

**SOLICITING  
INDONESIAN CASUAL ENGLISH TEACHERS' MOTIVATION OF  
TEACHING THROUGH METAPHORICAL LENS**

**THESIS**

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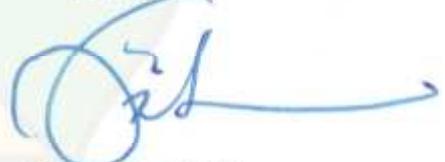
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**Soliciting Indonesian Casual English Teachers' Motivations of Teaching through Metaphorical Lens**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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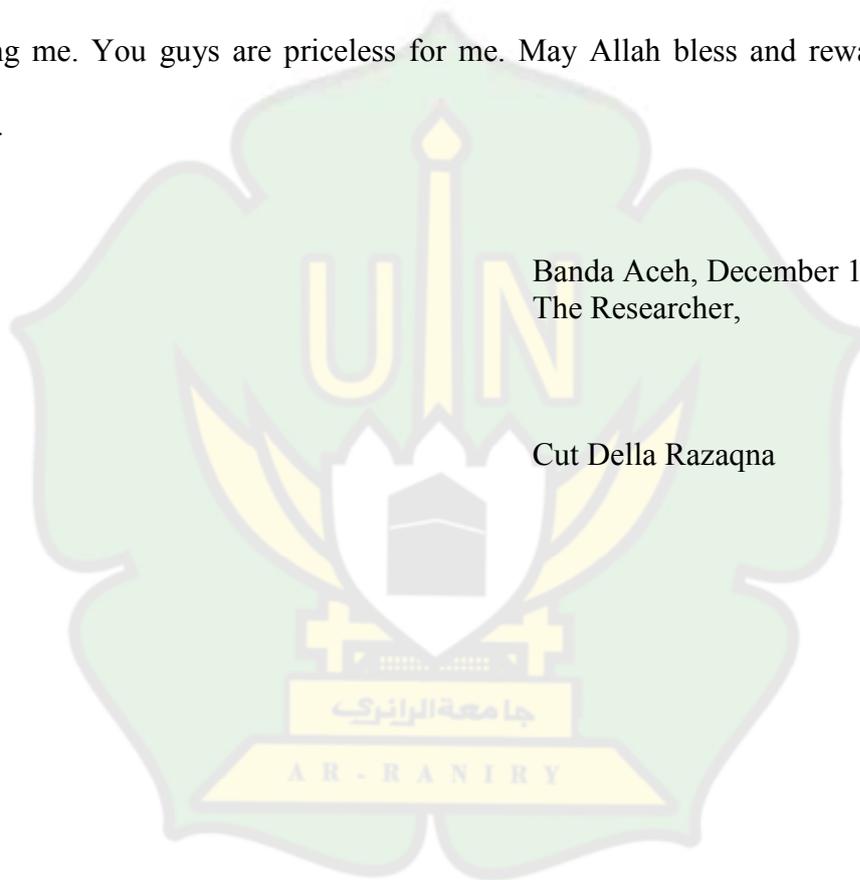
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## ABSTRACT

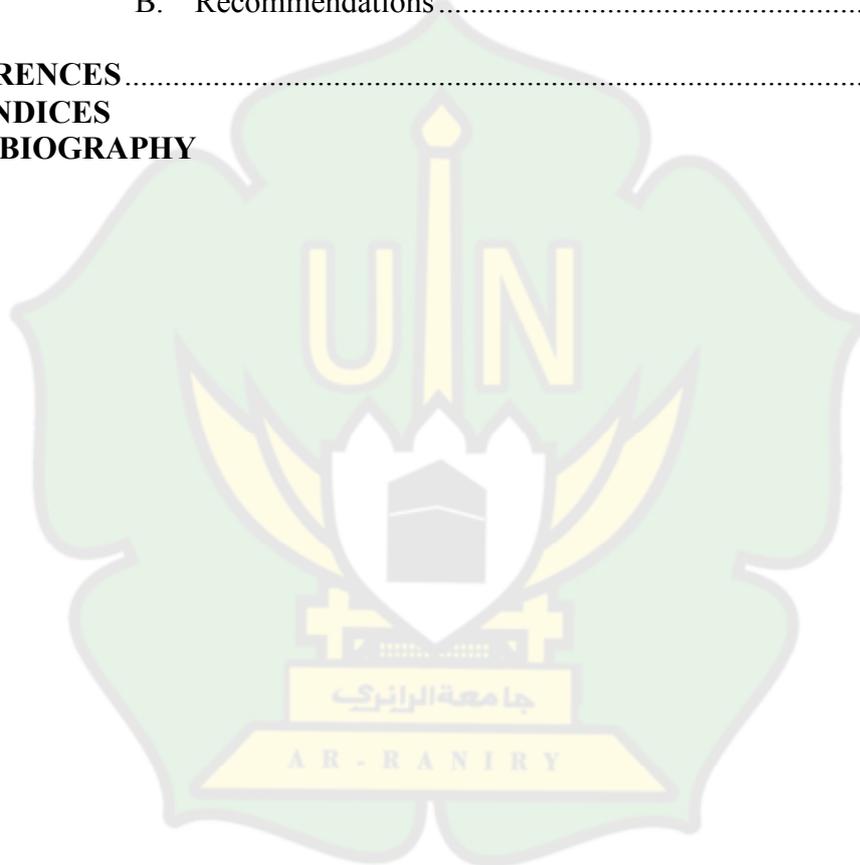
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This research aimed of analyzing of EFL casual teachers' views of casual teacher, teacher, and teaching from metaphorical lens in describing their motivation of teaching. Twenty casual teachers teaching English at secondary and senior high schools in Banda Aceh and Aceh Besar participated in this study. This research used convenience sampling to obtain the data through interview. Then, the data were analyzed by using steps including naming/labeling, sorting (clarification and elimination), categorization, and analyzing data. The results revealed several metaphors used by teachers to show their views on casual teachers, teachers, and teaching. They described casual teacher as *a farmer, an angel, a waiter, and an instrument*. They also described a teacher as *a guide, a motivator, a mentor, a parents, a hero, and a light*. Afterwards, casual teachers view that teaching are like an *adventure, a charity, an art, and saving to the future* The casual English teachers' motivations of teaching found in this study include love of teaching, hope for a great future career, dedication, getting experience, and being a glorious person.

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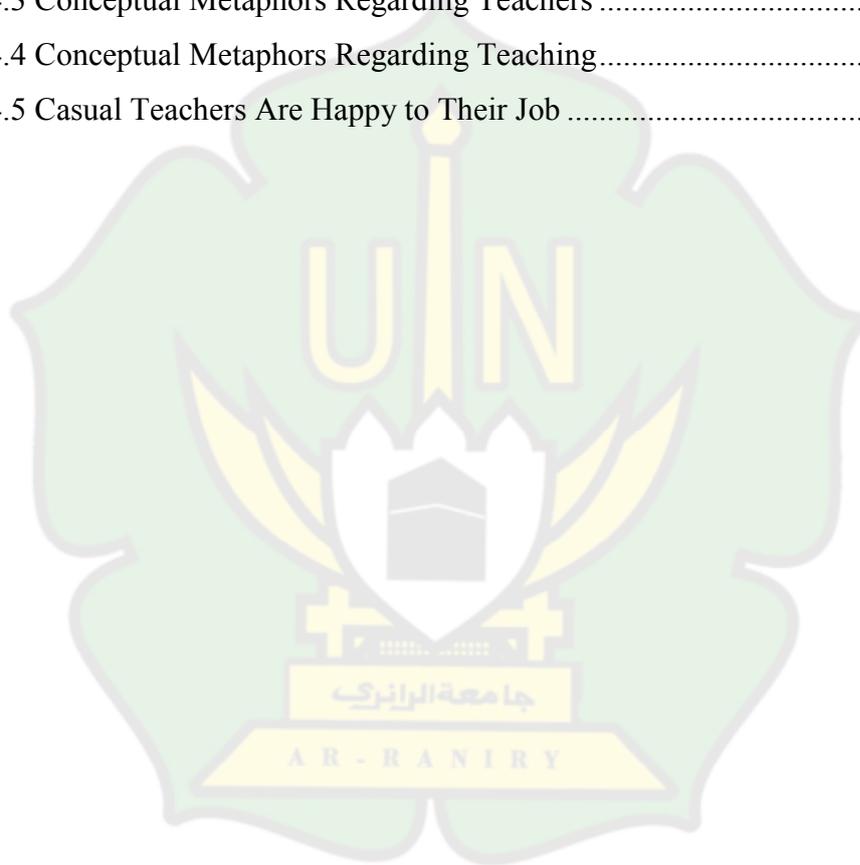
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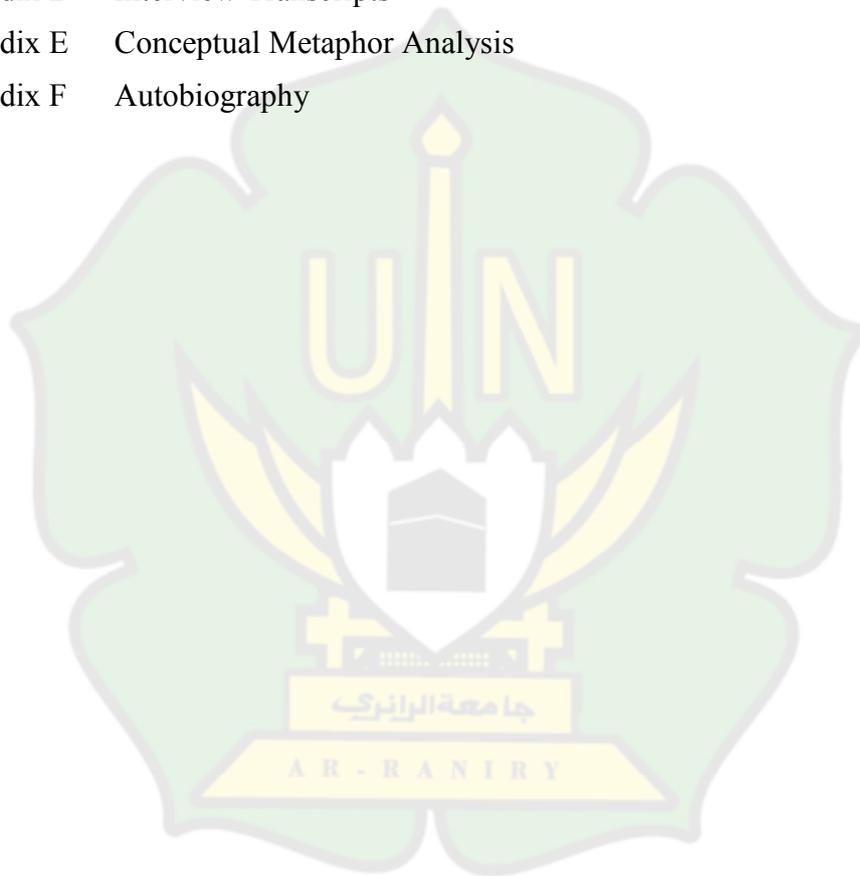
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

There are many professional statuses of teachers in Indonesia, such as tenured teachers and casual teachers. For the tenured teachers, they are fully financially supported by the government, and they are permanent civil servants or government's employees. Differently, the casual teachers, including English teachers, are not supported by the government. They only receive a small amount of money from schools through a school operational fund called Bantuan Operasional Sekolah (BOS). Some districts allocate small amounts of money for the casual teachers, even though it is far from sufficient for the teachers' daily needs. Nevertheless, some casual teachers are still resilient to do their jobs, even though it does not guarantee their future careers. At this time, there are many casual English teachers in Indonesia. On its official website (Educational Statistics, 2019), the Minister of Education and Culture released that the total number of high school teachers in Indonesia was 55,395 in 2017/2018. Meanwhile, approximately 32,198, or 58% of them are casual teachers.

