



EXPLORING INDONESIAN EFL TEACHERS' MOTIVATION IN TEACHING ENGLISH AT A PALM OIL PLANTATION AREA: A CASE STUDY AT A SENIOR HIGH SCHOOL IN SIAK REGENCY RIAU PROVINCE

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
In partial fulfillment of the requirements for the degree
Of Magister in English education



UIN SUSKA RIAU

BY :

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**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
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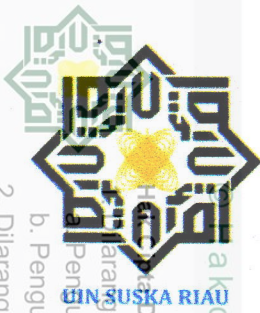
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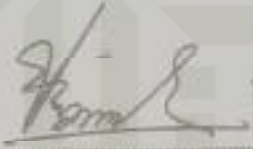
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PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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ABSTRACT

Titik Wahyuni (2020): Exploring Indonesian EFL Teachers' Motivation in Teaching English at a Palm Oil Plantation Area: a Case Study at a Senior High School in Siak Regency Riau Province.

This study aimed to find out the motivation of Indonesian EFL teachers in teaching English and the factors influence their motivation in teaching English at a senior high school at a palm oil plantation area Siak Regency Riau Province. The study employed a case study design. The data were collected from three teachers. The data were obtained through interviews. The data were analyzed according to six steps such as collecting data, preparing data for analysis, reading through data, coding the data, reporting the finding, and checking the validity of the findings. The first finding found ten intrinsic motivations and two extrinsic motivations that motivated EFL teachers in teaching English at a palm oil plantation area. This indicated that Indonesian EFL teachers' motivation in teaching English at a senior high school located at palm oil plantation area in Siak Regency Riau Province are quite intrinsic. The second finding found one intrinsic factor and twenty five extrinsic factors that influenced Indonesian EFL teachers' motivation in teaching English at a senior high school located at palm oil plantation area in Siak Regency Riau Province. This indicated that when it comes to the factors influenced their motivation in teaching English at a palm oil plantation area, the Indonesian EFL teachers expressed quite external factors. The study concluded that even within a same school, different teachers had different motivation in teaching English, the palm oil plantation area context in which they taught English influenced and changed their motivation in teaching.

Keywords: Teachers' motivation, Palm oil plantation area, and English as a foreign language.

ABSTRAK

Titik Wahyuni (2020): Penelitian tentang Motivasi Guru-Guru dalam Mengajar Bahasa Inggris sebagai Bahasa Asing dan Faktor-Faktor yang Mempengaruhi Motivasi Mereka dalam Mengajar Bahasa Inggris di Daerah Perkebunan Kelapa Sawit: Studi Kasus di Sebuah Sekolah Menengah Atas di Kabupaten Siak Provinsi Riau

Penelitian ini bertujuan untuk menyelidiki motif guru-guru bahasa Inggris yang mengajar bahasa Inggris sebagai bahasa asing dan faktor-faktor yang mempengaruhi motivasi mereka dalam mengajar bahasa Inggris di sebuah sekolah menengah atas di daerah perkebunan kelapa sawit di kabupaten Siak provinsi Riau. Penelitian ini menggunakan pendekatan studi kasus terhadap tiga guru bahasa Inggris. Sedangkan teknik pengumpulan data melalui wawancara. Data penelitian dianalisa melalui enam tahapan yaitu: mengumpulkan data, mempersiapkan data untuk dianalisis, membaca keseluruhan data, member kode data, melaporkan data, mengecek keabsahan data. Temuan pertama dari penelitian ini yaitu ada sepuluh motivasi intrinsic dan dua motivasi ekstrinsik dalam mengajar bahasa Inggris di sebuah sekolah menengah atas di daerah perkebunan kelapa sawit di kabupaten Siak provinsi Riau. Temuan ini mengindikasikan bahwa motivasi guru-guru dalam mengajar bahasa Inggris di sebuah sekolah menengah atas di daerah perkebunan kelapa sawit di kabupaten Siak provinsi Riau adalah motivasi intrinsic. Temuan kedua dari penelitian ini yaitu ada satu factor intrinsic dan dua puluh lima factor ekstrinsik yang mempengaruhi motivasi guru-guru dalam mengajar bahasa Inggris di sebuah sekolah menengah atas di daerah perkebunan kelapa sawit di kabupaten Siak provinsi Riau. Temuan ini mengindikasikan bahwa faktor-faktor yang mempengaruhi motivasi guru-guru dalam mengajar bahasa Inggris di sebuah sekolah menengah atas di daerah perkebunan kelapa sawit di kabupaten Siak provinsi Riau adalah factor ekstrinsik. Kesimpulan dari penelitian ini adalah meskipun guru-guru mengajar bahasa Inggris di sekolah yang sama, motivasi mereka dalam mengajar bahasa Inggris berbeda-beda. Konteks perkebunan kelapa sawit tempat mereka mengajar bahasa Inggris mempengaruhi dan mengubah motivasi mereka dalam mengajar.

Kata kunci: Motivasi guru, perkebunan kelapa sawit, dan bahasa Inggris sebagai bahasa asing

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مُلَخَّصٌ

تيتيك وحيوني، (٢٠٢٠): بَحْثٌ عَنِ دَوَافِعِ الْمُعَلِّمِينَ فِي تَعْلِيمِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ كَلِّغَةَ أَجْنَبِيَّةٍ وَالْعَوَامِلِ الَّتِي تُؤَثِّرُ عَلَيْهَا فِيهِ فِي مَنطِقَةِ مَرْعَةِ زَيْتِ النَّخِيلِ: دِرَاسَةٌ حَالَةٍ فِي الْمَدْرَسَةِ الثَّانَوِيَّةِ بِمَنطِقَةِ سِيَاكَ لِمَقَاطَعَةِ رِيَاوُ

هَذَا الْبَحْثُ يَهْدِفُ إِلَى اسْتِكْشَافِ دَوَافِعِ مُعَلِّمِي اللُّغَةِ الْإِنْجِلِيزِيَّةِ الَّذِينَ يُقَوِّمُونَ بِتَعْلِيمِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ كَلِّغَةَ أَجْنَبِيَّةٍ وَالْعَوَامِلِ الَّتِي تُؤَثِّرُ عَلَى دَوَافِعِهِمْ فِي تَعْلِيمِهَا فِي الْمَدْرَسَةِ الثَّانَوِيَّةِ فِي مَنطِقَةِ مَرْعَةِ زَيْتِ النَّخِيلِ بِمَنطِقَةِ سِيَاكَ لِمَقَاطَعَةِ رِيَاوُ. هَذَا الْبَحْثُ يَسْتَعْمِدُ نَهْجَ دِرَاسَةِ حَالَةٍ لِثَلَاثَةِ مُعَلِّمِي اللُّغَةِ الْإِنْجِلِيزِيَّةِ، وَتَقْنِيَّةُ جَمْعِ الْبَيِّنَاتِ الْمُسْتَعْدَمَةُ هِيَ مُقَابَلَةٌ. وَالْبَيِّنَاتُ تَمَّ تَحْلِيلُهَا بِسِتِّ خُطُواتٍ: جَمْعِ الْبَيِّنَاتِ وَإِعْدَادِ الْبَيِّنَاتِ وَقِرَاءَةِ الْبَيِّنَاتِ وَتَرْقِيمِ الْبَيِّنَاتِ وَتَقْدِيمِ الْبَيِّنَاتِ وَاخْتِبَارِ صِحَّةِ الْبَيِّنَاتِ. فَالنتيجة الأولى الَّتِي حَصَلَتْ عَلَيْهَا الْبَاحِثَةُ هِيَ أَنَّ هُنَاكَ عَشْرَةُ دَوَافِعٍ دَاخِلِيَّةٍ وَدَوَافِعٍ خَارِجِيَّةٍ لِلْمُدْرَسِينَ فِي تَعْلِيمِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ فِي مَنطِقَةِ مَرْعَةِ زَيْتِ النَّخِيلِ بِمَنطِقَةِ سِيَاكَ لِمَقَاطَعَةِ رِيَاوُ. وَهَذِهِ النَّتِيجَةُ دَلَّتْ عَلَى أَنَّ دَوَافِعَ الْمُدْرَسِينَ فِي تَعْلِيمِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ فِي مَنطِقَةِ مَرْعَةِ زَيْتِ النَّخِيلِ بِمَنطِقَةِ سِيَاكَ لِمَقَاطَعَةِ رِيَاوُ دَوَافِعٌ دَاخِلِيَّةٌ. وَالنَّتِيجَةُ الثَّانِيَّةُ هِيَ أَنَّ هُنَاكَ عَامِلٌ دَاخِلِيٌّ وَخَمْسَةٌ وَعِشْرُونَ عَامِلًا خَارِجِيًّا. وَهَذِهِ النَّتِيجَةُ دَلَّتْ عَلَى أَنَّ الْعَوَامِلَ الَّتِي تُؤَثِّرُ عَلَى دَوَافِعِ الْمُدْرَسِينَ فِي تَعْلِيمِ اللُّغَةِ الْإِنْجِلِيزِيَّةِ فِي مَنطِقَةِ مَرْعَةِ زَيْتِ النَّخِيلِ بِمَنطِقَةِ سِيَاكَ لِمَقَاطَعَةِ رِيَاوُ عَوَامِلٌ خَارِجِيَّةٌ. وَنَتِيجَةُ الْبَحْثِ هِيَ أَنَّ الْمُدْرَسِينَ مَهْمَا كَانُوا يُقَوِّمُونَ بِالتَّعْلِيمِ فِي نَفْسِ الْمَدْرَسَةِ كَانَتْ لَهُمْ دَوَافِعٌ مُخْتَلِفَةٌ. وَحَالَةُ مَنطِقَةِ مَرْعَةِ زَيْتِ النَّخِيلِ الَّتِي يُقَوِّمُونَ بِالتَّعْلِيمِ فِيهَا تُؤَثِّرُ عَلَى دَوَافِعِهِمْ فِي التَّعْلِيمِ وَتُعَيِّرُهَا.

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CHAPTER I

INTRODUCTION

This chapter highlights the whole content of the research in general. This chapter covers background of the study, statement of the problem, the limitation of the problems, the purpose of the study, the research questions, significance of the study, and the definition of terms.

1.1 Background

Teacher motivation is one of the most significant contributions to the students' motivation to study (Skinner & Belmont (1993), students' engagement and academic out comes (Klein & Connel, 2004; Ferguson, 1998; Sander, 2000), and students' achievement (Dornyei, 2005; Suryanti Tambunan, Abdul Hamid, & Sundayana, 2018). If the teachers are not motivated the whole notion of strategy used will be lost (Bernaus, et al, 2009). In line to this thought, even teachers with the most remarkable abilities cannot accomplish long term-goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement if they do not have sufficient motivation (Dornyei, 2000). Teachers' ability to motivate the students greatly depends on how they motivate themselves (Atkinson, 2000; Bernaus, Wilson, Garner,2009; Guilloteaux & Dornyei, 2008). An energy that is created by the teacher will become the vitality of the classroom (Metcalf and Game, 2006), and become the element for fruitful learning and teaching environment (Atkinson, 2000; Guilloteaux & Dornyei, 2008).

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Bannell & Akyeampong (2007) reports that the teachers' commitment as one of the most importance determinants of learning outcomes. High teacher motivation leads to positive education outcomes. Meanwhile, low teacher motivation leads to negative educational outcomes. Whatever the curriculum designed, it would not be successful if the teachers did not have seriousness and that seriousness would function if the teachers had high motivation (Hamalik, 2002).

Next, in education context, School conditions affected teachers' motivation and de-motivation in teaching (Sozen, 2015). Working in rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and thus more de-motivating than in urban schools due to poor living and working condition. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. The findings also indicate that over one-third of all the teachers in primary schools in five extended study countries indicated at teachers at their school are "poorly" or very "poorly" motivated. Meanwhile Teachers in villages in rural northwest China felt more engage and involved with their work (Paul and Kwame, 2007). Similarly, Over 80 percent of rural teachers in Tanzania would decide to become teachers if they had the choice again. One explanation for this difference is the teacher's support network. Locally-based teachers were more likely to have extended family nearby and social network as well as a greater commitment to their community. Urban teachers are usually not from the immediate localities and have difficult time in their posting in Tanzania (Bennel and Mukyanuzi, 2005).

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Moreover, in relation to working conditions in education context in Indonesia, a palm oil plantation area provides unique views to the teacher motivation in teaching as found by Limbong, (2017, 2019). In her study, she found that young teachers who gave services for schools in the border of Indonesia – Malaysia, in the area of the palm plantation in Kinabalu, had enthusiasm and desire to carry out their duties and works, despite they experienced difficulties such as lack of clean water, location which are far from the city, and limited facilities. It is also stated that teaching and learning process at palm oil plantation area may be considered unique since the school does not have to look for students (Limbong, 2019). Furthermore, some students at a palm oil plantation area had two roles as students and workers at palm oil field (Mogabay.co.id, 17/12/2014). Then, the students at a palm oil plantation area were strongly dependence to the teachers, because most of their parents who worked on the plantation started working from dawn until noon. This condition made the teachers had dual roles as a teacher who taught subjects as studies teachers and at the same time as a parent who handled problems facing the students (Limbong, 2019). Therefore, besides working conditions at a palm oil plantation area context, the unique students at this area may offer great challenges to Indonesian EFL teachers' motivation in teaching.

In line to teachers' motivation in teaching English at a palm oil plantation area, the researcher who has been teaching English at a senior high school in Siak Regency Riau Province for more than fifteen years found that the teachers at this

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area faced many difficulties in teaching such as limited facilities, low motivated students in learning, location which far from city, lack of clean water, lack of mass transportation, etc. These difficulties offered great challenge to teachers' motivation in teaching English at a palm oil plantation area. The teachers also had difficulties to apply the technology in teaching because lack of electricity, lack of supporting equipments, lack of internet access etc. Therefore, some teachers used nature media around them to attract their students to study. They also used their own money to give reward to the best students to motivate them in learning. The teachers sometimes had to visit their students' house to ask them to go to school. Next, they were also difficult to receive the newest information because of location which far from city. They also had to collect rainwater for their daily needs such as cooking, drinking water, washing etc because of lack of clean water. Moreover, the teachers at a palm oil plantation area had to be able to ride motor cycles because there was no mass transportation in this area. However, despite they experienced those difficulties; the teachers had enthusiasm and desire to teach at this area. The teachers at a palm oil plantation area seemed happy to carry out their duty and work eventhough they faced many difficulties. Therefore, these unique views on teachers' motivation in teaching English at a palm oil plantation area calls for more exploration.

However, the focus of much literature has been on teachers' motivation in general (Alibakhsi & Nezakatgoo, 2019; Kasabgy, Boraie, and Schmidh, 2001; Kocabas, 2009; Laiou, 2015; and Sozen, 2015) while they lack discussions on English language teachers' motivation in teaching at a palm oil plantation area

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context. Unfortunately, a number of studies on teachers' motivation in ESL/EFL are still extremely limited (Alibakhsi & Nezakatgoo, 2019; Dornyei, 2005; Kasabgy et al., 2001; Sozen, 2015). Dornyei (2008) suggests that far more research is needed to do this important issue.

Therefore, the researcher is interested in conducting a study by the title "Exploring Indonesian EFL Teachers' Motivation in Teaching English at a Palm Oil Plantation Area: A Case Study at a Senior High School in Siak Regency Riau Province. Thus, this study attempts to fill the gap by offering new literature on English language teachers' motivation in teaching English at palm oil plantation area context.

1.2 Statement of the Problem

Teachers' motivation is an energy that will become the vitality of the classroom and the element of fruitful learning and teaching environment (Metcalf and Game, 2006; Atkinson, 2000; Guilloteaux and Dornyei, 2008). However, Based on International studies conducted in Malawi, Papua New Guinea, and Zambia, the results found that there was the existence of a crisis in teacher motivation at many developing countries (VSO, 2002). Another study that based on the experience of twelve countries in sub-Saharan Africa and South Asia, the results showed that most schooling systems are faced with what amounts to a teacher motivation crisis, which has far reaching implications for the education Millennium Development Goals for basic education and development as a whole (Bennell and Akyeampong, 2007). As one of Developing country in South East Asia, Indonesian was not included in those International studies.

Furthermore, there has been a lot of research on teacher motivation (Alibakhsi & Nezakatgoo, 2019; Kasabgy, Boraie, and Schmidth, 2001; Kocabas, 2009; Laiou, 2015; and Sozen, 2015; but those studies were not carried out in Indonesia, except two studies by and Lestari, 2017; and Habibi and shofwan, 2016. It appears that the literature on teacher motivation in Indonesia is limited. Moreover, those studies above discussed teacher motivation in general. Exploring Indonesian EFL teachers's motivation and factors influence their motivation in teaching English at a palm oil plantation area in Indonesian context may enrich the literature on teacher motivation in teaching. This issue becomes the first report on the gap between the current study and the previous studies. This issue calls for more exploration.

The second report of the gap in the current study is based on the research based on research problem (Creswell, 2012). Most of studies on teaching motivation research relied heavily on quantitative methods (self- reporting surveys) (Dörnyei, 2001). Early studies on teacher motivation have been criticized for being over-dependent on survey methodology, single institutional design, together with technical limitations in research design, sample size and instrument quality (Brookhart & Freeman, 1992). Thus, most studies on teacher motivation have relied mainly on questionnaires asking for scales of opinion and hence lack rich data. In order to gain a more comprehensive picture of teacher motivation, a qualitative research method is needed to collect in-deep information about individuals' subjective interpretation and the complexity of teacher motivation.

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Therefore, within the extrinsic and intrinsic motivation framework, the current study attempts to explore the motivation of Indonesian EFL teachers in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province and factors influence their motivation in teaching English at this area.

1.3 The Limitation of the Problems

Limitation is the conditions which are not within of the researchers hence restrict the conclusions of the study (Best and Kahn, 1998). Teacher motivation to teach may change due to several reasons. Exploring Indonesian EFL teachers' motivation and the factors that influence their motivation in teaching at a senior high school located at a palm oil plantation area in Siak Regency Riau Province is obviously needed to be limited in order to focus and find the intended goals of its investigation. Furthermore, this study does not covering all problems of teacher motivation due to the limitation of time, finance, energy, sample size, etc. Therefore, the current study limits extrinsic and intrinsic motivation of Indonesian EFL teachers at a state senior high school at a palm oil plantation area in Siak Regency Riau Province and the influence factors of EFL teachers' motivation in teaching English at this area.

1.4 The Purpose of the Study

Regarding the research problems of the current study, within the intrinsic and extrinsic motivation framework, the study aims:

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1. To explore the motivation of Indonesian EFL teachers in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province.
2. To find out the factors that influence Indonesian EFL teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province.

