

**STORIES OF A PRE-SERVICE ENGLISH TEACHER'S COMMITMENT
TO BECOMING AN ENGLISH TEACHER**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements the Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



Written by:

Evi Rohyatin Nisa

18322147

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA**

YOGYAKARTA

2022

APPROVAL SHEET

**STORIES OF A PRE-SERVICE ENGLISH TEACHER'S COMMITMENT
TO BECOMING AN ENGLISH TEACHER**

By

Evi Rohyatin Nisa

18322147



Approved on

By

Supervisor

A handwritten signature in black ink, appearing to read 'Banatul M.', is written over a faint background of Arabic calligraphy.

(Banatul Murtafi'ah, S.Pd., M.Pd.)

NIP: 193220102

RATIFICATION SHEET

STORIES OF A PRE-SERVICE ENGLISH TEACHER'S COMMITMENT TO BECOMING AN ENGLISH TEACHER

By:

Evi Rohyatin Nisa (18322147)

Defended before the Board of Examiners on July 2022 and Declared Acceptable.

Board of Examiners

Chairperson : Banatul Murtafi'ah, S.Pd., M.Pd.

First Examiner : Dr. Ista Maharsi, S.S., M.Hum.

Second Examiner : Anandayu Suri Ardini, S.S., M.A.

Yogyakarta, July 27, 2022

Department of English Language Education

Faculty of Psychology & Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,



Irina Windy Astuti, S.S., M.Hum.

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that I wrote this thesis myself. There are no other works except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 01 Juni 2022

The Writer,



Evi Rohyatin Nisa
18322147



MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not require of any soul more than what it can afford.

(2:286)

وَتَوَكَّلْ عَلَى اللَّهِ وَكَفَى بِاللَّهِ وَكِيلًا

And put your trust in Allah, for Allah is sufficient as a Trustee of

Affairs. (33.:3)

الجامعة الإسلامية
الاستدراكية

DEDICATIONS

I proudly dedicate this thesis to my number one supporters, my parents **Mr. Juremi** and **Mrs. Siti Fathonah**, my little sisters Amelia and Azkia, my thesis supervisor Ms. Banatul Murtafi'ah who also gave me such meaningful support and guidance during this thesis writing process, my friends, my classmates, my roommate, and last but not least for everyone who frequently asks me: "How's your thesis?", "What is your progress?", "When is your thesis defense?", "When is your graduation?", etc. You guys are the real reason for my forced encouragement.



ACKNOWLEDGEMENT

The author is very grateful to Allah almighty for without His graces and blessings, this study would not have been possible. Immeasurable appreciation and most profound gratitude for the help and support are extended to the following persons who in one way or another have contributed to making this study possible. Also, it is a genuine pleasure to express my deep sense of thanks and gratitude to my beloved parents **Mr. Juremi & Mrs. Siti Fathonah** for their material, financial, spiritual support, and encouragement. Furthermore, I also would like to give my best gratitude to these people:

1. **Irma Windy Astuti S.S., M.Hum.** as the Head of the English Language Education Department.
2. **Banatul Murtafi'ah, S.Pd., M.Pd.** as my amazing thesis supervisor. Thank you very much for all the support and guidance gave to me.
3. **Fitriana Syarifa Ahmad** as my roommate also my inspiration in writing this thesis because of her care, patience to face me every single day, and kindness to help me obtain the several issues in this writing process.
4. **Amelia, Silvia, Husna, Azkia, Afrina, Haqi.** you guys support me to do this thesis and go back home and play together in grandpa and grandma's house.
5. **Ns. Elva and Ns. Kamili.** Thanks for frequently ask my progress, giving me support, and sometimes money.
6. All of the lecturers and English Language Education Department staff helped me a lot during the entire semester.
7. All of my friends in GA 638 YK have accompanied me in my university life and

sometimes take me to have night coffee.

8. All of my best friends in the English language department 2018 either of them and the people with whom I have had conversations related to this thesis.
9. All my friends in JAFANA & TIM TAKLIM FPSB UII provided me with many opportunities.
10. All my friends in PPL MAN 3 SLEMAN: Group PAI UII, PBI UST, and UNY provided me with many opportunities to prepare for being a teacher after graduation.
11. All my friends from HIMADA YK thank you give me support to write this thesis.
12. All my friends from Komplek Q thank you give me support to write this thesis
13. Finally, I wanna thank me for believing me for doing all this hard work and just being me at all times.

For everyone I cannot mention the name here, thank you so much for supporting me. I hope this thesis will be useful for the readers. However, this research is still far from being perfect, hence any criticisms, ideas, and suggestions for the improvement of my thesis are greatly appreciated.

Yogyakarta, Mei 2022

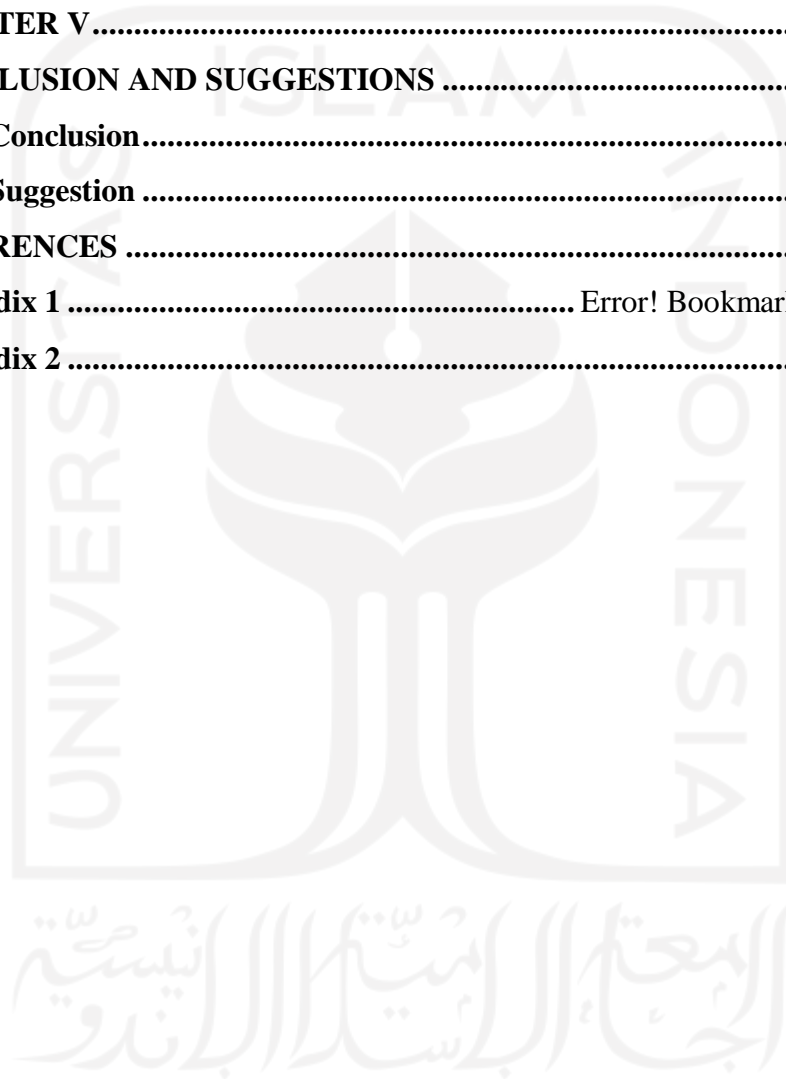


Evi Rohyatin Nisa

TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	vii
Abstract	xi
CHAPTER I	1
INTRODUCTION	1
1.1. Background to the Study	1
1.2. Identification of the Problem	2
1.3. Limitation of the Problem	3
1.4. Formulation of the Problem	3
1.5. Objectives of the Study	4
1.6. Significances of the Study	4
CHAPTER II	5
LITERATURE REVIEW	5
2.1 Teaching Commitment	5
2.2. Pre-service teachers' commitment to becoming English teachers	7
2.3. Review of Relevant Studies	9
2.4. Theoretical Framework	9
RESEARCH METHODOLOGY	12
3.1. RESEARCH DESIGN	12
3.2. DATA PREPARATION	12
3.2.1. Participant and setting	12
3.2.2. Source of Data	14
3.2.3. Informed Consent	14
3.4. DATA ANALYSIS TECHNIQUE	16
3.5. TRUSTWORTHINESS	17

CHAPTER IV	18
FINDINGS AND DISCUSSION.....	18
4.1. Findings.....	18
4.1.1. Data Preparation	18
4.2. Discussion.....	21
CHAPTER V.....	25
CONCLUSION AND SUGGESTIONS	25
5.1. Conclusion.....	25
5.2. Suggestion	25
REFERENCES	27
Appendix 1	Error! Bookmark not defined.
Appendix 2	29



STORIES OF A PRE-SERVICE ENGLISH TEACHER'S COMMITMENT TO BECOMING AN ENGLISH TEACHER

Abstract

Despite the growing number of research investigating initial teacher education among EFL pre-service teachers, there has been limited discussion about their commitment to becoming English teachers. This present study aims to investigate EFL pre-service teachers' commitment to becoming English teachers and the factors constructing their commitment to becoming English teachers. This study applied narrative inquiry as the research method. One pre-service English teacher voluntarily participated in this research and has passed the Microteaching course, and the PPL (*Praktik Pengalaman Lapangan* or School-based teaching practicum). Interviews were used in this study to obtain the data. In analyzing the data, the researcher used narrative data analysis methods which include: transcribing the data, member-checking, and coding. Ela (pseudonym), the preservice teacher in the 7th semester, is now a third-year student at one of the private universities in Yogyakarta. She was chosen for being the participant considering her incredible profile she grew up in a boarding school environment, during the pandemic, she has taught at the elementary school in her *pesantren* and now also teaches English at the elementary school. Until now, the environment of her life is still within the scope of the *pesantren* which her father and mother have pioneered for a long time. Several factors affected her teaching commitment. First, personal characteristics that build Ela to have commitment to teaching because she likes teaching and sharing her knowledge with the students. Second, environmental determinants were the most influential factor because Ela's parents founded a boarding school, which made Ela build a commitment to teaching to help her parents build the education in their *pesantren*. Third, learning experience also led her to this teaching commitment while after facing many more experiences to teach since senior high school then microteaching and school-based practicum from the university. This study suggests implications for the pre-service English teacher, and stakeholders considering factors teaching commitments.

