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**DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR QUALITY**  
**ENGLISH LINGUISTICS, LITERATURE AND EDUCATION**

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## Foreword by Conference Chair The 3<sup>rd</sup> ELITE International Conference

*Bismillahi wa billahi wa-l-hamdulillah,  
Assalamu'alaikum,*

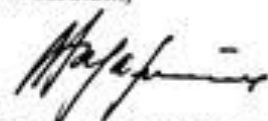
This book is containing the abstracts of papers which are presented at The 3<sup>rd</sup> Elite International Conference on UIN SUSKA Riau held on 09 - 10 January 2016 by the English Education Department, Faculty Education and Teacher Training, State Islamic University Riau in Pekanbaru. This is an international conference which is one of the most prominent, especially for English language educators. There are about 150 papers presented by more less 170 authors in the conference from various places including Indonesia, Libya, and U.S.A

I am sure that new ideas and findings will be debated, discussed, and shared among presenters and participants with the intention of enhancing the English language pedagogy, literature, and education for the purposes of professional English language educator's development. Besides, the conference is also aiming at creating a forum for further discussion on the scope of developing curriculum, teachers, and instruction for quality of language education.

The conference aims at creating a forum for further discussion on English Linguistics, Literature, and Education. The scope of the paper promoted on developing curriculum, teachers, and instruction for quality English linguistics, literature and education.

Finally, we are very grateful to the participants, presenters, and the 3<sup>rd</sup> ELITE international Conference committee members who made smooth and pleasant the organization of all events.

*Wassalam,*



**Drs. H. M. Syafi'i S., M.Pd.**

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**Testing the language competence? English subject  
in the national standardized exam policy**

**Putri Ayu Lestari, Yuliana Afifah,  
Fathia Ramadhani, Hafrizon, and Amirul Mukminin**

Jambi University

*The study was aimed at investigating whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. This study used a quantitative design with a survey study. The participants were 267 senior high school students who graduated and at the time of the study, they were studying at one English education study program in a public university in Jambi. Data for this study were collected through surveys which were analyzed by using descriptive statistics. The findings of this study were categorized into: (1) test preparation activities and its impacts on the curriculum and instruction, (2) controversial testing practices, (3) student and teacher motivation, and (4) the accuracy of the exam for measuring students' ability. This study will provide valuable information for policy makers, school leaders, researchers, and teacher educators to understand how the policy is implemented at the school and classroom level. Policy implications are discussed.*

**Keywords:** English subject, standardized testing, national exam policy

## **INTRODUCTION**

Standardized testing plays a key role in the education system (Mukminin, Haryanto, Makmur, Failasofah, Fajaryani, Yulhenli, & Suyadi, 2013). Teachers, principals, parents, and policymakers consider the standardized test can be keys to improving the productivity of Indonesian schools. For policy makers, the results of the standardized test can be employed to evaluate educational organizations, policies, and programs to determine which are most effective and efficient (Dolezalek, 2009; Linn, 2000). Standardized testing is substantial in the way to measure the ability and capability in the end of the school.

For teachers and schools, the tests results can be used to measure the teachers' and students' strengths and weaknesses as a basis for planning educational programs and can inform the degree to which teaching and learning process are working in the classroom and thus inform policymakers about choices they want to take (Dolezalek, 2009). The government had made rules to examine of national examination. However, some people critique the use of the standardized testing in assessing student learning and development due to its biases, inaccuracies, limited ability to measure achievement or ability, and other flaws (Grant & Sleeter, 2007; Nieto & Bode, 2008). Nieto and Bode (2008) uttered, "Another practice that impedes equity in schools is the uncritical use of standardized testing, particularly when employed to sort students rather than to improve instruction" (p. 122). Additionally previous studies have indicated that high-stakes testing policies did not consistently improve the general learning and competencies of students (Amrein & Berliner, 2002). Mukminin, et al. (2013) found

that in Indonesia the national standardized exam had brought undesirable concerns on education and Hoffman, Assaf, and Paris (2001) who conducted a study in Texas found that teachers spent between 8 and 10 hours a week on test preparation to help their students during the entire year, which reduced time for instruction. In addition, Shepard and Dougherty (1991) who investigated the effects the high-stakes testing on instruction by surveying 360 teachers in grades 3, 5 and 6. They found that participants received pressure from district administration and media to improve test scores as a result participants just focused on giving basic skill instruction and giving more time on test preparation.

Despite its inaccuracies, biases, and impropriety as found in the previous studies, the Indonesian central government still uses the national standardized exam policy throughout the country. The test consists of some specific subjects. For science students, the tested subjects are Biology, Physics, Chemistry, Mathematics, English, and Indonesian. For social students, they are economics, history, Geography, Mathematics, English, and Indonesian. These subjects indicate that the national standardized exam only tests students' cognitive skills (mental skill) but the test ignores the other domains of educational activities, namely, affective and psychomotor domains. Bloom (1956) argues that educational activities consist of three key domains, that is cognitive, affective (growth in feelings or emotional areas) and psychomotor (manual or physical skills). It means that merely scores of limited subjects cannot be used to judge students' success in school. Specifically, it suggests that as one of the tested subjects in the national standardized exam, the success of learning English cannot be judged by the standardized-test scores as it often measures superficial thinking (Kohn, 2000). So, standardized testing is not the only way to measure the student's ability effectively and efficiently.

However, regardless of its controversies, research on the practices of the national standardized exam, especially for English subject in Indonesia is still limited except for Mukminin, et al. (2013). Lack of literature and research on the national standardized exam policy practices may not give much information whether the policy directs our teaching and learning English in the right or wrong direction. The purpose of this study was to investigate whether senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy was taking the teaching and learning English in the right direction at schools. More importantly, this study sought to describe how students perceived the national standardized exam related to curriculum, teaching and learning process, student motivation, and teacher motivation.

## **CONCEPTUAL FRAMEWORK**

Many parties have criticized the use of the national standardized exam as the only national standardized test to assess junior, senior, and vocational school students in their final years since its inception in 2003/2004 academic year (Mukminin, et al., 2013). The opponents consists of teachers, parents, educators, students, principals, school administrators, members of House of Representative, Human Rights Commission, non-government organizations, and researchers at local and national levels. The opponents argue that the national standardized exam is in the absence of considering students' socioeconomic backgrounds, quality teachers and principals, and facilities and resources among schools across the regions in Indonesia. As research findings show a broad range of resources are positively related to student outcomes

Greenwald et al., 1996), a student achievement results from not only school quality but also health, motivational, family, and cultural conditions (Rothstein, 1998), and teacher inputs. School resources, and family inputs are important statistically in explaining student achievement (Levin, 1995). The other important point that the opponents make for their rejection is that the national standardized exam consisting of some specific subjects and determining a pass or a fail of students only tests cognitive skills (mental skill) but ignores the other domains of educational activities, namely, affective and psychomotor domains. Bloom (1956) argues that educational activities consist of three domains, that is cognitive, affective (growth in feelings or emotional areas) and psychomotor (manual or physical skills). It means merely scores of limited subjects cannot be used to judge students' success in school.