The different treatment they received from the government can have impact on their motivation to do their daily jobs. It is customary to find that teachers with not enough salaries are lack of motivation to do their job. They become reluctant to be creative and innovative in teaching their students because their daily needs are

not adequately supported. Usually, human beings become creative if they receive enough stimulus, such as money and appreciation. In other words, creativity responds to the stimulus provided for them. Therefore, it is essential to know what motivates Indonesian casual teachers to keep being teachers at schools while they receive a lack of financial support and how they envision their future careers.

Nevertheless, previous studies showed that there was no significant difference in the effectiveness of work on the aspects of general administration implementation, and there is no significant difference in the effectiveness of their work on the aspects of responsibility and duties (Juhri, Tri, & Agus, 2017). In this regard, Ngabianto and Isnanto (2019) mentioned that the motivations of casual teachers to teach are the search for status as a teacher and reluctance are considered as unemployed scholars, the forms of service to education, filling in free time while continuing to study at the master level, and stepping stone into a civil servant. Upa and Mbato (2020) have researched casual English teachers' resilience in constructing professional identity in the remote areas of south Sulawesi. It was found that the casual English teachers or casual teacher highly motivated in maintaining their commitment to teaching in the remote areas. This was influenced by their ambition to develop education in their area. Besides, responsibility for the students was the factor that most influences teachers' motivation.

Despite these studies, relatively little attention on the motivation of teaching of the casual teachers to continually dedicate their time doing teaching through metaphorical lens. Understanding their motivation of teaching through

metaphorical lens can bring to the fore their conceptions of motivation of teaching which is a rather abstract thing through concrete or familiar concepts. Their conception of their job can guide their behavior (Oxford et al., 1998). For instance, if some teachers conceptualize teaching as part of dedication to human beings and obedience to Allah, they will be highly motivated to do their jobs even though no salaries are received from the government. Metaphor is a tool to create reality (Perry & Cooper, 2001) which is described as “relating abstract concepts with concrete things (Saban, 2004). Having the function as “understanding”, metaphors have been regarded as important tools in education for teaching-learning applications and reflecting thoughts (Woon & Ho, 2005), such as as tools for educational processes in pre-service teacher education, teaching practices, teaching, and on students in the classrooms, et cetera.

This study intended to fill the gap by exploring the casual teachers’ (especially English) motivation of teaching through metaphors they created. The teachers will be asked about who she is at school and how teaching looks like through imagery that actually has no direct meaning but can provide an illustration. Metaphor is the indirect use of language that is more conceptual than linguistic. Metaphors generally contain abstract substances, therefore it is requires thought to understand them. Lakoff and Johnson (1980) stated that a metaphorical concept is a concept that is understood and structured not only on its own term but also in terms of other concepts. This involves conceptualizing one type of object or experience in relation to another type of object or experience. Their studies showed the definition of ideas in metaphor: ideas are people, ideas are products,

ideas are plants, ideas are money, ideas are foods, and ideas are fashion. The definition of ideas that has been mentioned has no consistency in meaning. For example, ideas are fashion is very inconsistent with ideas are food because fashion cannot be eaten.

Several studies have shown metaphor in teaching discourse. Farrel (2016), in his research on reflecting on ESL teacher beliefs through metaphor analysis found that a teacher is not only a teacher in the general sense, but also a facilitator, mother, coach, nurturer, border guard, guard dog, peacekeeper, king, competitor, police officer, production line worker, army general, dictator, judge, micromanaging boss, friend, parent, janitor, therapist, learning partner, soldier, and archaeologist to name but a few. That words are parables, abstract, and not the true meaning.

Another study on uncovering preservice English language teachers' prior beliefs through metaphor analysis by Farrel (2006) found some metaphors from teachers based on three from four typologies of Oxford (1998). In this study, participants explain their perspectives on teaching and learning in three typologies: social order, cultural transmission and learner-centered growth. The metaphor showed in social order typology are classroom as battleground/ teacher as general, classroom as a battleground, and teacher as missionary/ special calling; while in cultural transmission typology, a teacher is culture broker; and in learner-centered growth typology, there is a teacher as a mother, facilitator, motivator, and mentor.

While many previous studies have highlighted the significance of metaphors in studying teachers' motivation on doing their professional job, this study focus on soliciting metaphoricals of motivation of teaching, casual teacher, teacher, as given by casual teachers.

### **B. Research Questions**

This study endeavors to respond to the questions of the following research, how do the EFL casual teachers view casual teacher, teacher, and teaching from metaphorical lens in describing their motivation?

### **C. Research Aims**

Regarding to the research question above, the aim of the study is to analyze EFL casual teachers' views of casual teacher, teacher, and teaching from metaphorical lens in describing their motivation.

### **D. Significance of Study**

- a. For Department of English Language Education of UIN Ar-Raniry, it is expected that the result of the research can show the casual teachers' motivation through metaphors.
- b. For schools, it is expected that the result of the research can be a consideration of stakeholders about casual teachers' rights.
- c. For future researchers, it is projected that the result of the study can be implemented as the additional sources/references to the further researches who establish similar studies.

## **E. Terminology**

In order to avoid the readers' misunderstanding, it is essential to explain the specific terms according to the valuable references:

### ***1. Casual Teacher***

Casual teachers are commonly referred to as contract teachers or temporary teachers, or honorarium teachers who have teaching/educating duties and contractual status in educational institutions or schools. The principal approves teachers' appointments in the school, and the teachers receive compensation from the school's income and expenditure budget (Masruri, 2020).

### ***2. Motivation in Teaching***

The word motivation has been derived from the Latin word 'movere' which means "to move". Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is the reason which causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. This term usually talks about why a person desire to do something. In its broadest sense, motivation can be defined as forces acting either on or within a person to initiate behavior. It gets the people going and potentially makes them genuinely enjoy the job (Benjamin, 2000).

Some reasons motivate teachers to do their duties in school that support them in preparing the learning to be more effective. Gemeda & Tynjala (2015) found that the most important factors influencing teachers' motivation are the salary and the missing link between performance and reward. While, Uslu,

Gokmen, & Yilmaz (2016) stated that working conditions and gender are the main factors that motivate teachers.

### ***3. Metaphor and metaphorical lens***

Metaphor is the main mechanism that requires us to understand abstract concepts and perform abstract reasoning. Basically, metaphor is conceptual, not linguistic (Lakoff, 1993). Lakoff and Johnson (1980b, as quoted in Jarjani, 2017) state that metaphor is not only about language but also thoughts. Lakoff has a strong principle that metaphors do not attract existing similarities but relatively create similarities by providing structure for the target domain. Metaphor is indirect language use, which has generously been employed in teaching discourses. Some studies have revealed that teachers often use metaphorical languages, particularly conventional metaphors (Lakoff & Johnson, 1980), when talking about their profession, their beliefs, and their everyday practices (Munby, 1986, 1987; Tobin, 1990; Tobin & Ulerick, 1995 as cited in Villamil, 2000). A metaphorical lens is a view that takes a representative point of view, seeing and expressing something indirectly but through an abstract parable.

This example will show the meaning of this term. A teacher describes himself as “I’m an entertainer: I sing, I dance, I run; I do everything to be inspiring. I don’t know if it will work all year” (Thomas & Beauchamp, 2011). It does not mean he is a real entertainer, but he expressed how he takes action in the class when teaching.

## CHAPTER II

### LITERATURE REVIEW

#### **A. Metaphor and Metaphorical Lens**

##### ***1. Definition***

Metaphor is usually used to communicate an idea about something, and sometimes it is also used to say something difficult to express. For this reason, it can be said that metaphors can clarify, express, explain, entertain, and evaluate (Billot & King, 2015). While Lakoff and Johnson (1980) are the first to contend that metaphor involves language, thought and action. Metaphors may be difficult to discern because they are very familiar and entrenched. Metaphors can reveal conceptual frameworks (both conscious and unconscious) with metaphor-based conceptualizations governing both thought and action. Furthermore, Kövecses (2016) stated that a conceptual metaphor is understanding one domain of experience (which is typically abstract) in another terms (which is typically concrete). This definition sees the conceptual metaphor as both a process and a product. The cognitive process of understanding a domain is an aspect of the metaphoric process, and the resulting conceptual pattern is the product aspect. Metaphor not only exists in certain genres which creates some artistic effect (such as literature) but it also exists in neutral language forms, which are the ones that are most inadvertently used.

Adopting the definition from Lakoff and Johnson (1980, as cited in Ritchie, 2013), metaphor also means that even if its utilization becomes an accepted alternative, its utilization is classified as a metaphor if it differs significantly from its primary use. For example, “she wanted me to support her way and beliefs” is a metaphor that uses “support” in another sense to give help or encouragement to something or someone rather than the main feeling of weight. Fenwick (2000), in Kasoutas and Malamitsa (2009), defined that metaphor as a Greek word, which means transfer (meta means trans, or “across”; phor means fer, or “ferry”).

Meanwhile, metaphorical lens is defined as a way of thinking about or referring to a term or concept (target) through another term (source), with the latter coming from a domain of knowledge and language use not normally associated with the targets (Cornelissen, 2005; Morgan, 1983; Oswick et al., 2002; Tsoukas, 1991 as cited in Schoeneborn, Vásquez, & Cornelissen, 2016).

## **2. *Metaphor of Teaching***

Metaphors can encourage teachers to “identify for themselves what they actually experience and to organize their interpretation of learning” (Harbon, 2014, p. 5). Metaphors can be considered as a mental key to unlocking how teachers organize their own knowledge, acting as an impetus for professional development and self-awareness (Uchida, Cavanagh & Moloney, 2019). Some studies showed that teachers often utilize figurative language, especially traditional metaphors, when discussing their profession, beliefs, and daily habits (Villamil, 2000).

According to Clandinin (1986, as cited in Zheng & Song, 2010), metaphors showed what teachers think about the classroom and determine how they behave in the classroom. The metaphor reflected the teacher's knowledge and insight into its implementation in the classroom. Metaphors are recognized as a fundamental component of human cognitive processing, which has a useful place in today's teachers' thinking studies.

Clandinin (1986, as cited in Zheng & Song, 2010) explained that metaphors are indicators of how teachers think about lessons and guide their behavior in the classroom. The metaphors reflect insights into what teachers perceive content knowledge and how they are applied when teaching. Metaphors are recognized as a fundamental component of human cognitive processing, which has a useful place in today's teachers' thinking studies. According to Senge (1990, as cited in Farrell 2006) these are what humans carry in their heads in the form of images, assumptions and stories, and not only determine how we make sense of the world, but how we take action.

Oxford (1998) revealed that metaphors have the power to increase a subject's understanding of educational issues and thereby increase perspective-consciousness. Diverse instructional styles and curriculum theories can be simplified by showing, through metaphor, the relationship between an abstract concept and something more familiar, concrete and visible. According to Oxford et al. (1998), the vision of teaching based on theory must lead to the goals implied in the transformative process of schooling, namely, the theory of human nature and the social good. They argued that there are four typologies that include all the

metaphors that teachers generate to understand their own beliefs and experiences, as well as all the metaphors that students create to describe their teachers. The typologies are (1) Social Order, for example, teacher as manufacture. (2) Cultural Transmission, for example, teacher as a repeater. (3) Learning-Centre Growth, for example, teacher as a lover, teacher as a scaffolder, teacher as an entertainer. And (4) Social Reform, for example, teacher as learning partner.

## **B. Casual English Teachers**

### ***1. Nature of Casual Teacher***

Generally, there are two types of teachers: tenured teachers and casual teachers. The tenured teacher is a teacher who teaches in a school permanently until his retirement, while the casual teacher is only contracted several times, such as six months or a year. The fresh graduate of the teacher training major usually gains a permanent position as a full-time teacher at school, but only two-three achieve this; consequently, many of them look for casual teaching work (Jenkins, Smith, & Tom Maxwell, 2009).

