

**STUDENT TEACHERS' ATTITUDE TOWARD TEACHING  
PROFESSION  
(CASE STUDY AT UIN AR-RANIRY)**

**THESIS**

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Bachelor of Education in English Language Teaching

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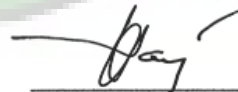
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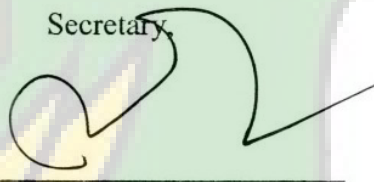
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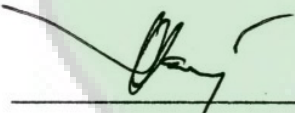
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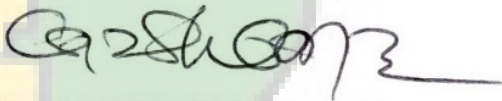
  
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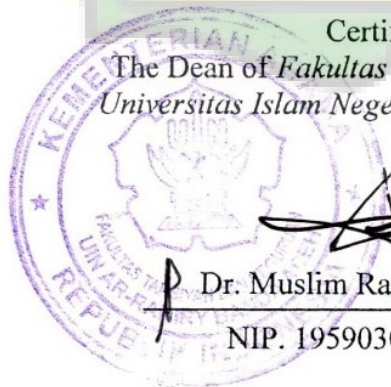
  
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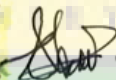
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Saya yang membuat surat pernyataan,



  
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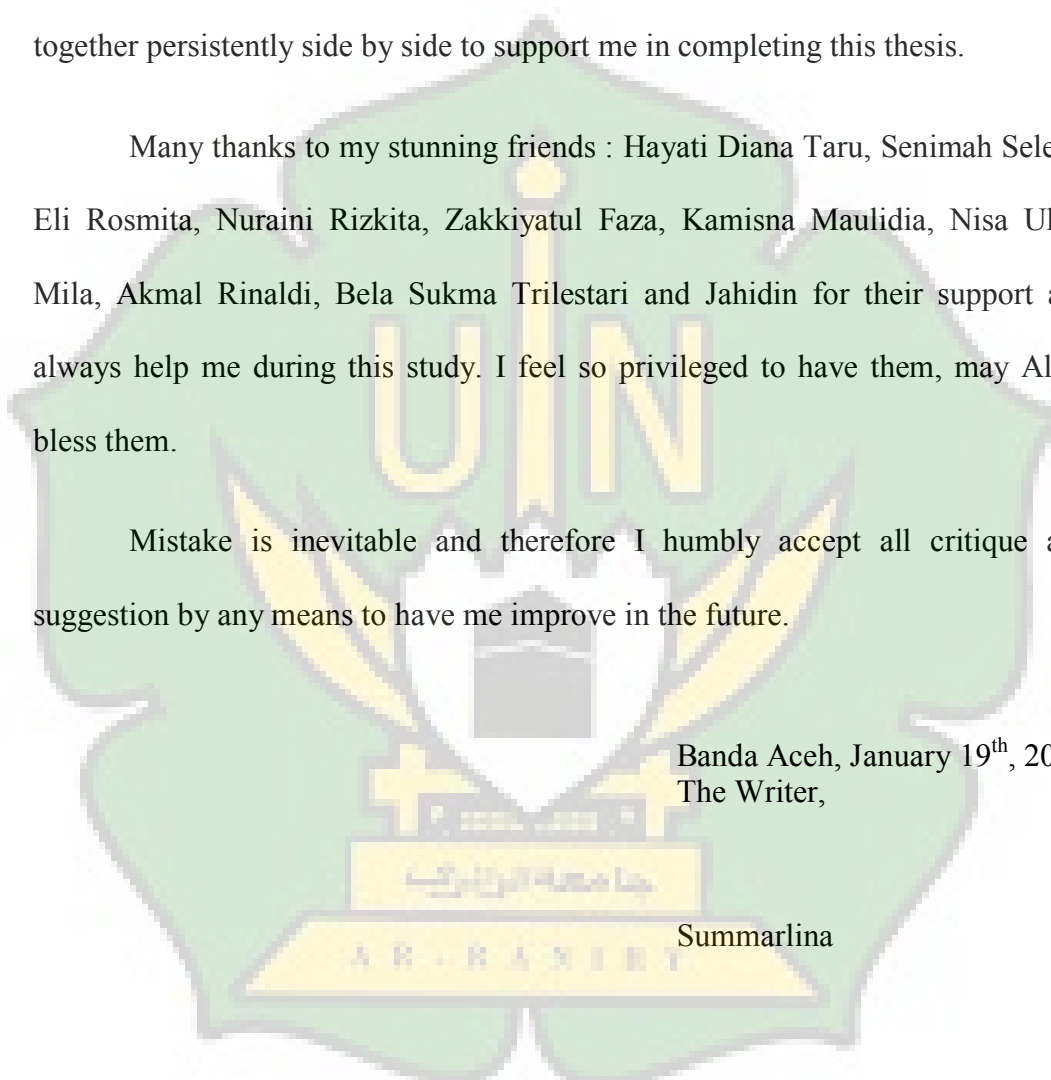
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## ABSTRACT

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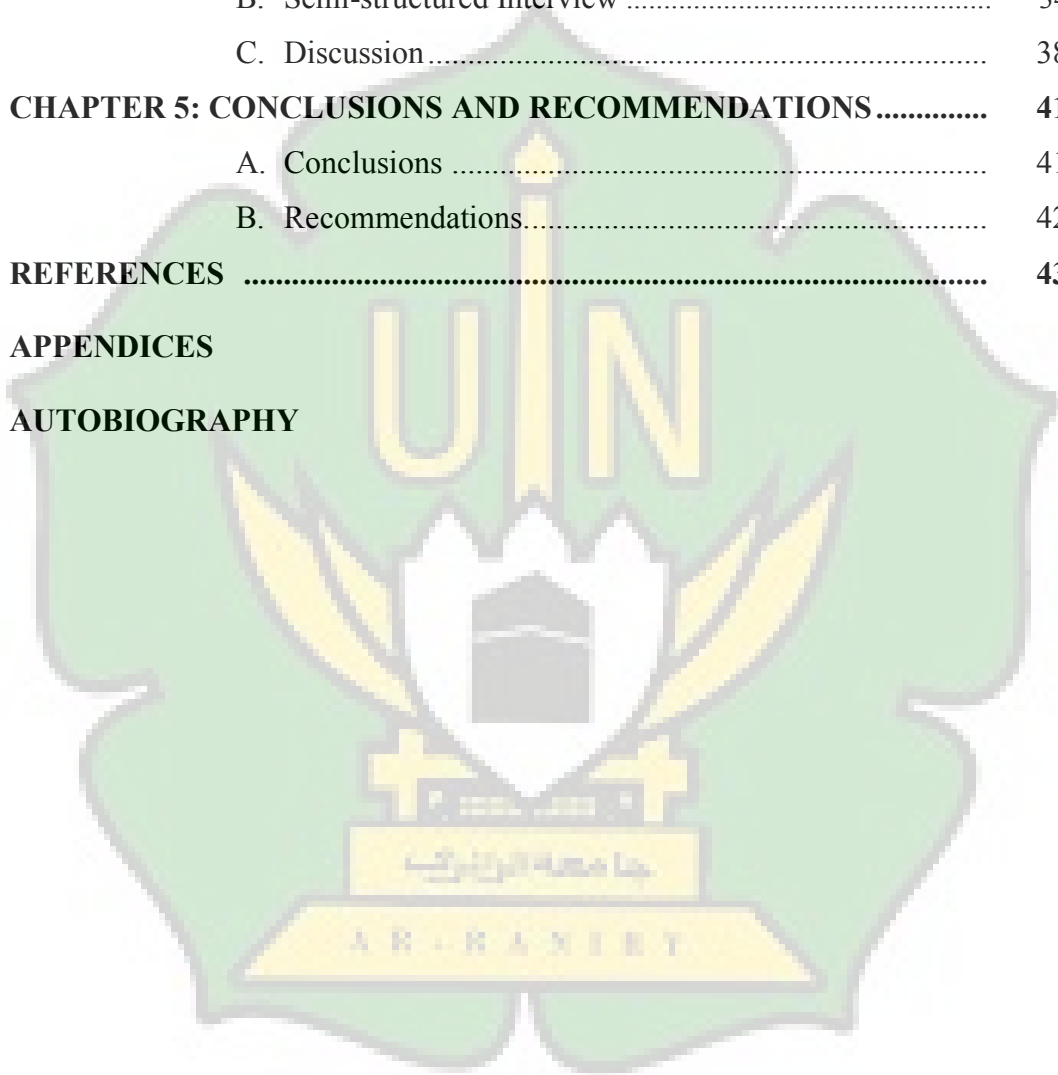
This study aimed to investigate the attitude of EFL student-teachers' toward the teaching profession. The participants are 50 EFL student-teachers of the English Language Education Department. Mixed methods are to assess student teachers' attitudes towards the teaching profession Data collection techniques using a half-open questionnaire and semi-structured interview methods. The findings of the current study indicated that most of EFL students-teachers' like teaching profession means that EFL students teachers' have a positive attitude toward the teaching profession and EFL students teachers' take the new student admission test and teaching profession is the first choice as the study program teaching profession is the first choice as the study program so not as compensation or "escape" and they were eager to become teachers without the coercion from anyone. Furthermore, it was found that student teachers choose teaching profession to be their career because they think honorable professions and they thought it will be easy to find a job.