To investigate whether senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy was taking the teaching and learning English at schools in the right direction, a conceptual framework is required to describe their perspectives. In this study, the findings from two studies (Jones & Egley, 2004; Mukminin, Haryanto, Makmur, Failasofah, Fajariyani, Thabran, & Suyadi, 2013) will be used to guide this study, which are related to (1) standardized testing and curriculum and instruction, (2) standardized testing and controversial testing practices, (3) standardized testing and students' motivation, and (4) standardized testing use and accuracy. Egley and Jones (2004) studied whether teachers perceived Florida's high-stakes testing program to be taking public schools in the right direction. In this study they used 708 teachers in Florida to success they study. Most of the participants in their study believed that the testing program was not taking schools in the right direction. Participants mentioned that the test was used inappropriately and that the one-time test scores were not an accurate assessment of students' learning and development. The participants in their study also believed there were negative effects on the curriculum, teaching and learning, and student and teacher motivation. For Mukminin, Haryanto, Makmur, Failasofah, Fajariyani, Thabran, and Suyadi (2013), they studied qualitatively the perspectives of local English teachers on the National Standardized Exam [NSE] policy as a high-stakes exam to gauge student performance nationally at four senior high schools in Jambi City, Indonesia. They found two important themes (1) negative perspectives on the practices and accuracy of the NSE policy and (2) unintended consequences the NSE policy (curriculum and instruction, teaching and learning, teacher motivation, student motivation, less attention to non-tested disciplines, and widespread cheating).

In the present study, we used the findings of the two previous studies to guide us to construct the questionnaire consisting of test preparation activities with five statements, controversial testing practices with six statements, curriculum and instruction in English subject with two statements, students' motivation in learning English during the last year with five statements, and the use and accuracy of the national exam for English subject with five statements

## METHOD

We used a survey research as the appropriate research strategy to help us to describe the students' perspectives on the National Standardized Exam Policy. "Survey research is a systematic set of methods used to gather information to generate knowledge and to help make decisions" (Lavrakas, 2008, p.36). "A survey design provides a quantitative or numeric description trends, attitudes, or opinions of a

population by studying a sample of that population (Creswel, 2009, p.145)". 267 senior high school students who graduated and at the time of the study were studying at one English education study program in a public university in Jambi involved in this study. This study was conducted at one English education study program, one public university in Jambi Province. To get access to the research site, a variety of networking sources were used. We got permission from lecturers, the head of English education program, and the dean of faculty of teacher training and education at the research site. We asked the participants to participate in this research through the invitation letter.

In terms of data collection, questionnaires in the form of closed-ended questions were used which consisted of test preparation activities with five statements, controversial testing practices with six statements, curriculum and instruction in English subject with two statements, students' motivation in learning English during the last year with five statements, and the use and accuracy of the national exam for English subject with five statements. The respondents were not required to write their answers; instead they selected one of the options. We used *Likert scale* that consisted of a series of statements all of which were related to a particular target: ranging from *Strongly Agree (SA)*, *Agree (A)*, *Not Sure (NS)*, *Disagree (D)*, and *Strongly Disagree (SD)* (Dornyei, 2003). The data from the questionnaires were analyzed by using descriptive statistics. Dornyei (2003) stated, "Descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114). In this study, we looked for the frequency and percentage in each item that participants chose regarding their assessment of their English language learning through the national standardized exam.

## FINDINGS

There were two data sets in this study, the first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire.

### Demographic information

**Table 1: Demographic information of participants**

<b>Gender</b>	<b>N</b>	<b>Percentage (%)</b>
Male	55	21
Female	212	79
<b>Location of previous senior high schools</b>	<b>N</b>	<b>Percentage (%)</b>
Rural Area	123	46.07
Urban Area	138	51.69
<b>Hometown</b>	<b>N</b>	<b>Percentage (%)</b>
Rural Area	145	54
Urban Area	117	44
<b>Parents Job</b>	<b>N</b>	<b>Percentage (%)</b>
Teacher	42	15.73
Non Teacher	216	80.90

### Test preparation activities



Bode and Nieto (2008) defined that curriculum related to "what should be learned and under what conditions it is to be learned" (p. 127). The following chart shows that the highest score of students' perspectives on the test preparation activities was for the statement, "Selama dikelas tiga, guru melatih siswa dengan soal-soal bahasa Inggris yang dibuat oleh sekolah dan mirip format soal yang akan diteskan di ujian nasional" in which 59.55% of participants chose "Agree". Then, 50.56% of participants chose "agree" with the statement, "Selama dikelas tiga, guru memberikan strategi menjawab soal-soal bahasa Inggris yang akan diteskan di ujian nasional."

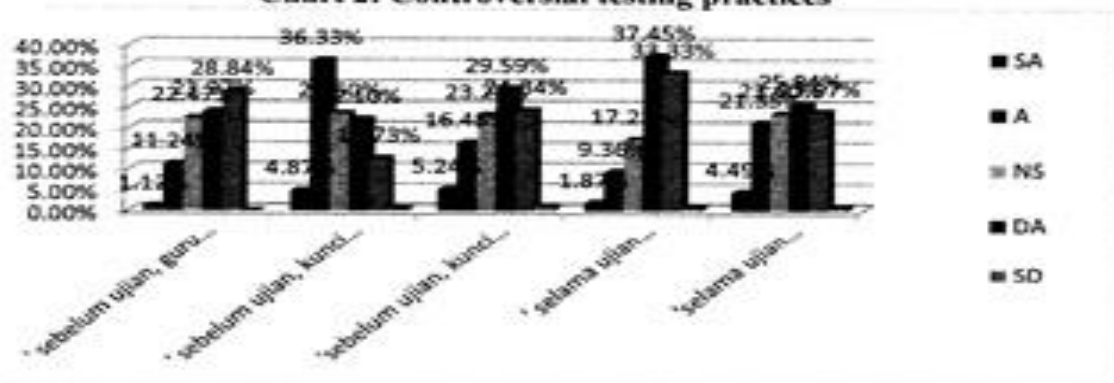
Chart 1: Test preparation activities



### Controversial testing practices

A study done by Egley and Jones (2007) reported that the test was created by non-educators, the testing was a political game, the testing spent much money, the test created a negative competition between students, teachers, schools, the test led parents and the public to blame teachers and schools, the test created a negative image of public education.

Chart 2: Controversial testing practices



The chart shows that the highest score of students' perspectives on the controversial testing practises was for the statement, "selama ujian berlangsung guru memberikan kunci jawaban melalui media elektronik" in which 37.45% of participants chose "disagree". For the statement, "sebelum ujian, kunci jawaban diberikan oleh kawan-kawan sekelas," 36.33% of participants agreed with it.

