

CHAPTER I

INTRODUCTION

This is a study of the teachers' motivation. This chapter covers the background of the study, the research questions, the aims of the study, the significance of the study, the scope of the study, and the operational definitions of terms.

1.1 The Background of the Study

Nowadays, education in Indonesia has advanced by leaps and bounds. A qualified education is a key condition for realizing an advanced, modern, and prosperous nation. Education is an essential element for creating resources that are qualified, intelligent, peaceful, open, democratic and able to compete and to improve the welfare of all citizens of Indonesia. With the quality of the resources, Indonesia is expected to face many changes and challenges of globalization today and the future. The education system should always be reviewed and corrected due to its importance to improving the quality of the human resources.

In the education system, there are some essential indicators that determine the quality of the education; among others are teachers, students, curriculum, facilities, staff, management and the environment. And among the indicators, teachers play a major role in the development of education, particularly organized formally in school. Related to this, Sardiman (1992) suggests that the teacher is one of the human components in the learning process, who have a role in the potential formation of human resources in the field of development. Moreover, the teacher is one of the most important parts which get involved and have a direct contact with the educational process itself (Yustiawan & Nurhikmahyanti, 2014). In essence, the implementation and success of the educational process at all types and levels of education are determined by the qualified teachers and later by other supported elements. Thus, in an effort to realize the goals of education and efforts to improve the quality of education, the teacher is the first component that should be promoted in advance and developed continuously.

The position and role of teachers in promoting the dignity of teachers as agents of learning and the quality of education lead to a demand for teachers to meet qualifications. Teachers are not only required to have the academic qualifications but also to have the competence to realize the national education. Competences included therein are pedagogical competence, personality competence, social competence, and professional competence acquired through professional education. These are all important because teachers are agents of learning in early education, elementary education, as well as mid-level.

However, UNESCO report on Education For All Global Monitoring Report (EFA-GMR), Education for All Development Index or The Education for All Development Index (EDI) Indonesia in 2014 was ranked 57 out of 115. In addition, Zen (2014), education observer laid out that the results of Initial Competence Test (UKA) and the Teacher Competence Test (UKG) is now below the average, and especially English competence, its result only reached 58%. It seems that one cause of the decline in Indonesia's ranking in the development index and competence is the low quality of the teachers.

Various attempts have been made to improve the quality of the teachers through the improvement and professional development program of the teaching profession. One of the efforts that the government has done is to implement a teacher certification program in accordance with the Indonesian Government Regulation No. 74 of 2008 on teachers, paragraph 1, item 3 explains that the "Certification is a certification process for teacher educators". Later in point 4 states ", teacher certification is evidence given formal recognition to teachers as professionals ". But the certification is not improving the teachers' competence; student learning outcomes also do not improve (World Bank, 2014). It implies that the certification does not automatically improve the quality of the teachers, especially in terms of the teachers' competence. It means that there is another thing to consider in this regard, namely the teachers' motivation. As proclaimed by Abdo (2001), the strength of a nation depends on the high quality of the education system. The strength of the system depends on the highly qualified and motivated teachers. In other words, the motivation is believed to be the foundation for developing the competence of the qualified teachers.

The research conducted by the Organization for Economic Cooperation and Development (OECD) in 1994 also confirmed the importance of the teachers' motivation towards their work. The research conducted by Voluntary Service Overseas (VSO) in U.K in 2002 also stated that the teachers' motivation at the present moment has been fragile and declining. This study also shows that the teachers' motivation, teacher performance and the quality of education have a strong relationship. But in fact, the teachers' motivation has not been the primary concern of national and international policy makers. The factors that trigger the lack of teachers' motivation should be considered by the policy makers. It is intended to create educational success (VSO, 2002). Based on these reports, it can be assumed that the teachers' motivation is a significant concern and need to be investigated.