## TABLE OF CONTENTS

<b>DECLARATION OF ORIGINALITY .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF APPENDICES.....</b>	<b>viii</b>
<b>CHAPTER 1: INTRODUCTION .....</b>	<b>1</b>
A. Backgrounds of the Study.....	1
B. Research Questions .....	3
C. Research Aims .....	3
D. Significance of the Study.....	4
E. Terminologies .....	4
<b>CHAPTER 2: LITERATURE REVIEW.....</b>	<b>6</b>
A. Defining of Attitude.....	6
1. The Components Attitudes.....	7
2. Process of Forming and Changing Attitudes.....	9
3. Factors that influence the attitude.....	11
4. Characteristic of attitudes.....	13
B. Teaching profession.....	15
1. Professional Teacher Requirements.....	16
2. Role of Teacher As Teacher.....	17
C. Previous Studies.....	21
<b>CHAPTER 3: RESEARCH METHODOLOGY.....</b>	<b>23</b>
A. The setting time of research.....	23
B. Research Design.....	23
C. Sampling Technique.....	24
D. The instrument for Data Collection.....	25
1. In-depth Interview.....	25



2. Questionnaire .....	26
E. Data Analysis.....	27
<b>CHAPTER 4: FINDINGS AND DISCUSSION .....</b>	<b>30</b>
A. Questionnaire Analysis.....	30
B. Semi-structured Interview .....	34
C. Discussion.....	38
<b>CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>41</b>
A. Conclusions .....	41
B. Recommendations.....	42
<b>REFERENCES .....</b>	<b>43</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	



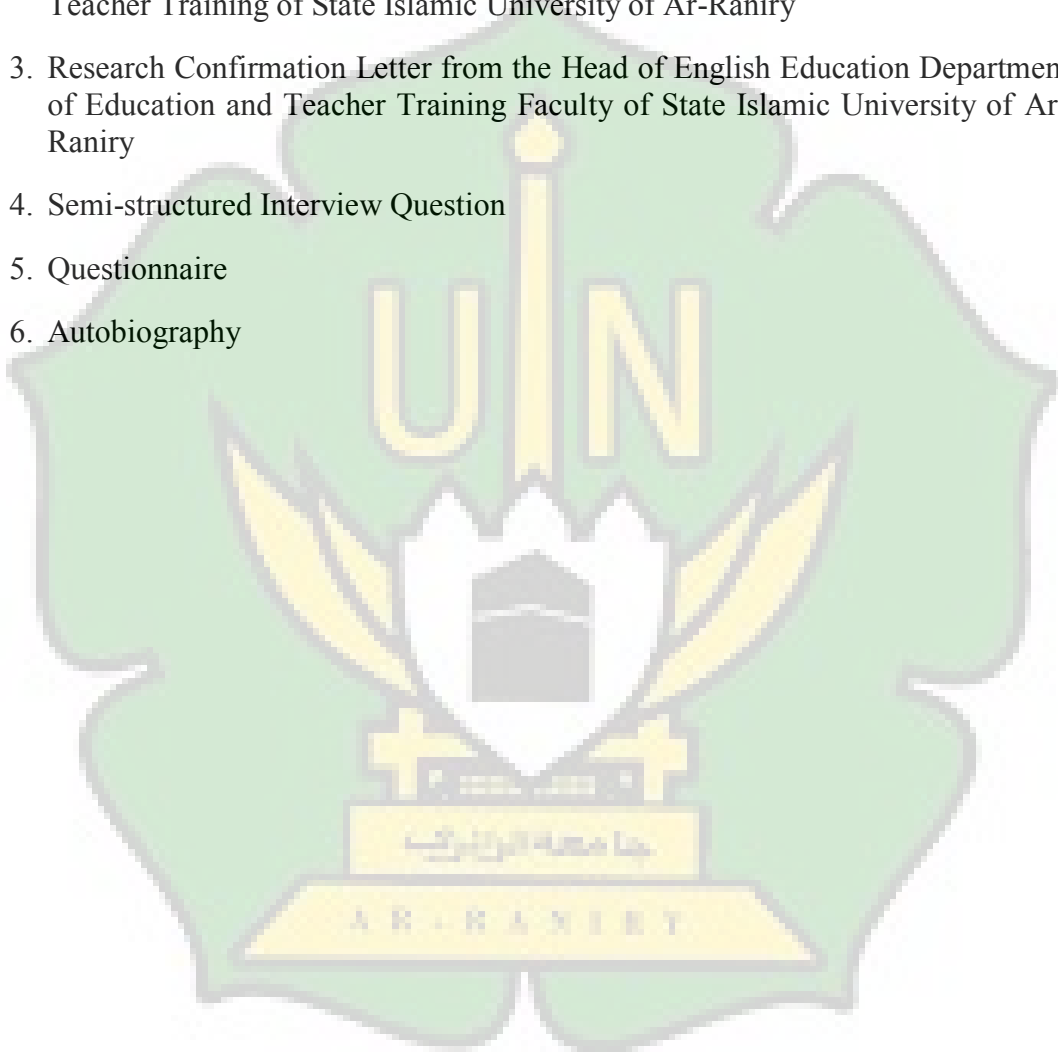
## LIST OF TABLES

Table 3.1	List of samples of research instruments.....	21
Table 4.1	EFL student teachers' reasons choose English teacher to be their career.....	35



## LIST OF APPENDICES

1. Appointment Letter of Supervisors
2. Recommendation Letter for Conducting Research in Faculty of Education and Teacher Training of State Islamic University of Ar-Raniry
3. Research Confirmation Letter from the Head of English Education Department of Education and Teacher Training Faculty of State Islamic University of Ar-Raniry
4. Semi-structured Interview Question
5. Questionnaire
6. Autobiography



# CHAPTER 1

## INTRODUCTION

This chapter introduces several subtopics including a background of the study, research question, the aim of the study, significance of the study, and the terminology.