1.5 The Research Question

Based on the problem and the purpose of the study, this research attempts to answer the following research questions, as follows:

1. What motivates Indonesian EFL teachers in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province?
2. What are the factors that influence Indonesian EFL teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province?

1.6 Significance of the Study

The results of the current study are intended to give contribution in two aspects: theoretically and practically. Theoretically, the current study can provide information about the motivation of Indonesian EFL teachers and the factors that influence Indonesian EFL teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province. It can also be a piece of information for other researchers to conduct other studies that are more available in education field. The results of this study give beneficial views to

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other researchers to explore more about teachers' motivation in other oil plantation areas such as Jambi, Lampung, North Sumatera and Kalimantan etc.

Practically, the results will give a source of information for government, principals, and teachers. First, for the government, these results can be used to set a valuable program on teacher motivation in order to improve quality of education in a palm oil plantation area. In participant of this, the government is expected to pay attention to teachers not only in the city, but also in palm plantation areas by giving a program for teachers' development in this area. Second, for principals, they are expected to create a good working environment for the teachers by making a good relationship with the teachers, providing the teachers with enough equipment and facilities in teaching to improve students' achievements in English. Therefore, their skill in English will be valuable to face globalization era. Third, for teachers, the results also represent their voice that will become consideration to make them more motivated in teaching. Motivated teachers will be possible to improve student motivation in learning English and to deliver a quality education at a palm oil plantation area.

1.7 The Definition of Terms

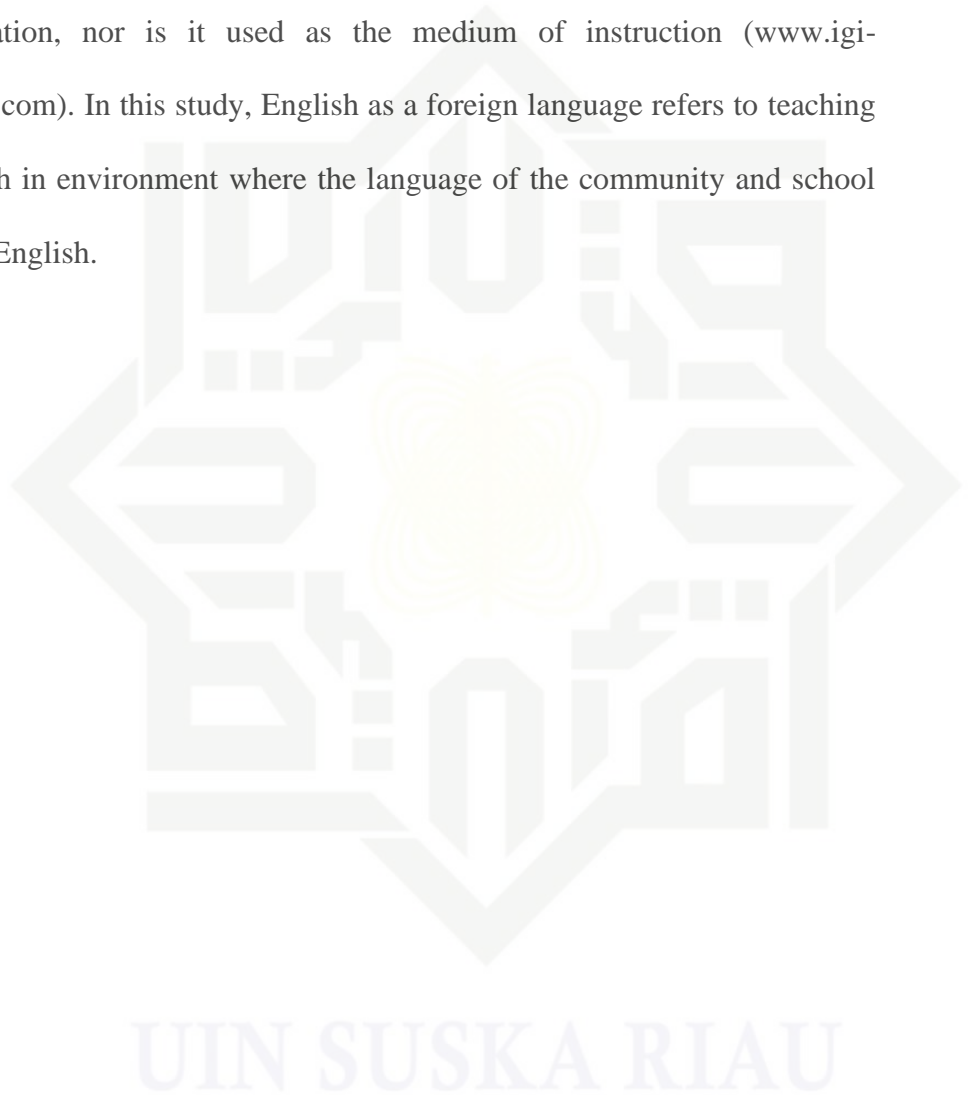
1. Teachers' motivation refers to the motivation to teach and to remain in the profession (Dörnyei and Ushioda, 2011). In this study, teacher motivation refers to how the teachers have desire to teach and to remain in teaching English at a palm oil plantation area.
2. Palm oil plantation area refers to a large piece of land, especially in a tropical country where oil palm is grown (www.collinsdictionary.com). In

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this study, palm oil plantation area refers to the school environment in which the teachers teach English as a foreign language.

3. English as a foreign language refers to teaching and learning English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction (www.igi-global.com). In this study, English as a foreign language refers to teaching English in environment where the language of the community and school is not English.



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CHAPTER II

LITERATURE REVIEW

This literature review is aimed at providing a review of related literature that informs the current study on exploring Indonesian EFL teachers' motivation in teaching at a palm oil plantation area and the factors that influence their motivation in teaching at a palm oil plantation area in Siak Regency Riau Province. It begins with the concepts of motivation and is followed by the motivational theories in teaching, teacher motivation, motivation to enter the teaching profession, teacher motivation and teacher professional development, teacher motivation and the school environment, teacher motivation and remuneration, education at palm oil plantation area, socio-economic at palm oil plantation area. Next, this chapter elaborates some previous study on EFL teachers' motivation in teaching and theoretical frameworks.

2.1 The Concept of Motivation

Motivation has number of different interpretations. Different people have different ways to interpret the meaning of motivation. The word motivation is derived from Latin verb "movere", that means to move that is reflected in such commonsense ideas about motivation as something that gets us going, moving, and getting jobs done (Pitrich & Schunk, 1996), to be moved to do something (Ryan and Deci, 2000), to move one to a particular action based on an inner drive, impulse, emotion, and desire (Brown, 1980), to achieve professional goal based on the strength of the inner drive (Glatthorn, 1995), to be the driving force

behind all actions performed and is thought to be responsible for “why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it (Dornyei, 2001), to be a psychological concept related to the strength and direction of human behavior (Robertson and Smith, 1995), to be the driving force by which we accomplish our goals; typically identified as intrinsic or extrinsic (Scunk, 2009), to energize and guide behavior towards reaching a particular goals (Sansone & Harackiewicz, 2000). Motivation also refers to a state of cognitive and emotional arousal which lead to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (William and Burden, 1997). It is the combination of effort and desire to realize the goal (Gardner, 1985a). Motivation is described as a kind of internal drive that encourages a person to pursue the action (Harmer, 2001), inner burning passion caused by needs, wants and desires that propels an individual to exert physical and mental energy to achieve desired objective (Kondalkar , 2007), energizer of behavior (Reber and Reber, 2001). As in Oxford Dictionary of English, motivation is a reason or reasons for acting or behaving in particular ways. Motivation covers all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money,promotion or recognition (Aldair, 2009).

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2.2 Motivational Theories in Teaching

1. Achievement Goal Theory (AGT)

Achievement Goal Theory emphasizes that setting goals is the engine that promotes and motivates people to adopt certain action (Elliot and Dweck, 2005). It refers to the orientation for how and why people engage in achievement situation. Achieving a sense of competence is the core of the achievement goal construct (Elliot & Dweck, 2005). This theory is widely used to explain learning motivation. However, Mamberg (2008) has applied it to explore teachers' goal orientation and the relation between teachers' motivation and students' out comes in Finland. The results found that achievement goal orientations and especially mastery goal orientations increased over time. The interpretation was that teachers became more reflective about their teaching, increased in confidence and developed an improved sense of wellbeing. In part, the findings were explained by lack of normative assessment in the practicum context. Thus, schools should provide support for teacher development, because such support promotes mastery goals for teaching. All these findings suggest the potential of an achievement-goal framework for conceptualizing qualitative differences in teachers' motivation for teaching and the importance of context on teacher development.

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2. Self-Efficacy Theory

This theory emphasizes that people make decisions based on their beliefs about their own capabilities to achieve success (Bandura, 1997). Bandura argued that cognitive processes influence the establishment of goals. If a person has strong perceptions of self-efficacy they will set, and persist with, more challenging goals. Confident individuals anticipate successful outcomes. The higher the sense of efficacy is, the greater the effort, persistence, and resilience they have in achieving those goals. Self-efficacy is not concerned with the skills one has, but rather with judgments of what one can do with those skills (Bandura, 1997). Self-efficacy Theory focuses significantly on perceptions. An example would be a teacher's perceptions of teaching ability in particular task, such as teaching English reading or teaching of particular aspects of a subject.

Researchers, such as Stajkovic & Luthans (1998), and Pajares (1996) have applied Self-efficacy Theory on teacher motivation in academic setting. The studies found that teacher efficacy is one of the most important variables related to positive teaching behavior and student achievement. The persons with high self-efficacy may have better performance than those with low self-efficacy. If teaching staff do not have confidence in English, they might have low self- efficacy to teach English, teach inadequately, and hence be poorly motivated.

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3. The Expectancy Value Theory

The Expectancy Value Theory emphasizes a person's expectation of success in a certain task and the values the person puts on the task (Eccles & Wigfield, 1995). The expectation of success is based on beliefs of competence. A number of studies that focused on the relationship between ability-related beliefs and career-choice were conducted to investigate motivational factors influencing the choice to teach among beginning pre-service teachers (Richardson & Watt, 2006). Motivation factors in their study included: social influences; positive prior teaching and learning experiences; perceived teaching abilities; intrinsic values; personal utility values including job security, time for family and job transferability; social utility values including shaping the futures of children/adolescents, enhancing social equity, making a social contribution, and working with children/adolescent; and the negative motivation of having chosen teaching as a "fallback" career.

4. Attribution Theory

Attribution Theory views past success and failures as important factors when individuals attempt actions in the future (Weiner, 1986). Perceived control over competencies the central focus of the theory. A key argument is that attributions are outcomes. Kelley and Michela (1980) described the consequences of attributions for an individual's motivation and behavior as attribution process. This process includes three dimensions: stability, locus, and control. Causes can be divided into internal or external (locus) to the person, and controllable or uncontrollable. Weiner (1986) argued that an

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external and controllable attribution is possible if it is made by the person who is instrumental to the success of the action. This theory has been used to demonstrate the link between teacher's feedback and student attribution in the classroom. The implication of this research for higher education is that if lecturers adopt practices that provide effective feedback on students' learning, students may well be motivated towards learning. All theories discussed above in relation to teachers' motivation are drawn from social cognitive psychology. These people undertake actions and maintain them on the basis of their beliefs about their competence.

5. Self Determination Theory

The theoretical framework of this study is adopted from Self Determination theory by Ryan and Deci, 2000). SDT provides "a broad framework for the study of human motivation and personality". It has been applied to various domains including sports, health, work and academic learning (Schunk, & Meece, 2008). SDT has also been employed to investigate L2 learning motivation (e.g., Noels, Clement, & Pelletier, 1999, 2001; Noels, Pelletier, Clement, & Vallerand, 2000) as well as teaching motivation (Alibakhshi and Nezakatgoo, 2019; Kocabas, 2009; Sozen, 2015; and Syamananda, 2017).

SDT is the most influential and studied theory of motivation (Winn, Harley, Wilcox & Pemberton, 2006). This theory not only concerns the type of motivation but also the circumstances that promote and maintain motivation, it would be an appropriate theory for investigating teachers'

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motivation. It has two strengths in explaining teacher's motivation. First, SDT categorizes motivation into three broad types: intrinsic motivation, extrinsic motivation and amotivation. Second, the theory emphasizes that three basic psychological needs – a need for competence, a need for autonomy and a need for relatedness- are the nutriments of motivation (Deci & Ryan, 2000).

Intrinsic Motivation (IM) refers to disposition to engage in an activity for the pleasure and satisfaction that is inherent in the activity (Deci & Ryan, 2000). Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, will not be by luck. Deci and Ryan argued "When Intrinsically motivated, a person is moved to act for fun and challenge entailed rather than because of external prods, pressures, or rewards. When a person feels competent himself/herself for performing an activity, which is also emphasized in self-efficacy theory, s/he may have the internal desire more and get intrinsically motivated. This motivation is also observed when the person has the control of his/her activities and freedom of choice.

Extrinsic Motivation (EM) refers motivation to act that is largely driven by sources outside of individual. It occurs when external factors foster or encourage a person to succeed an activity (Ryan and Deci, 2000), The expectation of an external consequence makes the person to perform the activity. Therefore, activities which are not interesting for the person should

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present extrinsic outcomes in order for the person to be motivated (Eyal & Roth, 2010). Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks (Hackett, 1998).

Amotivation (AM) refers to a state in which there is resistance to engaging in an activity. Behavior corresponding to this type of motivation is neither self-determined nor self-regulated. The state of lacking an intention to act, which may result from the facts that the individual does not value the activity, does not feel competent or thinks that the activity is unfeasible.

SDT places three categories on a continuum to demonstrate how self-determined each type is. For instance, if the behaviour is the result of an individual's own interest or desire, this individual is believed to be more intrinsically motivated and accordingly more self-determined. On the other hand, behaviour is regarded less self-determined when it is the result of some external sources. Finally, when the person does not perceive any relationship between the behaviour and the outcome, this situation refers to amotivation (Deci & Ryan, 1985).

SDT also emphasizes the maintenance of these types of motivation. SDT postulates that the satisfaction of three psychological needs and a supportive social context are the nutrients or contributors that can optimally maintain the function of the types of motivation (Deci & Ryan, 2000). SDT posited that needs are innate rather than learned. Moreover, Deci and Ryan

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stated that the three psychological needs of competence, autonomy, and relatedness are essential to humans' growth, integrity, and health.

The need of competence involves a feeling of effectiveness one's capability, and to enhance that the capability through activities. The more competent individuals perceive themselves to be at particular task, the more intrinsically motivated they are in pursuing their goals, and a greater sense of well-being will be achieved.

Autonomy refers to a quality of self-involvement in momentary behavior, whereas self-actualization refers to a sense of long-term growth (Deci and Ryan, 2000). The concept of autonomy support (Deci & Ryan, 1985) involves one individual (often an authority figure) relating to target individuals by taking their perspective, being responsive to their thoughts, questions, and initiatives (Deci and Ryan, 2000). This means that the more support people experience, the more autonomous they are. SDT further suggests that an autonomy supportive context tends to maintain or enhance intrinsic motivation.

Relatedness describes feelings of connectedness to others with a sense of being cared about and respected, and having a sense of belongingness with individuals and with one's community (Deci & Ryan, 1985, Deci and Ryan, 2000). By belonging to a community and being aware of what is going on, persons feel secure and develop a sense of harmony with the group. They feel supported when they pursue their personal commitments and interests. This

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secure relational base appears to provide a needed backdrop a distal support for intrinsic motivation.

Among the motivational theories above, this study aims to frame Self-Determination theory (Ryan and Deci, 2000) to guide the exploration of Indonesian EFL teachers' motivation in teaching and the factors that influence their motivation in teaching English at a senior high school at a palm oil plantation area in Siak regency Riau Province. This theory has been tested in EFL teachers' motivation in teaching at primary, secondary, and tertiary levels (Alibakhshi and Nezakatgoo, 2019; Kocabas, 2009; Sozen, 2015; and Syamananda, 2017). It provides a broad framework for the study of human motivation and personality. This theory not only concerns the type of motivation but also the circumstances that promote and maintain motivation. It also distinguishes extrinsic and intrinsic factors which are the perfect reviews for the current study.

2.3 Teacher Motivation

Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. In the current study, the teacher motivation to teach will be explored deeply. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and

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demotivating factors emanating from negative influences. Furthermore, they hypothesize that “if a teacher is motivated to teach, there is a good chance that the students will be motivated to learn” (Dörnyei and Ushioda, 2011, p. 158). Teachers greatly affect student motivation, especially due to the: quality of teaching, student performance, class well-being, improvement of students’ self-efficacy beliefs and development of the teacher-student relationship (Santisi et al., 2014).

Sinclair (2008) defined teacher motivation in terms of attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession.

Teacher motivation develops across time and place. So, teaching is regarded as a unique profession. Some people think that teaching may simply be a job but many others it is a vocation because their satisfaction in the act of imparting knowledge of their subject as well as working with students (Broadfoot, 1990).

According to Nias (2002) it is very much individualized and personalized as the way teachers behave in the classroom has to do with their personal perception of the world which leads them to act in an equally individualized manner. Furthermore, Nias (2002) goes on to explain that teachers frequently put a great deal of their selves into the profession thus blurring the boundaries between their occupational life and personal life. Moreover, teachers frequently exhibit high levels of personal commitment which, combined with the never-sufficient time,

resources and energy at their disposal, leads teachers into a vicious cycle from which little satisfaction is gained. Another unique aspect of teaching is its inherent complexity.

According to Broadfoot (1990, p. 165) “being a teacher has never been an easy job”, nor have the pay or conditions ever been particularly good. As Nias (2002) states, teaching involves making decisions every minute in an ever-changing, unpredictable classroom environment. Firestone and Pennell (1993, p. 495) make the point that teachers are required to “adjust to the complex flow of students’ needs, organizational requirements, and societal expectations”; thus, their role is highly complex.

