

**PRE-SERVICE ENGLISH TEACHERS' MOTIVATION TO PURSUE A
CAREER IN TEACHING**
A Case at English Education Department of Sultan Agung Islamic University

A FINAL PROJECT
**Submitted as a part of the requirements for the bachelor degree (Sarjana
Pendidikan) in English Education**



Written by :
Milcha Izza Siffana (31801700020)

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY
2021

VALIDATION

A FINAL PROJECT

Entitled

**PRE-SERVICE ENGLISH TEACHERS' MOTIVATION TO PURSUE A
CAREER IN TEACHING**

A Case at English Education Department of Sultan Agung Islamic University

Prepared and Presented by:


Milcha Izza Siffana

31801700020

has been approved by the advisor to be examined by the Board of Examiners.

Semarang, December 11, 2021

Advisor



Hartono, S.S., M.Pd.
NIK. 210496038

PAGE OF VALIDATION

A Sarjana Pendidikan Final Project on

**PRE-SERVICE ENGLISH TEACHERS' MOTIVATION TO PURSUE A
CAREER IN TEACHING**

A Case at English Education Department of Sultan Agung Islamic University

Prepared and Presented by:

MILCHA IZZA SIFFANA

31801700020

Defended before the Board of Examiners

On December 24th, 2021

and Declared Acceptable

Board of Examiners


Chairman : Hartono, S.S., M.Pd.

Secretary : Choiril Anwar, S.Pd., M.Pd.

Member : Nur Ekaningsih, S.Pd., M.Pd.

Semarang, 17 December 2021
Faculty of Languages and
Communication Science
UNNISULA

Dean


Kurniawan Yudhi N., S.Pd., M.Pd
NIK. 210013021

SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Dekan Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung (UNISSULA) Semarang menyatakan bahwa skripsi

Judul : Pre-Service English Teachers' Motivation to Pursue a Career in Teaching (A Case at English Education Department of Sultan Agung Islamic University)

Yang disusun oleh

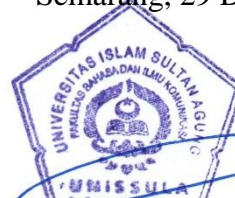
Nama : Milcha Izza Siffana

NIM : 31801700020

Program Studi : Pendidikan Bahasa Inggris

Telah memenuhi ketentuan dan persyaratan yang ditetapkan dan oleh karenanya disetujui untuk disahkan.

Semarang, 29 Desember 2021



Kurniawan Yudhi N., S.Pd., M.Pd.
NIK 210813021

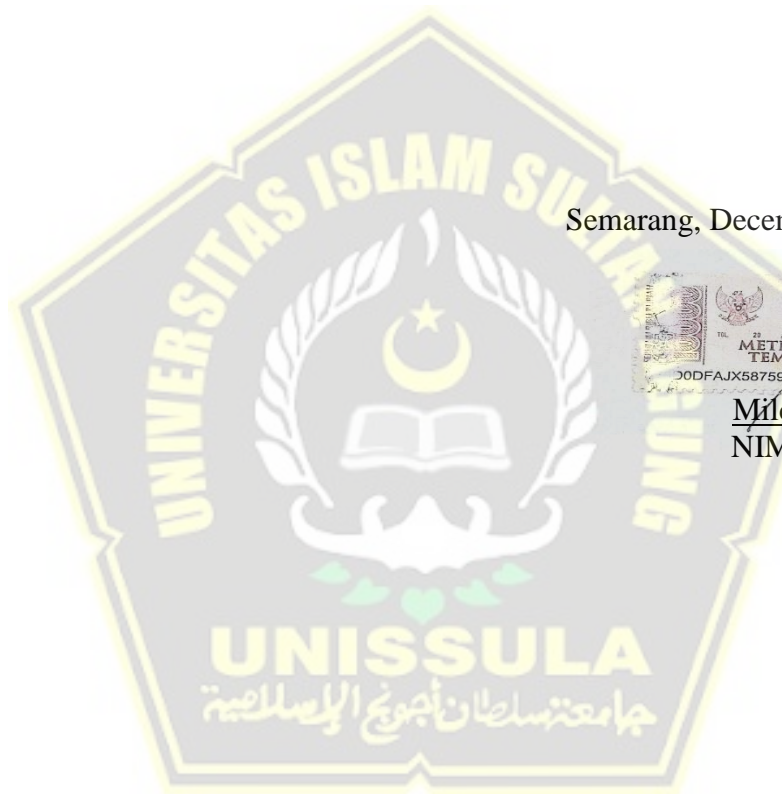
STATEMENT OF ORIGINALITY

I hereby declare that undergraduate final project I wrote does not contain the works or part of the works of other people except those were cited in the quotation and the references as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, December 17th, 2021

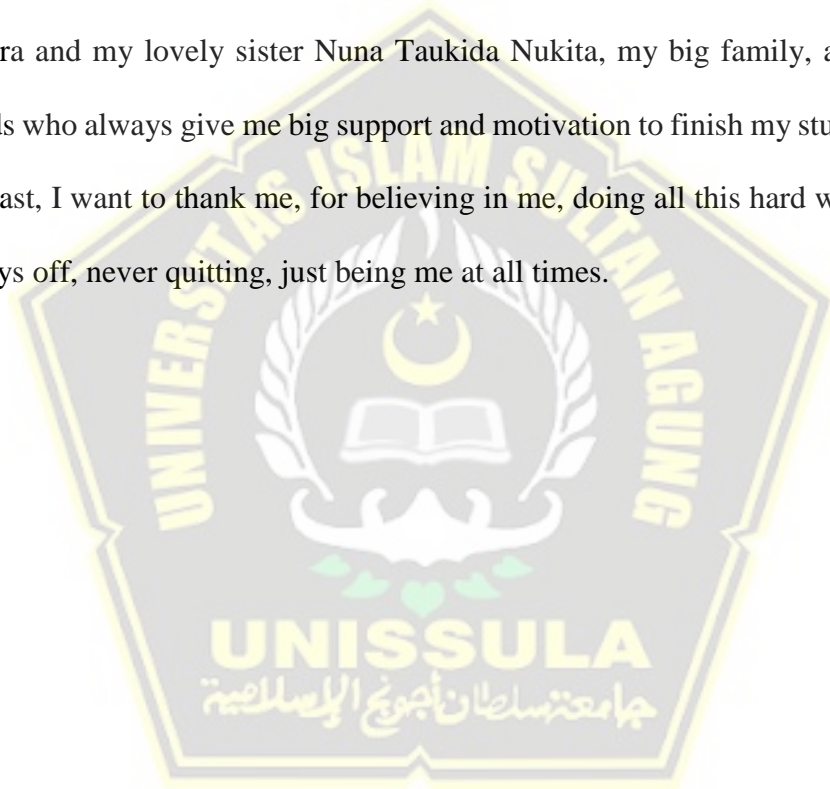


Milcha Izza Siffana
NIM. 31801700020



DEDICATION

I dedicated this final project to Allah SWT, the Almighty, my source of inspiration, my source of strength, wisdom, knowledge, and understanding. I also dedicated this final project to my beloved mother, Anifah and my beloved father, Ahmad Rifa'i who always give endless love, prayer, big support, motivation and everything for me. Thank you for always being by my side. To my lovely brother, Ilham Ardian Saputra and my lovely sister Nuna Taukida Nukita, my big family, and my best friends who always give me big support and motivation to finish my study. Last but not least, I want to thank me, for believing in me, doing all this hard work, having no days off, never quitting, just being me at all times.



ABSTRACT

Siffana, Milcha Izza 2021. Pre-Service English Teachers' Motivation to Pursue a Career in Teaching. A Case at English Education Department of Sultan Agung Islamic University, Students of English Education 2017 and 2018 Graduate. A Final Project, English Department, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor; Hartono S.S., M.Pd.

Education has an important influence in advancing and being the foundation for the nation's success. English education is one of the important science that students have to master. So that to create effectiveness in learning, needs teachers can master this field. In addition, teachers must be able to be good examples and become facilitator for their students. This study aims to find out how PSETs motivation to pursue a career in English teaching at Islamic Sultan Agung University. The sample used was 50 students of the English education department 2017 and 2018 graduate were determined by random sampling technique. This study used a Closed-ended questionnaire as the instrument and quantitative research as the sampling. By 50 Questionnaires categorize into 3 such altruistic, intrinsic, and extrinsic. After all the data is collected, the researcher inputs the data into the Cronbach Alpha formula on SPSS to determine whether the questionnaire is reliable or not. The result of the data analysis can be concluded that almost all the PSETs respond the altruistic motivation as their motivation to pursue a career in English teaching.

Keywords: Pre-Service English Teachers, Pre-Service English Teachers' Motivation and Career in Teaching

INTISARI

Siffana, Milcha Izza 2021. Pre-Service English Teachers' Motivation to Pursue a Career in Teaching. A Case at English Education Department of Sultan Agung Islamic University. Mahasiswa Pendidikan Bahasa Inggris lulusan tahun 2017 dan 2018. Skripsi Prodi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Komunikasi, Universitas Islam Sultan Agung. Pembimbing; Hartono S.S., M.Pd.

Pendidikan memiliki pengaruh penting dalam memajukan dan menjadi tumpuan keberhasilan bangsa. Pendidikan bahasa Inggris merupakan salah satu ilmu penting yang harus dikuasai siswa. Sehingga untuk menciptakan keefektifan dalam pembelajaran, dibutuhkan guru yang dapat menguasai bidang ini. Selain itu, guru harus mampu menjadi contoh yang baik dan menjadi fasilitator bagi siswanya. Penelitian ini bertujuan untuk mengetahui bagaimana motivasi PSET untuk meniti karir mengajar Bahasa Inggris di Universitas Islam Sultan Agung. Sampel yang digunakan adalah 50 mahasiswa jurusan pendidikan bahasa Inggris angkatan 2017 dan lulusan 2018 yang ditentukan dengan teknik random sampling. Penelitian ini menggunakan angket tertutup sebagai instrumen dan penelitian kuantitatif sebagai sampling. Dengan 50 Kuesioner mengkategorikan menjadi 3 yaitu altruistik, intrinsik, dan ekstrinsik. Setelah semua data terkumpul, peneliti memasukkan data tersebut ke dalam rumus Cronbach Alpha pada SPSS untuk mengetahui apakah kuesioner tersebut reliabel atau tidak. Hasil analisis data dapat disimpulkan bahwa hampir semua PSET menanggapi motivasi altruistik sebagai motivasi mereka untuk mengejar karir di bidang pengajaran bahasa Inggris.