### **A. Background of the Study**

The quality of education is largely influenced by the profession and teachers' attitudes. Attitude is the degree of positive effects or negative effects that are resolved by a psychological object (Mensah, 2013). Attitude is a mental and nervous state of readiness, which is set from experience that gives effect to individual responses to objects or related to them. Therefore attitude can be described as the tendency toward subjects to respond likes or dislikes of an object. in this study, the subject is the teacher and the object is the work done by the teacher (Simsek, 2000).

The teachers' attitude towards profession is a teachers' belief about the desired profession, which is accompanied by certain feelings and provides the teacher with the basis for responding or behaving in a certain way according to their choice. The teachers' attitude towards work influences their work in teaching. As a teacher, having a positive attitude towards the profession, she/he a teacher will carry out of function and position as a teaching and educator in the school with full responsibility. On the contrary, a teacher who has a negative

attitude towards the profession will assume his job is only a mere routine (Tezci & Terzi, 2010).

In addition, teachers' attitudes towards the profession can be seen in the form of one's perception and satisfaction at work, as well as the form of work motivation displayed. Teachers who have a positive attitude towards their work, of course, will display good perception and satisfaction with work and high work motivation, which in turn will reflect a teacher who can work professionally and has high professional competence. The positive or negative attitude of a teacher towards work depends on the teacher's concerned and environmental conditions (Ustuner, 2006). Sisman (2006) stated that teachers are the most important component in implementing the education process because teaching is a challenging profession and teachers have a great influence on building the nation. The teaching profession requires teachers who have cognitive, affective and psychomotor qualifications. This level of qualification will affect the success of the student teacher's in their profession. Furthermore, the teacher is a profession that requires special skills as a teacher. This work cannot be done by people who do not have the expertise to do activities as a teacher. Because to become a teacher must like the profession so that teachers can be successful in the teaching and learning process.

Many studies have been conducted to analyze student teachers' attitudes toward the teaching profession (e.g., Bhargava; 2014; Bahreini; 2017; Alkhateeb 2013; and Tok; 2012). The researchers found that the students teachers' attitude has a positive impact on the teaching profession which means that the teacher is

happy with their profession as a teacher. A positive attitude will help teachers to develop a conducive learning-friendly environment in the classroom, and provide beneficial effects on the learning process of students. Then, the female student teachers had more positive attitude than male student teachers'. Student-teachers' who had chosen to pursue a teaching degree as their first preference after the university entrance exam had more positive attitude toward teaching than student teachers for whom a teaching degree did not have high priority.

However, it has been unknown whether the students' teacher English Language Education Department of UIN Ar-Raniry Banda Aceh has a positive attitude toward the teaching profession. This study intends to fill in the gap by exploring that would be student teachers' attitude toward the teaching profession.

### **B. Research Question**

Based on the background study above, this research is guided by the following question:

1. What is the EFL student teachers' attitude toward the teaching profession?
2. What are the reasons for the EFL students teachers' to choose an English teacher to be their careers?

### **C. Aims of the Study**

Based on the research questions, the aims of the study are as follows:

1. To find out the EFL students teachers' attitudes toward the teaching profession.
2. To know what are the reasons for the EFL student teachers to choose an English teacher to be their career?

#### **D. Significances of the Study**

Researcher hope this research will useful for students before determining their majors. , it's chosen are following their wishes and the results of the study are expected to be useful for preparing the competencies and professional performance of student teachers'. So that they are expected to be able to shape actions or behaviors regarding their profession.

#### **E. Terminology**

To avoid misunderstanding of the concept used in this study, some definitions are provided as the following:

##### **1. Teachers' Attitude**

According to Langat (2015) stated attitude is a person's feelings or ,behaviors that is developed as a result of someone's experience that influences one's view of a situation, object, person, and how to respond it positively, or negatively, favorably, and unfavorably.

Attitude is an individual's mental readiness that influences, illustrates, and even determines the individual activity that is requested in responding to an object or use that has a related meaning.

##### **2. Teaching profession**

According to Brown (2000) explained the teaching profession is a special field of work that requires expertise, ability, patience, and knowledge that is used to carry out basic tasks such as educating, teaching, guiding, training, and evaluating students, in order to have good attitudes and behaviors. In this study,

the teaching profession means the profession of teacher which will be as the teacher at the school.

A teacher profession is a person who has an adequate teacher education background, the teachers' expertise in carrying out educational tasks is obtained after taking certain teacher education. Professional teachers who have teacher competence thanks to education or training in teacher education institutions within a certain period.





## **CHAPTER 2**

### **LITERATURE REVIEW**

In this literature review, the researcher provided several words regarding this thesis. The researcher also incorporated many related studies for comparison and comprehension of the study.

#### **A. Defining of Attitude**

Attitudes are sense views or mental inclinations. Attitude is a tendency to react to a thing, person or object with likes, dislikes or indifference. Thus, in principle, that attitude can be considered a student's tendency to act in a certain way. The tendency to react or someone's attitude towards something, people or objects can thus be three possibilities, namely (accept or like), dislike (reject or not happy) and indifferent attitude.

Hasan (2014) stated that attitude is a psychological orientation developed as a result of one's experiences which influence a person's view of situations, objects, people, and how to respond to them either positively or negatively or favorably or unfavorably. Similarly Duatepe (2014) stated that formulating an attitude as a positive or negative feeling or mental state that is always prepared, studied, and arranged through experience, which gives a special influence on a person's response to people, objects or circumstances (Alshraideh, 2015).

In addition, attitude is a level of affection that is both positive and negative concerning psychological objects. Positive affection is a happy affection. While negative affection is an unpleasant affection. "Attitude is an internal phenomenon

that has an affective dimension in the form of a tendency to react in a relatively fixed way to the object, both positively and negatively.”(Elina, 2016).

In conclusion, attitude is the implementation of what people believe in something which is influenced by their psychological construct. It can be defined as an unintended action or behavior performed by someone who is affected by their experience, in this article experience can be said as their learning experience. Students’ learning experience forms their view towards something which later may affect their way of thinking and also their behavior during the learning processes.

### **1. The Components of Attitudes**

There are three components of attitudes namely the cognitive, affective, and conative component. Husein (2011) added that the component of cognition contains thoughts, ideas, and opinions regarding the object of attitude. These thoughts include things that are known to individuals about the object of attitude, it can be in the form of beliefs, responses, impressions, attributions, and assessments of attitude objects.

Banerjee (2014) mentioned that the cognitive component, which is in the form of knowledge, beliefs or thoughts that are based on information, is related to objects. Affective component, which refers to the emotional dimension of the attitude, which is related to the object. The object here is felt as pleasant or unpleasant. The component of behavior or conative, which involves one predisposition to act on an object. This component is related to the tendency to act.

