

Students' Job Preferences at English Education Department of Universitas

Muhammadiyah Yogyakarta

Skripsi

Submitted to the Faculty of Language Education

In a Partial Fulfillment of the Requirements

For the Degree *Sarjana Pendidikan*



RAFIDHA DEVIYANI

20130810036

English Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2017

Approval Sheet

Students' Job Preferences at English Education Department of Universitas

Muhammadiyah Yogyakarta

Universitas Muhammadiyah Yogyakarta

Faculty of Language Education

English Education Department

We hereby approve the *Skripsi* of

Rafidha Deviyani

20130810036

Candidate for the degree of *Sarjana Pendidikan*

August 12, 2017

Maryam Sorohiti, M.HSc

The *Skripsi* Supervisor

August 12, 2017

Eko Purwanti, S. Pd., M. Hum., Ph. D.

Examiner 1

August 12, 2017

Endro Dwi Hatmanto, S.Pd., M.A., Ph. D.

Examiner 2

Yogyakarta, August 12, 2017



Dr. Suryanto

Dean Faculty of Language Education

Statement of Authenticity

I hereby certify that I am the sole author of this *skripsi* and that no part of this *skripsi* has been published or submitted for publication.

I certify that, to the best of my knowledge, my *skripsi* does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotation, or any other material from the work of other people included in my *skripsi*, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I declare that this is a true copy of my *skripsi*, including any final revisions, as approved by my *skripsi* committee and the Faculty of Language Education, and that this *skripsi* has not been submitted for a higher degree to any other University or institution.

Yogyakarta August 5th 2017

Rafidha Deviyani

Acknowledgement

All praises belong to Allah SWT who always gives blessing to the researcher so that this research can be completed and accomplished successfully. This study entitled “Students’ Job Preferences at English Education Department of Universitas Muhammadiyah Yogyakarta” is an undergraduate thesis that is a requirement to complete the study in Strata-One (S1) English Education Department of Universitas Muhammadiyah Yogyakarta.

Hereby, as this research has been accomplished, I would like to give my appreciative gratitude to:

1. My super daddy Sugiyo and mom Ganjaryani Iswanti also my beloved sister Hasnah Eha Anggiyani.
2. My beloved supervisor, Miss Maryam Shorohiti M.HSc. who is always super patient and gives fast response in guiding and helping me to finish this research.
3. My first examiner, Miss Eko Purwanti, S. Pd., M. Hum., Ph.D who is always helpful, and my second examiner Mr Endro Dwi Hatmanto, S.pd., M.A., Ph.D.
4. Miss Arifah Mardiningrum MA and Miss Evi Puspitasari M.Hum who give me the feedback of my questionnaire.
5. The Dean of Language Education Faculty, Dr.Suryanto who always supports his students.
6. All Lecturers at EED of UMY whose experience, patience, skills and persistence have made meaningful learning processes.

7. Staffs at EED of UMY, Pak Wiji, Bu Icis, Pak Rahmat and Pak Wahono who always help and support me to finish this research.
8. Participants of this research who conveniently gave a hand to me in carrying out this research.
9. My beloved core friends Echa, Putri Alfa, Alfiyah, Upe, Linda, Pandhu, Andi. Thanks for your support.
10. My beloved friends at EED of UMY: Oji, Haikal, Vinda and the others who cannot mentioned here. Thanks for your support.

The researcher expects this research has benefits for people who concern on this case and everyone who need this study. The researcher realizes this research is still far from perfection, therefore the researcher need suggestions or recommendation for better research in the future.

Abstract

Although English Education Department of Universitas Muhammadiyah Yogyakarta (EED UMY) has clearly aimed to make its graduates as professional English teachers, the researcher found that not all students want to work as English teachers. Based on this phenomenon, the researcher conducted this research. This research aimed to know about (1) The students' main reasons to choose EED UMY as their major, (2) find out the students' main factors in choosing job, and (3) find out the students' job preference after graduation. This research used quantitative research approach with survey design. Questionnaire was used as the instrument of the research. The data were gathered from 110 students of English Education Departments of UMY by distributing the created questionnaire with open ended question about students' job preferences after graduation. The data analysis from SPSS 21 revealed that 40% students chose EED UMY as their major because they wanted to master the English language and grammar. In the next question, there were 29.1% of participants who chose their future dreams as the factors in choosing job. The last question was about the students' job preferences after graduation. There were 40.9% respondents who have the desire to become an English teacher. From this study the researchers hopes that the result is be useful for the stake holders and other parties.

Keywords: factors in choosing major, factor in choosing job, students' job preferences.