Kata Kunci: Mahasiswa Pendidikan Bahasa Inggris, Motivasi Mahasiswa Pendidikan Bahasa Inggris dan Karir Sebagai Guru Bahasa Inggris

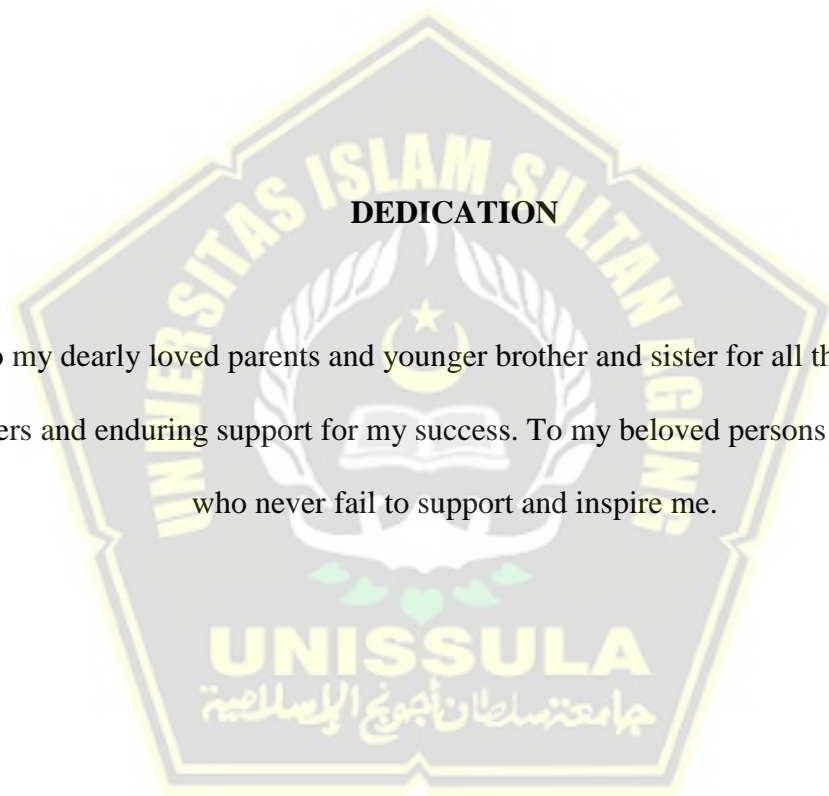
MOTTO

“If you don’t go after what you want, you’ll never have it. And if you don’t ask, the answer is always no. Also if you don’t step forward, you’re always in the same place”.

-Nora Roberts

DEDICATION

To my dearly loved parents and younger brother and sister for all their love, prayers and enduring support for my success. To my beloved persons around me who never fail to support and inspire me.



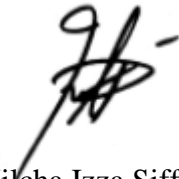
ACKNOWLEDGEMENT

My utmost gratitude to My Lord, Allah SWT, the Most Merciful and Benevolence for answering all my prayers and clearing the path for me and to the following people who have made it possible for me to begin and complete this learning journey:

1. Drs. H. Bedjo Santoso, MT., Ph.D. as the Rector of Sultan Agung Islamic University.
2. Kurniawan Yudhi Nugroho, S.Pd., M.Pd. as the Dean of Language and Communication Science Faculty, Sultan Agung Islamic University.
3. Elok Widiyati, S.Pd., M.Pd., as the Head of English Education Department of Language and Communication Science Faculty, Sultan Agung Islamic University.
4. Mega Mulianing Maharani, S.Pd., M.Pd. as the Faculty Secretary of Language and Communication Science Faculty, Sultan Agung Islamic University.
5. H. Hartono, S.S., M.Pd, the researcher's advisor, for the valuable resources, advice, and encouragement.
6. All lecturers and Staff of Languages and Communication Science Faculty, Sultan Agung Islamic University, who had been giving motivation, support, and precious knowledge to the writer during her study at Sultan Agung Islamic University.

7. All my friends of English Education program batch 2017 of Language and Communication Science Faculty, Sultan Agung Islamic University, for their contribution to the study.
8. All of my best friends who always help me every time I need. Thank you so much.

Semarang, December 11, 2021



Milcha Izza Siffana
NIM. 31801700020

TABLE OF CONTENT

PAGE OF VALIDATION	iii
SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI	iv
STATEMENT OF ORIGINALITY	v
DEDICATION	vi
ABSTRACT	vii
INTISARI.....	viii
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xii
LIST OF TABLES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	4
1.3 Research Question	5
1.4 Objective of the Study	5
1.5 Significance of the Study	5
1.6 Limitation of the Study	6
1.7 Definition of Key Terms	7
1.8 Outline of the Study	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
2.1 PSETs' Motivation.....	10
2.1.1 PSET.....	10
2.1.2 Motivation	12
2.1.3 Types of Motivation	13
2.1.4 The Importance of Motivation for PSET.....	16
2.2 Career Choice.....	18
2.2.1 The Definition of a Career Choice	18
2.2.2 The Factors Influencing a Career Choice	19
2.3 Reviews of the Previous Studies	20
CHAPTER III METHOD OF THE STUDY	24
3.1 Research Design.....	24

3.2 Subject of the Research.....	24
3.2.1 Population.....	24
3.2.2 Sample	25
3.2.3 Sampling.....	25
3.3 Instrument	26
3.4 Validity and Reliability	28
3.5 Data Collecting Procedure	29
3.6 Data Analysis	30
3.6.1 Scoring.....	30
3.6.2 Interpreting/Inferring	32
CHAPTER IV FINDINGS AND DISCUSSION	33
4.1 The Analysis of Result.....	33
4.1.1 Validity and Reliability of the Questionnaire.....	33
4.1.2 The Data Findings Based on Altruistic, Intrinsic and Extrinsic Questionnaire	35
4.1.3 The Data Finding Based on All Questionnaires	41
4.2 Discussion	42
CHAPTER V CONCLUSION AND SUGGESTION	44
5.1 Conclusion	44
5.2 Suggestion.....	45
REFERENCES.....	46
APPENDICES	49

LIST OF TABLES

Table 3. 1 The Questions of the Likert-scale 5 Point Scoring Methods

Table 3. 2 Level of Standard Reliability

Table 3. 2 Table of 5-Point Likert Scale Scoring Methods

Table 3. 4 The Mean Score Interpretation for Each Statement

Table 4. 1 The Validity of Questionnaire Items

Table 4. 2 Reliability Statistic

Table 4. 3 The Closed-Ended Questionnaire Result

Table 4. 4 Table of Questionnaire Item Score Altruistic Motivation

Table 4. 5 Table of Questionnaire Item Score Intrinsic Motivation

Table 4. 6 Table of Questionnaire Item Score Extrinsic Motivation

CHAPTER I

INTRODUCTION

This chapter contains the Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Significances of the Study, Limitations of the Study, Definitions of Key Terms and Outline of the Study.

1.1 Background of the Study

Education has an important influence in advancing and being the foundation for the nation's success. It must be built and possible to instill human high quality, abilities, and morals in various fields because they are the main asset in building a nation. With this capability, they should be able to observe and solve problems and challenges faced in the future. So, this is an important point that a country will be qualified and advanced if it has a good quality of society. To build a good quality of society, there needs to be an increase in the education in it, wherein this regard, the role of educators, is crucial (Azman, 2013). Therefore it is very necessary to build good educator

The performance and quality of teachers influence the success of education because how they teach will affect the learning outcomes and the student's achievement (Balyer & özcan, 2014). Education is a learning process for learners to know, understand and make them more critical in thinking. By education, their characteristics as an individual in society can be built and directed as appropriate as the ideal demands for the development process. The impact is if the teachers have good quality and performance, they will create high quality of the students as well

(Topkaya, 2012). Therefore, the importance of employing high-quality teachers who are talented and committed is crucial for educational systems.

As we know, choosing and selecting talented and committed teachers is crucial to increasing education quality. Many factors influence the success of education; one of them is the teachers' factor, where the teacher is not only about how to teach, but they have to be able to become a motivator, director, facilitator, evaluator, and so on. Accordingly, teachers' behavior will be exemplified by the students; They should become an excellent example for their students (Suryani et al., 2016). For this reason, it is necessary to know and observe teachers' motivation in teaching and why they choose this profession as their career because it can affect the goal of learning.

Pre-Service English Teachers subsequently referred to as PSETs, are students of the English Education Department who are trained to be teachers in the future. They are guided and directed on becoming professional teachers by studying learning methods, approaching students, evaluating learning outcomes, etc. In addition, providing motivation is very important to their achievement. The reason why they choose this field is crucial to determine the successes of themselves and the education because it will affect the learning outcome. How motivation of PSET in choosing this career will influence the way, they act in this field. It also will influence the learning goals and the student's achievement.

The learning process in university involves many components of supporting aspects of learning. It's not enough to be lecturers and students; the implementation of learning also must involve both curriculum and learning materials, evaluation

learning, administrative completeness, facilities infrastructure, and other aspects. Therefore, it is necessary to find out their motivation to become a teacher, so it can be the evaluation of lecturers and study programs to improve the quality of prospective teachers' graduation and preparation (Anita et al., 2016).

Practices & Arnaut (2013), stated that students at the end of school should pay attention to what profession they are good in, making it easier to choose their appropriate career because, in this situation, they are expected to attend what profession that suitable for them. Several factors influence students in choosing their career such as their personality, family background, cultural values, career expectation, and so on (Balyer & özcan, 2014). So it will challenge them to make their career choice; therefore, getting some advice, support, or motivation from others like their parents or previous teachers can help them resolve this situation.

The graduate of English teacher education may have opportunities in both teaching and non-teaching occupations; they decide to choose what they should act in one of them. Particularly their decisions about whether they will choose of course they have the reason to choose their career (Suryani et al., 2016). These three factors are why PSETs choose English teacher as their career. According to Balyer & özcan (2014) stated that choosing a career opportunity mainly indicate three basic types or categories of motives they are:

1. Altruistic Motivation

Altruistic motivation means that people want to be a teacher because they feel that this is a worthwhile and important job. They want to succeed and

increase the quality of their students so that society will increase and improve.

2. Intrinsic Motivation

Intrinsic motivation covers aspects of the job activity itself, such as teaching children, their willingness to teach by their ways can bring their learning successfully, and they are interested in using their strategy and method in teaching-learning.

3. Extrinsic Motivation

Extrinsic motivation means choosing the profession because of things out of the interesting being teacher but it like the holiday, level of salary, time work and so on.

Having the right reasons and motivations is important for PSET, especially the PSET of Sultan Agung Islamic University. That is why the researcher proposes to conduct research by the title **“Pre-Service English Teachers’ (PSET) Motivation to Pursue Career in Teaching.”** The researcher is interested in analyzing the motivations and reasons of PSET in taking and pursuing a career as a teacher.

1.2 Reasons for Choosing the Topic

There are some reasons why the study is interesting and important to be conducted

1. Teachers' motivation is very influential on the quality of learning.
2. PSETs are students who are prepared to be teachers. Therefore, knowing their motivation will help the study program prepare them better.

3. Nowadays, some English Language Education graduates prefer to choose to work outside of this field. Whether this phenomenon occurs because of the lack of employment opportunities in the field of education or, indeed, their main motivation to pursue the educational program is interesting to be observed.
4. Knowing PSETs motivation can be the reference for a study program to increase the quality.