Studies conducted by Lam et al., (2009) showed that the teachers’ motivation contributed to the practice of teachers, which then contributes to student motivation. There are several studies conducted by several researchers. Among them, the results of the study Bishay (1996); Czubaj (1996); Pinto & Pulido (1997); Scott, Cox, & Dinham (1999); Scott & Dinham (1999); Su (2012) showed that the motivation of teachers contribute to the success of the learning process. All stake holders agree that teachers’ motivation depend on array of factors such as level of remuneration, location of school, availability of appropriate housing, opportunities for further training and conditions of service, work load, promotion and career path, student’s behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005). Teacher motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the

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learner's behavior towards attainment of the desired goals. Intrinsic motivation refers to performing behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing particular activity or satisfying one's curiosity. It can be stated that there is a strong relationship between intrinsic motivation and skilled language teaching. Internal desire to educate people in a language, to pass on linguistic as well as cultural knowledge to help learners to communicate is at heart of the profession. Successful transmission of knowledge is intrinsic reward that many teachers crave. The educational process itself where the teacher is positively affected by working with students and watching them grow and improve, could possibly be intrinsic rewards that make teachers forgo high salaries and social recognition (Dornyei, 2001). Teachers who have feeling a strong connection and a sense of accomplishment in their English lessons had a greater desire to teach in order to feel the same kind of success. It can be stated that the teaching environment motivating through the fact that the students are able to achieve a great deal of success, communication, and real interactions through close connection and dialogue. Highly positive moments in teaching can encourage teacher to explore and reflect on their teaching practices. Positive interaction and connection with learners leads teachers to better work with their student's needs individually, and thereby create better teacher efficacy and improve teacher motivation (Coladarei, 1992). Teachers who were perceived to be more intrinsically motivated were more willing to experiment and explore their fields of study. It was reported that when teachers appeared more enthusiastic, the students enjoyed the lesson more. Teachers who are perceived to be more

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motivated seem to be more able to engage students with learning material (Wild, Enzle, and Hawkins, 1992). Competence, autonomy, positive performance, feedback and relatedness increase intrinsic motivation of a teacher (Ryan and Deci, 2000). Intrinsically motivated behaviours stem from the innate psychological needs which are the needs for competence (feeling of self-efficacy), relatedness (feeling connected to the outside setting) and autonomy (feeling of control) (Deci & Ryan, 2000).

Extrinsic motivation is governed by working conditions such as stress and workload, the necessity of appropriate compensation, and long-term job stability or lack thereof. Extrinsic motivator such as salary, pension, insurance and other benefits are believed to contribute teacher motivation. Extrinsic motivation requires an instrumentality between the activities itself with some forms of rewards in order to create satisfaction. It is externally prompted by instrumental values such as avoiding sanctions and acquiring future valuable returns (Dörnyei and Ushioda, 2010).

Gorham and Millette (2009) investigated the sources of motivation and de-motivation perceptions of teachers and students in their study and one of the 22 conspicuous findings of their research was that students put the blame on their teachers for their de-motivation due to their teachers' certain behavior such as not being knowledgeable, being irresponsible, having no control of material or classroom, having no enthusiasm for teaching and showing negative attitudes towards students. A teacher who shows such kind of behavior cannot be regarded as a motivated teacher who can also motivate his/her students to be eager to learn.

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At this point, in order to have better outcomes in foreign language teaching processes, teacher factor should not be disregarded and studies on EFL teachers' motivational components should be considered well.

The notion of demotivation is defined as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dornyei, 2010, p.139). In EFL context, demotivation factors also affect teacher motivation (Dornyei, 1990). Demotivation of teachers to teach is mainly caused by matters extrinsic to the task of teaching (Dinham and Scott (2000). The major demotivation of teachers to teach are the nature and the pace of educational change, teacher workload, the community's poor opinion of teachers, the negative image of the teachers portrayed in the media, lack support services for teachers, poor pay, poor responses from children, working long hours, stressful nature of work, inhibition of teacher autonomy, insufficient self-efficacy, content repetitiveness, and inadequate career structure, work environment, facilities and curriculum Addison and Brundrett, (2008); Crooks, (1997); Dinham & Scott, (2000); Dornyei, (2000).

2.4 Motivation to Enter the Teaching Profession

Few would dispute the notion that the work of teaching is vital to the advancement of student learning and social achievement (Hanushek, 2011), and the questions of why individuals choose teaching as a career and what they hope to achieve have grown in significance as policy –makers and teacher educators worldwide grapple with how to attract and retain the highest quality teachers (Richardson & Watt, 2016). Because teacher's career motivations are central to

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their professional engagement and commitment, it should not be surprising that research has intensified in the past few years into who chooses to enter the teaching profession, what attracts them to make this decision and how to retain effective professionals- most across the globe (Zumwalt & Craig, 2008)

From the perspective of self-determination theory, the drive to become a teacher arises from intrinsic (autonomous) or extrinsic (controlled) antecedents thought to exist on a continuum of self-determination (Roth, 2014). Extrinsic motivation ranges from the least self- determined form, external – regulation, to introjected-regulation (i.e. when internalized sense of the personal value of an activity is achieved), and integrated-regulation (i.e when an internalized sense of the personal value of an activity is achieved), and integrated-regulation (i.e. when performing an activity becomes a means of expressing core aspects of one’s identity). Although it originates externally, integrated-regulation shares several characteristics with intrinsic motivation, given that it seems from values that are fully congruent with aspects of one’s self.

An individual enters teaching profession in the context of intrinsic motives because of the job itself (Brown, 1992; Kyriacou & Kobori, 1998;; Kyriacou & Coulthard, 2000) & the individual’s inner personal fulfillment (Manuel & Hughes, 2006). The individual that choose teaching profession as their future careers derived from intrinsic motivation can be predicted that she/he has good commitment and responsibility in this profession. They see teaching profession as a “calling” that begins from an individual’s deep inside (Serow, 1994; Snyder, Doerr, & Pastor, 1995). Some researchers found intrinsic motives of individuals

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to enter teaching professions such as ‘ I am interested in teaching activity’, I am interested in applying my subject’, ‘to be teacher fits my personality’, ‘I was quite sure that I was born for teaching’, ‘ being a teacher can lead on to other jobs in the future’, I am inspired by good teachers(role models) and it offers opportunities for my academic development’, I like teaching because I have my own choice to manage students’ (Alibakhshi & Nezakatgoo, 2019; King 1993; Snyder, Doerr, & Pastor, 1995; Yong, 1995; Kyriacou, Hultgren, & Stephens, 1999; Hobson et al., 2004; Manuel & Hughes, 2006; Low, Bruinsma & Canrinus, 2012).

Meanwhile, individuals may decide to become teachers because they are influenced by extrinsic motives such as ‘ no other choice’ and ‘ salary’ (yong, 1995), ‘job security’, ‘social status’, ‘a steady income or salary’, ‘time for family’, and moving into a new settlement (Lin, Shi, Wang, Zhang, & Hui, 2012; Kilinc, Watt, & Richardson, 2012; Anthony and Ord (2008); Sahin, 2010; Kilinc & Mohiroglu, 2009; Saban, 2003, Kyriacou & Coulthard, 2000; Darling-Hammond & Cobb, 1996; Lortie, 1975. In addition to intrinsic and extrinsic categories, it is often the-pro-social or altruistic value of teaching that draws individuals to the profession (Richardson & Watt, 2014). This includes factors such as love, passion and dedication to learners, as well as a personal or moral commitment to contribute to society or reduce social inequality. Research on an expectancy value model posits that in addition to assigning a value to the task of teaching, individuals appraise the workload and commitment demand prior to entering the profession and weigh these against their expectations of their own ability to be effective teachers (Watt et al., 2012). There is also growing evidence that

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sociocultural context play a significant role in shaping individuals' initial teaching motivations, and that these teaching motivations impact teachers' performance, effort and persistence in the profession (Alexander et al., 2014). This is evinced by the vary importance of the above factors across cultural and geographical boundaries. While intrinsic factors are the primary movers in many contexts, teachers in other countries reference more extrinsic motives including pay, job security and career status (Visser-Wijnveen et al,2014). However, even within a single sociocultural context, different teachers will display different motivational profiles, and the context in which a teacher works can influence and change those motivations, regardless of how they are manifested at the outset of a teacher's career (Madni et al., 2015). Thus, in initial teacher motivation, the sociocultural context plays a significant role in who becomes a teacher and why.

2.5 Teacher Motivation and Professional Development

Motivation research has attempted to account for how the level and quality of teachers' motivations change across their lifespans and how this might parallel teachers' career trajectories (Alexander, 2008). Teachers need more attractive career structures and more opportunities for professional development to motivate them in teaching (Bennel and Akyeampong, 2007). Generally, professional development aims to encourage teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs. This is important because

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the complex and psychologically demanding task of teaching can span decades over the course of one's career. In-service training in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved students' outcomes (Ginsburg, 2009). Teachers do appear to be confident in their own abilities, but feel they need the external support, tools, and training to allow them to excel in their work, and opportunity to progress up the career ladder. Professional development also enhances teacher motivation through an important and related channel: observed students' achievement. Teacher job satisfaction has been found to be correlated with high-performing students (Michaelowa, 2002). Longitudinal research from expectancy-value model has shown that teachers' instructional efforts, planned persistence, professional development, leadership aspirations and career satisfaction are linked positively to particular initial motivational profiles (Richardson & Watt., 2016). This is illustrated by evidence that self-reported and idiosyncratic descriptions of teachers' classroom teaching style differ depending on whether those teachers associate with the more intrinsic values for teaching or extrinsic values such as personal utility and social persuasion (Reeve & Su, 2014). Another common pattern of motivational change relates to pre-service teachers who possess a positive idealistic motivational profile but when confronted by the challenges of reality experience a rapid decline in their self-efficacy, career satisfaction and commitment to the profession (Richardson & Watt, 2010).

Additional insights from self-efficacy research show that the discrepancy between teachers' evaluations of their abilities and the needs of their students is

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often implicated in how teachers' motivations to address those abilities and needs change as they progress through their careers (Remijan, 2014). Pre-service and early –career teachers often report a higher sense of teaching efficacy than mod – to-late career teachers do (Tang et al., 2014), likely because they have not faced the mismatch which often occurs between individuals' anticipated experience of classroom processes and interactions and the reality of the experience. Low self-efficacy, as well as feelings of inadequacy and incompetence can significantly contribute to the teacher demotivation (Skaalvik & Skaalvik, 2010). Previously committed teachers often disengage from their work due to self-efficacy doubts, and teachers may even become apathetic, cynical or convinced of their inefficacy.

According to Siegle, Rubenstein and Mitchell (2013) teacher attitudes seem to affect student attitudes more so than the reverse, and teachers have the opportunity to influence all students at the same time in many classrooms. While implementing the curriculum, teachers can also encourage and support their students' learning through the classroom environments they provide for them. Their study aimed to analyse academic motivation from students' perspective. To this end, they had focus group discussions with 28 university honours freshman and they came to the conclusion that students see their experiences with their teachers as the most influential factor on their interest and motivation in high school. Teachers who encourage students' growth and satisfaction, who build positive relationships and who are knowledgeable about the content were found to be able to foster student motivation.

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2.6 Teacher Motivation and School Environment

School environment has effect on teachers' motivation. Working and living conditions have effect on teacher morale and motivation and thus their performance. The key factors are workload, classroom, conditions, management support and distance at work, housing and travel affects teachers' morale and motivation. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as India and Pakistan (Bannell and Akyeampong, 2007). Studies conducted on the effect of the school environment on teacher motivation attest to the fact that school environment that is not conducive to teaching may lead to low motivation hence underperformance (Chimombe, 2011). Some teachers who work in remote areas have no housing or access to clean water and health facilities. These conditions led to poor morale (Koech, 1999). Paul and Kwame (2007) studied on teacher motivation in Sub-Sahara Africa and South Asia with respect to motivation patterns, it is commonly argued that working in rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and thus more de-motivating than in urban schools due to poor living and working condition. The findings from the country studies show that this is not necessary the case. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. The findings also indicate that over one-third of all the teachers in primary schools in five extended study countries indicated that teachers at their school are "poorly" or very "poorly" motivated.

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However, a study on job satisfaction and motivation in rural northwest China, there were striking differences in teacher motivation between the various communities. Interestingly, teachers in more economically developed communities were less satisfied. One explanation for this finding was that satisfied teachers were living in villages with significantly fewer residents who were also working in village enterprises. Teachers in villages felt more engaged and involved with their work (Sargent & Hannum, 2005). The study in rural northwest China is in line with a study on the teacher motivation crisis in Tanzania, there were lower levels of motivation in Urban schools. One-third of urban primary school teachers said they would not make the same career choice again. Over 80 percent of rural teachers, on the other hand reported that they would decide to become teachers if they had the choice again. One explanation for this difference is the teacher's support network. Locally-based teachers were more likely to have extended family nearby and social network as well as a greater commitment to their community. Urban teachers are usually not from the immediate localities and have difficult time in their posting in Tanzania (Bennel and Mukyanuzi, 2005).

Teachers have the opportunity to influence all students at the same time in many classrooms. They not only implement the curriculum but also encourage and support their students' learning through the classroom environments (Siegle, Rubenstein and Mitchell, 2013). Motivated teacher is very important to promote teaching and learning excellence. Whatever the curriculum designed, it would not be successful if the teachers did not have seriousness and that seriousness would

function if the teachers had high motivation (Hamalik, 2002). Motivated teachers despite its clearly social objectives, teaching has tended to be regarded ‘primarily as a cognitive activity’ (Zembylas, 2003). However, a situated perspective challenges this view, and provides evidence that motivation, cognition, and emotion are always situated and, furthermore, are fundamentally independent (Storbeck & Clore, 2007). The main implication of this notion for teacher motivation is the focus on the co-constitutive nature of classroom settings and teacher motivation (Radel et al., 2010).

This reticulated view of teacher motivation is corroborated by evidence that teachers’ enthusiasm for teaching, their goals and their sense of professional autonomy, mediated through their classroom practices, shape their students’ perceptions and behaviors. Through the actions and responses of students, these contexts provide the necessary conditions for teacher motivation to flourish adaptively and relationally (Frenzel, 2014). In fact most of the existing evidence in teacher research consistently highlights the reciprocal links between teachers’ work and their motivation. For instance, teachers who are more autonomously motivated report (a) greater use of autonomy-supportive teaching practices (Reeve & Su, 2014); (b) more mastery-oriented goals, which in turn lead more adaptive teaching strategies and better teaching performance (Soenens et al., 2012); (c) higher links with feelings of accomplishment (Moller et al., 2006) ; (d) greater support for students’ engagement in learning activities (Butler, 2007) ; (e) deeper value for the subjects they teach and the methods for helping students master

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those subjects (Garner, 2010); and (f) increased investment in maintaining students' quality of learning (Roth et al., 2007)

Other teacher motivations which impact powerfully on instructional practice again correspond to the teacher's ability to engage target and strengthen these factors in their students. These include intellectual curiosity, the need for genuine achievement, relational needs for affiliation and the need for social support and approval (Butler, 2012). Although this research does not imply an ideal set of motivations which all teachers should demonstrate throughout their years in the profession, particular combinations of these are undoubtedly the hallmarks of a motivated and effective teacher (Pintrich, 2003). Thus, the picture that emerges from this overview of the conceptual frameworks used to study mainstream teacher motivation is that there exists a solid foundation for understanding the reasons teachers enter the profession, how and why they construct their place in the profession and links between teacher motivation and key processes and outcomes (Kaplan, 2014). We now focus on language (L2) teacher motivation in order to determine how it compares, whether there are equally systematic conclusions and implications to be drawn from recent field-specific research, to ascertain where there are gaps, and to explore what elements may or may not be particular to the domain of L2 teacher motivation.

2.7 Teacher Motivation and Remuneration

Remuneration seems to be crucial motivating factors in teaching. Study of Habibi and Shofwan (2016) identified that financial matter to be demotivator for teachers in Jambi Indonesia. Another study of Lestari (2017) found that poor

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salary as the demotivating factor for teachers in Yogyakarta Indonesia. In International context, Bennel (2004) found that incentives to be crucial motivator for teachers in Sub- Saharan African countries and Asian countries. Another study of Eton (1984) identified the payment of salaries as the key factor that shapes teachers attitude towards their work. Kazeem (1999) found that teachers and other school worker tend to remain contented and reasonably motivated as long as salaries are paid on time. Youlonfoun (1992) argued that good salaries and their prompt payment are important motivating factors.

2.8 Education at Palm Oil Plantation Area

Indonesia is one of major palm oil producing country. It contributes thirty percent of the global production. Major areas of palm oil plantation in Indonesia are North Sumatera, Riau, and Central Kalimantan ([www. ilo.org](http://www.ilo.org)). The view of education in palm oil plantation area in Riau has been reported that teachers at palm oil plantation area often face unique challenges in their teaching and learning process. The challenges happened to the teachers who teach at a plantation area in Ukui Pelalawan Regency Riau Province. They experienced difficulties such as lack of electricity and location of school which are difficult to reach especially in the rainy season. However, the teachers stayed teaching even though they came late to the school (Kompas, November, 25th, 2011). Edi Muhammad Muhtar (One of the teacher from Ukui, Pelalawan Regency Riau province) told that he left Cianjur, West Java for Ukui to join Transmigration program from government in 1991. He was shocked when he arrived in Ukui. He could see tigers and elephants from his house. He told that most of people in Ukui

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became farmers at palm oil but he committed to become a teacher. He was motivated in teaching because he was sad seeing the children could not have education access. This happen because it was difficult to reach the school nearby. At first, He taught the children at yard and at villagers' house. He was also helped by villagers who have no formal education in teaching. Later, he and the villagers could build schools. He said that there were limited facilities in the school. In 2010, the school got 120 books from Tanoto Foundation but there was no library in the school. He and the villagers cut trees to build the library. He expected the government could give more books because there were inadequate books in the schools at rural area. (Kompas, November, 25th, 2011).

The study of Limbong, (2019b) aimed to get picture of the personality and professionalism of female teachers in palm-oil plantations in Pangkalan Bun Region of West Borneo and Riau Islands of Sumatera in Indonesia. Palm oil plantations in Indonesia are generally isolated, tend to be homogenous and related in scope of work. There were 106 female teachers who work as teachers in palm oil plantations in the work area of PT. AAL participating in the study. All of them female teachers from several schools in Palm oil plantations in Pangkalan Bun in West Kalimantan and several schools in the plantation area in Riau. Data obtained by filling out a questionnaire related to personality and professionalism, and completing the data in question also carried out focus group discussion (FGD). The results of the study found that the personality of female teachers: have confidence, are able to build relationship, like togetherness, freedom to express them selves, and also build peace. Expression of emotion in carrying out the tasks

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always gives positive response in communicating: with students, with colleagues and with environment in which they work, have truth values, are able to express opinions, and build relationship with environment, aware of the ability of values, and ready to serve students. Female teachers like being together, such as: paying attention to the success of students in learning, using gentle language, having a compassionate nature, and giving appropriate praise. The study also found that professionalism of female teachers in palm oil plantations such as professional ethics, thinking systematically, mastering learning material, and developing themselves.