#### Curriculum and instruction in English subject

In this study, based on the data analysis, the highest score of students' perspectives on the curriculum and instruction in English subject was for the statement, "Ujian Nasional membuat guru lebih banyak melatih siswa menjawab soal-soal ujian Bahasa Inggris dari soal-soal sebelumnya" in which 56.18% of participants agreed with it. Also, 54.68% of participants agreed with the statement, "Ujian Nasional membuat guru fokus pada pemberian strategis untuk lulus dalam ujian nasional."

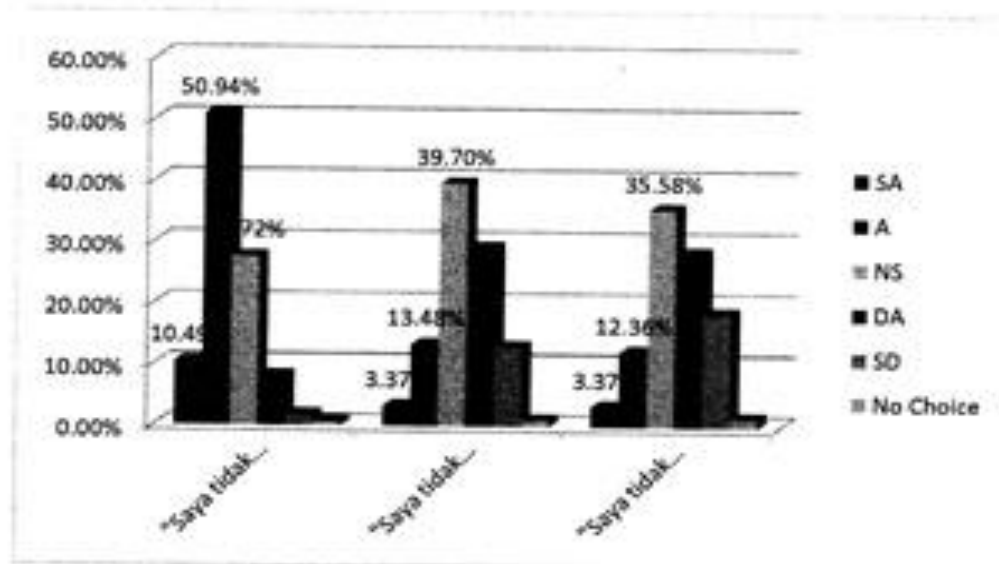
Chart 3: Curriculum and instruction in English subject



#### Student motivation in learning English during the last year

A study done by Mukminin et al., (2013) found that the motivation of students to go to school was to pass the national exam so they could continue to the higher level of education. In 2004, a study conducted by Jones and Egley found that the test affected the students' enjoyment of school or interest in school, the students were labeled as a result of the test scores and grades, and the students were more likely to drop out of school in the future.

**Chart 4: Student motivation in learning English during the last year**

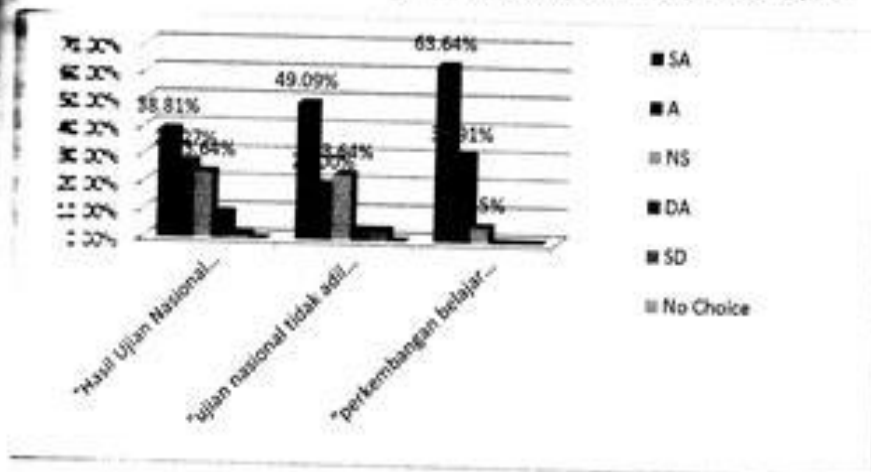


From the chart above, it showed that the highest score of students' perspectives on motivation in learning English during the last year was for the statement, "Saya tidak stress/bersemangat menghadapi Bahasa Inggris dalam Ujian Nasional karena sudah dilatih guru" with 50.94% of participants choosing "agree" with the statement.

#### **The use and accuracy of the national exam for English subject**

The following chart describes participants' perspectives on the use and accuracy of the national exam for assessing their English subject.

**Chart 5: The use and accuracy of the national exam for English subject**



From the chart, it shows that participants strongly agreed (63.64%) that *"perkembangan belajar siswa tidak bisa diukur dengan sekali tes seperti ujian nasional."* Participants (49.09%) also confirmed that *"ujian nasional tidak adil karena hasil siswa berasal dari latarbelakang sekolah yang berbeda namun diuji dengan tes yang sama."*

## DISCUSSION

The aim of this inquiry was to investigate whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. The findings of this study shed light on our understanding of the perspectives of senior high school student graduates on the assessment of their English language learning through the national standardized exam policy. Particularly, the findings of this study indicated that more than 50 % of participants agreed that during their last year of school, teachers focused on teaching to test in English subject and helping them succeed in taking the test. The findings of our study are in line with what Mukminin, et al. (2013, p. 27) found, "all participants in this study reported that most of teaching activities were concentrated on helping students to be familiar with previous versions of the test." To put it another way, in the final year in this study, teachers prepared their students for having strategies on how to deal with the English test in the national standardized exam. They helped their students through studying previous tests. They could not focus on classroom instruction and the contents of curriculum. All of their time and energy were concentrated on teaching to the test for helping their students.

We also found that controversial testing practices were serious in our study. Participants agreed that their friends gave them the answer keys before the exam started. Also, participants agreed that their teachers provided them with the answer keys before the exam. Strangely, in this study, participants reported that their schools provided them with the answer keys before the exam. In their qualitative study, Mukminin, et al. (2013) also found that participants were very concerned with the cheating and

dishonesty of the test administering. Several English teachers were forced by their school leaders to help their students to find the answer keys, but they chose not to do that.

Another important finding in our study was that students' motivation to learn English was more likely to pass in the national standardized exam, not to be able to use the target language. Participants reported that their teachers prepared them to succeed in the exam. They felt that they were ready for doing the test, suggesting that they did not care if they were able to use the language or not. The findings support what Jones and Egley (2004, p.9) found, "Students do not enjoy school (learning unpleasant; decreased love of learning; school is less fun or interesting)." Additionally, Mukminin, et al. (2013) revealed that the motivation of students to go to school was to pass the national exam so they could continue to the higher level of education. The participants in this study confirmed that the only important thing for them is to graduate through passing the test in English subject.

