

## TEACHER CANDIDATES' REFLECTION ON INSTRUMENTAL MOTIVATION

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### ABSTRACT

*This article reports the results of a descriptive quantitative research study on teacher candidates' reflection on instrumental motivation. The research instrument used was a questionnaire containing thirteen items asking about the teacher candidates' future goals, estimated time to achieve the goals, underlying reasons of joining in the English Department, and possible alternatives that they could probably have in relation to their attempt of achieving the future goals, and how they perceive themselves as student-teachers. The results showed that before studying in WMCUS most of the students, as many as 86.48%, considered having a professional career as the most important future goal than other goals, which they (48.64%) wanted to achieve between five and 10 years from the year the data was collected. Also, 43.24% of the participants considered that joining the ED as one of the means to pursue the future goals even though 56.75% of the participants acknowledged that the ED in WMCUS was not the first choice. The participants also regarded themselves as ordinary individuals who were not very enthusiastic in pursuing their future goals and they were motivated as long as the circumstances allowed them to (45.94%). It was also found that the instrumental motivations changed overtime.*

**Keywords:** *English as a foreign language, teacher education, reflection, motivation, teacher candidates*

### INTRODUCTION

Selecting teaching English as a foreign language in Indonesia as a career opens opportunities and challenges. A teacher educator then needs to facilitate his teacher candidates with knowledge and skills related to the issues. One of the techniques of conducting this is by introducing the teacher candidates with reflective practices to deepen their understanding about the career of a teacher with regard to their ideal future self. With regard to this, Tamah (2018) suggests that there should be explicit attempts to influence the teacher candidates to be more interested in the teaching career pathway despite the teaching training efforts in the English education major. She further remarks that the greater the interest is; the greater the chance is to drive teacher candidates to really move on to the expectation from 'teacher candidates' to 'teachers' (p. 2311). Therefore, if the ultimate goal is to have a great success level of student-teachers to graduate, interesting points need to be introduced and emphasized. From the study, it was identified that micro-teaching and teaching internship program help the student-teachers to identify themselves interesting points of becoming an English teacher. Further, this particularly implies that teacher education should be able to initiate, introduce as well as reinforce varied interesting points, such as in the form of future benefits, to help the teacher candidates discover and achieve the future objectives of having a teaching career as they also function as the dream goals.

Furthermore, Pramastiwi et al. (2018) postulate that teachers should be reflective pedagogical thinkers by nature although there are perpetual challenges, namely time management and limitation of external professional communities, which may hinder them from continuing professional development. They further argued that insufficient school support and incapacity to reflect as contributing factors to the challenges. The

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Indonesian government through Massive Open Online Course (MOOC) has tried to address and solve this predicament. The result shows that the role of ICT through the MOOC has been agreed by most of the research participants to ease their efforts in continuing professional developments. This application is later viewed as one solution to the challenges faced by the in-service teachers who took place in the research study. This study shows that the government as one contributing stakeholder has supported teaching career to a certain extent that Indonesian teachers can develop their professional career. For this reason, a student-teacher needs to be aware that selecting a teaching career does not always mean that there are only good things to be obtained, but there are also challenges which may hinder them from continuing their career as a teacher if they are not capable of identifying what the issues are and how to tackle them.

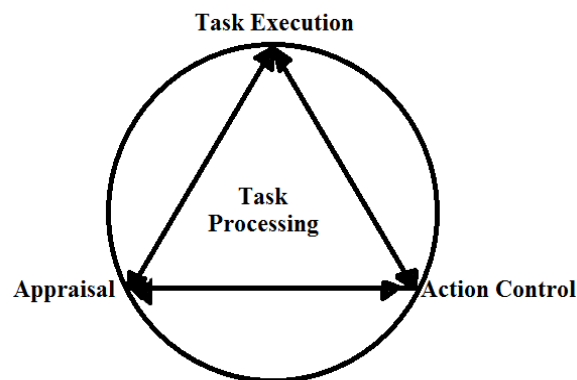
Susanto (2015) later suggests introducing the concept of reflection in order that the student-teachers are accustomed to underlying their actions based on their professional reflections. This may be conducted as a manifestation of a reflection-on-action based practices. By conducting reflective practices, the student-teachers are then expected to be able to identify where they were, where they are and where they will be in their respective life timeline. Ngadiman (2015) states that it is important for the teacher candidates to be reflective by being critical to their own learning experiences in order that the individuals can become effective and efficient learners and teachers in the future. He further argues that one way to pursue a professional development is by systematically observe and research the experiences they have had and this habit needs to be introduced at the early stage of teacher education program.

