

**A THESIS**

**ANALYSIS OF STUDENTS' MOTIVATION  
IN CHOOSING ENGLISH PROGRAM  
AT IAIN PAREPARE**



**BY**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2023**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fullfilment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)

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**A Thesis**

**As Partial of Fillment of the Requirement for Attainment of the Degree Sarjana  
Pendidikan (S.Pd)**

**English Education Program**

**Submitted by**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2023**

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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ  
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، أَمَّا بَعْدُ

Alhamdulillah Rabbil ‘Alamain, Praise is merely to the Allah SWT, the Lord of the Worlds. Praise and gratitude we pray to the presence of Allah SWT for the abundance of mercy and guidance that has been given to the writer so that this thesis can be completed properly. Also Greetings and Sholawat may always be devoted to the Prophet Muhammad SA.as the king of a great kingdom, namely Islam, then brought us from darkness to brightness until now.

The writer would like to express his deepest gratitude to her beloved parent Sahida and Burhan as well as to my beloved brothers and sisters Indra, Hernawati, and all the family for the eternal prayers, love, patience, and unending support for the writer in complete her thesis, it is thanks to them that the writer is always enthusiastic. and try her best to finish this thesis.

High appreciation and profuse gratitude are conveyed to the consultant Mujahidah, S.Pd, M.Pd and c.o consultant Dr. Magdahalena Tjalla, M.Hum who patiently guided and provided suggestions, motivations, and corrections to the writer to complete her thesis.

The preparation and writing of this thesis would not have been carried out without the help, cooperation, and support of those who are kind enough to sacrifice their time, energy and thoughts voluntarily to help and support the writer so that this thesis can be completed. The writer humbly thanks profusely to:

1. Dr. Hannani, M.Ag as the rector of State Islamic Institute (IAIN) Parepare has worked hard and is dedicated to managing education at IAIN Parepare.
2. Dr. Zulfah, M.Pd as the dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare has given the writer a guideline for a scientific treatise.
3. Dr. Arqam, Mp.Pd as the chairman of the English Educational Program for the fabulous service to all students.
4. Mujahidah, M.Pd as an academic advisor and consultant who have given help and assistance during the process of writing this thesis.
5. the lecturers of the Faculty of Tarbiyah who have educated writers, each of them has their own strengths in delivering lecture material.
6. the administrative staff of the Faculty of Tarbiyah IAIN Parepare has helped so much.
7. to the best senior as well as Eonni Andi Syafitri Syam S.Pd, to the members of State Secret (Jumrah, Rizkha Amelia Noersyamsi, Herawati, Indah Permatasari, and Hasrianti) and to the struggle friends of the Greenhouse (Widyastuti/temot, Halisa Ronta, Fajriani P, and Paramita Salama) who are always there, help, and provide encouragement and support.

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Stated this thesis is his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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## ABSTRACT

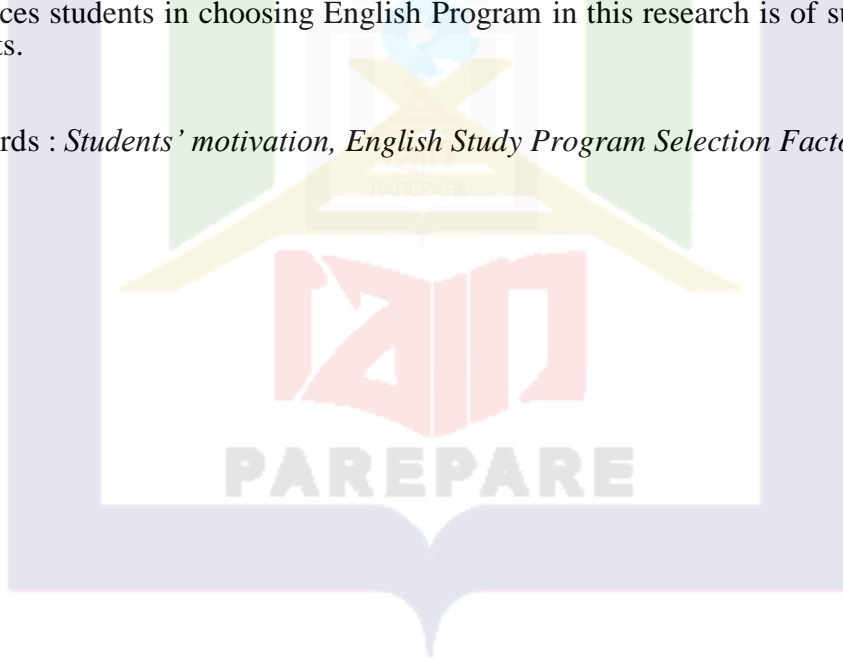
Erniati, *Analysis of students' motivation in Choosing English Program at IAIN Parepare*(Supervised by Mujahidah and Magdahalena Tjalla)

This study aims to describe students' motivation in choosing an English Program at IAIN Parepare. Motivation has an important influence on learning outcomes that will help students get jobs that match their expectations and desires. This encourages students to be more selective in choosing study programs because it will affect the future of these students.