Based on the description above, it can be concluded that the components of attitude include three things: cognitive components, components related to beliefs, ideas and concepts; the affective component, the component which involves a person's emotional life; conative component, a component which is a tendency to behave. Explained that the components of affection and cognition play the most important role in attitude formation. In contrast to the components of affection and cognition, behavior as a component of attitudes that can be observed is often debated by experts regarding their consistency with individual attitudes.

Kartono (2002) explained the three components of attitudes. The cognitive component contains the beliefs and stereotypes that an individual has about something and is what is believed by the subject of the owner of the attitude, the affective component is a component of feelings concerning emotional aspects, the conative component is a component of certain behavioral tendencies following the attitudes possessed by the subject.

According to Walgianto (2004) stated that attitude contains three components, namely as follows:

- a). The cognitive component, which is in the form of knowledge, beliefs or thoughts that are based on information, is related to objects.
- b). Affective component, which refers to the emotional dimension of the attitude, which is related to the object. The object here is felt as pleasant or unpleasant.

- c). Component behavior or conative, which involves one predisposition to act on an object. This component is related to the tendency to act.

Based on the description, it can be concluded that the components of attitude include three things, namely: cognitive components, components related to beliefs, ideas and concepts; the affective component, the component which involves a person's emotional life; conative component, a component which is a tendency to behave.

## **2. Process of Forming and Changing Attitudes**

The process of forming and changing attitudes takes place in stages, starting with the learning process. This learning process occurs because of one's personal experiences with certain objects, such as people, objects or events, by connecting these objects with other experiences where someone already has a certain attitude towards that experience or through a process of social learning with others.

Baron (2014) said that two main factors determine attitude formation, namely psychological and cultural factors. Psychological factors such as motivation, emotions, needs, thoughts, power, and obedience, all of which are factors that play a role in causing or changing one's attitude: while cultural factors such as social status, family environment, and education. Attitude is not a trait, but the result of interaction between the individual and the environment so that the attitude is dynamic. Attitudes also be expressed as learning outcomes, hence attitudes can change. Attitudes can change because of the conditions and influences given. As a result of learning, cycles are not formed by themselves

because the formation of attitudes will always take place in human interaction concerning specific objects.

According to Pulwanto (2014), three processes play a role in the process of attitude change, they are:

**a. Sadness** occurs when an individual is willing to accept influence from other people or groups because he hopes to get positive reactions, such as praise, support, sympathy, and the like while avoiding things that are considered negative. Of course, behavior changes that occur in this way will not last long and are usually only visible as long as the other party is expected to be aware of the change in attitude shown.

**b. Identification** is the process that occurs when the individual imitates the behavior or attitudes of a person or the attitude of a group of people because the attitude is following what he considers to be a form of pleasant relationship, among others, with the party in question. The identification process is a means or way to maintain the desired relationship with other people or groups and how to sustain their understanding of the relationship.

**c. Internalization** occurs when an individual accepts influence and is willing to comply with that influence because the attitude is appropriate with what he believes and by the value system that is adopted. In this case, the content and nature of the attitude received are considered satisfying by the individual. Such attitudes are biases that are

maintained by individuals and are usually not easy to change as long as the existing value system in the individual concerned is still enduring.

Moreover, attitude changes related to an object, person, group, institution, values, through relationships between individuals, relationships within groups, newspaper communication, books, posters, radio, television and so on, many possibilities affect the emergence of attitude changes. The environment closest to everyday life has a role. Families consisting of: parents, brothers, and sisters at home have an important role

### **3. Factors that influence the attitudes**

The formation of a person's attitude can be influenced by several factors. Among them, namely, personal experience, the influence of others who are considered important, the influence of culture, mass media, educational institutions and the influence of emotional factors (Kartono, 2002).

Joni (2004) described the factors that influence the formation of an individual's attitude from internal and external factors.

**First Internal factors** forming attitudes is the selection of the object to be addressed by individuals, not all objects that are around it are addressed. Objects that are addressed in depth are objects that are inherent in the individual. Previous individuals have gained information and experience about the object, or the object is something that is needed, desired or liked by the individual then it can determine the attitude that appears, positive or negative.

**Second External factors** include two points that make up human attitudes, namely:

a. Group interaction, when individuals are in a group interaction will occur. Each individual in the group has behavioral characteristics. These differences then provide information or examples that are followed to form attitudes.

b. Communication, , will provide information. Information can give suggestions, motivation, and trust. Information that tends to be directed negatively will form a negative attitude, while information that motivates and pleases will lead to change or the formation of a positive attitude.

It can be concluded that the formation of attitudes is influenced by various factors, namely internal and external factors. Internal factors include personal experience and emotional state. The experience of an object that gives a pleasant or good impression will form a positive attitude, a less pleasant experience will form a negative attitude. While emotional factors, more on the psychological condition of an individual, feelings of attraction, pleasure, and feelings of need will form a positive attitude, while feelings of hatred, indifference, and distrust will form a negative attitude. While the external factors forming attitudes, including the influence of communication, group interaction, and cultural influences.

#### **4. Characteristic of attitudes**

#### **4. Characteristic of attitudes**

Attitude is a view or feeling towards an object. The following the researcher will explain the characteristics of attitude.

The following characteristic of attitudes: Attitudes,

- a. are related to a psychological object,
- b. they are ready to react,
- c. have the power to motivate,
- d. can be static for periods of time,
- e. include evaluation, and
- f. are not, directly, observable features but tendencies attributed to an individual by means of making inferences from the observable behavior of the parents, peers, mass media, and the individual's personal experience with the attitude object are important factors in the formation of attitudes. These factors play an important role in changes to existing attitudes and the formation of new ones. (Sakalli, 2001).

According to Azwar (2008) mentioned that there are several characteristics of attitudes, as follows:

- a. In attitude, there is always a subject-object relationship. There is no attitude without objects, this can be in the form of objects, people, law, community institutions and so on.
- b. Attitudes are not carried from birth but are learned and shaped through experiences.
- c. Because attitudes are learned, attitudes can vary according to the circumstances of the environment around the individual concerned at different times.



d. Attitude does not disappear even though needs have been met. (e)

Attitudes are not just one type, but very diverse according to the number of objects that can be of concern to the person concerned.

In short, attitude is a view or feeling accompanied by a tendency to act on certain objects which may be predictable or unpredictable. Attitudes are often intentionally aimed at something which means there is no attitude without an object.

### **B. Teaching profession**

Uzer (2013) stated that a profession is a position or occupation that demands expertise from its members". That is, a profession can not be done by just anyone. People who run a profession must have special expertise and have the ability to obtain from special education for the profession. Also, Muhaimin (2014) mentioned that there is a link between profession, professionalism, professionalism, and professionalization. It is stated that a profession is a position or occupation that demands expertise from its members. Therefore it cannot be done by just anyone who is not trained and is not specifically prepared to do the work.

From the definition it can be concluded that the profession is a job that is prepared through the process of education and training. The higher level of education is must be fulfilled, the higher the degree of the profession they carry. High or low professionalism is highly dependent on the expertise and level of education pursued.

Zakiah (2013) stated that the teaching profession is a position or occupation that requires special skills as a teacher. This type of work should not be done by just anyone outside the educational midwife. Zahara (2013), teacher (educator) is an adult who is responsible for giving feedback to students in their physical and spiritual development, to reach the level of maturity (being able to stand alone) fulfill their duties. In addition, the teaching profession is a profession that is highly valued by the community, because this profession is a noble occupation, related to the process of humanizing humanity. Therefore, teachers are required to have many advantages or skills compared to humans in general.