## LITERATURE REVIEW

### Motivation

Motivation covers underlying reasons which are employed by an individual in attempt to achieve desired results. A study conducted by Manuel & Hughes (2006) showed that a teaching career was chosen to fulfill a dream had by the participants of this study as the prominent intrasubjective factor along with intersubjective factors of the influence of family and inspirational teachers. These factors are considered to be motivations. Dörnyei (2003) proposes a ‘task processing system’ that collaborate three interrelated mechanisms namely task execution, appraisal, and action control as illustrated in Figure 1 below.

**Figure 1 Task-processing system schematic representation (adapted from Dörnyei, 2003)**



The mechanisms that construct the task-processing system are the initial fundamental elements in grappling with the term motivation. An individual gets engaged in task-supportive learning actions (executions)

following the action controls that govern the individuals in the process of achieving the appraisals (future goals) that may be rewarded as the individuals as stimuli. The task processing, which can be understood as the interplay of the three mechanisms, takes place recurrently in the course as the individual progresses towards the expected achievements. Further, Dörnyei (1998:17) posits that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals”. This statement emphasizes how motivation does not only drive people to only do the actions but also control the amount of effort given by the individuals in learning. In this case, future goals have become underlying reasons (or appraisals) that are considered by Tamah (2018) as ‘interesting points’. She remarks that the greater the interesting points to be exposed to student-teachers, the bigger the drive to be involved in taking (executing) actions, whereas the action control here is represented by the English as a foreign language teaching career pathway. In this research study, the term motivation is understood to be the same with the term appraisal or interesting point. Additionally, Norris-Holt (2001) uses the term ‘instrumental motivation’ as proposed by Hudson (2000 in Norris-Holt 2001) in describing the kind of motivation that is generally characterized by the desire to obtain concrete results from the efforts given. With this regard, future goals are considered as the instruments that can raise the desire of giving the efforts or taking the necessary actions. Also, Zimmerman (2008) states that highly motivating future goals are conscious and able to help learners focus their attention on the learning tasks given along the learning track. It is emphasized that future goals are used as instruments to regulate learning to a great extent. In the same vein, Kormos, *et al.* (2011) found that internally mediated future self-guides are at the essence of constructing motivated behaviors in the case of pursuing important learning goals. From the descriptions above, it is understood that the instrumental motivations which are also called as internally mediated future self-guides play a pivotal role in attempt to execute actions or behaviors along the pre-determined track of achieving desired future goals. These interesting points need to be exposed and reinforced in order that they can be consciously grasped by the student-teachers to support their learning efforts.

## RESEARCH METHODS

All the registered students in the third semester of the English Department (ED) were invited to gather at an agreed place and time to join a Career Pathway Discussion Forum. The population of this research study was 43, but some of the students did not attend the invitation for various reasons such as family reasons and other personal reasons. Therefore, the students who attended the event were considered to be the subject of this research. In total, there were about 37 students who came to the auditorium. Then, questionnaires were distributed to them. The participants were given some time to fill in the questionnaires after that day’s event finished. The questionnaires were then collected and returned to the researcher for data analysis. The initial items in the questionnaire was 16, but after the draft was consulted to a research methods expert, the number of items was reduced into 13 as there were three items crossed out. One test item was considered to be irrelevant with the topic and the other two test items were considered to be redundant as the questions were already covered by other questionnaire items. The questionnaire draft was then finalized and copied and distributed to the participants.

## FINDINGS

After the questionnaires were collected, the data were analyzed. The following findings were then obtained.

