

STUDENT TEACHERS' MOTIVES IN ENTERING ENGLISH EDUCATION PROGRAM OF BATANGHARI UNIVERSITY

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Diterima: Desember 2016; Disetujui: Februari 2017; Diterbitkan: Maret 2017

ABSTRACT

The purpose of this research is to describe the student teachers' motives in entering the English Education Program of Batanghari University. This research was conducted as qualitative research by using questionnaire and interview. The participants of this research are five males and five females of English Education Program who had passed the 4th semester and whose GPA was more than 3.00. The questionnaire contains 14 questions. The result of this research shows that the student teachers' motives in entering the English Education Program are coming from the extrinsic motive in which almost all students think about their goal after finishing the study in the university such as finding job as an English teacher, working in a company, and international hotel to get much money for the better future.

Keywords: student teachers', motives.

ABSTRAK

Tujuan penelitian ini adalah untuk menggambarkan motif mahasiswa keguruan dalam memasuki program pendidikan bahasa inggris di Universitas Batanghari. Pendekatan penelitian ini adalah kualitatif dengan menggunakan kuesioner dan wawancara. Peserta penelitian ini adalah lima laki-laki dan lima perempuan dari Program Pendidikan Bahasa Inggris yang telah melewati semester 4 dan yang mempunyai IPK lebih dari 3,00. Kuesioner terdiri dari 14 pertanyaan. Hasil penelitian menunjukkan bahwa motif mahasiswa keguruan dalam memasuki program pendidikan bahasa inggris berasal dari motif ekstrinsik yang hampir semua siswa berpikir tentang tujuan mereka setelah menyelesaikan kuliah di universitas seperti menemukan pekerjaan sebagai guru bahasa Inggris, bekerja di sebuah perusahaan, dan hotel internasional untuk mendapatkan banyak uang untuk masa depan yang lebih baik.

INTRODUCTION

Most people think that motive is just same like motivation, but actually it is not as same as what they think. According to Wells (2002), motive is something that people want to achieve, reach, or get, while motivation is the activity that people will do to achieve what they want. In addition, motive is something which drives human's activity systems that think there is an essential role in an occasion (Well, 2011), while according to Sinclair (2008), motive is as motivation which including of wish and drive to participate in an activity.

In learning a language, motive can be said as the key. It is one of important things which can influence the success of people, especially in learning foreign language (Chalak and Kassain, 2010). There are a lot of foreign languages in this

world, while in Indonesia where the researcher comes from, one of the examples of the foreign languages is English. English can only be gotten in formal education starts from junior high school as the lowest level until university as the highest level, but in fact, not all the formal schools really pay attention and focus on teaching English.

This shows how motive is important. Motive comes from inside (intrinsic) of students themselves or sometimes it can be both. In addition, observing motive is also an essential thing since to know what people (or students in this case) want to achieve something or a goal will show how their ways and what kind of actions and activities they will do for reaching the goal. Additionally, in fact most students' motives studying English Education Program is caused by they want to be a teacher especially for females.

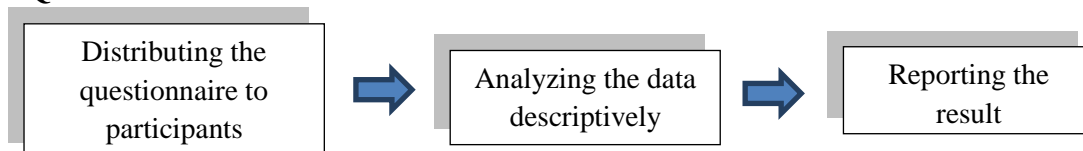
METHODOLOGY

The approach of this research used a qualitative research with a case study design. According to Creswell (2008) qualitative research is a process of understanding which explores a social problem which builds a complex, analyzes words, and reports detailed views of informant in natural setting. In addition, Creswell (2007) also defined case study as developing an in depth analysis of single or multiple cases.

