

CHAPTER VI

CONCLUSIONS, LIMITATIONS, & RECOMMENDATIONS

This parts of the study deals with the conclusion drawn on the basis of the findings and recommendations which are considered to be useful to enhance the teachers' motivation as indicated by the teachers' job commitment and teachers' job satisfaction in improving the teachers' competencies in public and private secondary schools of Binjai, North Sumatera.

6.1 Summary of Findings

The main purpose of this study was to explore the EFL teachers' motivation with respect to the teachers' job commitment and job satisfaction to teachers' competence at senior high schools level at urban areas in Binjai, North Sumatera and how the EFL teachers' motivation is reflected in teaching and learning. In order to achieve this purpose, the study attempted to answer the following basic questions.

1. What are the levels of English teachers' motivation and competence at urban schools in Binjai, North Sumatera?
2. Are there any significant contributions of teachers' motivation to the teachers' competencies in the English teaching and learning at urban schools in Binjai, North Sumatera?
3. How is the teachers' motivation reflected in the English teaching and learning at urban schools in Binjai, North Sumatera?

To answer these research questions, a sequential explanatory mixed method was employed. To this effect, the study is conducted in 26 selected secondary schools in Binjai. A total of 73 English teachers were selected through convenience sampling technique to participate in the study. Furthermore, 42 teachers, consisting of 19 teachers from public schools and 23 teachers from private school, were selected since they volunteered in this current study. To gather necessary information on the issue, 42 questionnaires and test sheets were distributed to the teachers, and then 4 questionnaires were distributed to the

selected participants for the qualitative phase. In addition, the observation was conducted with 4 teachers to extract in-depth information regarding the teachers' job satisfaction, teachers' job commitment and teachers' competence.

The data collected from teachers through questionnaire were analyzed and interpreted by using descriptive statistics which included percentage, minimum and maximum score, range, class interval, Pearson product correlation coefficient and multiple regression analysis. The data gathered through open-ended items of the questionnaire and classroom observation were analyzed qualitatively using narrations to support the result obtained from the quantitative analysis.

On the basis of the analysis made on the data gathered through the above procedures, the major findings of the study are summarized as follows:

The respondents' characteristics showed that gender-wise, the respondents were dominated by females. Out of 42 teachers, 14(33.3%) teachers are male and 28 teachers (66.7%) are female. In terms of age 6(14%) of teachers are in the age 20-29, 30(71.4%) in the age bracket of 30-49 and 6(14.3%) above 50 respectively. The majority of teachers in Binjai are mostly under the age of 30 years old. Dealing with the qualification of teachers, 7(16.67%), 31(73.81%), 4(9.52%) of teachers had the diploma and degree holder in the above respectively. As the result reveals, the mass of teachers were the first-degree holder in Binjai senior high school. The service years <1(2%), 3-4(12%), 5-6(12%), >6(74%) of teachers have the service of below 1, 3-4, 5-6, > 6 and above respectively. As the result reveals, more teachers are in the service year of >6 years. It can be concluded that teachers in Binjai are most experienced.

In the quantitative phase of the study, it was found that the overall motivational levels of the forty-two teachers in the twenty-six schools surveyed were very high (83.33%). In this current study, the teachers' motivation was viewed with respect to the teachers' job commitment and teachers' job satisfaction. It was found that the teachers in Binjai had high commitment (80.95%) and satisfaction (50%) in teaching. In terms of teachers' job commitment, self-actualization need is the highest demand (81.27%) for the teachers in teaching. Meanwhile, recognition is the highest demand (86.19%) of the teachers' job satisfaction that the teachers need. Dealing with the teachers'

competence, the teachers in Binjai were found low (69.05%) in competence. It was found that the teachers in Binjai were low in pedagogical competence (57.14%) and professional competence (54.76%). It was known that the teachers' job commitment variable does not affect the teachers' competence. Meanwhile the teachers' job satisfaction variable affects the teachers' competence. It was also found that the teachers' job commitment and teachers' job satisfaction, as the dimensions of the teachers' motivation, simultaneously positive and significant impact on the competence of teachers in Binjai, North Sumatera. It suggests that teachers' motivation significantly contributes to the teachers' competence.

In the qualitative phase of the study, the high motivation of teachers is related to intrinsic factors owned by the teachers. The self-concept in relation to the job commitment is a factor which influenced the motivation. Teachers with high motivation have different self-concept from the teachers with low motivation. The better self-concept the teachers have, the better the motivation is, and the competence is getting better. The self-concept as a factor that affects the teachers' motivation has led to the highest level in Maslow's theory, namely self-actualization. Another point is that the findings of the working environment, both physical and non-physical, is the factor that can decrease the teachers' motivation. So attention should be paid to the working environment.