### **1. Professional Teacher Requirements**

Chatip (2014) stated that the following are needed to meet the requirements of the teaching profession, namely. First, the need to introduce an understanding of education for prospective educators provides an opportunity to think to understand the teaching profession. Second it needs to be developed to prospective educators as a criterion of success in educating, this success is not based on the academic achievement of the educator but rather is reflected by the success of educating with certain criteria such as having open learning, knowing about learning and others. Third, introducing behaviors in the field that can be selected, some of which are following the educational objectives each time face to face.

Professional teachers are teachers who have the competencies required to carry out educational and learning tasks. In other words, it can be concluded that a professional teacher is a person who has special abilities and expertise in the field

of teacher training so that he can perform his duties and functions as a teacher with maximum abilities (Novan, 2015).

Being a teacher requires special conditions. If the teacher become a professional teacher, teacher must go through education. Therefore the role and position of the teacher is to improve the quality of students must be taken seriously.

- a. it's a type of permanent job, not a part-time job.
- b. Requires certain expertise.
- c. Requires skill.
- d. Requires skills that meet quality standards (competencies).
- e. Requires norms (professional code of ethics).
- f. Requires professional education.

According to Hasibuan (2006) said that a professional teacher is required with several minimum requirements, including having adequate professional education qualifications, having scientific competence in accordance with their field of expertise, having good communication skills with their students, having a creative and productive spirit, having a work ethic and high commitment to the profession, and always carry out self-development continuously through professional organizations, the internet, books, seminars and the like. With this kind of requirement, the task of a teacher is no longer knowledge-based, as it is now, but rather is competency-based which emphasizes the optimal mastery of scientific concepts and engineering based on tika and moral values.

## 2. Role of Teacher As Teacher

The role of the teacher as a communicator, a friend who gives inspiration and encouragement, a guide in the development of attitudes and behavior and values, people who master the material being taught (Prey, 2014). James (2014) stated that the tasks and roles of teachers include: mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating student activities. According to Supardi (2014), one of the rules that must be carried out by teachers in schools is to provide services to students so that they become students or students in harmony with the goals of the school. Through education, teachers influence aspects of life, both social, cultural and economic. In the whole process of education, the teacher is the main factor serving as an educator.

In addition to the functions described above, Usman (2002) stated that there are several more functions of the teacher as an educator or anyone who has fielded himself as a teacher, namely:

- a. The role of the teacher as an educator (nurturer) is the roles relating to the tasks of providing assistance and encouragement (supporter), the tasks of supervision and coaching (supervisors) as well as the tasks related to disciplining children so the child becomes compliant with school rules and norms of life in the family and community
- b. Models, the role of the teacher as a model or example for children.  
Every child expects their teacher to be an example or model for him/her

Therefore the behavior of educators both teachers, parents or community leaders must be in accordance with the norms adopted by the community, nation and state. Because the basic values of the state and nation of Indonesia are Pancasila, the behavior of educators must always be permeated by the values of Pancasila.

c. The role of the teacher as a teacher and guide in the learning experience.

Each teacher must provide knowledge, skills and other experiences outside the school's functions such as marriage preparation and family life, learning outcomes in the form of personal and spiritual behavior and choosing work in the community, learning outcomes related to social responsibility for children's social behavior.

d. The role of the teacher as a student (leamer). A teacher is required to always add knowledge and skills so that the knowledge and skills they have are not outdated. Knowledge and skills mastered are not only limited to knowledge related to the development of professional assignments, but also social and humanitarian tasks.

e. The role of teachers as loyalists in educational institutions. A teacher is expected to help his friends who need help in developing their abilities. Assistance can be directly through official meetings or incidental meetings.

f. The role of the teacher as a community development communicator. A teacher is expected to play an active role in development in all fields

that are being carried out. He can develop his abilities in the fields under his control.

- g. The teacher as an administrator. A teacher is not only as an educator and teacher, but also as an administrator in the field of education and teaching. Therefore a teacher is required to work on an administrative basis. All implementation in relation to the teaching and learning process needs to be administered properly. Because the administration carried out such as making teaching plans, recording learning outcomes and so on is a valuable document that he has carried out his/her duties properly.

Hosnan (2016) described that the role of teaching profession as follows:

- a. As a corrector, the teacher must be able to distinguish between good grades and bad grades. These different values must be truly understood in people's lives.
- b. As information, teachers must be able to provide information on the development of science and technology, in addition to a number of study materials for each subject that has been programmed in the curriculum.
- c. As a motivator, teachers should be able to encourage students to be passionate and active in learning.
- d. Initiator In its function as an initiator, the teacher must be able to be the originator of ideas of progress in education and teaching.

- e. Mentor the role of the teacher is no less important than all the roles mentioned above, adalag as a guide. This role should be prioritized, because the presence of teachers in schools is to guide students to become capable adult human beings
- f. As a supervisor, teachers should be able to help, improve, and critically assess the teaching process.

In short can be concluded that the role of the teacher as a communicator, friends who can give advice, motivator as an inspiration and encouragement, a guide in the development of attitudes and behavior and values, people who master the material being taught and etc.

### **C. Previous Studies**

There were several previous research conducted by another researcher by Rifat (2012) conducted a study on do students who prepare before taking the college entrance exam and teaching profession as the first choice have a more positive attitude toward teaching profession and the participant, where participants were 1645 (742 male, 903 female) student teachers of all years who were enrolled in a teacher education course in the education faculty during the 2010-2011 academic year at Dicle University in turkey. The result showed student teachers who had chosen to pursue teaching profession as their first preference after the university entrance exam had more positive attitudes toward teaching than student teachers for whom a teaching degree was not a have high priority.

Erkan (2018), the present study has explored whether the attitudes of the prospective teachers towards the teaching profession effect the presence of a

teacher in the family and faculty type. in this research, discuss to explore when their prospective teachers' attitudes towards the teaching profession vary across demographic characteristics in turkey. The findings revealed that prospective teachers' attitudes towards teaching profession significantly, the presence of a teacher in the family, and type of faculty, did not significantly change prospective teachers' attitude towards teaching profession.

Sabriye (2015) conducted a study of the reasons of the trainees to choose the English Language teaching as a profession. The data were collected from the 118 trainee teachers studying in different classes of the ELT Department of a state university on the western coast of Turkey. The students were selected by random selection method. In this study, the findings show that trainees in their study preferred to become teacher since they had positive feelings toward teaching and teaching is the profession in their ideals preferred to teaching profession this profession as a result of the influence of their parents or relatives expressed that it was the ease of finding a job, which made them choose profession.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter deals with the research methodology which consists of research setting in section, research design in section, sampling technique in section, data collection in section, and data analysis in section.

#### **A. The setting time of research**

The research conducted on November, 18<sup>th</sup>-25<sup>th</sup> 2019 before doing the research, the researcher made the research permission letter from the Dean of the Faculty of Education and Teacher Training of UIN Ar-Raniry Banda Aceh to be able to do research to the students. In the beginning, the researcher conducted an interview with 10 participants that met the criteria.

#### **B. Research Design**

This research uses mixed methods. Creswell (2013) stated that the mixed methods are research that involves the use of two methods, namely quantitative methods and qualitative methods in a single study (one study). The use of these two methods is seen as providing a more complete understanding of the research problem than using one of them. Mixed methods research is a research approach that combines or associates forms qualitative and quantitative forms. Sugiono (2012) stated that mixed methods research is also referred to as a methodology that provides philosophical assumptions in showing direction or giving instructions on how to collect data and analyze data and the combination of quantitative and qualitative approaches through several phases of the research process.