Despite the significant role of the teachers' motivation in the education context, to date it has received less attention in educational psychology; with some publications discuss the nature of the motivation for teaching (Dornyei & Ushioda, 2011). Several reports from different countries say "that teachers are not motivated to teach and this tendency is actually getting worse" (Dornyei & Ushioda, 2011). They also added that the numerous studies of research in the field of language teacher motivation are still rare, especially dealing with the previous studies on teachers' motivation in Indonesia (See Appendix 8).

Thus, far more research is needed to do this important issue on the significance of teachers' motivation in education, particularly in language learning as suggested by Dornyei (2001). Some work was done on related issues such as job satisfaction of teachers, stress, and burnout (Dinham & Scott, 2000; Evans, 1998, 2001; Zhang & Sapp, 2008). And in the past five years, there were numerous international studies conducted on the topic of motivation (Adjei & Amofa, 2014; Akar, 2012; Alam & Farid, 2011; Bantea, 2012; Can, 2015; Erkaya, 2013; Liu & Onwuegbuzie, 2014; Leech, Haug & Bianco, 2015; Moon & Harris, 2016; Padhy, et al, 2015; Rao, 2016; Shah, et al, 2012; Seebaluck & Seegum, 2013; Tekin, 2015; Yuce, et al, 2013; and Wagner & Imanuel-Noy, 2014).

There were also some studies done in Indonesia on the topic of the motivation in the past five years as well (see Appendix 9 for detail) but little

research has been done to investigate, particularly in the context of EFL senior high school teachers in Indonesia, as can be shown from the following table.

Table 1.1 Lists of Empirical Studies on EFL Teachers' Motivation in Indonesian Senior High School Context

Year	Researcher	Aim(s) of the research	Participant(s)/ Region	Research Approach/ Design/Instrument
2011	Wati, H	(1) This study intends to identify the effectiveness of the English teachers training program of elementary school English teachers in Riau province, Indonesia. (2) to identify the further needs of the English teachers in attending the training program	55 English teachers Elementary & secondary school Riau	Quantitative and qualitative Questionnaire, semi-structured interview
2013	Astuti, S. P	To explore teachers' and learners' perceptions of motivational teaching strategies in high school Indonesian context.	4 English Teachers & 4 students (Secondary High School) Padang	Qualitative Approach Case Study Semi-structured interview, classroom observations, stimulated recalls, focus group interview
2016	Astuti, S. P	To investigate how teachers implemented motivational teaching strategies and the impact of these strategies on students' motivation.	4 English Teachers & 4 students (Secondary High School) Padang	Qualitative Approach Case Study Semi-structured interview, classroom observations, stimulated recalls, focus group interview

From the descriptions of the studies done on teachers' motivation above, it can be shown that so far only three (3) studies conducted published in a peer-reviewed journal within \pm five (5) years relating to the level of the schooling, senior high school. With regard to region, all studies were conducted in the city, not in the urban area which the writer did in this current study. Very few studies have been done to investigate why some teachers can be motivated in working and living conditions, as in urban area, for the majority of the teachers do not presume this place to be conducive to an effective workout.

Dealing with the aim(s) of the research, they were not similar to what the writer conducted in this current study. For example, Wati (2011) identified the

teacher training program as a way to enhance the teachers' motivation. Astuti (2013, 2014) investigated the perceptions of motivational teaching strategies and its implementation in the teaching and learning process. This current study explored the level of teachers' motivation, factors that trigger the teachers' motivation as the conceptualization of teachers' job commitment and teachers' job satisfaction, the contribution of teachers' motivation to the teachers' competence and how teachers' motivation was reflected in teaching and learning activities to enhance the teachers' competence. Based on this limited studies conducted on teachers' motivation, specifically on teachers' motivation and teachers' competence, it makes the author stimulated to explore the topic above. In addition, dealing with the research design, the three studies utilized either quantitative or qualitative. This makes the writer be interested in conducting this current study by utilizing the mixed-method design to add the existing of the body of knowledge on research methodology.

