

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The success of language learning heavily depends on the English teacher, who occupies a central role influenced by various factors such as the educational setting, learners' goals, and the broader social and cultural context. Numerous research studies have concentrated on English teachers, examining aspects such as their skills, identity, perspectives, and motivation. For instance, in Indonesia, Soepriyatna (2016) conducted a study to explore and describe the areas of competence among EFL teachers. Furthermore, Song (2016) investigated the impact of teachers' emotional responses on their identity and teaching methods. Aydin (2013) also examined EFL teachers' viewpoints on the use of computers in learning and teaching. Hagger and Chatzisarantis (2007) emphasized the significance of motivational psychology in comprehending the factors influencing teachers. Additionally, several researchers conducted a study assessing teachers' motivation toward teaching as a whole (Pelletier, Séguin-Lévesque, & Legault, 2002; Taylor et al., 2008). In summary, the effectiveness of language learning is anchored in English teachers who are influenced by factors such as the educational context, learner goals, and societal norms. Previous research has explored various facets of English teachers' roles, encompassing skills, identity, and motivation. This research underscores the crucial contribution of teachers in shaping successful language learning experiences

The teacher education preparation program has consistently held a pivotal role in educational development. Multiple endeavors are in progress to effectively equip pre-service teachers to tackle the challenges of teaching students. One notable effort is the teaching practicum or field experience, which has been the subject of several research studies. Haigh, Ell, and Mackisack (2013) explored the impact of a teaching practicum as an indicator of the teacher education program's success. Within these programs, pre-service teachers acquire diverse skills, including lesson planning, skill implementation, classroom management, and professional and personal development (Bezzina & Michalak, 2009; Yook & Lee, 2016). Bransford, Darling-Hammond, and Le Page

(2005) emphasize the primary objective of pre-service teacher education programs: to prepare undergraduate students to become competent teachers with comprehensive pedagogical practices that meet the evolving demands of the teaching profession. As a result, these programs provide opportunities for pre-service teachers to apply theoretical knowledge gained in university to real classroom situations. In brief, teacher education programs are vital for preparing future educators. The teaching practicum, studied by Haigh, Ell, and Mackisack, stands out as a key component. These programs instill versatile skills in pre-service teachers, spanning lesson planning, classroom management, and personal growth, as highlighted by Bezzina & Michalak, and Yook & Lee. Bransford, Darling-Hammond, and Le Page emphasize the aim of fostering adaptable teachers with comprehensive pedagogical practices. These initiatives connect theory to real-world teaching, shaping capable educators for evolving educational needs.

In order to adequately prepare English language teachers for their professional development, it is essential to have a thorough understanding of the competencies required for effective language teaching. Thus, it becomes crucial to enhance language knowledge, classroom management, and assessment competencies for English pre-service teachers. The concept of competence among English pre-service teachers has been extensively explored in various research studies. For instance, language knowledge competence is associated with the ability to communicate appropriately and effectively (Deardorff, 2006). Additionally, classroom management competence refers to teachers' capability to create a conducive learning environment for students within the classroom (Evertson & Weinstein, 2006). Another study conducted by Mertler (2009) underscores that evaluating student performance is one of the most critical responsibilities of a classroom teacher. In conclusion, preparing English language teachers for professional growth requires a deep grasp of essential teaching competencies. Enhancing language knowledge, classroom management, and assessment skills are pivotal for pre-service English teachers. Research extensively delves into this competence concept, with language knowledge relating to effective communication and classroom management encompassing optimal learning environments. Another study underscores the critical duty of assessing student performance, vital for classroom teachers.

To ensure that pre-service teachers possess a high level of expertise, it is essential to offer them comprehensive preparation, particularly in addressing global challenges and raising teaching standards. An important aspect that significantly contributes to the development of quality teachers is their motivation. As emphasized by Bruinsma and Jansen (2010), the motivation of pre-service teachers to pursue a teaching career plays a crucial role in their commitment to the profession. Furthermore, Gao and Trent (2009) investigated various reasons behind pre-service teachers' choice to enter and remain in the teaching field. Additionally, motivation has been identified as a determining factor in an individual's decision to pursue a specific profession (Clark & Newberry, 2019). To sum up, comprehensive preparation for pre-service teachers is crucial for expertise and teaching standards, with motivation playing a vital role. Motivation greatly impacts commitment to the teaching profession, influencing both career choices and longevity in the field.