**Table 1. Future goals**

	make my family happy	have a lot of money	have a professional career	travel to different countries	No idea
1. Before joining the ED, I wanted to...	27 =72.97%	23 = 62.16%	32 = 86.48%	27 = 72.97%	0%
2. Currently, during my study here in the ED, I want to...	26 = 70.27%	21 = 56.75%	29 = 78.37%	27 = 72.97%	0%
3. In the future, after graduating from this ED, I want to...	24 = 64.86%	22 = 59.45%	29 =78.37%	27 = 72.97%	0%

It can be seen from Table 1 that with regard to future goals the participants regarded that, firstly, having professional career was the most popular future goal in the past, present, and future life timeline of the participants (86.48% and 78.37%) that they wanted among others. From this result, it can be said that the participants put their highest concern on their goal of having a professional career compared to the other life goals like making their parents happy, having a lot of money, and travelling to other countries. In other words, they posited that having a professional career that they enjoy doing for the rest of their life is the most important future goal of all. Second, interestingly, the number of participants who considered travelling overseas as the second future goal remained the same; it was 27 participants in total (72.97%). Before the participants entered the ED in Widya Mandala Catholic University Surabaya (henceforth WMCUS), while they were studying in the department, and after they have graduated, traveling to other countries is the second concern on the participants' checklist of life goals. Traveling to other countries was a very popular life goal for the ED because it is very likely that English can provide them with skills and knowledge to communicate with international people around the world and open limitless opportunities for them at the international level. Third, surprisingly enough, the goal of making the family, especially their parents, happy was in the third position of future life goals of the participants and the percentage was decreasing throughout the students' life timeline (72.97%; 70.27%; and 64.86%). This life goal of making the parents happy became less popular after the students entered the ED and after they have graduated from the department but the percentage was still quite high as there were more than 50% of the participants (18

participants) who still aimed to make their family especially their parents happy with their own ways, joining the ED in this university might be one of them. Lastly, having a lot of money was the least popular future goal of all. With their current situation at that time as students of the ED, the participants opted that money was not the most important thing in life therefore the percentage was the lowest (56.75%). Having a lot of money was said to be important with the popularity percentage higher than 50%, but not the most important one as it was positioned at the bottom of the rank. In sum, according to the data analysis, the ranking position of life goals in the first place was having a professional career that they could enjoy the most in the first place followed by traveling overseas in the second place and making their family happy in the third place and having a lot of money in the fourth place. Furthermore, it is also important to identify the time proximity of when these future goals might be achieved.

**Table 2. Estimated time range to achieve the future goals**

	within 5 years	between 5 and 10 years from now	at least 10 years from now	I have no idea
1. Before joining the ED, my future goals could be achieved...	10 = 27.02%	18 = 48.64%	2 = 5.40%	7 = 18.91%
2. After joining the ED, my future goals can be achieved...	8 = 21.62%	17 = 45.94%	3 = 8.10%	5 = 13.51%

Table 2 summarizes the results of data analysis on the estimated time to achieve the future goals. The time span is divided into four categories, namely (1) within five years, (2) between five and ten years, (3) longer than 10 years from that moment, and there was (4) a category which allowed the participants to choose if they had no idea when the future goals could be achieved. From the illustration in that table, it can be said that out of the 37 participants, almost half of them knew when they could realize their life goals. Before joining the ED, 18 participants (48.64%) agreed that their dreams could be achieved within five to ten years from the year 2018 which was the approximate time range when they would have graduated. Within five to ten years, the participants would likely have a professional career already as the ED prepared them for professional teaching world regarding the fact that being an English teacher was the career that was expected for them to have. Meanwhile, ten (27.02%) of the participants remarked that they could achieve their dreams immediately after they will have graduated or within 5 years starting from 2018. Regarding the fact that they were in the third semester at the time of data collection, the expected time for the ten participants to realize their dreams was in the year 2023 at the latest. Next, before joining the ED, two of them (5.40%) remarked that they would realize their dreams after the year 2023. This category was the least popular of all, while the other categories were filled with more optimistic participants to realize their dreams under the ten year period of time. Interestingly enough, seven participants (18.91%) still had no idea when they could possibly achieve their future goals.