Our study also indicated that more than 63.64% of participants strongly agreed that the national standardized exam policy for English subject was not able to measure their English ability as it was a one-time test and was not accurate to measure their language skills. Jones and Egley (2004) who surveyed 708 teachers in Florida on their perception of the high-stakes testing program found that most of the participants believed that the high-stakes test did not take schools in the right direction, the use of the one-time test scores were improper and inaccurate for assessing students' learning and development. Mukminin, et al. (2013) found that the national exam policy for English subject was unfair, improper, and inaccurate because the policy had ignored the gaps among schools in terms of socio economic status and school resources across the country.

## **CONCLUSION AND POLICY RECOMMENDATIONS**

The aim of this inquiry was to investigate whether or not senior high school student graduates perceived the assessment of their English language learning through the national standardized exam policy were taking the teaching and learning English in the right way at schools. The findings from this study indicated that the national standardized exam policy had taken the teaching and learning English in the wrong ways at schools. The policy led students to have low motivation in learning English, led teachers to teach to the test and to ignore the curriculum. Also the policy led students, teachers, and schools to have unethical practices by giving the answer keys before the test.

Recommendations and implications for policies can be drawn from the findings of this study. The reform of the National standardized Exam policy should be started on the top level of leadership and management or the head of the executives in the country, which had practiced a centralized and bureaucratic mode in education for quite long time. It is hard to make remarkable changes from the bottom up. As Lauglo (1996) says, "bureaucratic centralism is also pervasive in many developing countries, there is the statism implied by nation-building imperatives after independence" (p.19). Thus, several actions and recommendation might work to reform the National Final Exam. Firstly, a dramatic change in education policy should be made by producing a "Presidential Instruction" to:

- reform the use of the National Final Exam to assess student achievement throughout the country and not to use test scores as the only measure to decide students who can continue to the next level of education and who cannot,
- use the National Final Exam as only the test to monitor the quality of education in every province throughout Indonesia after each of them has its own standardized test and the National Final Exam should not be given every year.
- provide local governments (provinces and districts), school, and teachers choices to choose other kinds of standardized tests provided by other parties such as universities and test centers as mandated by the Law No.32/2004 about "Local Government Decentralization" and the Law on National Education System No. 20/2003,
- involve schools and teachers to assess and evaluate their student learning and progress because they know exactly what happens to their students, especially for affective and psychomotor domains by using portfolios.

The second action considerably essential is to organize and appoint a steering committee consisting of highly knowledgeable members about the technical aspects of standards to direct the standard-setting efforts in the provinces/districts. The main function of the committee is to make sure the development of subject area standards must be drafted and designed by subject area teachers (specialists) and should cover the subjects in the national curriculum.

Then, educators, professors of education, community members, school board, parent representatives, and other subject area teachers review the first drafts produced by specialists (subject area teachers). The purpose of the review is to ensure that the standards meet national and local demands before becoming a draft.

The standards produced by specialists should cover content standards in traditional subject areas, standards in general reasoning skills such as decision making ability and complex problem solving, standards dealing with general behaviors such as managing time effectively and managing resources (Marzano, 2000).

In addition, explicit standards and benchmarks as distinct aspects of knowledge and skills but include examples of specific performance activities or tasks should be prepared for every grade level (Marzano, 2000). This method will provide teachers guides and flexibilities regarding an obvious hierarchy of knowledge and skills for each level in teaching.

The other important thing is how to assess student achievement in each province. Students should be assessed by applying various techniques of assessment. *For example, student progress in content standards in subject areas can be gauged by tests (province-standardized tests), which are developed by educators and test developers specifically for each province or district. The tests will measure students' progress toward achieving province-adopted academic content standards, which are produced by subject area teachers in every province.*

In addition to a province-standardized test, portfolio assessments can be used to assess student progress and to see how students demonstrate their knowledge in a variety of content areas and performance tasks. The use of portfolio assessments will give teachers rights to evaluate and assess their students based on day-to-day notes regarding the other areas of educational activities, namely affective and psychomotor domains. Doolittle (1994) says, "Portfolios are used as a means of authentic assessment" (p.2). Paulson et al. (1991) argue, "A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or

more areas of the curriculum" (p. 60). Continuously speaking, they state that a portfolio should cover student participation in selecting contents, criteria for selection, criteria for judging merits, and evidence of a student's self-reflection.

Schools and teachers to judge whether a student can continue to the next level of education, then, can apply these kinds of assessment. For instance, in Indonesia, a student in the final year of elementary school can continue to the first year of junior school after passing a province-standardized test and portfolio assessments.

The establishment of educational standards and benchmarks, a province - standardized test and various techniques of assessment can contribute a great effect to local school systems in the era of decentralization of education in Indonesia. In the meantime, the National Final Exam still can be utilized to monitor the quality of education instead of determining students who pass and fail in education. The actions or recommendations stated above are among those that the President should address.

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**From Senior High Schools To a Teacher Education Program: A Survey Study on Student Teachers' Motives to Become an English Teacher as a Career at One Public University in Jambi**

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*This study aimed to investigate student teachers' motives to enter teacher education study program to become an English teacher as a future career at one public university in Jambi. The participants were English student teachers at Faculty of Teacher Training and Education, Jambi University which aims to produce English Teachers. This study engaged total sampling 285 participants. This study used a quantitative design with a survey approach. There were various motives that influenced male and female student teachers to become an English teacher in which these motives were classified into three categories: Altruistic (8 reasons), Intrinsic (6 reasons), Extrinsic Motives (7 reasons). The result revealed an interesting finding in which extrinsic motives (It provides a good social status) were chosen as the highest motive that influenced male and female student teachers to become a future teacher. Then it was followed by altruistic motives (It has a socially worthwhile job) and intrinsic motives (It offers opportunities for my academic development). In this study, suggestions for future research, students, teacher education study program and university are also discussed.*

**Keywords:** Altruistic, intrinsic, and extrinsic motives

## **INTRODUCTION**

Teaching profession has been considered as a career choice by Indonesian people in the last few years. Teaching has become a favourite job that is much in demand, especially by young people. This can be seen from a number of senior high school graduates who have decided to enter the faculty of teacher training and education (FKIP) or the teacher education program. This phenomenon is very different from the previous years when the teacher education program or teacher profession was chosen as the last resort. In fact, today many people scramble to get into the teacher education program since the government offers an attractive reward through salary increases. This is in accordance with Goh and Atputhasamy's (2001) study that investigated whether the government's efforts to make teaching profession as an interesting career choice through giving better remuneration and career advancement prospects had become one of student teachers' motives. A number of reasons also have been revealed to clarify why people choose to become a teacher, whether their motives come from themselves or there are other reasons that make them choose teaching as a career.

Additionally, previous studies had also indicated student teachers' reasons for choosing teaching profession in different countries such as in England and Norway (Kyriacou, Hultgren & Stephens, 1999), Australia (Richardson & Watt, 2006), Singapore (Low, Lim, Ch'ng, & Goh, 2011), and Netherland (Bruinsma & Canrinus,

2012). Their studies found that the most student teachers' reasons for choosing teaching are 'love to work with young people', 'interest in teaching', and 'want to contribute to society'. Others mentioned that they wanted to become a teacher because 'there are long holidays', 'job security', and 'time for family'.