Table of Contents

| | |
|--|-----|
| Statement of Authenticity | i |
| Acknowledgement..... | iii |
| Abstrack | . |
| Chapter One | 5 |
| Introduction | 5 |
| Background of the study..... | 5 |
| Statement and limitation of the problem | 7 |
| Research Question | 8 |
| Purpose of the Study..... | 9 |
| Significance of Study | 9 |
| Teacher,..... | 9 |
| Student | 9 |
| Institution..... | 9 |
| Chapter two | 10 |
| Literature Review..... | 10 |
| English Education Department of UMY Profile | 10 |
| Factors influencing choice of career and major | 15 |
| Students' Job Preferences..... | 22 |
| Review of The Studies | 23 |
| Conceptual Framework: | 25 |
| Chapter Three..... | 26 |
| Methodology | 26 |

| | |
|--|----|
| Research design..... | 26 |
| Research setting..... | 27 |
| Population and sample..... | 27 |
| Data Collection Method | 29 |
| Validity and Ratability | 30 |
| Data Analysis | 31 |
| Chapter Four | 32 |
| Result and Discussion | 32 |
| Result..... | 32 |
| Students' main reasons to choose EED UMY as their major..... | 32 |
| Students' main factors in choosing job..... | 35 |
| Students' job preference after graduation..... | 37 |
| Discussion | 40 |
| Students' main reasons on choosing EED UMY as their major..... | 40 |
| Students' main factors in choosing job..... | 43 |
| Students' job preferences after graduate..... | 45 |
| Chapter Five..... | 48 |
| Conclusion and Recommendation..... | 48 |
| Conclusion..... | 48 |
| Recommendation..... | 50 |
| References | 52 |

Chapter One

Introduction

In this chapter the researcher presents the background of the study to elaborate the reason why the researcher conducted this research. Furthermore, the statement and limitation of the problem explain the problem that the researcher focused in conducting the research. This chapter also presents the research questions and purposes of the study for teacher, students and institution. Finally, the significance of the study shows how the research will be useful.

Background of the Study

Going to college is one of the choices for students who graduate from senior high school. Society realizes that higher education gives more chances to get job due to the fact that there are many companies that require university fresh graduates. People also assume that bachelor degree is the standard to get a job. Fizzer (2013) stated that for many reasons, nowadays prestigious job commonly requires a high grade degree of employee. The college major decision becomes crucial. It will lead students to the job that match and available to the students who graduate from those major. Sloane (2003) stated that the quantity of schooling is only one way to consider the match between schooling and jobs.

In a university, students choose their college major depending on their study interest or based on the job that they want to have in the future. The factors that might affect students' decision include family, passion, salary, and past experiences. In other words, students' interest of jobs referred, which is highly

influenced by internal and external factor, determine the students' decision in choosing a major at university.

Many universities offer English major, for students'. This major provides foundation for the students to learn and master English. According to Harmer (2007) as cited in Nurhayati, Hendrawaty and Angkarini (2013), "many people learn English because they have moved into a target-language community and they need to be able to operate successfully with that community" (p.82). This means that people also learn English language for larger purposes, because it is not only to become an English teacher but also to fit in some community or jobs that require English mastery. Some people also assume that Education major is popular. It is proven that the top five college majors are business administration and management, psychology, nursing, biology and education (The Princeton Review, 2013).

As one of the popular college majors English Education Department of Universitas Muhammadiyah Yogyakarta (EED UMY) has focused on preparing the students to be an English teacher. Based on the Vision and Mission of English Education Department of UMY in it is official web, EED UMY has aims to produce graduates who master English education science, general and special skills and attitudes which include the mastery of English, teaching and research. Not only wants it's graduates to master English, but EED UMY also wants it's graduates to possess additional competencies such as entrepreneurship, information technology, and soft skill based on Islamic values.

Although EED UMY has clearly aimed to make its graduates as professional English teachers, in fact the researcher found that not all students

want to work as English teachers. Based on the researcher's experience in the first semester on 2013, there was a teacher who asked about how many students there were who wanted to be an English teacher. It was found out only three students raised their hands. In early 2017, the researcher also asked randomly to the 10 EED students of batch 2014 about their interest in becoming English Teacher. The result showed that from 10 students batch 2014 there were 6 students who did not want to be English teachers. The researcher also asked randomly on EED UMY alumni to ask about their job willingness. The result is from five people, there is just one alumnus who wanted to be an English teacher. One of EED UMY alumni that graduate on 2016 said "I took lecture to add my knowledge and not to create a job; working on job field that is not related to the subject we study is even good, because it means we become more comprehensive". Sloane (2003) gives an example that there is also an English major graduate working as a statistician.