Furthermore, after joining the ED, the ranking positions remained the same with “between 5 and 10 years” category at the first rank, “within 5 years” category at the second rank, “I have no idea” category at the third rank, and “at least 10 years from now” category at the bottom rank. The positions remained the same with

slight differences in percentage. It can be seen from the table that the percentage of realizing future goals between 5 and 10 years went down to 45.94% with the loss of 1 participant. The number of the participants who selected this category decreased although not significantly. Next, after the participants experienced studying in the ED, those who remarked that they could achieve their dreams within 5 year time period also decreased almost 5% as the category lost two participants who selected this. The decrease also happened in the “I have no idea” category from 18.91% before joining the ED into 13.51% after joining the ED. This happened because two participants did not answer this item or they became more optimistic and chose another category after they completed a few semesters in the ED. Interestingly enough, the number of participants who selected the “at least 10 years from now” category improved slightly into 8.10% as there was an additional 1 participant who selected this category with 3 participants in total; in fact, this was the only category that experienced an increase after the participants experienced studying in the ED for a while. It is also noted that there were only 33 participants who answered this particular item; there were 4 participants who did not answer this questionnaire item.

**Table 3. Underlying reasons**

	the department is one of the vehicles to pursue my goals	my parents asked me to join in the ED	it has been one of my goals to join in the department	I have no idea
1. I joined the ED in this university because...	16 = 43.24%	10 = 27.02%	7 = 18.91%	4 = 10.81%
2. I continue studying in this ED because...	15 = 40.54%	9 = 24.32%	13 = 35.13%	0%
3. I will still continue studying here in the future because...	20 = 54.05%	3 = 8.10%	9 = 24.32%	5 = 13.51%

This group of questionnaire items was set to determine the students’ underlying reasons why they decided to join the ED in this university. This was important to be asked as it could provide illustration of the factors that influenced the participants to choose this university particularly this ED as their major in respect to the students’ attempt to pursue their future goals. From Table 3 above, the most popular reason of why the participants selected this ED as their major was that the department was one vehicle to achieve their future goals and this reason was popular across three different time frames: before entering the ED (43.24%), during their study in the ED (40.54%), and later in the future (54.05%). The participants were certain that they would continue studying in the ED in the future because the department was one of the vehicles to pursue their future goals and this was the most popular statement of all that was selected by the participants. Moreover, while the participants were studying in the ED, they all had clear pictures of why they joined in the ED. This is represented with the zero percentage of “I have no idea” category when being asked why they would still want to continue studying in the ED. The following paragraphs explain the details.

The ranking of underlying reasons why they had chosen to join in the ED after they graduated from senior high school was because (1) the department was one of the vehicles to pursue their future goals (43.24%) at the first rank, (2) their parents requested them to join in the ED (27.02%), (3) entering the ED had always been their goal (18.91%), while the others (4) had no idea why they entered the ED. It can be concluded that most significantly future goals had driven the participants to select the ED in this university as a means to help them pursue their future goals of having a professional career that they would love to have, traveling overseas, making their parents happy, and having a lot of money among others. Next, the role of parents was not to be neglected as it positioned in the second rank of reasons why the participants entered this ED. In Asian culture, the figure of parents is so strong that sometimes even almost all the decisions that the children make are based on the parents' consent, agreement or even request. This might imply that one future goal of making the parents happy was by joining in this ED and this had been done by some of the participants. Meanwhile, it can also be said that the ED in WMCUS had been one of the favorite university majors had by the participants as some of them had dreamed of joining in the ED. The popularity of the ED of WMCUS, with this regard, needs to be improved in order that this category could climb up into the second or even the first rank position. Nevertheless, some participants said that they had no idea why they joined in the ED. It seems that they did not have any strong reasons that influenced them to select this ED.

