

Chapter two

Literature Review

This chapter present about the profile of EED UMY as the institution where the researcher conducted the research. Furthermore, in this chapter the researcher include the theories about the job preferences and factor on choosing job as the basis to support each the researcher statements. The topics are discussed in several parts below.

English Education Department of UMY Profile

EED UMY is a part of Language Faculty in UMY, in which there are three majors. These are Arabic Education Department, Japanese Education Department and English Education Department. EED UMY was established in 2010 and obtained “A” accreditation on 2 December 2016. The location of EED is in the new twin building called as KH Ibrahim Building of UMY University that is located in Jl. Lingkar Selatan Tamantirto, Bantul Yogyakarta.

The curriculum that EED UMY implements is always updated and use the newest curriculum suggested by Indonesia Ministry of Education. Today EED UMY uses Kurikulum Perguruan Tinggi (Curriculum of Higer Education). All courses will be determined based on the competencies required by graduates to work primarily as educators or teachers, language practitioners, educational and linguistic researchers, educational and linguistic entrepreneurs, and language and education-based staff.

The curriculum has been compiled for eight semesters as seen in Table 1.

Table 1. EED UMY Curriculum

NO	Year	Semester	Structure	Information
1	I	1	Skill based	Language skills development
2		2		
3	II	3	Theoretical based	Learning teaching theories
4		4		
5	III	5	Practical based	Learning teaching practices
6		6		
7	IV	7	Research based	Knowledge and science development
8		8		Social services

In order to support the students to become competent teachers, EED UMY has several courses specially designed to make students ready to become teachers.

Those are:

Table 2. EED UMY courses related to be English teacher

No.	Courses
1.	Education and Teaching Practices
2.	Curriculum Development
3.	Material Development
4.	Instructional Development
5.	Principles of teaching and learning
6.	Listening and Speaking for Academic purposes

Based the on vision and mission, EED UMY prepares its graduates to become teachers as well as language practitioners, educational and language researchers, educational and entrepreneurs, and language and education-based staff. Therefore EED UMY also prepares courses that support students to work in the field of wider English, for example:

Table 3. EED UMY courses related to be English teacher

No.	Courses
1.	Entrepreneurship
2.	Interpreting
3.	Journalism
4.	Translating
5.	Business Management

There are two kinds of subjects that students can take in undergraduate study. They are Core Course and Elective Course. “Core Course is a course which should compulsorily be studied by a candidate as a core requirement” (University Grants Commission New Delhi, 2017, P.6).

There are also elective courses that students can choose whether they want to take one or two of the courses in one semester. “Generally a course which can be chosen from a pool of courses and which may be very specific or advanced to the discipline/subject to nurtures the candidate’s proficiency/skill” (University Grants Commission New Delhi, 2017, P.6). In line with that description, EED UMY also provides some elective courses that can be chosen based on EED

accreditation form, which is: Business Management, Interpreting, Journalism, Translating, and English for Tourism, Business English, and IELTS.

Related to teaching and theoring process, student centered learning is chosen to be the learning method that EED UMY use. Student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them with the skills they need to do effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003).

Moreover, EED UMY realize that hard skill competency needs to be completed with the soft skill."Soft skills are communication skills, problem solving skills, decision making skills free from stress and frustrations, ability to work in a team, personality development, leadership etc." (Muthumanickam,2008, P.323). Due to the importance of the soft skill, EED UMY provides bridging soft skill course from the first until six semesters.

To support students in deepening their talents and interests that will support in job selection, EED UMY provides several extra programs. According

to EED UMY web, there are some activities provided by faculty. The first activities are EDSA. English Department Students Association (EDSA) is an official organization under the English Education Department of Universitas Muhammadiyah Yogyakarta (EDD UMY). This programs provide some of sub-sector, students can hone their skills in the field of journalism media, dance and music also in English language development. It is a place for students to practice organization by conducting programs in the areas of:

DEAS (Development English Academic Sector), This sector aims to develop students' abilities in the areas of Grammar, Debate, and Speaking which are divided into several small study groups and are conducted weekly. DEAS has a focus on academic and wider development. In addition DEAS also organizes several major annual events such as NESCO (National English Education Debate) whose participants come from English Education students from all over Indonesia. As well as NEED, NESCO (National English Speech Competition) is also a competition in the English language sector especially in the Speech field which is for high school students. Not only held a competition, DEAS also held seminars such as UGRAD seminar and National Education Seminar.

