

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a wide-ranging description of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significances of the study.

#### **1.1 Background**

Indonesian EFL Student Teachers are expected to be English teachers. However, several Indonesian EFL Student Teachers choose to teach Indonesian to foreign speakers, known as BIPA (*Bahasa Indonesia bagi Penutur Asing*). Mukti (2020) explained that this phenomenon appears because of the belief that job vacancies for Indonesian EFL Student Teachers to become BIPA teachers are broader than to become English teachers. He also found that most pre-service Indonesian language teachers were afraid of their English proficiency, so Indonesian EFL Student Teachers took the chance.

Based on preliminary research (observation), the researcher found that BIPA learners in some BIPA classes in Riau Islands use English as their daily language of communication. English is used as the language of instruction and communication during BIPA classes. Kurniawan (2021) explained that foreign speakers as beginners in learning Indonesian are lacked Indonesian vocabularies and knowledge. BIPA learners need English and a teacher who speaks English well, so they can be engaged in BIPA learning process properly. Therefore, BIPA teachers who have English language competence are needed by BIPA learners.

In recent years, the interest of Indonesian EFL Student Teachers in studying BIPA has increased significantly. Setyaningsih (2020) explained that BIPA course is included in the curriculum and has become an elective course of the English Education Department in several universities in Indonesia because BIPA program offers great opportunities in the fields of science, profession and business. Kusuma (2019) considered that BIPA program can

create business opportunities for language education centres as it presents new chances for growth in the language education business sector.

The research on Indonesian EFL Student Teachers who taught BIPA has been the concern of many researchers and experts. However, the concern focuses only on the phenomenon of English teachers teaching Indonesian to foreign learners (Mukti, 2020), phenomenon of BIPA learners need a teacher who speaks English well (Kurniawan, 2021), phenomenon of BIPA course that included in the curriculum of the English Education Department (Setyaningsih, 2020) and and the study regarding BIPA course that offers business opportunities for language education centres (Kusuma, 2019). There is no sufficient research specifically on motivation of Indonesian EFL Student Teachers to teach Indonesian to Foreign Speakers (BIPA). Hence, this study focused on exploring motivational factors which strongly motivate Indonesian EFL Student Teachers jump into teaching BIPA.

## **1.2 Formulation of the Problem**

Based on the background of the study, the researcher addresses the following question "What are Indonesian EFL Student Teachers' motivations to teach Indonesian to Foreign Speakers (BIPA)?"

## **1.3 Operational Definitions**

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

- 1.3.1 Indonesian EFL Student Teachers** : Indonesian EFL Student Teachers are English education students who practice in real situations of teaching and learning activities to prepare themselves as teachers in the future. In this context, Indonesian EFL Student Teachers who taught Indonesian to Foreign Speakers (BIPA).

- 1.3.2 Teaching Indonesian to Foreign Speakers (BIPA)** : Teaching Indonesian to Foreign Speakers (BIPA) is an Indonesian learning program developed for foreign speakers with practical learning strategies and oriented towards communicative abilities.
- 1.3.3 Motivation** : Motivation is a condition that drives someone directed to achieve their goals in the field of education. In this context, the motivation of Indonesian EFL Student Teachers' motivation in teaching Indonesian to Foreign Speakers (BIPA).

#### **1.4 Aim of the Study**

This study explores Indonesian EFL Student Teachers who teach Indonesian to Foreign Speakers (BIPA) that focuses on the motivation that lead them to do so.

#### **1.5 Significances of the Study**

In this research, the researcher hopes that it will be useful and meaningful in the future. Hopefully, it can provide significant benefits and inspire further in-depth research as mentioned below.

##### **1.5.1 Theoretical Use**

This research enriches the literature on teaching Indonesian to Foreign Speakers (BIPA), specifically focusing on the motivation of Indonesian EFL Student Teachers in teaching BIPA.

##### **1.5.2 Practical Use**

This research suggests the English Education Department facilitates their students who are interested in teaching BIPA to take BIPA course in the Indonesian Language Education Department through Kampus Merdeka.

##### **1.5.3 Empirical Use**

This research shows empirical understanding on Indonesian EFL Student Teachers' motivation in teaching Indonesian to Foreign Speakers (BIPA).