1.3 Research Question

Based on the background of the study above, the research question of this study is “What is the motivation of PSET of English Education Program of Sultan Agung Islamic University to pursue a career in teaching?”

1.4 Objective of the Study

This study aims to analyze the motivation of PSET of the English Education Program of Sultan Agung Islamic University to pursue a career in teaching.

1.5 Significance of the Study

This study would have some significance, pedagogical and practical.

A. Pedagogical Significance

Hopefully, the result of this study would be able to be used as a reference for researchers, PSETs, and study programs in increasing the teaching English language.

1. The PSET

The study might help the PSET to improve their readability in choosing their teaching profession as their career.

2. The Lecturers

As an additional reference that might be useful for teachers to increase the quality of English learning.

B. Practical Significance

By doing this study, the researcher hopes that this study would give some advantages for:

1 The lecturers

This study is very useful for the lecturer, especially the English lecturer, that motivation is important for the PSETs in choosing their career, so this research will increase the insight of the lecturer in giving the motivation in learning classroom.

2 The PSET

Knowing the motivation of being a teacher would be an overview to PSETs in preparing themselves to choose their career that matches their major.

3 The Study Program

The result of the research is to assist the study program in deciding a strategy in giving and knowing the motivation of PSETs, so hopefully, this study program can increase the quality of educators.

1.6 Limitation of the Study

This research is limited to the following aspects:

- 1) This study is applied to know the motivation of PSETs in choosing their career.
- 2) This Study is conducted to the PSETs of Sultan Agung Islamic University.

1.7 Definition of Key Terms

To avoid misinterpretation of this study, the research would like to clarify and explain the terms used in this study as follows:

a. PSET

PSETs are students of the university who take the English language education department as their major. They are prepared to be teachers after their graduation. According to Moran et al., (2010), at the end of their school students have to attend their appropriate field of profession, so they should prepare themselves for this situation. So, PSETs prepare and choose a teaching career as their professional choice.

b. Career

Career motivation is something that can encourage people to choose their appropriate profession. According to Topkaya (2012), there are three categories of motivation determining careers in teachings: extrinsic motives like the good salary and the long holiday, intrinsic motives like the interest in teaching the students, and altruistic motives like want to make the students successful.

c. Altruistic Motivation

Altruistic motivation is the motivation to pursue the teaching profession because people believe that the teaching profession has an important

influence on students' success, the environment, the community, and the country. Therefore, their desire for the success of their students in achieving their goals becomes their motivation to choose this profession as their career (Abulencia et al., 2017).

d. Intrinsic Motivation

Intrinsic motivation is the motivation to pursue the teaching profession because the teaching profession is an appropriate job. People like this profession because the activities in it are very interesting for them; they have a lot of ways to share the knowledge and materials with their students (Balyer & özcan, 2014).

e. Extrinsic Motivation

Extrinsic motivation is the motivation to pursue the teaching profession because some things outside the teaching process, for example, people choose this career because of the contribution to society, the good salaries, the holidays, and good working conditions (Abulencia et al., 2017)

f. Choosing Career in Teaching

Choosing a career in teaching is a process for an individual to make some decisions of their profession; they search and observe their interests and ability in this field. A student who chooses a teaching career has some reasons and may prepare himself in this field (Bergmark et al., 2018).

1.8 Outline of the Study

This proposal writing is organized into three chapters, as follows:

Chapter I is Introduction. It consists of the Background of the Study, Reasons for Choosing the Topic, Research Questions, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms, and Outline of the study

Chapter II is Literature Review. It consists of PSETs' Motivation that describes PSET, Motivation, The Kind of Motivation and The importance of Motivation, Career Choice that describes The Definition of Career Choice and The Factors Influencing Choosing Career.

Chapter III is the Method of the Study. It consists of Research Design, Subject of the Research that describes Population, Sample and Sampling, Instrument, Validity and Reliability, Data Collecting Procedure, and Data Analysis that describe Scoring and Interpreting/Inferring

Chapter IV is Finding and Discussion. It consists of the Analysis of the Result which discusses Validity and Reliability of the Questionnaire, and The Data Findings Based on the Altruistic, Intrinsic, and Extrinsic Questionnaire and Discussion.

Chapter V is Discussion and Suggestion. It consists of the Discussion of the research and the Suggestion from the research

CHAPTER II

REVIEW OF RELATED LITERATURE

To conduct research, there are some theories needed to explain some concepts or terms applied in the research concerned. This study uses some concerning terms that need to be explained. The theoretical elaboration on the concepts and terms used will be presented in the following. They include PSETs' Motivation, Career Choice, and Review of Previous Studies.

2.1 PSETs' Motivation

This sub – chapter consist of PSET, Motivation, Types of Motivation, the Importance of Motivation for PSET

2.1.1 PSET

PSETs are students of the university that learn about how to be English teachers in the future. According to Anita et al., (2016), PSETs have a very important role in the successful implementation of education. This role is not only important when they are actively registered as students, but also after their graduation. Their presence in society can provide important information that can be used by universities in the process of evaluation. This college evaluation process will be very beneficial to improve the college curriculum and study program so that the learning content is designed to be oriented towards the needs of the world of work in society towards the competence of graduates.

PSETs have not become professional teachers yet, but they are as learners that learn in a college about how to become great and professional teachers. There

are a lot of things that they have to master, experience, and observe until they get the standard of professional teachers. Standards of the Education Profession are skills that PSETs can gain through training, recognition, obtaining through a certificate professional responsibilities, after obtaining expertise and certificates. Teachers have professional responsibilities, which are teaching, researching, serving, and complementing (Warsono, 2017). By studying in a college the PSETs will get all the things, theories, methods and skills about how become a teacher.

In addition, to explore the quality standards of the teaching profession, PSETs must prepare themselves to behave when socializing in the school community. The teacher profession is considered a noble profession, so people who want to pursue this career should prepare themselves well, they have to improve their personality and qualities (Abulencia et al., 2017). However, the first thing that teachers have to master is good behavior. From this, PSETs have to search and observe how they interact and make the relationship to students or partners in the future, how they obey the regulation of the school will make a positive point of their attitude. According to Warsono (2017), the status of the true teaching profession for teachers become good role models, scientists, motivators, intellectual and wisdom for the students. Their act and speech will be a reflection of the attitude of their students. The students will ignore the teachers if they behave badly and it will be a bad example for the students. As a result, PSETs have to pay attention to the good attitude, values, and behavior as they are the candidate of the teacher.

They are prepared to be a good and professional learner to increase the quality of the students' English mastery. So, as the candidate of teachers, they

should prepare themselves and be ready to teach. They study and observe how to become a good English teacher and they may get feedback from their effort. A little encouragement to add and convince them is giving and instilling some motivation to their career. PSETs have a lot of motivation in themselves to become English teachers, the students have a role in increasing their motivation, their basic and quality in teaching make them worthy in this field (Thi et al., 2019). So, they have expertise in teaching their students. Therefore, they choose this major as their choice hopefully they can hone themselves to be even better for the future.

2.1.2 Motivation

Motivation in this context is defined as factors that influence encourage an individual in deciding one thing or the other. Motivation is the willingness to exert high levels of effort to reach one's goal, conditioned by the effort's ability to satisfy one's need (Suryani et al., 2016). The other meaning of motivation for individuals, it contains of the desire to be active in order to be able to move, channel and direct someone or themselves to choose something that they want to pursue or achieve. As a result, with those such encouragements, it may increase the confidence of their expectation (Kotherja, 2013).

In making some decisions, it needs the motivation to encourage people in selecting their choice. One of them is selecting a career. In general, there are two factors of motivation namely personal motivation and interpersonal motivation (Haase, 2011). The definition explains that motivation stems from the persons themselves or it may come from others like their parents, family, friends, and so on.

By having the right motivation, reaching the dream is likely more possible than without motivation.

There are two factors of motivation. They are cognitive and contextual motivation. Cognitive motivation directs people in choosing a career because they believe what they do is good for them, and they can get experience as they want. Contextual motivation is the motivation that is caused by the influences of the people around them who encourage them to determine something or a career that is good for themselves (Haase, 2011). In other words, cognitive motivation factors have the same meaning as personal motivation that it comes from everyone self and contextual same as interpersonal that comes from the relationship or other people.

Motivation is categorized into three types, contribution motivation is when people are motivated to choose a thing because they have an interest in the contribution or relation in it. Environment motivation is the motivation when people choose the career because of the good place, culture, partner supporter. Finally, lifestyle motivation is the motivation to have a certain career because of a good salary from the career (Kotherja, 2013). For those reasons, some people choose the career that they wish to have.

2.1.3 Types of Motivation

Teachers are responsible for their students at school, they are role models, supervisors, and motivators. Their qualities are important in building the quality of students. So, they need to have their motivation for why they pursue this profession before motivating their students (Haryanto & Masbirorotni, 1999). According to Kyriacou & Kobor (1998), there are three primary categories of motivation in

choosing a career: altruistic motivation, intrinsic motivation, and extrinsic motivation.

a. Altruistic Motivation

Altruistic has a close relation to empathy, where someone's empathic emotions for caring the others can encourage and help him as his altruistic motivation in choosing the decision (Toi & Batson, 1982). People who behave as an altruistic statement, have a special thing in themselves that is called empathy. Empathy itself is someone behavior who can feel, understand and care about others, so they are who have this motivation will have high empathy and will be happy if they can share or be involved in dealing with other people's problems.

Altruistic motivation is defined as the characteristic of individuals that care about others, they like to help others without expecting anything in return. They feel interested in their willingness in helping others. Individuals who have altruistic behavior are the person who truly has a selfless interest in helping others. Individuals who have altruistic behavior prefer to satisfy others than to satisfy their own needs (Turu & Wula, 2019).

Students enter teaching majors in the university because of several reasons, one of them is this altruistic reason. They feel that this job is worthwhile for them, they want to give a good example for their children and they love their students in teaching so they want to achieve their students' goals. Furthermore, they think that long holidays and the salary or reward are not the reasons why they choose this profession (Saether, 2020).

b. Intrinsic Motivation

Motivation has an important role in encouraging students to succeed in learning. Motivation is a very complex psychological process and can be someone's mover or group to achieve an expected goal. One of the three main motivations is intrinsic motivation. Intrinsic motivation is similar to internal motivation, when people know why they are doing something, it can boost their confidence and make them self-sufficient. Understanding that they are doing it for their satisfaction typically makes them more responsible and capable of working without anyone's supervision. they know the real purpose of their work and do not need to seek reassurance from a third person (Balyer & özcan, 2014).

