

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Indonesian EFL Student Teachers, teaching Indonesian to Foreign Speakers (BIPA), and Motivation theory related to teaching.

2.1 Indonesian EFL Student Teachers

Indonesian EFL Student Teachers are English Education students who actively participate in real teaching and learning activities and fulfil various teacher responsibilities to prepare themselves for their future careers as teachers. Indonesian EFL Student Teachers need to practise their skills. This ensures effective and successful learning, which involves recognizing, selecting, and taking appropriate action during teaching.

Indonesian EFL Student Teachers should be capable of utilising teaching materials from textbooks, online sources, and creating their own, as well as independently resolving learning issues encountered in the classroom. This is in line with Sudrajat (2018) who explained that the expected outcome of English Education students is able to teach English at elementary, middle, and high school levels using English as the medium of communication. He highlighted that English serves a dual functional purpose, both as a medium of communication and as a subject to be taught to students.

Intriguingly, several Indonesian EFL Student Teachers chose to enrol in the English Education Department not to become English teachers, but because they were genuinely interested in the English language. They aimed to enhance their proficiency in English as a foreign language. Additionally, Lomi (2021) discovered that some Indonesian EFL Student Teachers believed that studying English at the university level would open up opportunities for them to travel abroad or to communicate with foreign speakers in Indonesia.

The researcher found that several Indonesian EFL Student Teachers decided to teach Indonesian to Foreign Speakers (BIPA) to catch the opportunities to communicate with foreign speakers within the country and to explore opportunities for international programs. Two popular programs attended by many English teachers are the FLTA Program and BIPA Teaching Program for Abroad. The Fulbright Foreign Language Teaching Assistant (FLTA) Program is provided by the Fulbright Fellowship program under the U.S. Government and BIPA Teaching Program for Abroad offered by the Language Development and Cultivation Agency under the Indonesian Ministry of Education and Culture.

2.2 Teaching Indonesian to Foreign Speakers (BIPA)

Teaching Indonesian to Foreign Speakers (BIPA) is a program of Indonesian language learning developed for foreign speakers with practical learning strategies and oriented towards achieving communicative abilities. Suyitno (2018) explained that the BIPA learning materials are tailored to meet the communication needs of foreign speakers. In the researcher's preliminary observation of BIPA classes, it was observed that foreign speakers prefer interactive communication activities over one-way theoretical explanations.

However, one of the challenges in learning a foreign language is the communication gap between the learner's first language (L1) and the target or second language (L2). This often occurs due to the limited knowledge of the second language by foreign speakers. Moreover, Grabe (1986) explained that the problem of learning a foreign language arises as a result of linguistic and sociocultural differences between the learner's L1 and the target L2. The researcher also discovered that language and cultural differences among foreign speakers can complicate the process of teaching Indonesian to them in the BIPA program. This is because the learning strategies used by foreign speakers to master the L2 and their cultural understanding embedded in the L2 are strongly influenced by their L1 and cultural background.

In response to this communication gap, Ellis 1986, as cited in Suyitno, 2021) explained that the successful acquisition of the second language (L2) and understanding of its culture often involve incorporating the learner's first language (L1) into the spoken L2 and experiencing cultural interference in their language behaviour. As a result, both teachers and learners use the learners' L1 in L2 learning classes to efficiently ask questions, provide clarifications, and explain lessons. This practice also aids in building social relationships among learners (Pablo, Lengeling, Zenil, Crawford, and Goodwin, 2011, as cited in Kurniawan, 2021). Furthermore, Nation (2003) suggested that using the L1 at the beginning level is natural, especially when learners share the same L1 background, as it helps reduce their shyness in engaging with each other while learning the target language.

In this study, the researcher investigates Indonesian EFL Student Teachers who teach BIPA to foreign speakers who use English as their daily language of communication. Therefore, English plays a significant role in the BIPA learning process. This notion is supported by Kurniawan's (2021) findings, which emphasise that English proficiency, especially at the beginner level (A1) of BIPA class, is crucial as it serves as a bridge to connect students with the Indonesian language materials.

