

## Chapter Four

### Result and Discussion

This chapter consists of two parts. The first part presents the results which answer the research questions of this study. The second part is about the discussion of the findings and their relation to previous studies about the students' job preferences after graduation.

#### **Result**

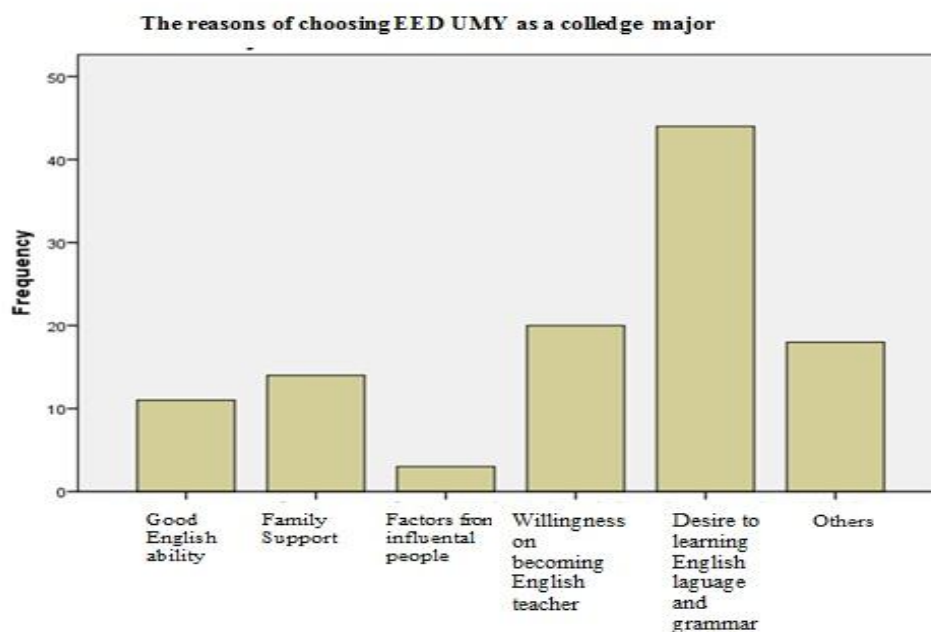
In this part the researcher shows the result of the three research questions. The first objective is about the main reasons of students to choose study at EED UMY. The second is about the factor that encourages students in determining the job. The last one is the job that the student wants after graduation. The result is explained as follows.

**Students' main reasons to choose EED UMY as their major.** The first research question in this study is "What are the students' main reasons to choose EED of UMY as their major?" To answer the first research question, the researcher used questionnaire as the instrument of data gathering. Furthermore, the researcher used descriptive statistic by seeing the frequency of each items. The first question was about the students' main reasons to choose EED UMY. Based on the result of questionnaire, the students' main reasons to choose EED UMY as their major are described as follows.

**The reasons of choosing EED UMY as a college major**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good English ability	11	10,0	10,0	10,0
Family support	14	12,7	12,7	22,7
Factors from influential people	3	2,7	2,7	25,5
Willingness on becoming English teacher	20	18,2	18,2	43,6
Desire to learning English language and grammar	44	40,0	40,0	83,6
Others	18	16,4	16,4	100,0
Total	110	100,0	100,0	

From the SPSS data that appears for the first question with a sample of 110 students of class of 2014, it shows that the highest reason of the students to choose to study at EED UMY is because they want to master English grammar in the fifth points which is willingness to mastering English language and grammar. The lowest score was on the third points it is influential people. It is described in the chart below.



The chart shows that are 40% of students wants to mastering English language and grammar. The second position students choose want to be an English teacher that is 18.2%, followed by “others” which is 16 , 4%, then 12.7% for items family sugesstion, 11% for the good ability on English language and the last 2.7% for the influential people.

**Other reasons.** In addition the researcher also created an open ended question for students who answered the “others” option to clarify their choice. Of the 110 students who become respondents, there were 18 respondents who answered "lain-lain" in addition to complement the open ended question that can be filled in the next question items. The precentage of respondents who answered with open ended question was 16.4%. Based on this open ended question the researcher separated by category of similar answers. The result is shown in the following table.