In addition, Creswell (2009) explained "a concurrent embedded approach has a primary method that guides the project and secondary database that provides a supporting role in procedure. Furthermore, Creswell and Clark (2007), explain that the embedded design besides being able to different research qualitative and quantitative data are used to answer different research questions within the study.

### **C.Sampling Technique**

The samples of the study are chosen by using purposive sampling. Arikunto (2006) stated that purposive sampling is a technique for taking samples that are not based on random, regional or stratum, but based on the existence of considerations that focus on specific objectives. Besides, Notoatmodjo (2010), also stated that sampling based on certain considerations such as population characteristics or characteristics that have been known previously.

Here the criteria for choosing the sample in this research:

1. EFL students teachers' English Language Education Department ninth eleventh semesters.
2. EFL students teachers' English Language Education Department who already passed the micro-teaching class.

### **D.The instrument for Data Collection**

The instrument is a testing device of research that is utilized to measures the phenomena and determine the quality of data that is used in research (Arifin,

2012). There are two instruments used in this study, interview and questionnaire. The items adopted from Sabriye (2015) and Rifat (2012).

### **1. Interview**

An interview is employed in this research. Through this season, it would enable the research to directly negotiated with the participant and obtain their interpretations of reality through live interactions. In order to make the researcher easier in collecting data, semi-structured interviews are conducted. It seeks to acquire the unique and personalized information about the participants' responses to the reality while maintaining a certain level of comparability among the answer across the different participants for the same interview questions (Esterberg, 2002).

In conducting the interview, the researcher had a brief dialogue with the participants that performed the criteria as mentioned above. Furthermore, the participants interviewed 7 questions related to students teachers' attitude towards the teaching profession and what the reasons for student teachers' choose being an English teacher to be their career. The questions for interviews were taken verbally and the participants in this research were 10 students of the English Education Department (PBI) of UIN Ar-raniry which were interviewed at a specified time according to their convenience and availability. All interviewed were recorded by using tape recorder. Each interview seasons took time about 10-20 minutes.

## 2. Questionnaire

According to Nasution (2011), questionnaire is a list of questions to gather information from the participant. Each item should be in line with what is needed to be found to complete this research. The questionnaire is constructed by using Likert scale items. Participants were asked to rate each statement by their level of agreement: 5 for Strongly Agree, 4 for Agree, 3 for Uncertain, 2 for Disagree, and 1 Strongly Disagree. Rating scales of Items for each domain were summated for measurement. Then the questions of the questionnaire consist of 18 questions related to the student's teacher attitude towards the teaching profession. The participants could spend 5 up to 10 minutes, to minimize the item for each participant to answer it. The total of participants in this research that will be sampled is 50 participants. all of the items of the questionnaire written in English.

Table 3.1

*List of samples of research instruments.*

No	Research questions	Techniques	Respondents
1	What is the EFL students teacher's attitude toward the teaching profession?	Questionnaire	50 EFL students teacher s'
2	What are the reasons the EFL students teachers' choose the English Language teaching as a profession?	Interview	10 EFL students teacher s'

Table 3.1 shows that the researcherthe questionnaire for 50 students teachers' English Language Department and interviewed 10 EFL students to know the perception of EFL students teachers' attitude towards the teaching profession.

The researcher has a list of key themes, issues, and questions to be covered and the researcher adapted questionnaires from two journals, that are Sabriye (2015), and Rifat (2012), because of the researcher interested in the questionnaire due it appropriate to this research.

Here are questions designed and generally focused on:

1. What is EFL student teachers' attitude towards teaching professin?
2. What are the reasons for EFL students to become English teacher?

#### **E.Data Analysis**

The data are analyzed by using the theory stated by Sugiono (2007) that suggest three procedures of analyzing the data.

##### **1. Interview**

###### **A. Data reduction**

The reduction can be interpreted as the process of selecting, focusing on simplifying, abstracting and transforming rough data arising from written records in the field. Thus, data reduction is a form of analysis that sharpens, classifies, directs, disposes of unnecessary and organizes data in such a way that the conclusions can be drawn and verified. In this stage, the researcher chooses and focuses on simplifying the data obtained.

### B. Data display

Meanwhile, the display or presentation of data is the second important flow of the activities of a study. A data presentation is a compiled collection of information that gives the possibility of drawing conclusions and taking action. Researchers explain the data that has been obtained to be used as a guide.

### C. Data verification

The third step in qualitative data analysis is drawing conclusions and verification. The conclusion in qualitative research is a new finding that has never before existed. Findings can be a description or description of a previous object still dim or dark so that after examination it becomes clear, it can be a causal or interactive relationship, hypothesis or theory. In the drawing, conclusions must be loose, open and skeptical. Re-examination of the truth of the data that has been obtained.

## 2. Questionnaire

The quantitative data analysis was conducted to understand EFL students' teacher attitudes towards the teaching profession.

Each item's frequency following is the formula for calculating the total percentage of each item's frequency according to (Sujiono,p.375).

$$P = f/N \times 100\%$$

Note:

P =percentage  
 f =frequency  
 n =number of sample  
 100% =percenta

## CHAPTER 4

### RESEARCH FINDINGS

This chapter focuses on the data analysis including the findings and the result of the study. The results of the questionnaire analysis and qualitative results of the content analysis of the questionnaire analysis included the basic features of descriptive statistics that are discussed in this chapter. The result of these data analysis denotes the answer of research questions and draws out some points and issues for discussion. Next, interview be also present. First, data of the interview were coded according to emergent themes. The identified themes were examined in conjunction with the research question to examine and expand the data.

#### A. Questionnaire Analysis

As has been mentioned in chapter three, the questionnaire have distributed to 50 students of the English Language Education Department of UIN Ar-Raniry to explained their attitude toward teaching profession. It uses likert scale questionnaire. It consists of 5 points where in the level was made up from one to five; (1) strongly disagree (2) disagree (3) neutral; (4) agree and (5) strongly agree.

##### 1. students Teachers' Attitude Toward Teaching Profession.

There are 50 students teachers' filled the questionnaire. The data analysis of the questionnaire was shown on the following table for the first category:

No	Items	Frequency 50/percentage (100%)				
		SD	D	N	A	SA
1	I love teaching profession .	-	2 (4%)	13 (26%)	21 (42%)	14 (28%)
2	I make a choice before taking the college entrance exam.	-	3 (6%)	15 (30%)	22 (44%)	10 (20%)
3	I choice teaching profession because my parent's wishes.	9 (18%)	20 (40%)	7 (14%)	9 (18%)	5 (10%)
4	I choice teaching profession in the English Language Department because I have no other choices.	11 (22%)	19 (38%)	12 (24%)	1 (2%)	7 (14%)
5	I take the new student addimission test and teaching profession is my first choice as the study program.	1 (2%)	1 (2%)	15 (30%)	21 (42%)	12 (24%)
6	I choice teaching profession and study in the English Language Education Department, because I want to improve my knowledge and my skills in the English language.	2 (4%)	-	6 (12%)	20 (40%)	22 (44%)
7	Teaching profession is important to make me an educated person.	1 (2%)	1 (2%)	15 (30%)	21 (42%)	12 (24%)
8	After I finish my study,	-	5	29	12	4