Mukti (2020) discovered that some English students and graduates from Indonesia choose to teach Indonesian to foreign speakers as BIPA instructors. This shift in preference is due to some Indonesian Language students and graduates feeling afraid to Indonesian as a foreign language, so English students and graduates take the chance. The researcher aims to further explore the motivations behind the interest of Indonesian EFL Student Teachers in teaching Indonesian to Foreign Speakers (BIPA).

2.3 Motivation

One of the factors influencing teachers who teach Indonesian to foreign speakers in BIPA classes, which may be different from their department's origin, is the teachers' motivation in carrying out their job. Motivation is a psychological process that encourages teachers to enjoy the teaching process and fulfil their goals in education.

According to Richardson and Watt (2018), motivation is a crucial aspect in shaping and developing a teacher's professional identity. It is related to how teachers perceive themselves and their work. Additionally, motivation is closely linked to various education-related variables, including education reform, student motivation, teacher teaching practices, teacher welfare, and teacher psychology (Han & Yin, 2016). Motivation drives teachers to engage positively in their work and strive to achieve their goals in education (Salifu & Agbenyega, 2016).

Motivation is shaped by a teacher's attitude towards work situations and plays a significant role in driving someone to achieve their education-related goals. Human needs are diverse and ever-changing, and individuals continuously endeavour to fulfil those needs. Motivation is seen as an effort that directs and sustains a person's behaviour, inspiring them to take action and achieve specific outcomes or goals.

The Self-Determination Theory (SDT) proposed by Ryan and Deci (2000) is a well-known theory that explains the taxonomy of human motivation. It is a comprehensive theory of human motivation that focuses on behaviour development and functioning within a social context. SDT identifies three types of motivation: intrinsic motivation (autonomous motivation), extrinsic motivation (controlled motivation), and amotivation (lack of willingness). Ryan and Deci (2000) further developed motivation into several subtypes.

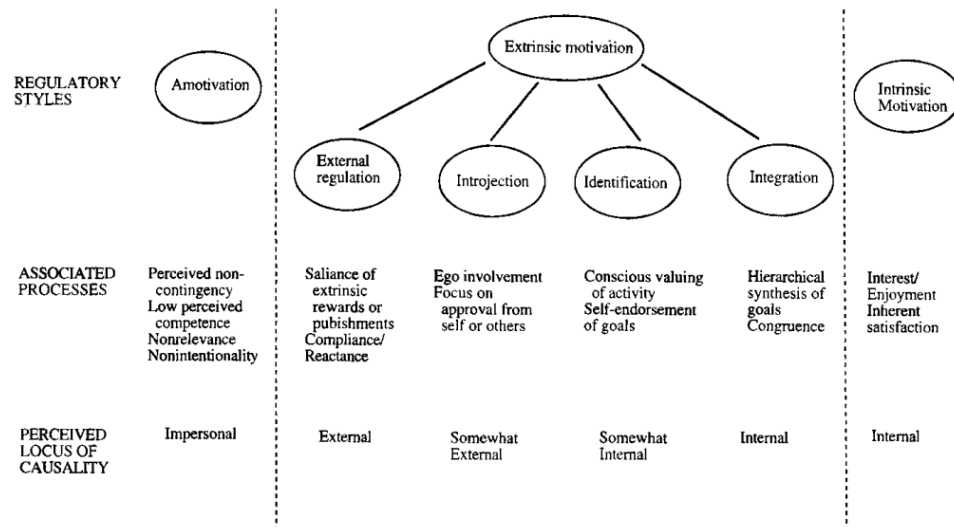


Figure 2.1 A taxonomy of human motivation (Ryan and Deci, 2000)

In the taxonomy of motivation, the least autonomous forms of motivation are categorised from left to right, starting with amotivation. Amotivation refers to a state where a person lacks the intention to act. When amotivated, one's behaviour lacks intentionality and a sense of personal causation. This lack of motivation can arise from not valuing an activity, not feeling competent to perform it, or not believing it will lead to a desired outcome (Ryan and Deci, 2000).