No.	Category	Numbers of respondents
1.	Unintentionally purpose	3
2.	Forced factors	3
3.	Last choice	8
4.	Admiring English Language	3
5.	The campus building is good	1

Out of 110 respondents 18 of them responded with the option “others” which is given following question in the form of open ended question that must be filled according to their intention. Based on the answers that were obtained, the researcher classified into five major points. Three respondents mentioned that

they chose to study at EED UMY due to accident. While the next three respondents mentioned that there are also forced factors. The next eight respondents mentioned that EED UMY is the last choice because they were not accepted in the first choice department which is categorized as “last choice”. Furthermore, three participants answered that they chose EED UMY because they admired English language. Finally, one respondent stated that the campus building was good.

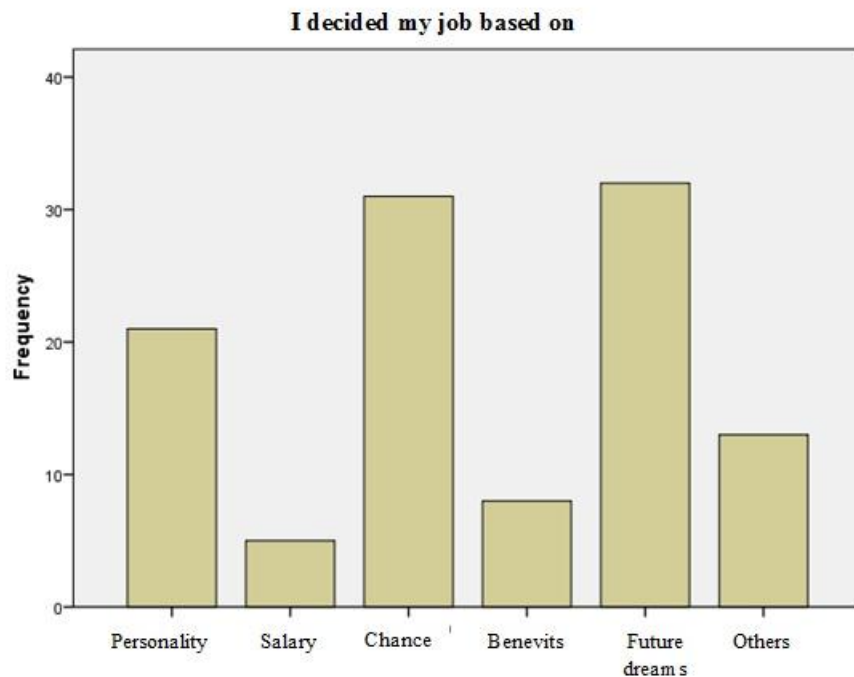
**Students’ main factors in choosing job.** The second objective of this result was to find out the students main factors in choosing job. The researcher had done the study in EED UMY batch 2014. From this study, the researcher found the result as the following.

**I decided my job based on**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Personality	21	19,1	19,1	19,1
	Salary	5	4,5	4,5	23,6
	Chance	31	28,2	28,2	51,8
	Benefits	8	7,3	7,3	59,1
	Future dream	32	29,1	29,1	88,2
	Others	13	11,8	11,8	100,0
	Total	110	100,0	100,0	

From the SPSS table above shows that the highest factors on students to choosing a job is their future dreams “cita-cita”.

In contrast, the lowest factor of students on choosing job is salary It is also presented in the chart below:



From the chart we can see the highest factors on students in choosing the job depends on their future dreams that account for 29,1% of respondents, followed by the factor of chance on 28,2%. Moreover, 19,1% of students choose personality, 13% chose others, 8% benefits that they can get and the last is 5% respondent vote for salary.

***Other factors.*** In this second question the researcher also provides an open ended question that can be filled by respondents who choose the “other” option.

From the open ended answer question the researcher categorizes that there are four main categories that appear in 13 open ended answers. There are 11.8% of respondents who choose the "others" option that the researcher has summarized in the form of a table like the following.

No.	Category	Noumber of respondent
1.	Hobby	3
2.	Comfort	2
3.	Passion	7
4.	Own desire	1

Based on the existing table, we can see that 13 participants from 110 respondents have their opinions in answering what factor that affects students' work choices. Three people said that they would choose a job based on hobby, while two respondents said feeling comfort was influenced them in choosing a job. Seven participants say that passion is more involved in making decisions. One participant chose according to their own desire.