Nichols and Wells (2017) explained that casual teachers or substitute teachers (United States) or supply teachers (United Kingdom) replace the tenured teacher who is absent because he/she has a sickness, maternity leave, professional learning or other reasons. Their role is needed so that the school has sufficient teaching staff. Bamberry (2011, as cited in Uchida, 2019) stated that casual teachers might teach at multiple schools and different classrooms on a day-to-day basis. They may also teach in “blocks” of multiple teaching days within the same school and/or class. They fill teaching roles as schools need and have the same

requirements as tenured teachers (permanent teachers). They should have a bachelor's degree or equivalent, attend suitability interviews, take police background checks, and train first aid.

In Indonesia, Ngabianto (2019) explained that teachers in the reformation era were divided into two types, namely civil servant teachers and casual teachers. According to their position, civil servant teachers have a clear status and an increase in welfare every year. The status is followed by rights and obligations that must be carried out. Meanwhile, casual teachers sustained to struggle in order to obtain the clear status of their profession.

Meanwhile, Darmaningtyas (2015) stated that there are four groupings of teacher status in Indonesia's schools, namely civil servant teachers who work in public schools (Public Teachers), PNS teachers who work in private schools (DPK Teachers), permanent teachers in private schools (GTY), teachers who teach only to replace teachers who are on leave in public schools (Guru Bakti), and casual teachers who work in private schools or public schools, commonly referred to as temporary teachers (GTT). In this study, the casual teachers referred to the last two types that have been mentioned.

Rifai (2019) mentioned that there are two types of casual teachers in public schools. Firstly, honorary teachers who have the status of a non-permanent teacher. This type of honorary teacher is a teacher who has no agreement with the local government but has a working relationship with the school. He/she is appointed by the principal or school committee based on the school's needs. Secondly, government honorary teachers, based on the Government Employee

With Work Agreement Government Regulation No. 48 of 2005 on Appointment of honorary workers to become Civil Servants chapter 1 verse 1 states that honorary staff is someone who is appointed by the Civil Service Development Officer or other officials in the government to accomplish specific tasks in government agencies or whose income becomes the burden of the State Revenue and Expenditure Budget (APBA) or Regional Revenue and Expenditure Budget (APBD).

This study focused on casual teachers which include substitute teachers for several days at school, monthly substitute teachers, teachers who are contracted by the school for a certain time, and teachers who are paid by the regional budget for a certain time.

## ***2. Phenomena of Casual English Teacher***

Nowadays, Indonesia has many casual teachers, some of them are fresh graduates, and others are teachers who do not have a permanent status. On its official website (Educational Statistics, 2019), the Minister of Education and Culture released that the total number of high school teachers in Indonesia was 55,395 in 2017/2018. Then around 32,198, or 58% of them are contract teachers (casual).

The economic prosperity of casual teachers in Indonesia is still low to meet their personal needs, especially when compared to the minimum wage for employees in Indonesia. The salary received by each casual teacher in each district varies because there is no standardization for the Minimum Teacher Wage (UMG). Meanwhile, civil servant teachers receive a stable salary each month and

allowances. PNS teachers will receive a salary increase report from January to June and the Professional Educator Allowance (TPP) for certified teachers. In contrast to casual teachers, the salary they get by working for months is not comparable to the income of civil servants. Even though the responsibilities of honorary teachers and civil servants in schools are similar, there is no difference. (Meiza, 2017)

Secretary-General of the Ministry of Education and Culture, Ainun Naim, stated that every casual teacher has the right to receive income, both salary and allowances. It is based on the Law on Lecturers and Teachers Article 14 paragraph (1) letter a and Article 15 paragraph (1). Salaries and allowances attached to teachers are given based on their competence. Competence is measured through certification. Therefore, allowances are only given to casual teachers who already have certification and their status is appointed through the government, local government, or the private sector (Rifai, 2019).

However, the phenomenon of casual teachers exists not only in Indonesia but also in several countries. Froelich, Bourdon, and Michaelowa (2007) stated that there are also casual teachers in Latin America and South Asia or perhaps several other countries. Even though they both have casual teachers in the education system, there are differences in the rights of contract teachers in Indonesia and other countries. In Indonesia, casual teachers are generally considered to have lower salaries and less professional teaching training than government teachers (PNS).

### **3. *Casual English Teacher's Rights and Obligation***

The enactment of Law Number 14 of 2005 concerning Teachers and Lecturers only offered expectation without changing the welfare of casual teachers. In fact, the role and contribution of casual teachers cannot be ignored because they have a very strategic role in the development of human resources in the education sector. (Adrian Sutedi, 2009)

Based on the scale of professional responsibility of a teacher as stated in Article 14 paragraph 1 of Law no. 14 of 2005 concerning teachers and lecturers, a teacher has the following rights:

1. Earning income above the minimum living needs and social welfare insurance.
2. Getting promotions and awards in accordance with the duties and work performance.
3. Obtaining protection in carrying out duties and intellectual property rights.
4. Getting the opportunity to improve competence.
5. Obtaining and utilizing learning facilities and infrastructure to support the smooth running of professional tasks.
6. Having the freedom to give assessments and participate in determining graduation, awards, and/or sanctions to students.
7. Gaining a sense of security and guarantee of safety in carrying out tasks.
8. Having the freedom to associate in professional organizations.
9. Having the opportunity to play a role in the determination of education policy.

10. Getting the opportunity to develop and improve qualifications academic and competence, and/or
11. Obtaining training and professional development in their respective fields.

For casual teachers who are appointed by the principal, the protection of teacher rights is the responsibility of the principal. The rights of honorary teachers who are GTT (casual teachers) in public schools are not similar with civil servant teachers because the GTT appointed by the school or school committee does not have the rights as stated in Law Number 5 of 2014 concerning State Civil Apparatus. Meanwhile, casual teachers (GTT) in public schools who are only appointed by schools are not included in the ASN law. The school can dismiss teachers who are appointed by the committee at public school at any time because they do not have strong legal agreement (Rifai, 2019).

### **C. Motivation**

#### ***1. Nature of Motivation***

When someone wants to do something, there is an urge that arises in a person consciously or unconsciously to do something, which is known as motivation. Motivation is also defined as the encouragement to do something to reach specific goals. It is believed that motivation will encourage people to achieve their goals. Pourhosein Gilakjani, Leong, and Saburi (2012, as cited in Alizadeh 2016) stated that an action will be successful depending on the degree to which the feeling of achieving a goal within supported by the desire to do it.

Lai (2011) stated that motivation involves a constellation of beliefs, perceptions, values, interests, and actions closely related. As a result, various

approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both.

People's motivation in accomplishing something can be observed implicitly and explicitly. When he directly expresses the reason in clear language without ambiguous meaning, it means that his motivation is found explicitly. But if he says the reason in analogies or abstract sentences, it means that the motivation is found implicitly. McClelland, Koestner, and Weinberger (1989, as cited in Brunstein, 2018) have integrated this into a theoretical framework that assumes the coexistence of two different types of motives:

- Implicit motives: These are inaccessible to introspection, meaning that they can only be measured indirectly (e.g., by interpreting stories produced spontaneously in response to the motive-arousing picture cues that are based on the TAT).
- Explicit (or "self-attributed") motives: These reflect the individual's self-image, as assessed by means of self-report measures (questionnaires).

An employee needs to be motivated to work in a company or organization. If there is no motivation in an employee, the quality of the employee's performance or all activity, in general, will decline. People differ on a personality dimension called locus of control. This variable refers to individuals' beliefs about the location of the factors that control their behavior. High internals at one end of the continuum believe that the opportunity to control their behavior rests within themselves. At the other end of the continuum, high externals believe that external forces determine their behavior. Not surprisingly, compared with internals,

externals see the world as an unpredictable, chancy place in which luck, fate, or influential people control their destinies (Rotter, 1966).

## **2. *Motivation in Teaching***

Praver and Oga-Baldwin (2008, as cited in Fen Ng and Kiat Ng, 2015) explained the results of a study that teacher effectiveness could be generated from a variety of skills, task significance, task identity, feedback, and freedom. Therefore, a teacher who has the ability to gain new and diverse professional skills would ultimately have the ability to recognize how teaching is meaningful. He/she would not be impeded to make plans for the best utilization of his/her skills as an educator and gather necessary opinions from superiors, co-workers, and students related to the efficacy of his/her techniques.

Thus, several factors can motivate a teacher from the perspective of job satisfaction. Praver and Oga-Baldwin (2008) cited from Kassabgy, Boraie and Schmidt (2001), the factors that motivate teachers are intrinsic motivation, extrinsic motivation, autonomy, relationship, self-realization and institutional support. Thereby, teacher motivation with relevance to job satisfaction is described as:

### **I. Intrinsic motivation**

- is motivation that is driven mainly by internal aspirations to teach
- to establish a relationship through communication between student and teacher
- having a high sense of being efficient in the classroom
- having a high sense of achievement

- the greater the sense of achievement, the higher the student motivation

## II. Extrinsic motivation

- controlled by conditions at the workplace, e.g. workload, stress
- appropriate necessities such as proper compensation
- permanence and stability of a long term job

## III. Autonomy

- having the freedom to utilise methods, resources and make decisions in the classroom

## IV. Relationship

- building healthy working relationships to promote a strong work environment
- forming well-built collegiality among co-workers
- maintaining good communication and network within the working environment

## V. Self-realisation

- Determining goals which are achievable according to one's personal level
- having a high expectancy of achievement in the classroom

## VI. Institutional support

- help received from the school
- provide classes for skills for requisite ability
- build expectation of success
- provide proper materials for teaching
- provide proper support and guidance for new teachers

Besides, although casual teachers earn an inadequate salary and unclear status, they continue to implement services according to the rules. Several things cause this to happen; namely, the search for status as a teacher and reluctance are considered as unemployed scholars, the forms of service to education, filling in free time while continuing to study at the master level, (4) stepping stone into a civil servant (Ngabiyanto & Ismanto, 2019).

In the table below, Han Yin (2016) summarizes the factors influencing pre-service teachers' motivation to choose teaching as a career and the influencing factors motivating and demotivating in-service teachers.

Table 1.1  
*The factors influencing pre-service teachers' motivation to choose teaching as a career*

Pre-service teachers		In-service teachers			
Motivating factors	Source	Motivating factors	Source	Demotivating factors	Source
Demography	Brookhart and Freeman (1992)	Demography	Carson and Chase (2009)	Working environment (stress, administration, inadequate career structures, teaching repetitiveness etc.)	Dämyei and Ushioda (2011); Kiziltepe (2006)
Personal characteristics	Richardson and Watt (2006)	Teacher autonomy	Kasser (1981)		
Level of teaching	Book and Freeman (1986)	Professional factors (professional input, professional development, professional relations and ties, etc.)	Carson and Chase (2009); Packard and Dereshiwsky (2000)	Teacher autonomy (insufficient self-efficacy, inhibition of teacher autonomy)	Dämyei and Ushioda (2011)
Altruistic values	Sinclair (2008)				
Intrinsic values (perceptions, expectations, responsibilities and concerns about teaching)	Brookhart and Freeman (1992)	Working environment (leadership, working relationships, institutional support etc.)	Mani (2002); Packard and Dereshiwsky (1990)	Extrinsic values (low salaries, less opportunity to do research etc.)	Kiziltepe (2008)
Extrinsic values (social status, job security, job transferability, time for family etc.)	Richardson and Watt (2006); Watt and Richardson (2007)	Intrinsic values (self-evaluation, intellectual stimulation, etc.)	Sinclair (2008)	Students attitudes, behaviours etc.)	Kiziltepe (2006); Sugino (2010)
Prior teaching and learning experiences	Brookhart and Freeman (1992); Richardson and Watt (2006); Watt and Richardson (2007)	Extrinsic values (financial benefits, family and community influence, convenience and benefits of teaching etc.)	Sinclair (2008)		
Social and cultural context	Kyriacou and Kober (1998); Watt and Richardson (2008a)				
Working environment (authority, leadership etc.)	Sinclair (2008)				

Source: HanYin, 2016

#### **D. Relevant Studies**

Many studies have been carried out regarding the use of metaphors in teaching and learning discourses. Uchida, Cavanagh, & Moloney (2019) do a study about metaphors and identities of casual relief teachers (CRTs) in the Australian primary school context. This study examines metaphors from participants who teach or have taught on a casual basis in Australian primary schools. Responses from 39 CRTs were collected using a survey and categorized according to the tripartite model of self, then analyzed to discern any commonalities across the metaphors. These are some metaphors found in this research:

I need to be like a duck/swan on the water. They look graceful and like they have it all together but underneath the water their webbed feet are paddling furiously... Casual teaching is a balancing act – because you have to balance the good and bad of every aspect of the job... New adventure each day, but with similar routine and structure. The students make it new and refreshing... Casual teaching is like riding a roller coaster and for a split second you think the seatbelt has come undone.