Another view of education at Palm Oil Plantation area in Bogor, West Java was described that elementary students were very enthusiastic to go to school eventhough they had to face difficulties along way to the school. The school was located in the middle of palm oil plantations between Dukuh Village and Prayoga Village Cigudeg Sub-district Bogor Regency West Java. It was located in the middle of palm oil plantations because the school was built on the land in which some part of it was given by palm oil plantation's company. The only way to reach the school was the way in which at about 1 kilo meter along the palm oil plantantation. There were only 150 students and 9 teachers in the school. The people from other villages were not interested in sending their children to the school because it was difficult to reach the school. They preferred to send their children to the school which was easy to reach. Mrs. Dian, one of teachers from the school told that the school had limited facilities. She said that the books in the school often lost because there was no school guard and no fence in the school,

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and the school's location which was in the isolated area. She added that the school's doors, windows, chairs, and tables were not in good conditions. In 2011, the school had a library but it was collapsed in the same year because the building had poor construction. She also said that in 2005, there was lack of water in the school. Therefore, the teachers and the students had to use water from the river for their needs and for cleaning the school. The school's location which was located in the palm oil plantation area contributed to the lack of water because palm oil took much water from the source of water. She said that the government had given chairs and tables to the school but most of them had been broken because of the environment of the school. The governments also gave tablets to the school but they could not be used by the teachers and the students due to lack of internet connection (Kompasiana. Com., 4th, March, 2020).

Another study of Limbong, (2019a) described the view of the education at Palm Oil Plantation area in Central Kalimantan Indonesia. She carried out a study to improve quality of school in oil palm plantations in the BGA Oil Palm Plantation in Central Kalimantan. The research was conducted by thorough observation and anecdotal notes taken during the field research. The data was analysed with SWOT method (Strengths, Weaknesses, Opportunities and Threats). The results of initial mapping of the school conditions in the area of oil palm plantation indicated that (1) Grade 1 and Grade 2 students of elementary schools do not have enough study time, (2). There are no learning resources in poor areas (under the server area), (3). The educational background of the teachers does not match the fields of the study they are teaching, (4). The educational

institutions there are ineffective. The contributing factor to the above mentioned the facts are the location of the school as it is situated in an isolated area, far from the nearest sub-district or district. This isolated may have impact on the ongoing learning process as well as on the teachers' ability to implement the right methodology in the ongoing learning process. This is so since the teacher cannot easily join and share knowledge with other teachers, because they need training for development and a future of a nation. She stated that the state of Indonesian National Education might be considered in a failing situation. This could be considered as one indication that education that met the minimum quality as the set standards might not be available to all Indonesian children all over the country. The situation taking place in the oil palm plantation was a predominant condition of schools located in isolated areas as this geographical situation was one obstacle hampering the quality of education and hampering the school personnel to improve the school's quality of teaching and learning process. This study also identified that the education or teaching and learning process taking place in the plantation may be considered unique since the school does not have to look for students –at times the school administration is overwhelmed because they have to face an overflowing number of students. To overcome this problem, there are two shifts in teaching and learning process: morning session of classes and the afternoon session of classes. The number of available book is limited and lacking in variety. This study also identified that teachers rarely take part in additional teacher training, teacher are given subjects not related to their educational

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background, and insufficient cooperation with other schools due to the school's isolated area.

Then, a study from the context of teachers in the palm oil plantation in Kinabalu, it is stated that a young teacher who have opportunity to give services for the schools in the border of Indonesia – Malaysia, in the area of the palm plantation in Kinabalu, expresses experiences while carrying out their duties, they experience difficulties such as, lack of clean water, location which are far from the city, and limited facilities. Their enthusiasm and desire to improve the nation's future generation at other regions, keep them enthusiastic in carrying out their duties and works (Limbong, 2017; 2019).

Based on the studies above, it can be concluded that education that met the minimum quality as the set standards may be not available to the children at a palm oil plantation area due to the location of the school as it is situated in an isolated area, limited school facilities, lack of teachers training, the educational background of the teachers that does not match the fields of the study they are teaching, lack of clean water, lack of electricity, and so on.

2.9 Socio-economic at Palm Oil Plantation Area

The Palm oil sector is one of main commodities that play a role in the growth of Indonesian economy. Especially in Riau Province, The development of oil palm plantations gave double impacts on the region' s economy in creating employment and business opportunity (Almasdi Syahza, 2005). The development of Indonesia's Palm Oil area in Riau Province increased significantly, from 966, 786 ha in 2001 to 2, 103, 175 ha in 2011. Plantation –based Agricultural

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Development, especially in rural areas is aimed to improve the welfare of the people so that there is a change in the lifestyle of the people around it (Riau Plantation Office, 2011). In 2018, Palm oil area in Riau Province increased to 2,424.545 ha (Tribun Pekanbaru. Com, November, 20th, 2018). The results of a global study on the Indonesian palm oil industry under the coordination of the Australian National University found that palm oil development had a positive impact on the incomes and living standards of all involved (Barlow, Zen, and Gondowarsito, 2003).

Based on the assessment of the socio-economic impact of oil palm adoption, it is shown that people living in the immediate surroundings of oil palm estates often have considerable benefits. (Budidarsono, et al., 2012). Village-level assessment showed that villages that adopt oil palm as a major source of income tend to perform well on indicators of physical, financial, and human capital. One of the villagers who get better income from oil palm is Mr. Samharis. He came to Kota Intan Village, Kunto Darussalam District, Rokan Hulu Regency, Riau Province as a non- civil servant teacher in 2001. At first He taught at an Elementary School. Now, he has 10 ha oil palm plantation. He had a car, a motor cycle, and planned to buy a new house in the City. He also sent his only child to a University in the City. Even though he had better income from his palm oil field, he did not leave his profession as a teacher. He wanted to impart his knowledge at school. Now, he is teaching at a Junior high school in Kunto Darussalam District (Metro Pekanbaru, Juli, 27th, 2019).

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In line with Mr. Haris' case above, based on the researcher experienced who has been teaching English at a palm oil plantation area in Siak Regency Riau Province for more than fifteen years as stated in the background of study, she found that the teachers at this area seemed to have good commitment and responsibility in teaching profession. Most of the teachers at this area did not leave their teaching profession for working at palm oil plantations. If they had palm oil fields, they would hire someone else to work at their palm oil fields or they did the job after school or at holiday. As the villagers, some of the teachers also grew crops and raised cattle to fulfill their basic needs in their leisure time. Socio-economically, it can be stated that the teachers seemed to get considerable benefits in teaching English at a palm oil plantation area context.

However, there were villagers who had not got better income yet from oil palm plantations. One of the villagers, Bimo (13 years old), a junior high school student had been a labour at a palm oil field since he was at the first grade of junior high school. He had to work at a palm oil field after school at about 03.00 P.M to help his parents to pay his school tuition and his two younger brothers' (Mogabay.co.id, 17/12/2014). Even though, large plantation did not hire children openly, the children labour were found alongside their parents assisting family members to meet harvesting quotas. Their roles were simply as helping after school (UNICEF, 2016).

2.10 Related Studies

EFL teachers' motivation as significant component influencing students' performance began to be studied during 1990s (Clement, Gardner, & Smythe,

1977; Gardner, 2001; Gorham & Millete, 1997; Sakai & Kikuchi, 2009). In this regard, Gorham and Millette, 1997, investigated the sources of motivation and demotivation perceptions of teachers and students in their study, and one of the conspicuous finding of their research was that students put the blame on their demotivation due to their teachers' certain behaviors such as not being irresponsible, having no control of material or classroom, having no enthusiasm for teaching and showing negative attitudes toward students. A teacher who shows such kind of behaviors cannot be regarded as a motivated teacher who can also motivate his/her students to be eager to learn. At this point, in order to have better outcomes in foreign language teaching processes, teacher factor should not be disregarded, and studies on EFL teachers' motivational components should be considered well.

Studies on teachers' motivation have been carried out by researchers from many countries around the worlds, but internationally, research into the motivation of teachers is still limited (Addison & Brundrett, 2008), and more specifically in Indonesian context, Habibi and shofwan (2016) conducted a study to investigate de-motivating factors of eight teachers working at two Islamic boarding schools in Jambi, Indonesia. The data were collected through interview, focus group discussion (FGD), and document review. This study found that the de-motivating factors among the teachers were working condition (financial matter and working overload); curriculum (rapid changing of Indonesian curriculum and lack of teaching and supporting materials); facilities (classroom temperature and over- crowded classroom); students (lack of basic knowledge and

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lack of motivation). Next, Lestari (2017) investigated the factors that demotivate three full time English teachers employed in a language center of a private university in Yogyakarta, Indonesia. The data were collected by conducting semi-structured interview. The study found that teachers' poor physical fitness, students' negative attitudes, response, and behaviors, unfixed curriculum and school systems, poor salary, poor quality of school facilities, abundant administrative task, poor relationship among colleagues, inappropriate teaching materials, and lack of opportunity for professional development were reported as de-motivators undergone by the teachers.

Then, Syamananda (2017) studied factors that motivated and demotivated EFL teachers at Chulalongkorn University. Among the respondents, nineteen (82.61%) were female instructors. Three respondents (13.04%) were male instructors while one did not identify his/her gender. The majority of respondents held a master's degree ($n = 15$, 65.22%) and eight instructors (34.78%) held a doctoral degree. On average, this group of respondents had 13.54 years of teaching. Most of the respondents were between 31 and 40 years old ($n= 8$, 34.78%), six (26.09%) between 41 and 50 years old, five (21.74%) between 25 and 30 years old, and four (17.39%) aged 51 years old and over. A self-completed-open-ended and close-ended questionnaire was devised. The questionnaire consisted of four sections. The first section elicited personal information of the participant. The second and third sections were close-ended question statements which participants had to rate on a 5-point Likert scale. The second section probed the extent to which intrinsic and extrinsic factors

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contributed to a teacher's choice of profession while the third section asked to what extent the current teaching job affected intrinsic and extrinsic factors with 32 items matching those in the second section. Section four of the questionnaire consisted of 3 open-ended questions which aimed to expand on the information from close-ended questions. They asked for recommendations for possible improvement with two questions addressing factors that could have positive and negative influences on their job. The result showed that teachers value interpersonal relationship with students and colleagues along with other intrinsic motivations such as imparting knowledge and providing service to society. The teachers are demotivated by extrinsic factors such as heavy workload and low salary which are believed to lead to job dissatisfaction.

In line to teachers' motivation to teach English in Iranian context, Alibakhshi and Nezakatgoo (2019) explored the EFL Iranian teachers' teaching motivation. There were three groups of the participant teachers in the study. The first group consisted of 25 male and female EFL teachers at high schools with more than ten years of experience. This group was selected by using purposive sampling. The second group consisted of ten Ph.D holders and ten Ph.D candidates of Teaching English as a foreign Language (TEFL). They were selected from TEFL degree holders teaching at some state and non-state universities as well as language institutes in Tehran. This second group was selected by using a convenience sampling. They were selected to comment on the content validity of the instrument. The third group consisted of one hundred twenty male and female teachers who were selected through convenience

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sampling among all those who have been teaching English at National language institute of Iran as well as Safir Language Institute. They were used for piloting phase of the study. The data were collected through semi-structured face to face interviews with open –ended questions to twenty five EFL teachers teaching at both private and public institutes in Iran and a survey to one hundred fifty EFL teachers teaching at language institutes. The study found that intrinsic motivations of EFL teachers which are driven from the nature of job such as being enjoyable, fun, challenging, and peaceful greatly influence their career choice. Teachers' inner desires such as the desire for bilingual competence and their attitudes to EFL and their self- efficacy are indicators of EFL teachers' teaching motivation. Thus, the higher desire for bilingual competence and the more positive attitudes towards EFL teachers have, the greater their motivation is. Furthermore, the internal motivation for contributing to society, feeling that they are part of the society and have responsibility to teach those who need and impart knowledge to the others greatly influence their decisions about their prospective job. It can be stated that EFL teachers were satisfied with this job and liked to interact with other colleagues, assess their teaching and be assessed by the others, such as features of job persuade them to teach English as either a part or full time teacher.

Then still in Iranian context, Roohani, Hashemian, & Dayeri (2018) explored the motivation of one hundred fifteen EFL teachers teaching at various private institutes and public schools in Iran with different years of experiences from five to twenty five years. The results of both quantitative and qualitative investigation showed that the majority of participants of the study were

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autonomously motivated in their job commitment. The participants with high autonomous motivations expressed the sense of joy and intrinsic desire to engage in their teaching career. Some participants had a combination of both autonomous and controlled motivations. Although they had some inherent reasons for their teaching, they could not deny, the role of external factors forcing them to continue their job. The EFL teachers with low levels of intrinsic motivation did not have the same view about teaching as the other group had. The study also found that the students' motivation, the capability of the choice and making decisions, the workload and specifically financial issues could be considered as factors having side effects on teachers' motivation and progress.

In Kuwaiti context, Taqi, Taqi and Akbar, (2017) carried out a study to investigate the demotivation factors of language teachers in the College of Basic Education (CBE) in Kuwait. There were approximately 45 participants from the English Language Unit from different ages, years in CBE, and social status. A questionnaire consisting of 33 statements to be answered on a five point Lickert Scale, where "1" indicates "extremely demotivating" and "5" would indicate "doesn't demotivate". The questionnaire also consisted of three open-ended questions, and space for further comments associated with reason behind teacher demotivation. After collecting the questionnaire papers, interviews with 12 participants were made to obtain detailed description of what mostly demotivates EFL teachers and why the selected aspects seem to be more demotivating than others. This study found that the factors affecting demotivation of teachers were the students' lack of interest and poor English language proficiency as the major

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demotivating factors. Other factors such as lack of learning facilities, unclean classrooms, over-sized language classrooms, availability of facilities such as internet and audio-visuals affected teachers' demotivation.

In Turkish context, Kocabas (2009) carried out a study to investigate the motivation of teachers in Turkey by analyzing the impact of a large number of motivational sources. There were two hundreds and twenty-five teacher participants in this study. The results showed that the feeling of safety at school, student success, attraction levels towards the teaching profession, the levels of self-confidence, teachers' perception of their status in society, the significance of positive supervision reports, the feeling of self-actualization, a positive school atmosphere, teachers' positive relationship, competency perceptions of teachers in their subjects, self-respect levels of the teachers, school performance in league tables, recognition of their success and values, effective management and administration and fringe benefits are the most motivating factors for Turkish teachers. Meanwhile, competition among teachers, fear of confronting with disciplinary action and inadequacy of teaching and learning technologies influence the motivation of the teachers.

Another study of Turkish context, Sozen (2015) studied EFL teachers' perceptions on motivational factors in primary and secondary state schools in Turkey. There were 79 English language teacher participants in this study. Of the participants, only 10 out of 79 are male. The majority of the participant teachers, namely 68 teachers are female. One of the respondents has not stated gender. Regarding their age, over half of the teachers (n=46) are over 30, 16 respondents

are over 40 and the rest of the respondents, namely 13 teachers are below 30 years old. Only three teachers are over 50 years old and one respondent has not stated age. In terms of their experience in teaching, nine teachers have between 0-5 years, 27 teachers have between 6-10 years, 32 teachers have between 10-20 years and 11 teachers have over 20 years of English language teaching experience. While 75 EFL teachers have undergraduate degrees, the number of the teachers who have graduate degrees is four. The number of the EFL teachers working at the secondary state schools is 46 whereas the number of the EFL teachers working at the primary state schools is 32. In order to collect the necessary data for the study, a mixed methods approach was employed by using both quantitative and qualitative methods. A questionnaire consisting of 80 close-ended questions were administered to the teacher participants. Besides, semi-structured interviews with 18 teachers were carried out. The quantitative data were analysed through the use of SPSS 20.0 (Statistical Package for Social Sciences) and the qualitative data were content analysed. The findings both quantitative and qualitative methods showed that an intrinsic factor such as imparting knowledge, and extrinsic factors such as good relationships with students and colleagues as extrinsic factors as the major motivation sources for the teachers. Meanwhile, this study found extrinsic factors related to students, parents, colleagues and administrator, external recognitions, school management and policies, autonomy, workload and working schedule, teaching conditions, school conditions, job security, career prospects, training and salary as the de-motivation sources.

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In Greek context, Laiou (2018) explored the motivation of EFL teachers both in public and private institutions in Greek. The study used snowball sampling in order to get large and heterogeneous sample of teachers from all over the country in terms of age, years of teaching, working in the private or public sector and so on. There were 135 participants in this study. Of the participants, 94, 8 % are female and 5, 2 are male. In terms of total years of teaching, there was variety of responses ranging from 1 year of teaching experience to 35 years. The respondents seem to be highly qualified as the majority already hold a Master's degree or are in the process of earning one. The data were gathered through questionnaire that was administered to the participants electronically after being structured via google survey application. The study found that EFL teachers in Greek were intrinsically motivated by a genuine love for their learners which helped them persevere; dissatisfaction arises from factors operating at the system level of education. The study presented several insights into Greek state EFL teacher motivation, satisfaction and burnout.

Next, in term of teachers' motivation in teaching, Kassabgy, Boraie, and Schmidt, (2001) carried out a study from Egyptian context and Hawaiian context. They conducted a study with 107 ESL/EFL teachers in Egypt and Hawaii and examined the motivation sources of these teachers with a questionnaire including 72 close-ended and 4 open-ended questions. Through their research instrument, they questioned the values of the ESL/EFL teachers about their jobs and the rewards they get from their jobs. The results suggested that ESL/EFL teachers are mostly motivated through the intrinsic factors related to their job. That is, helping

their students to learn or having a job in which they can do their best and improve themselves were found to be more important and motivating for ESL/EFL teachers than the extrinsic components of the work such as salary, promotion opportunities or job title. Furthermore, the researchers found out five separate sets of wants or needs of ESL/EFL teachers: a relationship orientation including the relationships with students, colleagues, administrators, etc.; extrinsic motivation consisting of security, salary, fringe benefits; autonomy needs such as freedom, independence or permission for the use of initiative, etc. ; and institutional support needs comprising having clear rules and procedures, administrators giving clear guidance and flexible working hours, etc.

Based on the related studies above, the current study finds two gaps from the past studies. First, the past studies carried out researches on teachers' motivation to teach in general. On the other hand, the current study specifically explores on teachers' motivation in teaching English at a senior high school located at a palm oil plantation in Indonesian context. Secondly, most of studies on teaching motivation research relied heavily on quantitative methods (self-reporting surveys) (Dörnyei, 2001). The quantitative studies use questionnaires that only cover the information from the surface. They do not cover the information behind the surface. Consequently, the findings of quantitative studies are lack of rich data. The current study uses a qualitative method with a case study approach in order to collect large amount of information, including details and information in a real-life context. By using a case study, the current study likely got rich data. As a result, the findings provided insights to the improvement of

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EFL teacher development and management system that could ultimately benefit both teachers and students and to add to the existing knowledge of EFL teachers' motivation at a palm oil plantation area.