Since there are different motives that influence student teachers (e.g. males and females) in choosing teaching as a career, it is important for the government and policymakers to recruit and retain teachers in the profession. According to Wang & Fwu (2001), pre-service teachers' motives to enter the teacher profession have a close relationship with their commitment towards the job in the future. In this case, the study of student teachers' motives for becoming teaching as a career is important in order to make better recruitment and retention rates in the profession. However, much of the research on student teachers' motives is from other countries and schooling there differs in many significant respects from Indonesia, research on student teachers' motives to enter the teacher profession in Indonesia is still rare. The focus of this study is to document male and female student teachers' motives to enter the teacher profession in one public university in Jambi.

#### **THEORETICAL FRAMEWORK: ALTRUISTIC, INTRINSIC, AND EXTRINSIC MOTIVES**

Teaching has attracted different people for different motives. Choosing teaching as a career is different from choosing the other jobs. To become a teacher, people have some considerations in term of the aspects that relate to the job itself in which the considerations can be seen from their motives to become a teacher as a future career. According to Vroom (1964) and Hong & Waheed (2011), motive is an internal encouragement relied on the needs that derive a person to achieve something. It means that motives can influence people to decide what they should do to achieve their goals. In terms of teaching choice as a future career, there are various reasons stated by some researchers in which the reasons can be classified into three motives: altruistic, intrinsic, and extrinsic motives.

Altruistic motives refer to the reasons outside any noticeable benefits that the teaching profession has to offer (Moran et al., 2001; Low, Lim, Ch'ng, & Goh, 2011). In addition, such research (Brown, 1992; Kyriacou & Koberi, 1998; Chuene et al., 1999 as cited in Kyriacou, Hultgren & Stephens, 1999) indicated that altruistic motives were also known as social reasons in which the motives to become a teacher were close related to the reasons like 'seeing teaching as a socially worthwhile job', 'want to help children succeed', and 'want to help society improve'. In other words, Richardson and Watt (2006) defined altruistic reasons as social utility values that included four components: 'shape future of children', 'enhance social equity', 'make social contribution', and 'work with children'.

The next motives that encourage student teachers in choosing teaching as a career are intrinsic motives. In terms of intrinsic motives, it deals with the student teachers' motives to become a teacher because of the job itself (Brown, 1992; Kyriacou & Koberi, 1998; Chuene et al., 1999; Kyriacou & Coulthard, 2000). Additionally, the student teachers' motives for becoming teaching as a career have been claimed to be influenced by intrinsic reasons in which it is related to an individual's inner personal fulfillment (Manuel & Hughes, 2006). People who choose teaching profession as their future career because of these reasons, then it can be predicted that they may have a good commitment and responsibility in that profession. In other words, they see

teaching profession as a "calling" that begins from an individual's deep inside (Serow, 1994; Snyder, Doerr, & Pastor, 1995).

Other motives for entering into a teaching career except of altruistic and intrinsic motives are extrinsic motives which are not inherent in the work itself (Brown, 1992; Kyrineou & Kolari, 1998; Chusene et al., 1999; Kyrineou & Condthard, 2000). Extrinsic reasons, such as 'no other choice' and 'salary', have been considered by some researchers to be student teachers' motives in choosing teaching as a career (Yong, 1995). Other extrinsic reasons have also included 'job security', 'social status', 'a steady income or salary', and 'time for family' (Kilinc & Mohiroglu, 2009; Saban, 2003; Sahin, 2010; Kilinc, Watt & Richardson, 2012). Although extrinsic motives are not determined as the main reason of student teachers in choosing teaching as a career, but it has showed that these reasons give big influence in teacher recruitment, retention, and their commitments to the profession. One of the common phenomenon is when teaching salary is falling, and then the numbers of new entrants are declining.

## **METHODS**

In this study, a quantitative design with a survey approach had been used to investigate the goals or motives of male and female student teachers to become a teacher by choosing English education department at one public university in Jambi. According to Creswell (2012, p.13), "the quantitative method is an approach used to describe a research problem through analysing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions or previous research". In terms of data collection, the instrument used in this study was questionnaires that were constructed in the form of closed-ended questions.

In analysing the data, descriptive statistics were used to describe the data of the respondents' demographic background and how strong they agree with the listed reasons for being a teacher. According to Dornyei (2003), "descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114). For this study, the researchers decided to use comparing group percentages for describing the results. Since one of the purposes of this study was to know whether males and females differed in their motives for becoming a teacher, concerning with their backgrounds. Then, to describe the result, the researchers would need to calculate the percentages of both male and female student teachers' motives.

## **FINDINGS**

In this study, the findings were collected and analysed from the data of questionnaires that were distributed to all student teachers at English education study program. There were two data sets related to the findings of the study: The first was the data from demographic questionnaire and the second was the data from closed-ended questionnaire. But there was additional data of student teachers' motives in which it was related to demographic questionnaire and also closed-ended questionnaire. The following part will describe all of three findings of this study.

### **Biographical description of participants**

In this part, the researchers reported the participants' background of the study including location of previous senior high schools, semester, gender, age, and their

parents' job. All of participants' data were important to improve the study and made it clear.

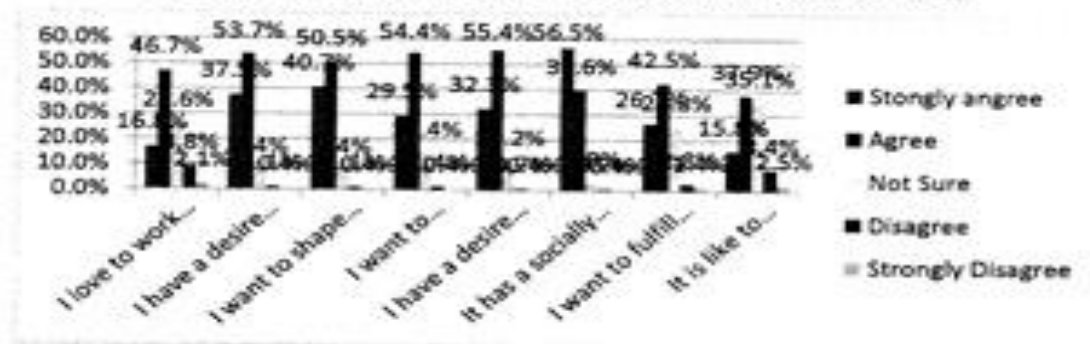
**Table 1: Biographical description of participants**