Furthermore, after they had been joining in the ED for a while, the percentages changed quite significantly, even all the students found reasons why they wanted to keep studying in this ED until they graduate later. This was represented by the percentage of "I have no idea" category to decrease until it reached 0%. The other two categories namely "the department is one of the vehicles to pursue my goals" and "my parents ask me to continue studying in the ED" each lost 1 respondent leaving the "it has been one of my goals to join in the ED" to improve significantly from 18.91% to 35.13%. This is important to be noted that the experience of studying in the ED in WMCUS improved the students' interest on the major and reconsidered their underlying reason of why they would keep studying in the ED until later they graduate.

Also, the reasons for continuing to study in the ED were asked and the results were interestingly different from the previous item. Meaningfully, five students realized that having a bachelor's degree of English Education would be one of the vehicles of pursuing their future goals. In total, there were 20 respondents who agreed with the statement (54.05%). Then, the percentage of the participants who perceived that the strong influence of their parents who requested them to continue their study in the ED also decreased significantly as they realized that the reason was not quite a strong influence of why they would keep studying in the ED leaving only three respondents (8.10%) who posited that the parents' request was a good reason for them to continue their study in the ED. Interestingly enough, the attractive points offered by the ED would no longer be a strong factor for them to continue their study in the ED as the percentage decreased into 24.32% from 35.13% previously. Nonetheless, there were still some students who remarked that they had no idea why they would keep continuing their study in the ED and even the percentage got bigger from 0% previously to 13.51%.

To conclude, Table 3 presents meaningful information about why the participants decided to enter WMCUS, kept studying in WMCUS, and would keep continuing their study until they have graduated. The reasons were varied and changed overtime but importantly most of the participant postulated that the ED was one of the main vehicles for them to pursue their future goals or life dreams. Next, it is also necessary to investigate possible alternatives that the participants had besides studying in the ED. The information can help us to have a

bigger picture of what the teacher candidates had in mind before joining in the ED in WMCUS and at that moment when they were completing their study.

**Table 4. Possible alternatives**

	in this ED of WMCUS	in another department/major in WMCUS	in another university	in a workplace
1. Before joining the ED, I wanted to be...	2 = 5.40%	9 = 24.32%	21 = 56.75%	4 = 10.81%
2. At the moment, I would rather be...	15 = 40.54%	5 = 13.51%	15 = 40.54%	3 = 8.10%

Information about possible alternatives that all participants had before joining in the ED in WMCUS and at that moment when they were completing their study has been presented in Table 4 above. The table provides information about (1) the attractiveness of the department, (2) WMCUS, (3) another university, and (4) work in the eye of the 37 participants after before and after they started their study in the ED in WMCUS. In general, there were changes identified from the data provided. The following paragraph explains in details.

At first, when the participants had just graduated from senior high school, they stated that they wanted to join in another university either in the ED or other majors. The majority of the participants (56.75%) did not want to join in the ED or university. Moreover, only nine participants (24.32%) of the students who wanted to enter WMCUS, but they had different majors to select besides the ED. In fact, there were more participants who wanted to directly work (10.81%) than joining in the ED in WMCUS (5.40%). Interestingly, the percentages were dramatically changed when the participants experienced studying in the ED for two semesters. There were more students who changed his mind and decided that they would rather be still studying in the ED at that moment and the percentage reached 40.54%. However, this percentage was exactly the same with the percentage of the participants who still wanted to study in another university. It is also important to be noted that the percentage of the participants wanting to study in another university had decreased more than 16% from previously. This also happened to the category of “wanting to study in another major in WMCUS”. The percentage fell into 13.51% almost half of the previous participants who wanted to study in another major in WMCUS had changed their mind and selected other options. The decrease was considered to be significant. Still, there were 8.10% of the participants who were certain that they would rather be working in a company or starting their own business than studying in the ED in this university. In a nutshell, the participants had explained their underlying reasons of choosing the ED, WMCUS and other possible alternatives that they had had before joining the ED and while they were continuing their study in the ED. It seems that the experience of studying in the ED made the students rethink what they really wanted in the course of achieving their life dreams or future goals.