Keywords: *pre-service English teachers, teaching commitment*

CHAPTER I

INTRODUCTION

1.1. Background to the Study

Commitment to teaching is a significant aspect affecting job satisfaction and teacher retention. Commitment to teaching usually relates to the object of commitment, such as the teaching profession, school organization, students, and teaching subjects (Tyree, 1996; Dannetta, 2002). Students in the English Language Education Department are trained to be future English teachers. Some of them are already passionate about teaching jobs and want to choose the career path as teachers. The others, in contrast, are still questioning whether to choose teaching as their profession. The motivation built from oneself, and exemplary commitment can be used to reference various levels that can maintain pre-service teachers in their future work as a teacher.

Previous research was conducted to investigate the commitment to becoming an English teacher. A study from Moeses et al. (2017) aims to classify pre-service teachers based on their level of commitment to teaching and assist policymakers in raising the pre-service selection process and informing teacher educators about appropriate procedures for improvement. Most pre-service teachers choose to teach based on extrinsic motives. This can be described in a different research context in terms of culture and levels of socio-economic development.

Although there has been a lot of research on teacher commitment, to the best of the author's knowledge, the bulk of the studies are about the teacher in general, not specifically on English teachers, for example, commitments, motivation, and psychological placement for the teaching profession such as research (e.g., Moses et.al, 2017), and motivation to teach and commitment to teaching (e.g., Mingyue & Chun Lai, 2012). Many studies have investigated the motivation to become a teacher and the commitment to take up the profession of a teacher. Besides, the participants in those studies were also those who were first to last years in college and also those who had taught for about 5 years in school. To date, however, there has not been any discussion about the commitment of a pre-service teacher to becoming an English teacher. The participant in this study was a pre-service teacher in her third year of study who has passed a microteaching course in which they are asked to teach English to their peers. How she has the commitment to being a teacher and what factors are underlying her reasons. Therefore, the present study which investigated pre-service English teachers' commitment to becoming English teachers is urgent.

1.2. Identification of the Problem

Based on the preliminary interview with two pre-service English teachers, several challenges come up in the third year of their undergraduate study, such as; motivation, confidence, commitment, and experiences. In terms of motivation, they are motivated to become English teachers because they want to continue their parents who have become teachers. Besides that, they also want to keep their profession with the major while in college. The second is confidence. At the

beginning of entering a course where there was a teaching practice, they felt completely afraid of their speaking and very nervous even though their friends were being taught. However, the longer they feel normal and do not feel nervous. The next is commitment. They do not have the same commitment. One of them is very committed to becoming an English teacher in the future because besides she likes this profession and she also wants to continue her father's profession, who has been a teacher for a long time. Meanwhile, the second person does not put English teaching as the first-choice profession even though he admitted to liking English teaching, and the last is experience. As long as I learned many things about how to be a good teacher then that made me form and have a way about what I should do while teaching. I have had a lot of experiences so far, one of which is being a teacher for classmates, it is very tense and so much fun.

1.3. Limitation of the Problem

Considering those challenges, and due to practical constraints, this research cannot provide a comprehensive investigation of all problems. Therefore, this present study focuses only on the commitment of pre-service teachers' to becoming English teachers.

1.4. Formulation of the Problem

This present study attempts to answer the following question:

1. How did a pre-service teacher become committed to becoming an English teacher?

1.5. Objectives of the Study

This current study, therefore, attempts to:

1. Tell stories of a pre-service teacher' commitment to becoming an English teacher

1.6. Significances of the Study

Both practically and theoretically, the results of this study will bring benefits for:

1. For pre-service teachers

Pre-service teachers know about their future commitment so they will be more prepared to be English teachers.

2. For stakeholders

The pre-service teachers should also be given the opportunity to observe middle or senior high school students to get the feeling of being teachers.

Then, the duration for school based teaching practicum should be added to two months practicum.

3. For other researchers

This can specify the other studies that have been investigated about pre-service teachers.

CHAPTER II

LITERATURE REVIEW

2.1 Teaching Commitment

Commitment to teaching refers to student teachers' positive emotions towards the teaching profession, their willingness to enter the profession, and to give their time and energy to the processes of teaching and learning (Moses, 2017). Commitment is praiseworthy because it facilitates learning. If good working conditions are provided for committed teachers, the effectiveness of the educational organization will lead to positive consequences for the school and students will enhance (Moses et al, 2017). A committed teacher has strong psychological ties to the school, students, and knowledge of the subject area, and committed teachers make a difference to the learning and the lives of the students (Coladarci, 1992). Several experts have defined the concept of commitment. However, commitment is not the only factor in improving pre-service teachers' entrance to confinement in teaching English. Specifically, commitment is related to the incredible career involvement of certain behaviors, good performances, lower stress, higher satisfaction, and fewer absences and work-family conflict (Mayer et al., 2002). Commitment is raised from various points of supply; value agreement, the personality of involvement, and identification with appropriate goals (Meyer & Herscovitch, 2001).

Thomson et al. (2012) classified pre-service teachers based on their motivation to teach concerning their profession's perceptions of teaching. They identified some types, they are; enthusiastic, they decided to become a teacher. They felt that teaching was an important profession. Conventionally, it was the same as clusters enthusiastic, but the group did not mention that all aspects of education are essential. Lastly, Pragmatically, this group thought that becoming a teacher was not something crucial. Teaching was dependable.

In the next two years, Watt et al. (2014) identified three types of teaching commitment: 1) classroom-engaged professionals (passionate and enthusiastic about the teaching profession also wished to spend their future jobs in education for teaching); 2) highly engaged perseveres (enthusiastic about education for teaching but had the concept of leaving classroom teaching after some time and out to other roles generally associated with education); and 3) lower engaged disasters (People who desire to work with and make a difference in their lives, teaching become a valuable and morally good career with rewards)

Then, the most recent type of teaching commitment is Moses et al., (2017), who contend that commitment to the teaching profession is the most pivotal and thus categorize teaching commitment into four types: 1) the committed passionate, student-teachers of this type are characterized by their high levels of commitment to teaching. They chose to teach because they want to be teachers. They show a high level of enthusiasm and strong intentions to enter teaching and stay in the profession; 2) the committed compromisers, student-teachers in this type did not express a dislike of the teaching profession; it was simply not their first choice.

Because they did not get into their preferred course, they compromised; yet they seemed satisfied with teaching and generally expressed their readiness to enter the teaching profession after graduation; 3) undecided, student-teachers in this group seemed not to be motivated to enter the teaching profession after graduation. They expressed a dislike for teaching, calling it a 'fall-back' career. The 'undecided' is characterized by a dilemma about their decision to become teachers; 4) uncommitted, Student-teachers who never wished to become teachers and who never intend to enter the teaching profession. Unlike the undecided grouping, the student-teacher belonging to the 'uncommitted' type was explicit about her decision not to enter the teaching profession after graduation.

2.2. Pre-service teachers' commitment to becoming English teachers

Yook and Lee (2016) explain a pre-service teacher as a student trained who learns about teaching and learning, related to theories, methods, and practice to become a professional teacher. Teachers should commit. Pre-service teacher education refers to the education training of becoming a language teacher before establishing in the profession. Therefore, education will be used as a broader term, including training, such as in the present paper. Furthermore, in relation to research about pre-service teachers' commitment to becoming English teachers, Klassen and Chiu (2011) assert that pre-service teachers' commitment to teaching generally was more significant than their aid. Even though some accomplished prior to deciding whether to come into teaching as a profession. The contrasting differences between the two affair commitments arise from many factors, including the disparate social

environments in which the two groups study or work. In addition, the extent of their teaching experience also influences the differences.