This study suggests that it is beneficial to use metaphor as a vehicle for exploration into teachers' lives and beliefs. As a tool, it can consolidate current understandings about the needs of teachers and their lived experiences in classrooms.

Furthermore, Jenkins, Smith and Maxwell (2009) investigated challenging experiences faced by beginning casual teachers. These are some metaphors found in the research:

Well, I wish someone had warned me about what was waiting for me. It was the class from HELL!!... A couple of the schools I have been to make one of my practice schools, which I thought was rough, look like a walk in the park... I didn't know that one student was totally blind until his itinerant support vision teacher turned up and I asked her how blind and she said 'Totally.'

There is an urgent need for the teaching profession to support casual beginning teachers. In general, these casual teachers experience feelings of alienation, culture shock, a lack of school and systemic support, and are often not considered part of the school community by staff or students. The casual teacher will potentially be lost to the profession and have uncertain permanent prospects.

Other researcher, Farrel (2016) reflected on ESL teacher beliefs through metaphor analysis. They conducted it by a qualitative study based on interviews. There were three experienced female ESL college teachers in Canada. They have been teaching English as a second language for at least 15 years. The metaphors produced by the three teachers were coded according to the Oxford typology. In the learner-centered growth aspect, teachers use metaphor friend, parent, mother, coach, and others; in the social order aspect, teachers described themselves as a peacekeeper, king, competitor, judge, and others; and last in the social reform aspect, they used metaphor learning partner, soldier, and archaeologist.

Furthermore, Yüksel (2019) studied about a metaphor analysis of the dynamics of teaching practice. This study adopts a larger perspective and investigates the pre-service teacher's conceptualization of practicum dynamics, namely teaching practices, mentors, supervisors, students, lesson plans and lessons. Pre-service teachers were asked to complete a metaphor elicitation task on six dynamics of teaching practice. The questionnaire consists of six identical

prompts for each dynamic as the practice is like ... because ....; The students is like ... because ...; The supervisor is like ... because ...; The mentor is like ... because ...; The lesson plan is like ... because ...; The material is like ... because .... Applying conceptual metaphor analysis, there are 189 metaphors defined and categorized for each concept by using conceptual metaphor analysis. Practicum as a performance, journey, pitfall, or others. Mentor is like an authority, guide, caring, non-functional; supervisor is like an authority, guide, or source; Students as need care and students as out of control; Lesson plan as route map or a torture; and material as scaffolding, uncertainty, or fun. The overall results show that pre-service teachers can conceptualize their beliefs about the dynamics of teaching practice based on their experiences. The results of the study reveal that the beliefs and performance of pre-service teachers tend to be influenced by what they experience during the practicum.

Based on the research above, several metaphors are studied by teachers to find things that are implicit in themselves. After discussing related studies, It is expected to obtain results about the motivation embedded in EFL teachers for teaching English at school through metaphorical lens.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, a qualitative approach was used. Tracy (2013) stated that qualitative research is about immersing oneself in a scene and trying to make sense of it, whether at a company meeting, in a community festival, or during an interview. Qualitative researchers purposefully examine and note small cues to decide how to behave, make sense of the context, and build more significant knowledge claims about the culture. It was solicited the casual teachers' motivation on teaching through metaphors.

#### **B. Research Sites and Participants**

##### ***1. Research Sites***

This research conducted on 1<sup>st</sup> to 4<sup>th</sup> December 2021 in Banda Aceh and Aceh Besar, Aceh Province, Indonesia. In these two districts, many casual teachers taught in public or private schools with various levels of school, both high school and junior high school. For this reason, the research location is flexible and may be different for each participant. Informants were interviewed face to face or by telephone.

##### ***2. Participants***

This research utilized convenience sampling which is defined as a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical

proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dornyei, 2007). Meanwhile, Etikan (2016) stated that researchers need to explain how a sample differs from a randomly selected sample. It is needed to explain the subject matter that may be excluded during the selection process or that is overexpressed in the sample. The participants in this study were English teachers with the status of daily substitutes, honorary, school contract teachers, and contract teachers who received incentive from the regional budget (APBD), excluding teachers with the status of Government Employees with Work Agreements (PPPK). They have completed a bachelor's degree in English education or other similar major. Twenty casual teachers according to the status mentioned and currently teaching in public or private schools were participated in this study.

### **C. Methods of Data Collection**

This research employed interviews in collecting data. Easwaramoorthy and Zarinpoush (2006) explained that interviews gather data discussion. Interviews was conducted face-to-face, on the internet or on the telephone. It was utilized interviews to determine the casual teacher's motivation in teaching. Each participant was provided with some similar questions in short interviews, and it took about 5-10 minutes. This study also replicated the way used by Yuksel (2019) that teachers were asked to complete a metaphor elicitation task such as “casual teacher is like...; teacher is like...; teaching is like...”

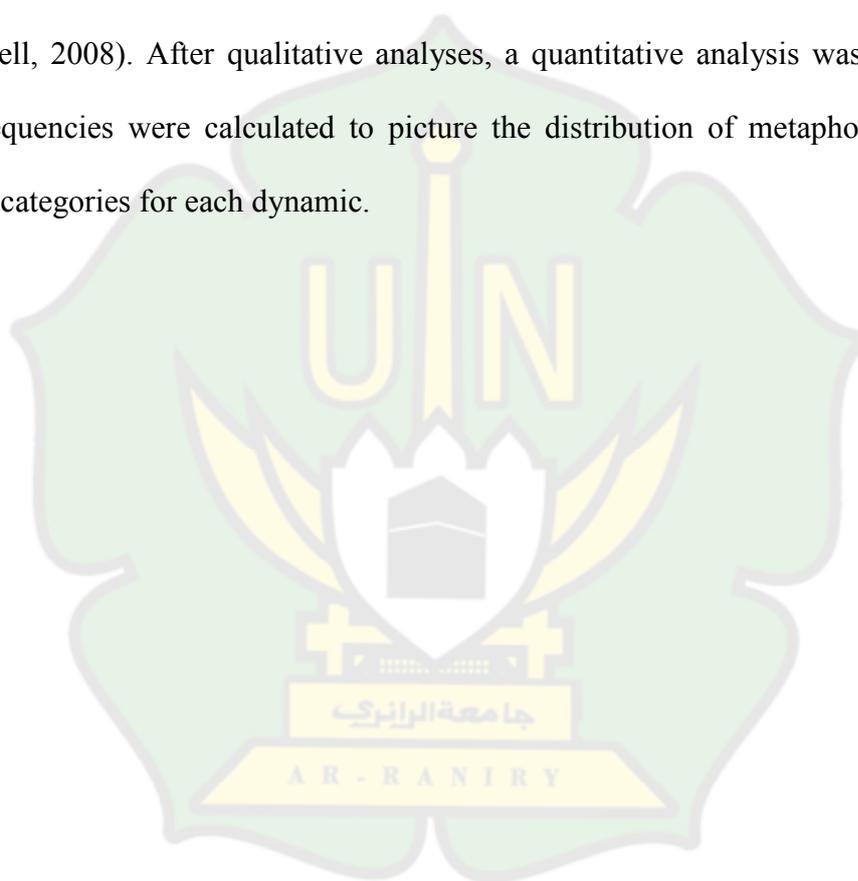
#### D. Methods of Analysis

Analysis data is activity after collecting the data from the respondents. In this study, a metaphor analysis was conducted on conceptual metaphor theory (Cameron & Low, 1999). According to this theory, there are two distinct conceptual domains of the metaphors; namely, the source domain and the target domain. The source domain (or Vehicle) is different in quality from the target domain (or Topic). The source domain shows metaphor users' literal use of language (in the spoken or written forms; Vehicle), while the target domain (Topic) signifies metaphor users' underlying thoughts or ideas of the metaphors used.

For example, in the sentences "A teacher is a mother", *a mother* is a source domain while *a teacher* is a target domain. The meaning of the word *a teacher* is understood through the meaning of the word *a mother*. It was interpreted that *a mother* is a person who sincerely cares for, educates, and supports us to become useful children and have a good future. When the participants said that the teacher is like a mother, it means that the teacher has the same implied meaning as the mother as mentioned above. Another example is the statement "A casual teacher is a farmer", *a farmer* is a source domain and *a casual teacher* is a target domain. The meaning of the word *a casual teacher* was found from the analysis of the word *a farmer*. Usually a farmer tried harder when planting crops and prepared various things in order to get good results during harvest time. The meaning target domain *a casual teacher* is similar to the meaning of *a farmer* but in a different context. Casual teachers taught, practiced,

and seek experience to improve their quality and teaching abilities for their future career advancement.

Analyzing the connection between these two domains, four steps were applied: (a) naming/labeling, (b) sorting (clarification and elimination), (c) categorization, and (d) analyzing data (Cameron & Low, 1999). The quantitative analysis was also carried out to support and explain the qualitative analysis (Creswell, 2008). After qualitative analyses, a quantitative analysis was applied and frequencies were calculated to picture the distribution of metaphors under certain categories for each dynamic.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

This study gathered twenty participants that were suitable to the purpose and criteria of this study. The participants were casual English teachers who teach at various Banda Aceh and Aceh Besar schools. Data were obtained through interviews about “casual teacher is like...; teacher is like; and teaching is like....” conducted on December 1st-4th, 2021. The duration of this interview is about 5 to 10 minutes for five questions. After that, the results were transcribed and encoded. Participant data is presented in the table below:

Table 4.1  
*Participants Information*

No	Informant	Gender	Age	Experience in teaching
1.	P1	Female	25	4 years
2.	P2	Female	24	3 years
3.	P3	Female	26	3 years
4.	P4	Male	24	4 years
5.	P5	Female	23	1 year
6.	P6	Female	24	6 months

7.	P7	Male	29	5 years
8.	P8	Female	25	1 year 3 months
9.	P9	Male	26	2 years
10.	P10	Female	26	5 years
11.	P11	Male	23	6 months
12.	P12	Female	25	3 years
13.	P13	Male	24	2 years
14.	P14	Female	23	5 months
15.	P15	Female	24	2 years
16.	P16	Male	22	6 months
17.	P17	Female	23	2 months
18.	P18	Male	24	2 years
19.	P19	Female	26	3 years
20.	P20	Female	23	2 months

The data was analyzed based on the research questions how do the EFL casual teachers view teachers, casual teachers, and teaching from the metaphorical lens in describing their motivation. This study aimed to find casual teachers' views on seeing themselves from a metaphorical lens. The casual teacher answered several interview questions to express his feelings about the casual teacher, teacher, and teaching so that several metaphors were obtained from each of them.