	I will be a teacher.		(10%)	(58%)	(24%)	(8%)
9	Teaching is a profession that has an important dimension of conscience.	-	1 (2%)	9 (18%)	27 (54%)	13 (26%)
10	I appreciate the teaching profession.	-	-	9 (18%)	19 (38%)	27 (54%)
11	Teaching profession is an easy job.	9 (18%)	18 (36%)	13 (26%)	8 (16%)	2 (4%)
12	Teaching profession is a passion for me.	-	10 (20%)	22 (44%)	15 (30%)	3 (6%)
13	Teaching profession is a profession that requires commitment.	-	2 (4%)	5 (10%)	27 (54%)	16 (32%)
14	I think teaching profession has interesting features.	1 (2%)	4 (8%)	11 (22%)	28 (58%)	6 (12%)
15	I choice teaching profession without coercion from anyone.	1 (2%)	4 (8%)	11 (22%)	28 (58%)	6 (12%)

The table above shows that most of EFL students teachers' of the English Language Education Department of UIN Ar-Ranirylike teaching profession it means that they have a positive attitude toward the teaching profession. It is

proof when they are brave to say agree and strongly agree at all in almost statements of the questionnaire. For the first item, there are 21 (42%) choose agree from 50 EFL students teachers'. It is only 2(4%) students from 50 EFL students teachers' felt dislike study in the English Language Education Department of UIN Ar-Raniry.

On the other hand, still found that EFL students teachers' take the new student admission test and teaching profession is the first choice as the study program, it's can see on the five-item, there are 21 (42%) choose agree from 50 EFL students teachers' and only 2(4%) EFL students teachers choose strongly agree from 50 EFL students teachers'. Further, EFL students' teachers choose teaching profession without coercion from anyone, it's can see on fifteen items. There are 28(58%) choose agree from 50 EFL students' teachers.

It concluded three items that show that most of EFL students' teachers like teaching profession it means they have a positive attitude toward the teaching profession. EFL students teachers' take the new student admission test and teaching profession is the first choice as the study program teaching profession is the first choice as the study program so not as compensation or "escape" and they were eager to become teachers without the coercion from anyone.

## **B. Result of the Semi-structured Interview**

This section, the researcher will discuss the result of the interview that was held from 18<sup>th</sup>- 25<sup>th</sup> November 2019 which involved 10 students as the sample. Nine of them are female and one of them is male. The researcher used an

interview for the data collection to answer the research questions which focused to describe the student teachers' attitude towards the teaching profession in UIN Ar-raniry. The data required for this research were collected through a semi-structured interview. In interview section, there are 10 participants would be as the interviewees in conducting this research. The participants were chosen randomly after filing the research questionnaire.

When interview held, the researcher recorded interviewees' answers and opinions with an audio recorder. Then, the researcher transcribed them into the transcription. Each interview spent more than approximately 10 minutes to respond to the questions and orders from the interviewer. Each participant got the same questions that had prepared by the researcher. These questions were on purpose designed as easy possible to respond. Further, to seek deep information, several additional questions were asked based on the interviewee's answer by following the topic.

### **1. EFL students teachers' reasons choose English teacher to be their career.**

All participants concurred that there is much reasons choose English teacher to be their career, but the researcher will be focused on two reasons from the students teachers' such as teacher profession is an honorable profession, and the teaching profession is these ideal.

#### **1.1 Teacher profession is an honorable profession**

This is the reasons are given by students for choosing teachers as their profession or career because the teaching profession is an honorable profession.

The EFL students' responses:

[DS]She explained “the reasons I choose English teacher to my future career. Because I think teaching profession is an honorable and good profession and being a teacher must have a sincere, sincere nature at work and be able to understand students and the material. Teacher profession is a special field of work carried out based on the principle.”

In the same case with the first students’ teacher, the second and third students teachers’ also encountered.

[R]She also explained “hmmm, (thinking for 1 minute) I am amazed by the teaching profession because this profession is very honorable because teachers are not a haphazard profession, to become a teacher is not easy. Need expertise, soul, science, patience and certainly appropriate professional education qualifications”.

Being a teacher is an honorable a job because teachers have very complex challenges, one of which is how we are faced with a different character and how she/he can educate from different characters. [NI]

In this part of the interview, the answer of the participants they choose the teaching profession to be their career because teaching profession is an honorable profession being a teacher has very challenged how are faced with a different character and how to educate from different characters.

Teaching is a very honorable job and the statement same as Trivedi (2012) theory. He said teaching profession is the noblest of all the professions. It is most rewarding too, not in terms of luxuries but in terms of its being the

dispenser of human destinies this case also explained by Kumar (2006), The role, function, competence, and preparation of teachers have no doubt changed from time to time, but the need for a teacher has been the same in all ages and all times. Teachers are mostly responsible for raising these individuals.

### 1.2 Easy to find a job

According to participants' responses, EFL students' reasons to be a teacher because an English teacher is their ideals. Students' responses are shown below.

[EN]She Said“ The reason I choose English teacher to be my career I think easier to get a job because English Language is an international language and now the information is related to English Language. So, English teacher will be needed in the future.”

About this concern, the same students argue that the reason students' choose English teacher to be their career, they think it going to be easier to find a job.

I choose English teacher to be my career because in my opinion, it's easy to get a job and not too many people understand English language and now English teachers very needed such as in the school, office, or in the university. [RA]

In brief, the researcher can conclude that the reason EFL students teacher choose English teacher because they think easier to finding a job and now English teachers very necessary such as in the school, office, and university.

### C. Discussion

In this study, EFL students teachers' English Language Education Department of UIN-Ar-Raniry has favorable perceptions regarding students' teacher attitudes toward the teaching profession. The most significant point will be arranged in this part. This discussion will provide the answer to research questions that stated in the first chapter which is about students teachers' attitude toward the teaching profession and the reasons of EFL students teachers' choose English teacher to be their career. Two research questions should be answered based on the questionnaire and semi-structured interview results.

The first research question is that, 'what is the EFL students teachers' attitude toward teaching profession'? From the questionnaire, the researcher found that most of EFL students' teachers love teaching profession its' means they have a positive attitude toward teaching profession. EFL students teachers' take the new student admission test and teaching profession is the first choice as the study program teaching profession is the first choice as the study program so not as compensation or "escape" and they were eager to become teachers without the coercion from anyone.

The second research question is that 'the reasons for EFL students teachers' choose English teachers to be their career?' the interview transcription indicated that the EFL students teachers' was found that they choose English teachers to be their career because English teacher is an honorable profession and they thought will be easy to find a job.

In conclusion, based on the questionnaire and semi-structured interview results, most of EFL students teachers' like teaching profession its' means they have a positive attitude toward teaching profession and EFL students teacher to choose English teacher to be their career they think English teacher is an honorable profession and to be English teacher easier to find a job. According to Papanastasiou (2002), attitudes express how people feel about something. So, EFL students teachers' prepared to study in English Language Education Department. They already prepared to study in English Language Education Department and teaching profession is the first choice of the study program so not as compensation or "escape" and they were eager to become teachers without the coercion from anyone. As has been mentioned in chapter two, there are two factors influence the attitude so in this study internal factors as influenced that EFL students teachers' choose teaching profession to be their career because the experience of an object that gives a pleasant or good impression will form a positive attitude. So, EFL students teachers' choose teaching profession to be their career because to be a teacher is one of their ideals and they like teaching and also they assume the teacher is an honorable profession.