Student-teachers attending an education major reported being more committed. The latter two relationships are weak with student-teachers at the end of the final year more committed to the teaching profession and more financial responsibilities student teachers had, the more committed they were to the teaching profession. There are three factors affecting student-teacher commitment based on the study from Moses et al (2017), including: 1) personal characteristics, A significant personal characteristic is self-efficacy. In teaching, a sense of self-efficacy applies to situations where a teacher judges his or her capability to bring about desired learning outcomes among students; 2) environmental factors identified in the literature include features of the teacher education program such as subject specialization and social influence, that is, influence from parents, friends, and teachers. Individual expectations and perceptions of the future work environment are important aspects determining motivation and commitment to enter the teaching profession including work-related factors and educational and familial structures; and 3) learning experience, The role of the teacher education program in enhancing student-teachers commitment is paramount. Student teachers' motivation and intention to enter teaching increased as they continued in teacher education, with the main influencing factors being learning about pedagogical theories, practical teaching, and mentor support.

2.3. Review of Relevant Studies

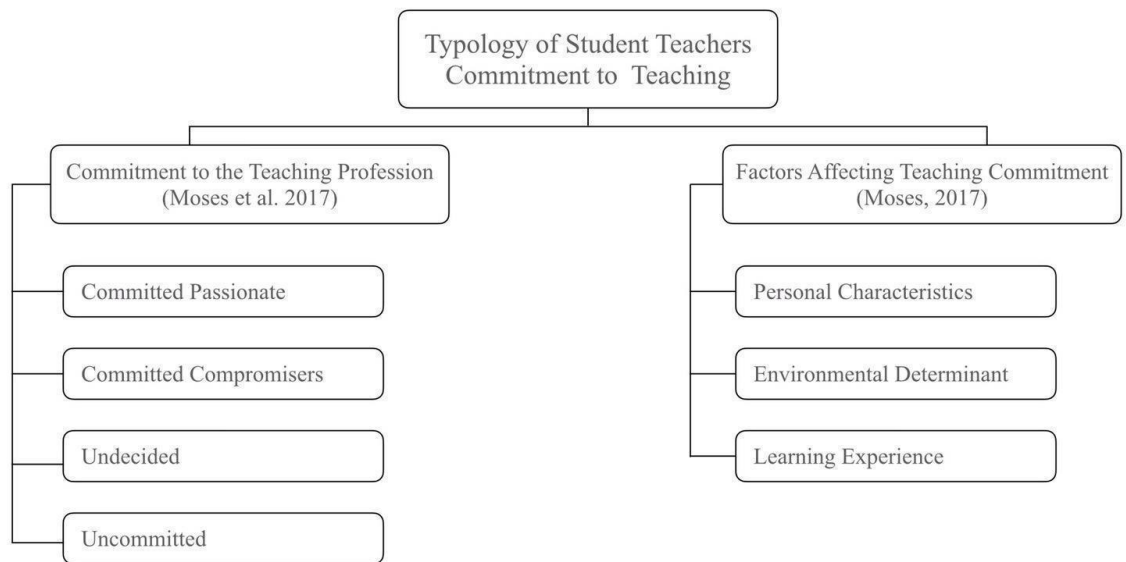
Several researchers have conducted relevant studies to investigate the commitment to becoming an English teacher—for example, a survey from Moses et al. (2017) with several undergraduate pre-service teachers from universities. This study, conducted at the College of Education in Tanzania, aims to classify preservice teachers based on their teaching commitment to other professions and assist policymakers in raising the preservice-teachers selection process to introduce teacher educators to appropriate procedures for improvement. Another study conducted by Chun Lai and Mingyue (2012) investigated the motivation to teach and commit to teaching among student teachers in the Department of organizing sooner than other professions in perspective preservice teachers to challenge nature and experience the natural.

This present study is different from the previous study conducted by Moses et al. (2017) and Chun Lai and Mingyue (2012) in terms of focus study. This study focuses on becoming an English teacher in terms of the condition after passing the microteaching course in the third year of college. In addition, both previous studies were conducted outside Indonesia.

2.4. Theoretical Framework

Moses et al. (2017) explained that pre-service teachers when teaching English tend to have commitment and willingness to enter the profession. The pre-service teachers proposed whether they loved to teach. They are satisfied with their agreement to become a teacher if teaching has the first choice. The pre-service teacher is destined for choosing the career after convocation and indent in the

profession for opportune times. Moses et al. (2017) describe the type of teaching commitment into four types: 1) the committed passionate, student-teachers of this type are characterized by their high levels of commitment to teaching. They chose to teach because they want to be teachers. They show a high level of enthusiasm and strong intentions to enter teaching and stay in the profession; 2) the committed compromisers, student-teachers in this type did not express a dislike of the teaching profession; it was simply not their first choice. Because they did not get into their preferred course, they compromised; yet they seemed satisfied with teaching and generally expressed their readiness to enter the teaching profession after graduation; 3) undecided, student-teachers in this group seemed not to be motivated to enter the teaching profession after graduation. Besides, there are three factors affecting student-teacher commitment based on the study from Moses et al (2017), including: 1) personal characteristics, A significant personal characteristic is self-efficacy. In teaching, a sense of self-efficacy applies to situations where a teacher judges his or her capability to bring about desired learning outcomes among students; 2) environmental factors identified in the literature include features of the teacher education program such as subject specialization and social influence, that is, influence from parents, friends, and teachers. Individual expectations and perceptions of the future work environment are important aspects determining motivation and commitment to enter the teaching profession including work-related factors and educational and familial structures; and 3) learning experience, The role of the teacher education program in enhancing student-teachers commitment is paramount.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explained the research methodology. Covered research design, participants and setting, data collecting technique, data analysis technique, and trustworthiness of data.

3.1. RESEARCH DESIGN

This research aims to know the pre-service teachers' commitment to becoming English teachers after their passed Reflective Peer Microteaching course and PPL (*Praktik Pengalaman Lapangan* or School based teaching practicum). Besides, their profession is committed to this. Narrative inquiry was applied as the research method by using narrative inquiry (Clandinin & Connelly, 2000).

3.2. DATA PREPARATION

3.2.1. Participant and setting

The participant of this research was one of the student-teachers, majoring in the English language education department in their fourth year and has passed the Reflective Peer Microteaching course, and have passed the PPL (*Praktik Pengalaman Lapangan* or School-based teaching practicum). Ela (pseudonym), the pre-service teacher in 7th semester, is now a fourth-year student at one of the private universities in Yogyakarta. Ela was selected for being the participant considering her incredible profile and willingly agreed to join this research. Ela grew up in a boarding school environment, she has been in the world of education since

childhood. Until now, the environment of her life is still within the scope of the *pesantren* which his father and mother have pioneered for a long time. Ela attended Islamic elementary school then continued at a boarding school in the Ciledug area and she took high school at an Islamic boarding school in West Java. After finishing at the *pesantren*, Ela often takes part in big events at her *pesantren*, she also assisted foreign language programs in the *pesantren* because the daily life of her *pesantren* is used to using both English and Arabic.

On the sidelines of her vacation before teaching practicum, Ela also teaches and guides English material with elementary school students at her boarding school. Ela has done PPL at Islamic Boarding School in Serang. She admitted that when conducting the teaching practicum, she was no longer nervous because she was already used to teaching students at her *pesantren*. She said that she would also continue to be in the world of education by teaching because by teaching he could share the knowledge had acquired when was in college and also the experience during teaching practice. She explained that usually teaching is unstructured and after this teaching practicum she was very grateful because the way her teaching had changed a lot for the better and more structured. Passing the microteaching course, she has an impression of being a teacher. In addition, those who are in their last year have passed the PPL (*Praktik Pengalaman Lapangan* or School-based teaching practicum) program where when carrying out teaching practicum it is absolutely necessary to teach, learn to handle students in the classroom, also fulfill several administrations carried out before teaching such as preparing lesson plans, making learning materials, as well as learning methods. which will be used while

teaching. It will be influential for them because by passing through this program they can predict that they will be interested in becoming teachers in the future or just simply and make it an experience. The English Language Education Department's location is in one of the private universities in Indonesia.

3.2.2. Source of Data

The data were collected online from the online interviews through the WhatsApp application and Zoom meeting. WhatsApp usage is caused by being able to use the features of sending messages, calling audio, video calling, voice recording, etc. Besides, Zoom used to interview the participant face to face by online meeting and it makes it easier for researchers when collecting the data obtained.

3.2.3. Informed Consent

Before conducting interviews for more in-depth research, the researcher communicated with the participants to ensure their willingness to be interviewed. In addition, the researcher also informed the participants that all the data that were written and the results of the interviews were strictly kept confidential. This informed consent is the letter that contains the identity and also the willingness to become a participant.

3.3. DATA COLLECTION TECHNIQUE

The data of this research were collected through interviews. This research collected the data through semi-structured interviews (i.e., mixed of structured and

unstructured interviews) Semi-structured interview is open-ended and allows for flexibility and having less structure with the pre-service teacher that met the criteria to be participants. Interview questions are usually open-ended questions so that in-depth information was collected. Thus, the interviewee helps us to explain, better understand, and explore the research subjects' opinions, behavior, experiences, phenomenon, etc.