MMS (Mass Media Sector), This division works in publications for the English Education Department. Some of its activities are making wall magazines and EDSA bulletins that cover activities, events on faculty.

SEPDES (Self Potential Development Sector). In addition to providing space for students to develop themselves in areas related to English and media. Through SEPDES students are also supported to develop their interests and talents

in music, futsal, basketball, and volley ball. SEPDES also holds regular futsal competition.

CASS (Cultural and Art Studies Sector). CASS aims to introduce traditional art and dance culture to the students. The examples included introducing and teaching Saman dance, Malay dance, theater to mural.

RSS (Religion and Social Awareness Sector). This sector has a focus in social programs on the community around UMY or wider. One of the programs run by CASS is TPA teaching program (Taman Pendidikan al Qur'an) for children around UMY and charity to orphanage.

EED UMY also has other activities namely Savanna, a group of musical dramas that ran the story of Indonesian legend. This musical group focuses on bringing Indonesian folk tales translated in English together with music. This group not only aims to lift the folk tales of Indonesia but also introduces the norms that exist in society to the international audiences.

By following their extracurricular interests, students can strengthen their skills and passion. Extracurricular is also a media channeling talent and interest of students who indirectly can stimulate and give space to students to express themselves. Indirectly, by following the right extracurricular the students get the experiences that must be useful when they work.

Factors Influencing Choice of Career and Major

In the National Children's Day, July 23rd 2017, LinkedIn the world's largest professional network took the survey on Childhood Dream Jobs. A total of more than 1,000 respondents in Indonesia, including students and young professionals, took part in the survey. From the survey it was obtained the

information about the field of work that became a favorite among students today. Indonesian types of work related to the IT industry and finance are becoming increasingly popular, including in science and engineering. This type of work is able to shift the popularity of doctors or nurses, police or military soldiers, and teachers or lecturers, which is a favorite dream job in the previous generation. However, entrepreneurs are still a dream across generations. The motivation behind this dream job is driven by passion and inspiration. Almost half of all students claim that they have a great interest in the work of the dream and that it has a special meaning to them. This is further strengthened by parental support. The journey to the dream job is not always smooth. Nearly 60% of young professionals do not work according to their childhood dream job, and access to education and ability is cited as the main reason. Over 55% emphasize that they do not have the opportunity to pursue their childhood dreams due to their educational qualifications and abilities.

It is not surprising, if it turns out that education and ability hold the biggest share as the reason young professionals choose their current job. The survey also found that other factors such as income and good profits, as well as the interest and meaning of a job are also the second and third biggest reasons why they can work in the current position.

"The evolution of dream jobs from time to time signifies a change in interest and a desire for new skills and abilities - such as the increasingly needed examples of IT and financial capabilities today. Students and professionals can hone their skills and knowledge by connecting to a network of professionals and the various

information available in it, "said Linda Lee, Head of Communications, Southeast Asia and North Asia, LinkedIn.

Many factors can influence the students decision on choosing career and major. Factors such as interest in field, academic ability, familiarity, economic stability, and influential people can all play a role in the decision (Fizzer,2013)

Interest in work. Some students have a purpose in life by defining the field of work they want. They also know how to achieve their goals or dreams, one of which is by going to college in a direction that is in line with the job they want. Therefore, sometimes students will choose other college majors that are not even associated with the job they want after college. Students are also challenged to explore their abilities, thus making students choose the majors that attracting their attention at the time. According to Begs et al (2008) as cited in Fizzer, (2013) several factors such as personal characteristics, attributes, psychological and social status are very influential on the selection of jobs by students. Students will seek out schools that are well known for that major or trade. Most students today are more concerned with the amount of money they can earn. However, there are a few students who pursue their dreams Mcglynn, (2007) as cited in Fizzer, (2013).

Academic ability and talent of interest. Begs et al (2008) as cited in Fizzer, (2013) found that many students choose majors in lectures because of their academic ability. However, some students feel that they do not have a strong academic ability so they do not choose the course majors based on academic ability, but with their interests. When students do not have much work experience or academic ability, they are required to learn more intensively and need longer

time than students who choose majors based on their academic ability. These students are suited to careers that require a more difficult skill. Examples in this category include veterinarians, doctors, or lawyers. On the other hand, students have the urge to work in a labor-intensive field but do not require high intelligence to be able to perform the task they will be doing in their chosen field. This student will need more tutoring from mentor and friend to be able to help students in learning. Especially when going to the exam, they need more intensive guidance. But in the end, students must also be given space and opportunity to master in their field.