It was also discovered that the teachers' need for the fulfillment of the demands of the profession or the educational background, their demands of the religious nature, their intention to be a teacher, and the contextual condition of the school were the factors which motivated the teachers in Binjai, North Sumatera. Meanwhile, the working environment was the factor that could decrease the teachers' motivation.

6.2 Conclusions

This research began with the need to explore the EFL teachers' motivation with respect to the teachers' job commitment and job satisfaction to the teachers' competence at senior high schools level at urban areas in Binjai, North Sumatera and how the EFL teachers' motivation is reflected in teaching and learning. This current study derives its significance mainly from the contexts that there are no

reported studies on the teachers' motivation in Binjai, North Sumatera (at least in international journals) and there is very limited research about ESL/EFL teachers' motivation around the world as emphasized by Dornyei & Ushioda (2011) and Dornyei (2001). Drawing on the quantitative data in the form of questionnaire and test of competence from 42 teachers and qualitative data in the form of open-ended questionnaire and observation from 4 teachers, this study found the level of the teachers' motivation and competence, factors that trigger the teachers' motivation, the contribution of the teachers' motivation to the teachers' competence and how the teachers' motivation is reflected in the English teaching and learning activities.

In summary, some decisive points were indicated from this current study. First, a more extensive inclusion of motivation should be exposed and employed in the English teaching and learning activities. Second, the teachers should be provided the access to attend the regular training, workshop, and seminar as well. Facilitating into such activities, therefore could enhance, sharpen, and upgrade their skills, knowledge, and abilities, also enable them to be more competent and effective. Major efforts of educational institutions in Binjai should be undertaken and initiatives to have teaching training should be introduced. Third, the working environment should be taken into consideration so as not to be a negative factor affecting the teachers' motivation. It should be proportionally accommodated to create the conducive environment. The more conducive environment in view of the teachers' motivation in performing their duties and function, it would improve their competence in performing their duties and obligations. Last, during the recruitment of the teachers, pedagogical and professional competences should be given more focus and assessed on how those are related to the behavior.

6.3 Limitations

Some limitations weaved encompassing the researcher herself, the data, the participants, and the instruments as well. First, as an inexperienced researcher, she believed that there are many shortcomings here and there, especially in terms of theoretical modifications and the research method as well. Second, this study only involved data from Indonesia and compared the findings from Indonesia to

the international literature. Future studies should consider a simultaneous data collection both in developing and in developed countries and compare factors of the EFL teachers' motivation as a conceptualization of teachers' job commitment and job satisfaction. Third, this current study focused on the teachers' motivation of 42 teachers working at 19 private and 7 public 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, which is senior high school. 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. What is more, each teacher was only given the questionnaire without any interview. Had they been interviewed, the researcher might have collected more and different data.

6.4 Recommendations

Due to the limitations of the study, this study makes a significant contribution to the teachers' motivation literature by providing several new insights for future research. Longitudinal studies that begin by determining the teachers' motivation to be a teacher and the pre-service teachers' perception in teaching are necessary and compelling. Also, replicating this study with a wider variety of Indonesian teachers, such as Islamic teachers, or those from various other grade levels would build on the findings of this study. Further, replicating with a larger sample size and/or including a more in-depth analysis using qualitative methods would also build on the findings.

The results of this study have yielded quite a few implications for future research. The researcher would like to see similar studies having as participants not only Indonesian teachers who teach EFL in senior high school but also those who work with the student from elementary, universities and at public and private

schools/universities. Those would help to give a better idea of Indonesian EFL teachers' motivation. Additionally, it would be interesting if the survey were conducted with the different group of teachers to find out what motivated them and how their motivation could be enhanced because with a survey teachers would not have to think much about what to answer but choose what was true to them.

The writer suggests that future research should consider whether teachers who are not motivated with their jobs negatively affect students' academic performance and whether teachers who are motivated with their jobs have a positive impact on students' academic performance. Additionally, it would be interesting if a case study will be conducted to investigate the differences of the motivational level between EFL teachers and the teachers who teach other subjects, such as math, physics, biology, art and etc.

It would be interesting to focus on demographics and teacher motivation. Factors such as socioeconomic status of teachers, race of teacher or student, or whether the income of teacher is primary or secondary could offer more insight as to motivational factors for teachers.

Lastly, it would be interesting to see if the results of the study would be consistent with another sample in the state of Binjai, North Sumatera, using the same design, research questions, and instruments.