Based on the vision and mission stated previously, EED UMY aims to make students master English and become teachers or researchers. In fact there are some EED UMY students who did not have willingness to work as a teacher in the future. Revealed from this problem it is important to find out the students' job preferences whether being a teacher is the profession that the students want. Based on this perspective the researcher intended to conduct this research.

Statement and Limitation of the Problem

Students who choose EED UMY as their college major know that they will be educated and prepared to be English teacher in the future. In contrast there are some students that are not interested in becoming English teachers. In some condition there are students that choose EED UMY in order to be English teacher,

but they change their mind after they get Entrepreneurship course. In contrast, some students that never think of being a teacher can be interested in becoming English teacher after they get many courses related to teaching skill. Since the information of students' job preferences is important to make any decision and policy, it is important to conduct a research on the EED UMY students' job preferences.

The researcher focused in conducting a research on student's job preferences. Since the job preference is related to some factors, this research also focused on the students' reasons in choosing EED UMY as their major. In addition this research focused on the students' reasons on choosing job.

Research Question

The research questions are formulated as follows :

1. What are the students' main reasons to choose EED of UMY as their major?
2. What are the students' main factors on choosing job
3. What kind of job do the students prefer to have after graduation?

Purpose of the Study

This study investigates the students' job preferences after graduation. To know deeper, the researcher also want to find out the students main reasons to choose EED of UMY as their major. Including the students factors on choosing job.

Significance of Study

The researcher hopes that the result of this research will be beneficial for teachers, students and institutions. This is the significance of this research:

Teacher, The result of this study can give information to the teacher about the desire of EED UMY students to get a job other than being an English teacher. Moreover, the teacher can give more motivation to the student to be English teachers as the result shows the low interest of students to be a teacher.

Student. The aims of this study also want to motivate students about the big chance to become what students' want after graduate. This study also informs students about the kinds of jobs preferred by the students.

Institution. This research is expected to provide information to the English Education Department of UMY on the students' job preferences. The result of this study will be useful as basic consideration to evaluate and implement programs.

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 business someday. The children 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

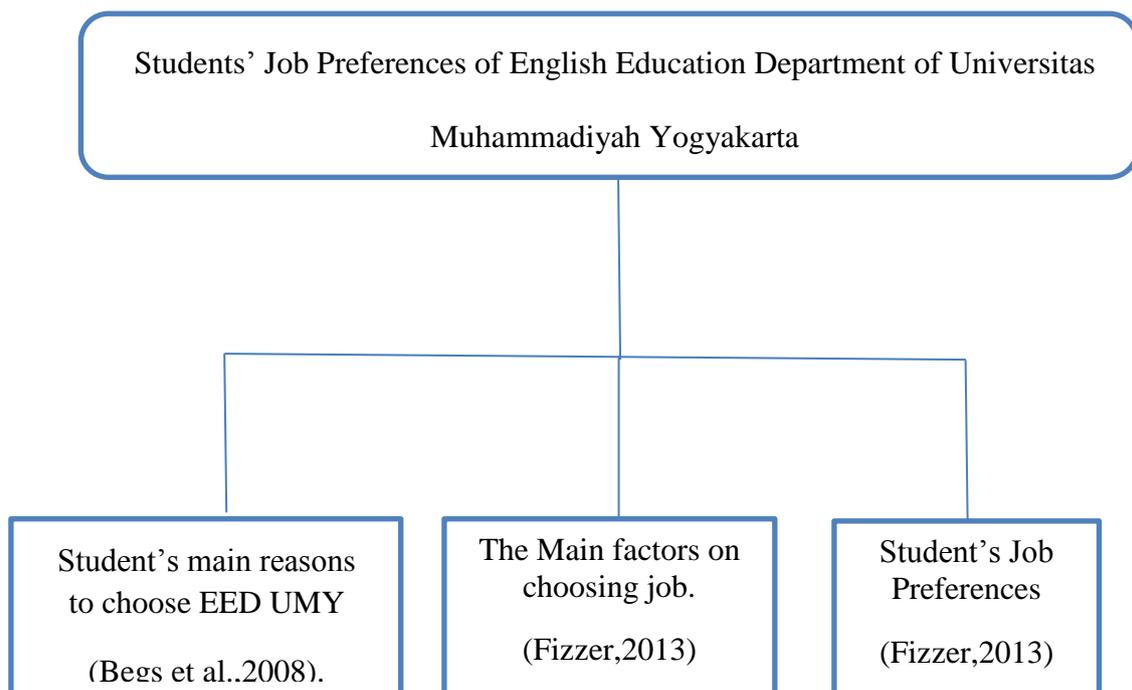
differences in both research from the research that the researcher is doing now. For example is about the number of samples. The earlier research took a big number of sample and secondary data. In this research the researcher only focus on one department, that is EED UMY and gather them as the primary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



Chapter Three

Methodology

This chapter discusses the methodology used in this study. There are four points on this chapter which consists of research design underlying the study, population and sample, instrument of the study, data collection method, and data analysis

Research Design

Burns and Grove (2003:195) have defined a research approach and design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. To determine whether the researcher has to use quantitative research or qualitative research is actually depending on the some points such as the problems, the questions, and the literature review (Creswell, 2012). This research used quantitative research that was suitable with the research that the researcher takes.