A description and analysis of the metaphors used by participants in seeing themselves are presented below.

### ***1. Conceptual Metaphors Regarding Casual Teachers***

Casual teachers mentioned several metaphors when the researcher asked how they viewed their profession. In general, the metaphors expressed that the casual teachers were happy with carrying out their work, but there was a bit of displeasure because their rights were not up to the mark. There were 20 metaphors produced by the participants, these conceptual metaphors were categorized into four in order to discuss the participants' motivation of teaching. The categories were labeled as casual teacher as a companion, farmer/gardener, a connector, and an angel. The categorization of the metaphors is given in table below.

Table 4.2  
*Conceptual Metaphors Regarding Casual Teachers*

<b>CASUAL TEACHER AS A SECONDARY PERSON</b>	<b>CASUAL TEACHER AS A FARMER</b>	<b>CASUAL TEACHER AS A INSTRUMENT</b>
A Companion	A Farmer (n=2)	A Lamp
A Secondary Person	A Gardener (n=2)	A Bridge
A Waiter	A Businessmen	
A Volunteer	A Caterpillar To Be A Butterfly	10% n=2
20% n=4	30% n=6	

<b>CASUAL TEACHER AS AN ANGEL</b>	<b>OTHERS</b>
An Angel (n=2) A Hero (n=2)	Crying and Smiling at The Same Time A Researcher A Song Writer A PNS
20% n=4	15% n=3

The participants mostly saw the casual teacher as a gardener after the participants' metaphors related with casual teacher are analyzed. The most frequently used metaphor under this category were *a farmer* as a casual teacher and also *a gardener*. The other metaphors such as *a businessmen* and *a caterpillar* could be also connoted with the idea of farmers who hope for the harvest. They stated that being a casual teacher as a farmer because her efforts today will be rewarded in the future. They considered that teaching is like investing, where now we seek to experience, then we will get satisfaction in the future, as said by P3:

I think a casual teacher is like a farmer. Today we plant anything and then we will crop it. In my opinion, it doesn't matter if you have to try extra now, even though the results obtained are not optimal, I mean the salary for being a casual teacher is a little hehe. You know? Actually we are investing through teaching experience. We will make lesson plans, use a variety of teaching methods, meet different types of students, and find many challenges in the classroom. It will train us to become professional teachers. If our quality is good, insyaallah, it will be easy for us to get a satisfactory salary.

While, P17 stated that a casual teacher is a caterpillar as he said:

A casual teacher is a process from caterpillar to butterfly, we can assume the casual teacher as a caterpillar, and a professional teacher as a butterfly. So, a casual teacher is an educator for students. So, to be a professional teacher, it needs time.

These participant thought that his role as a casual teacher was the first step that would lead him to a better future. They considered teaching experience more important than the amount of salary he receives. Of course, they did not expect to be an honorary teacher forever but hoped for a brighter future regarding their status as a teacher. They hopes that what they have done while being casual teachers can be helpful to support their profession in the future.

After the category of a farmer, the participants described the casual teacher as *a secondary person*. The used metaphors such as *a companion*, *a secondary person*, *a waiter*, and *a volunteer* indicated that some participants dedicated in the teaching world and help civil servant teachers at school. P1 stated that “Casual teacher is *a companion* because they accompany the civil servant teacher as a substitute in their class.” P8 also mentioned that “I think the casual teacher is *a waiter*, I must make them (civil servant teacher) happy with me specifically with my job.” Furthermore, P2 explained that:

I think casual teacher is *a secondary person*. I mean, we changed the regular teacher to teach in class and then we get paid for that. And yeah, sometimes it also unfortunately you know. It is not for all casual teacher, but sometimes it seems that we also have the additional tasks throughout the regular teacher in a certain activities, such as in finishing the syllabus. Which is not a primary task as a casual teacher but it's OK.

Based on the explanations of the interview as stated above, the casual teachers are additional teachers who teach when the number of teachers in the school is insufficient or civil servant teachers are unable to attend class. They should educate and teach students, but sometimes they got additional assignments that was not their job. Meanwhile, other participants said that casual teachers as

*an angel* and *a hero*. These described that casual teacher ready to teach in the classroom to help learning process and reach goals of the class. P6 explained that:

Casual teacher is a hero. They always ready to help the civil servant teacher to attend the class when the civil servant teacher have no time to attend the class or maybe they have other thing to do outside the classroom or outside the school. And then, the casual teacher come and help the civil servant teacher to run the classroom. It helps the goal achievement for the learning process.

Based on participants' opinions, casual teachers were very instrumental in education. Their teaching profession at school were noble because they transferred knowledge like a civil servant teacher in general. They sometimes completed the duties of a permanent teacher and taught extensively to achieve learning objectives at school. The participants also saw casual teacher as *a lamp* and *a bridge* who facilitated students to reach their goals. While, other metaphor found in describing casual teacher as *a researcher*, *a song writer*, *a PNS*, also *crying and smiling at the same time*.

## **2. Conceptual Metaphors Regarding Teachers**

The participants' beliefs were investigated through the conceptual metaphors as categorized under related expressions. The finding is illustrated in table below.

Table 4.3  
*Conceptual Metaphors Regarding Teachers*

<b>TEACHER AS A GUIDE</b>	<b>TEACHER AS A MOTIVATOR</b>	<b>TEACHER AS A MENTOR</b>
A Guide A Role Model (N=2) A Leader Root Of Tree A Guitarist 30% n=6	A Motivator (n=3)     15% n=3	A Facilitator A Mentor    10% n=2
<b>TEACHER AS A PARENTS</b>	<b>TEACHER AS A LIGHT</b>	<b>TEACHER AS A HERO</b>
Parent (n=2) A Mother  10% n=3	A Beacon A Light An Important Asset A Bridge 20% n=4	A Hero (n=2)    10% n=2

The results as given in the table above indicated that the participants saw teacher as a guide. The conceptual metaphor on teacher were compiled under six categories and the most frequently categories is teacher as *a guide*. In this category, participants revealed that teacher as *a guide*, *a role model*, *a leader*, *root of tree*, and *a guitarist*. In this case, the participants explained that he was a guide for all activities in the classroom and a role model for his students. Then, the next frequently category is teacher as *a light* which utilized metaphor *a beacon*, *a light*, *an important asset*, and *a bridge*. The participants described that teacher would help and facilitate students so that the learning goal could be achieve.

According to the metaphors they mentioned during the interview, 3 out of 20 (15%) participants stated that a teacher as *a motivator*. P5 said that he was

interested in becoming a teacher because, for him, the teacher was a motivator; as he said, “I like to be a teacher because the teacher is a motivator who always gives motivation and advice so that the students become successful in the future.” P6 said “I think a teacher is actually a motivator for students. Before delivering the material, giving the text or other, the teacher should engage the students in the learning process, build the students motivation, and then look for the students’ attention.”

While P2 also stated that:

I believe that, a teacher must be a motivator. They are not only share their knowledge and information, because what? Because students will require the way their teacher act, how do the teacher communicate. So, we can say that the teacher is a person who has encourage involvement in supporting the students to become successful in the future, in supporting the students in terms of their behavior. They have to be a motivator for their students and they have to be very critical and care for their student to see their students’ improvement as well. So I think being a teacher is like a very great person who hold the great responsibility for the human generations.

Meanwhile, some other participants said that teacher as *a mother or a parents*. P14 expressed “I’m so interested being a teacher because I think a teacher is a mother. Mother teach us anything. So, we as a teacher can be a mother to the students.” Furthermore, several other participants used similar terms, a teacher is *a facilitator, a mentor, and also a hero*. It means that teachers are the most crucial guard in schools and the state. They are people who educate, transfer knowledge, and create a generation of knowledge. They recognized that teachers do not only teach but have an essential role in guiding, supervising, and controlling students.

### 3. Conceptual Metaphors Regarding Teaching

Every casual teacher had a different view of what teaching means to them. However, they generally think that teaching is a step for them to seek experience before being appointed permanent teachers. This table will show the categories of conceptual metaphor regarding teaching.

Table 4.4  
Conceptual Metaphors Regarding Teaching

TEACHING AS ADVENTURE	TEACHING AS CHARITY	TEACHING AS ART
A Journey	Charity	Telling A Story
Completing A Mission	Feeding a child	Acting
Adventure (n=2)	Firefighter	Art
Entering A New Dimension		Playing Virtual Game
Seeing Worldwide		Playing Guitar
Catching Fish		
Building Fortress	15% n=3	25% n=5
40% n=8		
TEACHING AS SAVING TO THE FUTURE	OTHERS	
Planting A Seed	Introducing New Knowledge	
Saving Money	Flashback	
10% n=2	10% n=2	

The dominant categories of this conceptual metaphor is teaching as an adventure. As expressed by P6, “Teaching is *an adventure* in mysterious world,” P18 said “I think teaching is *an adventure* because all students, teachers, and learning process like looking for something and they will achieve certain goals,” and P3 “Teaching is *completing a mission*.” Moreover, P9 also explained,

“Teaching is like *entering a new dimension* through a portal to meet small fairies ravenous for information from the outer world because students unquestionably require a great deal of new material in order to learn.” From these statements, it can be concluded that casual teachers thought that teaching is aimed to do adventuring and seeking experience.

Apart from their obligation to teach and educate students, casual teachers also tried to train themselves to continue being creative in the classroom to master teaching well. This corresponds to category teaching as art which utilized metaphor telling a story, acting, art, playing virtual game, and playing guitar. According to this category, a teacher must present material and use teaching methods according to the age and students' education level. In addition, teachers must also pay attention to various other supporting factors such as student background, regional conditions, student skills, facilities, and others. This analysis was essential so that the material taught to students can be received well because teaching is not only about fulfilling obligations but also ensuring what students get after leaving class. In teaching, teachers was not only delivering materials for students but also care about students' background and progress. A teacher has to use a suitable method in teaching so that the learning process can be well and able to achieve the goals. Students who are educated in a quality manner are expected to become a superior generation like seeds planted and always cared for them.

In addition, another category regarding the conceptual metaphor of teaching is teaching as a charity and teaching as saving to the future. The category teaching as a charity showed that teaching is an activity that give goodness to

others and brings blessings to oneself. In this category, the metaphor *feeding a child*, *firefighter*, and *charity* is used. Meanwhile, the next category explained that teaching aims for future welfare. The metaphor found of this category are *planting a seed* and *saving money*. Nowadays they could seek knowledge and experience to improve their quality in order to become permanent and professional teachers.

#### 4. *Casual Teachers' Motivation*

Based on the participant's metaphorical lens of casual teachers, teachers, and teaching, as well as the overall interview results, it was found that the motivation of casual teachers to teach is as follows.

##### a. Love of teaching

One of the reasons casual teachers in teaching was that they loved the teaching profession. Several participants considered that the teacher as *a guide or a mentor*. From these metaphors, it can be analyzed that the casual teachers conveyed the material to students and had to make sure students to receive lessons well and facilitated them in doing every activity in class. From the statements stated during the interview, it was seen that the casual teachers were happy to their job. This is also supported by data which shows 18 of the 20 casual teachers interviewed in this research admitted that they were happy to work as casual teachers, while two other people said that they had little objections to their profession.