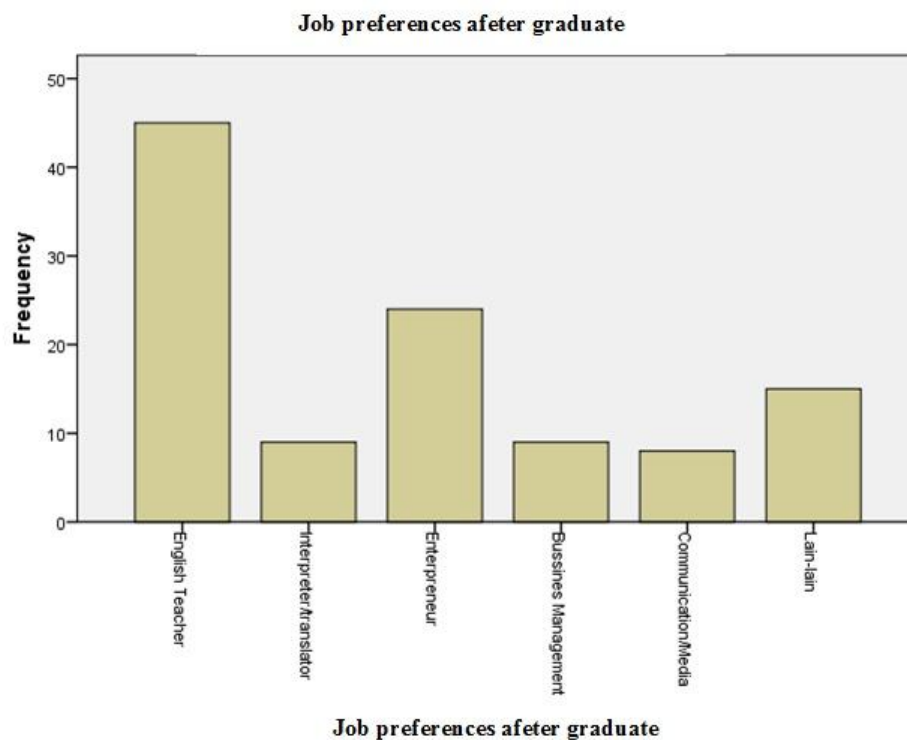
### **Students' job preference after graduation.**

In this third objective the researcher wanted to know exactly what kind of job the student batch 2014 want to have after they graduate. The researcher provides six job options related to courses already taught in EED UMY. The researcher makes the questionnaire based on the most popular jobs by some survey and expert judgment. Furthermore, in this third research question on students' job preference after graduation shows reset of the level interest from EED UMY students batch 2014 in becoming a teacher. The following table shows the reset of survey.

Job preferences after graduate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Teacher	45	40,9	40,9	40,9
	Interpreter/translator	9	8,2	8,2	49,1
	Enterpreneur	24	21,8	21,8	70,9
	Bussines Management	9	8,2	8,2	79,1
	Communication/Media	8	7,3	7,3	86,4
	Others	15	13,6	13,6	100,0
	Total	110	100,0	100,0	

The SPSS table data above shows that the highest interest of EED UMY students in 2014 in determining the work in English teacher job field that is equal to 40.9%. The lowest interest is in the choice of communication or media work of 7.3%. To be able to see more presentation, the researcher displays a bar-shaped chart as follows.



From the available data we can see the student interest of EED UMY batch 2014 in choosing the job after graduation. From the six options that have been available, the percentage in the field of English teacher job is 40.9%. The second place was the entrepreneur 21%, then the option "other" was 13.6%, followed by Interpreter / translator and management business which have the same percentage of 8.2%. The last is media communication that is 7.3%.

**Other job preferences.** In addition to make the answer more accurate and in accordance with the wishes of respondents, the researcher made the option "others". The next question is open ended question that can be filled with the job interest of respondents. From the respondent answer, the researcher categorize into six as follows.

No.	Category	Number of respondent
1.	Did not know yet	6
2.	Police officer	3
3.	Bankers	3
4.	Fashion Designer	1
5.	Business Woman	1
6.	Lecture	1

From 15 respondents there were six participants that still did not know what they will become in the future. Three respondents answered by written that they want to be cop, three respondents also want to be bankers. Another respondent answered mentioning fashion designer, one respondent wants to be a business woman and the last one respondent answered lecture.



In the third research question that is students job preferences, the researcher get the results of data that is only 40.9% batch 2014 students who want to become English teacher. It shows that the rest 50.1% has non-English teacher job preferences

In the third research question that is students job preferences, the researcher get the results of data that is only 40.9% batch 2014 students who want to become teachers of English. The remaining 50.1% of respondents want to have a job other than being an English teacher.