Location of previous senior high schools	frequency	percentage (%)
Jambi City	136	47.7
Others	149	52.3
semester	frequency	percentage (%)
2	78	27.4
4	48	16.8
6	76	26.7
8	83	29.1
gender	frequency	percentage (%)
Male	65	22.8
Female	220	77.2
age	frequency	percentage (%)
17	19	6.7
18	52	18.2
19	57	20
20	72	25.3
21	59	20.7
22	19	6.7
23	3	1.1
parents' job	frequency	percentage (%)
Teacher	41	14.4
Non-Teacher	244	85.6

#### Data of student teachers' motives in general

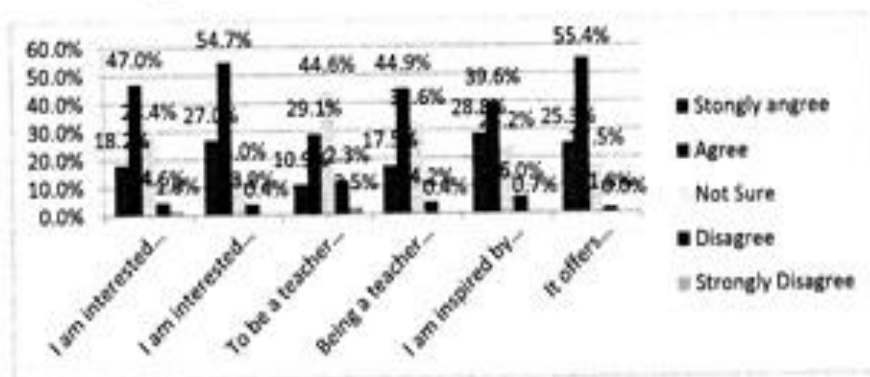
In this part, there were 21 items related to student teachers' motives for choosing teaching as a career that were classified into 3 categories: altruistic, intrinsic, and extrinsic motives. The following parts will describe the findings based on the category of motives.

**Figure 1: Student teachers' motives: Altruistic motives**



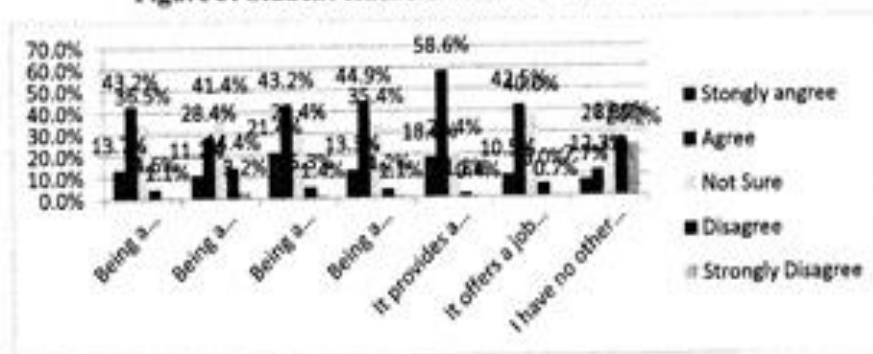
From the chart, it showed that the highest altruistic motives that encouraged male and female student teachers to become a teacher was 'It has a socially worthwhile job' (56.5%). Then it was followed by 'I have a desire to contribute to society' (55.4%). On the other hand, 'It is like to answer a calling' (37.9%) reason was considered as the lowest motive that influenced them to become a teacher.

Figure 2: Student teachers' motives: Intrinsic motives



From the chart, it showed that the highest intrinsic motives that encouraged male and female student teachers to become a teacher was 'It offers opportunities for my academic development' (55.4%). Then it was followed by 'I am interested in teaching activity' (54.7%). On the other hand, 'I am inspired by good teachers' (39.6%) reason was considered as the lowest motive that influenced them to become a teacher.

Figure 3: Student teachers' motives: Extrinsic motives



From the chart, it showed that the highest extrinsic motives that encouraged male and female student teachers to become a teacher was 'It provides a good social status' (58.6%). Then it was followed by 'Being a teacher as stepping stone' (44.9%). On the other hand, 'I have no other choice' (27.0%) reason was considered as the lowest motive that influenced them to become a teacher.

#### Data of student teachers' motives based on gender and parent's job

In this case, the researcher tried to explain student teachers' motives from close-ended questionnaire in which it was related to demographic background of participants. From 9 items in demographic background, the researcher just chose gender and parents' jobs to be identified more detail. Gender and parents' jobs were chosen because there

were assumptions that males and females have different motives to become a teacher and parents' job have big influence to student teachers' decisions. The following parts will describe student teachers' motives based on gender and parent's jobs.

#### Student teachers' motives based on gender

Table 2: Altruistic Motives

ALTRUISTIC MOTIVES	Strongly agree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
I love to work with children	15,9 %	20,0 %	46,8 %	46,2 %	25,5 %	26,2 %	9,5 %	6,2 %	2,3 %	1,5 %
I have a desire to help children succeed	37,3 %	38,5 %	54,1 %	52,3 %	7,3 %	7,7 %	0,9 %	1,5 %	0,5 %	0,0 %
I want to shape future of children	40,5 %	41,5 %	51,8 %	46,2 %	6,4 %	10,8 %	0,9 %	1,5 %	0,5 %	0,0 %
I want to enhance social equity	27,7 %	35,4 %	56,8 %	46,2 %	13,6 %	16,9 %	1,4 %	1,5 %	0,5 %	0,0 %
I have a desire to contribute to society	32,7 %	30,8 %	55,9 %	53,8 %	10,5 %	13,8 %	0,5 %	1,5 %	0,5 %	0,0 %
It has a socially worthwhile job	58,2 %	50,8 %	38,6 %	43,1 %	2,3 %	4,6 %	0,5 %	1,5 %	0,5 %	0,0 %
I want to fulfill a mission	26,8 %	26,2 %	43,6 %	38,5 %	22,7 %	33,8 %	3,6 %	0,0 %	1,4 %	1,5 %
It is like to answer a calling	15,9 %	15,4 %	39,1 %	33,8 %	33,6 %	40,0 %	8,6 %	7,7 %	2,3 %	3,1 %

From the table, it showed that male and female student teachers had different reasons that influenced them to become a teacher. The data stated that males were more influenced by 'I have a desire to contribute to society' (53.8%) as the highest motive, while females were more influenced by 'It has a socially worthwhile job' (58.2%). On the other hand, 'I want to fulfil a mission' (38.5%) was considered as the lowest motive by male student teachers, while female student teacher chose 'It is like to answer a calling' (39.1%) reason as the lowest motive that encouraged them to become a teacher.

