

# CHAPTER 1

## INTRODUCTION

### A. Background Of The Study

A teacher's career is an achievement that goes through the developmental stages that a teacher must go through before becoming a teacher in order to become a professional teacher. Processes typically include beliefs and values, abilities and skills, talents, interests, personality, and knowledge of the world. According to Park, H. & Byun, S.Y. (2015), teachers' social status is also important, as they have a bachelor's degree and are fully accredited. Therefore, today, teaching is the dream of many people, because teaching is considered one of the noble professions. There are so many students who continue their studies in college and go on to teaching careers, and students aspire to become professional teachers for the community and especially for their students.

Expectations for students to become teachers are very high, especially in the field of English. These expectations are thought to be the natural drivers for people to do what they want. If you hold on to hope, hope will become a reality. Typically, student expectations for a teaching career is to become a good and creative English teacher. The second is to be a teacher who understands the student's situation. Good ideas for application can be developed. According to Eren, A. & Tezel, K.V. (2010), there are several factors that determine a student's desire to become an English teacher, as English is an international language that can serve as a bridge of communication between different peoples around the world.

In fact, in this expectation, students also have supporting elements to become active, creative and responsible English teachers. The supporting factor is the

students' English performance, and providing professional experience as a teacher to be able to teach students to speak English successfully and creatively. can. There is also another factor from Peng, Y., & Wright, C. (2020). In other words, some students from China who are abroad want to study English to gain practical experience in the country. hope to improve their knowledge and experience of speaking English. Thus, students are expected to become English teachers to be able to support the progress of education in Indonesia.

## **B. Scope And Limitation Of The Study**

The scope of this research is the expectations of Adi Buana Surabaya students in the English study program who want to become English career teachers. Therefore, the interaction between students and their expectations about the teacher's career that they will live later as an English teacher.

## **C. Statement Of The Problem**

Based on the background above, the formulation of the problem in this study is What are the expectations Adi Buana's students about career teacher EFL?

## **D. Objective Of The Study**

Based on the formulation of the problem above, the purpose of this research is to describe the implementation of students' Adi buana expectations regarding the career of an EFL teacher.

## **E. Significances Of The Study**

From the results of this study, the expectations of English language study program students at Adi Buana Surabaya for the career of an English teacher are that some students choose their careers to become innovative, creative, and inspiring teachers for their students in the future.

## **F. Definition Of The Key Terms**

In order to clarify key terms used in this study, some definitions are put forward they are:

1. Student's expectation  
Student expectations are a valuable source of information that every student has. Hope that can help the desired career. For example, it can be a teacher, lecturer, or employee Voss, R., Gruber, T., & Szmigin, I. (2007).
2. English foreign language (EFL)  
English Foreign Language applies in countries where the majority do not use English for daily communication, but still study English to continue their studies at foreign universities or who have good English proficiency qualifications, scholarship requirements, and joining requirements in the international community. In an EFL class, students are usually monolingual and they learn English while living in their own country (Krieger, 2005).
3. Teacher career  
A career in education is very challenging but very rewarding. School teachers are tasked with providing students with the knowledge they need when they reach adulthood. Adult education teachers can prepare students for future careers or teach them new skills such as language. Prospective teachers must be patient, calm and detail-oriented, and able to

communicate information clearly in the classroom  
Kelchtermans, G. (2009).