2.11 Theoretical Framework

By synthesizing theories and research findings discussed above, in the current study, the teachers' motivation in teaching English at a plantation area can be conceptualized into the following theoretical framework. Teachers' motivation can be categorized into three broad types: Amotivation (AM), Extrinsic Motivation (EM), and Intrinsic Motivation (IM) (Deci & Ryan, 1985, 2000). Amotivation refers to a state in which there is resistance to engaging in an activity. Behavior corresponding to this type of motivation is neither self-determined nor self-regulated. Extrinsic motivation refers to motivation to act that is largely driven by sources outside of individual. Meanwhile, intrinsic motivation refers to disposition to engage in an activity for pleasure and satisfaction that is inherent in the activity. The current study explores the EFL teacher's motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province terms of Extrinsic Motivation (EM) and Intrinsic Motivation (IM). The Theoretical Framework of the current study is shown in Figure 2.1.

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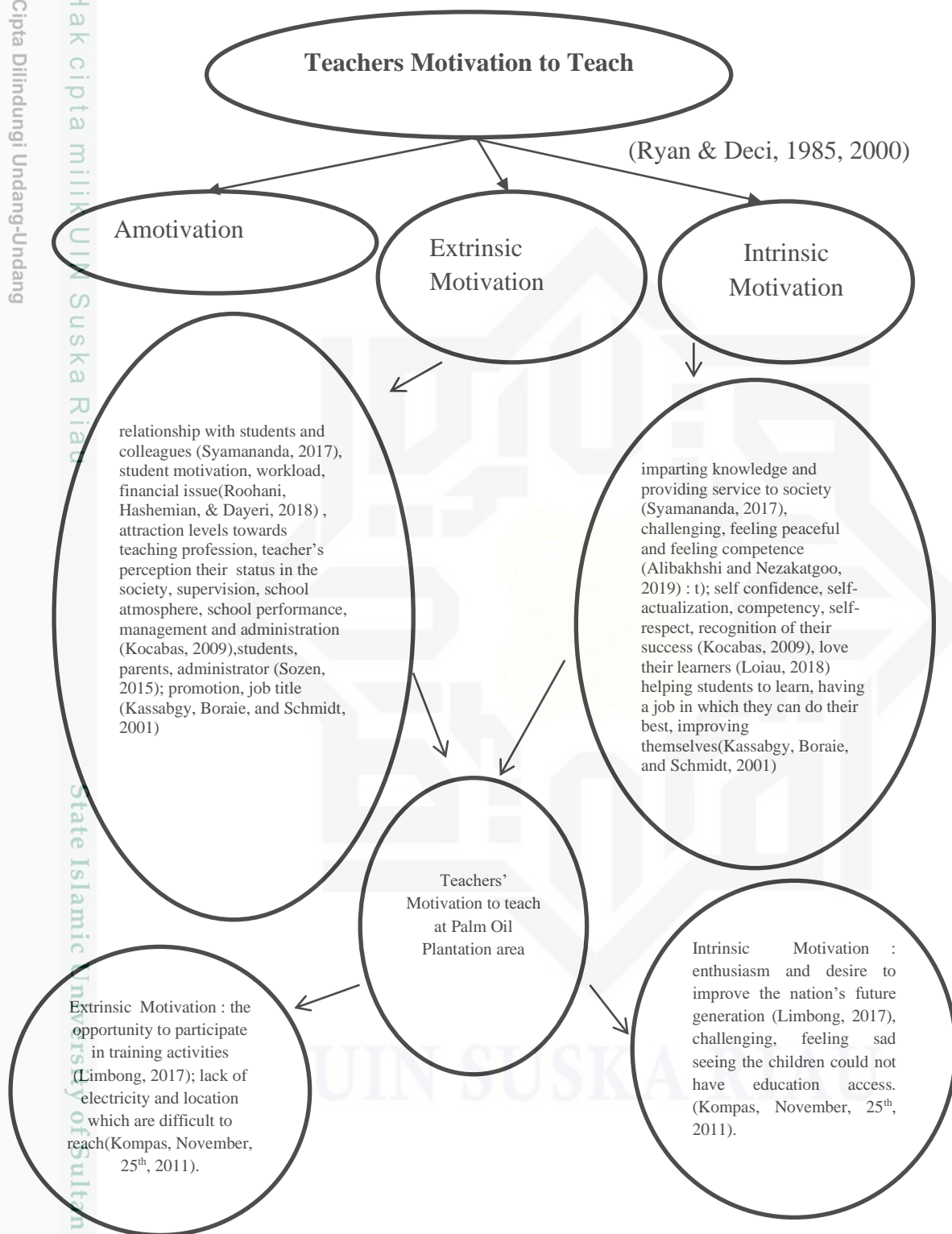


Figure 2.1 Theoretical framework



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Based on Figure 2.1, it can be seen that the current study adopted extrinsic and intrinsic motivation to teach from (Ryan & Deci, 1985, 2000). The past studies found that extrinsic motivation are influenced by relationship with students and colleagues (Syamananda, 2017), student motivation, workload, financial issue (Roohani, Hashemian, & Dayeri, 2018), attraction levels towards teaching profession, teacher's perception their status in the society, supervision, school atmosphere, school performance, management and administration (Kocabas, 2009), students, parents, administrator (Sozen, 2015); promotion, job title (Kassabgy, Boraie, and Schmidt, 2001). On the other hand, teachers are motivated intrinsically in teaching English due to the reasons like imparting knowledge and providing service to society (Syamananda, 2017), challenging, feeling peaceful and feeling competence (Alibakhshi and Nezakatgoo, 2019); self confidence, self-actualization, competency, self-respect, recognition of their success (Kocabas, 2009), love their learners (Loiau, 2018) helping students to learn, having a job in which they can do their best, improving themselves (Kassabgy, Boraie, and Schmidt, 2001)

Furthermore, the teachers at a plantation area are motivated intrinsically by enthusiasm and desire to improve the nation's future generation (Limbong, 2017; 2019), and challenging (Kompas, November, 25th, 2011). Meanwhile, the opportunity to participate in training activities (Limbong, 2017; 2019); lack of electricity and location which are difficult to reach (Kompas, November, 25th, 2011) are extrinsic factors contributing to teachers' motivation to teach at a plantation area.

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CHAPTER III

RESEARCH METHOD

This chapter provides a discussion of the research methodology appropriate to the research question and the aim of the study. It begins with research design, research site, participants, data collecting technique, and data analysis.

3.1 Research Design

This study adopts a qualitative research design with a case study approach. A case study is defined as an examination of specific phenomenon such as a program, an event, a person, a process, an institution, or a social group (Merriam, 1991). The evidence of a case study” is typically qualitative in nature and focuses on developing an in-depth, rather than broad, generable understanding” (Noor, 2008: 1602). It is also strong in reality and able to provide insights and interpretations into other similar situation; this implicitly marks as the transferability and generalizability of qualitative study research (Ari, Jacobs, and Razavieh, 2002). Although the scope of a case study is delimited in context and the findings can rarely be generalized, it, however, provide rich and significant insights into events and experience (Brown, 2008; Miles & Huberman, 1994). The phenomenon of a study is not the hope of proving anything, but rather the hope of learning something (Esyench, 1976).

There are two reasons in using a case study in the current study. First, the researcher can develop a theory and make insights about EFL teachers’ motivation

and the influence factors of teacher motivation in teaching English at a senior high school located in a palm oil plantation area based upon the resulting data and to take into account several different factors including the situational context, culture, and other social phenomenon occurring with the participants. Second, the researcher got better understanding about all the factors involved with and affecting the participants, including those factors that may have been previously unexpected by the researcher. Within this respect, the EFL teachers' motivation and the influence factors of EFL teachers' motivation in teaching English at a senior high school located at palm oil plantation area in Siak Regency Riau Province can be better described through a case study.

3.2 Research Site

This research was conducted at a senior high school located in Siak Regency, Riau Province. The senior high school of this study located surrounding palm oil plantation. Eventhough, this school was not difficult to reach but the location of the school was little bit away from the settlement of the villagers of this area. This school was originally established in 2003. It was owned and managed by the government of Riau Province. This school got A in the accreditation. It had 14 classrooms with 365 chairs and 365 desks, a Multimedia room, and a Library. It had not had a Language Laboratory yet. It was led by a male principle that had Master Degree qualification. This senior high school had over 365 students, 35 teachers, 6 administrators and follows the 2013 Curriculum Programme. Among the teachers, 5 teachers had Master Degree and 30 teachers had Graduated Degree. The academic qualifications of most of the administrators

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were Senior High School Graduated. Only one administrator had Graduated Degree.

This school is chosen to be the research site of the current study with some considerations. First, the location of the school is regarded as a palm oil plantation area therefore most of people's income in this area depending on oil palm crops. There are palm oil plantations around houses of the area. Second, this school is also regarded as favorite school because this school often wins various competitions in Siak Regency, even in Riau Province. Third, the number of its students is larger than other senior high schools surrounding. It has more than three hundred students every year.

3.3 Participants

The participants of this study are all English teachers at a senior high school located in Siak Regency Riau Province. One female teacher and two male teachers took a part in the study. Later, in the data presentation their names are changed into Pseudonyms as *Mr. A*, *Mr. B*, and *Mrs. C* to maintain their privacy.

Mr. A is 38 years old. He has more than eleven years of teaching experience. He is married with one child. He has a graduate degree from a private university in East Java. Mr. A had nine hours of English lessons in a week. He was also a vice principal of school finance and operation. This position equals with twelve hours of lessons in a week. It means that Mr. A had twenty one hours of lessons in a week. He has become a civil servant teacher for more than nine years. He has not got teacher's certification yet. He has a job alongside teaching at his palm oil plantation.

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Next, Mr. B is 41 years old. He has more than fifteen years of teaching experience. He is married with three children. He has both a graduate degree and a master degree from a state university in West Java. Mr. B had twelve hours of English lessons a week. He was also a vice principal of academic affairs and curriculum. This position also equals with twelve hours of lessons in a week. It means that Mr.B had twenty four hours of lessons in a week. He has become a civil servant teacher for more than eleven years. He has not got teacher's certification. He does not have a job alongside teaching.

Finally, Mrs. C is 41 years old. She has more than thirteen years of teaching experience. She is married with two children. She has a graduate degree from a private university in West Sumatera. Mrs.C had twenty four hours of English lessons in a week. She is a non- civil servant teacher. She has got teacher's certification. She does not have a job alongside teaching.

3.4 Data Collecting Technique

The current study is regarded as a case study because this study only involves three teachers in a senior high school at palm oil plantation area in Siak Regency Riau Province. A case study is defined as an examination of specific phenomenon such as a program, an event, a person, a process, an institution, or a social group (Merriam, 1991). The data of the current study were obtained through Interview. The researcher used the interview "as flexible tool for data collection, enabling multy-sensory channels to be used: verbal, non-verbal, spoken and heard" (Cohen, Manion & Morrison, 2011). The primary tool of the qualitative researcher is the "in-depth qualitative" interview (Rubin & Rubin,

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2012). Interview is suitable to be used when” studying people understanding of meaning in their lived world” (Kvale, 1996). Interview is a conversation with a purpose (Kahn & Cannell, 1957). Semi – structure interview was chosen as the most appropriate model for the conduction of the interviews in the current research as “the interview approach has the advantage of providing reasonably standard data across respondents, but of greater depth than can be obtained from a structured - interview (Borg, Gall & Gall, 2007).

In this study, the researcher used semi-structures interview in order to get depth and richness of information about Indonesian EFL teachers’ motivation and the influence factors of EFL teachers’ motivation in teaching at a senior high school located at a palm oil plantation area in Siak Regency Riau Province and factors influence their motivation in teaching English at this area as suggested by Merriem (1991). They were two guidelines questions that were used by researcher in the current study. The two guidelines questions were developed into many questions to get depth and richness of information about Indonesian EFL teachers’ motivation and the influence factors of EFL teachers’ motivation in teaching at a senior high school located at a palm oil plantation area in Siak Regency Riau Province. Moreover, there is no problem in collecting the data of the research because the researcher has been familiar with the participants and the school. The participants had great willingness to participate in the study. Therefore, it made her easier to conduct the study (Bogdan & Beiklen, 1998). Furthermore, the researcher used audio taping and note taking. Tape record and take notes are two

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basic ways to record interview data (Merriam, 1991). These ways were used to avoid the loose of the data and to enable transcribe the data.

All the interviews were carried out by the researcher herself with three Indonesian EFL teachers at a senior high school located at a palm oil plantation area in Siak Regency Riau Province. The interviews were conducted in this school during the break times or when the teachers did not have classes. Each interview took approximately twenty minutes. The interviewees were all informed beforehand about the aim of the study, the estimated duration and the recording. The interviews were all held in Indonesian to facilitate comprehension and audio-recorded. The interview questions are designed by the researcher herself according to the research questions of the current study in order to get detail information about teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province and the factors that influence teachers' motivation to teach English in this area.

3.5 Data Analysis

The data of the current study were analyzed by qualitative analysis scheme of Creswell (2012). Since the current study adopted a case study, it employed the qualitative method through interview in order to allow the researcher to explore and analyze the relationships between variables and allow these methods enrich and complement each other to make the study more comprehensive and in depth. The initial preparation of data analysis requires organizing the vast amount of information, transferring it from spoken to written words requires organizing the vast amount of information, transferring it from spoken to written words to

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typed file and making decisions about whether to analyze by hand or computer. Organization of data is critical in qualitative research because of the large amount of information gathered during the study (Creswell, 2012). There are six steps to analyze the qualitative data of the current study. The six steps will be drawn the followings:

Step 1: Collecting data

In this step qualitative data were collected. The interviews were conducted in Indonesian. The researcher interviewed the participants to get the qualitative data. All of the interview data were recorded.

Step 2: Preparing Data for Analysis

After getting data from the interviews, the researcher transcribed the interview recordings into written report as a preparation for analyzing the data in the next steps. The recorded was interpreted into English.

Step 3: Reading through Data

After preparing the data, the researcher read all the data from the transcription of interview recordings. And she made some notes for data correction.

Step 4: Coding the Data

After reading through the data, the researchers coded the data based on the interest of the study. To respect this point, the researcher coded the data based on the motivation of Indonesian EFL teachers in teaching English and the factors that influenced their motivation in teaching English at a senior high school located at a

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palm oil plantation area in Siak Regency Riau Province. The researcher worked intensively with the data, line by line, identifying themes and categories that seem of interest. Coding was filed in a table with tentative labels for chunks of data that summarize the participants' words and establish properties of each code.

Step 5: Reporting the Findings

In this step, the researcher explained the data. Then, the whole research was concluded.

Step 6: Checking Validity of Findings

In this step, the researcher validated the data by asking information about the participants from the principals, participants' colleagues, and students.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The current study intends to explore the motivation of Indonesian EFL teachers in English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province and factors that influence Indonesian EFL teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province.

This chapter presents the conclusions of the study and provides implications for the process of teaching and learning English as a foreign language at a senior high school at a palm oil plantation area in Siak Regency Riau Province and gives recommendations for teachers, the principal, the government and researchers which are drawn from the findings of the current study. They are:

5.1 Conclusions

From the the discussion above, it can be concluded that there are two findings in this chapter. First one is about Indonesian EFL teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province. The second is regarding the factors that influence Indonesian EFL teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province.

The first finding, the current study found motivations such as changing the mind sets of the people [at a palm oil plantation area] who thought that they lived at a palm oil plantation and had to come back [work] at a palm oil, making the

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children at palm oil plantation area love English, informing the children about the important of English in industry and in technology era nowadays, educating students' parents about the important of English, developing competency, applying knowledge, becoming a professional teacher, getting salary, making the children had a good ability in English, having feeling satisfied and happiness to share knowledge to the children, moving into a new settlement, and intending to do anything [teaching English] for God motivated Indonesian EFL teachers' motivations in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province.

The second findings, the study revealed twenty six factors such as having an [English] extracurricular at school, having a status as transmigrants' heir who studied in the outside of a palm oil plantation area in Java, having support from the society, having Siak Palace, having Tour De Siak event, having places for selfie at the villages in a palm oil plantation area, having society that seldom got information about English, having [English] educational background, having the 2013 curriculum that reduced English meeting hours from 4 meeting hours to 2 meeting hours, having English that is required in students' career and their school in the future, having Buton Industrial Area (*Kawasan Industri Buton*) and palm oil mills, having economic factor, having a full day school policy, having destiny to be an English teacher [at a palm oil plantation area], having lack of English majoring teachers, having the palm oil plantation area which was far from educational accesses, having lack of language laboratory, having inadequate electricity to all classes, having students' parents who were elementary school

graduated even they never went to school, having students' .parents who were less supported to their children's education, having students' financial problem, having perception that English was difficult to learn, having less motivated students in learning English, having less professional development and training, having difficulties of internet access, having students who had jobs alongside studying at school influenced Indonesian EFL teachers' motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau.

With reference to the discussion above, it was obtained that Indonesian EFL teachers' motivation in teaching English at a senior high school located at palm oil plantation area in Siak Regency Riau Province are quite intrinsic such as changing the mind sets of the people [at a palm oil plantation area] who thought that they lived at a palm oil plantation and had to come back [work] at a palm oil, making the children at palm oil plantation area love English, informing the children about the important of English in industry and in technology era nowadays, educating students' parents about the important of English, developing competency, applying knowledge, becoming a professional teacher, making the children had a good ability in English, having feeling satisfied and happiness to share knowledge to the children, intending to do anything [teaching English] for God. This is in line with (Deci & Ryan, 1985) postulated that intrinsically motivated, person moved to act for fun and challenge entailed rather than because of external prods, pressures, or rewards. Moreover, the study found extrinsic motivation such as getting salary and moving into a new settlement as the extrinsic motivation of Indonesian EFL teachers in teaching English at a palm oil plantation area.

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Meanwhile, when it comes to the factors influenced their motivation in teaching English at a palm oil plantation area, the Indonesian EFL teachers expressed quite external factors including having an [English] extracurricular at school, having a status as transmigrants' heir who studied in the outside of a palm oil plantation area in Java, having support from the society, having Siak Palace, having Tour De Siak event, having places for selfie at the villages in a palm oil plantation area, having society that seldom got information about English, having [English] educational background, having the 2013 curriculum that reduced English meeting hours from 4 meeting hours to 2 meeting hours, having English that is required in students' career and their school in the future, having Buton Industrial Area (*Kawasan Industri Buton*) and palm oil mills, having economic factor, having a full day school policy, having destiny to be an English teacher [at a palm oil plantation area], having lack of English majoring teachers, having the palm oil plantation area which was far from educational accesses, having lack of language laboratory, having inadequate electricity to all classes, having students' parents who were elementary school graduated even they never went to school, having students' .parents who were less supported to their children's education, having students' financial problem, having perception that English was difficult to learn, having less motivated students in learning English, having less professional development and training, having difficulties of internet access, having students who had jobs alongside studying at school. This is in line with (Deci & Ryan, 1985) postulated Extrinsic Motivation (EM) as motivation to act that is largely driven by sources outside of individual. Futhermore, the study found having

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destiny to be an English teacher [at a palm oil plantation area] as the internal factor that influenced their motivation in teaching English at a palm oil plantation area. Next, this current study found that having society that seldom got information about English, having the 2013 curriculum that reduced English meeting hours from 4 meeting hours to 2 meeting hours, , having lack of English majoring teachers, having the palm oil plantation area which was far from educational accesses, having lack of language laboratory, having inadequate electricity to all classes, having students' parents who were elementary school graduated even they never went to school, having students' .parents who were less supported to their children's education, having students' financial problem, having perception that English was difficult to learn, having less motivated students in learning English, having less professional development and training, having difficulties of internet access, having students who had jobs alongside studying at school negatively influenced Indonesian EFL teachers' motivation in teaching English at a senior high school at a palm oil plantation area in Siak Regency. The findings above indicated that even within a same school, different teachers had different motivation in teaching English, the palm oil plantation area context in which they taught English influenced and changed their motivation, regardless of how they were manifested at the out set of their career. This is in line with Madni, Baker, Chow, Delacruz, & Griffin, (2015) found even within a single sociocultural context, different teachers will display different motivational profiles, and the context in which a teacher works can influence and change those motivations, regardless of how they are manifested at the outset of a teacher's career.