The type of research used is descriptive qualitative research design in the form of qualitative content analysis. researchers collected data using the method of observation and interviews. Data analysis was obtained from interview results. Respondents to this study were 20 PBI students, 5 of each from each odd semester class. the difference between this research is that previous research used quantitative research with questionnaires as a data collection method, while this study used qualitative methods in which data were collected through an interview process.

The results of this study indicate that each student has more than one factor that influences or motivates them in choosing an English Program. major selection factor found in this study is a source of information and influence, job characteristics, financial considerations, suitability and interest, psychological or social benefits, characteristics of majors, and feeling challenged. The biggest responses is factors that influences students in choosing English Program in this research is of suitability and interests.

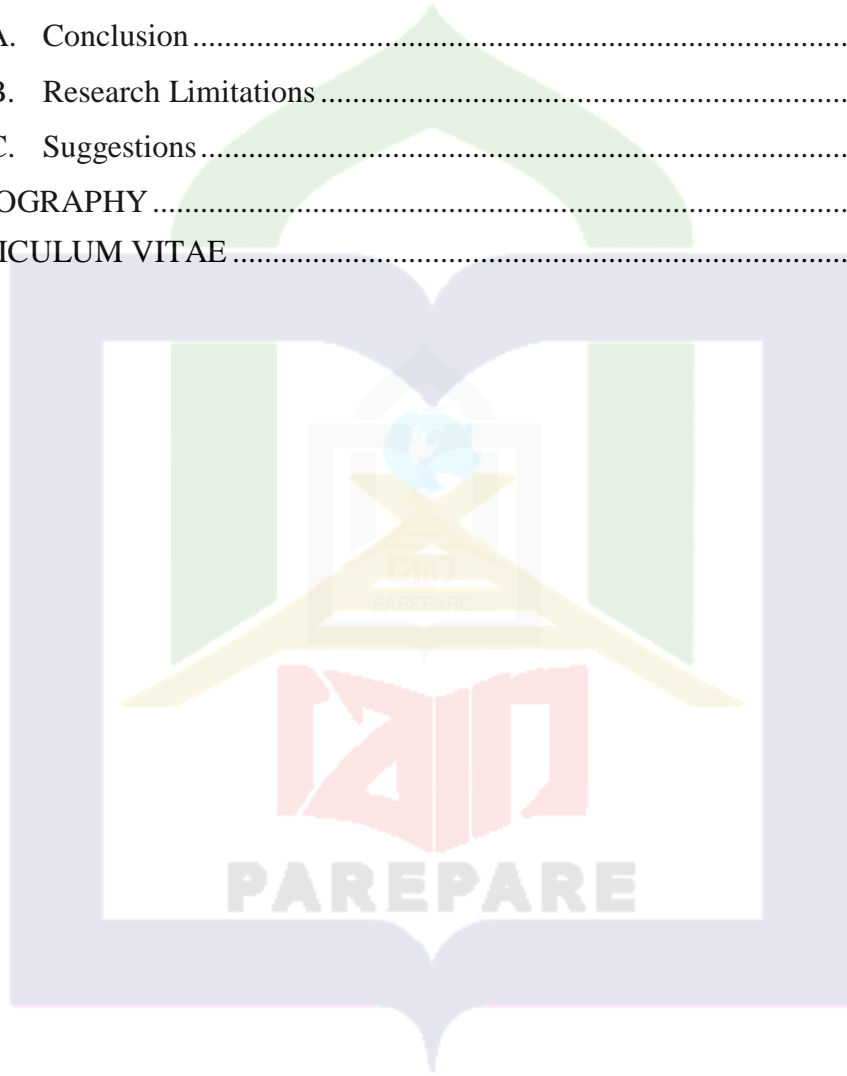
Keywords : *Students' motivation, English Study Program Selection Factors*



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## CHAPTER I

### INTRODUCTION

#### A. Background

Motivation is one of the important factors that affect learning and learning achievement. Someone who has motivation tends to devote all his abilities and potential to achieve goals. The higher motivation of the students will encourage high learning achievement as well. High motivation encourages students to study harder and enhance their learning frequency, so that their learning achievement also increasingly. There is in line with Harmer's statement which says, the motivation that students bring to class is the single biggest factor that affects their success.<sup>1</sup> Parsons et al. has stated that motivation is an essential element of the learning process.<sup>2</sup> This means that only well-motivated students study well. Similarly, the motivation of students in choosing a study program.

The choice of students in determining one of the study programs will be related to the achievements they get. Eggen & Don states that motivation is the force that energizes, sustains and directs behavior towards goals.<sup>3</sup> This influences students to be more enthusiastic in developing their insights so that it is easier to achieve their goals. Motivation has an important influence on learning outcomes that will help students get jobs that match their expectations and desires.<sup>4</sup> This encourages students

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<sup>1</sup>Jeremy Harmer. *The Practice of English Language Teaching*. Harlow: Longman, 2007. P.55

<sup>2</sup>Parsons et al. *Educational Psychology : Practitioner Researcher Models of Teaching*. University of Virginia. 2001. P.67

<sup>3</sup>Eggen Paull & Kauchak Don. *Strategi dan Model Pembelajaran*, Jakarta : PT. Indeks 2012

<sup>4</sup>L. Long, C., Ming, Z., & Chen, *The Study of Student Motivation on English Learning in Junior Middle School -- a Case Study of No.5 Middle School in Gejiu*. *English Language Teaching* (Canadian Center of Science and Education, 2013).

to be more selective in choosing study programs because it will affect the future of these students. Accuracy in choosing a study program can determine student success. On the other hand, excellent opportunities for students will be lost due to inaccuracies in determining the program.