**Table 3: Intrinsic motives**

INTRINSIC MOTIVES	Strongly agree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
I am interested in teaching activity	19,5 %	13,8 %	48,6 %	41,5 %	25,9 %	36,9 %	4,1 %	6,2 %	1,8 %	1,5 %
I am interested in applying my subject	26,8 %	27,7 %	55,9 %	50,8 %	13,6 %	15,4 %	3,2 %	6,2 %	0,5 %	0,0 %
To be a teacher fits my personality	10,5 %	12,3 %	30,9 %	23,1 %	45,5 %	41,5 %	10,0 %	20,0 %	2,3 %	3,1 %
Being a teacher can lead on to other jobs in the future	16,8 %	20,0 %	44,5 %	46,2 %	33,2 %	30,8 %	4,5 %	3,1 %	0,5 %	0,0 %
I am inspired by good teachers (role models)	30,5 %	23,1 %	41,4 %	33,8 %	22,7 %	29,2 %	4,5 %	10,8 %	0,5 %	1,5 %
It offers opportunities	28,6 %	13,8 %	51,8 %	67,7 %	18,2 %	15,4 %	1,4 %	3,1 %	0,0 %	0,0 %

From the table, it showed that male and female student teachers had different reasons that influenced them to become a teacher. The data stated that males were more influenced by 'It offers opportunities for my academic development' (67.7%) as the highest motive, while females were more influenced by 'I am interested in applying my subject' (55.9%). On the other hand, both male and female student teachers had the same opinion in which 'I am inspired by good teachers (role models)' (33.8% male, 41.4% female) was considered as the lowest reason that influenced them to become a teacher.

**Table 4: Extrinsic motives**

EXTRINSIC MOTIVES	Strongly agree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	M	F	M	F	M	F	M	F	M
Being a teacher offers good salary/better	14,1 %	12,3 %	43,2 %	43,1 %	35,0 %	41,5 %	5,9 %	0,0 %	0,5 %	3,1 %

r future											
Being a teacher offers long holidays	10,9 %	12,3 %	28,2 %	29,2 %	42,3 %	38,5 %	14,1 %	15,4 %	2,7%	4,6%	
Being a teacher offers more time for family	21,8 %	20,0 %	43,6 %	41,5 %	27,7 %	30,8 %	5,9%	3,1%	0,5%	4,6%	
Being a teacher as stepping stone for a future career	12,3 %	16,9 %	45,0 %	44,6 %	35,9 %	33,8 %	4,5%	3,1%	0,9%	1,5%	
It provides a good social status	19,5 %	15,4 %	58,6 %	58,5 %	18,6 %	26,2 %	2,3%	0,0%	0,5%	0,0%	
It offers a job security	10,9 %	9,2%	44,5 %	35,4 %	37,3 %	49,2 %	6,4%	4,6%	0,5%	1,5%	
I have no other choice	8,6%	4,6%	12,3 %	12,3 %	24,5 %	32,3 %	27,7 %	24,6 %	23,6 %	26,2 %	

Last, the data showed that both male and female student teachers had the same opinion in which *'It provides a good social status reason'* (58.5% male, 58.6% female) was considered as the highest extrinsic motive that encouraged them to become a teacher. Furthermore, they also stated that *'I have no other choice'* (32.5% male, 27.7% female) as the lowest reason that influenced them to be a future teacher.

#### Data of student teachers' motives based on parents' job

In this study, parents' jobs of participants were divided into two groups: teacher (T) and non teacher (NT) (soldier, entrepreneur, farmer, etc). These categories were made to find out the differences between student teachers' motives with different background of family, specifically their parents' jobs.

Table 5: Altruistic motives

ALTRUISTIC	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	T	NT	T	NT	T	NT	T	NT	T	NT
I love to work with children	9.8 %	18.0 %	63.4 %	43.9 %	22.0 %	26.2 %	4.9 %	9.4 %	-	2.5 %
I have desire to help children succeed	36.6 %	37.7 %	53.7 %	53.7 %	7.3%	7.4%	2.4 %	0.8 %	-	0.4 %



I want to shape future of children	34.1 %	41.4 %	61.0 %	49.2 %	2.4%	8.2%	2.4 %	0.8 %	-	0.4 %
I want to enhance social equity	26.8 %	30.3 %	53.7 %	54.1 %	17.1 %	13.9 %	2.4 %	1.2 %	-	0.4 %
I have a desire to contribute to society	34.1 %	32.0 %	58.5 %	54.9 %	7.3%	11.9 %	-	0.8 %	-	0.4 %
It has a socially worthwhile job	53.7 %	57.0 %	46.3 %	38.5 %	-	3.3%	-	0.8 %	-	0.4 %
I want to fulfill a mission	36.6 %	25.0 %	39.0 %	43.0 %	22.0 %	25.8 %	-	3.3 %	-	1.6 %
It is like to answer a calling	7.3 %	17.2 %	39.0 %	37.7 %	43.9 %	33.6 %	4.9 %	9.0 %	4.9 %	2.0 %

From the table, the data showed that student teachers who their parents were teacher (T) considered *'I love to work with children'* (63.4%) as the highest motive that encouraged them to become a teacher. On the other hand, in the non-teacher group or student teachers who their parents were non-teacher (NT) considered *'It has a socially worthwhile job'* (57.0%) as the highest motive that influenced them to become a teacher.

**Table 6: Intrinsic motives**

INTRINSIC	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	T	NT	T	NT	T	NT	T	NT	T	NT
I am interested in teaching activity	9.8%	19.7 %	56.1 %	45.5 %	24.4 %	29.1 %	7.3 %	4.1%	2.4 %	1.6 %
I am interested in applying my subject	17.1 %	28.7 %	53.7 %	54.9 %	24.4 %	12.3 %	2.4 %	4.1%	2.4 %	-
To be a teacher fits my personality	9.8%	11.1 %	24.4 %	29.9 %	51.2 %	43.4 %	9.8 %	12.7 %	4.9 %	2.0 %
Being a teacher can lead on to other jobs in the future	17.1 %	18.0 %	36.6 %	45.9 %	46.3 %	30.3 %	-	4.9%	-	0.4 %
I am inspired by good teachers (role	29.3 %	29.1 %	34.1 %	40.6 %	34.1 %	22.1 %	2.4 %	6.6%	-	0.8 %

models)										
It offers opportunities for my academic development	22.0 %	25.8 %	58.5 %	54.9 %	19.5 %	17.2 %	-	2.0%	-	-

From the table, the data showed that both student teachers who their parents were teacher (T) student teachers who their parents were non teacher (NT) had the same opinion in term of intrinsic motives. 'It offers opportunities for my academic development' (58.5% T, 54.9% NT) was considered as the highest intrinsic motive that influenced and encouraged them to become a teacher.