Table 4.5  
*Casual teachers are happy to their job.*

Respondents	Happy as a casual teacher	Respondents	Happy as a casual teacher
-------------	---------------------------	-------------	---------------------------

P1	√	P11	√
P2	X	P12	√
P3	√	P13	√
P4	√	P14	√
P5	√	P15	√
P6	√	P16	√
P7	√	P17	√
P8	X	P18	√
P9	√	P19	√
P10	√	P20	√

b. Hope for a Great Future Career

Casual teachers recognized that they were still in their profession, although they only got small salaries because they hope for a great future career after having experience in teaching. It is based on the casual teachers' statements that teacher as *a farmer* and teaching is like *saving to the future*. Teachers should foster and care for students as well as possible, and they also learned from teaching practices to improve their teaching skills. They should be familiar with the kinds of students' characters, students' competencies, learning method, learning administration, and others. They thought that when they have enough

practice and give their best to students, they hoped that they will have an excellent future career someday.

c. Dedication

Other participants stated that a casual teacher as *a companion* and *an angel*, a teacher as *parents* and *a hero* which shows that they taught in the school as their dedication. A casual teacher helped the learning process as to how permanent teachers did it at school. Some have their own schedule, but others substitute the permanent teacher several times.

d. Experience

Some casual teachers mentioned that teaching as *entering a new dimension*, *completing a mission*, or *adventure in mysterious world*, and *art*. The teachers saw that they were not only teaching in class, but also did adventure and ready to face various things there. P6 explained that:

For me, teaching is like an adventure in mysterious world. So, the classroom is the mysterious world and the teaching process is the adventure. In the classroom, there are so many students with various of characteristic and their characteristic challenge me to face them one by one, and also challenge me to understand any kinds of differences and I also have a mission in my adventure is to achieve the learning goals well.

Based on the statement above, teachers have to be ready to face students who have different characters and understand these differences to achieve the learning mission. The teacher must be ready for various challenges in the classroom because teaching is not just giving theory to students. Then, of course, every class has a learning objective, and the teacher should be able to control the class in order to achieve the learning objectives despite having various obstacles.

e. Being a glorious person

There were several participant using metaphor *a motivator, a role model, a light, a charity, an instrument* and *a beacon shadows of darkness* to describe what a teacher is like. For them, teachers were people who are very influential in the success of a child. As stated by P2:

They are not only to share their knowledge and information, because what? Because students will require the way their teacher act, how do the teacher communicate. So, we can say that the teacher is a person who has encourage involvement in supporting the students to become successful in the future, in supporting the students in terms of their behavior. But mostly in reality, we see that some teacher couldn't reach the objective of learning in teaching process as their expected 100%. Even they have a very great aims for their students in future. But they try for that. Because they have the responsible to finding out their students potential. They have to be a motivator for their students and they have to be very critical and care for their student to see their students' improvement as well. So I think being a teacher is like a very great person who hold the great responsibility for the human generations.

From this view of casual teachers, the researcher concluded that casual teachers did their job because they view teachers as glorious people. Teachers had to encourage students before the studying process and show their best attitude in class. Then, they should be careful and critical of their students' improvement, so they created a brilliant generation.

## **B. Discussion**

Different from other studies on the metaphor analysis of teachers, the present study investigated the casual English teachers' conceptualization of the dynamics of their motivation of teaching through their views of casual teacher, teacher, and teaching. The overall results indicated that the casual teachers could conceptualize their motivation on teaching practice and related dynamics referring

to their experience. In line with how they enjoyed their profession, they chose metaphors that have positive or negative connotations. For example, some participants were positive about casual teachers and defined them with metaphors referring to *a farmer, an angel, and an instrument* while some of them described casual teachers with some kind of negative metaphor and the category appears was *secondary person* such as a teacher as *a waiter*. This metaphor revealed that some participants need career certainty and entitlements. Responses which indicated casual teaching as transient and inconsistent concur with findings by Mercieca and Kelly (2018), whose participants had similar concerns over temporality of their role.

The casual teachers' belief about the teacher and teaching were also analyzed in this study to find teacher motivations of teaching. As a research by Farrel (2016), in this research participants described teacher as *a guide, a motivator, a mentor, a parents, a hero, and a light*. Metaphor used can also be an indication of how much influence an individual's personality may have on what they do and in what manner they do things in the classroom. Afterwards, the participants view teaching as adventure, charity, art, and saving to the future as stated by Buchanan et al. (2013), survival was also mentioned as a common strategy which highlighted how early career teachers usually focus on surviving the school year before they can thrive.

Based on the statement above, several reasons cause someone to choose a career as a casual teacher even though they will have almost the same obligations as a permanent teacher and the rights they get are different. They are still willing

to carry out their profession because of various considerations and motivation support as found in this study. On average, these motivations indicated that they want to share their best through education. It is supported by Rasheed, Aslam, and Sarwar (2010) which explained that the courage and dedication for high-performance work could only be achieved if teachers would be willing to give their best.

In addition, they also hoped for a promising career in the future after having enough experience and teaching knowledge. According to the basic principles of expectancy theory, it says that a person takes action because it is influenced by the expected outcome (Estes & Polnick, 2012). Generally, someone wants to do something because there is something he hopes for in the future, such as a casual teacher who hopes for a promising career for them in the future while at the same time bringing students into a brilliant generation.

However, some casual teachers considered their work inadequate. They described themselves as a slave who must be ready with various jobs and accept consequences he does not want. For them, casual teachers are only needed to complement a teacher in a school. Usually, their job is to help schools that lack teachers or replace permanent teachers who cannot attend the class. Nevertheless, not infrequently, they felt underappreciated. Fajriani and Suprihatin (2018) explained that casual teachers and permanent teachers carried out the same task, namely teaching and educating students to become intelligent children. However, the great responsibility for educating these students is not worth their compensation.

From those statements above, it can be summarized that casual English teachers have several motivations for teaching based on the metaphorical lens. They describe casual teacher, teacher, and teaching in various terms that can be analyzed that each individual has different views. Then, from this lens, it is found that the teaching motivations of casual teachers are love of teaching, hope for a great future career, dedication, getting experience, and being a glorious person.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

Based on the findings and discussion in the previous chapter, the conclusion can be described that casual English teachers have several motivations that cause them to work as teachers in schools. This study asked them to describe themselves through a metaphorical lens. Some of the metaphors mentioned by participants when describing their views of casual teacher are *a farmer, an angel, a waiter, and an instrument*. Then, they describe a teacher as *a guide, a motivator, a mentor, a parents, a hero, and a light*. Afterwards, casual teachers view that teaching are like *an adventure, a charity, an art, and saving to the future*.

Generally, the metaphors used by teachers are positive to show their motivation in teaching. However, there is also a negative impression that arises when participants say that the casual teacher as *a secondary person* such as *a waiter or a volunteer*. This shows that they take up the teaching profession for some reason, but still have displeasure in their profession.

After analyzing the metaphors, it was found that the casual teacher's motivations of teaching based on the metaphorical lens are love teaching, hope for a great future career, dedication, getting experience, and being a glorious person. The casual teacher admits that they are less prosperous, but they continue to carry out his profession for these reasons. They hope that what they did while serving material in the class can improve them and their students.

## **B. Recommendations**

Based on the results of this study, it is suggested that casual English teachers should continue to teach seriously in the classroom even though they have not received the right as expected. Meanwhile, the government and schools should pay more attention to the rights of casual teachers to suit their activities and increase the opportunities for them to become permanent teachers.

Finally, it is realized that this study is limited in its sample which affect the findings. Only twenty casual teachers teaching English in Banda Aceh and Aceh Besar were recruited as the participants. Hence, generalization cannot be made. For future research, it is suggested to take a larger sample in order to know more varied metaphors they create regarding teaching or motivation of teaching. The future researcher can use this research as a reference for the research on the same case about teachers' motivation of teaching through the metaphorical lens. Then, it is recommended that the next researcher see the challenges faced by casual English teachers in teaching through a metaphorical lens.

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## Appendix A

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B- 17230/Un.08/FTK/KP.07.6/12/2021

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**

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

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-8592/Un.08/FTK/KP.07.6/5/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
  - b. bahwa saudara 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
  6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
  7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
  8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
  9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
  10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
  11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 April 2021
- MEMUTUSKAN**
- Menetapkan,**  
**PERTAMA** :
- Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-8592/Un.08/FTK/KP.07.6/5/2021** tanggal **24 Mei 2021**
- KEDUA**
- Menunjuk Saudara:
- |                           |                            |
|---------------------------|----------------------------|
| 1. Dr. Jarjani, M.Sc., MS | Sebagai Pembimbing Pertama |
| 2. Azizah, M.Pd           | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- |               |   |
|---------------|---|
| Nama          | : Cut Della Razaqqa   |
| NIM           | : 170283022   |
| Program Studi | : Pendidikan Bahasa Inggris   |
| Judul Skripsi | : Soliciting Indonesian Casual English Teacher's Motivation of Teaching Through Metaphorical Lens |
- KETIGA** :
- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** :
- Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** :
- 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: 02 Desember 2021  
Dekan,

  
  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

## Appendix B



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17526/Un.08/FTK.1/TL.00/12/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Casual English Teacher di Banda Aceh dan Aceh Besar

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT DELLA RAZAQNA / 170203022**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Soliciting Indonesian Casual English Teachers' Motivation of Teaching through Metaphorical Lens***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Desember 2021  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 04 Januari  
2022

Dr. M. Chalis, M.Ag.

## Appendix C

### Interview Questions List

Informant Code :  
Age :  
Gender :  
Region :

#### Questions for casual English teacher

1. How long have you been teaching as casual teacher?
2. Are you happy to be a casual English teacher?

Now, I hope you to answer this following questions using metaphorical lens. Metaphorical lens is another way of saying who you are using an object or a role to represent the way you see yourself as a teacher)

I will give you some examples:

- Casual teacher is like an assistant because we have similar obligation to teach students but we have different right and salary, and sometimes we have to complete the lesson hour for civil servant teacher.
  - Teacher is like a designer because we can shape the character of students as good as possible.
  - Teaching is like riding a roller coaster and for a split second you think the seatbelt has come undone because at all times we have to control students so that they are able to receive lessons well without any interference from other students
3. In your viewpoint, what is a casual teacher like? Why?
  4. I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?
  5. In your opinion, what is teaching like? Why?

## **Appendix D**

### **Interview Guideline**

Interviewees: Casual English Teacher in Banda Aceh and Aceh Besar

#### **Respondent: P1**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching for 4 years. It since 2017.

I : Are you happy to be a casual English teacher? Why

R : Yes, I'm Happy, because students always make me laugh and smile, it keeps me motivated to teach them everyday.

I : I want to know your motivation in teaching English as a casual English teacher.

Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teacher is like a companion, because they accompany the civil servant teacher as a substitute in their class.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Teacher is like a guide, because they always guide their students when in or out of the class to export their knowledge for their students.

I : In your opinion, what is teaching like? Why?

R : Teaching is like introducing a new knowledge, because by teaching and learning process, students and teacher can interact with each other on the new knowledge given.

**Respondent: P2**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : Well. Actually, I have been teaching as a casual teacher about three years, but it is in different schools.

I : Are you happy to be a casual English teacher? Why?

R : If you ask me about I am happy or not to be a casual teacher, I couldn't say I happy or not. But I think it's fifty fifty. Yes, I mean like sometimes I've been happy but sometimes I am not really happy. you know that's all based on the students and their environmental school condition as well.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : OK well. So, in my point of view, I think casual teacher is like a secondary person. I mean like because we changed the regular teacher to teach in class and then we get paid for that. And yeah, sometimes it also unfortunately you know. It is not for all casual teacher, but sometimes it seems that we also have the additional tasks throughout the regular teacher in a certain activities, such as in finishing the syllabus. Which is not a primary task as a casual teacher but it's OK. Overall, I think that a casual teacher also give as much as .....

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Well, I think I don't really sure about what teacher is like because it is different, right? But, I believe that, a teacher is must to be a motivator. They are not only to share their knowledge and information, because what? Because students will require the way their teacher act, how do the teacher communicate. So, we can say that the teacher is a person who has encourage involvement in supporting the students to become successful in the future, in supporting the students in terms of their behaviour. But mostly in reality, we see that some teacher couldn't reach the objective of learning in teaching process as their expected 100%. Even they have a very great aims for their students in future. But they try for that. Because they have the responsible to finding out their students potential. They have to be a motivator for their students and they have to be very critical and care for their student to see their students' improvement as well. So I think being a teacher is like a very great person who hold the great responsibility for the human generations.