Many factors influence students in choosing a study program, according to Beggs, Bantham & Taylor are sources of information and influence, job characteristics, major characteristics, Compability and interest, psychological or social benefits and financial considerations.<sup>5</sup>If many students choose English programs not based on high motivation, there will be many obstacles, such as many students who take a long time to complete their studies, students are lazy or rarely go to college, take part in other college entrance selections, stop studying, and even go to college. drop out of college. The problems above can occur because they choose English program was not based on his own interests but was only used as an alternative. Based on the results of research in the surrounding environment, many students feel they have chosen the wrong study program due to various factors, one of which is a lack of insight into the study program. Many of them realized that after taking the program. They realized that their desires and abilities are not actually located in the English program, but in other program. Every prospective student in the selection of programs should have to adjust the abilities, interests, and motivation of chosen study program. Because it will be difficult to study a field of science in depth if the desire does not come from within.

Before choosing a program, of course, choosing a college is also an important

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<sup>5</sup>Beggs, Bantham, and Taylor “*Distinguishing the Factors Influencing Collage Students’ Choice of Major*”. (collage student journal, Vol 42, June 2008), p.381-394



thing to do. students must choose a college that can help them to prepare students to become members of the community who have academic abilities or professional abilities in applying, developing, and creating the knowledge they have acquired while pursuing a study program. There are many universities that can be chosen by students, one of which is IAIN Parepare.

Choosing the right program is important life of individuals who will continue their education in college. Yazici and Yazici consider that the choice of major is decisive in life plans for the future, success, and position or career.<sup>6</sup> Porter and Umbach mention that after graduation, the majors chosen will affect stability and job satisfaction, as well as opportunities and career rewards.<sup>7</sup> Tracey and Robbins stated that individuals who have an interest in a field of study tend to be more spend a lot of time doing activities that lead to increasing self-efficacy, thereby making the individual have more interest than before.<sup>8</sup>

Beggs, Bantham, and Taylor consider that the right choice of major is the one that best helps students achieve their educational and post-education goals. Therefore, Beggs, Bantham, and Taylor stated that a match between students' abilities and interests, as well as the abilities required by the majors, will be important attributes of the majors that are considered appropriate or good by students.<sup>9</sup> Thus, careful

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<sup>6</sup> Yazici, & Yazici. "Students choice of college major and their perceived fairness of the procedure" (*evidence from Turkey. Educational Research and Evaluation*, Vol 16(4), 2010), P.382

<sup>7</sup> Porter, S. R., & Umbach, P. D. (2006). College major choice: "an analysis of person-environment fit" (*Research in Higher Education*, 2006), Vol 47(4)

<sup>8</sup> Tracey, T. J. G., & Robbins, S. B. "The interest-major congruence and college success relation" (A longitudinal study. *Journal of Vocational Behavior*, 2005), P.69, 64-89.

<sup>9</sup> Beggs, Bantham, and Taylor "Distinguishing the Factors Influencing Collage Students' Choice of Major". (*collage student journal*, Vol 42, June 2008), P.

consideration is needed in determining the choice of majors in Higher Education.

In the process of choosing a major, adolescents who wish to continue their studies at the tertiary level may experience doubts about several majors at tertiary institutions. Through the factors of choosing majors, they can carefully consider which majors will be their top priority. When they apply to college, they are allowed to choose more than one major on the college registration form. Thus, they can determine their own majors which is the top priority that will be placed in the first order or next order.

English is one of the programs that are most in demand by students who will register at the campus especially IAIN Parepare. The English program has many advantages that are the main attraction, such as an overseas student exchange program and various other activities that can increase their experience and insight that can help them in the future to be able to enter the wider world. In addition to learning about English as a whole, students are also taught how to become good educators in transferring their knowledge or knowledge about English to their students in the future. Facilities and infrastructure at IAIN Parepare that can support the improvement of student's English skills are also one of the factors that influence students' interest in choosing English programs.

Based on the information above, it can be concluded that the factors in selecting majors in undergoing majors in college are important to a student's college life and a means of evaluation for improving the quality of majors in Higher Education. Because of that, the researcher wants to describe the various factors in the selection of majors in Higher Education for new students. This topic is important to research because some important decisions taken when individuals enter the period of

adolescents will be related to the individual's life in the future.<sup>10</sup> To find out and describe student motivation in choosing English as a Study Program at the State Islamic Institute. Therefore, this research is entitled "Student Motivation to Choose English Study Programs at IAIN Parepare".

### **B. Research Questions**

Based on the background above, the researcher formulates the research question, what motivates students to choose English Study Program?

### **C. Objective of the Research**

Referring to the problem statement above, the objective of the research is to find out students' motivation in choosing an English Study Program.