This current study was conducted in Binjai where it is still a new region and needs much improvement, especially in education. Based on the data gained from Dinas Pendidikan Kota Binjai, the score of Senior High School English teachers' Competence Test was 58.30. This score, for certain, was far from expectations. The researcher also considered that Binjai is a reasonable area to conduct the study due to its different backgrounds. In addition, it is a newly established city in the Northern part of the island of Sumatera in Indonesia and it is familiar and easier for the writer to conduct the study which aimed to probe the teachers' motivation and teachers' competence by applying the theoretical assumptions proposed by Maslow (1987) which is the Hierarchy of Needs Theory and Herzberg's Hygiene Theory proposed by Frederick Herzberg (1966).

Having the intention to investigate the phenomenon of teachers' motivation, the researcher of this study found that this study is a worthy investigation to conduct. Teachers' motivation issues are significant to explore to build the consistent, to clarify conflicting findings, and to develop new research guidelines area of research (Müller & Hanfstingl, 2010). The researcher intends to explore the motivation of EFL teachers who are native to Bahasa Indonesia, their commitment, as well as their satisfaction in urban schools, as proposed in the title

of "Indonesian EFL Teachers' Motivation (A study at Urban Senior High Schools in Binjai, North Sumatera)".

1.2 The Research Questions

Since the writer was interested in English teachers' motivation in the teaching and learning process, the problems of this study were as follows:

For the first, quantitative phase of this study, the research questions were:

1. What is the level of English teachers' motivation at urban schools in Binjai, North Sumatera?
 - a. What motivation do the English teachers possess?
 - b. What are the factors triggering the English teachers' motivation in the teaching and learning in urban schools in Binjai, North Sumatera?
2. What is the level of English teachers' competence at urban schools in Binjai, North Sumatera?
3. Are there any significant contributions of teachers' motivation to the teachers' competence in the English teaching and learning in urban schools in Binjai, North Sumatera?

For the second, qualitative phase of this study, the research question is:

4. How is the teachers' motivation reflected in the English teaching and learning in urban schools in Binjai, North Sumatera?

1.3 The Aims of the Study

1.3.1 General Aim

The general aim of this study was to explore the EFL teachers' motivation with respect to the teachers' job commitment and job satisfaction and its relation to teachers' competence at senior high schools level at urban areas in Binjai, North Sumatera and how the EFL teachers' motivation impact the teachers' competence in teaching and learning.

1.3.2 Specific Aims

The specific aims of the study:

1. To find out the level of EFL teachers' motivation at urban schools of North Sumatera

2. To find out what motivation EFL teachers possess
3. To investigate the factors that trigger EFL teachers' motivation in the English teaching & learning at urban schools of North Sumatera
4. To find out the level of EFL teachers' competence at urban schools of North Sumatera
5. To find out whether any significant contributions of EFL teachers' motivation with respect to the teachers' job commitment and teachers' job satisfaction to the teachers' competence in the English teaching and learning at urban schools of North Sumatera or not
6. To explore the EFL teachers' motivation with respect to the teachers' job commitment and satisfaction reflected in the English teaching and learning at senior high school levels in Binjai, North Sumatera.

1.4 The Significance of the Study

The findings of the study were expected to be useful in some ways as the following:

1. Theoretical significance

This research was expected to contribute theoretically to the theory of motivation, especially the teachers' motivation in the EFL teaching and learning in urban schools by filling the gap between how teachers' motivation and competence relate to each other, especially in the Indonesian EFL context. Thus, it is also expected that this study provides a general condition of how teachers' motivation and competence take place in the Indonesian EFL high school in urban areas.

2. Practical significance

- a. For teachers

- It was expected that this finding of this study would be beneficial for the teachers in the enhancement to improve their motivation to be more committed and dedicated to teaching in urban schools where there were more challenges and difficulties faced by the teachers
- The findings would also be of importance to teachers as they would get to know the different factors trigger their motivation. This would help

them in deciding to adjust to the prevailing situations to improve the performance of students.

- The findings of this study would be necessary to improve teachers' motivation by looking at the problem as a whole, as a compilation of several inter-related factors. But first and foremost is by listening from the teacher about what their challenges and needs are. Giving the teacher a voice and hearing that their worries should be the first action. Furthermore, each intervention must be tailored to the needs of the teacher.

b. For students

It was expected that this study would contribute to the students' motivation in the English teaching and learning.

