

**TRAINEE TEACHER'S INTEREST AND MOTIVATION TOWARDS TEACHING AND
TEACHING PRACTICUM PERFORMANCE: A CASE STUDY IN FACULTY OF
EDUCATION, UiTM SEKSYEN 17**

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DEGREE OF BACHELOR OF EDUCATION (HONOURS) TEACHING ENGLISH AS A
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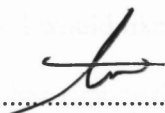
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DECLARATION

I hereby declare that the work in this academic exercise is my own except for the quotations and summaries, which have been duly acknowledge.

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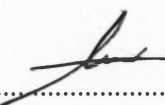
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PENGAKUAN

Saya mengaku bahawa karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah dinyatakan sumbernya.

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“Bismillahirrahmanirrahim”

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ABSTRAK

ABSTRACT

Minat yang tulus dalam mengajar dalam kalangan guru-guru pelatih membantu mereka untuk cemerlang ketika praktikum kerana mereka menikmati proses pengajaran, Ogonor and Badmus (2006, p.5). Sementara itu, Guarjardo (2011, p.3) menyatakan bahawa lebih banyak keperluan asas (motivasi ekstrinsik) dan faktor-faktor persekitaran dipenuhi secukupnya, guru-guru menjadi lebih bermotivasi untuk melaksanakan tugas di sekolah-sekolah. Kajian ini bertujuan untuk mengenal pasti minat dan motivasi guru pelatih sebelum, ketika dan selepas latihan mengajar. Kajian ini juga bertujuan untuk mengetahui sebab guru pelatih tersebut menyertai B.Ed Kepujian (TESL) di Fakulti Pendidikan, UiTM Seksyen 17. Kajian ini telah melibatkan seorang guru pelatih yang telah tamat latihan mengajar beliau and sekarang berada di semester akhir program di Fakulti Pendidikan, UiTM Seksyen 17. Dalam mengumpul maklumat berkaitan minat dan motivasi guru pelatih tersebut, data kualitatif telah diterima pakai untuk menganalisa catatan jurnal dan transkripsi temu bual. Selain itu, pengkodan telah digunakan dalam mengkategorikan tema yang dikenal pasti dalam kedua-dua instrumen. Dapatan kajian menunjukkan bahawa guru pelatih membangunkan minat situasi dan motivasi ekstrinsik ketika beliau mula menyertai program pengajaran dan di awal latihan mengajar. Keputusan kajian juga menunjukkan guru pelatih telah membangunkan minat individu dan motivasi intrinsik sepenuhnya setelah beliau telah menamatkan latihan mengajar.

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A genuine interest in teaching among the trainee teachers assists them to excel during the practicum as they enjoyed the teaching process, Ogonor and Badmus (2006, p.5). Meanwhile, Guajardo (2011, p.3), stated that the more basic needs (extrinsic motivation) and environmental factors are adequately met, the teachers become more motivated to perform in schools. This case study aimed to identify the trainee teacher's interest and motivation before, during and after teaching practicum. This study also sought to find out the reason(s) the trainee teacher joined B. Ed Hons (TESL) programme in Faculty of Education, UiTM Seksyen 17. This study involved a trainee teacher who had completed her teaching practicum and currently in last semester of the programme in Faculty of Education, UiTM Seksyen 17. In gathering the data regarding the trainee teacher's interest and motivation, qualitative data was adopted in analysing entries of the journal and interview transcription. Apart from that, coding was used in categorising the identified themes in both instruments. The findings revealed that the trainee teacher developed her situational interest and extrinsic motivation once she joined the teaching programme and at the beginning of the teaching practicum. The result also indicated the trainee teacher had fully developed her individual interest and intrinsic motivation once she had completed her teaching practicum.

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