I : In your opinion, what is teaching like? Why?

R : In my opinion, teaching is like planting a seed. We are planning a seat that we nurture and careful everyday. I mean like it. In the the teaching role, if someone says that teaching is just a process of learning the material and we delivering it to our students and then we try to make students understand, I think it's a wrong perception. Why? Because in real teaching life, we are sometimes Place it in different classes. you know, with with different students personalities and backgrounds. And you know that it is very difficult to delivered the learning material 100% because of that reason, because of the limited time. And as far as

my experience, sometimes before the learning process I'm also have to manage their students conditions in the classroom. But then, we have to be considered that we also cannot act like how to say that arbitrarily in teaching. I mean like we must show our material to act in front of the students and caring for them like a mother. As I mentioned before. And you know that I just have a big influence in teaching good attitudes and also in discovering the potential of their students. It is mean that learning is not solely for the sake of understanding but it is more than that. It also means we are monitoring the situation of students. We have to know and understand the different backgrounds of them and then we tried to adapt to the way we teach them to prepare students to be relied on the future. It's not only about delivering the material now, but it's just like a planning a seat that we are care, We see we do a monitoring for them to see how their progress. To see what kind of the best method to teach for them, to see how we delivery for them like to teach for them.

**Respondent: P3**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as a casual teacher for 3 years.

I : Are you happy to be a casual English teacher? Why?

R : Yes, I am happy.

I : I want to know your motivation in teaching English as a casual English teacher.

Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : I think a casual teacher is like a farmer. Today we plant anything and then we will crop it. In my opinion, it doesn't matter if you have to try extra now, even though the results obtained are not optimal, I mean the salary for being a casual teacher is a little hehe. You know? Actually we are investing through teaching experience. We will make lesson plans, use a variety of teaching methods, meet different types of students, and find many challenges in the classroom. It will train us to become professional teachers. If our quality is good, God willing, it will be easy for us to get a satisfactory salary

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : In my viewpoint, a teacher is like a facilitator. In the classroom, the teacher will help students to understand the subject matter according to the syllabus. The teacher will help students in various activities in class, but will not be involved in these activities.

I : In your opinion, what is teaching like? Why?

R : I think, teaching is like completing a mission. Usually we already have a syllabus or lesson plan before entering the class, there are indicators that must be achieved in teaching and learning process, and we must be able to get it with students.

**Respondent: P4**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : Actually I have been teaching since 2017 until now, so it is about 4 years.

I : Are you happy to be a casual English teacher? Why?

R : Absolutely I am very happy because it was great experience for me that give me a chance to advance my intellectual and also give me a chance to educate society especially children.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : For me, a casual teacher is like a volunteer, because I think when we teach in the school, we have to give our contribution to teach students in the school and give them as possible material that we can give to them.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Actually, based on my experience, I think a teacher is like parents because when we being a teacher, we have to be a good person, a role model, for our students. It is like a parents for their kids. And also when we are being a teacher, we should to manage our time, we have to give the best material for them, and we not only teach them but we also support them. So, what parents do is same to what a teacher does.

I : In your opinion, what is teaching like? Why?

R : I think teaching is like a journey to reach our dream. So, when we teach our students, it means that we have to make vision and goals to our students that they have to reach the dreams in the future. Also in the same times, when they want to take a journey, they also have a goals, and then they want to see the beautiful view in the journey. It is also same with the teaching.

**Respondent: P5**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : One year

I : Are you happy to be a casual English teacher? Why

R : Of course, I am very happy because I get new experience before becoming a permanent teacher.

I : I want to know your motivation in teaching English as a casual English teacher.

Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : casual teacher is like a lamp, because she will light in the dark,

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : I like to be a teacher because the teacher is a motivator who always gives motivation and advice so that the students become successful in the future

I : In your opinion, what is teaching like? Why?

R : teaching is like catching fish, if you can't get fish in one place, then you can move to another place.

**Respondent: P6**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : Well, I've been teaching as a casual teacher for about 1 semester

I : Are you happy to be a casual English teacher? Why

R : Ya, so far I really enjoy and I am happy to become a teacher even I just a casual teacher. But I think whether you are civil servant teacher or you are a casual teacher, there is not important. But the most important thing is a teacher is a teacher. The students also will not care about that. The students just know someone who taught them is a teacher. They do not care about civil servant teacher or a casual teacher I think.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Well, casual teacher is like a hero. They always ready to help the civil servant teacher to attend the class when the civil servant teacher have no time to attend the class or maybe they have other thing to do outside the classroom or outside the school. And then, the casual teacher come and help the civil servant teacher to run the classroom. It helps the goal achievement for the learning process.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : I think a teacher is actually like a motivator for students. Because become a facilitator or a coach or anything else, the teacher should be a motivator for the students. Because before delivering the material, giving the text or other, the teacher should engage the students in the learning process, build the students motivation, and then look for the students attention, we can say before the learning process or the material delivering, the teacher should develop students enthusiasm of learning, that's way the learning process can run away.

I : In your opinion, what is teaching like? Why?

R : For me, teaching is like an adventure in mysterious world. So, the classroom is the mysterious world and the teaching process is the adventure. In the classroom, there are so many students with various of characteristic and they characteristic challenge me to face them one by one, and also challenge me to understand any kinds of differences and I also have a mission in my adventure is to achieve the learning goals well.

**Respondent: P7**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as casual teacher, I can say it is about a half of decade or since 5 years ago and I have been teaching as casual teacher as English teacher at Junior High School

I : Are you happy to be a casual English teacher? Why

R : Yes, I am so happy because I love teaching, I love to build and grow up students skill in English life. I love to teach them in speaking skill, writing, reading, listening, every aspect of English skill.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : In my viewpoint, being a casual teacher is like crying and smiling at the same time. One side we are happy because we can teach at school, the other side we are crying because we talk about the income or salary that we got as a casual teacher we can say that we got nothing and actually sad. That's why I say that being a casual teacher is like crying and smiling in the same time.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : In my opinion being a teacher is like a real role model. It is because you must able to do everything that you have taught to your students. It combine knowledge and attitude you taught to the students. So, what ever you have taught to your students, you must able to do it for your self. If we talk about a teacher, we talk about a person who are teaching, so how could you teach something to other people if you cannot do it for yourself.

I : In your opinion, what is teaching like? Why?

R : Teaching is like telling a story. You need to tell the right story to the right person, you cannot tell the story or you cannot tell the history of world war II to a

kids, and you cannot tell the kancil story to adult. They are so what you do in teaching. You needs to find the suitable story to your students.

**Respondent: P8**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I taught as a casual teacher for several times. Before, I taught as a contact teacher in a year. For now, I am being a contract teacher for two months or three months.

I : Are you happy to be a casual English teacher? Why

R : I think I am not really happy but I have many experience there, because if I become a casual English teacher, I met new people, new students, and many of their stories. I think I just happy but not really because it is like waiter, I must make them happy with me.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teacher is like root of tree because it seeking for mineral and nutrition for the tree sice the tree still a baby.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Teacher is like a researcher because when teacher teach someone, they always research or doing experiments of the method because every single students and subject has its own characteristic.

I : In your opinion, what is teaching like? Why?

R : Teaching is like a flashback, when a teacher teach they must think how if they are students in that time. What they need to understand the material.

**Respondent: P9**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : It is about two years ago

I : Are you happy to be a casual English teacher? Why

R : Of course I am happy because I can help the people.

I : I want to know your motivation in teaching English as a casual English teacher.

Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teachers, in my opinion, are like bridges of hope that are built on the mutual cooperation of two human beings who complement each other. Because this is also a natural relationship between individuals in cooperation.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : For those who are lost and require light to walk, the Teacher is a beacon in the shadows of darkness. Because teachers impart knowledge to students in order for them to gain a deeper understanding of a subject.

I : In your opinion, what is teaching like? Why?

R : Teaching is like entering a new dimension through a portal to meet small fairies ravenous for information from the outer world because students unquestionably require a great deal of new material in order to learn.

**Respondent: P10**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as casual teacher around five years

I : Are you happy to be a casual English teacher? Why

R : Yes, I am

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teacher is like a root of tree. They seek for mineral and nutrition for its tree.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Teacher is like a researcher. When teacher teaches someone. They always research and do experiment because every single student has their own characteristics.

I : In your opinion, what is teaching like? Why?

R : Teaching is like flashback because when the teacher teaches so then they must think how to treat the students at that time, what they need to understand the material, what is the effective way to get the comprehension of material. Therefore, the teacher when teaching they see their own selves.

**Respondent: P11**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching about 6 months

I : Are you happy to be a casual English teacher? Why

R : Yes, but i hope i can be a permanent teacher.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teacher is like a new businessman, we have give a lot struggle, and get/paid less and not worth our effort.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Teacher is like a hero, because we help young generation to be clever and have good character, and in the future, this generation will make this nation better, wealthier and stronger.

I : In your opinion, what is teaching like? Why?

R : Teaching is like charity, because we give students something (knowledge), but we ours (knowledge) is never diminishes, it even increases.



**Respondent: P12**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as a casual English teacher for three years.

I : Are you happy to be a casual English teacher? Why

R : Sure, I'm so glad to be a casual English teacher

I : I want to know your motivation in teaching English as a casual English teacher.

Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : In my opinion, a casual teacher is like a person who takes care of flowers, if he takes good care of flowers it will become a beautiful garden, if a casual teacher educates students well, Insyaallah, it will bring blessings to him and his students.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : I like being a teacher because I think the teacher is one of the most important assets, even really influential for the future of a child.

I : In your opinion, what is teaching like? Why?

R : In my opinion, teaching is like playing a useful virtual game, the teacher will create a learning atmosphere like playing a game so that the children don't get bored, but they do it while giving the material.

**Respondent: P13**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : 2 years

I : Are you happy to be a casual English teacher? Why

R : Yes, of course.

I : I want to know your motivation in teaching English as a casual English teacher.

Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teacher is like a gardener who always lovingly takes care of plants so that they grow well. She always waters them, prunes them if there are twigs and branches that interfere with his view. Certainly, the gardener want the plants life well.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : A teacher is a mentor who can be used as a support for students when learning something new.

I : In your opinion, what is teaching like? Why?

R : Teaching is an art because it takes skill, time and patience. This art is what teachers need to determine the time to motivate, give consequences, and time to help students.

**Respondent: P14**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as a casual teacher about 5 months

I : Are you happy to be a casual English teacher? Why

R : Of course, I am very happy to be a casual teacher because I can meet the students and I looked that they happy with me. So, I think every day is a good day when I can meet my students.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : In my mind, casual teacher is like angel. You know why? Because angel is like we help teacher there and we don't expect anything. It is just like by heart, by sincerely. This is like helping each other. I love to be a casual teacher because I am happy seeing my students always enthusiasm when studying in class.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Yes, I'm so interested being a teacher because teacher is like mother. You know mother? Mother teach us anything. So, we as a teacher can be a mother to the students because students can will very happy and respect us when we teach them by heart.

I : In your opinion, what is teaching like? Why?

R : I think teaching is like saving money, because when teaching, we practice our skills in front of the students and it doesn't make ourselves make a loss, but it will help us to better than before. So, we can get many pahala and this made my day to be a good day.

**Respondent: P15**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching for two years since 2019.

I : Are you happy to be a casual English teacher? Why?

