

**PRE-SERVICE TEACHERS' MOTIVATION TO TAKE ENGLISH  
TEACHER AS THEIR CAREER**

*A Qualitative Study of English Education Department of University of  
Muhammadiyah Prof. Dr. Hamka*

**A PAPER**

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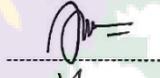
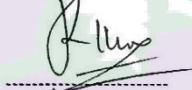
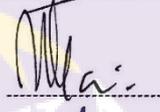
### VALIDATON SHEET

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## ABSTRACT

**NOVITA NADHIRAH PUTRI**, NIM: 1601055125. “*Pre-Service Teachers’ Motivation To Take English Teacher As Their Career; A Qualitative Study of English Education Department of University of Muhammadiyah Prof. Dr. Hamka*”. A paper, Jakarta: The Study Programme of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof. Dr. Hamka, 2020.

This research is aimed to find the empirical evidence of the motivation that encourage pre-service teachers to take English teachers as their career. The research involved seventy eight active students of eighth semester of English education department of UHAMKA in 2020 academic year. Qualitative research design is applied as the research method. Questionnaire and interview are used as the instruments in collecting the data. Based on the description and the analysis of the data, it is found that intrinsic and altruistic motivation are two prominent motivations. Extrinsic motivation gets the lowest response. Intrinsically, being a teacher as a career for pre-service teachers are their own desire and dream that must be realized. Altruistically, most of pre-service teachers want to be English teachers as their career because they are interested in educating young generation, helping others, and changing others’ lives. Although extrinsic motivation has less influence as others, flexibility aspect in extrinsic motivation gets the highest response compare to others. It is concluded that most of pre-service teacher are influenced to take English teacher as their career by altruistic and intrinsic motivation.

**Keywords:** *motivation, pre-service teacher, English teacher, career.*

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Research

In life, there are many goals that the people have to achieve. One of the goals is to succeed in a career. Kaswan (2014, p. 14) perceives, "*Karir adalah pekerjaan dari hasil pelatihan dan pendidikan yang ingin dilakukan orang dalam waktu lama.*" Another opinion, Greenhaus in Kaswan (2014, p. 15) states, "A career is the pattern of work-related experiences (e.g. job passion, job duties, decisions, subjective interpretation about work-related events) and activities over the span of the person's work life." It can be concluded that a career is a link between activities and experience in work that is achieved as a life goal.

Career, according to Holland in Kaswan (2014, p. 39), is divided into 6 parts ; They are realistic, investigative, artistic, enterprising, conventional, and social career. Firstly, realistic career is a career in which people need to have the ability in the field of athletics and prefers to work with machinery, equipment, plants, and animals so that he or she is suitable to be agriculture, adventurer, military, and mechanics. Secondly, investigative career is a career in which people like to observe, research, analyze, and solve a problem for example a scientist or a medical officer. Thirdly, artistic career is a career in which people are busy in art ; they must be creative, inovative and like to work in unstructured situations, they maybe like to work as a musician,

writer, and artist. Fourthly, enterprising career is a career in which someone likes to work with people or by influencing, persuading, leading or managing something with a specific purpose, for example a public speaker, politician, and entrepreneur. Fifthly, conventional career is a career in which people like dealing with calculating the data and doing things in detail, for example an office employee. Sixthly, social career is a career in which people need to work with people, provide information, enlighten, help, train or educate, and develop, for example being teacher.

One of the careers that attracts people is being a teacher. Becoming a teacher is not easy since it carries a lot of duties. A teacher should master teacher competence in carrying out their duties. Competence itself is an ability, knowledge and skills. In the Act of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that: "competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties". It can be concluded that teacher competence is an ability, knowledge, and skills possessed by them in carrying out their work or duties.

In the Teacher and Lecturer Act No.14 / 2005 Article 10 paragraph 1 and Government Regulation No.19 / 2005 article 28 paragraph 3 is stated that there are 4 teacher competences like pedagogical competence, personality competence, social competence, and professional competence. Pedagogic competence is the ability of teachers to manage the learning process of

students. Personality competence is the ability of teachers to reflect a steady, stable, mature, wise and dignified personality, being guide to students, and having good morals. Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, parents or guardians of students, and the surrounding community. Professional competence is the ability of teachers to master the material of learning widely.

The four teacher competences must also be possessed by pre-service teachers. They should have pedagogical competence, personal competence, social competence, and professional competence. Actually, it is not easy to master and practice these four competences. It means that pre-service teachers must study in the school of teacher training and education in order to have and understand the foundation of education, able to use the appropriate methods in teaching, and know how to make good lesson plan. They must also able to perform good attitude in guiding students to develop their potential and link the materials in their daily life. Therefore, taking a teacher as one's career is certainly needs high motivation, since motivation is one of the factors that must be possessed by pre-service teachers.

Based on the description above, it comes to the writer's mind whether the pre-service teachers realize that their duties when taking a teacher as their careers is not easy. So, the writer would like to know what motivation the pre-service teachers have when they take English teachers as their careers. Actually, being a teacher is a challenging job, it really needs motivation.

Now, let's see why motivation is really important for a teacher. Mc Clelland cited in Martiyani (2014) perceives that motivation can be defined as a desire, need, and interest that can arouse people to reach their goals. McCoach and Flake (2018) also states that motivation is interpreted as an encouragement that causes people to do activities. Briefly, motivation is desires, interests, and impulses that support someone to achieve their goals.

Knowing motivation as an essential factor for being a teacher, the writer here is eager to know what motivation the pre-service teachers in English Education Department of University of Muhammadiyah Prof. Dr. Hamka have when taking English teachers as their career. Thus, this research is conducted under the title Pre-Service Teachers' Motivation to Take English Teachers as Their Career in The Eight Semester Students of English Education Department of University of Muhammadiyah of Prof. Dr. Hamka.

### **B. The Scope of the Research**

This research focuses on finding out the motivations of pre-service teachers to take English teachers as their career at English Education Department students of University of Muhammadiyah of Prof. Dr. Hamka Jakarta.

### **C. The Question of the Research**

The writer formulates a question as follows : "What motivates pre-service teachers to take English teachers as their career?"

#### **D. The Objective of the Research**

The objective of this research is to find out the motivations that encourage pre-service teachers to take English teachers as their career.

#### **E. The Significance of the Research**

The result of this research is expected to be able to give the following benefits for educational practitioners, such as teachers, students and the writer. Here, the writer divides into two kinds below:

##### **1. Academically**

- a. The result of this research can be used as an additional reference for the next research in the future.
- b. This research is expected to give the information about the motivations that encourage pre-service teachers to take English teachers as their career.

##### **2. Practically**

It is expected that the result of this study can :

- a. Be used to increase pre-service teachers' motivations to take English teachers as their career in University of Muhammadiyah of Prof. Dr. Hamka .
- b. Be used for further research especially those who have the same problem and interested in conducting the research, this research can be used for the reference.

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