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5.2 Implication

The Results of the current study have provided some implications to the process of teaching and learning English at a senior high school at a palm oil plantation area in Siak Regency Riau Province. First, the results of the study can be used by the teachers to design strategies to motivate the students in learning English at a palm oil plantation area. Second, the results of the study can be used to strengthen teachers' commitment to improve students' achievement in English at a palm oil plantation area. Third, the results of the study can be used to improve teachers' desire to develop their competence in teaching English at a palm oil plantation area. Fourth, the results of the study can be used to increase teachers' self confidence in teaching English at a palm oil plantation area because high –self confidence teachers tend to make the students are motivated in learning English.

5.3 Recommendation

The findings of the current study also have provided some insights into the motivation of EFL teachers in teaching English and the factors that influence their motivation in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province. In this respect, there are some suggestions for the teachers, the principal, the government and the reseachers. First, the teachers should keep their motivation up in teaching English in spite of unattractive condition at palm oil plantation area. It was expected that limited facilities and inappropriate physical conditions in the school at a palm oil plantation area did not make the teachers change their teaching profession or moved to another region. Second, the principal should facilitate the teachers with

adequate facilities to improve their motivation in teaching. Third, the government is expected to pay more attention to the schools at palm oil plantation area in term of facilities and the professional development of the teachers at this area. Fourth, this study recommends other researchers to explore EFL teachers' motivation in teaching English and the factors that influence EFL teachers' motivation in teaching English in certain contexts such as private senior high school contexts, junior high school context, elementary school contexts at palm oil plantation area in Siak Regency or at other palm oil plantation area in other regencies in Riau Province, even in other palm oil plantation area contexts in Indonesia such as North Sumatera, Jambi, Lampung, and Kalimantan.

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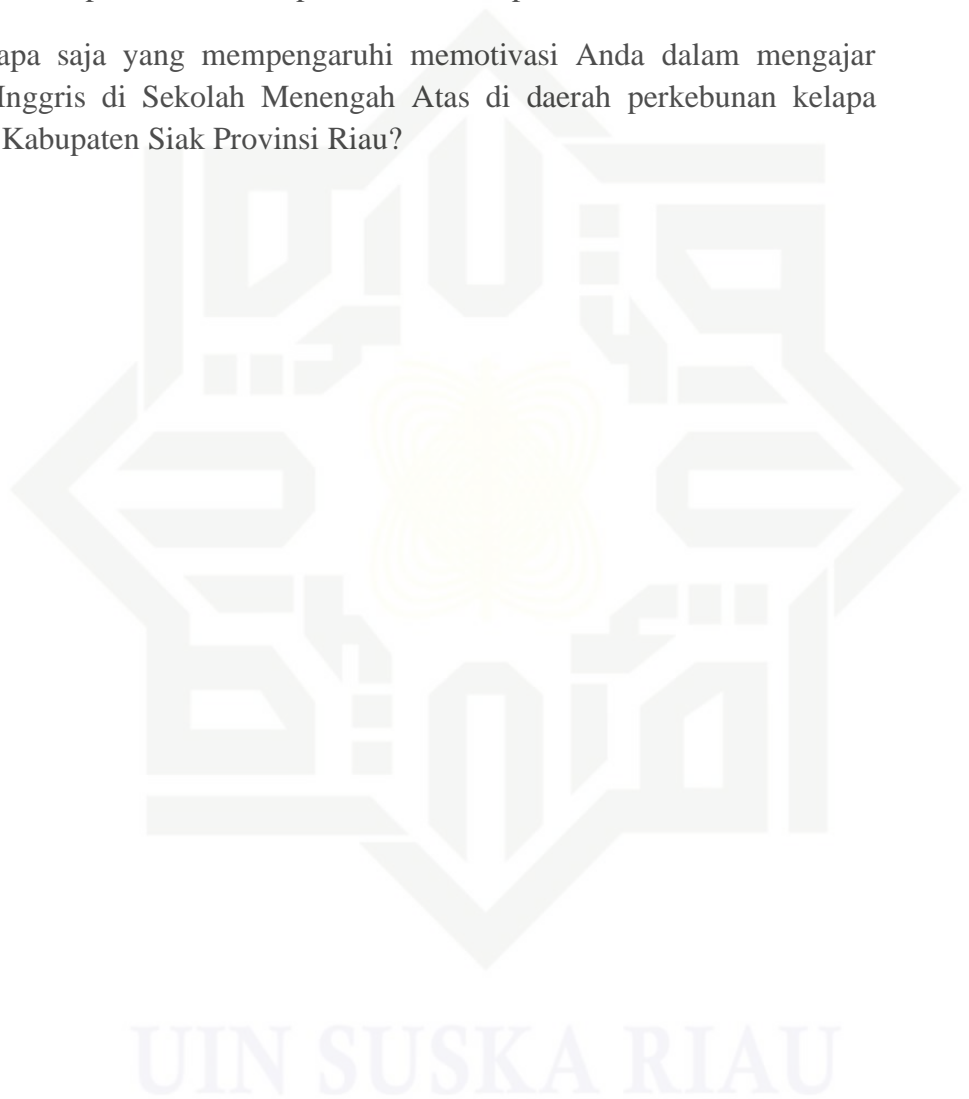
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Appendix 1 : Interview

2.1 Exploratory Interviews - Guidelines.

1. Apa yang memotivasi Anda mengajar bahasa Inggris di Sekolah Menengah Atas di daerah perkebunan kelapa sawit di Kabupaten Siak Provinsi Riau?
2. Faktor apa saja yang mempengaruhi memotivasi Anda dalam mengajar bahasa Inggris di Sekolah Menengah Atas di daerah perkebunan kelapa sawit di Kabupaten Siak Provinsi Riau?



Exploratory Interviews - Guidelines.

1. What motivates EFL teachers in teaching English at a senior high school located at a palm oil plantation area?
2. What are the factors that influence EFL teachers' motives in teaching English at a senior high school located at a palm oil plantation area in Siak Regency Riau Province?

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Appendix 2: Interview Transcript (10th, March, 2020)

3.1 : Interview Transcript from Mr. A

NO	QUESTIONS	ANSWER
1.	<p>Wawancara ini mengenai motivasi anda sebagai guru bahasa Inggris di daerah perkebunan kelapa sawit atau daerah pedesaan yang mayoritas penduduknya bergantung kepada kelapa sawit. Kalau boleh saya tahu apa motivasi Anda mengajar bahasa Inggris di daerah perkebunan kelapa sawit ini?</p>	<p>Motivasi saya mengajar di perkebunan kelapa sawit ini yang pertama otomatis saya itu back to the nature kembali ke alam artinya saya yang putra dari anak transmigrasi yang mencari ilmu di luar perkebunan kelapa sawit yaitu Jawa. Saya ingin mengembangkan ilmu yang saya dapat untuk menjadikan anak-anak perkebunan kelapa sawit suka dengan bahasa Inggris nanti bila bersaing ibaratnya mengenal bahasa Inggris dan bisa nanti bersaing ke nasional maupun internasional itu yang pertama. Yang kedua saya ingin merubah pola pikir masyarakat yang ataupun mindset masyarakat yang mereka berfikir bahwa mereka kita hidup di perkebunan kelapa sawit jadi seolah-olah kita harus kembali ke kelapa sawit artinya mereka akan mengambil pendidikan mungkin pertanian bukan pendidikan bahasa Inggris. Padahal kajian luasnya bahasa Inggris itu juga diperlukan karena banyak juga investor-investor ataupun perusahaan-perusahaan asing yang akan berada di lingkungan daerah kelapa sawit sehingga jika kita bisa berbahasa Inggris setidaknya kita, bisa mempunyai sumber daya manusia yang bisa dibutuhkan di perusahaan bukan hanya sebagai pekebun juga bisa anak-anak kita nantinya bisa menjadi pekerja karyawan di suatu perusahaan-perusahaan tersebut dan malahan bisa nanti kita bisa dengan bahasa Inggris sebagai alat komunikasi internasional kita bisa nanti anak-anak potensi anak-anak transmigrasi ini bisa lebih luas kajiannya bukan hanya sebagai seorang petani jadi bisa juga menjadi pemilik petani dan juga bisa menjadi orang yang lebih hebat daripada orang tuannya. Udah gitu ajalah bu.</p>
2	<p>Mungkin selain yang disebut tadi apakah adalagi motivasi Anda mengajar bahasa Inggris di daerah perkebunan kelapa</p>	<p>Motivasi yang ketiga yaitu membuat anak-anak di lingkungan masyarakat perkebunan ini suka dengan bahasa Inggris lebih lagi termotivasi terhadap bahasa Inggris yang penting-penting dia bisa berbahasa Inggris lebih-lebih daripada bahasa yang sudah mereka kenal jadi lebih mengenal banyaklah terutama bahasa-bahasa Internasional. Terima</p>

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	sawit?	kasih.
3	Selanjutnya factor apa sajakah yang mempengaruhi Anda dalam mengajar bahasa Inggris di daerah perkebunan kelapa sawit ini?	<p>Mengembangkan ilmu yang saya dapat dari universitas saya dididik sebagai guru sehingga datang kesini lagi saya ingin mengamalkan ilmu yang saya dapat baik sedikit ataupun banyaknya yang terpenting adalah ilmu saya bisa tersampaikan dan berguna bagi masyarakat sini.</p> <p>.</p> <p>P : Bagaimana dengan gajinya?</p> <p>Mr. A : Kalau gaji karena saya mengajar di pendidikan formal terutama saya abdi Negara atau PNS saya mendapatkan gaji dari PNS sudah merasa cukup. Terus kalau masalah gaji mengembangkan ilmu pengetahuan mengenai bahasa Inggris di luar pendidikan formal saya disini untuk tolak ukur gaji saya mengenyampingkan karena disitu saya niatnya yaitu membentuk masyarakat anak-anak terutama suka dengan bahasa Inggris lebih ibaratnya lebih bagus lagi dalam berbahasa Inggris karena sangat diperlukan otomatis kalau berkenaan dengan seperti itu masyarakat tidak juga saya menekankan bahwa tolak ukur gaji atau pendapatan sangat penting jadi saya kalau pendidikan formal saya sudah bersyukur saya sudah dapat gaji yang layak. Di pendidikan informal di luar-luar saya tidak mengharap gaji sebagai tolak ukur tapi nanti kalau saya bisa membesarkan kursus menjadi besar-besaran gaji datang dengan sendirinya jadi intinya gaji tidak menjadi tolak ukur di dalam pengembangan suatu ilmu pengetahuan bagi saya terima kasih.</p>
4	lalu apa lagi pak?	Selanjutnya berkenaan dengan kebiasaan ataupun kurang tahunya informasi mengenai bahasa Inggris itu penting bagi kita semua terutama kita hidup di dalam dunia internasional dan persaingan sumber daya manusia yang mumpuni contoh seperti ini kita dengan tidak sukanya anak dengan bahasa Inggris sehingga dengan adanya saya disini saya ingin membentuk suatu komunitas saya sebagai guru bahasa Inggris juga ingin mengembangkan ilmu dan mengajak kepada anak-anak bahwa untuk lebih suka terhadap bahasa Inggris
5	Komunitas apa itu pak?	Komunitas bahasa Inggris bentuk kelompok komunitas belajar bahasa Inggris mengenalkan bahasa Inggris.
6	Kapan itu pak?	baik di sekolah sudah ada namanya ekstrakurikuler

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		dan juga nanti di masyarakat juga kami sudah mengadakan ibaratnya kursus-kursus kepada anak-anak di lingkungan sejak dini mengenalkan bahasa Inggris.
7	Jadi Anda mendirikan kursus?	Ya kursus bahasa Inggris
8	Apakah lingkungan fisik di daerah perkebunan sawit ini mempengaruhi motivasi anda?	<p>kalau lingkungan karena kita tinggal di perkebunan kelapa sawit, sebenarnya lingkungan kurang lah ya kurang mensupport gitu ya tapi kalau kita tanda kutip tinggal di lingkungan pendidikan di perkotaan mereka secara financial , secara ekonomi mereka juga mapan tapi kalau disini kita memaksakan diri memberi tugas ini – itu kepada anak kadang-kadang untuk kita belajar bahasa Inggris seperti ini ini mereka sedangkan mereka setelah pulang sekolah mempunyai pekerjaan yang lain . yaitu membantu orang tuanya di kebun sawit atau bahkan mereka menjadi pekerja di kebun sawit orang agar mempunyai uang sendiri untuk kebutuhan sekolahnya atau kebutuhan- kebutuhan lainnya Jadi kalau dikatakan mendukung ya kurang mendukunglah kalau secara keseluruhan. kita tinggal di village gitu ya di desa ibaratnya secara informasi media massa mereka jarang sekali mendengarkan informasi yang berkenaan dengan pendidikan bahasa Inggris. Jadi masyarakat itu tergantung bagaimana kita bisa membawanya contoh kalau kita punya niatan baik untuk sesuatu yang ibaratnya mendidik dulunya tidak diketahui pengetahuannya tidak sampai bahwa bahasa Inggris itu penting buat mereka baik untuk berkomunikasi baik untuk mengembangkan di dalam sumber daya manusia bahasa Inggris itu penting. Mereka masih belum punya pola pikir seperti itu. Sekarang dengan kita memberikan ilmu dan memberikan motivasi bahwa bahasa Inggris itu penting untuk kehidupan kita baik di dunia di masyarakat maupun di Internasional apalagi daerah kita di Siak ini ada Istana Siak yang banyak orang mengunjungi tempat wisata ini baik dari daerah atau dalam negeri maupun luar negeri. Kemudian ada juga event balap sepeda internasional yaitu Tour De Siak yang banyak diikuti oleh Negara-negara lain, kemudian di desa-desa muncul tempat-tempat wisata untuk selfie-selfie di daerah persawahan sekitar sini. Maka sekarang dukungan kepada masyarakat dengan di suruh membuat kursus –kursus bahasa Inggris sudah mulai di rancang di desa-desa sudah mulai ada di suruh untuk mengajarkan bahasa Inggris intinya seperti itu.</p>

9	Bagaimana dengan gajinya?	<p>Mr. A : Kalau gaji karena saya mengajar di pendidikan formal terutama saya abdi Negara atau PNS saya mendapatkan gaji dari PNS sudah merasa cukup. Terus kalau masalah gaji mengembangkan ilmu pengetahuan mengenai bahasa Inggris di luar pendidikan formal saya disini untuk tolak ukur gaji saya mengenyampingkan karena disitu saya niatnya yaitu membentuk masyarakat anak-anak terutama suka dengan bahasa Inggris lebih ibaratnya lebih bagus lagi dalam berbahasa Inggris karena sangat diperlukan otomatis kalau berkenaan dengan seperti itu masyarakat tidak juga saya menekankan bahwa tolak ukur gaji atau pendapatan sangat penting jadi saya kalau pendidikan formal saya sudah bersyukur saya sudah dapat gaji yang layak. Di pendidikan informal di luar-luar saya tidak mengharapkan gaji sebagai tolak ukur tapi nanti kalau saya bisa membesarkan kursusan menjadi besar-besar itukan gaji datang dengan sendirinya jadi intinya gaji tidak menjadi tolak ukur di dalam pengembangan suatu ilmu pengetahuan bagi saya terima kasih.</p>
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3.2 : Interview Transcript from Mr. B

NO	QUESTIONS	ANSWER
1	<p>Saya akan mengadakan interview tentang motivasi Anda mengajar bahasa Inggris di daerah perkebunan kelapa sawit. Pertanyaannya adalah apakah yang memotivasi anda mengajar bahasa Inggris di daerah perkebunan kelapa sawit ini?</p>	<p>Baik bu terimakasih. Sebelum saya datang kesini menjadi guru disini di daerah perkebunan kelapa sawit itu melalui perekrutan dari Pem Kab Siak bekerja sama dengan sebuah institusi di Bandung untuk merekrut guru dari Bandung kesini nah motivasi pertama saya adalah kami dijanjikan untuk dibayar mahal disini dan terbukti kami dibayar layak waktu itu untuk level guru kontrak. Kedua selama ini saya belum bisa menerapkan ilmu saya untuk terjun ke dunia pendidikan karena sebelumnya saya bekerja di industri karena waktu di Bandung kesempatan mengajar itu ada tapi honorinya kurang. Ketika ada iklan atau tawaran dari Pem Kab Siak untuk merekrut guru dari Bandung untuk mengajar di kabupaten Siak ini yang wilayahnya adalah perkebunan kelapa sawit saya sangat tertarik sekali sehingga pada akhirnya datanglah saya ke sini jadi dua motivasi saya itu yang pertama dibayar layak dan dan memang bisa menerapkan ilmu pengetahuan saya di kuliah saya untuk menjadi guru. Nah berikutnya ketika saya sudah disini mengajar disini saya menemukan hal yang berbeda dengan apa yang terjadi di Bandung di mana disini banyak dari siswa kami tugasnya itu bukan hanya tugasnya belajar di sekolah saja tapi sepulang sekolah mereka harus membantu orang tuanya bekerja di kebun sawitnya misalkan yang perempuan mereka membantu mengerjakan pekerjaan rumah tangga seperti membantu memasak menjaga adik-adiknya karena kedua orang tua mereka bekerja di kebun. Nah kalau yang laki-laki saya melihat bahkan menyaksikan sendiri mereka itu pulang sekolah langsung pergi ke kebun ada yang dodos sawit atau mengambil sawit, ada yang melepahi pelepah sawit, ada yang menyangi rumput, ada yang mengambil buah sawit itu di simpan ditempat penampungan sawit dan sebagainya. Itu mereka lakukan hamper setiap hari dan pulang sekolah. Keadaan seperti itu menambah motivasi saya bagaimana memaksimalkan waktu belajar anak-anak di sekolah kadang saya menghindari memberikan PR karena apa ketika saya kasi PR, kebanyakan dari mereka tidak bisa</p>

