do they have to master the material but also have to be a good communicator, a quick problem solver, a constant innovator, and much more Arne Duncan (2015), the Secretary of Education of U.S. Department of Education, in his online article, states *“Teachers are our nation builder – the strength of every profession in our country grows out of the knowledge and skills that teachers help to instill in our children.”* This statement indicates the importance of teachers for a country, yet it also tells us how big their responsibilities are.

The Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya has a purpose to provide qualified school teachers for the society. The faculty consists of three departments: Physics Education Study Program, English Education Study Program, and Early Childhood Study Program.

As Gillent has mentioned previously, someone who wants to be a teacher has to follow a certain procedure, one of them is going to college. They learn to teach not only by studying, but also by doing it. Teaching Practice is undoubtedly

the best way to learn how to teach. At the English Education Study Program of the Faculty of Teacher Training and Education of Widya Mandala Catholic University, Surabaya, students are given the opportunity to do teaching practice in their seventh semester. Before they join the Teaching Practice, they have to pass a lot of prerequisite subjects that worth around 120 credits. Some of them are TEFL, TEFL2, TEYL, Micro Teaching and other required courses. The students taking Teaching Practice are placed at elementary schools, junior high schools, or senior high schools. During this period, they are required to be practicing teachers for at least 36 effective working days and to perform various activities related to both administrative and nonadministrative responsibilities (*Pedoman Akademik*. 2012).

There are some requirements for someone to become a proper teacher and fulfilling these requirements will make him a good teacher. To be a better teacher, however, one must also be motivated. Oxford dictionary defines *motivation* as: *a reason or reasons for acting or behaving in a particular way; a reason or reasons for acting or behaving in a particular way*. While to be *motivated* means *to be moved* to do something (Ryan, Deci, 2000). Ryan and Deci also mentions that every person has different amount (how much) and kinds (what type) of motivation. Generally, there are two types of motivation which the writer believes to be the main components that can influence someone to a certain degree; one is extrinsic motivation, and the second is intrinsic motivation. While both motivation has their importance in leading someone to be an English teacher, it is intrinsic motivation which is the key element in determining someone to be a great educator (Ryan & Deci, 2000).

Teaching Practice is unquestionably a great stepping stone for someone in becoming a teacher. The writer, who also just finished his Teaching Practice, believes that Teaching Practice was able to give benefits to him and his peers which motivated them to be English Teachers. Because of this, the writer conducted this research entitled “*The Merits of Teaching Practice in Motivating Students to be English Teachers*” to investigate which merits of Teaching Practice motivated students the most, and how these merits motivated students to be English teachers.

## **1.2 Statement of the Problem**

In line with the background, two research questions are formulated as follows:

- 1) Which merits of Teaching Practice motivated the students to be English Teachers the most?
- 2) How did the merits of Teaching Practice motivate the students to be English Teachers?

## **1.3 Objective of the Study**

In connection with the research questions as stated in the previous section, this study aims to:

- 1) Find the merits of Teaching Practice that motivated the students to be English teachers the most.
- 2) Find how the merits of Teaching Practice motivated the students to be English Teachers.

#### **1.4 Theoretical Framework**

This study investigates the merits of Teaching Practice in motivating students to be English Teachers, along with how these merits takes part in shaping the students' motivation to be an English teacher. The writer uses four perspectives which are needed to back-up his study: the perspective of teaching to understand the essence of teaching, teaching practice perspective to understand the nature of Teaching Practice, theory of perception to understand the process of perceiving, and incentive motivation theory to understand the components that affect students in term of their motivation to be an English teacher.

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

The English Education Program of the Faculty of Teacher Training and Education (FTTE) of Widya Mandala Catholic University Surabaya (WMCUS), has a vision *“To become English language education program that excel in the field of English language learning by utilizing information and communication technology”* and a mission *“To produce educated professional English teacher with high moral who excels in: Teaching English language with an innovative method with the use of ICT; Teaching mathematics and science on primary school level with English language as medium. Conducting research and community service in the field of English language education”*.

In brief, English Education Study Program of Widya Mandala Catholic University Surabaya is aimed at producing qualified English teachers. For this purpose, the students are demanded to pass a number of subjects, courses, trainings,

and ultimately Teaching Practice in a school. Teaching Practice is a compulsory subject for every teacher-trainee in WMCUS. It is conducted by Teaching Practice Laboratory (TPL) of Widya Mandala Catholic University Surabaya, Faculty of Teacher Training and Education.

The writer hopes that this research can contribute to the reflection and constructive input of the Teaching Practice program experienced by the students of English Education Study Program.

### **1.6 Assumption**

This study assumes that students doing their Teaching Practice has his/her own opinions which contribute to his/her motivation to be an English Teacher and each of their opinions are different from one another. Students' opinions on Teaching Practice could be elicited to a point where analysis is possible by using questionnaire and interview.

### **1.7 Scope and Limitation**

This study focused on which elements of Teaching Practice that motivated the students to be English Teachers, and how these merits motivated them to be English Teachers.

The respondents of this research were the students of the English Department FTTE WMCUS who had finished their Teaching Practice in the odd semester of 2016/2017 academic year. There were 44 students altogether.

## **1.8 Definition of key Terms**

- a. *Merit* is defined as the advantages that students gain from experiencing Teaching Practice program.
- b. *Teaching Practice* is a compulsory program where student attends real classroom for at least 36 working days in which, during this period they have to perform various activities related to both administrative and nonadministrative responsibilities. Specifically, program that was held by Teaching Practice Laboratory FTTE WMCUS
- c. *Motivation* refers to the students' interest and their action in becoming English Teachers, influenced by both intrinsic and extrinsic factors.
- d. *Motivating* means to give motivation to someone.

## **1.9 Organization of the Study**

Here the writer will point out the content of this thesis writing. Explanation of each chapter is as follows: Chapter I introduces the background of the study, statement of the problem, objective of this study, significance of the study, scope and limitation, definition of key term, and the organization of the study. Chapter II mainly presents review of related literatures, and some related studies. Chapter III presents how this study was conducted; it consists of research design, the subject, the instruments, the procedure of data collection, and the technique of data analysis. Chapter IV talks about the findings of this study and the discussion of the findings. Conclusion and suggestion are presented in chapter V.