Table 1. Interview Guidelines

Subject	Concept	Components	Questions
Typology of student teachers' commitment to teaching	Student-teachers' types based on their levels of commitment and describing the types based on student-teachers' motivation to enter the teaching profession, and their perceptions of the teaching profession and environmental aspects (Moses et al, 2017).	<ol style="list-style-type: none"> 1. Motivation to enter the teaching profession 2. Perceptions of the teaching profession 3. Environmental aspect 	<p>After facing the teaching practicum, how did you feel as a student-teacher?</p> <p>What is your motivation in taking English language education major?</p> <p>How do you perceive teaching profession?</p> <p>What influence your passion in teaching?</p>

Factors affecting student-teachers commitment	Factors affecting student-teachers commitment consist of: <ol style="list-style-type: none"> 1. Personal characteristics 2. Environmental determinant 3. Learning experience 		In your opinion, what are the characteristics of committed teacher? Who do you think influence you most in teaching? Tell me about your learning experience!
---	---	--	--

3.4. DATA ANALYSIS TECHNIQUE

Data analysis is an essential part of this research. This research used a narrative study that implemented the theory by Clandinin and Huber (2002) describing the three structural spaces of narrative inquiry in exploring the story of the participant. These three-dimensional spaces include, personal-social, past, present and future experiences, and place. To analyze the data, the researcher used three narrative data analysis methods: transcription of the data, member-checking, and coding by Lewis (2019). The technique that the researcher used to collect the data is interviews. After interviewing the respondent, researcher transcribed the data. When transcribing the data, researcher did it by listening to the interview data again. Then, copied every word in the data. After that, the researcher re-checked the transcript while listening to the recorded data. Then, in the coding phase, researcher highlighted the key points of the data using different colors. In this phase, the researcher tried to communicate the data transcribed to the participant by

sending the data file through an online message application. The researcher let the participant read and give her feedback on my transcription. The researcher also conducted an online meeting with my participant in order to re-read the data interpretation and re-questioning several things. Besides, the researcher also communicated the data interpretations with my thesis supervisor.

3.5. TRUSTWORTHINESS

In order to ensure the data that has been collected, the researcher did a check. Clandinin (2006) explained that member checking by negotiating the field text with the participant is essential for the researcher to make during the inquiry process. Thus, the researcher tried to communicate the data to my research participant and my thesis supervisor.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

4.1.1. Data Preparation

Initially, the researcher chose Ela to be a participant in this research because the researcher saw Ela teaching and sharing some of her teaching activities on social media. Ela is a student at a private university in Yogyakarta, once in a while, I have taken a class with her, and the researcher think she is the right person to participate in this research. Next, the researcher contacted Ela, made an appointment via WhatsApp chat, and considered her availability. Interviews were conducted online via zoom meeting. Because this is our first meeting and chat after the pandemic hit this country, researcher made small talk about making it enjoyable, comfortable, and more open to sharing her experiences during the interview session. At the same time, researcher prepared interview questions and consent forms to be filled in as informed consent to participate in this study and agreed to be interviewed. Before the interview, the researcher explained the contents of the participant's consent letter, which contained several permissions to be willing to be interviewed, asked if anything did not understand, asked permission from the participant to do a Zoom recording during the interview, and all matters relating to my participant promised confidentiality. Because there was some data needed for further clarity, a follow-up interview was carried out on WhatsApp chat because it happened to be a pandemic and Ela was not in the same city as researcher.

Figure 4.1.1. Sample of translated interview and coding

<p>¹PPL itu menurut aku kayak buat aku bener bener harus komitmen banget. ²Soalnya kan aku ngajar juga anak anak SD kan, kalo anak anak kecil kan masih enak lah ya tapi kalo ngajar anak SMA ini komitmen nya harus yang bener-bener lagi. Soalnya, yang aku ajar orang yang sudah gede dan materinya pun sudah berbeda dengan anak SD yang mana lebih mudah dan simple.</p>	<p>¹Committed Passionate</p>
<p>In my opinion, PPL seems like I must be committed. I teach elementary school children, it's still easy for elementary school children, but if you teach high school students the commitment must be serious. You see, what I teach teenagers to adults and the material is already different from elementary school children which is easier and simpler.</p>	

4.1.2. Ela's stories

"I am the heir of our pesantren."

Ela grew up in a boarding school environment, she has been in the world of education since childhood. Until now, the environment of her life is still within the scope of the *pesantren* which his father and mother have pioneered for a long time. Ela is one of the children who will become the heir who will hold the *pesantren* that has been established by her parents.

"Basically, I live in pesantren too. Then I also have demands from my parents, who are the founders of the Pesantren, so like it or not, I will continue my pesantren as well. As a daughter, helping teach at the pesantren is something I need to do right now."

Ela has started studying at the *pesantren* since elementary school. She attended Islamic elementary school then continued at a boarding school in the Ciledug area and she took high school at an Islamic boarding school in West Java. After finishing her education at the *pesantren*, Ela often takes part in big events at

her *pesantren*, she is also in her *pesantren* because the daily life of her *pesantren* is used to using both English and Arabic. The *pesantren* which was founded by his parents not only provided religious-related learning, but also formal institutions from elementary school, junior high school, and also high school. Formal schools and also religion and even tahfidz became a balance in the *pesantren*. The use of Arabic and English for daily conversation is also very much applied in the *pesantren*.

“They call me ustadzah.”

While in *Pesantren*, their students call Ela *ustadzah* because she is one of the children of the founder of the *pesantren*, so her home is her boarding school and the place where she teaches so the call for *ustadzah* is very attached to her and it makes her feel like she has a burden to share knowledge even if a little to her students.

“When I was at home I was called Ustadzah. In that case, I felt there was a burden I had to carry. When the title *ustadzah* has been given to me, it feels like a loss when I don't give students anything, at least I need to share the knowledge that I have learned with them through teaching.”

After passing the microteaching classes, she has got the commitment to being a teacher. In addition, after the microteaching, she conducted the PPL (school-based teaching practicum) program where she did all the teacher's jobs such as handling students in the classroom, also fulfilling several administrations carried out before teaching such as preparing lesson plans, making learning materials, as well as learning methods which will be used for teaching. This

teaching practicum, therefore, was beneficial for her since it gave her exposure and experience to the teacher's life.

4.2. Discussion

Moses (2017) explained that pre-service teacher commitment is a result of a dynamic and reciprocal interaction of the person, learning experiences, and environment. In Ela's narrative, these three factors worked. Ela got a strong representation of her commitment to these three factors which affect her commitment to becoming an English teacher.

4.2.1 "I teach from the heart."

Ela has a lot of teaching experience. She started teaching in high school where she was often an assistant teacher who replaced the teacher to enter an empty class or when the teacher was not in class. Even during the pandemic, she has taught at the elementary school in her *pesantren* and now also teaches English at the elementary school. Before the PPL, she was already teaching and became a teacher. The commitment was maintained and deeply held because she must be a role model, be a teacher and become a *ustadzah* in accordance with the calling of the students in her *pesantren*. She, indeed, has this high level of enthusiasm. As Moses et al. (2017) explained, pre-service teachers show a high level of enthusiasm and strong intentions to enter teaching and stay in the profession. Most expressed the belief that teaching is a lifelong career and are committed to the learning and development of students. Student-teachers of this type are characterized by having a high level of commitment to teaching (Moses et al., 2017).

Ela's narrative has a high level of commitment, she always enjoys teaching

in the classroom. Besides, Ela's environment espoused her to be a teacher now that she has not graduated from the university yet.

“If a teacher does not have a commitment when teaching, it will feel very heavy and impatient (for them to teach). Moreover, those that I teach are students who don't all understand immediately when the material is explained. When I teach, I teach from the heart so that it flows to the students and they can understand everything well. (That's why) commitment to teaching must be strong, from the deepest heart, and (we should be) always patient.”

As seen from the transcript above, her students are the reason Ela has the deepest commitment to teaching. Ela relies mainly on the role of her students, specifically those that are taught, to keep it afloat and maintain the highest level of commitment. Moreover, Wang et al (2021) stated that commitment also matters to students as they enroll in teacher education programs and begin learning to teach with consequences for goals, performance, and career choice. Besides, not only students that support Ela for having a commitment, but other environments are also very strong to support her commitment. Ela's parents founded a boarding school, which made Ela build a commitment to teaching.

“My environment is very supportive for me to be a teacher. I live in a pesantren and I also have demands from my parents as the founder of the pesantren. I must have a commitment to help them to teach students so that they learn together as well as me. It is because my environment is like this. Maybe if I don't live in pesantren, it would be different.”

As Moses (2017) explained that the environmental factors identified in the literature include features of the teacher education program such as subject specialization and social influence, that is, influence from parents, friends, and teachers that could shape their commitment to teaching. Ela is one of the children who will be the heir

of the *pesantren*, her characteristics and her experience was built greatly even when she was a child.

4.2.2 “I will continue teaching for the rest of my life.”