Moving to the right in the taxonomy, we encounter extrinsic motivation, which is characterised by behaviours driven by external factors, such as meeting needs due to interpersonal pressure or depending on rewards and sanctions. Within the Self-Determination Theory (SDT), there is a sub-theory called Organismic Integration Theory (OIT), which delves into the different forms of extrinsic motivation and the contextual factors that influence the internalisation and integration of the regulation for these behaviours (Deci and Ryan, 1985 as cited in Ryan and Deci, 2000). OIT outlines four distinct types of extrinsic motivation, which are as follows:

1) External regulated behaviour

This type of behaviour occurs in response to external requests or rewards. Individuals are motivated by external factors to engage in the behaviour.

2) Introjected regulation of behaviour

This type is described as regulation that gives rise to behaviour but is not considered self-regulation. SDT claims that this type of regulation is usually driven by self-esteem. This is the type of behaviour by which people are motivated to demonstrate their ability for self-esteem.

3) Regulation through identification

This type of regulation is a more autonomous form of extrinsic motivation, driven by a sense of autonomy. Individuals are motivated to engage in the activity because they identify with the goals and values associated with it.

4) Integrated regulation

This is the most autonomous form of extrinsic motivation. Integrated regulation occurs when individuals internalize the regulation and it becomes congruent with their own values and beliefs, leading them to actively participate and invest in the behaviour.

The last is intrinsic motivation, here individuals perform activities based on preferred choices and interests rather than outside influences or pressures. This individual choice becomes the basis of an awareness of their needs and an interpretation of the environment. Individuals are free from external pressures and rewards designed to control behaviour, it is not impossible that there can be outside influences, but individuals must be able to adapt and maintain their own rules. For example, in the context of this study, Indonesian EFL Student

Teachers who are intrinsically motivated to become BIPA teachers will be genuinely encouraged to learn about Indonesian material and prepare everything needed for effective BIPA teaching activities.

2.4 Study of the Relevant Research

Before the researcher decided to do this research, the researcher did preliminary observation and studies of previous research regarding Indonesian EFL Student Teachers who teach Indonesian to Foreign Speakers (BIPA) and teachers' motivation. The prior studies discussed in the following order:

The researcher found in the preliminary observation that there are amount of Indonesian EFL Student Teachers or English Education students who enjoyed teaching BIPA both in Indonesia and even taking a chance of the BIPA teaching program abroad. Mukti (2020) explained that this shift is shaped by the belief that most foreign learners are "*bule*" (Indonesian way to call foreigners)" and able to speak English so teachers must have English proficiency to be able to teach and communicate with those students. He added that this phenomenon is shaped by most Indonesian Language Education students feeling afraid of their English proficiency, so English Education students take the chance.

Another related research was conducted by Lomi (2021). He investigated Indonesian EFL Student Teachers' motivation to teach. He found that some Indonesian EFL Student Teachers see studying English at the university level as learning the language itself. They see with the English language, they potentially could broaden their opportunities to go abroad, or maybe later on meet with foreign speakers in Indonesia.

Even though there has been an increase in studies regarding English teachers teaching Indonesian to Foreign Speakers (BIPA), most studies have studied their challenges, teachers' identity formation, and teachers' tension in their working place. Moreover, there is no research specifically on the motivation of Indonesian EFL Student Teachers to teach Indonesian to Foreign Speakers (BIPA). Hence, to fill this void, this study focused on exploring the motivation of Indonesian EFL Student Teachers to jump out into teaching BIPA.

In this study, the researcher only investigated Indonesian EFL Student Teachers' motivation based on Ryan and Deci (2000); intrinsic motivation; external regulated behaviour; introjected regulation of behaviour; regulation through identification; integrated regulation, and amotivation. This form of motivation is chosen based on the scope of the research question and the research setting. Furthermore, it is developed into several questions for research interview guidelines.