Intrinsic motivation involves the behavior of a person who can be inherently interesting and pleasurable. People choose a career as teachers by intrinsic motivation is because they are encouraged and interested in all about education like they enjoy the activities at school and their interactions with students and teachers, how their interest in sharing and explaining the materials to their students (Kyriacou et al., 2010). Intrinsic motivation defines that people who pursue a teaching career because the activities in school are interesting and enjoyable for them (Dik et al., 2015).

c. Extrinsic Motivation

In addition that motivation comes from own personal self, it can also come from the external, which is named extrinsic motivation. In extrinsic motivation, individuals in choosing a career are not because they enjoy, interest, or are appropriate to their expertise, but rather they choose a career because of the results and the achievement outside of work activities (Legault, 2016). Some of PSETs

choose a teaching career as their extrinsic motivation. Extrinsic reasons refer to their economic conditions as well as services and social status, the interest in teaching career because it seems that it has a good salary, good working conditions, working hours and the long vacation (Balyer & özcan, 2014).

2.1.4 The Importance of Motivation for PSET

Motivation has been shown to be an important factor that is closely related to several variables in education such as student motivation, educational reform, teaching practice, and teacher fulfillment and psychological well-being (Bergmark et al., 2018). According to Han & Yin (2016), by the positive encouragement to PSET, it will be able to raise their confidence in choosing something that is their choice. To increase the interest of youth in choosing their career as a teacher, several countries are trying to increase it through various ways to motivate them to choose this profession, the example by giving some reward or more salary and provide the benefits for their life and career. So it can be claimed that giving some reward can increase PSETs' spirit to become a teacher as their professional choices.

Apart from awards, there is a lot of motivation that encourages PSETs in choosing this profession. PSETs may have three basic motivations in teaching-learning such as intrinsic, altruistic, and extrinsic motivation. Extrinsic reasons which become their desire to teach, intrinsic and extrinsic may be their way in a satisfying and enduring career in teaching (Moran et al., 2010). Having these three basic motivations should help and support them in implementing their career choice as a teacher.

A study revealed that the good quality of teachers can be seen from how they are consistent in their teaching and their extensive knowledge of the material, to build those things, the university and study program should know the motivation of PSETs in pursuing an education major. Therefore, the university, study program, and lecturer effort to prepare and teach them to become good English teachers in the future by knowing and observing their motivation.

Those motivations are a very important element for PSETs to pursue their career and help them in working. Motivation is a very important psychological concept in academic life and attaches great importance to quality at work, the PSET must be motivated in doing their job to bring quality and development in the field of education (Haase, 2011). The importance of influence on teachers can affect how they work and interact, motivation can affect three things in pursuing their teaching career: they will have big energy in teaching, have the right direction in directing their students, and also high intensity in their interesting field (Kotherja, 2013).

Teachers who have high work motivation will always work hard to solve all types of problems faced in the hope of achieving better results since motivation is an impulse that arises in someone who moves someone to do something (Han & Yin, 2016). The motivation of teachers' work is often said to be the key to teachers' work teachers. Teachers' work creativity can be improved by high work motivation, knowledge, and expertise in performing tasks and positive roles that teachers have. Therefore, having the right motivation can help the PSETs in choosing and preparing themselves to be good teachers in the future to build good quality of their students because they have an important role in the education system, the way they

work and their interactions can affect the good quality of students, schools, and colleagues, so their motivation in choosing this career is important to instill in their self (Kotherja, 2013)

2.2 Career Choice

This sub – chapter consists of The Definition of Career Choice and The Factors Influencing Career Choice.

2.2.1 The Definition of a Career Choice

Career decision-making is required to go through a process of understanding by defining what people want to do and exploring a variety of career options with the aid of guidance and planning (Abe & Chikoko, 2020). Peoples' decisions in choosing a career are different, they have their styles and strategies that refer to their mindset, skills, and passion so that whatever decisions they choose in making a career are the best for them (Argyropoulou, Sidiropoulou-Dimakakou, & Giannitsas, 2006).

For today and future, people will face various kinds of problems, one of them is how they are getting a job as their career, especially those that have similar to their wishes. So, what is the meaning of a career? how important career for every individual?. According to Practices & Arnaut (2013), the meaning of career is a kind of behaviors and attitudes that related to how individuals work experience and time activities they span it, individuals' life and those include continuous work activities. Career is a condition that individuals can indicate to increase their employment status in the organization following the work that has been determined by the organization.

A career is a job that individuals pursue, work, or experience in it in a different way than how they do. So the meaning of career itself has a different opinion for every individual. Some people describe a career as meaningless that their job or career is different from their passion or how they interact and the way they do the job uninteresting to themselves, whereas others describe a career as meaningful due to their relationships and interaction at work, their experiences, their spiritual outlook, or the connection between work and the rest of life and this work similar to their wishes (Dik et al., 2015). Therefore, it would be better if people could find and pursue their appropriate field.

2.2.2 The Factors Influencing a Career Choice

Every human has their own goals that they want to achieve, getting a professional career that same as their desires, expertise, and interest in that field, success in their work is everyone's dream. Then, selecting and choosing the appropriate career as they want is crucial for them (Johan Pratama, 2017). By that situation, in deciding the career for students cannot be underestimated and must be determined carefully. According to Asma Shahid Kazi & Abeeda Akhlaq (2017), career choice is one of the biggest problems and choice confusion in every students' life. It includes the intricately interwoven interactions of various factors. This is not an obvious task and includes difficult choices.

According to Porter et al., (2003), the influence of choosing a career comes externally and internally. The example of internal influences such as support to work, advance in a career, acknowledgment picked up, a sense of duty in work, intrigued within the assignment, and support for accomplishment. The example of

external influences such as interpersonal connections, finance or honorarium, supervision of the vital, and working conditions. In choosing a career it is very important to have the motivation to encourage someone to be more prepared and confident in their choice, one of the important motivations that must be obtained by someone is motivation from external. The external motivation that can support are including personal and cultural values, family background, career expectations, and so on (Azman, 2013).

In addition, both influences are internal and external, there is a lot of theories that explain how people are influenced in deciding on pursuing a career. One of them is social cognitive career theory (SCCT). This theory explains that there are three influencing career self-confidence, career achievement, and good results and intentions of culture, economic support that can build in pursuing a career (Blanco, 2011). Therefore, by some factors that influence individuals in choosing a career, whether it's from themselves or others, hopefully, that can help them in preparing themselves in choosing a career that appropriate to their expectations.

2.3 Reviews of the Previous Studies

There are some previous studies which are relevant to this study. They discuss the influence of motivation in pursuing a teaching career. They are entitled “Understanding Motivation to Become Teachers of English: ELT Trainees Perception” by (Sali,2013), “Teaching as a Career Choice Undergraduates' Views of Teaching as a Career Choice” by (Kyriacou et al.,2010) and “Choosing Teaching Profession as a Career: Students' Reasons” by (Balyer & özcan, 2014).

The first previous study was conducted by Salı (2013), he wrote his journal entitled “Understanding Motivation to Become Teachers of English: ELT Trainees Perception”. The objective of this study was to explore the reason and the motivation of the students in choosing their careers. His research was qualitative. The participants of the study were in the second year of training at an ELT department in one of the Turkish universities, the total of the participants were 1012 participants. He proposed 14 sub-factors in choosing the career that being Intrinsic value, job security, time for family, job transferability, shape future, enhance social equity, make a social contribution, work with children/adolescents, the perceived ability for teaching, prior teaching, and learning experiences, social influences, fallback career, gender roles, and religious purpose. The result ‘intrinsic career value’ and ‘loving the subject matter itself’ were the most frequently mentioned reasons. These were immediately followed by ‘social influences’. ‘Extrinsic career value’ was rated as the fourth-highest endorsed sub-factor. It can be concluded that most students choose teaching as their career because they have a sense of their concern for the progress of education in the country, they want to help and succeed their children to achieve their goals, and some of them who choose this career because they like this job, the way of teaching and the method of teaching.

The second previous study was conducted by Kyriacou et al (2010), they wrote this journal entitled “Teaching as a Career Choice Undergraduates' Views of Teaching as a Career Choice”. The purpose of this study was to analyze what are the reasons why the students choose teaching as their career. The participants of this study were 297 students of undergraduates at the University of York. The data

collection was by the questionnaire that was designed in four sections. The first section is about general information, the second section about 20 'general factors that might be important in choosing a career, the third section about 13 possible factors 'that might influence someone's decision when considering a career as a school teacher, and the last section about whether they were aware of any measures to encourage undergraduates into teaching. By those questions the researcher find three categorize of the participants choice those who were not considering teaching (102 students), seriously considering teaching (40 students), and undecided (155 students). The present study indicates that undergraduates who are seriously considering a career in teaching tend to have a much closer match of factors that are important to them in their choice of career with factors that they think are offered by teaching as a career compared with other students. This finding has important implications for teacher recruitment campaigns which have often focused attention on those factors that appeal most to those who have embarked on teacher training course.

The third previous study was conducted by Balyer & özcan (2014), they wrote their journal entitled "Choosing Teaching Profession as a Career: Students' Reasons". The objective of this study was to determine for what reasons student teachers choose the teaching profession as a career. The study was carried out quantitative and 1410 student teachers participated in this research. This study employed a survey method. The data were collected through a scale called the "Choosing Teaching Profession as a Career Scale (CTPCS)". The CTPCS was used with the written permission of Lai, Chan, Ko and So who developed it. It was a 5-

point Likert scale ranging from “Strongly Disagree” to “Strongly Agree” with a midpoint of 3. It had 22 items below three sub-dimensions: the altruistic-intrinsic reasons sub-dimension (9 items), the extrinsic reasons sub-dimension (8 items), and the influenced by others sub-dimension (5 items). The results of this study revealed that students chose to teach mostly with altruistic-intrinsic reasons. In this respect, while the female students chose it with altruistic-intrinsic reasons, the students from poor and crowded families and the male counterparts chose it with extrinsic reasons. Therefore, every individual has choices and reasons why they choose the profession as a teacher

From all of the previous studies above, there are similarity and differences. The similarity of the studies is the topic. The topic is about Students’ Motivation to Pursue a Career in Teaching. It is similar to this study which discuss about Pre-Service English Teachers’ Motivation to Pursue a Career in Teaching. The difference of the studies are both from the method and the instrument. Although there are difference, they can be references in analyzing the data in this study.

CHAPTER III

METHOD OF THE STUDY

The method of study consist of the Research Design, Subject of the Research, Instrument, Validity and Reliability, Data Collecting Procedure, and Data Analysis.

3.1 Research Design

This study employed a survey method of collecting the data by quantitative research that deals with quantifying and analyzing variables to get results. Quantitative research is defined as a research method that employs numerical form, empirical statement, and mathematical methods in measuring and analyzing the data collection (Apuke, 2017). The researcher used a quantitative research design by giving questionnaires to PSETs in this research because she wanted to measure and observe PSETs' motivation in pursuing their teaching careers, whether they chose to teach as a career or other and the reason for their choice.

3.2 Subject of the Research

This subchapter discusses subjects of the research namely population, sample and sampling:

3.2.1 Population

Population is a group of individual or objects that share similar characteristics (Lind et al. 2017). The target population is the entire group or

individual in which the researcher is interested in drawing conclusions from their mind and choices (Kazerooni, 2001).