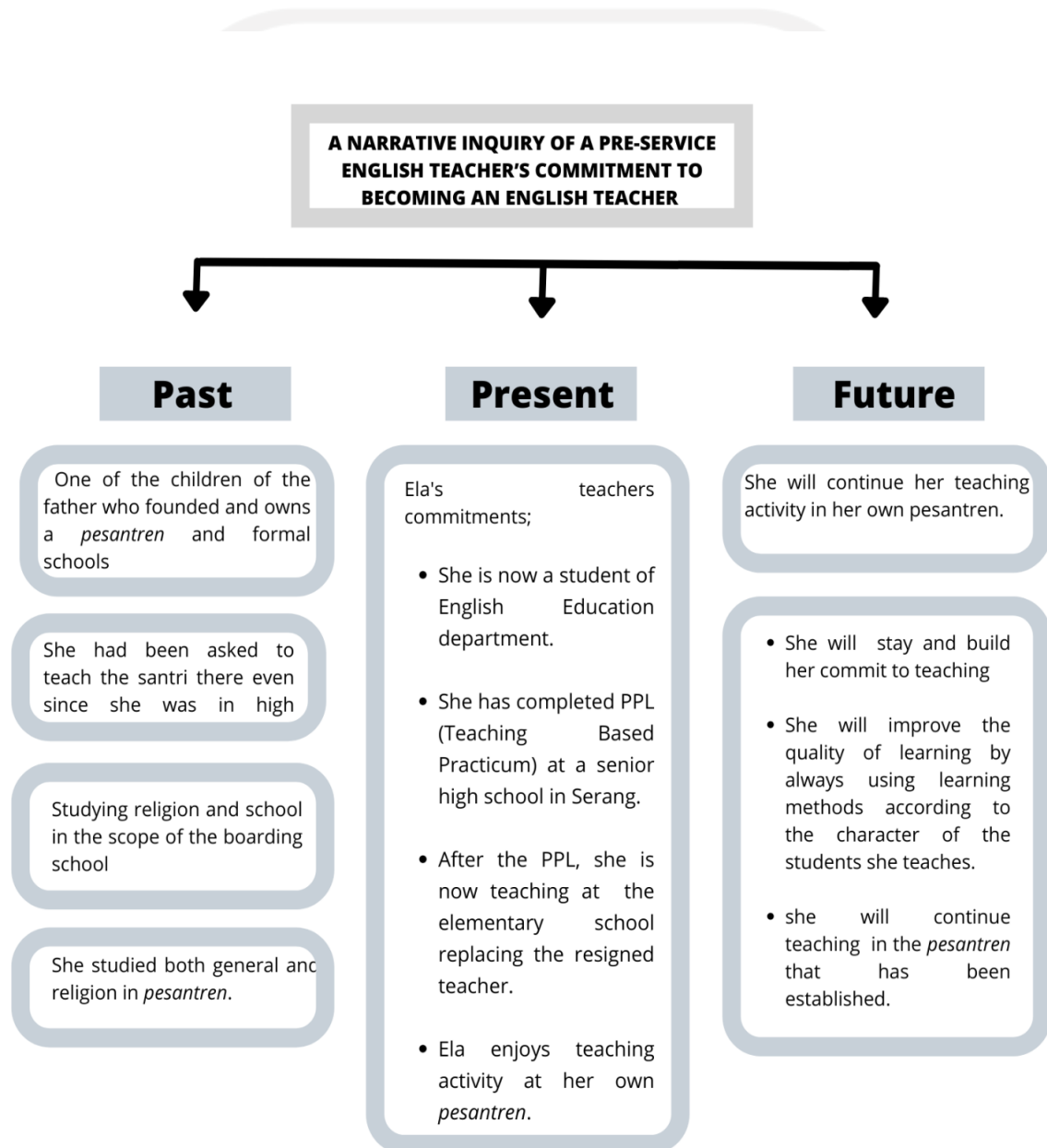
Ela does love teaching, she already has shown her enthusiasm for teaching when in school. Thus, when she did the school-based teaching practicum in high school, she was able to teach effectively. Moses et al. (2017) found that student-teachers’ commitment to the teaching profession may be a result of learning from their school and social environment and student teachers enter the teacher education with pre-existing beliefs and attitudes towards teaching as a profession based on these experiences.

“I am a person who really likes to teach. I said that if I stopped teaching, I would stop learning too. I have to be useful to these pesantren, especially those around me. I want to be the best human being possible. I realized that this profession (teaching) could not give me many profits (e.g. money), the one I could get from teaching is a reward from Allah. As Muslims, we believe that there is a good deed that never comes to the end even after passing away, that is the beneficial knowledge that we share with others.”

Personal characteristics built are the essential components of the teaching profession. The importance of personal characteristics in the teaching commitments such as personality traits could shape motivations, perceptions, and commitment to work (Moses et al 2017). Besides, commitment also matters to students as they enroll in teacher education programs and begin learning with consequences for future goals, performance, and career choices. Therefore, not only the teachers that have the commitments. Here, the teacher committed to teaching while students' commit to learning and being taught.

4.2.3. Lifetime Framing

Based on the findings and its discussion, the participant narratives on pre-service teachers' commitment to the lifetime framework are presented below:



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

This present study aims to investigate the pre-service teachers' commitment to becoming English teachers. Following the two questions of this research, it concludes that some factors that conducted Ela's commitment to becoming an English teacher. *First*, personal characteristics that build Ela to have commitment to teaching because she likes teaching and sharing her knowledge to the students. *Second*, environmental determinants are the most influential factor because Ela's parents founded a boarding school, which made Ela build a commitment to teaching to help her parents build the education in their *pesantren*. *Third*, learning experience also led her to this teaching commitment while after facing many more experience to teach since senior high school then micro teaching and *praktek pengalaman lapangan* or school based practicum from the university.

5.2. Suggestion

From the discussion, it is suggested that pre-service English teachers should have a commitment while teaching that could be built from the university, or many other ways to gain teaching experience, for example by joining a voluntary teaching program or the government program. Even though the department of the university facilitates the students' teaching experience, but students as pre-service

teachers could also join in the aforementioned program or gaining teaching experience from teaching English private class or participating in organization. It could help them to build their teaching commitment. Next, the suggestion for the department of the university while attending microteaching class, the pre-service teachers should also be given opportunity to observe middle or senior high school students to get the feeling of being teachers. Then, the duration for school-based teaching practicum should be added to two months practicum. Last but not least, suggestion is also given to the further researchers to conduct study under the similar topic of teaching commitment among pre-service teachers but in a broader context with different methodology, for example quantitative or survey to gain a broader profile of the pre-service teachers' commitment to become English teachers.



REFERENCES

- Clandinin, D. J., & Connelly, F. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Clandinin, DJ., & Huber, J. (2002) *Narrative Inquiry: Toward Understanding Life's Artistry. Curriculum Inquiry*, (32)2, 161-169.
- Coladarci, T. (1992). Teachers ' Sense of Efficacy and Commitment to Teaching. *The Journal of Experimental Education*, 60 (4), 323–337
- Dannetta, V. 2002. "What Factors Influence a Teacher's Commitment to Students Learning?" *Leadership and Policy in Schools* 1 (2): 144–171. doi:10.1076/lpos.1.2.144.5398. *Human Resource Management Review*, 11, 299-362.
- Klassen, R. M., and M. M. Chiu. 2011. "The Occupational Commitment and Intention to Quit of Practicing and Pre-service Teachers: Influence of Self-efficacy, Job Stress, and Teaching Context." *Contemporary Educational Psychology* 36 (2): 114–129. doi: 10.1016/j.cedpsych. 2011.01.002.
- Lewis, L. (2019). Finding the Stories: A Novice Qualitative Researcher Learns to Analyse Narrative Inquiry Data. *Nurse Researcher*. 26(2), 14-18.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3), 299–326. [https://doi.org/10.1016/S1053-4822\(00\)00053-X](https://doi.org/10.1016/S1053-4822(00)00053-X)
- Mayer, J. P., Stanley, D. j., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-

52.

Gu, M., & Lai, C. (2012). Motivation and Commitment: Pre-service teachers from Hongkong and Mainland China at Training Institute in Hongkong (39) 3: 45-61.

Retrieved from <https://www.jstor.org/stable/23479682>.

Moses, I., Berry, A., Saab, N., & Admiraal, W. (2017) Who wants to become a teacher? Typology of student-teachers commitment to teaching. *Journal of Education for Teaching*, 43,444-457.

Moses,I. (2017). “Student-teachers’ commitment to teaching (Doctoral dissertation, Netherlands Organization for International Cooperation in Higher Education (Nuffic), Social and Behavioral Sciences, Leiden University) retrieved from [Student-teachers' commitment to teaching | Scholarly Publications \(universiteitleiden.nl\)](https://www.universiteitleiden.nl/publications/2017/01/01/student-teachers-commitment-to-teaching).

Thomson, M. M., J. E. Turner, and J. L. Nietfeld. 2012. “A Typological Approach to Investigate the Teaching Career Decision: Motivations and Beliefs about Teaching of Prospective Teacher Candidates.” *Teaching and Teacher Education* 28 (3): 324–335. doi: 10.1016/j.tate.2011.10.007.