The researcher used also questionnaire and interview in collecting the data. Both were linked each other. First, the researcher gave the questionnaire that consisted of 14 items to each participant. The researcher adapted the questionnaire from Dörnyei and Ushioda (2009). Second, the researcher conducted interview to the participants. In this section, the researcher used interview guides that had been prepared.

The interview was used to elicit depth data from the participants about students' motives studying English Education Program. The interview data that had been recorded were transcribed by the researcher. Questionnaire was used to get the information about the participants before doing the interview. Below was the summary of data analysis. The graph of step by step of data analysis.

Questionnaire:



Interview:

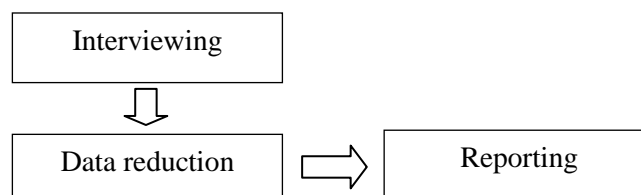


Figure 1. Step by Step of Data Analysis

RESULT AND DISCUSSION

The first theme is about students' opinion about "motive" in language learning. In this theme, the researcher got many different answer from each student. But almost all the answer has the same idea about this theme. For this theme, the students told that motive in language learning for them means something or someone that can be a support or motivation for the participant to learn a language, so they might do everything happily for learning the language..

Then, the second point is about cconsideration of choosing English Education Program. All the data showed that the participants choose studying English Education Program because of some consideration, like their interest in English, distance to their house and workplace, and for a wish of a better future through English. As Wrzesniewski, *et al* (2014) says that there are two types of motives (intrinsic motive and extrinsic motive). In the intrinsic motive one of point is about interest. So those who do something just because they interest or they think it is interesting is means come from intrinsic motive. Then, for the consideration of distance to their house and workplace, and for a wish of a better future through English is from the extrinsic motive (Vallerand, 2000) says that extrinsic motive can be something important to achieve a goal.

Then about the students' feeling of learning process in class showed the positive respond. It might happen because of there is a correlation from their consideration of choosing English Education Program in university. After that, the next point is about becoming English student. Almost all the student felt happy, and fun becoming English student except student 9, where he does not give the statement that show a positive feeling. This appropriate like Gardner (1985) statement where foreign language motive is the extent of a learner to effort or to learn the language because of the desire. In this point, if the students do not have motive in language learning they will never give a positive respond in becoming the English student. This shows that the students have desire to follow the learning process then they have the positive view about becoming English student.

Next, the differences between learning English in university and out of university toldl that most students thought that learning English in university was more interesting since it was more focus and detail, while the other three students did not know what was the difference because they never had an English course before or they never learned English out of university. Then, the next point is about joining an English competition in university, the researcher concluded that most students will never join a competition which will held by the university or in their university because they are not confident about their own ability. This maybe the correlation that happen because the students or the participants choose studying the English Education Program from the extrinsic motive (for a goal) not from the intrinsic motive. In addition, the motives and motivation for going to university will be one of important facyors that will make the students' success.

Next, the researcher concluded that for all the participants English was really important for their future career. Through English they can get good job and through the good job they can get much money and through the money they can get a better future or good life in the future

While the opinion about becoming an English teacher are all positive. Almost all the students stated that English teacher is a great and noble job, beside it is an interesting job where every teacher can share everything with their students.

Last about the expectation after finishing studying in university, the researcher concludes that want to be an English teacher, work in a company like Petrocina and international hotel, and continue the study. This happen because they think about how benefit working as what they think in the future and this also part of theory which stated by Ryan and Deci (Vallerand, 2000).

CONCLUSION

After collecting the data and finishing the research, the researcher concludes that student teachers' motives in entering English Education Program are coming from the extrinsic motive where almost all students think about their goal after finishing the study in the university such as finding job as an English teacher, working in a company, and international hotel to get much money for the better future.

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