3. Professional significance

- The researcher invites relevant parties to concern with the teachers' motivation and competence in Indonesian senior high schools.

- This study will be of importance for the school to highlight the factors that influence the teachers' motivation. With this information, the school management can produce better ways to increase the teachers' motivation.

- The study findings may be beneficial to policy makers like members of parliament and district councilors as they will be made aware of how motivation affects the teachers' competence, and administrators like District education officers, inspectors of schools and head teachers will ensure effective management of motivation to yield competent teachers. Teachers will get more competent to their jobs when motivation factors are managed well as a result of the study findings. Future researchers may refer to the study to find out researchable areas or use it as a literature source. This study is of significance to the teachers' recruitment.

1.5 The Scope of the Study

This study was restricted on addressing the EFL teachers' motivation in the teaching and learning in urban schools. There were a lot of factors in contributing the English teachers' motivation in the teaching and learning. In narrowing the study, it was limited dealing with the teachers' motivation with

regards to the teachers' job commitment and teachers' satisfaction to the teachers' competence at urban schools in Binjai, North Sumatera.

This current study focused on teachers' motivation of 42 English teachers working at 19 private and 7 public Senior High Schools in Binjai, North Sumatera. The number of participants was small; consequently, this study was limited in scope. At the time that the English teachers were gathered for the study, there were 73 teachers, but only 42 teachers volunteered to participate in the study. Because of that, the findings can only be generalized to EFL teachers that are similar to those in this sample and from this particular region, at best. Also, this sample represented only one group of EFL teachers in Indonesia. There are several other groups; elementary, junior high, senior high school and Islamic school teachers; university teachers; and language courses/school teachers. The results might have been different had the sample included teachers from a wider variety of schools

The study on the teachers' motivation was confined to Binjai, North Sumatera in Indonesia. The findings from a small sample from one division of the study were generalized to other parts of the country with caution. This is because conditions in other areas not covered by the study may be different from that of the setting covered. The study was also limited to English teachers, public, and private senior high schools. It excluded the view of the students, parents, Ministry of Education Department who may have a stake in the school.

1.6 Operational Definitions of Terms

1.6.1 Motivation

This study considered the definition of motivation as the teachers' energizer of behavior to stay motivated by having commitment and satisfaction to achieve their professional goals and perform their duties that the students would be encouraged in the English teaching and learning process, even in the challenging conditions, as in urban schools where many difficulties and challenges were faced by the teachers and the students as well.

1.6.2 Teachers' Motivation

According to Peretomode (1991) teachers' motivation is related to a purposive and goal-directed behavior, performance and attitude towards work. It is included to consider factors such as differences in the physiological, psychological and environmental differences of the employees. It also leads to job satisfaction defined as a feeling (whether good or bad) of a person' job and work environment.

In this current study, the variable of the teachers' motivation involved the teachers' job commitment and teachers' job satisfaction based on the Theories of Maslow's Hierarchy-Needs and Herzberg-Hygiene.

1.6.3 Teacher

Majassan (1995) stated that teachers are those who teach, construct, instruct, train and lead the students to the healthy growth and stable adult life. This is supported by Denhardt & Aristigueta (2008) saying that a teacher also is someone who instructs others or provides activities and guidance materials that facilitate learning in both formal and informal situations. A teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge and innovation, and guiding learners to go through the process of learning. For that reason, teachers are required to perform tasks consistently, creatively; it requires great vitality and commitment (Denhardt & Aristigueta, 2008).

In this study, teachers as the participants include those who work whether at the public school or private school as the full timers and they only teach in one district.

1.6.4 Teachers' Job Commitment

The definition of commitment varies depending on the context in which it is analyzed. Leithwood, Menzies, & Jantzi (1994) describe that commitment includes a psychological state that identifies individual objects which are closely related to a desire to get involved with. While Reichers (1985) says that commitment affects the length of employees in an organization; committed employees are more likely to live longer with the organization. Teachers'

commitment, especially in the context of public schools, releases a positive impact on student success (Riehl & Sipple, 1996).