White Collar vs. Blue Collar. The majority of parents would want their children to go to the highest level of school, among them is college. This is because parents want their children get a good job with a high salary. However, not all children of high school graduates want to continue to school to a higher level. Sometimes they also do not have the ability to go to university. Some students even want to become carpenters and construction workers. Stamps (1998) as cited in Fizzer, (2013) stated that vast job field also requires people who want to work as blue collars who do manual work. Although technology continues to grow rapidly, there will always be demand to bring in manual workers from high school graduates. Some high school students also choose to join the military and police to change their education level at the university bench. Gilroy (2007) as cited in Fizzer, (2013) found that the armed forces can help students who want to struggle with more structure and motivation, something students need when continuing to college or trade school. Some students will choose a trading school rather than a college. Stamps (1998) as cited in Fizzer, (2013) stated this trading

school provides training in areas such as mechanics, welding, electricity and plumbing. Shorter academic years allow students to graduate and work faster than in college that need to spend four years.

Personality. Personality is also another important factor in career selection. Many studies show that students will choose the majors that they think fit their personality, Mihyeon, (2009) as cited in Fizzer, (2013). It takes high confidence from students to be able to determine how far the students will choose the work that is in line with their education. Students with higher trust tend to choose what they really want rather than just stay in the comfort zone. Student personality is also very important in choosing the majors. According to existing research, students who have the ability to investigate will tend to choose a science department. Students with a sense of artistic will be more achievers in the field of art. Porter and Urbach (2006) as cited in Fizzer, (2013) found that students with an interest in the social field will surely choose a job using social science.

Factor of influential people. The influence of family and friends is regarded as an integral part of the influence of the student's choice of choice. Parents provide examples of work that already exists as a benchmark of students in determining the work later. According to Wildman and Torres (2002) as cited in Fizzer, (2013) the model and role of the parent becomes the main capital and great influence to the students. While teachers and trainers can help students to perform better in school, and continue to the higher level of the University. The influence of adults today also plays a major role in the choice of student work paths. Teachers, coaches and friends can also be role models for students and play a role in creating future generations. Trainers help both male and female students

face challenges outside school and situations that can arise outside or inside the classroom. How students react to lessons at school can also be an important foundation for students' skills in making decisions. This plays a major role in the decision-making that will occur in life, especially in choosing the course majors. The model or role that is shown to the students can also affect students' lives, because students tend to follow the example. If the model has a good role, it will make the students lead to a good life and choice. Vice versa, if the role in the example is a model that is not good, and even then will affect the student's decision patterns that lead to the direction that is not good.

Family owned business. Zody (2006) as cited in Fizzer, (2008) stated that students who have parents with work in family business operations may feel that they are obliged to follow the trail of positive. Students can be easy to get a job after college with. The child has a chance for a high position in the family business, or even to be the owner and to fully operate the bussiness someday. The childrent who run this business has more experience and innovation to develop the family business. Students who have the desire to work in this business will usually work on it for a lifetime. They will like the grief that has also been experienced by the beginners in operating the business day by day.

Economic improvement. Majority, students believe if they want to live a good and comfortable life they must be economically stable. As these students begin to look for a job or want a career, students will be looking for a job with a possible or higher salary. Some of them are also looking for the most security-related majors Wildman and Torres, (2002) (as cited in Fizzer, 2013). Begs et al (2008) as cited in Fizzer, (2013) stated that students honored by potential salary,

profits and high career opportunities. The advancement of the current era with the economy and culture is full of Americans, students also think that they need a job with a high salary and prestigious in their community. Not even just the salary comfort factor while working, but some students may also want to have a good chance in the future. The students also need to make sure they will be safe for the rest of their lives and may also look further into rewarding careers to help them in the long run Wildman and Torres, (2002) as cited in Fizzer, (2013).

Gender. Gender also plays a role in job selection. Suppose for married women, they do not want to work on jobs that require full day working time. In general, married women want to have more time to be at home and play role as a wife or a mother. Bronstein and Fransworth (1998) as cited in Fizzer, (2013) found that in the past gender roles were unfair. But, now the field of work for men and women has been increasingly wide open. Although if you look at some work there are still men and women who work in the field of stereotypes . Several studies have also proved that men and women have different styles in choosing a career. Men have a more liberal and progressive mindset while women prefer a hierarchical style of thinking, Mihyeon, (2009) as cited in Fizzer, (2013).