### **D. Significances of the Research**

The benefits expected from this research are as follows:

#### 1. For the researcher

To add more knowledge about the reason and background of the students choosing English Study Program and the result of the research can be a reference for the other researcher. The basic knowledge of the researcher is to tell the next candidate of students in the future to be more selective in choosing their own program.

#### 2. For the readers

The result of this research can be used as information for the reader about what motivation can affect the students in choosing English Study Program at IAIN Parepare.

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<sup>10</sup>R Baiocco et al., "Decision-making style among adolescents: relationship with sensation seeking and locus of control". (*Journal of Adolescence*, 2009), P.32

## CHAPTER II

### REVIEW OF RELEATED LITERATURE

This chapter consists of related literature, the researcher attempts to explain the theoretical foundations which consist of reviewing previous studies and supporting theory.

#### A. Previous Related Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are :

The first previous research finding was conducted by Larasati titled “The third year students' motivation for choosing English study program at Jambi University: A survey”.<sup>11</sup> The aims of this study were revealing, measuring and finding the motivation of the students in choosing English study program in one public university in Jambi. This research only focused on the reasons of students' motivations in choosing English study program. This research was designed as a quantitative research, and the data were collected through a questionnaire. The data were calculated with SPSS and analyzed descriptively in each point. This research revealed three factors that motivated students in choosing English Study Program. The factors were altruistic, intrinsic, and extrinsic factors. In altruistic factors, the highest number was 39 (65%) and it occurred in make a worthwhile social contribution in learning English. For the intrinsic factors, there are two same percentages that most 29 (48.3%) English students were interested in English activity and interested in applying their subject, it was the highest number surveyed for

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<sup>11</sup>Larasati, D. (2018). “Motivation of The Third Years Students' Motivation for Choosing English Study Program at One Public University in Jambi. (*A Thesis University at One Public University In Jambi, 2018*), 56-57

this factor. Based on the survey on extrinsic factors, 47 (71.7%) English students chose being an English student will earn good starting salary, and it was the highest reason that influenced them in this factor.

The second is research conducted by Fachraini<sup>12</sup> on “An analysis of students’ motivation in studying English”. This study tried to investigate students’ motivation in learning English, and whether they had intrinsic or extrinsic motivation. The study was conducted at the English Department of Islamic State University (UIN) Ar-Raniry Banda Aceh. The sample of this study was 142 English students from the first, third, fifth, and seventh semesters. This study was a survey method and the technique sampling used in this study was random sampling. Furthermore, the instrument used to collect the data is a questionnaire. The questionnaire consists of 10 questions of which question 1-5 are questions for intrinsic motivation and question 6-7 are questions for extrinsic motivation. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation  $4.08 > 3.21$ . It means that English students at UIN Ar-Raniry had higher intrinsic motivation than extrinsic motivation in learning English. In other words, the motivation to learn English that comes from inside students was bigger than the motivation that comes from outside students.

The third is the study conducted by Alfiana<sup>13</sup> about “Motivation in Learning English of First Year Students at Study Program of English Faculty of Cultural

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<sup>12</sup>Fachrini, S, “An analysis of students’ motivation in studying English (a survey study at UIN Ar-raniry Banda Aceh)”, (*thesis* UIN Ar-raniry Banda Aceh, 2016), p. 47-57.

<sup>13</sup>Fauziah Alfiana, “Motivation in Learning English of First Year Students at Study Program of English Faculty of Cultural Studies Universitas Bra Wijaya” (*thesis* Universitas Brawijaya, 2013), p. 55-60.

Studies, Brawijaya University”. This study is aimed at investigating the types of motivation in learning English and the degree of motivation in learning English, and finding out the correlation between the motivation of the first-year students at the Study Program of English Faculty of Cultural Studies Brawijaya University and their achievement. This study used a descriptive quantitative approach. The participants of this study were 70 students of first-year students at the Study Program of English, Faculty of Cultural Studies, Brawijaya University. The data were collected using the Language Learning Orientations Scale –Intrinsic motivation, Extrinsic motivation, a motivation Subscales (LLOS-IEA) questionnaire by Noels, Pelletier, Clement, and Vallerand<sup>14</sup> completed by the students and their grade point average of the first year. The result shows that extrinsic motivation and intrinsic motivation are preferred by the first-year students at the Study Program of English, Faculty of Cultural Studies, Brawijaya University in which extrinsic motivation is more preferred motivation by the first-year students (53%) than intrinsic one (47%). It means that most first-year students are extrinsically motivated to learn English since they are supported by their family, a peer group, or society. In addition, there is a significant correlation between intrinsic motivation and student achievement. In conclusion, the first-year students at the Study Program of English, Faculty of Cultural Studies, Brawijaya University are more extrinsically motivated in learning English although intrinsic motivation is correlated to the student’s achievement in their studies. Therefore, it is suggested that the student’s motivation, especially intrinsic motivation in learning English be increased in order to achieve better results in their study.

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<sup>14</sup>Noels, Pelletier, Clement, and Vallerand. “Motivation and Second Language Acquisition” 2000. P.

