

Student teachers' motivation of choosing English Education Study Program

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Abstract

This study is expected to give useful information about student teachers' motivation of choosing English education study program of IAIN Palangka Raya. From the information given, the English lecturer can evaluate whether student teachers' motivation of choosing English education study program of IAIN Palangka Raya. In addition, the result of this research can be used as a reference for further researcher who is interested in conducting similar study. The research design of this study was survey research. In survey research, investigators asked questions about peoples' beliefs, opinion, characteristics, and behavior. Based on Ary (2010, p.372) a survey researcher may want to investigate associations between respondents' characteristic such as age, education, social class, race, and their current attitudes toward some issues. Based on the result of the research, all students have positive perception or "agree" toward learning English for obtaining jobs and communication. Survey proved that peers and family members also seemed to play a part when it came to making a decision on their major. Student teachers' chose their major because of their interest in the subject, it is also important that they experience comfort with that major.

Keywords: student teachers, motivation, English Education Study Program

INTRODUCTION

English is taught as a foreign language and is a compulsory subject in Indonesian education from elementary level to tertiary level. However, since it was first taught, there have been problems in the teaching of English as a foreign language. Changes in the curriculum and approaches along with the changes in the Ministry of Education have been common. Large class sizes and teachers with poor mastery of English are two other obvious factors that have contributed to on going problems in English language teaching (ELT) in

Indonesia (Dardjowidjojo, 2000, p.22 - 30). Despite these challenges in ELT implementation, the influential role of English as international language in the world community means that English language teaching in Indonesia remains extremely important. Not only is English now taught at elementary level but it is also being taught at an even earlier stage of school, such as in playschool or kindergarten.

The growing importance of English as an international language and as a global lingua franca is observable in virtually all countries of the world: from its increasing status in educational curricula to its role as the language of international business, tourism, news broadcasting etc. Learning English means learning to communicate with other people to understand them, talk to them, read what they have written and write to them (Raimes as cited in Miftah, 2015). In the specific case of Indonesia, the recognition by the government of the growing importance English now plays in the world can be seen in the increasing number of schools - from kindergarten to university level - in which the medium of instruction is English (Dardjowidjojo, 2002, p. 48-49).

From the description above, it is clear that English is an important international language as a tool of communication between people, so they can understand one another. In addition, Qodir, Baehaqi, and Miftah (2016) said that in the English learning, it needs the materials which are appropriate for the students since they are relevant to the students' need, interest, and level of students' English ability. Therefore, it can improve the students' motivation to learn English. Moreover, English is important to be learnt especially for students because it is on the curriculum and as a compulsory subject, so they can communicate and get knowledge.

Motivation is essential to success that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort (Harmer, 2001, p.51). We must have motivation in our life, because if we have motivation, we will be success, and if we don't have motivation we will certainly fail. Motivation is someone's intention to do something. Motivation is what arouses and sustains action toward a desired goal. It determines the purpose and direction, and then the behavior is the goal. In this life, there are two sides of motivation. The first is good or positive motivation. It means, someone wants to do the better thing; decrease or eliminate negative or bad things (Suciati, 2016). On the other hand, bad or negative motivation directs someone to do the worse thing.

There are some factors that effect student teachers' motivation of choosing English education study program of IAIN Palangka Raya such as

students' aptitude, needs, previous language experiences, intelligence, facilities in school, etc.

The other important factor that cannot be ignored is motivation, such as motivation to get knowledge and to get good mark, so it will be success in teaching and learning process.

Motivation relate to student teachers' motivation of choosing English education study program of IAIN Palangka Raya, an English learning will go to diligently if the learner has a willingness to learn. It will emerge the students' feeling that they need too. Such willingness is usually based upon a necessity to know and understand or able to communicate in English. It is clear that motivation has a very important, especially in learning English.

METHOD

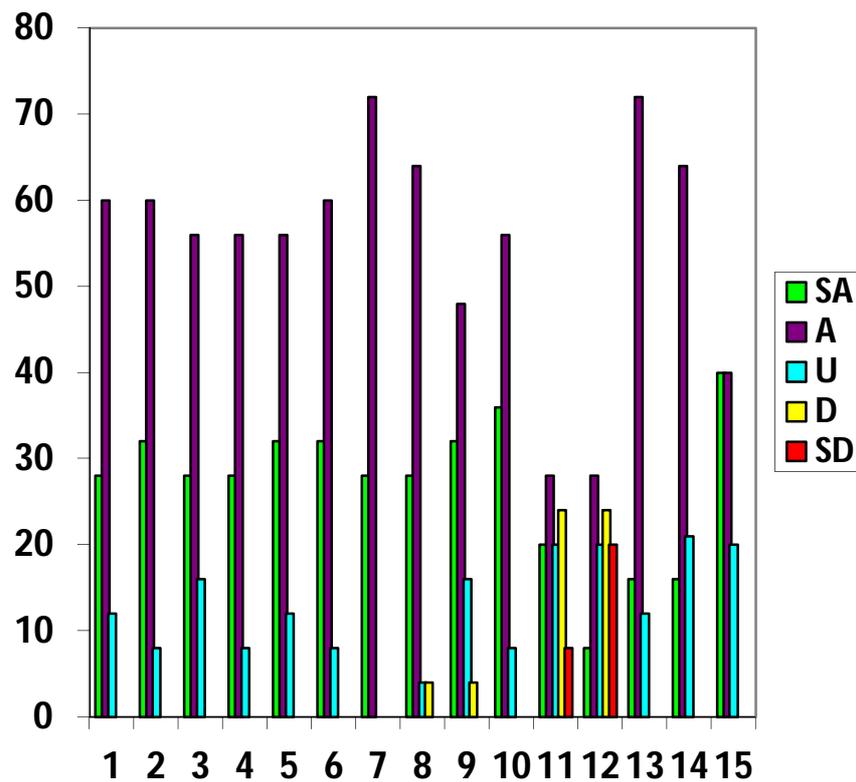
The research design of this study was survey research. In survey research, investigators asked questions about peoples' beliefs, opinion, characteristics, and behavior. Based on Ary (2010, p.372) a survey researcher may want to investigate associations between respondents' characteristic such as age, education, social class, race, and their current attitudes toward some issues.

FINDINGS AND DISCUSSION

It could be concluded from the chart above that most student teachers' agreed with all items that asked about learning English for obtaining jobs and communication, it could be seen from the chart is purple color, and it is in line with item number 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

There are several different factors that influenced student teachers' major selection, but interest in subject is the most dominant. Peers and family members also seemed to play a part when it came to making a decision on their major. Student teachers' mentioned either finding out about their major from a peer, or being inspired by a family member.

Student teachers' chose their major because of their interest in the subject, it is also important that they experience comfort with that major. Student teachers' are ask how comfortable they are with their current major and student teachers' are comfortable with the exception and it is in line with item number 13 and 14. This suggests that student teachers' are intrinsically driven and are confident with their capabilities in their courses.



CONCLUSION

Based on the result of the research, all students have positive perception or “agree” toward learning English for obtaining jobs and communication. Survey proved that peers and family members also seemed to play a part when it came to making a decision on their major. Student teachers’ chose their major because of their interest in the subject, it is also important that they experience comfort with that major.

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