This research was conducted in English Education Department at Sultan Agung Islamic University. They took the English Education Department as their major in university. The reason why the researcher chose them as the population was because they were majoring in education, but they have never been teachers yet, therefore whether they would choose teaching as their profession or they would choose other fields and what their motivation were in choosing their career, the researcher wanted to search and describe it.

3.2.2 Sample

Sample is a selected group or individual of some elements from the totality of the population. The researcher selected them to be the participants of this research and the results were expected to represent the characteristics of whole population (Zerhouni EA, et al, 2001). The results obtained through this chosen sample could be generalized to the whole population. The population in this research was 50 students form batch 2017 and 2018 graduate of English education department in Sultan Islamic Agung University.

3.2.3 Sampling

It is the process of selecting a sample from the population. In determining the sample, the researcher used random sampling that is widely used in quantitative research for the identification and selection of information-rich cases related to the phenomenon of interest, the identification and selection individuals or groups who

have related knowledge or experience in the field to be studied (Abe & Chikoko, 2020).

3.3 Instrument

This study employed questionnaires to PSETs as the instrument. It used to obtain information from respondents. Questionnaire is defined as a set of questions to seek or find answers from individuals or groups, in another sense the question can be an interview to collect the data from respondents, this interview could be done face-to-face or by telephone. The questionnaire helps the researcher in getting some information quickly and easily from respondents (Etikan, 2017).

According to Mathers et al (2009), there are four different types of questionnaires for a survey. They are applied according to the purpose of the survey such as contingency questions or cascade format, matrix questions. Close-end questions and open-end questions. This study used a close-end questionnaire, close-end questionnaire is a list of questions for which the researcher has provided alternative answers, such as "yes" or "no" answers so that respondents can choose one of them.

The researcher divided the questionnaire into three categories of students' reasons for choosing career: Altruistic reason, intrinsic reason, and extrinsic reason. The researcher used a close-end questionnaire this procedure conducted by (Azman, 2013). The procedure of questionnaire is Choosing Teaching Profession as a Career Scale (CTPCS), it used a 5-point Likert scale ranging to measure the reason in pursuing the career, Strongly agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA).

Table 3. 3 The Questions of the 5-point Likert-scale scoring method

Students' Altruistic, Intrinsic and Extrinsic Reason in Pursuing Teaching Career

No	Questionnaire
1.	The profession of English teacher is very interesting for me to pursue
2.	Since my childhood, I have dreamed of becoming a language teacher in English.
3.	I am proud to be an English teacher.
4.	Working as an English teacher will always be fun and interesting.
5.	Becoming an English teacher will give me a good income that is adequate.
6.	I am happy to be able to teach students English lesson.
7.	I can continue to develop my English skills by being a teacher.
8.	I think being an English teacher is a difficult job
9.	Teaching English is easy and fun
10.	Teaching is a noble profession,
11.	I speak English so I am suitable to be a teacher
12.	The teaching profession will always be needed by the community
13.	I am very impressed with the English teachers I have that ever had taught to me.
14.	I enjoy working at school.
15.	I always pay attention to how my lecturers teach.
16.	I like to read articles about good teaching strategies.
17.	I am actively participating in teaching courses.
18.	I study in an English education study program because I want to become a teacher.

3.4 Validity and Reliability

Validity is defined as an indicator to measure the actual data collected from several variables. There are four types of validity namely; face validity, content validity, construct validity and criterion validity (Anwar & Rizqi, 2012). Validity is one of the important points in research because it involves the accuracy of the measuring instrument used. Therefore, an inappropriate instrument have implications for the validity of the results themselves. To make easier for experts to correct and provide suggestions to improve the validity of the questionnaire that refers to the question of interview, the researcher uses the validity rubric of Simon & White (2011).

Reliability is defined as the measurement of a phenomenon by finding repetitions with the consistent and the same results (Moser and Kalton, 1989). In research an issue and phenomenon it needs testing to make sure the reliability and the consistency measurement of instruments (Taherdoost, 2016). Therefore, using the reliability is crucial in research to find the consistent research results. In general, to measure the accuracy of consistency research result it need use the Cronbach Alpha Formula on SPSS. It is an appropriate measure of reliability when using Likert scale.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{1-m(k-m)}{kV} \right)$$

r_{11} = reliability of questionnaire

k = the number of questionnaire item

m = the sum of item variance

V = total variance

After the data already inputted on SPSS, the coefficient of the Alpha Cronbach results would be analyzed by researcher through the following standard of reliability to avoid the subjectivity.

Table 3. 2 Level of Standard Reliability

Score	Standard
>0.90	Very highly reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Un acceptably low reliable

(Cohen, Manion, & Morrison 2007)

3.5 Data Collecting Procedure

The researcher explained how to collect data in this study. The sequence of these steps detailed by the researcher as follows:

1. The research would provided a list of questionnaires to the expert to be validated. This step was done after the instrument was clear, concise, and easy to understand.
2. The researcher asked for an official letter to the faculty as permission conducted research at the English Education Study Program Faculty of Language and Communication Science Sultan Agung Islamic University (UNISSULA)

3. The researcher came to the English Education Study Program Faculty of Language and Communication Science UNISSULA for asking permission in doing the research.
4. After getting the permission, the researcher made a link of questionnaires at Google form
5. The researcher looked for the contacts of PSETs and gave them a link of questionnaires by Google form.
6. After receiving the answers from PSET. Data collection was done conditionally and randomly according to the needs of the researcher.
7. The researcher collected and analyzed information to obtain valid data.

3.6 Data Analysis

In this sub – chapter discussed about Scoring and Interpreting or Inferring of Data Analysis

3.6.1 Scoring

In this study, researcher used questionnaire and interview as the main instruments to collect data about PSETs' motivation in pursuing teaching career. The questionnaire aimed to find out complete information from students about their motivation in pursuing teaching career

The data obtained would be analyzed using a Likert scale procedure which has five agree on scales, and each scale will be given points such as 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). The researcher will use SPSS to calculate the score for

each statement from questionnaires. Then the data collect would be grouped based on low, medium, and high categories.

Table 3. 3 Table of 5-Point Likert Scale Scoring Methods

Scale	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

The researcher analyzed the results of the questionnaire from all respondents. The results obtain would also be categorized as Low, Medium, and High.

Table 3.4 The Mean Score Interpretation for Each Statement

Mean Score	Category
1 – 2	Low
2.01 – 3.00	Moderate
3.01 – 4	High

After analyzed each statement, the researcher also analyzed the result of the catagory of the statement.

3.6.2 Interpreting/Inferring

After getting the results, the researcher would analyze the results using descriptive statistics based on questionnaire data and made conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed about the Result Analysis which discussed about Measuring Validity and Reliability of the Questionnaire, The Data Findings Based on Questionnaire which discussed The Result Analysis of Altruistic Questionnaire, The Result Analysis of Intrinsic Questionnaire, and The Result Analysis of Extrinsic Questionnaire, The Result Analysis of All Questionnaire and Discussion.

4.1 The Analysis of Result

In this analysis of result, the researcher did measuring the validity and the reliability of the questionnaire result. Then the researcher did describing the variables of the study that are relevance of students' participation toward their motivation in choosing teaching career.

4.1.1 Validity and Reliability of the Questionnaire

The validity and reliability of the instrument had been analyzed before the researcher distributed them to the participants. In this study, expert review was used to check contents validate the questionnaire. The researcher asked one professional lecturer in this field of study. He asked to fill the validation rubric which was adapted from (White and Simon's 2011). The contents validation rubric functioned as a helping tool to make the validator easy to give comments and suggestions. There were 19 operational definitions in 11 criteria and five criteria of the score in the validation rubric. The criteria of the score were 1-5 that (1) was not acceptable, (2) was below expectations, (3) almost meet expectations, (4) meets expectations

and (5) exceeds expectations. Hence, all of the statements on the questionnaire could be proceed. For the validation rubric, it could be seen in appendix. From the statements, here was the result of valid item:

Table 4.1 The Validity of Questionnaire Items

Motivation Category	Statement in the Questionnaire
Altruistic Reason	1, 2, 3, 4, 5, 6, 7, 8, 9, and 10
Intrinsic Reason	11, 12, 13, 14, 15, 16, 17, 18, 19, and 20
Extrinsic Reason	21, 22, 23, 24, 25, 26, 27, 28, 29, and 30

The table of Item-Total Statistic shows on the column of Corrected Item-Total Correlation for 50 respondents, the item 1 until 30 are valid. The standard score of validity for 50 respondents are 0.279, so the data is valid because the scores were more than 0,279. Then, which means that the total items of the questionnaire are valid. After analyzing the questionnaire by using Cronbach's Alpha formula in SPSS, it was found that the score of reliability went into 0.877 as shown in table 4.2 below. Since the reliability was bigger than standard of reliability test (0.6) it can be concluded that the instrument was accepted and high reliable.

Table 4.2 Reliability Statistics

Cronbach's Alpha	N of Items
0.877	50

The purpose of giving the questionnaire was to reveal PSTEs' motivation to pursue in teaching career. As mentioned in previous chapter, the subject for this research was the students English education department 2017 and 2018 of Islamic Sultan Agung University.

4.1.2 The Data Findings Based on Altruistic, Intrinsic and Extrinsic Questionnaire

In this part, the researcher explained the result of closed-ended questionnaires that were structured relating to PSETs' motivation to pursue career in teaching. It was Likert Scale Questionnaire with 30 statements in 3 categorize those are altruistic motivation, intrinsic motivation and extrinsic motivation, and the 50 respondents had to give responses by selecting either Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), or Strongly Disagree (1) on each statement. So, the researcher categorized the result of closed-ended questionnaires such as Altruistic reason, intrinsic reason and extrinsic reason category in low, Moderate and High based on the score from the table below.

The Mean Score Interpretation for Each Statement

Mean Score	Category
1 – 2	Low
2.01 – 3.00	Moderate
3.01 – 4	High

4.1.2.1 The Result Analysis of Altruistic Questionnaire

In this part, the researcher discussed about the result analysis from 10 statements in altruistic reason category.

Table 4.3 The Closed-ended Questionnaire Result

Statement	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Categorization of Mean Score
1. I am happy to be able to teach students English lessons	50	3.00	5.00	4.28	High
2. The teaching profession will always be needed by the community.	50	3.00	5.00	4.56	High
3. Teaching is a noble profession.	50	3.00	5.00	4.72	High
4. I like to contribute and share my knowledge with children.	50	3.00	5.00	4.42	High
5. Being a teacher I can share knowledge with children.	50	3.00	5.00	4.54	High
6. I am happy to be able to help and teach English to teenagers.	50	3.00	5.00	4.26	High
7. By becoming a teacher, I hope that the knowledge I share with students can be useful for them.	50	3.00	5.00	4.62	High
8. I want to improve education and teaching at the school where I work.	50	3.00	5.00	4.20	High
9. I really like students.	50	2.00	5.00	3.98	High
10. I like to teach English to students with the strategies I use.	50	3.00	5.00	4.16	High

Based on table 4.3 described the respondents' capability about pedagogical competence where the respondents were considered to highly understand the 10 items of altruistic statements and moderately understand the 5 items of statements in the questionnaire. All the 10 statements above included of high mean score because all of them rated more than a 3.01 mean score. There was one statement receiving the highest mean score compared to the others. It was statement number 3 "Teaching is a noble profession" with a mean score of 4.72. It means that one of their motivation in pursuing a teaching career because they believed teachers have a noble profession where their role in learning process help to succeed their students and improve the education system.