Quantitative research method is a method used to investigate the object (society) which can be measured by numbers, so that the symptoms observed can be investigated/measured by using scales, indexes, or tables, all of which are more using an exact science (as cited in Ranuary, 2012).

Survey was chosen as appropriate design in this research. From survey the researcher could gather many participants in order to make the result rich. The other purpose is the researcher wanted to find the percentage about how many students that have a willingness to be a teacher. “Survey is gathering standardized

information an processing statistically” (Cohen, Manion, & Morrison, 2011 , p.256). Therefore, the survey design is suitable for this research.

Research Setting

This research was conducted at EED UMY. The reasons why the researcher chose EED UMY was based on the researcher’ experiences. The first that based on personal informal survey there were EED UMY students who were not interested in becoming a teacher. The second, EED UMY is the institution that the researcher studies, so that it will be easier to manage the process of gathering the data. The third, the researcher conduct this research in EED UMY due to the effectiveness of time and accommodation during the research. The collecting data of this study was conducted in June 2017.

Population and Sample

Population. Based on Creswell (2012), population is a group of individuals who possess one characteristic that distinguishes them from other group. The population of this study is all students on EED UMY batch 2014 class A, B, C, and D. There were 151 students. Therefore, the populations of this study are 151 students batch 2014. The researcher got the number from the administration office. The researcher took the students from batch 2014 with some considerations. First, they have gone through 3 years of study in EED UMY. It means that they have been educated as an English teacher. The researcher also assumed that students of 2014 can answer the questions based on their experiences and pure willingness.

Sample. Gay and Diehl (1992) stated that sample of the research should be as many as possible because as many sample size are taken, it will be more representative and the result of the research can be generalized. In this study, the number of population was 151 students of EED UMY batch 2014. Based on the population above, the researcher got the number of the sample based on formula of Notoadmodjo (2010), as follows:

$$n = \frac{N}{(1 + N (d)^2)}$$

Explain:

| |
|---|
| <p>n = Sample Size</p> <p>N = Population</p> <p>d = Level of confidence/accuracy desired (0,05)</p> |
|---|

$$n = \frac{151}{(1 + 151. (0,05)^2)}$$

$$n = \frac{151}{(1 + 151.0,0025)}$$

$$n = \frac{151}{(1 + 0.3775)}$$

$$n = \frac{151}{1.3775}$$

$$n = 109.618$$

$$n = 110$$

Therefore the number of the population of this research was 110 participants.

Data Collection Method

This research used questionnaire as the data collection method. This research applied several procedures for gathering the data from the participants. The following are the description of the instrument that were used in this research and the procedure of collecting the data.

Instrument. There are three research questions or objectives in this study. The first objective is to find out the students' main reasons to choose EED UMY as their major. The second objective is to find out the students' job preference after graduation. The third is find out the students' main factors in choosing job. The researcher used questionnaire for gathering the data. Questionnaire is an instrument in collecting data which consists of series of questions and it is used for gathering the information from respondents (Abawi, 2013). The questionnaire is widely used and useful instrument for collecting the data or information, providing structured, numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyze (Cohen; Manion; Morrison, 2011). This research used the questionnaire for answering the three research questions. To get the data for the first research question, the researcher used questionnaire with six-points which are: A good English Skill, Family support, Influenced by influential people, Desire to be English teacher, Willingness to mastering English language and grammar, and Other. The second research question was answered with obtaining six-point which are: Personality, Salary, Chance, Benefit, Future dreams, and Other. The last third

research question was answered by choosing the six-point: English teacher, Interpreter/Translator, Entrepreneur, Business Management (Banker, Accountant, Manager), Communication/ Media (Radio announcer, TV Crew, PR, Journalist), Other. There was one extra question for each question in form of open ended question to the respondents who choose the “others” point. It is aimed to make the respondent give the short answer to explain more about what the students have chosen. Furthermore the researcher code up the data gathered from open ended question and classify each answer in form of table.

The questionnaire was created based on the statements from several journals, it is inserted in appendix. The questionnaire items use Bahasa Indonesia in order to make the respondents understand more easy when they were asked in their mother tongue language.