The researcher concludes that each motivational factor greatly influences students in choosing English Department as their study program in higher education. Similar to previous research, this study aims to uncover, measure, and find out the motivation of students in choosing an English Study Program at one of the institutes in Parepare. This study focuses on what factors motivate students in choosing an English Study Program. While the difference is that previous research used quantitative research with questionnaires as a data collection method, while this study used qualitative methods in which data were collected through an interview process

## **B. Some Pertinent Ideas**

### **1. Motivation**

#### **a. Concept of motivation**

Motivation is defined as encouragement. Encouragement is the movement of a person's soul and behavior to act. While the motive can be said to be a driving force, which means something that can move people to take action or behavior, and in that action, there is a certain goal. Motivation is taken into consideration as a critical thing to do certain activities that allow you to be successful. Almost all works achieved call for motivation activator and as encouragement in doing the best effort, certainly considered one among them is studying a foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master English in any way. On the contrary, if a student is not motivated in learning English, he/she will not pay any attention to it or even not care about it all. Therefore, motivation is considered an essential element together with the capacity to achieve success in learning the target language.

According to Harmer, Motivation is some kind of eternal drive which pushes

someone to do things in order to achieve something<sup>15</sup>. Sadirman in his book stated that motivation is stimulated growth in our self and is able to come from out of our self. It stimulates us to do something to reach our goal.<sup>16</sup> In other words, motivation is an impulse that makes us want to do something to achieve a certain goal with the maximum effort possible to get satisfactory results.

Motivation is one of the most important components of learning and one of the most difficult to measure. What makes students want to learn? The willingness to put effort into learning is a product of many factors, ranging from the student's personality and abilities to characteristics of particular learning tasks, incentives for learning, settings, and teacher behaviors. Motivation is something that cannot be assessed directly, but motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are invisible that give strength to encourage individuals to achieve goals.

Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation.<sup>17</sup> Even though they feel tired, tired, and stressed, thanks to strong motivation, they don't give up and finish the job. Motivation is influential as a driver of action and directs a person to achieve their goals.

Hamzah in his book stated that motivation is stimulation from internal and

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<sup>15</sup>Jeremy Harmer, *The Practice of English Language Teaching*. (Harlow:Longman, 2007).

<sup>16</sup>Sadirman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT.Raja Grafindo Persada, 2009).

<sup>17</sup>H.Douglas Brown, *Principles of Language Learning in Teaching*, Third Edit (U.S.A: Prentice Hall Regents Prentice, 1994).



external in his self of someone to change his behavior. Those have some indicators, they are :

- (1) ambition to do something,
- (2) stimulate and requirement to do something,
- (3) aspiration and expectation,
- (4) appreciation and respect for the self,
- (5) a good environment,
- (6) interesting activity<sup>18</sup>

Based on the opinions of the experts above, it can be concluded that motivation has a very large and important role to lift a person's enthusiasm or encourage them to put in more effort and work hard to achieve a certain goal. Although sometimes there are obstacles, when we have great motivation, then it is not a barrier or a reason to stop doing our work or give up on achieving certain goals. Because basically, the purpose of motivation is to move or inspire individuals so that their will and desire appear to do something so they can get results or realize a goal.

#### **b. Type of Motivation**

According to Legault, there are two types of motivation, namely Ekstrinsic motivation and Intrinsic motivation :<sup>19</sup>

##### 1) Intrinsic Motivation

Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable. Intrinsic Motivation is non-instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from

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<sup>18</sup>Hamzah B.Uno, *Teori Motivasi Dan Pengukurannya* (Jakarta: Bumi Aksara, 2007).

<sup>19</sup>Lisa Legault, "*Intrinsic and Ekstrinsic motivation*" 2016, p.1

the behavior itself. Rather, the means and end are one and the same. For example, a child may play outdoors – running, skipping, jumping – for no other reason than because it is fun and innately satisfying.

Intrinsic motivation refers to energizing and sustaining activity through the spontaneous gratification inherent in an effective act of will or something that can make a person pleasurable, enjoyable, and interesting. Then, Legault stated, Intrinsic motivation (IM) refers to engagement in behavior that is inherently satisfying or enjoyable.<sup>20</sup> Then, According to Harmer thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.<sup>21</sup> Intrinsic motivation is the reason that refers to the work activity itself.

According to Edward Deci intrinsically motivated activities are ones for which there is no apparent reward except the activity itself.<sup>22</sup> This means intrinsic motivation comes from the person. When students have intrinsic motivation, they have an internal desire to learn and they do not need external results. With intrinsic motivation, students do not need to be encouraged to do something because their needs are innate or come from within or depend on their own will.

Intrinsic motivation is motivation that comes from within. These motives sometimes appear without external influence. In general, people are motivated by nature, so it is easier to motivate them for action. In fact, they can motivate

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<sup>20</sup>L. Legault, “Intrinsic and Extrinsic Motivation” (Clarkson University, 2017).

<sup>21</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: Harlow:Longman, 2007).

<sup>22</sup>Edward Deci in H. Douglas Brown, *Principles of Language Learning in Teaching*, Third Edit (San Francisco State University: Pearson:Longman, 1941).

themselves without having to motivate others. Intrinsic motivation is a person's inner desire to strive to achieve a goal. When students are intrinsically motivated, for example, because they like and enjoy English, they will demonstrate in the classroom a desire to learn.

