THE MERITS OF TEACHING PRACTICE
IN MOTIVATING STUDENTS TO BE ENGLISH TEACHERS

A Thesis

In Partial Fulfillment of the Requirements for
Sarjana Pendidikan Degree
in English Language Teaching

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ENGLISH EDUCATION STUDY PROGRAM
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WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2018
The Merits of Teaching Practice in Motivating Students to be English Teachers

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# Table of Contents

Approval Sheet (I) .................................................................................................................. i
Approval Sheet (II) .................................................................................................................. ii
Letter of Scientific Publication .............................................................................................. iii
Table of Contents ................................................................................................................... v
List of Attachment ................................................................................................................ vii
Acknowledgements ............................................................................................................. viii
Abstract ............................................................................................................................... ix

**Chapter I: Introduction** .................................................................................................... 1

1.1 Background of the Problem ......................................................................................... 1
1.2 Statement of the Problem ............................................................................................ 3
1.3 Objective of the Study ................................................................................................. 3
1.4 Theoretical Framework ............................................................................................... 4
1.5 Significance of the Study ............................................................................................ 4
1.6 Assumption .................................................................................................................. 5
1.7 Scope and Limitation ................................................................................................. 5
1.8 Definition of Key Term ............................................................................................. 6
1.9 Organization of the Study ........................................................................................... 6

**Chapter II: Review of Related Literature** ................................................................. 7

2.1 Review of Related Literature ...................................................................................... 7

2.1.1 The Nature of Teaching Practice ....................................................................... 7

2.1.1.1 The Definition of Teaching Practice ......................................................... 7

2.1.1.2 The Aims of Teaching Practice ............................................................... 8

2.1.1.3 Teaching Practice of FTTE WMCUS ..................................................... 10

2.1.2 Incentive Motivation ............................................................................................ 12

2.1.2.1 Intrinsic Motivation ................................................................................ 12

2.1.2.2 Extrinsic Motivation ............................................................................... 13

2.1.3 The Nature of Perception ................................................................................... 16
# LIST OF ATTACHMENT

Attachment 1: Questionnaire .......................................................... 88
Attachment 2: Questionnaire Result’s Coding .................................. 91
Attachment 3: Interview transcript #1 ........................................... 101
Attachment 4: Interview transcript #2 ........................................... 105
Attachment 5: Interview transcript #3 ........................................... 108
Attachment 6: Interview transcript #4 ........................................... 114
Attachment 7: Instrument’s Reliability and Validity ......................... 118
ACKNOWLEDGEMENTS

I would like to thank Jesus Christ for His guidance and blessing in his life, especially during this thesis.

The writer also would like to express his gratitude to:

1. Dr. V. Luluk Prijambodo, M.Pd., my advisor, for his time, advice, suggestion, and guidance in the process of accomplishing this thesis.

2. Prof. Dr. Veronica L. Diptoadi, M. Sc, my lecturer in Seminar on Thesis Proposal class, for her useful information, help, and guidance in order to define this thesis title.

3. All participants who have become the respondents of this study. Without their participation, this study would have never been completed.

4. My parent, Melani, who always love and support me sincerely. The writer feels so blessed for having her as my mother.

The Writer
ABSTRACT

Iwan Tingtarto NRP.1213013041. THE MERITS OF TEACHING PRACTICE IN MOTIVATING STUDENTS TO BE ENGLISH TEACHERS.

Teacher is the builder of our nation. The strength of every profession in our country lies on the teachers, making the profession of teachers a serious matter. Anyone who wants to become a teacher must follows certain procedures, and Teaching Practice program was one of the many requirements one must fulfill. The writer sees Teaching Practice program as a great stepping stone for student who wants to be a teacher, especially in Widya Mandala Catholic University Surabaya where he/she studies.

Believing that Teaching Practice can give many benefits for teacher trainees in a way that they are to be motivated to be English teachers later on, the writer proposes two research questions in this study: “Which merits of Teaching Practice motivated the students to be English Teachers the most?”, and “How did the merits of Teaching Practice motivate the students to be English Teachers?”. 

To answer these questions, the researcher compiled the research data using questionnaire and interview in the form of students opinion regarding their motivation to become English teachers related to the merits of Teaching Practice program which the students had carried out. Motivation is divided into two categories, intrinsic motivation and extrinsic motivation. One’s motivation is determined by their perception of their environment. Through the data and with the help of some related literature, the writer could unfold the relation between the merits from Teaching Practice components to students’ motivation to be English Teachers.

The result of this study indicated that it was the merits during Teaching Practice process that motivated the students the most to be English Teachers. The merits that significantly motivated the students were their experience being English Teacher during Teaching Practice, their students during Teaching Practice, and their Teaching Practice tutor.

Based on the findings, it is recommended that the Teaching Practice Laboratory increase the quality of Teaching Practice process, as it is the most motivating element for the students to be English Teachers, while maintaining the good quality of administrative services of Teaching Practice, such as: the preparation, the reflective hearing meeting, evaluation, and the Teaching Practice report.

Keywords: Merits, Motivation, Teaching Practice, Perception.