It is similar to Rifat (2012), in this research study to assess students teachers' attitudes toward the teaching profession. The result showed student teachers who had chosen to pursue teaching degree as their first preference after the university entrance exam had more positive attitudes toward teaching than student teachers for whom a teaching degree was not a high priority. Similarly Doan (2009) and Guneily (2009) in their research confirm that half of

the students teachers' have positive attitudes toward teaching profession because students choose to teaching profession because they think it is sacred, it is the best profession that suits them and it is the profession in their ideals.





## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the description of data which has been discussed and analyzed in the previous chapter, EFL students teachers' English Language Education Department has a positive attitude toward the teaching profession. According to the questionnaire and the semi-structured interview result, It can be concluded:

1. In this study, most EFL students teachers' love the teaching profession mean that EFL students teachers' has a positive attitude toward the teaching profession. EFL students teachers' take the new student admission test and teaching profession is the first choice as the study program teaching profession is the first choice as the study program so not as compensation or "escape" and they were eager to become teachers without the coercion from anyone.
2. EFL students teachers' reasons choose English teacher to be their career because English teacher is an honorable profession and EFL students teachers' choose teaching profession to be their career. They thought it will be ease for them to find a job.

#### B. Suggestions

From the conclusions above, the researcher offers some recommendations about the results of the study. They are the following:

The first for EFL students teachers' must prepare themselves before becoming the real teacher, perhaps this level of concern can be done by understanding the various characters of students, how to become a professional and how to be a good teacher that has a good quality, because being a teacher has very challenged.

The second, for Future research comprehends that there is a limitation of this study. So, the study suggests several areas that need further investigation. The study only focuses teaching profession of students attitude in tEnglish Language Education Department of UIN Ar-Raniry. Perhaps, Future research will investigate student teachers' attitudes toward teaching by gender, is there any difference between EFL students teachers' English Language Education Department of UIN Ar-Raniry between male and female EFL students teachers' toward the teaching profession?.

The last, the researcher realizes that this study still has many weaknesses and limitations, so the researcher unnecessary hopes that suggestions from parties for this thesis will be better. There are several limitations of this study that only investigates EFL students teachers' in year of 2014/2015 at UIN Ar-Raniry. It should be better to take all levels of EFL students teachers to gain a complex data.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-449/UN.08/FTK/KP.07.6/1/2019**  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Meminta** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa stafara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK/05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menyerahkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Menyampaikan** : Keputusan Sidang/Seminar Proposal Skripsi Pradi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

**MEMUTUSKAN**

- Menetapkan PERTAMA** : Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed. Sebagai Pembimbing Pertama
2. Dr. Farjani, S. Ag., S. Si., M. Sc., MA. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Suni Marlina
- NIM : 150203107
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Student Teachers' Attitude towards Teaching Profession at UIN Ar-Raniry
- KEDUA** : Pembiayaan bosocernium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 14 Januari 2019  
As. Rektor  
Dekan,

  
Anulim Ruzali

**Terselenggara**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Pradi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk diarahkan dan ditindaklanjuti;
4. Mahasiswa yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jl. Syekh Abdur Rauf Kapteira Darussalam Banda Aceh  
Email: pbi@iain-raniry.ac.id Website: http://iain-raniry.ac.id

**SURAT KETERANGAN**

Nomor: B-556/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16512/Un.08/FTK.I/TL.00/11/2019 tertanggal 18 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Summarlina  
NIM : 150 203 107  
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Student Teachers' Attitude towards Teaching Profession at UIN Ar-Ranir.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Desember 2019  
Ketua Prodi Pendidikan Bahasa Inggris,

I. Zulfikar

AR-RANIRY





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kepelema Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : [Blk.uin-ar-raniry.ac.id](http://Blk.uin-ar-raniry.ac.id)

Nomor B-16512/Un.08/FTK.1/TL.00/11/2019

18 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	Summarlina
N I M	150 203 107
Prodi / Jurusan	Pendidikan Bahasa Inggris
Semester	IX
Fakultas	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t	Perumahan BCL No 46 Biang Krueng Baitussalam Aceh Besar

Untuk mengumpulkan data pada

**UIN Ar-Raniry , Fakultas Tarbiyah Jurusan Bahasa Inggris.**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul

**Student Teachers' Attitude towards Teaching Profession at UIN Ar-Raniry.**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terma kasih.

An: Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan.

  
Mustafa

## SEMI-STRUCTURED INTERVIEW QUESTION

At the beginning, the interviewee will be informed about the aim of the investigation and will be assured that the recorded interview data will be used for research purposes only.

No	Research Question	Indicator	EFL Student Teachers'
	What are the reasons for the EFL students to choose an English teacher to be their careers?	To know what are the reasons for the EFL students to choose an English teacher to be their career	<ol style="list-style-type: none"><li>1. Do you like teaching profession or do you teaching?</li><li>2. What's the reason you choose English teacher as your career?</li><li>3 . In your opinion, how to be professional teacher?</li></ol>

## QUESTIONNAIRE

### Student Teachers' Attitude towards the Teaching Profession

#### Introduction

This questionnaire is designed to seek your opinion on students' teacher attitudes toward the teaching profession, and the result this questionnaire will be reported in my minor thesis (Skripsi). You are urged to honestly answer each provides the question. It is also important to note that the contents of this questionnaire are confidential. As such your personal information will not appear on the research report, and information identifying the respondents will not be disclosed under any circumstances.

Personal identity

Name :

Unit :

Sex :

Phone number:

#### How to answer the questions

Please read each of the following statements carefully, and then tick the column that best represents the level of your agreement to the statements.

#### Level agreement:

1= Strongly Agree

2= Disagree

3= Natural

4= Agree

5=Strongly Agree

1	I love teaching profession.	1	2	3	4	5
2	I make a choice before taking the college entrance exam.	1	2	3	4	5
3	I choose teaching profession because my parent's wishes.	1	2	3	4	5
4	I choose teaching profession in the English Language Department because I have no other choices.	1	2	3	4	5
5	I take the new student admission test and teaching profession is my first choice as the study program.	1	2	3	4	5
6	I choose teaching profession and study in the English language department, because I want to improve my knowledge and my skills in the English language.	1	2	3	4	5
7	Teaching profession is important to make me an educated person.	1	2	3	4	5
8	After I finish my study, I will be a teacher.	1	2	3	4	5
9	Teaching is a profession that has an important dimension of conscience.	1	2	3	4	5
10	I appreciate the teaching profession.	1	2	3	4	5
11	Teaching profession is an easy job.	1	2		4	5
12	Teaching profession is a passion for me.	1	2	3	4	5
13	Teaching profession is a profession that requires commitment.	1	2	3	4	5

14	I think teaching profession has interesting features.	1	2	3	4	5
15	I choice teaching profession without coercion from anyone.	1	2	3	4	5

Adapted from Sabriye (2015), &Rifat (2012).



## AUTOBIOGRAPHY

1. Name : Summarlina
2. Place/Date of Birth : Rema/ 10st August 1996
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Perumahan BCL No 46, Blangkrueng, Banda Aceh.
8. E-mail : summarlina10@gmail.com
9. Parents
  - a. Father : Abdur Rahman
  - b. Occupation : PNS
  - c. Mother : Murni
  - d. Occupation : IRT
10. Education Background
  - a. SD : SD N 6 Kuta Panjang (2003)
  - b. SMP : SMPS Shalahuddin Al- Munawwarah (2009)
  - c. SMA : SMAN Unggul Seribu Bukit (2012)
  - d. University : UIN Ar-Raniry (2015)

Banda Aceh, January 19<sup>th</sup>, 2020  
The Writer,

Summarlina