**Table 5. Self-perceived Identity**

	an enthusiastic individual wanting to pursue my big dreams	an ordinary individual having dreams which I want to achieve if possible	a low motivated individual not having any dreams	I have no idea
1. Before joining in this ED, I think I was...	14 = 37.83%	17 = 45.94%	4 = 10.81%	2 = 5.40%
2. While studying in this ED, I think I am...	25 = 67.56%	12 = 32.43%	0%	0%
3. After graduating from this ED, I will be...	26 = 70.27%	7 = 18.91%	0%	4 = 10.81%

Table 5 above specifically describes the participants' answers on who they had been before entering the ED, who they were while studying in the ED, and who they would be. This group of questions investigated what the students perceived on themselves by providing four categories to select from. They are (1) an enthusiastic individual wanting to pursue his life dreams, (2) an ordinary individual having dreams which will be achieved if possible, (3) a low motivated individual not having any dreams, and a category that allows them to provide (4) no specific answer or if they had no idea what to answer. The details are explained in the following paragraphs.

The general trend before the participants entered this university was that 45.94% of them (17 individuals) had considered themselves an ordinary individual without any great efforts to pursue their dreams. This category was the most popular option selected by most of the students. The next popular category which was selected by most of the participants was "an enthusiastic individual with great willingness to pursue their big dreams" with the percentage of 37.83% (14 individuals). This implies that there had been quite a great portion of enthusiastic school leavers who selected the ED as their major as a means to pursue their future goals. However, four participants had defined themselves as low-motivated school leavers without any future goals (10.81%). This category describes that the individuals did not have any strong drive to study or work as they did not have any idea what they had wanted before entering WMCUS. Meanwhile, two individuals (5.40%) said that they had had no idea what to answer for this particular item. This might be because they were hesitant to choose the other available options.

After the students had been studying in the ED for a while, the trend moved significantly to a positive trend as the category of being "an enthusiastic individual wanting to pursue future big dreams" obtained a greater percentage of 67.56% (25 individuals). The category turned to be the most popular category during the time the participants were studying in the ED. The category of "an ordinary individual having dreams which I want to achieve if possible" obtained 32.43% with 12 participants selecting this option. This means that the participants had begun to have dreams or future goals although they perceived that the drive was not strong. Interestingly, the other two categories had a percentage value of 0%. This represents the fact that all of the participants remarked

that they had already identified their future goals after studying for a while in the ED in WMCUS. This determination of having future dreams to realize needs to be identified further. Therefore, it is important to identify how the participants maintained to have and achieve the dreams. The next questionnaire item then was set to investigate this point.

As many as 26 participants remarked that they would still be an enthusiastic individual with a strong motivation of realizing the future dreams (70.27%). These participants had not only managed to identify their future goals, but they had also been determined to obtain them. They wanted to realize the dreams by finding ways themselves. Different from them, however, 18.91% of the participants said that they would just be ordinary individuals who wanted to make the dreams come true if there were any possible ways. In other words, they already had motivations to achieve the goals, but they heavily depended on the possibilities or circumstances so if later it seemed impossible for them to realize the dreams they would easily give up. Then, as many as four individuals (10.81%) stated that they had no idea who they would be after graduating from the ED of WMCUS. Drawn from the obtained data while the students were studying in the ED, it was concluded that the students thought that they would easily give up their dreams later after they graduated from the ED. They had no idea who they would be after graduating from the ED despite the fact that they had already identified the future goals during their study.

## **DISCUSSION**

There are some occurrences of interesting findings to be discussed related to the findings described above, covering the variations of answers on the (1) teacher candidates' future goals that the teacher candidates want to achieve in life, (2) expected time of achieving the goals, (3) underlying reasons why they eventually decide to enter the ED in WMCUS, (4) possible alternatives that have besides obtaining a bachelor's degree in English education in the university, and (5) self-reflections.