**Table 7: Extrinsic motives**

EXTRINSIC	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	T	NT	T	NT	T	NT	T	NT	T	NT
Being a teacher offers good salary/better future	14.6 %	13.5 %	51.2 %	41.8 %	29.3 %	37.7 %	2.4 %	4.9 %	-	1.2 %
Being a teacher offers long holidays	24.4 %	9.0 %	26.8 %	28.7 %	29.3 %	43.0 %	14.6 %	14.8 %	2.4 %	3.3 %
Being a teacher offers more time for family	22.0 %	21.3 %	43.9 %	43.0 %	26.8 %	28.7 %	4.9 %	5.3 %	-	1.6 %
Being a teacher as stepping stone for a future career	9.8 %	13.9 %	56.1 %	43.0 %	31.7 %	36.1 %	-	4.9 %	-	1.2 %
It provides a good social status	12.2 %	19.7 %	70.7 %	56.6 %	14.6 %	21.3 %	2.4 %	1.6 %	-	0.4 %
It offers a job security	12.2 %	10.2 %	51.2 %	41.0 %	34.1 %	41.0 %	2.4 %	6.6 %	-	0.8 %
I have no other choice	12.2 %	7.0 %	22.0 %	10.7 %	14.6 %	28.3 %	22.0 %	27.9 %	22.0 %	24.6 %

From the table, the data showed that both student teachers who their parents were teacher (T) student teachers who their parents were non teacher (NT) had the same opinion in term of extrinsic motives. 'It provides a good social status' (70.7% T, 56.6% NT) was considered as the highest intrinsic motive that influenced and encouraged them to become a teacher.

## DISCUSSION

The following part will discuss the findings of student teachers' motives under altruistic, intrinsic, and extrinsic motives generally based on the questionnaire; and student teachers' motives specifically related to demographic background of participants (gender and parents' job). In term of student teachers' motives, the data showed an interesting finding (surprising result). The findings of this study stated that extrinsic motives (It provides a good social status – 58.6%) were chosen as the highest factor that influenced and encouraged male and female student teachers to become a teacher as a career. Then it was followed by altruistic motives (It has a socially worthwhile job – 56.5%) and intrinsic motives (It offers opportunities for my academic development – 55.4%). The findings of this study were quite different with the previous studies in which altruistic motives were chosen as the highest factor that influenced and encouraged the participants to become a teacher (King, 1993; Snyder, Doerr, & Pastor, 1995; Johnston, Mceown, Mcewen, 1999; Schuts, Crowder, & White, 2001; Hobson et al., 2004; Pop & Tunner, 2009; Manuel & Hughes, 2006; Kilinc, Richardson, & Watt, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012).

In term of gender differences, the findings were quite different with the previous studies in which it was found that 129 (58.6%) female student teachers chose "Agree" to become a teacher because *It provides a good social status* (extrinsic motives) as the highest motive to become a teacher. Then it was followed by 128 (58.2%) female student teachers chose "Strongly Agree" to become a teacher because *It has a socially worthwhile job* (altruistic motive). Whereas, there was an interesting finding in which *Being a teacher offers more time for family* reason was just considered by 96 (43.6%) female student teachers. From the study, the data stated that the findings of this study were different with the previous studies in which most of females chose to become a teacher because teaching hours fit with the responsibilities of having family and part-time teaching could allow more family time (Bruinsma & Canrinus, 2012; Kilinc, Watt, & Richardson, 2012).

On the other hand, the study found that 44 (67.7%) male student teachers chose "Agree" to become a teacher because *It offers opportunities for my academic development* (intrinsic motive) as the highest motive to become a teacher. Then it was followed by 38 (58.5%) male student teachers chose "Agree" to become a teacher because *It provides a good social status* (extrinsic motive). Whereas, "*Being a teacher offers good salary/better future*" reason was just considered by 28 (43.1%) student teachers. More, this study found different reasons of student teachers especially male in which they did not place financial incentives as the first reason to become a teacher. These findings were not in line with the previous studies in which males chose to become a teacher because extrinsic motives like salary and social status (Richardson & Watt, 2006; Low, Lim, Ch'ng, & Gob, 2011). In brief, student teachers' motives are not always the same as the previous studies. There are many reasons that influence them to become a teacher along with the times. For example, today females are not always at home, they try to explore their ability out of home (career women). On the other hand, males are not always related to financial incentives when they consider finding out a job. Sometimes, they do it because they have other reasons.

Furthermore, the findings showed that there were some differences between student teachers' reasons who their parents' job were a teacher (1<sup>st</sup> group) and non teacher (2<sup>nd</sup> group). In this study, it was found that 29 (70.7%) participants from 1<sup>st</sup> group stated *It provides a good social status* (extrinsic motive) as the highest reason.

Then it was followed by 26 (63,4%) participants chose *I love to work with children* (altruistic motive), and 25 (61,0%) participants chose *I want to shape future of children* (altruistic motive). The findings of this study showed that participants perceived teaching profession as a good status. It might be caused they saw their parents as a teacher. In this case, the findings were quite different with the previous studies in which the participants did not mention their parents as their inspiration to become a teacher. On the other hand, in the 2<sup>nd</sup> group, 139 (57,0%) participants chose *It has a socially worthwhile job* (altruistic motive) as their main reason to become a teacher. Then it was followed by 138 (56,6%) participants chose *It provides a good social status* (extrinsic motives). Their reasons might be influenced by family background of participants, especially parents' job. The previous study conducted by Richardson and Watt (2006) stated that a greater concentration of student teacher came from the lower parent income. Although in the second group the parents' job of participants were non teacher, it did not mean that their parents had a lower income. In brief, parents' jobs gave a big contribution to student teachers' decisions for becoming a future teacher.

Overall, it can be said that almost of student teachers chose to become a future teacher not from themselves, but because other reasons out of teaching activity. The government and education practitioners have to consider the effects that may happen in the future. As we know that student teachers' motives to become a teacher can give influence to their commitment in the future. Student teachers who place altruistic or intrinsic reasons as their main motives can be said that they are interested in teaching profession and they may have a good commitment for their career in teaching in the future (Serow, 1994 as cited in Snyder, Doerr, & Pastor, 1995). But student teachers who place extrinsic reasons as their main motives may struggle to stay in the teaching profession because actually they are not interested in teaching rather they choose to become a teacher because the reasons out of teaching itself like salary, social status and others (Yong, 1995). In brief, student teachers' motives have big contribution to the development of teaching profession in the future.

## CONCLUSION

The aim of this study was to analyze the student teachers' motives to become an English teacher as a career at one public university in Jambi. Based on the findings in the demographic survey, it was known that most of student teachers who chose to become a teacher came from out of Jambi city, female and most of their parents' job were a non teacher. In term of student teachers' motives, it was found that the highest motives chosen by students were (1) Extrinsic Motives: *It provides a good social status* (58,6%), followed by (2) Altruistic Motives: *It has a socially worthwhile job* (56,5%), and (3) Intrinsic Motives: *It offers opportunities for my academic development* (55,4%).

Based on the findings of the study, the researchers suggested to student teachers to pay attention to what reasons they chose to become a teacher. Their reasons were very important to make them stay on the teaching profession. Beside that, the researcher also suggested to education practitioner or lecturer to give motivations to students teachers to become a good teacher in the future. The students needed to be motivated in term of their motives to become a teacher as future career. Because student teachers' commitments to be a teacher depend on their motives when deciding to enter teacher education study program. On the other hand, the government should consider and give more attention to student teachers as teacher generations in the future, and also to

teaching profession itself. Finally, this study was useful to the further research to do this kind of research for better education, especially teaching profession.

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