CHAPTER I

INTRODUCTION

This chapter presents 1) research background, 2) problem Identification, 3) scope of research, 4) research questions, 5) research objectives, and 6) research significances.

1.1 Research Background

Every action is underlined by at least a single motive. The word motive is then developed into word motivation (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017). The word motivation refers to the encouragement for doing something (Uno, 2006). Motivation can further be defined as the power which provides the impulse for human behavior, causing individuals to initiate and sustain goal-directed actions (Jenkins & Demaray, 2015). Motivation is such an umbrella that covers many terms, such as learning, achieving, career, and others (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017).

The context around motivation in learning is one of interesting variables to be researched. Knowing how learner's learning motivation is very useful for educators in designing, taking action, and making judgment in accordance with their motivation (Andres, 2019). There are various researches in the context motivation in learning that confirm it is interesting to be investigated, namely: 1) the relationship between learning motivation and achievement (Tsai, Cheng, Yeh, & Lin, 2017; Yulika, Rahman, & Sewang, 2019); 2) the technique to improve motivation (Hu, Jia, Plucker, & Shan, 2016); and 3) the effect of using ICT in developing students' learning motivation (Lin, Chen, & Liu, 2017). There are also

several researches about learning motivation in learning particular courses, but the topic is classified as a general topic, such motivation in learning English grammar (Zarzycka-Piskorz, 2016) and motivation in learning reading (Salikin, Bin-Tahir, Kusumaningputri, & Yuliandari, 2017).

In the aforementioned researches, little attention is given to the scope of learning pedagogical course motivation. The impact is that there are limited sources and information around this topic. Pedagogical course is a major course of education department. Pedagogical course is a course focusing on the education, such as the knowledge of education; syllabus; theory of teaching; approaches, methods, and techniques of teaching; assessment; and many more (Veniger, 2016). Pedagogical course is a major course enrolled by university students, especially students of education department, because it prepares them to be a professional teacher in certain disciplines (Parylo, 2015).

In Indonesia, there are numerous education departments. One of the education departments in Indonesia is English Language Education (ELE), Ganesha University of Education (Undiksha). It is located in Singaraja, Bali, Indonesia. As the education department, learning pedagogical courses is an obligation for the ELE students. According to *Buku Pedoman Mahasiswa* ELE or ELE students' guidebook 2016, *KKNI (Kerangka Kualifikasi Nasional Indonesia)*-based curriculum, during the study in ELE, students learn several pedagogical courses, namely: 1) *PPD (Perkembangan Peserta Didik)* or Educational Psychology, 2) *Wawasan Kependidikan* or Knowledge of Education, 3) *Belajar dan Pembelajaran* or Learning and Instruction, 4) Classroom Management, 5) *Telaah Kurikulum* or Curriculum and Material Development, 6) *Strategi dan Design Pembelajaran* or

Learning Strategies and Design, 7) *Asesmen dan Evaluasi Pembelajaran* or Learning Assessment and Evaluation, 8) TEFL (Teaching English as a Foreign Language), 9) *Pembelajaran Mikro* or Micro Teaching, 10) Material Development in ELT, 11) TEYL (Teaching English for Young Learners), and 12) *PPL (Program Pengalaman Lapangan)* or Practice Teaching.

ELE students also learn other courses besides pedagogical courses. The other courses learned by the ELE students are: 1) English's skills (listening, reading, speaking, and writing), 2) Basic English (Intensive English Course (IEC), vocabulary, and grammar), 3) Linguistics (introduction to linguistics, English phonology, English morphology, English syntax, introduction to semantics, introduction to pragmatics, introduction to psycholinguistics, introduction to sociolinguistics, and introduction to discourse analysis), 4) Literature (introduction to literature, poetry, drama, prose fiction, and Cross Culture Understanding (CCU)), 5) ICT and E-Learning, 6) ESP (English for Specific Purposes), 7) Research Methods on Language and Teaching, 8) Statistics, 9) Seminar on ELT (English Language Teaching), and 10) Election Courses (tourism, translation, and creative writing).

On June 12, 2019, a pre-survey was conducted to ELE students by distributing an online questionnaire to the second, fourth, and the sixth semester students. The questionnaire consisted of 1 question; it was *"What do you want to be after graduating from ELE?"*. The options are 1) English educator (English teacher, lecturer, or instructor), 2) Researcher, and 3) Experts (translator, interpreter, tour-guide, writer, etc.). Those options were derived the major goals of the department as mentioned on ELE's Website, *ele.undiksha.ac.id*. There were 103

students did fill the answer in the questionnaire. The result from the pre-survey showed that 60 participants (58,3%) chose to be an English educator, 0 participant (0%) chose to be a researcher, and 43 participants (41,7%) chose to be an expert.

The pre-survey's result showed that not all ELE students wanted to be a teacher, even though their department is an education department which prepares and trains the students to be professional teacher. This created such a big question, especially on students' motivation in learning pedagogical courses. As stated in Indonesian Law 14/2005, article 10; one who can be considered as a professional teacher is required to have 4 teacher competencies, namely: 1) pedagogy, 2) social, 3) personality, and 4) professional. The inclusion of pedagogy is inevitable to reinforce that mastering pedagogical courses in ELE context is fundamental shown by the fact that pedagogical courses are given the highest point compared to other courses, which is 34 credit points. Meanwhile, English skills courses have only 24 credit points., basic English courses have 17 credit points., linguistics have 18 credit points., literature have 10 credit points., ICT and E-learning have 4 credit points., ESP has 2 credit points., research methods on language and teaching has 4 credit points., statistics has 2 credit point., seminar on ELT has 3 credit point., and election courses have 6 credit points. Hence, since the pre-survey's result showed half of ELE students have chosen to be non-educator rather than to be English Educator, ELE students' learning motivation in learning pedagogical courses becomes questionable.