### **Discussion**

This part discusses the result of the research and their relation to previous study about students' job preferences after graduate. This section also shows the statements and opinions from the experts and other researchers related to students' job preferences after graduation. The discussion is presented below.

**Students' main reasons on choosing EED UMY as their major.** Based on the questionnaire points that researcher has provided, there are five main points and one point that should be filled by the participants. The five main points are: *having a good ability in English language, family support, the influence from role model, want to be English teacher and the last is willingness to master English.* There is also one more point "others" that the respondents could fill with their own answer in the next open ended question. If the respondent choose "others" point, they have to fill the next question by the statements.

From the result, it shows that the students' main reasons to choose EED UMY as their major because they wanted to learn English language. It's proven by the percentage of the survey. 40% of EED UMY batch 2014 students chose this point as the reason why they chose EED UMY major. In line with this result, Harmer (2007) stated that people wants to learn English because they want to be able to speak English and be accepted in the community. Some students need to choose English major because they only want to master the language, not because they want to be an English teacher.

Moreover, there is 18,2% of students that chose EED UMY because they wanted to be an English teacher. It is supported by Mcglynn, (2007) (as cited in Fizzer, 2013) who said there are a few of students who pursue their dreams. These respondents are the ideal students who choose college major based on their future dream. They are already in the right path; when they want to be an English teacher, they choose English Education Department where the students are prepared to be an English teacher once they graduate.

The third is "others" point. There are many other reasons the students mention in the open ended question. The researcher categorized them into five which are: *accidentally, feel obliged, the last choice, adore English language and because of the good building*. The major reasons are there were eight respondents who answered that they did not have any other option. Some respondent said that EED UMY was the only faculty that still received new students, so that they chose EED UMY as their major. Some of them said that "EED UMY is my second choice if I'm not accepted at the faculty I want". There were also three respondents who answered they were forced by their parents to study at EED

UMY because their parents wanted them to be a teacher in the future. Moreover, three students said that they just accidentally chose EED UMY because at that time there was no other choice. Three people answered that they loved English language. The last, one student said that he liked the UMY building.

The next points is 12,7% of them chose EED UMY because of their family support. This is in line with Fizzer (2013) who stated that family plays a huge role on the students' decision. Mainly, parents give a suggestion to their children about the suitable and prestigious major related to the future job that they want.

10% of the respondents chose the first point based on the belief that they have a good English language ability. They chose EED UMY because they want to maximize the English skills they already have. It is supported by Begs et al (as cited in Fizzer, 2008) who found out in their research that many students chose majors in lectures because of their academic ability. Students can learn well and maximize their ability if students are in the right course. It will also encourage students to become more enthusiastic in learning and achieving their dreams.

The last is 2,7% of respondent answer that they got exposure from the influential people around them. According to Wildman and Torres (2002) (as cited from Fizzer 2013) the model and role of the parent becomes the main capital and great influence to the students. Sometimes in decide the majors, students also get inspiration from others. These model roles can be their own parents, close friends and successful people.

In conclusion, the researcher found that the main factor on choosing EED UMY as their major is desire on learning english language and grammar. As evidenced by 40.0% of respondents who choose it. With the data obtained can

also be concluded that since the beginning EED UMY batch 2014 students do not want to be an English teacher. Based on the data there are only 18.2% of students who want to become an English teacher. The rest 81.8% chose EED UMY not to become an English teacher.

**Students' main factors in choosing job.** The researcher provided five possible answers that the respondents could choose and one "others" point that the respondents could answer. In the next question, the respondents who answer the "others" option need to fill the reasons in the open ended question part. The five main points that researcher has provided are *personality, salary, chance, the benefits gained and future dream.*

The first point that the respondents chose the most is future dream. It took 29,1% of participants opinion. It is supported by McGlynn, (2007) who stated that although there are many people work for money, there are still many people who work based on their dreams.

Second point is "chance" 28,2% chosen by the respondent. Most of respondents believe that chance just come for once, so whatever the job chance come to the students they will pick it. As stated by Cross and Slater (as cited in Fizzer, 2008) students who have a good connection will easily get a chance on working. It can come from their friends or family. Many students do not want to waste their chance, especially when they already graduate. While waiting for the job that they really wants, they will take the available chance.

Personality also plays role on job decision, there is 19,1% respondents who chose personality points. Mihyeon (2009) stated that many studies show that students will choose the majors and job that they think fit their personality. This

factor is important to be considered because the students will work every day in the job that they have chosen. Students can maximize their ability and energy if the job field fits their personality.