Therefore, all the statements were rated high mean score, it could be concluded that most of the PSETs pursuing their teaching career as a profession because of their empathy and also their desire to advance the education because in altruistic motivation means that the motivation of someone chooses a teacher as a profession it because to help and want students and also the education to be better so that it can affect their progress towards society and the country.

4.1.2.2 The Result Analysis of Intrinsic Questionnaire

The second part was about Intrinsic questionnaire, the researcher discussed about the result analysis from 10 statements in this reason category.

Table 4.4 The Closed-ended Questionnaire Result

Statement	Descriptive Statistics				Categorization of Mean Score
	N	Minimum	Maximum	Mean	
1. The profession of English teacher is very interesting for me to pursue.	50	3.00	5.00	4.04	High
2. Since my childhood, I dreamed of becoming an English teacher.	50	2.00	5.00	3.22	High
3. I am proud to be an English teacher.	50	3.00	5.00	4.12	High
4. Working as an English teacher will always be fun and interesting.	50	3.00	5.00	3.96	High
5. By becoming a teacher I can continue to develop my English skills.	50	3.00	5.00	4.40	High
6. I enjoy working and teaching at school.	50	3.00	5.00	3.98	High
7. I studied in an English education study program because I want to become a teacher in the future.	50	2.00	5.00	3.66	High
8. I speak English fluently so I am suitable to be an English teacher.	50	2.00	5.00	3.38	High
9. By become a teacher I can help my students achieve their learning goals.	50	3.00	5.00	4.14	High
10. Teaching English is easy and fun	50	2.00	5.00	3.62	High

Same as the altruistic motivation, the respondents' capability about pedagogical competence where the respondents considered to highly understand the 10 items of intrinsic statements and moderately understand the 5 items of statements in the questionnaire. Related to table 4.5 above, it could be seen that 10 statements from intrinsic motivation rated the high category of the mean score. It means they agree that their motivation in choosing this career is because of their desire and interest in it. In intrinsic motivation itself explains that someone chooses career teaching because of their interest in education and language learning.

There was one statement that received the highest mean score compared to the others in intrinsic motivation was statement number 5 "By becoming a teacher I can continue to develop my English skills" with the mean score of 4.40 in the high category. It can be said that their motivation in becoming a teacher is because of their interest in the field of English. So, if they pursue this profession they can hone, improve and master English skills easily.

4.1.2.3 The Result Analysis of Extrinsic Questionnaire

In third part, the researcher discussed about the result analysis from 10 statements in extrinsic reason category.

Table 4.5 The Closed-ended Questionnaire Result

Descriptive Statistics					
Statement	N	Minimum	Maximum	Mean	Categorization of Mean Score
1. Becoming an English teacher will earn me quite a lot.	50	2.00	5.00	3.42	High

2. I am very impressed with the English teachers who have taught me.	50	2.00	5.00	4.32	High
3. I always pay attention to the way my lecturers teach and I want to be like them	50	3.00	5.00	4.06	High
4. I'm happy with the salary that a teacher earns.	50	2.00	5.00	3.20	High
5. I will get a lot of experience in educating others by becoming a teacher.	50	3.00	5.00	4.24	High
6. The teaching profession has good working hours and holidays	50	2.00	5.00	3.68	High
7. Easier to find training vacancies.	50	2.00	5.00	3.66	High
8. The profession of a teacher can become a civil servant	50	2.00	5.00	3.92	High
9. The work of a teacher who is highly respected by the community.	50	2.00	5.00	3.98	High
10. I am happy to have co-workers between teachers	50	3.00	5.00	4.12	High

In this extrinsic category, where this category explains the motivation of PSETs to pursue a teacher as their career due to external factors from the teacher's activities such as the influence of both parents, the environment or salary to become a teacher and so on. it can be seen from the table above that all statements in this extrinsic category have a high mean score, but not as high as the average of altruistic motivation.

From table above the highest statement rather than other was statement number 2 “I am very impressed with the English teachers who have taught me” with the mean score 4.12. It means that most of the PSETs agree that The teachers who once taught them had an important role in their view to become like them. Seeing this situation this can be interpreted that the role of a good teacher can motivate their students to become what they want in the future and teachers are not only teaching but also as motivator and mentors for their students.

4.1.3 The Data Finding Based on All Questionnaires

In the last part, the researcher discussed about the data findings of all 30 statements form altruistic, intrinsic and extrinsic motivation in pursuing teaching career.

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Altruistic Motivation	50	33.00	50.00	43.7400	4.19300
Intrinsic Motivation	50	32.00	47.00	38.5200	3.53000
Extrinsic Motivation	50	30.00	49.00	38.6000	4.21400
Valid N (listwise)	50				

The table 4.6 above was about the result of the research from all the statements altruistic, intrinsic and extrinsic statement. From the first statement was altruistic motivation that rated 33,00 minimum score and 50,00 maximum score with the mean 34,7400. The second statement was intrinsic motivation that rated 32,00 minimum score and 47,00 maximum score with the mean score 38,5200. The third statement was extrinsic statement that rated 30,00 minimum score and 49,00

maximum score with the mean score 38,6000. So it can be concluded that the highest category in this study was altruistic motivation, it means altruistic motivation was the most dominant that chosen by PSETs of Islamic Sultan Agung University rather than intrinsic and extrinsic motivation.

4.2 Discussion

This section served as a place to discuss the close-ended questionnaire result. This discussion sub-chapter was composed of 3 categories of PSETs' motivation in pursuing a career in teaching. In the questionnaire, there were 30 statements which are divided into 3 groups of the statement, so that each group consists of 10 statements. According to the research objectives, this study aimed to answer a research question about PSETs' motivation to pursue a career in teaching, a case at Islamic Sultan Agung University. With regarded to table 4.3, 4.4, and 4.5 that all questionnaires reached highly mean score category. From the highest statement with the mean score of 4.72 to the lowest statement was 3.22 mean score.

Related to table 4.6 that the highest mean score was altruistic motivation, then the second one was extrinsic motivation and the last was intrinsic motivation. Therefore from table 4.6, it can be concluded that PSETs motivation dominant was altruistic motivation which means most of their motivation to pursue a teaching career because they want to help, motivate or supervise their students. Altruistic motivation focuses on the motivation to help others and the desire to do good without regard to reward, while obligation focuses on the moral demands of a particular individual. It is important to know that having motivation in choosing a career is very important because this can affect how an individual works in that

field. So if many PSETs want the teaching profession as their career because of their strong motivation, it can affect how well they perform in the education.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter talks about the conclusion and the suggestion related to the topic of this study. The topic is about pre-service English teachers' motivation to pursue career in teaching.

5.1 Conclusion

Based on the result of the study about pre-service English teachers' motivation to pursue a career in teaching, it could be concluded from the research question in the first chapter 'What is the motivation of PSET of English Education Program of Sultan Agung Islamic University to pursue a career in teaching'.

According to the results of the closed-ended questionnaire, the conclusion was most of the PSETs prefer altruistic motivation as their motivation in pursuing a teaching career, from all the altruistic questions, namely a statement stating that choosing a profession as a teacher is a noble profession where teachers have an important role in advancing their students and also developing the education in Indonesia. They are giving scale strongly agree and agree in those questionnaires that mean most of their reason for pursuing teaching career is altruistic motivation. In altruistic motivation has a meaning where someone chooses a teacher as a profession because of their desire and empathy to help, improve and advance the education for the better by making their students succeed in achieving goals.

By looking at the reason for choosing the topic, this study collected the data and explained the phenomena of the PSETs motivation to pursue a career in

teaching where the result of the study was positive that their motivation could be a real facility to prepare themselves to pursue their career.

5.2 Suggestion

Because the researcher had finished this research, the researcher would like to suggest the next researchers who wanted to conduct a study related to this topic. The next researchers were suggested to choose better methods to collect data thus the next researchers could find maximum research results. The researcher hoped the finding of this research could be used as a starting point for future research that had a similar problem.

Related to the PSETs, they are the candidates of teachers in the future. Teachers have an important role in the learning process where teachers are not only teaching but also guiding, facilitating, and supervising their students. By having the motivation in themselves for choosing this profession, the researchers hope that they can prepare themselves to become professional teachers and be role models in the education field. Furthermore, related to the study program, the researcher hopes that the research finding could be an evaluation for the study program to improve the quality of the process and student learning outcomes especially in giving more attention and motivation in pursuing the career.

REFERENCES

- Abe, E. N., & Chikoko, V. (2020). Exploring the factors that influence the career decision of STEM students at a university in South Africa. *International Journal of STEM Education*, 7:60, 14. <https://doi.org/10.1186/s40594-020-00256-x>
- Abulencia, A., Reyes, W., & Rungduin, T. (2017). Why I want to teach: Exploring factors affecting students' career choice to become teachers. *The Normal Lights*, 11(December), 236–263.
- Akosah-twumasi, P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-aduli, B. S. (2018). A systematic review of factors that influence youths career choices — the role of culture. *Frontiers in Education*, 3(July), 1–15. <https://doi.org/10.3389/feduc.2018.00058>
- Anita, F., Kurniawati, T., Kusumaningsih, C., Darajat, A., & Irwan, D. (2016). Studi penelusuran alumni program studi pendidikan bahasa Inggris IKIP PGRI Pontianak. *Jurnal Pendidikan Bahasa*, 5(Juni), 87–99.
- Anwar, K., & Rizqi, M. A. (2012). *Validity and Reliability Analysis of Assessment for Customer Satisfaction At University of Muhammadiyah Gresik*. 141–152.
- Apuke, O. D. (2017). Quantitative research methods : A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40–47. <https://doi.org/10.12816/0040336>
- Argyropoulou, K. (2018). From career decision-making to career decision-management : New trends and prospects for career counseling. *Advances in Social Sciences Research Journal* –, 5(10), 483–502. [url: http://dx.doi.org/10.14738/assrj.510.5406](http://dx.doi.org/10.14738/assrj.510.5406)
- Asma Shahid Kazi, & Abeeda Akhlaq. (2017). Factors Affecting Students' Career Choice. *Journal of Research and Reflections in Education*, 2(December 2017), 187–196.
- Azman, N. (2013). Choosing teaching as a career: perspectives of male and female Malaysian student teachers in training. *European Journal of Teacher Education*, 36(1), 113–130. <https://doi.org/10.1080/02619768.2012.678483>
- Balyer, A., & özcan, K. (2014). Choosing teaching profession as a career: Students' reasons. *International Education Studies*, 7(5), 104–115. <https://doi.org/10.5539/ies.v7n5p104>
- Bergmark, U., Lundström, S., Manderstedt, L., Palo, A., Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 9768, 0. <https://doi.org/10.1080/02619768.2018.1448784>