Tyree Jr., A. K. 1996. “Conceptualizing and Measuring Commitment to High School Teaching.” *The Journal of Educational Research* 89 (5): 295–304. doi:10.1080/00220671.1996.9941331

Appendix 1

Participant : Ela
Time : 07.00 - 07 40 AM
Date : Friday, 28 January 2022
Place : Zoom meeting
I : Interviewer
P : Participant

COMMITTED PASSIONATE

PERSONAL CHARACTERISTIC

Environmental Determinant

Learning Experience

Line	Interview Data Transcription	Coding
001	I: Assalamu'alaikum wr.wb Selamat pagi Ela, Bagaimana kabarnya hari ini?	
002	P: Waalaikumsalam wr.wb Selamat pagi juga, alhamdulillah baik.	
003	I: Sebelumnya terimakasih sudah bersedia menjadi participant aku dan mohon maaf sedikit merepotkan dan mengganggu waktunya.	
004	P: Iya, gapapa beb santai aja.	
005	I: Oke, penelitian aku berjudul "A NARRATIVE INQUIRY OF A PRE-SERVICE ENGLISH TEACHER'S COMMITMENT TO BECOMING AN ENGLISH TEACHER" pada interview kali ini ada sekitar 11 pertanyaan. Tapi, 11 pertanyaan itu bisa jadi lebih karena seiring mengalirnya obrolan kita.	

007	P: Siap beb, nanti selesainya kita aja sampe berapa menit atau jam nya. Santai aja sama aku.	
008	I: Oke, beberapa bulan lalu kan Ela sudah melaksanakan PPL, gimana sih perasaan Ela sebagai seorang calon guru?	
009	P: Oke, PPL kemarin ya. Aku itu PPL di SMA IT disini, menurut aku rasanya beda banget sih. Anak- anak nya itu kaya lebih semangat kalo yang ngajar aku, soalnya guru yang dulu itu kebanyakan ga masuk gitu. Nah, pas mereka aku ajar tu mereka jadi excited banget mau belajar ini itu. Aku itu paling negasin pas kemarin pas PPL itu ngajarin grammar karena mereka bener-bener sama sekali ga ngerti grammar itu kaya gimana gitu.	Environmental Determinant
010	I: itu kelas berapa yang kamu ajar?	
011	P: Aku saat itu di kelas X SMA.	
012	I: Jadi pas saat itu fokusnya mengajar grammar ya.	
013	P: Iya, kemarin aku ngajarnya fokus ke grammar banget gitu.	
014	I: Terus, karena anak-anak juga excited kamu seneng lah ya?	Environmental Determinant
015	P: iya, apalagi itu kaya menjadi tantangan gitu buat aku. Karena, sebenarnya aku juga rada panik gitu kalo ngajar anak-anak yang udah gede kaya gitu. Tapi ternyata mereka ga semenakutkan itu gitu lo, enjoy banget.	
016	I: Berapa kali masuk? Kan dari kampus ada ketentuan dua kali gitu ya.	

017	<p>P: Iya kalo yang dibuat RPP itu kan dua kali yang disetorin. Tapi, untuk masuk- masuk untuk mengajar grammar gitu ada kali sekitar 12 kali gitu.</p>	
018	<p>I: Tapi itu kamu mengajar di satu kelas saja atau beberapa kelas?</p>	
019	<p>P: engga, aku masuknya di kelas X, XI, XII.</p>	
020	<p>I: Nah, kalo yang anak kelas X kan excited belajarnya terus gimana dengan anak kelas yang lain?</p>	
021	<p>P: kebetulan kan SMA disini itu masih baru ya belum lama lah jadi mereka tu orangnya juga ga terlalu banyak. Jadi, di kelas X itu ada sekitar 26, kelas XI 8 orang, dan kelas XII ada 10 orang. Jadikan kaya ke handle lah gitu even anak XI atau XII pun mereka grammar tu bener- bener gak bisa juga, gitu lo. Kan aku kaya sedih gitu lo, kayak “kalian itu belajar apa aja?” gitu. Tapi senengnya di anak kelas XI sama XII itu kaya lebih mudah gitu kan ibaratnya otaknya udah encer gitu jadi cepet nangkepnya.</p>	<p>Environmental Determinant</p>
022	<p>I: ya setidaknya mereka pernah denger atau pernah baca lah ya.</p>	
023	<p>P: nah iya bener.</p>	
024	<p>I: oke, terus apa sih yang jadi kekuatan kamu dalam mengajar?</p>	
025	<p>P: kekuatan aku dalam mengajar, aku itu pengennya tu ilmu yang aku punya ni walaupun sedikit setidaknya tersalurkan lah ke mereka . itu sih yang selalu membuat aku kaya termotivasi terus gitu lo.</p>	<p>Committed Passionate</p>

026	I: hmm, pokoknya walaupun sedikit ya bagi lah ke mereka, gitu ya.	
027	P: iya gitu, ya kasih lah ke mereka. Aku tu gapernah berfikiran kaya	
028	"kamu itu harus belajar sama aku" karena kadang aku juga dapet banyak pelajaran gitu lo dari mereka. Berpikir kaya " oh ternyata gini ya rasanya, gini ya menghadapi dan berkomunikasi dengan mereka" apalagi beda anak beda kepala dan punya karakter masing-masing dan pasti berbeda setiap anaknya.	Committed Passionate
029	I: iya, kemudian ketika kamu PPL metode pembelajaran yang kamu pakai sudah terorganisir belum ketika mengajar pas PPL itu?	
030	P: emm, kalo menurut aku sih sudah ya. Apalagi 2 yang aku bikin RPP, yang aku setorin itu. Aku pakai metode game based learning yang aku terrapin ke mereka. Itu seru banget sih!	
031	I: itu dua dua nya kamu menggunakan game based?	
032	P: yang pertama itu game based, terus emmm yang kedua itu masuk game based juga ding. Jadi, ya dua dua nya pake game based.	
033	I: oolaa semuanya game based lah ya	
034	P: iyaa, cuma beda materi. Kalo yang pertama itu narrative, terus yang kedua itu recount text.	
035	I: pantes itu tadi masuk ke grammar, ya ga?	
036	P: Iya, jadi minggu-minggu pertama itu aku cekokin grammar dulu baru tu kalo mereka udah ready aku baru tu berani ngajar narrative dan recount. Jadi kan mereka ga buta buta banget gitu lo.	

036	I: apalagi vocab ya?	
037	P: iya betul, tapi mereka tu vocab tu banyak, mereka tu ada programnya setiap malam kamis soalnya kan mereka anak pondok juga kan jadi program pondok itu ada 2 minggu english 2 minggu bahasa arab tapi disini itu yang lebih menonjol justru bahasa arab nya dan di bahasa inggris tu kaya lemah gitu. Jadi, kalo vocab mereka tuh udah banyak yang udah tau cuma ga diterapkan gitu loh sama mereka nya.	Environmental Determinant
038	I: wah iya, mereka sama banget kaya aku pas masi di pondok hehehe. Terus, menurut kamu jadi seorang guru itu butuh komitmen ga sih?	
039	P: iya harus sih, soalnya kalo gak ada komitmen sekali ngajar juga udah capek, udah gak mau lagi, apalagi misal kita ketemu sama orang yang bener-bener anak itu yang ngertinya lama banget ya. Ya kalo kita ga sabar sabar ya, ga hati ke hati, ya pasti kita akan capek sendiri. Malah justru kadang mereka tu yang kayak “ aduh, ayo dong maafin aku miss aku segini kapasitasnya, mohon yang sabar ya sama aku. Jadi kita komitmen nya harus yang bener-bener sih.	Committed Passionate
040	I: iya betu, apalagi kondisinya kaya gini. Dimana kalo guru ga melek teknologi itu bakal susah, apalagi udah jarang masuk juga kan.	Environmental Determinant
041	P: iya bener banget sih, jadi emg harus bener-bener komitmen dari hati yang paling dalam banget.	Committed
042	I: kemudian, seberapa pengaruh PPL itu untuk komitmen kamu dalam mengajar?	Passionate

043	<p>P: itu menurut aku kayak buat aku bener bener harus komitmen banget. Soalnya kan aku ngajar juga anak anak SD kan, kalo anak anak kecil kan masih enak lah ya tapi kalo ngajar anak SMA ini komitmen nya harus yang bener-bener lagi. Soalnya, yang aku ajar orang yang sudah gede dan materinya pun sudah berbeda dengan anak SD yang mana lebih mudah dan simple. Sedangkan, kalo yang udah gede kaya gini ya minimal grammar apalagi di kelas yang aku ajar bener-bener aku terapin untuk belajar grammar. Jadi, komitmen aku ketika PPL kemarin kaya bener-bener kebetuk dan itu tidak kecil. Sampai aku bilang kayak “ayo kalian paham bahasa inggris, paham grammar sama aku”.</p> <p>I: Waah keren! Walaupun rada challenging ya ngajar anak-anak SMA?</p>	<p>Committed Passionate Learning Experience Committed Passionate</p>
044	<p>P: Waah bener banget itu, emang challenging sih ngajar anak-anak SMA.</p>	
045	<p>I: Tapi, dengan kaya gitu kamu apakah gak merubah pikiran kamu untuk gak mau ngajar lagi setelah PPL gitu ga sih?</p>	<p>Environmental Determinant</p>
046	<p>P: Wah kalo itu justru nggak sih, malah aku ngerasa ngajar itu seru bahkan sekarang pun aku jadi keterusan.</p>	
047	<p>I: keterusan malah pengen ngajar anak-anak terus ya?</p>	<p>Committed Passionate</p>
048	<p>P: Iya betul, soalnya kalo aku berhenti mengajar anak-anak maka aku berhenti juga untuk belajar. Aku ga belajar nanti kalo misal ga ngajar mereka karena kalo aku mau ngajar mereka aku harus baca-baca lagi mater-materinya, aku juga harus paham banget dengan materinya. Ya,</p>	
049	<p>masak aku ngajar nanti malah akunya yang bingung dan kurang faham.</p>	<p>Committed Passionate</p>