Race. With gender differences in work there are also racial differences. In the past many minorities had difficulty finding work and started to enter the workforce. But for now the workforce even in demand to have ethnic diversity among employees. The advantage of this diversity allows minorities to add to a broader career choice. Gittleman and Howel (1995) as cited in Fizzer, (2013) stated that minorities can shift from blue-collar jobs to work in corporate and business environments. The existing studies have even shown that universities

have problems in bringing ethnicity to the agricultural majors. Rocca (2013) as cited in Fizzer, (2013) give an example is the Caucasian race that is still the majority in agricultural colleges.

Outside factors. There are many factors that affect men or women in choosing their work or career. The environment in which students grow will be one of the major factors that affect their career choices someday. If a student grew up in an environment where his friends went to work after graduating high school, the student might also have the same tendency. Some students also have different opportunities, some of them get scholarships to pursue college, some have connections to help them get a better chance, and some come from wealthier families. Cross and Slater (1997) as cited in Fizzer, (2013) believe these things make it easier for students to choose a career path.

Students' Job Preferences

The students who graduate from university have many choices to do. They can continue their study or get to work. The level of schooling is one way to consider the match between schooling and jobs. As noted by Sloane (2003), the type of job can be mismatched if the grade of schooling is high enough. The major of schooling sometimes can be mismatch with the job that students want to take. Sloane gave the example that there is someone who graduated from English major and working as a statician. Furthermore, there are some previous research as which said that it is common to have a job that is not related to the major the students' took in university. In looking at the match rates for the University of Computer Science majors, there are about 73 percent of these majors work in jobs

that require a college degree, while 33 percent work in jobs directly related to their major.

There are probably some jobs that EED student's major prefer to have, however the first job that is suitable for them is becoming an English teacher. Based on the vision and mission of EED UMY have aims to make the graduate can master English and become a professional teacher or researcher. Moreover there are some job preferences for English major according to English-Northwestern.edu survey on English Major students, those are: Communication, Marketing, Media (35%), Education and Teaching (12%), Business Services, Financial services, Investment, Banking (18%), Visual Performing Arts (7%), Service, Research (6%), Information Technology (4%), Entrepreneurship (3%).

Review of the Previous Studies

Previously there have been researches that are similar to the case that was being done by researcher. An example is a study conducted by John Robst (2006) entitled Education and occupational fitness: Linkage of majors and college majors. This research was conducted in the Department of Law and Mental Health Policy, Florida Mental Health Institute, University of South Florida. This research was conducted in February 2006. This research considered the relationship between college majors and occupations. The data were taken from the National Survey of College Graduates. The study examined the extent to which workers reported that their work activities were unrelated to their college major. The degree fields which lead to greater mismatch are explored as well as the effect on the returns to schooling.

The result from this research was 55% of individuals report that their work and field of study were closely related, while 25% of them reported that their work and their field of study were somewhat related. 20% of the sample reported their field of study and work were not related. Mismatch was reported more often by men, the disabled, and people who have never been married. Among race/ethnic groups, Whites and Asians were reported having more mismatch than Blacks and Hispanics.

The second study was a survey by the Survey of Labor and Income Dynamics (SLID) on 2006. This survey covers 97% of the Canadian population, excluding those in the territories, institutions, military barracks or on First Nations reserves. The survey question that corresponds to the variable of interest relatedness indicator is: "How closely was this job related to your education?" The three possible responses are: closely related, somewhat related and not at all related.

The result of this research are about 58% of workers age 25 to 54 with a postsecondary certificate, diploma or degree considered their job and education to be closely related: 19% found themselves in a job that was somewhat related to their education, while 23% reported that their job and education were not at all related.

This previous study has a great contribution to the research that the researcher will conduct. In addition the researcher can get information about the mismatch jobs that exist in other places as a consideration in doing research due to the similar cases also happened. The researcher hopes this research can be a complement to the research that has been made earlier. In contrast, there are some

differences in both research from the research that the researcher is doing now. For example is about the number of samples. The earlier research took a big number of sample and secondary data. In this research the researcher only focus on one department, that is EED UMY and gather them as the primary data.

Conceptual Framework

This research highlights three points based on the research questions. Those are Student's main reason to choose EED UMY, factors on choosing job, students' job preferences and percentage of each job. To find out the answer of those three question, the researcher used questionnaire. There were six questions to represents the research questions. In addition, there is one question that elaborated the percentages of students' job preferences. Here is the researcher's concept to find the students' job preferences at EED of Universitas Muhammadiyah Yogyakarta:

Figure 1. Conceptual Framework