- Dik, B. J., O'donnell, M. B., Shim, Y., Steger, M. F., Duffy, R. D., & Allan, B. A. (2015). Purpose and Meaning in Career Development Applications. *The Counseling Psychologist*, 43(4), 558–585. <https://doi.org/10.1177/0011000014546872>
- Etikan, I. (2017). Developing Questionnaire Base on Selection and Designing. *Biometrics & Biostatistics International Journal*, 5(6), 219–221. <https://doi.org/10.15406/bbij.2017.05.00150>
- Haase, H. (2011). Career choice motivations of university students. *International Journal of Business Administration*, 2(February), 1–13. <https://doi.org/10.5430/ijba.v2n1p2>
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(05 August), 1–18. <https://doi.org/10.1080/2331186X.2016.1217819>
- Haryanto, E., & Masbirorotni. (1999). *Altruistic, extrinsic, and intrinsic motives of high school graduates in choosing English education study program at faculty of teacher training and education: A comparative study between Universitas Jambi and Universitas Batanghari*. 447–451.
- Johan Pratama, M. (2017). Apa Makna Karir Bagimu?: Pemaknaan Kata Karir pada Mahasiswa Tingkat Akhir Mahasiswa Universitas Lampung. *Jurnal Pendidikan Progresif*, 7(2), 101–105. <https://doi.org/10.23960/jpp.v7.i2.201713>
- Kazerooni, E. A. (2001). Population and sample. *Fundamentals of Clinic Research for Radiologist*, 177(April), 993–999.
- Kotherja, O. (2013). Teachers' motivation importance and Burnout effect in the educational development. *Albania International Conference on Education*, July, 358–365.
- Kyriacou, C., Coulthard, M., Kyriacou, C., & Coulthard, M. (2010). Undergraduates' views of teaching as a career choice. *Journal of Education for Teaching: International Research and Pedagogy*, 26:2(03 August), 37–41. <https://doi.org/http://dx.doi.org/10.1080/02607470050127036> PLEASE
- Legault, L. (2016). Intrinsic and extrinsic motivation. In Z. Hill & S. T.K (Eds.), *Encyclopedia of Personality and Individual Differences* (Issue November 2016). Springer International. <https://doi.org/10.1007/978-3-319-28099-8>
- Mathers, N., Fox, N., & Huun, A. (2009). Surveys and questionnaires. *The Routledge Handbook of Research Methods in the Study of Religion*, December, 1–48. <https://doi.org/10.4324/9780203154281-35>
- Moran, A., Kilpatrick, R., Abbott, L., Dallat, J., & Mcclune, B. (2010). Evaluation & research in education training to teach : Motivating factors and implications for recruitment. *University Library Utrecht*, 15(29 Maret), 17–32. <https://doi.org/10.1080/09500790108666980>

- Practices, C. P., & Arnaut, D. (2013). Career decisions of university students. *Journal of Community Positive Practices*, 2, 92–107.
- Saether, E. A. (2020). Creativity-contingent rewards, intrinsic motivation, and creativity: The importance of fair reward evaluation procedures. *Frontiers in Psychology*, 11(June), 1–9. <https://doi.org/10.3389/fpsyg.2020.00974>
- Sali, P. (2013). Understanding motivations to become teachers of English: ELT trainees' perceptions. *Procedia - Social and Behavioral Sciences*, 93, 1418–1422. <https://doi.org/10.1016/j.sbspro.2013.10.055>
- Suryani, A., Watt, H. M. G., & Richardson, P. W. (2016). *Students' motivations to become teachers : FIT-Choice findings from Indonesia*. 3(3), 179–202.
- Taherdoost, H. (2016). Validity and reliability of the research instrument; How to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management (IJARM)*, 5(September), 28–36. <https://doi.org/10.2139/ssrn.3205040>
- Thi, D., Loan, B., Van, N. T., & Trung, N. D. (2019). Factors Influencing the Career Decision Making Process in Secondary School in Vietnam. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(September), 917–923. <https://doi.org/10.35940/ijrte.B1188.0982S919>
- Toi, M., & Batson, C. D. (1982). More evidence that empathy is a source of altruistic motivation. *Journal of Personality and Social Psychology*, 43(2), 281–292. <https://doi.org/10.1037/0022-3514.43.2.281>
- Topkaya, E. Z. (2012). Choosing Teaching as a Career : Motivations of pre-service English teachers in Turkey. *Journal of Language Teaching and Research*, 3(1), 126–134. <https://doi.org/10.4304/jltr.3.1.126-134>
- Turu, D. W. S., & Wula, P. (2019). Education Teachers in Merauke , Papua. *Journal of Art and Humanities*, 08(08), 60–70. <https://doi.org/http://dx.doi.org/10.18533/journal.v8i8.1718> The
- Warsono, W. (2017). Guru: antara pendidik, profesi, dan aktor sosial. *The Journal of Society & Media*, 1(1), 1–10. <https://doi.org/10.26740/jsm.v1n1.p1-10>

APPENDICES

Appendix 1. Validation Rubric of Questionnaire

RUBRIK VALIDASI KUESIONER

Instruction:

Give thick mark (✓) at the alternative answers which you think the best one for following criteria

Criteria	Operational Definitions	Score					Statements NOT meeting standard (List page and statement number) and need to be revised. Please use the comments and suggestions section to recommend revisions
		1	2	3	4	5	
Clarity	• The statements are direct and specific					✓	
	• Only one statement is asked at a time					✓	
	• The participants can understand what is being asked					✓	
	• There are no <i>double-barreled</i> statement (two statements in one)					✓	
Wordiness	• Statements are concise					✓	
	• There are no unnecessary words					✓	
Negative Wording	• Statements are asked using the affirmative					✓	
Overlapping Responses	• All possibilities are considered					✓	
	• There are no ambiguous statements					✓	
Balance	• The statements are unbiased and do not lead the participants to a response. The statements are asked using a neutral tone					✓	
Use of Jargon	• The terms used are understandable by the target population					✓	
	• There are no clichés or hyperbole in the wording of the statements					✓	
Appropriat	• The choices listed allow participants					✓	

ness of Responses Listed	to respond appropriately						✓
	<ul style="list-style-type: none"> The responses apply to all situations or offer a way for those to respond with unique situations 						✓
Use of Technical Language	<ul style="list-style-type: none"> The use of technical language is minimal and appropriate 						✓
	<ul style="list-style-type: none"> All acronyms are defined 						✓
Application to Praxis	<ul style="list-style-type: none"> The statements asked relate to the daily practices or expertise of the potential participants 						✓
Relationship to Problem	<ul style="list-style-type: none"> The statements are sufficient to answer the research question 						✓
	<ul style="list-style-type: none"> The statements are sufficient to obtain the purpose of the study. 						✓

Simon & White (2011)

The Criteria of the Score:

1 = Not Acceptable (larger modification required)

2 = Below Expectations (needs some major modifications)

3 = Almost meet expectations (needs a little modification)

4 = Meets Expectations (no modifications needed but could be improved with **minor changes**)

5 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total score}}{\text{Total Items}}$$

Comments and suggestions:

Semarang, December 6, 2021

Validated by:

Advisor

Hartono, S.S., M.Pd.
NIK. 210496038

Appendix 2. Close-ended Questionnaire Sheet

KUESIONER PENELITIAN
PRE-SERVICE ENGLISH TEACHER MOTIVATION TO PURSUE
CAREER IN TEACHING A CASE AT ISLAMIC SULTAN AGUNG
UNIVERSITY

Nama : Milcha Izza Sifana

Pembimbing : Hartono S.S., M.Pd.

PENGANTAR

Kuesioner ini dikonsulkan untuk mengumpulkan data tentang “Motivasi Mahasiswa Pendidikan Bahasa Inggris Dalam Memilih Kareer Sebagai Guru”. Mohon berkenan mengisi dan menanggapi sesuai dengan apa yang Anda rasakan atau Anda pikirkan. Jawaban Anda akan kami jaga kerahasiaanya dan hanya akan di pergunakan untuk penelitian ini. Atas partisipasinya Saya ucapkan trimakasih.

PETUNJUK

1. Terdapat 30 pernyataan yang harus Anda jawab. Pilihlah jawaban yang menurut Anda benar dan sesuai dengan opini Anda.
2. Adapun jawaban dari pertanyaan tersebut terdiri dari
SS : “Sangat Setuju” dengan nilai (skor) = 5
S : “Setuju” dengan nilai (skor) = 4
N : “Netral” dengan nilai (skor) = 3
TS : “Tidak Setuju” dengan nilai (skor) = 2
STA : “Sangat Tidak Setuju” dengan nilai (skor) = 1

Contoh:

“Saya ingin menjadi guru karena saya senang dengan profesi ini”

Apabila Anda sangat setuju dengan pernyataan tersebut, maka pilihlah jawaban (SS).

3. Setiap Pernyataan hanya memiliki satu jawaban
4. Dalam setiap pernyataan, tidak ada jawaban yang benar maupun salah, jadi sebisa mungkin anda pilih jawaban yang paling tepat dan yang paling sesuai dengan anda.
5. Setelah mengisi jawaban pada form ini, mohon periksa kembali agar tidak ada pernyataan yang terlewat

DAFTAR PERNYATAAN

No	Pernyataan	Pilihan alternatif				
		SS	S	N	TS	STS
1	Profesi guru bahasa Inggris sangat menarik untuk saya tekuni					
2	Sejak kecil, saya bercita-cita menjadi guru bahasa Inggris.					
3	Saya bangga menjadi guru bahasa Inggris					
4	Bekerja sebagai guru bahasa Inggris akan selalu menyenangkan dan menarik.					
5	Dengan menjadi seorang guru Saya dapat terus mengembangkan					

	kemampuan bahasa Inggris saya					
6	Saya senang bekerja dan mengajar di sekolah					
7	Saya belajar di program studi pendidikan bahasa Inggris karena saya ingin menjadi seorang guru.					
8	Saya lancar berbicara bahasa Inggris sehingga saya cocok untuk menjadi seorang guru.					
9	Dengan menjadi seorang guru saya dapat membantu siswa saya dalam mencapai tujuan belajarnya					
10	Mengajar bahasa Inggris itu mudah dan menyenangkan					
11	Saya senang bisa mengajar siswa pelajaran bahasa Inggris					

12	Profesi guru akan selalu dibutuhkan oleh masyarakat					
13	Guru adalah profesi yang mulia,					
14	Saya suka berkontribusi dan berbagi pengetahuan saya kepada anak-anak					
15	Menjadi guru saya bisa berbagi ilmu kepada anak-anak					
16	Saya senang bisa membantu dan mengajar bahasa Inggris kepada para remaja					
17	Dengan menjadi guru saya berharap ilmu yang saya bagikan kepada siswa dapat bermanfaat bagi mereka					
18	Saya ingin meningkatkan pendidikan dan pengajaran di sekolah tempat saya bekerja					
19	Saya sangat suka dengan murid-murid					