	<p>I: keren bgt!! Kemudian, kamu kenapa kok mau jadi guru bahasa inggris? Setelah praktek ngajar kok masih tetep mau ngajar juga.</p>	
050	<p>P: kalo aku sih pengen memperbaiki kesan guru bahasa inggris itu ga semenakutkan apa yang mereka kira gitu lo. Kita juga bisa enjoy belajarnya. Kadang tuh ya mereka juga ngerasa kaya “ ahh udahlah kita kan anak pondok ngapain juga belajar bahasa inggris” jadi aku juga</p>	Environmental
051	<p>harus merubah pikiran mereka bahwa bahasa inggris itu penting untuk dipelajari even nanti mereka kuliah maka baru terasa saat itu. Karena ga mungkin mereka akan stuck sekolah cuma belajar bahasa arab terus. Padahal, bahasa inggris dapat digunakan kapan aja sampai misal nanti mereka kerja.</p>	Determinant
	<p>I: Jadi, setidaknya kamu juga merubah pikiran mereka ya bahwa pelajaran bahasa inggris itu tidak sesusah dan semenakutkan itu, gitu ya?</p>	Personal
052	<p>P: iya betul gitu. Karena kan ga mungkin kalo cuma punya basic satu bahasa aja, jadi bisa juga nambah punya basic bahasa inggris walaupun anak pondok lebih sering cepat tanggapnya ke bahasa arab.</p>	Characteristic
053	<p>I: Nah, kemudian ini kan ada tiga faktor yang membuat kamu memiliki komitmen untuk mengajar. Kira-kira dari ketiga faktor ini, Personal characteristics, Environmental determinant, Learning experience, kira kira faktor mana yang mempengaruhi nami untuk berkomitment untuk</p>	Environmental
054	<p>tetep mengajar?</p> <p>P: Jujur sebenarnya semuanya masuk sih di aku. Yang pertama, personal characteristics aku itu orangnya yang termasuk suka banget ngajar ya kaya yang aku bilang tadi bahwa kalau aku berhenti ngajar</p>	Determinant

055	<p>maka aku berhenti juga untuk belajar. Yang kedua, environmental determinant, nah environment aku ini juga kan di dalam pondok juga kan jadi mau ga mau aku dirumah ya harus tetep bakal ngajar gitu lo.</p> <p>Terus learning experience, kita kan basic pondok ya yang mana juga suka ada Amaliyah Tadris terus juga kalau sudah kelas 3 SMA nya sering suka suruh ngisi-ngisi buat gantiin guru yang kosong di kelas.</p> <p>I: iya betul banget, kayak jadi pemimpin mufrodat aja juga termasuk ngajar lah ya</p>	<p>Personal</p> <p>Characteristic</p> <p>Environmental</p> <p>Determinant</p> <p>Learning</p> <p>Experience</p>
056	<p>P: nahh iya betul itu juga sering di pondok kalau sudah jadi pengurus ya.</p>	
057	<p>I: iya juga ya, jadi selain kamu suka banget ngajar lingkungan kamu pun sangat mendukung akan hal itu ya.</p>	
058	<p>P: iya, lingkungan aku tu kaya dukung banget buat aku ngajar gitu lo.</p>	
059	<p>I: iya sih, walaupun di pondok juga bukan serta merta harus mengajar sih ya tapi yang paling dekat dengan kita ya pasti ngajar lah ya.</p>	<p>Environmental</p> <p>Determinant</p>
060	<p>P: iya, kadang tu ya kaya orang-orang kalo mau ngajar tu suka ada nervous gitu kan, nah aku tu alhamdulillah dan bersyukur confident aku tu terbentuknya itu ketika aku di pondok gitu. Apalagi di pondok ada muhadharah, public speaking depan orang banyak, jadi ketika</p>	
061	<p>ngajar di depan banyak murid itu sudah gak kaget lagi gitu.</p> <p>I: iya betul banget, kan apalagi kalo di pondok itu muhadharah kan di depan para asatidz, sedangkan ngajar di depan murid-murid jadi ya</p>	<p>Learning</p> <p>Experience</p>

062	<p>anggap aja mereka itu adalah anak-anak kita yang butuh untuk mengerti dengan apa yang kita sampaikan dan kita ajarkan.</p>	
	<p>P: nah iya bener, malahan kalo kita itu nunjukin banget gugup kita malahan jadi malu sendiri dan kaya ada penyesalan sendiri kalau sampe gugup dan ya bisa jadi merasa penampilannya ga maksimal gitu.</p>	
063	<p>I: masak calon guru deg-degan depan murid ya kan? Hehe</p>	
	<p>P: iya, jadi akutu bisa kaya gugup itu kecil banget kaya presentase gugup aku itu kecil karena sebelumnya aku juga sudah melatih diri aku sendiri gitu. Kaya melatih speaking aku, mendalami materi yang akan</p>	
064	<p>di sampaikan, pokoknya di persiapkan dengan mateng jadi kaya nervous di kelas itu ya dikit lah kemungkinan adanya.</p>	
065	<p>I: sebenarnya, nervous itu bisa jadi muncul akibat kita ga paham materinya dengan baik gak sih?</p>	<p>Learning Experience</p>
066	<p>P: iyaa iyaa bener banget itu trus juga jadi lupa metode yang sudah kita persiapkan, susunan step step ngajar nya juga lupa kadang. Jadi makanya semuanya harus dipersiapkan biar paham apa aja yang akan kita sampaikan dan ya kita ngajar jadinya ga nervous ya let it flow aja.</p>	
067	<p>I: mantap, asik banget ya. Oke kita lanjut ya, ya walaupun diatas sudah kamu jelasin bahwa lingkungan kamu sangat mendukung untuk kamu ngajar dan menjadi seorang guru nantinya. Kira-kira itu bagaimana, kok bisa gitu lo?</p>	<p>Committed Passionate</p>
068	<p>P: iya, karena tadi basicnya aku tinggal di pondok juga jadi ya mau gak mau. Trus kan aku punya tuntutan juga dari orangtua aku yang punya</p>	


	<p>pondok juga kan jadi ya mau gak mau yang bakal nerusin pondok ya aku juga, ya siapa lagi kan aku sebagai anaknya gitu.</p>	
069	<p>I: dan sebagai anak pun yang dapat kita lakukan saat ini ya hanya membantu kan ya untuk saat ini?</p>	<p>Environmental Determinant</p>
070	<p>P: iya, cikal bakal penerus pondok yang didirikan orangtua ku kan salah satunya aku sendiri. Ibaratnya, aku sudah dikasih wadah dan mau gak mau ya sesuai kan dengan wadahnya kan.</p>	
071	<p>I: Kamu bisa gambarin ga lingkungan kamu itu seperti apa dan bagaimana hal itu bisa membentuk komitmen kamu untuk menjadi seorang guru?</p>	<p>Environmental Determinant</p>
072	<p>P: ya kembali lagi ya hehe, aku kan di pondok ya aku ketemu santri tu kaya bener-bener hampir 24/7 kecuali aku tidur doang gitu. Jadi, gak mungkin aku cuma diem aja. Ya mungkin kalo di kampus aku menjadi mahasiswa pada umumnya, tapi kalo pulang itu vibes nya beda. Aku</p>	
073	<p>kalo dirumah tu kayak sering gak enak karena mereka dipanggil ustadzah. Nah dari situ mau gak mau aku merasa kaya ada beban gitu lo dengan panggilan itu. Mikir juga, aku ini dipanggil ustadzah masa ga ngasih apa-apa gitu sering kepikiran lo aku hehe. Kadang kalau lagi dipondok tu ya aku sering minta pengurus bagian bahasa untuk konsultasi ke aku jadi aku bisa benerin gitu yaa apa apanya kayak mufrodad kadang juga grammar yang mereka pakek itu salah apalagi kan ada aktifitas muhadatsah setiap hari Kamis itu aku juga turut serta bantuin juga biar kaya gimana caranya bahasanya juga meningkatlah apalagi disini tu kalo bahasa Arab tu kaya udah ada lah, malah yang bener-bener kurang itu yang bahasa Inggrisnya. Jadi, aku mau gak mau harus punya komitmen untuk bantuin mereka biar sama-sama belajar juga sama aku. Ya karena lingkungan aku ya kaya gini. Mungkin kalo</p>	<p>Environmental Determinant</p>