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		<p>mengerjakan PR karena pulang sekolah mereka kerja malam tid ur kecapean dan akhirnya PR dikerjakan di sekolah walaupun mungkin mereka mencontek dan lain sebagainya. Nah jadi saya termotivasi untuk bagaimana saya selalu meningkatkan kompetensi saya supaya bisa ketika di jam kelas itu mereka bisa efektif belajar dan itu menjadi tantangan menciptakan metode belajar itu bisa efektiflah di waktu jam itu terlebih-lebih sekarang di kurikulum 2013 ada pengurangan jam belajar bahasa Inggris yang awalnya 4 jam berkurang menjadi dua jam begitu buk! Mungkin ada yang ditanyakan kembali.</p>
2	<p>Kira- kira motivasi apa lagi yang membuat anda ingin mengajar bahasa Inggris di sini pak?</p>	<p>Di Siak ini pembangunan sangat pesat bu ya. Dimana pemerintah menciptakan KIB itu Kawasan Industri Buton nah mungkin sering dengar itu lambat laun kabupaten Siak ini ke depan akan menjadi daerah industri. Yah seperti di tempat saya ini pun sekarang telah bermunculan pabrik kelapa sawit tentunya orientasi anak-anak ini pada akhirnya mungkin mereka ingin bekerja di perusahaan –perusahaan nah kembali ini menambah motivasi saya untuk menanamkan kepada siswa- siswa saya tentang pentingnya berbahasa Inggris menjadi salah satu kriteria bagi perusahaan itu untuk menentukan diterima atau tidaknya mereka bekerja ketika mereka memiliki kemampuan bahasa Inggris selain kemampuan informasi atau teknologi informasi merekapun mempertimbangkan kemampuan bahasa Inggris juga jadi bagi mereka yang punya kemampuan bahasa Inggris juga jadi bagi mereka yang punya kemampuan bahasa Inggris tentu menjadi nilai tambah buat mereka bisa di terima di dunia industri. Nah ini juga jadi tambah motivasi saya bisa mengedukasi juga kepada orang tua tentang pentingnya belajar bahasa Inggris sehingga pada akhirnya orang tuapun bisa mendukung anaknya untuk bisa meluangkan waktu sebentar di rumahnya untuk mereka mungkin bisa belajar bahasa Inggris ataupun mengikuti eskul-eskul bahasa Inggris karena ke depan mungkin bahasa Inggris akan sangat diperlukan bagi anak-anak mereka yang berkarir dan mungkin bahkan banyak juga dari mereka yang melanjutkan sekolahnya buk</p>

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		ke perguruan tinggi ada yang mengambil guru, ada yang mengambil hukum, ada yang mengambil kedokteran dan lain-lain. Saya tanamkan bahasa Inggris ini adalah ilmu yang menjadi dasar ilmu pengetahuan jadi mau apapun yang diambil jurusannya kemampuan bahasa Inggris tetap menjadi indicator kompetensi seorang mahasiswa. Disini jadi selain ada teknologi informasi kemampuan bahasa adalah salah satu yang harus dimiliki oleh seorang pelajar ataupun mahasiswa. Jadi ini sangat memberi motivasi saya untuk giat dalam mengajar bahasa Inggris.
3	Kemudian factor-faktor apa sajakah yang mempengaruhi bapak mengajar bahasa Inggris di daerah perkebunan kelapa sawit ini?	Mungkin tadi ada factor ekonomi ya dan factor background saya pendidikan saya, kemudian factor saya di takdirkan menjadi guru bahasa Inggris disini. Jadi tiga factor ini menjadi factor utama yang memotivasi saya untuk meningkatkan kemampuan saya dalam mengajar bahasa Inggris supaya tercapailah profesionalisme saya mengajar bahasa Inggris yang pada akhirnya memotivasi saya untuk mungkin mengikuti pengembangan profesi walaupun akhir-akhir ini agak kurang ya atau dikatakan tidak ada untuk kami kesempatan untuk mengikuti pengembangan-pengembangan diri berkaitan dengan meningkatkan kompetensi bahasa Inggris saya walaupun sebetulnya ada dari pemerintah pusat untuk ikut seleksi beasiswa melanjutkan S2 ya Cuma untuk beberapa orang mungkin bisa karena kuotanya terbatas juga.
4	Selain factor-faktor yang mempengaruhi motivasi yang anda sebutkan tadi adalagi kira-kira factor yang mempengaruhi Anda?	Pertama-tama tadi siswa ya, kemudian dari factor orang tua kemudian dari lingkungan yang keadaan alamnya perkebunan kelapa sawit kemudian factor siswa seperti tadi di jelaskan bahwasanya disini orang tuanya mungkin background pendidikannya hanya tamat SD seperti ini mungkin kan jadi mereka kadang suka memilah-milah kegiatan di sekolah dengan kegiatan di rumah. Kalau kegiatan di sekolah kerjakanlah di sekolah kalau kegiatan di rumah pekerjaan rumah. Kemudian factor lingkungan ini yang kebun sawit yang pada akhirnya mempengaruhi karena kita di desa mungkin jaringan internet masih kuranglah ya dengan yang lain kemudian factor ekonomi mereka pun belum merata kadang ada yang sudah mampu

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		membeli. Banyak jumlahnya yang belum memiliki teknologi-teknologi seperti itu.
5	Jadi siswa termasuk factor yang mempengaruhi motivasi Anda? Jadi apa yang terjadi pada anak-anak ini di dalam kelas?	Ya kadang kala anak-anak itu saya melihat anak-anak merasa bahasa Inggris itu susah untuk dipelajari kemudian ngapa sih harus belajar bahasa Inggris toh kita tidak pernah memakai bahasa Inggris gitu disitulah saya termotivasi untuk menyampaikan kepada anak-anak bahwa bahasa Inggris itu sangat penting di era sekarang di era teknologi kemudian bahkan nanti ke depan merekapun mungkin tidak akan lagi bekerja hanya di dunia sawit. Mungkin mereka akan melanjutkan kuliah, bekerja pada bidang yang lain sehingga bahasa Inggris ini adalah bisa menjadi factor mendukung kesuksesan mereka kalau mereka mau berkarir atau melanjutkan ke perguruan tinggi begitu.
6	Lalu bagaimana respon mereka di kelas?	B : kalau secara umum respon mereka baik mereka mengikuti pelajaran dengan baik tapi mungkin masih standar ya bu ya. Kadang mereka misalkan ingin meningkatkan kemampuannya misalkan kalau yang saya kasih satu itulah yang mereka terima satu tidak mau pingin dua misalkan dia ikut bimbel gitu kan ikut les bahasa Inggris, kemudian belajar sendiri dengan membuka internet yang sifatnya gitu belajar di kelas ya udah segitu aja. Apapun yang diberikan gurunya itu walaupun secara responsive mereka merespon tapi motivasi mereka untuk wah saya terpacu untuk meningkatkan lebih kemampuannya kalau muncul dari mereka agak kurang ya begitu. Mungkin itu saja buk.

3.1 : Interview Transcript from Mrs. C

NO	QUESTIONS	ANSWER
1	<p>Untuk sekarang ini saya mohon minta waktunya sebentar kepada ibu untuk menanyakan tentang motivasi Anda mengajar di daerah perkebunan kelapa sawit. Kalau boleh saya tahu apa motivasi Anda?</p>	<p>Mrs. C : Jadi pada tahun 2005 saya ikut suami ke daerah Bungaraya ya bu yang jelas-jelas ya perkebunan dan pertanian ya. Di sana banyak perkebunan sawit di sanapun masyarakatnya disana, anak- anak merekalah ya bu ya. Karena mereka di perkebunan kelapa sawit jadi mereka udah ter apa namanya mentalnya itu mental-mental di pertanian gitu buk jadi gimanapun dimanapun mereka tetap kapanpun mereka pasti akan ke kebun. Kayaknya tertantang juga saya karena kalau yang namanya di perkebunan ya bu ya perkebunan sawit jauh dari lokasi pendidikan gitu terus untuk masalah pendidikan pun rasanya kurang setahu saya ya memang betul sih jadi mereka rata-rata bu ya orang tua mereka itu agak jauh ya dari segi pendidikan . Ada yang tamat SD, ada yang tidak tamat sama sekali. Jadi merekapun termotivasi juga untuk sekolah walaupun ya istilahnya sekolah tapi sambil bekerja kalau pulang sekolah itu mereka lebih utama itu pasti ke kebun ya dodoslah pokoknya ke kebunlah, kebun sawitnya. Nah kalau kayak sekarangkan 2020, kita sudah lima hari sekolah ya bu ya sampai sore jadi awal-awal sekolah itu paling banyak yang protes alasannya tidak bisa nolong dodos sawit bu. Itu salah satu ujian terberat kami buk, pokoknya kita beradu argument bagaimana cara supaya anak itu mau mengikuti aturan yang ada. Syukur Alhamdulillah beriring jalanya waktu ya bu ya bisa walaupun lima hari sekolah tapi tetap mereka bisa bantu orang tuanya dodos.</p>
2	<p>Jadi salah satu motivasi mengajar di daerah perkebunan itu adalah ikut suami, lalu adalagi motivasi lainnya bu?</p>	<p>Tertantang juga kita untuk menyalurkan ilmu selama kuliah kita kan bahasa Inggris jurusannya untuk disalurkan ke anak-anak supaya mereka bisa dan paham apa itu bahasa Inggris apalagi jaman sekarang semua serba elektronikserba jaman globalisasi ya kita harus tahu sedikit banyak apa itu bahasa Inggris baik itu hubungannya sama apalagi sawit ya bu itukan minyak dunia ini tentu mereka tahu sawit itu apa sih bahasa Inggrisnya trus gimana perkembangannya jadi motivasi pertama saya datang ke sini itu karena suami ya bu. Jadi jaman dulu kan banyak bu ya makanya saya mengambil</p>

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		<p>jurusan bahasa Inggris kebanyakan jaman dulu guru bahasa Inggris kebanyakan dari anak-anak yang tamat SMA tapi dia mampu ada juga dia udah kursus bahasa Inggris jadi karena ada juga ilmunya sedikit jadi ya diberdayakan sebelum ada yang memang jurusannya bahasa Inggris langsung gurunya kadang-kadang jurusan agama, bahasa arab, mereka mengajar bahasa Inggris ya lumayanlah untuk menambah sedikit ilmu . Jadi jaman dulu kan guru bahasa Inggris sangat-sangat jarang ya dan jaman dulu orang untuk belajar bahasa Inggris itu kayaknya dianggap sulit gitu ya dan tidak menarik lah ya karena bahasa asing. Jadi gurunya pun jaman dulu bukan jurusannya ada agama, ada bahasa Arab jadi terpaksa mereka mengajar bahasa Inggris ya usahakan harus bisa demi anak didiknya gitu supaya diterapkan ilmunya. Jadi karena gurunya bukan jurusan bahasa Inggris jadi kurang optimal nggak nyampai harusnya begini sekedar mengajar saja tapi lain kalau misalnya kita memang jurusan kita. Kita jadi terpanggil tertuntut atau termotivasi untuk membuat mereka lebih bagus lagi walaupun kita merasa kurang kita berusaha semaksimal mungkin. Jadi saya tertantang atau terpanggil untuk anak-anak itu bagus dari segi bahasa Inggrisnya ya ilmunya. Sayapun merasa puas rasanya karena bisa berbagi ilmu ya buk sama anak-anak siswa merasa kesenangan tersendiri ya bu ya, Selain niat kita lillahita Allah. Ya bu ya saya juga merasa senang kepuasan tersendiri tidak bisa diungkapkan dengan kata-kata. Saya rasa begitulah</p>
3	<p>factor-faktor apa sajakah yang mempengaruhi motivasi Anda dalam mengajar bahasa Inggris di daerah perkebunan kelapa sawit?</p>	<p>Faktor saya yang mempengaruhi mengajar bahasa Inggris tentunya siswa seperti yang kita tahu anak-anak yang namanya dari kampung ya buk motivasi belajarnya itu belum maksimallah beda ya kalau sama yang di kota memang mereka ful motivasinya sekolah, belajar menuntut ilmu nah kalau disini di desa ini mereka ini mereka terpecah pikirannya sekolah itu ya maksimalnya sekedar sekolah menuntut ilmu tapi mereka lebih mengutamakan untuk membantu orang tua. Kayaknya disinikan perkebunan sawit kan yang di kejar mereka sepulang sekolah ya dodos sawit atau berkebunlah yang utama bagi mereka kalau untuk sekolah ya belajar menuntut ilmu sudah tapi kita berusahalah</p>

semaksimalnya mungkin agar anak-anak tu setiap saat kita beri motivasi nanti kedepannya bagaimana supaya lebih bagus. Faktor yang kedua yaitu orang tua. Nah hampir kebanyakan rata-rata orang tuanya kurang mendukung bu mungkin karena mereka ya kurang dari segi pendidikan jadi mereka kurang mendukung untuk anaknya memperoleh pendidikan jadi walaupun anak mereka sekolah ya sekedar sekolah saja misalkan anak membutuhkan entah beli buku, belajar menggunakan apa ya buy a mereka kurang peduli walaupun anak-anak itu membutuhkan ya anak-anak itu sendiri berusaha makanya nanti sambil bekerja jadi orang tua hanya sekedar menyekolahkan gitu aja. Kemudian ketiga, dari status saya yang guru honor ya bu ya kalau dari segi keprofesian saya istilahnya dinomor duakan dari yang PNS buy a misalnya untuk peningkatan mutu misalnya pelatihan atau meningkatkan pendidikan guru diutamakan yang pegawai karena merekapun berguna untuk mereka naik pangkat atau untuk apa gitu kalau honor seperti saya kan paling-paling enggak pentinglah kalau mendapat sertifikat sebenarnya kita juga butuh sih ilmunya supaya lebih bagus supaya ya paling enggak bisalah dengan orang-orang pegawai yang dapat pengetahuan pelatihan-pelatihan sehingga bisa meningkatkan lebih bagus lagilah untuk gimana mendidik anak-anak lebih bagus dan lebih maksimal. Kemudian keempat, yaitu faktor dari alam namanya di desa ya bu sekarang serba teknologi kalau kita butuh sinyal-sinyal kan hilang-hilang timbul kemudian labor kami di sini labor bahasa belum ada, listrikpun masih kurang arusnya walaupun sudah masuk masih sedikit belum terjangkau untuk semua kelas masih mungkin seperempat kayaknya semoga pemerintah memperhatikan keadaan sekolah di kampung. Begitu buk.

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp (0761) 39064 Fax (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id



1.04.02.01

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/30127
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca permohonan Riset dari Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0115/UN.04/PPs/PP.00.9/2020 Tanggal 14 Januari 2020, dengan ini memberikan rekomendasi kepada :

- | | |
|----------------------|--|
| 1. Nama | : TITIK WAHYUNI |
| 2. NIM /KTP | : 21890120046 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : EXPLORING INDONESIAN EFL TEACHERS' MOTIVATION TO TEACH AT A PLAM OIL PLANTATION AREA: A CASE STUDY AT A SENIOR HIGH SCHOOL IN SIAK REGENCY RIAU PROVINCE |
| 7. Lokasi Penelitian | : SMA NEGERI 1 BUNGA RAYA KABUPATEN SIAK |

Dengan ketentuan sebagai berikut:

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- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Dengan rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 24 Januari 2020



Diandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
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PROVINSI RIAU

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Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan





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PEMERINTAH PROVINSI RIAU
 DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS NEGERI 1 BUNGARAYA

Jl Sultan Syarif Kasim No. 13 Dayang Suri, Kecamatan Bungaraya Kabupaten Siak, Kode Pos : 28663

Email : sman1bungaraya@gmail.com

NPSN : 10403430 NIS : 300120 NSS : 301091107012

Akreditasi : A

SURAT KETERANGAN

Nomor: 422.5/SMAN1 – BGY/2020/084

yang bertanda tangan di bawah ini :

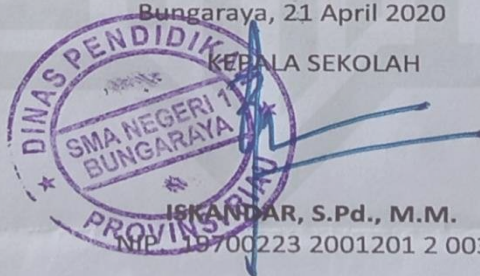
Nama : ISKANDAR, S.Pd., M.M.
 NIP. : 19700223 200312 1 003
 Jabatan : Kepala SMA Negeri 1 Bungaraya
 Menegerangkan bahwa :
 Nama : TITIK WAHYUNI
 NIM : 21890120046
 Program Studi : PENDIDIKAN AGAMA ISLAM
 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S2

peneliti telah melaksanakan kegiatan penelitian di SMA Negeri 1 Bungaraya pada tanggal 4 Februari 2020 dengan judul penelitian: 'EXPLORING INDONESIAN EFL TEACHERS' MOTIVATION TO TEACH AT A PALM OIL PLANTATION AREA: A CASE STUDY AT A SENIOR HIGH SCHOOL IN SIAK REGENCY RIAU PROVINCE.'

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Bungaraya, 21 April 2020

KEPALA SEKOLAH



ISKANDAR, S.Pd., M.M.

NIP. 19700223 2001201 2 003



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

Pekanbaru, 28 JAN 2020

Kepada
 Yth. Kepala SMAN 1 Bunga Raya
 Kabupaten Siak

di-
 Tempat

071/Disdik/1.3/2020/1099
 Biasa

Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/30127 tanggal 24 Januari 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

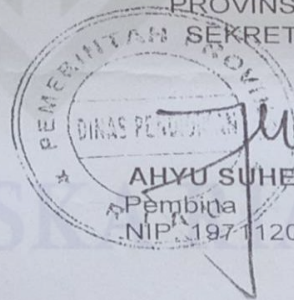
Nama : TITIK WAHYUNI
 NIM : 21890120046
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 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S2
 Judul Penelitian : EXPLORING INDONESIAN EFL TEACHERS' MOTIVATION TO TEACH AT A PLAM OIL PLANTATION AREA: A CASE STUDY AT A SENIOR HIGH SCHOOL IN SIAK REGENCY RIAU PROVINCE

Lokasi Penelitian : SMA NEGERI 1 BUNGA RAYA KABUPATEN SIAK

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- Demikian disampaikan, atas perhatian diucapkan terima kasih.