Data collecting procedure. To collect the data the researcher asked permission to the lectures to distribute the questionnaire in each class. The next step was distributing the questionnaire. The researcher explained to the respondents about the procedure in filling the questionnaire. After filing the questionnaire, the respondent directly gave the paper back to the researcher. Thus, the questionnaires was distributed to the 110 students of class A, B, C and D of EED UMY batch 2014.

Validity and Reliability

Finnachiaro and Sako (1993) stated that content validity is solid by checking all items in the questionnaire to make certain that they correspond to the instructional objective of the course. The researcher involved three expert

judgments to analyze the validity of the questionnaire items and used SPSS 21 to check the reliability. The expert judgments were three EED UMY lecturers who master this research's topic. The researcher distributed the form for the expert judgment with the result as seen in Table:

| No. Butir | Rater 1 | Rater 2 | Rater 3 | S1 | S2 | S3 | $\sum s$ | V | Validity |
|-----------|---------|---------|---------|----|----|----|----------|------|----------|
| 1 | 4 | 5 | 5 | 3 | 4 | 4 | 11 | 0,91 | High |
| 2 | 5 | 5 | 4 | 4 | 4 | 3 | 11 | 0,91 | High |
| 3 | 5 | 5 | 5 | 4 | 4 | 4 | 12 | 1 | High |

Data Analysis

In this research the data analysis used descriptive statistic. The descriptive statistic was used to answer all the research questions. Descriptive statistic is used to describe and present the data (Cohen; Manion & Marrison, 2011: 606). To analyze the data, researcher used software SPSS (Statistical Product and Solution Service) 21. Moreover, descriptive statistic present the numerical data that consists of frequency, highest and lowest. All data from the three research questions that have been processed using SPSS will be delivered with percent and completed with a bar chart. The researcher presents the data with a bar chart to make it more easily to read and understood. Moreover, for the data obtained from open ended questions, the researcher codes it and categorizes each answer in the frequency table.

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

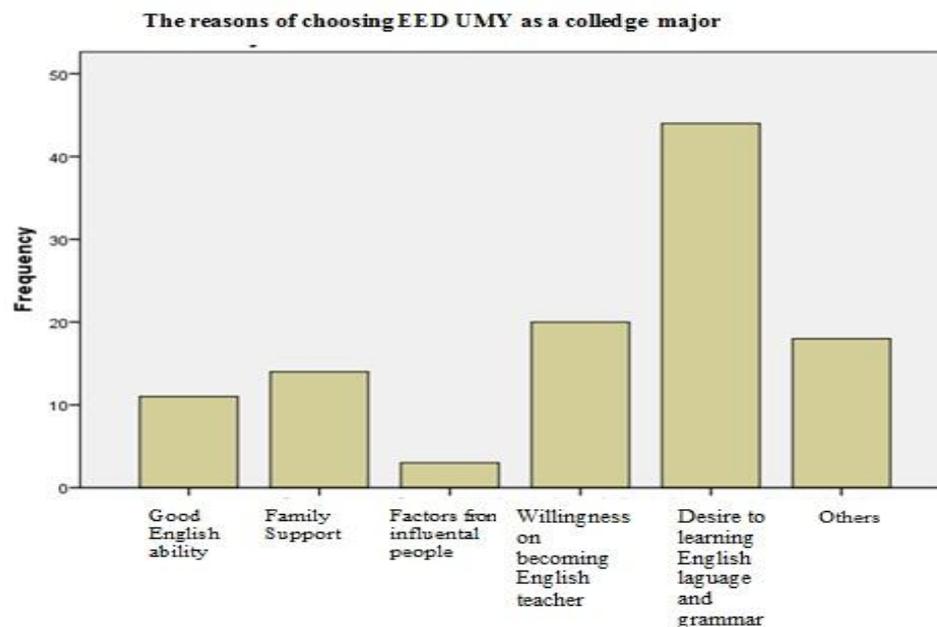
In this part the researcher shows the result of the three research questions. The first objective is about the main reasons of students to choose study at EED UMY. The second is about the factor that encourages students in determining the job. The last one is the job that the student wants after graduation.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