R : Yes, I am so happy.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teacher is like a song writer. You have to observe and feel the situation around to implement it into a song. Then you can decide to put it into sad or happy song. Also, sometimes you have to be able to create songs from different perception, from various stories, from many views to attract your listener. When you finished writing a song, you can't decide whether people like or not about your song. At least, you have try your best. This is how casual teachers can see the phenomenon and choose the best strategy for their students in learning something. As a casual teacher you have to create creative teaching, fun learning and meaningful experience. Even though not all students will really like you.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : For me, teacher is like a guitarist. Because you will find more tones to play. Sometimes it is also required you play guitar and sing together. Even sometimes it is hard for you to play some song lyrics or adjust the singer's voice with the balance of the music, you have to find your way to make your singer and listener happy about your music. So they can enjoy your tone and remember of you forever.

I : In your opinion, what is teaching like? Why?

R : Teaching is like playing guitar. In playing guitar, you will get some hurt of your fingers because of pushing of the chords. It means to create good tones in order to make people happy. Therefore, teaching is also like getting ups and downs. You will face more problems in educational field, but soon you will meet the solution to help you developed. Playing guitar also doesn't forbid you from choosing various genre of song. You may choose the slow tone, rock, pop style, etc. This is how teaching something occur. We can teach everything not only the lesson but also the attitude, how to think, how to do, how to act, and so on. As long as, teaching brings more wonderful benefits for students.

**Respondent: P16**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : ± 6 months

I : Are you happy to be a casual English teacher? Why

R : Yes, because I like being a teacher, so being a casual teacher is a good first step.

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teachers is like a farmer who is planting rice seeds. Planting rice can be symbolized by continuing to seek experience in order to improving skill as a teacher. And then it can be achieved in the real form of successful students in the future, etc.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : The teacher is like a light in the dark. The teacher gives knowledge to his students so that his students do not get lost in the dark without knowledge

I : In your opinion, what is teaching like? Why?

R : In my opinion, teaching is like building a big and strong fortress for the nation. Education is the main source of human life in any way, so that the teacher is a central figure in human development.

**Respondent: P17**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as a casual teacher for 2 months

I : Are you happy to be a casual English teacher? Why

R : Yes, I am happy

I : I want to know your motivation in teaching English as a casual English teacher. Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : In my viewpoint, a casual teacher is a process from caterpillar to butterfly, we can assume the casual teacher as a caterpillar, and a professional teacher as a butterfly. So, a casual teacher is an educator for students. So, to be a professional teacher, it needs time.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : A teacher is like a hero. She/he is actually hero because a teacher is very curious. She/he is the one who help us from people who don't know anything to become a knowledgeable people. The knowledge that they deliver to us is very useful for our future.

I : In your opinion, what is teaching like? Why?

R : Teaching is like a mother feed her child because teaching is a process of delivery knowledge to students. I can assume teacher like a mother and students as a child, and knowledge as a food. So, teaching is like a mother feed her child.

**Respondent: P18**

Interviewer: Cut Dela Razaqna

I : How long have you been teaching as a casual teacher?

R : 2 years

I : Are you happy to be a casual English teacher? Why

R : Yes, I am so happy

I : I want to know your motivation in teaching English as a casual English teacher.

Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : I think a casual teacher is like an angel. Because angel come to the world to give kindness without asking permission and without asking feedback.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : I think a teacher like a father and mother or parent because they (teacher) can teach patiently and friendly, and make all children like their own children.

I : In your opinion, what is teaching like? Why?

R : I think teaching is like an adventure because all students, teachers, and learning process like looking for something and they will achieve certain goals.

**Respondent: P19**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as a casual teacher for 3 years

I : Are you happy to be a casual English teacher? Why

R : I am very happy to be a casual English teacher but sometimes I am very tired because the salary does not worth my job.

I : I want to know your motivation in teaching English as a casual English teacher.  
Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

R : Casual teacher is just like a civil servant teacher, we have the same teacher hour sometimes with other work, but we don't have the same right and salary.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Teacher is like a bridge. They help students to go to the other side, to be success.

I : In your opinion, what is teaching like? Why?

R : Teaching is like being a firefighter, because the teacher have to understand the issues of the students and they have to deal with.

**Respondent: P20**

Interviewer: Cut Della Razaqna

I : How long have you been teaching as a casual teacher?

R : I have been teaching as casual teacher about 3 months

I : Are you happy to be a casual English teacher? Why

R : Of course, I so happy to be a casual teacher. I can learn more.

I : I want to know your motivation in teaching English as a casual English teacher.  
Please answer this following questions through metaphorical lens.

I : In your viewpoint, what is a casual teacher like? Why?

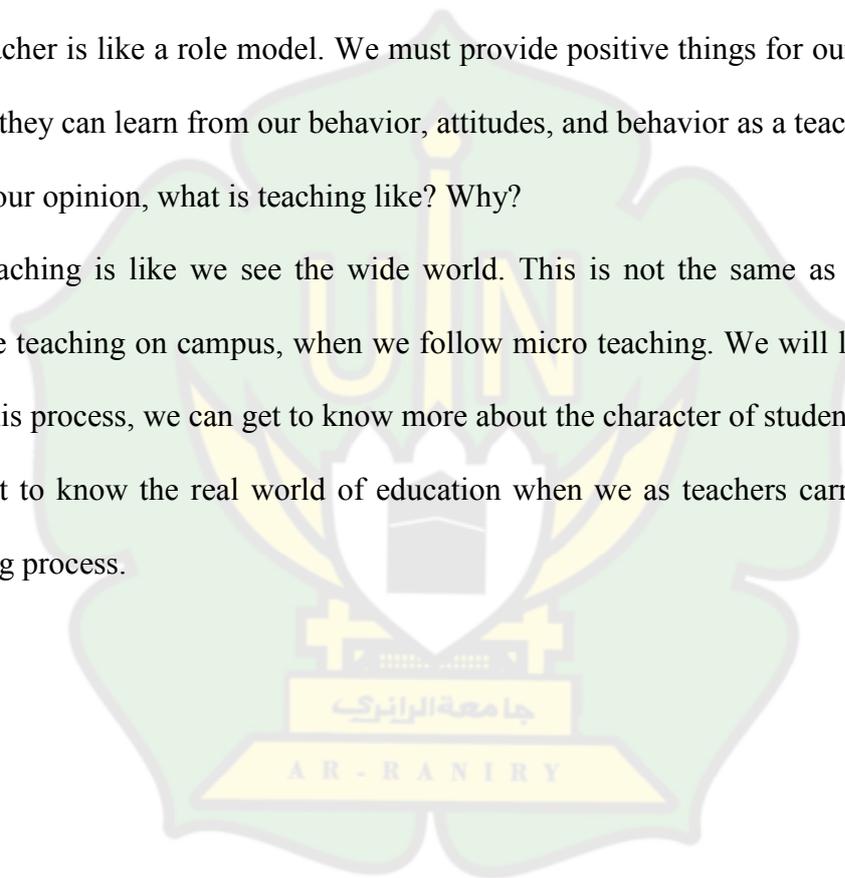
R : In my opinion, casual teacher looks like a hero because we as a teacher have to be more patient, we transfer our knowledge to our students. As casual teachers, we provide services such as teaching children at the school, transferring knowledge, and we must also be role models that children can imitate.

I : I see you are interested in being a teacher. In your opinion, what is a teacher like? Why?

R : Teacher is like a role model. We must provide positive things for our students so that they can learn from our behavior, attitudes, and behavior as a teacher.

I : In your opinion, what is teaching like? Why?

R : Teaching is like we see the wide world. This is not the same as when we practice teaching on campus, when we follow micro teaching. We will learn a lot from this process, we can get to know more about the character of students and we also get to know the real world of education when we as teachers carry out the teaching process.



## Appendix E

### Conceptual Metaphor Analysis

<b>Informant</b>	<b>Casual Teacher</b>	<b>Teacher</b>	<b>Teaching</b>
P1	A companion	A guide	introducing a new knowledge
P2	A secondary person	A motivator	planting a seed
P3	A farmer	A facilitator	Completing a mission
P4	A volunteer	Parents	A journey
P5	A lamp	A motivator	Catching fish
P6	A hero	A motivator	Adventure
P7	Crying and smiling at the same time	A role model	Telling a story
P8	A waiter	A leader	Acting
P9	A bridge	A beacon	Entering a new dimension
P10	A researcher	Root of tree	Flashback
P11	A businessmen	A hero	A charity
P12	A gardener	Important asset	Playing virtual game
P13	A gardener	A mentor	An artist
P14	An angel	A mother	Saving money
P15	A song writer	A guitarist	Playing guitar
P16	A farmer	A light	Building fortress
P17	A caterpillar	A hero	Feeding children
P18	An angel	Parents	Adventure
P19	PNS	Bridge	Firefighter
P20	A hero	A role model	Seeing worldwide

### 1. Conceptual Metaphors Regarding Casual Teachers

Informant	Casual Teacher as	Categories	Total	Percentage	Motivation
P1, P2, P8, P4	A companion, a secondary person, a waiter, a volunteer	A companion	4	20%	C
P3, P12, P13, P16, P11, P17	A farmer, a gardener, a businessmen, A caterpillar to be a butterfly	Farmer/Gardener	6	30 %	B
P5, P9	A lamp, a bridge	An Instrument	2	10%	E
P14, P18, P6, P20	An angel, a hero	Angel	4	20%	C
P7, P10, P15, P19	crying and smiling at the same time, a researcher, a song writer, a PNS	Other	4	20%	

## 2. Conceptual Metaphors Regarding Teachers

Informant	Teacher as	Categorized	Total	Percentage	Motivation
P1, P7, P20, P8, P10, P15	a guide, a role model, a leader, root of tree, a guitarist	A guide	6	30%	A
P2, P5, P6	A motivator	A motivator	3	15%	E
P3, P13	A facilitator, a mentor	A mentor	2	10%	A
P4, P14, P18	Parents, mother	Parents	3	15%	C
P9, P16, P12, P19	A beacon, a light, an important asset, a bridge	A light	4	20%	E
P11, P17	A hero	A hero	2	10%	C

## 3. Conceptual Metaphors Regarding Casual Teachers

Informant	Teaching as	Categorize	Total	Percentage	Motivation
P1, P10	Introducing a new knowledge, flashback	Other	2	10%	
P2, P14	Planting a seed, saving money	Saving to the future	2	10%	B
P4, P3, P6, P9, P18, P20, P5, P16	A journey, Completing a mission, adventure, entering a new dimension, seeing worldwide, catching fish, building fortress	Adventure	8	40%	D

P7, P8, P13, P12, P15	Telling a story, acting, Art, Playing virtual game, playing guitar	Art	5	25%	D
P11, P17, P19	Charity, feeding a child, firefighter	Charity	3	15%	E

### Casual Teacher Motivation

- a. Love of Teaching
- b. Hope for a Great Future Career
- c. Dedication
- d. Experience
- e. Being a glorious person



## Appendix F

### AUTOBIOGRAPHY

Name : Cut Della Razaqna  
Place/Date of Birth : Pekan Baru, 18 Desember 1998  
Nationality/Ethnic : Indonesian/Acehnese  
Religion : Islam  
Sex : Female  
Marital Status : Single  
Occupation : Student and Freelancer  
Address : Dusun Keude, Desa Alue Ie Mirah, Kec. Tanah Jambo Aye,  
Aceh Utara, Aceh, Indonesia  
Email : cutdellarazaqnaa@gmail.com

#### Educational Background

1. Elementary School SD Negeri 7 Tanah Jambo Aye (2005 to 2011)
2. Junior High School SMP Negeri 1 Tanah Jambo Aye (2011 to 2014)
3. Senior High School SMA Negeri 1 Tanah Jambo Aye (2014 to 2017)
4. University UIN Ar-Raniry Banda Aceh (2017 to 2021)

#### Parents' Bio

Father's Name : Lukman Atma  
Mother's Name : Yusfilda  
Address : Dusun Keude, Desa Alue Ie Mirah, Kec. Tanah Jambo Aye,  
Aceh Utara, Aceh, Indonesia