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 SEKRETARIS



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Pembina
 NIP. 197112092000121006

Embusan,
 Direktur Program Pascasarjana UIN Suska Riau

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	Revisi Chapter I - teori-teori yg mendasar - revisi KQ. Significant - et studies		
2.	Revisi Chapter II - teori-teori met in leading - teori yg palm of Manab - Content dr koran & - penelitian sebelumnya		
3.	Revisi Content Chapter II, grammar & language features		
4.	revisi instrument penelitian Questionnaire, interview		
5.	Chapter IV - menguraikan temuan dan - utk tabel & catukan - sumber data.		
6.	Chapter V - buat ringkasan sesmua - teori & Chapter II		

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	6/2019 12	Chapter III - reasons case study - Content, instrument - penelitian		
2.	13/2019 12	Chapter III - revisi Content, - grammar & language - features		
3.	20/2019 12	Chapter II - revisi instrument - penelitian		
4.	15/2020 2	Chapter IV - menganalisa data - dr findings & discussion		
5.	27/2020 3	Revisi Chapter IV. Content & grammar		
6.	3/2020 4	Revisi Chapter V Content & grammar		

Calatan :
*Coret yang tidak perlu

Pekanbaru, 20....

Pekanbaru, 20....

Digitally signed
by Abdul Hadi,
MA, PhD
Date: 2020.06.02
12:22:18 +07'00

Pembimbing I / Promotor*
ABDUL HADI, SPd., MA., PhD

Pembimbing II / Co Promotor*

Dr. BUKMORI, SPd.i., MEd

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Titik Wahyuni
ID Number : 21890120046
Date of Birth : September 09, 1978
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the
English Proficiency Test

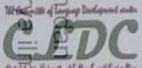
Listening Comprehension : 52
Structure & Written Expressions : 53
Reading Comprehension : 52
Overall Score : 523

Expired Date : September 15, 2021



The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003



English Proficiency Test Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address: KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
Tel: 081 7144 0823 Fax: (0761) 858832
Email: info@pusat-bahasa.info Website: pusat-bahasa.info



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مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Titik Wahyuni

Nomor ID : 21890120046
 Jenis Kelamin : Perempuan
 Tanggal Lahir : 09 September 1978

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

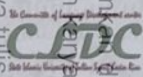
53 : الاستماع
 54 : القواعد
 50 : القراءة
 523 : النتيجة

Berlaku Hingga : 28 September 2021



Mahadin Syukri, M. Ag

The Head of Language Development Center

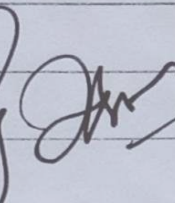


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 Email: info@pusat-bahasa.info Website: pusat-bahasa.info

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

: TITIK WAHYUNI
 : 21890120046
 : PASCA SARJANA
 : PENDIDIKAN AGAMA ISLAM
 : PEND. BAHASA INGGRIS

NAMA :
 PROGRAM :
 PRODI :
 KONSENTRASI :

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 24 Juli 2019	The Comparison Between LRD & KWL Strategies on Students Reading at SMA 1 Kampar Keri		Hellen Nidya Saputri
2	Rabu 24 Juli 2019	The Effect of Using Interactive Word Walls Strategy & Motivation on Students Vocab at SMP IT Husna Kampar Km		Fitri a Imelda
3	Rabu 24 Juli 2019	The Effect of Using World Map Picture Books Strategy on Students Writing Ability Motivation at SMA 1 Tambusai Kota Rokuk		Susma wati
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Pekanbaru, 24 Juli 2019
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
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KARTU KONTROL MINIMAL : SEMINAR TESIS/DISERTASI
 PROGRAM PASCASARJANA : SULTAN SYARIF KASIM RIAU

NAMA : TITIK WAHYUNI
 NIM : 21890120046
 PROGRAM : PASCA SARJANA
 PRODI : PAI
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS / DISERTASI	PARAF SEKRETARIS	KET
1	25 Juli 2019/ KAMIS	The Influence of students' sample Past tense Comprehension and their	[Signature]	
2	Zakiah Mulyana	Learning style on students writing ability in Recount Text of the Tenth Grade at state Islamic Senior high school 1 Kuantan Singingi		
3	25 Juli 2019/ KAMIS	The effect of using cooperative Integrated Reading and composition	[Signature]	
4	Syamsinar	(CIRC) in Teaching Narrative Text toward students' Reading comprehen sion at the eleventh Grade of SMAN 1 Rimba Melintang.		
5	25 Juli 2019/ KAMIS	A case study of students' Anxiety in the Impromptu Debate In	[Signature]	
6	Finola Mufiansa	English classroom social 2 at SMAN 1 Pekanbaru		
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Pekanbaru, 25 Juli 2019.
 Direktur,

UIN SUSKA RIAU

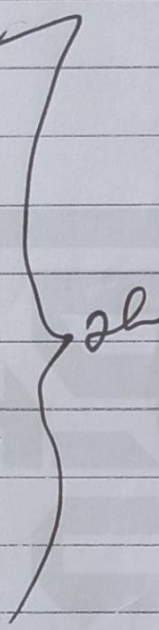
Prof. Dr. Afrizal, M, MA
 NIP. 19591015 198903 1 001

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 2. Setiap mahasiswa wajib menghadiri minimal 10 seminar sebelum menjadi Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : TITIK WAHYUNI. SPd
 NIM : 21890120046
 PROGRAM : PAI / S2
 PRODI : PAI
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20 SEPT 2019	THE PERSPECTIVE OF TEACHERS & STUDENTS (MALE & FEMALE ON MOTHER TONGUE USE IN EFL CLASS ROOM.		
2	KAMIS JUMAT			
3				
4	20 SEPT 2019	EFL RURAL TEACHERS' & STUDENTS' PERCEPTION ABOUT ENGLISH TEACHING & LEARNING PROCESS BASE ON SCIENTIFIC APPROACH: CASE STUDY AT REMOTE CLASS ROOM OF SMAN 1 RANGSANG DISTRICT		
5	KAMIS JUMAT			
6				
7	20 SEPT 2019	RURAL ENGLISH TEACHERS' PERCEPTION STUDENTS' HIGHER ORDER THINKING SKILL (HOTS) DEVELOPMENT BASED ON CURRICULUM 2013: A CASE STUDY ON JUNIOR HIGH SCHOOL IN GAUNG DISTRICT.		
8	KAMIS JUMAT			
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Pekanbaru, 20 SEPT 2019.
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

: TITIK WAHYUNI, SPd.
 : 21890120046
 : PASCA SARJANA
 : PENDIDIKAN BAHASA
 : PENDIDIKAN BAHASA INGGRIS

NAMA
NIM
PROGRAM
PRODI
KONSENTRASI

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State Islamic University of Sultan Syarif Kasim Riau

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	31 Desember 2019	STUDENTS' PERCEPTION OF TEACHER'S MONOLINGUAL AND BILINGUAL APPROACH IN ENGLISH CLASS ROOM		Hakiki Kurniawan
		Effective English Teacher Form Perception of students at SMAN 4 Air Tiris		Indriani Triane
		The effect of Test Taking Teams Technique Towards students' speaking ability on giving report at SMKN 4 Pekanbaru		Dwi Hijriyanti
		The implementation of SEAL (Student English Association LPSi) as motivation for english language environment in Politeknik LPSi Pekanbaru		Rahbiani Syahine

Pekanbaru, 31 Desember 20..19
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB: Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA
NIM
PROGRAM
PRODI
KONSENTRASI

: TITIK WAHYUNI
: 21890120046
: PASCA SARJANA
: PAI
: PBI

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State Islamic University of Sultan Syarif Kasim Riau

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	31 Desember	A Comparison between the effect of using Paired Reading strategy and Repeated Reading strategy on Students' reading comprehension at Junior High school of Aziziyah Pekanbaru.	[Signature]	Fitriani

Pekanbaru, 31 - 12 - 20..19
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Pekanbaru, 14 Januari 2020

Nomor : 0115/Un.04/PPs/PP.00.9/2020
 Lamp. : 1 berkas
 Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Kepada Yth.
 Kepala Dinas Penanaman Modal dan Pelayanan
 Terpadu Satu Pintu Provinsi Riau
 di
 Pekanbaru

Dengan hormat,
 Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk
 mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Titik Wahyuni
NIM	: 21890120046
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: Exploring Indonesian Elf Teacher' Motivation to Teach at a Plam Oil Plantation Area: a Case Study at a Senior High School in Siak Regency Riau Province

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
 diperlukannya dari SMA 1 Bunga Raya Kabupaten Siak Provinsi Riau.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam
 Direktur
 Prof. Dr. Afrizal M, MA
 NIP. 19591015 198903 1 001

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp (0761) 39064 Fax (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id



1.04.02.01

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/30127
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca permohonan Riset dari Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0415/UN.04/PPs/PP.00.9/2020 Tanggal 14 Januari 2020, dengan ini memberikan rekomendasi kepada :

- | | |
|----------------------|--|
| 1. Nama | : TITIK WAHYUNI |
| 2. NIM /KTP | : 21890120046 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : EXPLORING INDONESIAN EFL TEACHERS' MOTIVATION TO TEACH AT A PLAM OIL PLANTATION AREA: A CASE STUDY AT A SENIOR HIGH SCHOOL IN SIAK REGENCY RIAU PROVINCE |
| 7. Lokasi Penelitian | : SMA NEGERI 1 BUNGA RAYA KABUPATEN SIAK |

Dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Dengan rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 24 Januari 2020



Diandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

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Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

atau masalah.





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 DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS NEGERI 1 BUNGARAYA

Jl Sultan Syarif Kasim No. 13 Dayang Suri, Kecamatan Bungaraya Kabupaten Siak, Kode Pos : 28663

Email : sman1bungaraya@gmail.com

NPSN : 10403430 NIS : 300120 NSS : 301091107012

Akreditasi : A

SURAT KETERANGAN

Nomor: 422.5/SMAN1 – BGY/2020/084

yang bertanda tangan di bawah ini :

Nama : ISKANDAR, S.Pd., M.M.
 NIP : 19700223 200312 1 003
 Jabatan : Kepala SMA Negeri 1 Bungaraya
 Menegerangkan bahwa :
 Nama : TITIK WAHYUNI
 NIM : 21890120046
 Program Studi : PENDIDIKAN AGAMA ISLAM
 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S2

peneliti telah melaksanakan kegiatan penelitian di SMA Negeri 1 Bungaraya pada tanggal 4 Februari 2020 dengan judul penelitian: 'EXPLORING INDONESIAN EFL TEACHERS' MOTIVATION TO TEACH AT A PALM OIL PLANTATION AREA: A CASE STUDY AT A SENIOR HIGH SCHOOL IN SIAK REGENCY RIAU PROVINCE.'

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Bungaraya, 21 April 2020

KEPALA SEKOLAH



ISKANDAR, S.Pd., M.M.

NIP. 19700223 2001201 2 003

UIN SUSKA RIAU



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

Pekanbaru, 28 JAN 2020

Kepada
 Yth. Kepala SMAN 1 Bunga Raya
 Kabupaten Siak

di-
 Tempat

071/Disdik/1.3/2020/1099
 Biasa

Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/30127 tanggal 24 Januari 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : TITIK WAHYUNI
 NIM : 21890120046
 Program Studi : PENDIDIKAN AGAMA ISLAM
 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S2
 Judul Penelitian : EXPLORING INDONESIAN EFL TEACHERS' MOTIVATION TO TEACH AT A PLAM OIL PLANTATION AREA: A CASE STUDY AT A SENIOR HIGH SCHOOL IN SIAK REGENCY RIAU PROVINCE

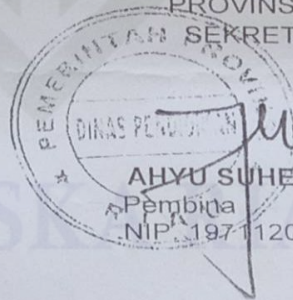
Lokasi Penelitian : SMA NEGERI 1 BUNGA RAYA KABUPATEN SIAK

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS



AHYU SUHENDRA, SE

Pembina
 NIP. 197 11209 200012 1 006

Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Embusan,
 Direktur Program Pascasarjana UIN Suska Riau

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UIN Suska Riau of Sultan Syarif Kasim Riau

LANGUAGE DEVELOPMENT CENTER
 STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
 مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Titik Wahyuni
 ID Number : 21890120046
 Date of Birth : September 09, 1978
 Sex : Female
 Test Form : Paper Based Test

Achieved the following scores on the
 English Proficiency Test

Listening Comprehension : 52
 Structure & Written Expressions : 53
 Reading Comprehension : 52
 Overall Score : 523

Expired Date : September 15, 2021



The Head of Language Development Center

Mahyudin Syukri, M. Ag
 NIP. 19720421 200604 1 003

English Proficiency Test Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The scores and information presented in this score report are approved.
 Address: KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
 Tel: 081 7144 0823 Fax: (0761) 858832
 Email: info@pusat-bahasa.info Website: pusat-bahasa.info

UIN SUSKA RIAU



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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Titik Wahyuni

Nomor ID : 21890120046

Jenis Kelamin : Perempuan

Tanggal Lahir : 09 September 1978

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

53 : الاستماع

54 : القواعد

50 : القراءة

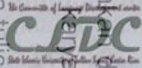
523 : النتيجة

Berlaku Hingga : 28 September 2021



Mahadin Syukri, M. Ag

The Head of Language Development Center



Arabic Proficiency Test & Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The score and information presented in this score report are approved.

Address: Jl. KH Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823

Email: info@pusat-bahasa.info Website: pusat-bahasa.info

UIN SUSKA RIAU



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

: TITIK WAHYUNI
: 21890120046
: PASCA SARJANA
: PENDIDIKAN AGAMA ISLAM
: PEND. BAHASA INGGRIS

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Himpunan Dosen
Pascasarjana
UIN Sultan Syarif
Kasim Riau

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 24 Juli 2019	The Comparison Between LRD & KWL Strategies on Students Reading at SMA 1 Kampar Keri	[Signature]	Hellen Nidya Saputri
2	Rabu 24 Juli 2019	The Effect of Using Interactive Word Walls Strategy & Motivation on Students Vocab at SMP IT Husna Kampar Km		Fitri a Imelda
3	Rabu 24 Juli 2019	The Effect of Using World Map Picture Books Strategy on Students Writing Ability Motivation at SMA 1 Tambusai Kota Rokuk		Susma wati
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Pekanbaru, 24 Juli 2019
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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KARTU KONTROL MINIMAL : SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA : SULTAN SYARIF KASIM RIAU

NAMA : TITIK WAHYUNI
NIM : 21890120046
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

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NO	TGL/HARI	JUDUL TESIS / DISERTASI	PARAF SEKRETARIS	KET
1	25 Juli 2019/ KAMIS	The Influence of students' sample Past tense Comprehension and their		
2	Zakiah Mulyana	Learning style on students writing ability in Recount Text of the Tenth		
3		Grade at state Islamic Senior high school 1 Kuantan Singingi		
4	25 Juli 2019/ kamis	The effect of using cooperative Integrated Reading and composition		
5	Syamsinar	(CIRC) in Teaching Narrative Text toward students' Reading comprehen		
6		sion at the eleventh Grade of SMAN 1 Rimba Melintang.		
7	25 Juli 2019/ KAMIS	A case study of students' Anxiety in the Impromptu Debate In		
8	Finola Mufiansa	English classroom social 2 at SMAN 11 Pekanbaru		
9				
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Pekanbaru, 25 Juli 2019.
Direktur,

UIN SUSKA RIAU

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

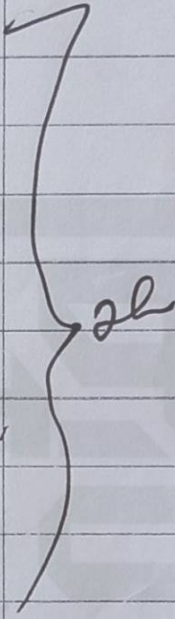
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Salestianic University of Sultan Syarif Kasim Riau



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : TITIK WAHYUNI. SPd
 NIM : 21890120046
 PROGRAM : PAI / S2
 PRODI : PAI
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20 SEPT 2019	THE PERSPECTIVE OF TEACHERS & STUDENTS (MALE & FEMALE ON MOTHER TONGUE USE IN EFL CLASS ROOM.		
2	KAMIS JUMAT			
3				
4	20 SEPT 2019	EFL RURAL TEACHERS' & STUDENTS' PERCEPTION ABOUT ENGLISH TEACHING & LEARNING PROCESS BASE ON SCIENTIFIC APPROACH: CASE		
5	KAMIS JUMAT			
6		STUDY AT REMOTE CLASS ROOM OF SMAN 1 RANGSANG DISTRICT		
7	20 SEPT 2019	RURAL ENGLISH TEACHERS' PERCEPTION STUDENTS' HIGHER ORDER THINKING SKILL (HOTS) DEVELOPMENT BASED ON CURRICULUM 2013: A CASE		
8	KAMIS JUMAT			
9		STUDY ON JUNIOR HIGH SCHOOL		
10		IN GAUNG DISTRICT.		
11				
12				
13				
14				
15				

Pekanbaru, 20 SEPT 2019.
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	31 Desember 2019	STUDENTS' PERCEPTION OF TEACHER'S MONOLINGUAL AND BILINGUAL APPROACH IN ENGLISH CLASS ROOM		Hakiki Kurniawan
		Effective English Teacher Form Perception of students at SMAN 4 Air Tiris		Indriani Triane
		The effect of Test Taking Teams Technique Towards students' speaking ability on giving report at SMKN 4 Pekanbaru		Dwi Hijriyanti
		The implementation of SEAL (Student English Association LPSi) as motivation for english language environment in Politeknik LPSi Pekanbaru		Rahbiani Syahine

Pekanbaru, 31 Desember 2019
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	24 Desember	A Comparison between the effect of using Paired Reading strategy and Repeated Reading strategy	[Signature]	Fitriani
		On Students' reading comprehension at Junior High school of Aziziyah Pekanbaru		

Pekanbaru, 31 - 12 - 20..19
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

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TITIK WAHYUNI

Sei. Pakning Street, Sabak Auh. Siak

CURRICULUM**VITAE****I. PERSONAL DETAIL**

Name	: Titik Wahyuni
Place and Date of birth	: Lampung Selatan, September 9 th 1978
Gender	: Female
Religion	: Moeslem
Address	: Sei. Pakning Street, Sabak Auh. Siak
	: Married
Marital Status	: Indonesia
Nationality	: 0812-7636-246
Phone Number	: titikwahyuni404@gmail.com
Email	

**II. EDUCATION BACKGROUND**

1992	: SD 047 Kampar, Riau
1995	: MTs Ceper, Klaten, Central Java
1998	: SMA MTA, Surakarta, Central Java
2003	: English Department of Riau University (S1)
2020	: State Islamic University of Sultan Syarif Kasim Riau (S2)

III. JOB EXPERIENCES

2005-Now	: English Teacher at SMAN 1 Sabak Auk, Siak
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