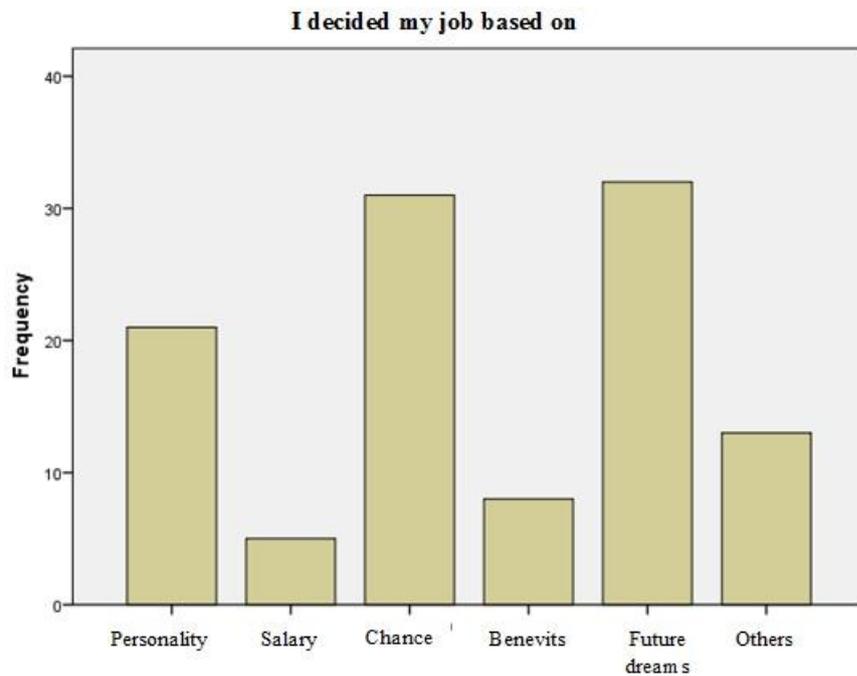
Students’ main factors in choosing job. The second objective of this result was to find out the students main factors in choosing job. The researcher had done the study in EED UMY batch 2014. From this study, the researcher found the result as the following.

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.

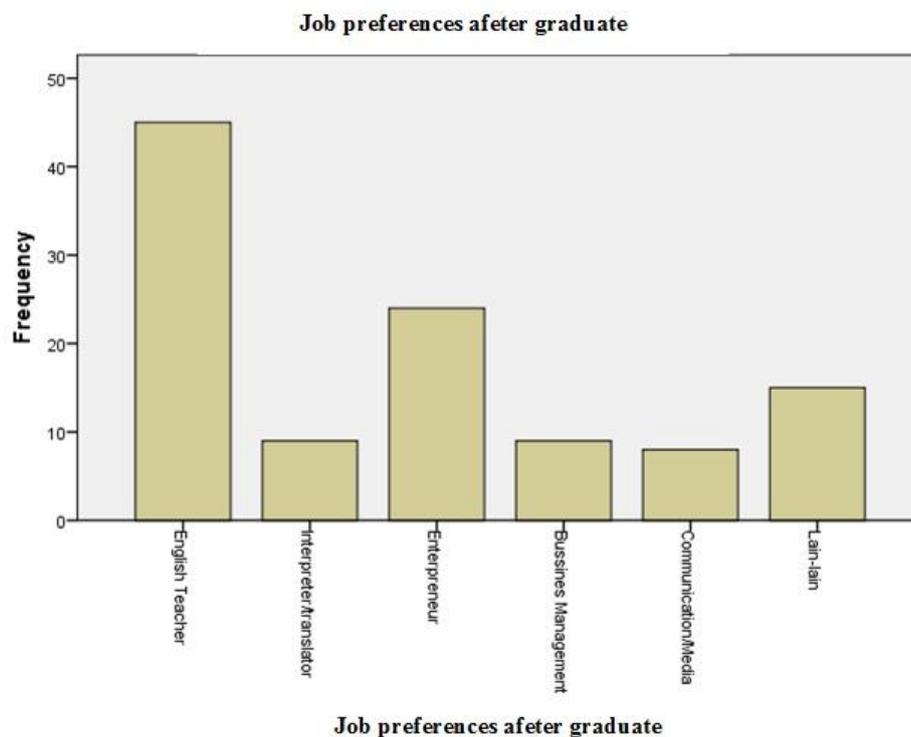
Students' job preference after graduation.

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.

Chapter Five

Conclusion and Recommendation

This chapter deals with the summary of the research and the recommendation based on the significances of the research. First, the researcher presents the summary of the research related to the findings of this research. Second, the researcher provides the recommendation for all stakeholders related to this research.

Conclusion

The research was conducted because the researcher was curious of the EED of UMY students' job preferences after they graduate. This curiosity came from the researchers' experiences that there were many students who did not want to be an English teacher. This is not proper with the vision and mission of EED UMY that wants to produce its graduate as English teachers. The researcher conducted this research to prove the researcher's worries about this phenomenon.

The first research questions is students' main reasons to choose EED of UMY as their major. Before knowing whether the students really want to be a teacher or not, first the researcher would like to know about the reasons the students chose to study at EED UMY. This can help the researcher know the intention of students in choosing EED UMY as their major, whether they wanted to be teachers or there were other reasons. As stated in vision and mission it is clear that EED UMY is a faculty that will produce qualified and competent English teachers. It turns out that the students' main reason to choose EED UMY

is because the students want to learn English language. From the results of the survey processed using SPSS, it shows 40% of respondents who are the students of EED UMY batch 2014 chose the point stating that they chose EED UMY because they only want to master the English language and grammar.