<p>074</p> <p>075</p> <p>076</p> <p>077</p> <p>078</p> <p>079</p>	<p>lingkungan aku ga di pondok ya aku santai aja.</p> <p>I: iya, kayak aku ini santai aja hehe</p> <p>P: hehehe iya, mungkin kalo sekarangpun aku di jogja ya bakal beda lagi dimana aku bisa main, have fun sama temen-temen aku. Tapi, karena sekarang aku disini dirumah yang kalo aku keluar ke teras aja udah liat santri jadi ya mau gimana lagi kan ya. Jadi ustadzah ya berarti harus jadi imamah mereka di majlis, sholawatan bareng mereka, ngajarin mereka ngaji, ya gitu namanya juga pondok yah.</p> <p>I: ustadzah kalo di pondok itu kaya mencakup semua mata pelajaran khan?</p> <p>P: iya bener banget, kaya bahasa aku alhamdulillah ada basic nya dari pondok dulu juga. Kadang aku kalo malem sering ngisi muajahah suka aku ajarin dhomir-dhomir karena kadang mereka ngomong itu suka salah dhomirnya dan itu kedengaran annoying banget. Mereka suka doble dhomir gitu lo.</p> <p>I: nah itu aku banget dulu kaya santri-santri itu.</p> <p>P: ya itu, karena aku dulu juga udah pernah merasakannya jadi aku suka benerin dan kasih tau kalo kaya gitu itu salah. Kayak cukup aku aja dulu yang salah mereka jangan salah deh hehe.</p> <p>I: hihhihhi cute banget sih mereka. Lanjut yaa, kamu kan dari dulu basic sekolahnya kan di pondok sehingga sudah banyak hal yang kamu pelajari dan pengalaman yang kamu dapat dari sekolah dulu, apa sih yang membuat kamu untuk tetap berkomitmen untuk mau menjadi</p>	<p>Environmental</p> <p>Determinant</p> <p>Personal</p> <p>Characteristic</p> <p>Learning</p> <p>Experience</p> <p>Learning</p> <p>Experience</p>
---	---	---

080	guru?	
081	<p>P: aku punya motto yang benar-bener aku terapin dari jaman mondok “khairunnas anfa’uhum lin nash” jadi kalau mau dibilang orang yang baik ya harus bermanfaat buat orang-orang disekitar. Seperti sabda rasul “ orang yang paling baik itu adalah orang yang bermanfaat untuk sekitarnya” hal itu bisa buat adeknya, temennya, keluarganya, tetangganya, atau siapa saja yang ada di sekitarnya. Jadi, aku pengen jadi orang baik dengan cara bermanfaat untuk orang lain. Apalagi di sekeliling aku pondok ni jadi aku harus bisa bermanfaat di pondok ini karena aku pengen jadi orang yang sebaik-baik nya manusia itu gitu lo. Aku soalnya kalo nyari ladang duit disini belum bisa yak, bener-bener yang bisa saat ini nyari ladang pahala gais dengan cara mengajar ini. Karena kita muslim kita kudu yakin kalo misalnya ada amalan yang gabisa terputus ya salah satunya adalah ilmu yang bermanfaat. Kayak aku bilang tadi, kalau aku berhenti ngajar aku berhenti belajar juga jadi kayak semuanya itu serba berkesinambungan gitu ngalir ajalah kalo ilmu mah.</p>	<p>Personal Characteristic</p>
082	<p>I: Apakah sekolah kamu dulu menjadi salah satu faktor juga kamu berkomitmen untuk mengajar?</p>	
083	<p>P: jujur iya, karena misalnya aku ga dipondokkan kayaknya aku ga bisa public speaking dan aku ga bakal berani juga. Karena kalo melihat anak-anak yang sekolah umum kan paling belajar yang itu diberikan oleh guru, ga ada pelatihan public speaking nya yang spesifik, ga ada bagian bahasa yang ngarahin dan juga ngatur bahkan sampai diminta menghafal kosakata. Itu tu menjadi pecutan aku banget buat aku, masuk bagian bahasa terus kemudian diminta menghafal vocab sampe 150an justru itu lo yang bikin kita bisa dan tau.</p>	

	<p>I: iya dari hal kecil vocab itu tadi menjadikan kita tau ya. Kembali lagi kaya yang tadi bahwa terbentuknya kamu adalah dari kamu di pondok dulu ya?</p>	<p>Learning Experience</p>
084	<p>P: iya betul banget, emang aku kebentuknya ya dari jaman pas di pondok dulu. Apalagi pake bahasa arab dan inggris juga, jadi pembawa acara, public speaking juga, dan juga ada debat.</p>	
085	<p>I: Tapi pas amaliyah sih ya yang bener-bener ngajar gitu?</p>	
086	<p>P: iya bener banget, amaliyah emang ngajar dan itu ngaruh banget sih dengan terbentuknya aku sekarang untuk ngajar. Apalagi pas kuliah kita juga belajar menyusun RPP, nah kita di pondok kan juga udah buat RPP itu pas sebelum amaliyah jadi kaya udah ada gambaran lah ya pas PPL ini jadi aman insyaallah.</p>	<p>Learning Experience</p>
087	<p>I: dulu pas amaliyah ngajar di kelas berapa?</p>	
088	<p>P: kalau dulu itu pas amaliyah kelas VIII cuma bukan pelajaran bahasa inggris. Tapi ga cuma itu, aku dulu di pondok juga jadi kaya asisten guru gitu pegang anak kelas VII itu baru pelajaran bahasa inggris. Jadi, ketika gurunya ga bisa masuk ya aku yang gantiin untuk masuk dan ngajar di kelas itu dan itu tetep harus nyusun lesson plan gitu plus persetujuan dari pembimbing gitu. Karena kan kalo pas jadi asisten guru itu aku posisinya sudah jadi pengurus gitu.</p>	<p>Learning Experience</p>
089	<p>I: kamu dulu kalo libur gitu juga sering bantu ngajar gitu ga?</p>	
	<p>P: kalo pas masih sekolah dulu jarang, karena biasanya kalo aku libur,</p>	

	<p>pondok sini juga libur jadi ketukannya kaya sama gitu lo. Kecuali pas udah kuliah gini kan, apalagi selama korona ini jadi yaudah ngajar aja pokoknya mah.</p>	
090	<p>I: kamu kalo ngajar gitu ganggu kuliah kamu gak sih?</p>	
091	<p>P: nggak sih, karena aku menyesuaikan jadwal kuliah aku. Kaya semester ini kan aku cuma 2 matkul dan jam nya gak tabrakan gitu.</p>	<p>Committed Passionate</p>
092	<p>I: trus pas korona lagi gencar-gencarnya itu kan kita masih banyak matkulnya sampe 20an SKS, itu kamu gimana bagi waktunya?</p>	
093	<p>P: kalo itu kebetulan pondok sini juga ikut pemerintah yang gaboleh sekolah offline kan, jadi pas itu tu disini programnya tahfidz. Baru pas udah lumayan aman dan pemerintah bolehin untuk kembali sekolah lagi</p>	
094	<p>dengan ketentuan-ketentuan protokol kesehatan segala macam baru deh mulai lagi.</p>	
095	<p>I: kalo selama PPL kemarin kamu ngajarnya full offline?</p>	
	<p>P: full aku setiap jadwalnya pelajaran bahasa inggris aku masuk.</p>	
096	<p>I: Karena adanya dorongan dan lingkungan yang menciptakan kamu untuk menjadi seorang pengajar, apakah kamu juga akan terus menerus menjadi seorang pengajar nantinya? atau punya mimpi lain gitu mungkin?</p>	<p>Committed Passionate</p>
097		
098	<p>P: Tentu, selain yang aku sebutkan diatas bahwa lingkungan pondok pesantren mempengaruhi dan juga lingkungan keluarga yang mana orangtuaku yang memiliki pondok, tapi aku sudah yakin kepada diri</p>	

	<p>aku sendiri bahwa aku akan tetap ingin menjadi orang yang berguna untuk orang lain dengan cara mengajar sampai gak tau kapan yang jelas aku akan tetap mengajar sepanjang perjalanan kehidupan aku ini hehe</p>	
099	<p>I: Waww ini memang komitmen yang dimiliki sama ela bukan sekedar komitmen yang biasa ya, kaya memang sudah tertanam dari dahulu, semangat terus ya!</p>	<p>committed passionate</p>
	<p>P: siapp, demi umat manusia untuk kedepannya yahh</p>	
100	<p>I: okay good, kayaknya cukup deh. Ini aku transkrip dulu nanti kalo misal ada yang aku merasa kurang aku tanyain lagi ya.</p>	
101	<p>P: iyaa nanti kalo misal kamu ada yang ga paham dengan apa yang aku sampaikan tanya aja ya.</p>	
102	<p>I: siap, terimakasih banyak ya atas bantuannya.</p>	
103	<p>P: semoga membantu yaaa, semangat terus.</p>	
104		
105		