There were 11,1% respondents who chose 'others' points and gave their point of view about factors on choosing job in the next open ended questions. From the coding, the researcher made five categories based on their answers. There were seven respondents who answered that they considered passion and interest on choosing job. Begs et al (2008) stated that many people choose their job based on their interest. They like to work on the field that matches to their interest, so they will always be happy in doing the job because it suits their interest and passion. Three other respondents said that hobby also played role. Moreover, two respondents answered that their factor on choosing job was related to about the comfort factor. The last, one respondent stated that their own willingness was the main factor on choosing job.

The next 7,3% respondents chose the benefit gained as their factor in choosing job. According to Wildman and Torres (2002) the students also need to make sure they will be safe and get the benefits for the rest of their lives and may also look further into rewarding careers to help them in the long run. The benefits can also be a factor to consider in choosing a job. People will dedicate themselves and all of their strength to the company, so the companies need to ensure, for example, the workers' health by providing health insurance and other benefits that can make the workers feel comfortable. An attractive reward will also make potential job applicants more interested in working in the company. Moreover, benefit like the availability of career opportunities is also an important factor in

choosing a job. This is important because it will increase workers' hope about the possibility to get promoted if they take the job.

The last, 4.5% respondents chose 'salary' as the factor in choosing job. This proves that salary can play role on factor in choosing job. Wildman and Torres (2002) stated that people will look up the job which offer higher salary and most security on their career path. Surprisingly, this point was chosen by small number of respondents. When the people nowadays work just because they want money, the respondents in EED UMY batch 2014 put this reason in last choice. However, the salary still be the important factor on choosing job

In conclusion, from the second research question, the students of main factor on choosing job is 29.1% choose future dream. It proves that future dreams become the strongest factor of respondents to choose a job after graduation later. Based on the first research question, the students main factors on choosing EED UMY are to master English language and grammar. Respondent future dreams should also be related to English, although not to be English teacher. To find out the respondent's job preferences, the researcher analyzes with the third research question.

**Students' job preferences after graduate.** This third research question is the core of this study. The researcher's question about how many students of EED UMY batch 2014 who have willingness to become an English teacher was answered by the result of this third question. The researcher gave five points that can be chosen and one point "others" that can be filled by respondents in the next open ended question.

The highest point of job that respondents wants to have after graduation is English teacher that grants 40,9%. This means that there were only 40,9% of EED UMY batch 2014 that have willingness to have a job related to their major. The rest 59,1% of students have willingness to get mismatch job. This result is in contrast with the previous study that the researcher found. In the study conducted by John Robs entitled Education and occupational fitness: Linkage of majors and college majors, 55% of individuals reported that their work and field of study were closely related. However, mismatch was reported more often by men and Asians.

The next job preferred is entrepreneur chosen by 21,8%. EED UMY has a subject entrepreneurship with two credits to take. Therefore, the subject can increase the students' motivation to be an entrepreneur after they graduate because they already experienced it in the college. The result has proven that the students had interest to be an entrepreneur after they finish their study.

The third point was 13,6 students chose others. From the respondents' open ended question answers, the researcher categorizes them into six points. Six respondents said that they did not know yet about what they wanted to be. Three respondents wanted to be a police officer, followed by three respondents also wanted to be bankers. One respondent wanted to be a fashion designer, one respondent wanted to be a business woman and the last one wanted to be a lecturer.

The next was 8,2% respondents chose to be an interpreter/translator. Following this result, business managements also got 8,2% respondents. Both of these fields have been taught in EED UMY. Although they are offered as elective

courses, there are many students who picked these classes and got influenced to be an interpreter or translator and deal with business managements. This result confirms the statement from University Grants Commission New Delhi (2017) that elective courses can nurture the candidate's proficiency and skill. It also can be the inspiration for the students to have a job related to what they already learn in college. This elective courses support the students to experience the other possible job that students can get after graduation.

The last one is communication or media that get 7.3% chosen by the respondents. This job field can be the alternative for the students who have interest in public speaking. There is also elective course that is related to communication media which is journalism. Moreover from English-Northwestern survey on English major students, it was found that communication and media got the highest attention from the students. 35% of students choose communication and media as their future job when they graduate.

In the third research question that is students job preferences, the researcher get the results of data that is only 40.9% batch 2014 students who want to become teachers of English. The rest 50.1% of respondents want to have a job other than being an English teacher.