The second research question is about the students' main factors on choosing job. Factors that affect students in choosing a job are also very important know. This is important because the researcher wanted to know whether the process of teaching and learning in EED UMY can also affect the desire of students in getting a job. The results of the survey revealed that the main factor for students in choosing a job after graduation later is their dreams. Evidently there are 29.1% of participants who chose dreams as their reason in determining the work later.

The last question is the students' job preferences after graduation. As the researcher mentioned before, English Education Department aims to make their graduates as the future English teachers. Therefore, the students should be aware of this aim and have the same goal that is to become an English teacher when they graduated later. However, it turns out that from the results of a survey conducted on 110 EED UMY batch 2014 students, the result showed only 40.9% who have the desire to become an English teacher.

The conclusion can also be made that EED UMY has successfully increased the students' interest on becoming teacher. It is showed from the first survey question that there were only 18,2% students who choose EED UMY as their major because they wants to be an English teacher. The interest of students becoming a teacher was significantly improved. There are 40,9% students that

finally have willingness to become an English teacher. This proves that studying for three years counted from the first student entry in 2014 can increase the desire of students in becoming teachers. Students' interests to become teachers were increased up to 22.7%.

Recommendation

Based on the results, the researcher hopes that this research can be useful for all the stakeholders mentioned. The stakeholders were based on the significance of this research. The first is for the students. The second is for the teachers, and the last is for the institution.

Students. This research reveals the students' background in choosing major and job preferences. It is recommended that the students realize that EED UMY's main goal is to make its graduates as a competent English teacher. By reading the results of this research, students can determine the job they want since they were in college, so that they can maximize their ability in pursuing their dream.

Teacher. The result of this study give information to the teachers about the students' job preferences after graduate. Due to the lack of students' interest to be an English teacher, the teachers are recommended to give more motivation to the students. Teachers also can take a part on becoming the role model for the students and make them have more interest on becoming teachers.

Institution. This research is recommended to be used as a consideration for the institution to improve the lessons of English teaching. Due to the lack of interest of students in becoming an English teacher, institutions can provide stimulus in the form of additional courses that can make students more interested in becoming an educator. From the results of the survey that there are many students who also got inspired to work based on elective courses provided by the department, so the institution is expected to provide and support beneficially practical elective courses.

Other Researcher. The results of this research can be continued by examining deeper information. This survey data can be reviewed by using qualitative methods, so that the results are more detailed on finding out about the reasons of respondents who do not want to be English teacher. Using qualitative research, the researcher can also do in-depth interviews to find out more about how far the elective course can affects their job preferences.

References

- Blum, D.E. 1995. Coaches as role models. *The chronicle of higher education*. 41(38):A35.
- Bronstein, P. & L. Farnsworth. (1998). *Gender differences in faculty experiences of interpersonal climate and processes for advancement*. Research in Higher Education
- Cohen, L., Manion, L.& Morrison. (2011). *Research method in education*. London: Routledge.
- Collins, J. W., 3rd, & O'Brien, N. P. (2003). *Greenwood dictionary of education*. Westport, Greenwood.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating in qualitative and quantitative research* . Boston: Pearson.
- Cross, T L. and R.B.Slater.1997.The commanding wealth advantage of college bound white students. *The Jour. of Blacks in Higher Education*. 80.
- Fizer Darren (2013). *Factors affecting career choices of college students enrolled in agriculture*. Martin: The University of Tennessee.
- Gittleman, M.B. &.Howell D.R. (1995). Changes in the structure and quality of jobs in the United States: Effects by race and gender, 1973-1990. *Jour. Of Industrial & Labor Relations Review* 48(3):420.
- Greenwood, A.M. (1999). Gender and jobs: Sex segregation of occupations in the world. *Jour of International Labour Review*. 138(3): 341-343.
- Jaison R. Abel (2014) *Educational research. Agglomeration and job matching among college graduates*.