According to Baggs, Bantham and Taylor, there are factors influence students in choosing English Study Program namely:<sup>23</sup>

#### 1) Compatibility and Interest

This category focuses on efficacy which includes how well the chosen program is, the job opportunities that will follow along with later graduation, as well as the match between individual interests and abilities with the chosen program. interest in a program is the most influential factor in the selection of student programs. Interest in a field is one of the most important things in choosing a career.

The compatibility or interest between the student's personality and the chosen program is related to student success. students with certain personality characteristics tend to choose programs according to their personalities, for example, individuals with artistic tendencies tend to choose fine arts, music, theater, and the like programs, as well as students who tend to be interested in using foreign languages in communication will choose foreign language programs such as English program.

#### 2) Psychological or Social Benefits

This category includes the individual's point of view about the

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<sup>23</sup>Beggs, Bantham and Taylor “Distinguishing the factors influencing college students' choice of major”. (*collage student journal*, Vol 42, June 2008), p.381-394

importance of psychological benefits that will be obtained in the future and more social benefits from choosing a program that is supported by those closest to him such as family and friends. In addition, this category focuses on positive emotions gained from supporting others and learning about areas of interest, as well as further career paths.

Motivation is also a driving factor for individuals who will choose a study program. Some students who are interested in being involved or useful to society as a whole will choose a program that can help them to enter the wider world. Motivation to help or also called pro-social motivation is described that the chosen program being considered as the interest of social calling. Some students use their passion to serve others without even considering materialism or money. They will get satisfaction through their deeds to the world, not because of income or social status.

## 2) Extrinsic Motivation

Extrinsic motivation refers to the performance of a behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, EM is instrumental in nature. It is performed in order to attain some other outcome. For instance, a teenager might wash dishes at home in order to receive an allowance. Similarly, a student may study for a test in order to receive an A. Extrinsic motivation is multidimensional and varies from completely external (e.g., washing dishes to get an allowance) to completely internal (e.g., engaging in recycling because one perceives oneself to be an environmentally responsible citizen).

Intrinsic motivation denotes the performance of an action out of interest

or enjoyment, extrinsic motivation arises from an externally or socially created reason to perform an action. Extrinsic motivators such as money or other rewards can produce extrinsic motivation due to the fact that they generate a desire for the consequence of the activity; they do not produce desire to engage in the activity for its own sake. When people engage in activities for extrinsic rewards, their motivation is entrenched in the environment rather than within themselves. Conversely, intrinsic motivation exists within the individual and can be harnessed and enhanced by environments that support the individual's autonomy and competence. Intrinsic motivation underlies people's natural inclinations to seek out novelty and challenge, as well as to learn, develop, and grow. Unlike extrinsic motivation, intrinsic motivation is associated with creativity and vitality<sup>24</sup>

Extrinsic motivation refers to motives that function as a result of an external or non-immediate stimulus from one person and an extrinsic motivation from another money, competition, promotion, and punishment. Biggs as cited in Long et al. states that extrinsic motivation is a standing invitation to students to adopt a surface approach.<sup>25</sup> Next, Legault states that extrinsic motivation (EM) refers to the performance of a behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself.<sup>26</sup>

Then, a person can change their mind on who will not be willing to do

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<sup>24</sup>Deci, E. L., & Ryan, R. M. Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology / Psychologie canadienne*, 49(3), (2008), 182–185

<sup>25</sup>Long, C., Ming, Z., & Chen, *The Study of Student Motivation on English Learning in Junior Middle School -- a Case Study of No.5 Middle School in Gejiu. English Language Teaching.*

<sup>26</sup>L Legault, "Intrinsic and Extrinsic Motivation," 2016, p.1.

something because of this motivation. Thus, extroverted motivation is the opposite of intrinsic motivation, which comes from influences from the external environment. Motivation is using a trigger to make someone motivated. This trigger can be money, bonus, incentive, reward, prize, etc. Extrinsic motivation has the ability to change someone's desires.

According to Dwi Larasati, There are three factors that affect extrinsic motivation are:

a. Family Encouragement

Encouragement families in particular are one of the driving factors that can affect a child's behavior in the act. They could choose the future for their children. So, their choice is right for their children.

b. Environment

The neighborhood is a place where one lives. The Environment can affect a person so that they can be motivated to do something. In addition to the family, the neighborhood also has a program role in motivating.

c. Rewards

A person can be motivated because of a reward so that the person wants to do something.<sup>27</sup>

According to Beggs, Bantham, & Taylor, There are some factors that influence students in choosing English Study Program namely, external and internal factors :<sup>28</sup>

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<sup>27</sup>Dwi Larasati, "Motivation of The Third Years Students' Motivation for Choosing English Study Program at One Public University in Jambi." (Faculty of Teacher Training and Education University in Jambi, 2019).