Firstly, the changes in the answers on the teacher candidates' future goals across time (before entering the ED, while studying in the ED, and after completing the study) are identified in two categories. The number of answers on the category or "making my family happy" decreased about 6%. The intersubjective family reason becomes no longer among the top priority future goals. This finding seems to be different from what is found by Manuel & Hughes (2006) as the family reason is only relevant at the point when the teacher candidates have not graduated from the department. This is later confirmed at the change in underlying reasons of why the student-teachers selected to join the ED in the university which greatly decreases from 27.02% to 8.10% by the time they graduate from the ED. Secondly, the changes in the answers on the teacher candidates' estimated time in achieving the future goals tend to get longer time period ranges. Although slightly, the changes need to be concerned as the more time the students spend on studying in the university the more the time they need to pursue their future goals, with 5 to 10 year time period being the most popular time span of realizing the goals. Next, the trend of underlying reasons why the teacher candidates eventually join in the ED in the university also changes quite dramatically. In general, the teacher candidates remark that an English department is a means to achieve their dreams but joining in the ED in the university is not their main concern. They realize that many of their dreams can come true if they join an English department and the more time they spend studying in the ED the more they realize that joining in the ED is actually worth considering as one of their dreams. This finding is similar to that of the study conducted by Manuel & Hughes (2006), this study finds that the student-teachers have realized that teaching is a career that

they want to pursue and the more time they spend studying in the ED in the university the greater their interest in the teaching career. This is later confirmed by the “possible alternatives” section as the percentage of the students who want to study in the ED increases, while the percentage of the students who want to study in another university decreases. This shows how the ED in the university has provided values that are considered to be important in making them want to keep continuing their study in the ED in the university. This is confirmed by the section of “self-perceived identity” as there are dramatically positive changes where the student-teachers describe themselves to be more enthusiastic in pursuing the future goals. Moreover, there is not any individual who is lowly motivated in realizing their goals while they are studying in the ED in the university and later after they complete their study in the future. In regard to this, Susanto (2018) discusses in his article that various cultures offer different characterizations of a teacher, but ultimately he explains that the figure of a “guru” is what is intended by many as an ideal teacher. He further concludes with 12 ideal characteristics of a guru, and motivating is among them. A guru needs not only be motivated, but also motivating in this case.

## **CONCLUSION**

Based on the findings and discussion sections, this research study finds that the student-teachers have already been successful in identifying their intrinsic motivations by asking what, when, where and how they can achieve their future goals and who they think of themselves as an individual in their own life course of professional career pathway. The ED has been successful in helping the students identify what their purposes of studying in the ED and, even greater, future goals are. For the participants, studying in the ED helped them have a great professional career that they can enjoy doing for the rest of their life and that is considered to be the most important future goal for them. This kind of intrinsic motivation is expected to be achieved between five and ten years (the year 2023 – 2028). This is also later confirmed by the fact that they select the ED as a vehicle to pursue the future professional career that they have dreamed of even though entering the ED in this university is not the participants’ first option. Also, it is concluded that the ED has successfully helped the students to be motivated in achieving the future goals in a way that they become more enthusiastic in pursuing their future goals and the number of participants has increased after they have studied in the ED. Many of the students are not enthusiastic and low-motivated individuals before entering the ED and later after some time of studying in the ED they all have motivations and most of them become highly motivated. The students have then identified themselves as highly-motivated teacher candidates.

## **SUGGESTIONS**

Some suggestions are made based on the completed research study. They are useful for future researchers, teacher educators, and teacher candidates. For future researchers, it is suggested that it is significant to conduct similar research in a longer time interval or with a greater number of participants in order to ensure the generalization level of these findings as it is acknowledged that the time of conducting this research study was fairly limited. For teacher educators, it is strongly suggested that the teacher candidates can be given opportunities to identify what their future goals are (either in a short or long time span), when they want to achieve them, how they can pursue them and where. Also, it is advised that the teacher candidates be helped to identify who they are in their progress of achieving their future goals or life dreams since many of the teacher candidates at the early semesters do not realize that they need to be highly motivated in order to realize their dreams. For teacher

candidates, it is suggested that they can get accustomed to having personal reflections on their professional career pathway especially in the teaching career. In particular, for teacher candidates of English as a foreign language, they need to begin to identify what their future goals are and how to achieve them by building up their self-potentials as future teachers.

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