- John Robst (2006) *Educational research. Education and job match: The relatedness of college major and work.*
- Karima Mariama-Arthur, Esq (2015). *Educational research. The essential factors to consider when selecting a career.*
- Li, C., Gervais, G., & Duval, A. (2006). *The dynamics of overqualification: Canada's underemployed university.* Ottawa, Canada: Statistics Canada.
- Muthumanickam A. (2008). *Need and importance of soft skills.* Tamil Nadu: Mcglynn, A.P. (2007). Achieving the dream – What is it, and what's new? *The hispanic outlook in higher education* 18(4):44-45
- Nurhayati., Hendrawati, N., & Angkarini, T. (2013). The acquisition of English as a foreign language in Pare East Java (Kampung English): a case study of what and how the acquisition of English in Pare. *DEIKSIS*, 5(2), 81-88.
- Rahmawati, A., Fajarwati, & Fauziah. (2013). *Statistika.* Yogyakarta: Laboratorium Manajemen UMY.
- Rappler, (2017, July 25) Bidang Pekerjaan Favorit Pelajar Indonesia [website]. Retrieved from <http://www.rappler.com/indonesia/gaya-hidup/176677-bidang-pekerjaan-favorit-pelajar-indonesia>
- Rocca, S.J. (2013). *Comparison of factors influencing the college choice of matriculant and nonmatriculant.* South India.
- Swanson, J.L. & N.A. Fouad. (1999). Applying theories of person-environment fit to transition from school to work. *The Career Development Quarterly.* 47(4): 337-347.

Appendices

Appendix 1.

Questionnaire

Students' Job Preferences of English Education Department of Universitas Muhammadiyah Yogyakarta

Name :

Class & Nim :

Gender :

1. Alasan saya memilih untuk kuliah di PBI UMY adalah karena :

- a. Kemampuan bahasa Inggris saya yang baik
- b. Dorongan keluarga
- c. Pengaruh dari orang yang saya kagumi
- d. Ingin menjadi guru bahasa Inggris
- e. Ingin menguasai tata bahasa Inggris
- f. Lain-lain (silahkan di isi)

2. Berikan alasan mengapa anda memilih jawaban tersebut :

.....

3. Saya menentukan pekerjaan berdasarkan :

- a. Kepribadian
- b. Gaji
- c. Kesempatan yang ada
- d. Keuntungan yang di dapatkan
- e. Cita-cita
- f. Lain-lain (Silahkan di isi)

4. Berikan alasan mengapa anda memilih jawaban tersebut :

.....

5. Setelah lulus nanti saya ingin bekerja sebagai :

- a. English Teacher
- b. Interpreter/Translator
- c. Entrepreneur (Pengusaha kuliner, fashion, dll/Ol Shop)
- d. Business Management (Pegawai Bank/Akuntan/Manager)
- e. Communication/Media (Penyiar Radio/Crew Televisi/PR/Jurnalis)
- f. Lain-lain (isi)

6. Berikan alasan mengapa anda memilih jawaban tersebut :

.....

Appendix 2

Result of the data gathering

The screenshot shows an Excel spreadsheet with the following data:

| | A | B | C | D | E | F |
|----|----|-------------|--|---------------------------------------|--|---|
| 1 | no | name | Alasan saya memilih untuk kuliah di PBI UMY adlah karena | Saya menentukan pekerjaan berdasarkan | Setelah lulus nanti saya ingin bekerja sebagai | |
| 2 | 1 | 20140810186 | | 2 | 1 | 3 |
| 3 | 2 | 20140810101 | | 6 | 6 | 5 |
| 4 | 3 | 20140810187 | | 6 | 3 | 3 |
| 5 | 4 | 20140810106 | | 6 | 1 | 6 |
| 6 | 5 | 20140810171 | | 5 | 5 | 5 |
| 7 | 6 | 20140810035 | | 3 | 5 | 5 |
| 8 | 7 | 20140810164 | | 1 | 1 | 2 |
| 9 | 8 | 20140810102 | | 5 | 5 | 3 |
| 10 | 9 | 20140810111 | | 6 | 3 | 3 |
| 11 | 10 | 20140810170 | | 6 | 6 | 4 |
| 12 | 11 | 20140810100 | | 6 | 6 | 3 |
| 13 | 12 | 20140810095 | | 6 | 3 | 6 |
| 14 | 13 | 20140810163 | | 5 | 4 | 3 |
| 15 | 14 | 20140810078 | | 6 | 1 | 6 |
| 16 | 15 | 20140810108 | | 6 | 3 | 6 |
| 17 | 16 | 20140810097 | | 6 | 2 | 4 |
| 18 | 17 | 20140810077 | | 5 | 3 | 2 |
| 19 | 18 | 20140810109 | | 2 | 6 | 6 |
| 20 | 19 | 20140810189 | | 5 | 4 | 5 |
| 21 | 20 | 20140810098 | | 5 | 5 | 6 |
| 22 | 21 | 20140810084 | | 1 | 6 | 3 |
| 23 | 22 | 20140810081 | | 6 | 6 | 6 |
| 24 | 23 | 20140810082 | | 4 | 5 | 1 |
| 25 | 24 | 20140810087 | | 1 | 5 | |
| 26 | 25 | 20140810092 | | 4 | 5 | |