<sup>28</sup>Beggs, J. M., Bantham, J. H., & Taylor, S. 2008, (accesses on 29 August 2021)

a. External factor

External factors are factors that originate from outside a person or individual. This factor includes the surrounding environment including the closest people. There are four external factors :

i. Sources of Information and Influence

This category includes events, media, and individuals such as suggestions from family members or teachers who are a source of information in choosing a program. The role of parents has great power in the selection of study programs. Choosing an academic program and early career path is one of the most challenging decisions students face in college.<sup>29</sup>

For some students, the process can be very stressful and tiring. There are so many things to consider. One of them, of course, is which college to go to. Do you choose a public or private school, are costs considered, what about your parents, where do they want you to go? Even more important than where you go sometimes, is who you will learn from. The process of choosing a college program can be very convoluted. This is a cause for great anxiety because, for the most part, it will likely be one of the most important life decisions they make. This study looks at the factors that influence students' choice of programs and aims to identify the most influential ones.<sup>30</sup>

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<sup>29</sup>J. Carduner, J., Padak, G. M., Reynolds, "Exploratory Honors Students," *NACADA*, 2011, 14.

<sup>30</sup>J. Edmonds, "Factors Influencing Choice of College Program" (Rowan University, 2012).

ii. Job Characteristics

This category includes the type of work, employment opportunities, flexibility in work and career paths, and job security during a career. An article shows that 68.4% of respondents chose their program because they like the type of work from that program, while 7% of respondents chose their program because of its main earning potential. In addition, some parents indirectly hope that their children can take over the family business. Getting a job after graduation is one of the goals expected by students.

iii. Financial Considerations

Not only about work, but financial considerations are also a factor in choosing a program. Besides the type of work that is in demand, of course, someone will also be more interested when satisfied with the income earned. Students are usually interested in a program because they see the potential for income and financial security in the future. Will the program chosen by the student be useful or provide an opportunity to earn the expected income in the future or vice versa.

iv. Program Characteristics

This category includes the department's reputation, faculty strength, course availability, and course variety, as well as the introduction of courses in a program or understanding of basic science within the department, ease of obtaining a degree, and the ability to maintain high-grade averages in class. The more interesting the characteristics of the department, the more enthusiastic there will be.



Understanding the characteristics of programs before making a choice is very important because not a few students admit that they feel they have made the wrong choice in choosing a program after undergoing a period of lectures. In fact, there are those who choose programs because they are considered "easy" to enter the department as long as the campus is a State University (PTN). really live it wholeheartedly

### **c. The Principle of Motivation**

There are some principles of motivation in studying namely:

- a. motivation as the basis of activation to motivate learning activity.
- b. intrinsic motivation is more important than extrinsic motivation in learning
- c. Motivation in the form of a gift is better than punishment.
- d. motivation can foster optimism in learning.
- e. motivation can increase learning achievement.
- f. Motivating students can be the basic activity that teachers have to do at the beginning of learning activities.<sup>31</sup>

One more important kind of motivation is intrinsic motivation than extrinsic motivation because intrinsic motivation has a strong role in motivating students in learning.

### **d. The Function of Motivation**

Motivation refers to the reason why any behavior occurs, or specifically to the force that directs it and contributes to strength, motivation is reflected in a response that like any other behavior, is conditional by its consequences. Motivation can be defined as the desires, needs, and interests that arouse or activate an organism

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<sup>31</sup>Morgan, *Instruction to Psychology* (Austin: The University of Texas Press, 1986).

and direct it.

The motivation has three functions are:

- a. Encouraging people to do

The motivation in this case is the motor of any activity to be undertaken.

- b. Determine the direction of action

The motivation to provide direction and activities that should be undertaken in accordance with the formulation of the objectives that were previously planned.

- c. Selecting actions

It determines what actions should be done to match in order to achieve the goal, to put aside the deeds that are not useful for that purpose. The selection of predefined actions or done will provide high confidence for doing the selection process.<sup>32</sup>

### **C. English Study Program**

The use of English in everyday life is certainly something that is common. Moreover, this is an era of globalization where English is indispensable to able to communication between countries so this makes English a language that cannot be underestimated. Seeing the importance of English in today's era, it is not surprising that many parents prepare their children to speak English fluently from an early age. As for higher education, there is an English program or department or what we often hear about the English language education study program.

The English language education study program is a study program that

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<sup>32</sup>Dwi Larasati, "Motivation of The Third Years Students' Motivation for Choosing English Study Program at One Public University in Jambi."

teaches students about the use of English for academic purposes or for teaching English so this study program is perfect for students who are interested in becoming English teachers in the future. The English Language Education Program learns about language as well as culture, for example, how to talk to friends, formally or every day. Here you will learn about grammar, syntax, linguistics, sociolinguistics, and things related to English. Usually, also learn about cultures in Europe, learn to be a translator, become a subtitler, become an interpreter, and become a tour guide too, depending on the usual campus policy.