The motivations of pre-service teachers in selecting a teaching career can vary significantly among individuals. Several studies have been conducted to explore these motivations among pre-service teachers. According to Lestari & Arfiandhani (2019), altruistic and intrinsic motivation predominantly influenced pre-service EFL teachers' decision to become EFL teachers. Sinclair (2008) suggests that pre-service teachers have diverse motivations when deciding to pursue a career in teaching. In addition, Lee and Yuan (2014) identified three main types of motivation among pre-service English teachers: intrinsic motivation, extrinsic motivation, and a combination of both. In conclusion, the motivations behind choosing a teaching career among pre-service teachers are diverse and multifaceted. Research highlights the importance of altruistic and intrinsic factors for EFL teachers, while also acknowledging the broad range of motivations that drive individuals towards teaching. This complexity is underscored by the identification of different types of motivations, illustrating the intricate nature of pre-service teachers' career decisions.

The preceding discussion underscores the crucial role of teacher education programs in educational development. These programs enable aspiring educators to put their theoretical knowledge into practice and attain the necessary qualifications for teaching. Motivation is one of the essential aspects that may contribute to producing high-quality teachers. Prior studies have examined the motivational factors influencing pre-service

English teachers' decision to enter the teaching profession. These studies have generated diverse motivational theories, including those proposed by Watt and Richardson, Dornyei, Wigfield, and Eccles. However, the investigation into McClelland's motivation theories, as they pertain to the motivations of pre-service English teachers towards the teaching profession, remains notably limited.

This study aims to address a gap in current knowledge by investigating the motivation levels of pre-service teachers toward the teaching profession. The theoretical framework of the study incorporates McClelland's socially learned needs variables, encompassing power, achievement, and affiliation needs. McClelland's Theory of Motivation, which includes these fundamental needs, holds significant importance in educational research for pre-service teachers. Grasping this theory aids pre-service teachers in understanding student motivations, tailoring teaching methods, nurturing intrinsic motivation, fostering positive teacher-student relationships, developing leadership skills, accommodating diverse learner needs, increasing student engagement, and facilitating personal and professional growth. Through the application of McClelland's insights, pre-service teachers can establish inclusive, captivating, and efficient learning environments that cater to the multifaceted motivational factors of students, thereby advancing academic achievement and overall well-being.

The main focus of this research is to explore the motivations influencing the choice of becoming a pre-service English teacher among students at Esa Unggul University. The findings of this research may provide insights into the reasons driving pre-service teachers to enroll in English teacher education programs and pursue a teaching career in Indonesia.

1.2 Research Question

The research question of this study is formulated as follows:

1. What motivated the pre-service teachers to join the teacher education programs in the post-activities of teaching practicum?

1.3 Aim of the Study

The aim of the study refers to the research question. The following aim is:

1. To explore what motivated the pre-service teachers to join the teacher education programs in the post-activities of teaching practicum.

1.4 Significance of the Study

The significance of this study lies in its exploration of pre-service English teachers' motivations toward the teaching profession. Understanding the factors that drive individuals to choose a career in English language teaching is crucial for several reasons. Firstly, it provides valuable insights for teacher education programs and policymakers in designing effective strategies to attract and retain talented individuals in the teaching profession. By identifying the specific motivational factors that influence pre-service teachers, educational institutions can develop targeted interventions and support systems that address their needs and aspirations. Secondly, by gaining a deeper understanding of pre-service English teachers' motivations, this study can contribute to the development of tailored professional development programs that foster their enthusiasm and passion for teaching, ultimately leading to enhanced teaching practices and student engagement in English language classrooms.