This research proposed to investigate ELE's students' motivation in learning pedagogical courses. It was seen, as stated by Andreas (2019), knowing how learner's learning motivation would be very useful for educators in designing,

running, and making judgment in accordance with their motivation. Parylo (2015) further mentions that pedagogical course is essential to be learned by students of education department since it trains the students to be a professional teacher. Thus, it can be synthesized that knowing students of education department's learning motivation in learning pedagogical courses is important because it is connected to the profession in accordance with the department they have chosen.

The topic of motivation in learning pedagogical courses is also under-researched by the researchers. Several researches closely related to this topic were used to support the conduction of this research. They were: 1) attitude of learning pedagogical courses (Parylo, 2015), 2) opinion and perception about learning pedagogical courses (Veniger, 2016; Veniger & Kočar, 2017; Pekkarinen & Hirsto, 2017), 3) the use of technology in pedagogical courses (Chin, Hong, Huang, Shen, & Lin, 2016; Keçeci & Zengin, 2017), and 4) the effect of learning pedagogical courses (Ödalen et al., 2018). Having limited sources and information about the topic motivation in learning pedagogical courses was not the barrier to not conducting this research. Correspondingly, it does not mean that this topic is not important to be investigated. In contrast, this topic becomes the novelty of which may update the sources and information about learning pedagogical courses motivation.

Deriving from previous narratives, it can be seen that the topic of ELE students' motivation in learning pedagogical courses is urgent to be conducted. It is urgent because of several reasons, namely, 1) there is limited information about the topic of motivation in learning pedagogical courses, and 2) the result of the pre-survey to the ELE students of Undiksha raised such big questions on their

motivation in learning pedagogical courses as their major courses. This research further tried to enhance the novelty by 1) gaining data about learning motivation especially in the area of pedagogical courses and 2) answering the questions appeared from the conducted pre-survey. Conclusively, the analysis of EFL students' learning motivation in learning pedagogical courses is urgent and essential to be conducted.

1.2 Problem Identification

The problem of this research was identified from pre-survey's result which indicated that not all ELE students wanted to be English educators. The result from the conducted pre-survey to second, fourth, and sixth semester students had shown that almost half of ELE students want to be non-educator rather than to be English educator. Whereas, pedagogical courses are the major course taken by ELE students intensively during the study in this department. Therefore, ELE Students' motivation in learning pedagogical courses became questionable.

1.3 Scope of Study

This research was a qualitative research with case-study research. This research is conducted in English Language Education (ELE/ *Program Studi Pendidikan Bahasa Inggris*), part of Language and Art Faculty (Fakultas Bahasa dan Seni), Ganesha University of Education (Undiksha), located in Buleleng, Bali, Indonesia. This research was conducted in order to describe the motivation of ELE students' in learning pedagogical courses, to investigate reasons underlying ELE students' motivation in learning pedagogical courses, and to describe the pattern of

relationship between students' motivation and their pedagogical courses achievement.

The students involved were limited into fifth semester students only. The fifth semester students were potential to be researched because they were the most convenient students to be researched. Fifth semester students had learned almost all pedagogical courses offered by the department. Also, it was really good to investigate their pedagogical courses motivation since they still had other pedagogical courses for the next 2 semesters. Hence, this semester can occupy data that the research needs. The phrase of pedagogical courses further were limited to courses that were only studied by the ELE students until fifth semester, namely, 1) *PPD (Perkembangan Peserta Didik)* or Educational Psychology, 2) *Wawasan Kependidikan* or Knowledge of Educational, 3) *Belajar dan Pembelajaran* or Learning and Instruction, 4) Classroom Management, 5) *Telaah Kurikulum* or Curriculum Material Development, 6*) Strategi dan Design Pembelajaran* or Learning Strategies and Design, 7) *Asesmen dan Evaluasi Pembelajaran* or Learning Assessment and Evaluation, and 8) TEFL (Teaching English as a Foreign Language). The research focus can be seen in the following research questions.

1.4 Research Questions

Based on the aforementioned problem identification, the research questions are formulated as follow:

1. How can ELE students' motivation in learning pedagogical courses be described?

2. What are reasons underlying ELE students' motivation in learning pedagogical courses?

3. How is the pattern of relationship between ELE students' motivation and their pedagogical courses achievement?

1.5 Research Objectives

In relation to the research questions stated above, the objectives of this research are as follow:

1. To describe ELE students' motivation in learning pedagogical courses.

2. To investigate reasons underlying ELE students' motivation in learning pedagogical courses.

3. To describe the pattern of relationship between ELE students' motivation and their pedagogical courses achievement.

1.6 Research Significances

This research is expected to be able to give several contributions in terms of theoretical significance as well as practical significances for the ELE Students, ELE Lectures, ELE (The Department), and other researchers.

1.6.1 Theoretical Significance

By conducting this research, it is expected that the theory of motivation proposed by some experts can be strengthened because the proofs of the theory can be obtained through this research.

1.6.2 Practical Significance

1. For ELE Students

By conducting this research, it is expected that ELE students can use this occasion to speak up their voice as a suggestion for their department.

2. For ELE Lectures

By conducting this research, it is expected that the results can be used to assist the lectures to improve the teaching composition and teaching style that can attract ELE students' motivation in learning pedagogical courses.

3. For ELE (The Department)

By conducting this research, it is expected that the department, can use the result of this research as an input and such a review to improve the quality of the department.

4. For Other Researchers

By conducting this research, it is expected that the other researchers can use the result of this research as a source of information and reference for conducting similar researches related to the field of motivation, especially learning motivation in learning pedagogical courses.