20	Saya suka mengajarkan bahasa Inggris kepada murid-murid dengan strategi yang saya gunakan					
21	Menjadi seorang guru bahasa Inggris akan memberi saya penghasilan yang cukup baik.					
22	Saya sangat terkesan dengan guru bahasa Inggris yang pernah mengajar saya.					
23	Saya selalu memperhatikan cara dosen saya mengajar dan saya ingin menjadi seperti mereka					
25	Saya senang dengan gaji yang diperoleh seorang guru					
26	Profesi guru memiliki jam kerja dan hari libur yang baik					
27	Lebih mudah menemukan lowongan pengajaran					
28	Profesi guru bisa menjadi seorang PNS					

29	Pekerjaan guru sangat di hormati oleh masyarakat					
30	Saya senang memiliki rekan kerja antar guru					

Appendix 3. Research Permission Letter



YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
 Jl. Raya Kaligawe Km 4 Semarang 50112 Telp. (024) 8523684 (R. Sel.) Faks (024) 8523455
 email: info@unissula.ac.id/web: www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bersifat Membangun Generasi Khaira Ummah

Nomor : 017/D.1/FBIK/XI/2021

Semarang, 5 Rabiul Akhir 1443 H

Lamp. : 1 (satu) berkas

10 November 2021 M

Hal : Permohonan Izin Mengadakan Penelitian

Yth. Bapak Dekan Fakultas Bahasa dan Ilmu Komunikasi
 Universitas Islam Sultan Agung
 Jln. Raya Kaligawe KM. 4 Semarang
 di tempat

Assalamu 'alaikum wr. wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama : Milcha Izza Siffana
 NIM : 31801700020
 Program Studi : Strata I Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :

" Pre-Service English Teachers' Motivation to Pursue Career in Teaching a Case at Islamic Sultan Agung University"

dengan Dosen Pembimbing : Hartono, S.S., M.Pd.
 (NIK. 210496038)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/ Ibu untuk bersedia menerima dan mengizinkan mahasiswa tersebut diatas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

Wassalamu 'alaikum wr. wb.

Dosen Pembimbing



Hartono, S.S., M.Pd.
 NIK. 210496038

Tembusan:

1. Yang bersangkutan
2. Arsip

Appendix 4. The Data Collection

				Altruistic Reason							
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Score A	
4	4	4	4	4	4	4	4	4	4	40	
4	2	4	4	4	4	3	3	4	4	36	
4	2	4	4	4	4	3	3	4	3	35	
4	3	4	4	5	3	3	3	4	4	37	
4	4	4	4	4	4	4	4	4	4	40	
4	2	5	5	5	4	3	3	5	4	40	
4	3	4	4	4	3	4	4	4	4	38	
5	4	5	5	5	4	4	4	5	4	45	
3	3	4	4	5	3	3	4	5	4	38	
4	4	4	5	5	4	4	4	4	4	42	
4	3	4	4	5	4	3	3	4	4	38	
4	4	4	4	4	3	3	3	4	4	37	
4	2	4	4	4	3	4	3	4	4	36	
4	4	4	4	4	4	4	4	4	4	40	
4	3	3	3	4	4	3	3	3	3	33	
4	4	4	4	4	4	4	4	4	4	40	
5	3	4	3	5	4	3	2	3	2	34	
4	4	4	4	4	5	4	3	4	4	40	
5	3	4	5	5	5	5	4	5	4	45	
3	2	4	3	5	4	3	3	5	4	36	
4	4	5	4	5	5	4	4	4	4	43	
3	2	3	3	4	3	3	4	4	4	33	
5	5	5	4	5	5	5	4	5	4	47	
4	2	3	3	4	4	3	4	3	4	34	
4	3	4	3	3	3	4	2	4	3	33	
5	3	4	4	4	4	4	4	4	4	40	
4	3	5	4	4	4	3	4	5	4	40	
5	4	4	4	4	4	4	3	4	3	39	
4	3	4	4	4	5	4	3	5	4	40	
5	5	5	5	4	4	5	3	4	3	43	
3	3	4	4	4	3	3	3	4	4	35	
4	2	4	4	4	4	4	4	4	3	37	
5	5	5	4	4	4	5	4	4	3	43	
4	4	5	4	5	5	4	4	4	3	42	
3	4	4	3	4	3	3	3	3	4	34	
4	2	4	4	4	4	4	4	4	3	37	
4	3	5	5	5	5	3	3	3	3	39	
5	3	5	5	5	5	3	4	5	4	44	
4	3	4	3	5	4	3	3	5	2	36	
3	3	4	3	5	4	3	3	4	4	36	

4	3	5	5	5	4	3	4	5	4	42
4	3	4	4	5	4	3	4	4	4	39
3	3	3	3	4	4	4	2	5	4	35
5	3	5	5	5	4	4	3	4	4	42
4	4	4	4	4	4	4	3	4	3	38
4	4	3	4	5	5	5	3	5	4	42
3	2	3	3	4	3	4	3	4	3	32
4	4	4	4	4	4	4	3	4	3	38
4	3	4	4	5	4	3	3	4	3	37
4	3	4	4	4	4	4	3	3	3	36

				Intrinsic Reason							
B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	Score B	
4	4	4	4	4	4	4	4	4	4	40	
5	5	5	5	5	4	4	4	3	3	43	
4	5	5	5	5	4	5	3	5	4	45	
4	5	5	4	4	5	5	3	4	4	43	
4	5	5	5	5	5	5	4	4	4	46	
5	5	5	4	5	4	5	5	3	5	46	
4	5	5	5	5	5	5	5	5	5	49	
5	5	5	5	5	5	5	5	5	5	50	
4	5	5	4	5	5	5	4	4	4	45	
4	4	4	4	4	4	4	4	5	4	41	
5	5	5	5	5	4	5	5	5	5	49	
3	4	3	3	4	4	3	4	4	4	36	
4	5	5	5	5	4	5	4	3	4	44	
4	4	4	4	4	4	4	4	4	4	40	
4	4	5	5	4	4	5	4	4	4	43	
4	4	4	4	4	4	4	4	4	4	40	
5	5	4	4	5	4	5	3	5	5	45	
4	5	5	5	5	5	5	4	5	5	48	
5	5	5	5	5	5	5	5	3	5	48	
5	5	5	5	5	5	5	5	4	4	48	
5	5	5	5	5	5	5	5	4	5	49	
4	4	5	4	4	4	5	4	3	4	41	
5	5	5	5	5	5	5	5	5	5	50	
4	3	3	3	3	3	4	3	3	4	33	
4	5	5	4	4	4	5	3	5	3	42	
4	5	5	5	5	5	5	5	5	5	49	
4	5	5	5	5	5	5	5	4	4	47	
4	5	5	5	5	4	5	5	5	4	47	

4	4	5	5	5	4	4	4	4	5	44
4	4	5	5	5	4	5	5	4	4	45
4	5	5	4	3	4	4	3	3	3	38
4	4	4	4	4	4	4	4	4	4	40
4	4	4	5	4	4	5	5	4	4	43
5	4	5	5	4	3	5	4	4	4	43
4	4	4	3	3	3	4	3	3	3	34
4	4	5	4	5	4	4	5	4	5	44
4	4	5	3	4	4	4	3	3	3	37
5	5	5	5	5	5	5	5	4	5	49
4	5	5	5	5	5	5	5	3	5	47
4	4	5	4	5	4	5	4	4	4	43
5	5	5	4	5	4	4	4	4	4	44
5	5	5	4	4	4	5	4	4	4	44
4	4	5	4	4	4	4	4	2	3	38
5	5	5	4	5	4	5	5	4	4	46
4	4	4	4	4	4	4	4	5	4	41
5	5	5	5	5	5	5	5	5	5	50
4	5	5	5	5	4	4	3	3	4	42
4	4	4	4	4	4	4	4	3	4	39
4	4	5	4	5	4	5	4	4	4	43
4	5	5	5	5	5	5	5	4	3	46

				Extrinsic Motivation							
C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Score C	
4	4	4	4	4	4	4	4	4	4	40	
4	3	3	4	4	5	5	5	4	3	40	
3	5	5	3	5	5	3	5	5	4	43	
4	4	5	3	5	4	5	5	5	4	44	
4	4	4	4	4	4	4	5	4	5	42	
3	5	5	3	5	4	3	4	5	5	42	
5	5	5	3	5	5	5	5	5	5	48	
4	5	5	4	4	4	4	4	4	4	42	
3	4	4	3	4	4	3	4	3	4	36	
4	5	4	3	4	5	5	4	4	4	42	
3	5	4	2	4	5	4	4	3	5	39	
3	4	4	4	4	3	4	4	3	4	37	
3	2	4	2	3	3	3	4	3	3	30	
4	4	4	4	4	4	4	4	4	4	40	
3	5	4	3	5	3	3	4	4	4	38	

4	4	4	4	4	4	4	4	4	4	40
2	5	5	2	5	2	4	2	3	5	35
3	5	5	3	5	5	4	4	5	5	44
2	3	3	4	4	3	4	3	5	4	35
2	5	4	4	5	2	3	3	2	4	34
4	5	4	4	4	4	3	5	5	5	43
3	3	4	4	3	4	4	4	4	4	37
4	5	5	4	5	2	4	5	5	5	44
4	4	3	3	4	4	3	4	4	4	37
3	5	3	4	5	4	3	3	5	4	39
5	4	3	3	4	3	4	3	4	3	36
4	5	5	3	5	5	4	5	5	5	46
3	4	4	4	4	3	4	4	5	4	39
3	4	4	5	4	4	5	4	4	4	41
3	5	4	3	4	3	3	3	4	4	36
3	4	4	2	3	5	4	5	5	4	39
4	4	3	3	4	4	3	3	4	4	36
4	5	5	3	5	4	3	5	3	4	41
3	4	3	3	4	3	3	3	3	4	33
3	3	3	3	3	3	3	3	3	3	30
3	4	4	2	4	3	3	4	3	4	34
3	4	5	3	4	4	3	3	4	4	37
5	5	5	4	5	5	5	5	5	5	49
2	4	4	2	5	4	3	3	5	3	35
3	4	4	3	4	3	4	3	3	4	35
4	4	5	4	5	4	5	5	4	4	44
4	5	4	4	5	3	4	4	4	4	41
3	5	3	3	4	2	4	4	3	5	36
4	4	4	3	4	3	4	4	4	4	38
3	4	5	2	4	4	3	3	4	4	36
3	5	3	2	4	4	2	3	4	4	34
5	4	4	3	3	3	3	4	4	4	37
3	4	4	2	4	3	3	4	3	4	34
3	5	4	3	4	2	3	3	3	4	34
3	5	3	3	5	4	3	4	4	4	38