In this study, the researcher focuses on the teachers' commitment proposed by the theory of Maslow's Hierarchy Needs stating that if the teachers' needs are fulfilled, the teachers' commitment to their profession is more likely to achieve. In his Hierarchy of Needs Theory, Maslow (1987) describes that the human needs function at various levels, from basic biological necessities such as the need of food to higher level needs, such as self-development and self-fulfillment. The teachers' motivation most likely will be enhanced when teachers' needs are fulfilled.

1.6.5 Teachers' job satisfaction

The researcher uses the notion of teachers' satisfaction to refer to the teachers' attitude including perception and feelings towards their job. It simply refers to the teachers' attitudes, perceptions, and feelings that they have towards their job. It also refers to the feeling of the teacher to do his/her job whether he/she does it happily or not. Bateman and Organ (1983) use the positive attitude of teachers towards their job to describe the term of satisfied dimension.

In this study, the conceptualization of teachers' satisfaction of their job is linked to Herzberg's Theory. Herzberg's Hygiene Theory offered by Frederick Herzberg (1966) explains that there are two categories of human needs: hygiene needs and motivation needs. According to Herzberg's Two Factor Theory, several factors provide real motivation for the teachers so they get satisfied in working. The factors are the appreciation of teachers' accomplishment, job improvement, works itself, advancement, environment place to work/teach, managerial support, relationship with supervisors, company policy and administration, achievement, working conditions.

1.6.6 Teachers' competence

The teacher is a cognitive agent of moral and political, social equality and education and the innovators (Hamalik, 2008). Competent teachers will be able to

create an effective learning environment, fun, and will be better able to manage the class so that students learn at the optimum level (Hamalik, 2008).

In this study, the definition of the competence is based on the Law Number 14 in 2005 on Teachers and Lecturers stating that competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and controlled by the teacher or lecturer in performing the duties of professionalism. The competence in this current study included just two of the four competence namely pedagogical competence and professional competence in accordance with the test that the teachers should take, namely UKG, Uji Kompetensi Guru (test of teacher's competence).

1.6.7 Urban Schools

Urban and rural definitions vary from country to country. It is difficult to make generalizations and international comparison of urbanization (Tacoli, 1998; Cohen, 2006). In Indonesia, there are two alternative definitions of "urban". First, the administration in which the local government units (city) is given the official status as a city. The other is functional, in which each of the smallest administrative units (villages or village) is given a functional urban or rural status in accordance with their own characteristics (Firman, 2007). By definition, of course, urban schools are located in large central cities. In this study, urban schools are defined as schools that are in Binjai where the area is divided into five sub-districts namely schools in Binjai city, North Binjai, West Binjai, South Binjai and East Binjai.

1.7 Organization of the Paper

This study is organized into six chapters. Each chapter is subdivided into subtopics that further elaborated the investigated issues. Chapter one is the introduction of the paper. This chapter highlighted the nature of the study, including the background of the study, the research questions, aims of the study, significance of the study, the limitation of the study, and the organization of the paper.

Chapter two is the review of theoretical foundations. It covers the motivation, teacher's motivation, teachers' job commitment, teachers' job satisfaction. The information presented in this chapter became the base of the study.

Chapter three is the research methodology of the study. In this chapter, research design, research method of the study, rationale for the method, study area, study population, participant, sampling techniques, quantitative phase, participant selection and qualitative phase were further discussed.

Chapter four is about findings and discussion of the quantitative data. It contains the findings of the participants' background, the level of the participants' motivation, the dimension of motivation the participants possess, the level of the participants' competence, the contribution of the EFL teachers' motivation towards the teachers' competence.

Chapter five is the findings and discussions of the qualitative and integrative data. It elaborates the interpretation and integration of the results of quantitative phase and the qualitative phase presented in Chapter Four.

Chapter Six is the conclusion and recommendation. It highlights the major findings, their implications, and the writers' recommendation. Reference and appendices ended the paper.