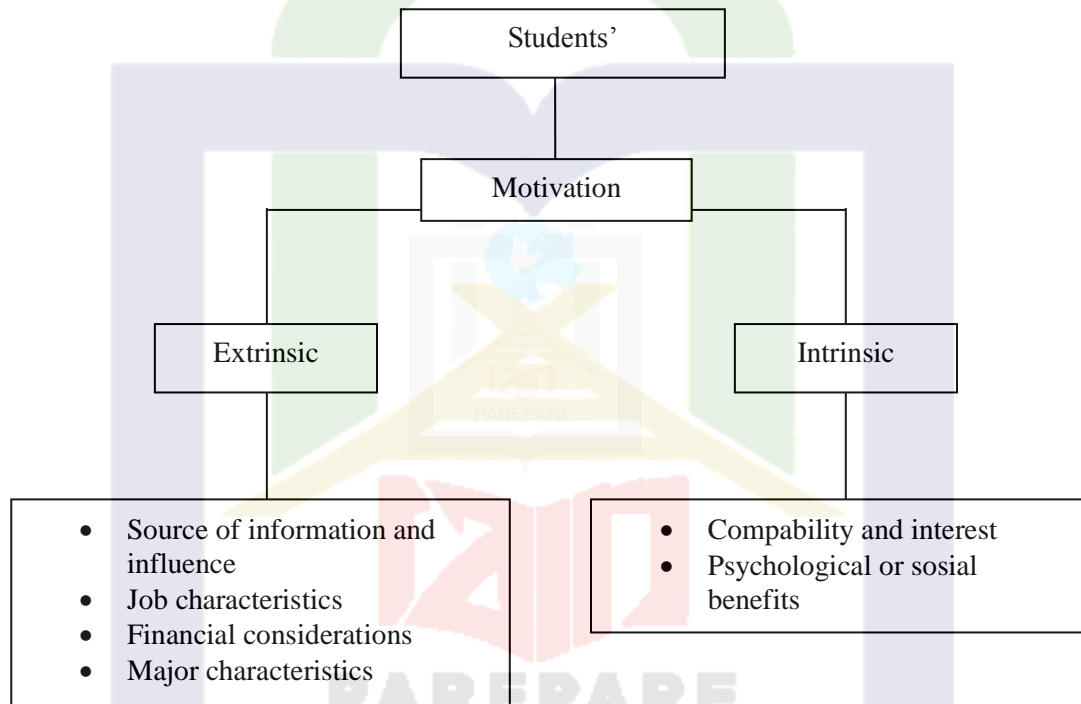
English is the first foreign language that every student must learn in formal education units such as elementary, junior high, high school, and university. Students passively learn the English language. The Indonesian government's efforts to enter the era of globalization are fiercely competitive on all fronts. The options for graduates of an English language program are important because the ability to communicate in English is required in most fields. In addition, there are too many English-taught programs. Students are not only prepared to speak English but can also teach English to others. The graduate English curriculum is more valuable than any other English graduate faculty. Ability to teach, and transfer learning, more broadly speaking, not just teaching English.

In addition to the above factors, considerations that should not be forgotten are study talent and support. Study talent is the ability to study which results can be seen, to find out by tracing the history of education from elementary school to high school. Because the selection of a program should not be chosen haphazardly and must be in accordance with the talents and abilities possessed, from some of the opinions above it can be concluded that several factors have an influence or that must

be considered by individuals in choosing a program, namely talent and ability factors, job prospects and opportunities, educational facilities, interests, opportunities, costs, and the family's economic ability.

#### D. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram :



## CHAPTER III

### RESEARCH METHODOLOGY

The research method is the science that discusses the procedures or the way in connection with the existence. Therefore, in research, it is necessary to choose a good research methodology in order to answer the problems posed in the research. The things found in the research method include:

#### **A. Research Design**

This research uses descriptive qualitative because this research was conducted to reveal how students are interested in choosing an English program at IAIN Parepare. Qualitative research is research that produces and processes descriptive data, such as interview transcriptions, field notes, pictures, photos, video recordings, and so on.<sup>33</sup> This research is qualitative research because basically, this research aims to examine or examine an object in a natural setting without any manipulation of it, and the expected results are not based on quantitative measures, but on the meaning or quality of the observed phenomena.

In this research, researchers explored the factors that influence student interest in choosing an English study program at IAIN Parepare. The cases in this approach are limited by time and activity, and the researcher collects complete information using various data collection procedures based on a predetermined time.

#### **B. Location and Time**

This research will be conducted at one of the state universities in Parepare, namely State Islamic Institute (IAIN) Parepare, students of the English Tarbiyah study program. IAIN Parepare is one of the colleges that are in great demand by

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<sup>33</sup>Poerwandari, *Pendekatan Kualitatif Dalam Penelitian Psikologi* (Jakarta: : Lembaga Pengembangan Sarana Pengukuran dan Pendidikan, 1998).

prospective students because this college provides many study programs. One of the superior programs that prospective students are most interested in is the English education study program. The writer wants to know what are students' motivation so that they choose an English Study Program at IAIN Parepare. This is the reason why the writer chooses IAIN Parepare as the research location.

### **C. Focus of the Research**

This research was carried out with a license to research for approximately two months. The focus of this research is on the factors that are the students' motivation in choosing the English study program at IAIN Parepare. The source of this research data is the process of interviews.

### **D. Types and Data Source**

The source of data was based on all the information ( paper, recording, book, and etc) took from the subject of the research subject or the field and has been analyzed as the purpose of the study.<sup>34</sup> Rasyid argues that the data interpretation is based on the researcher recordings, interviews, notes, and later be tested to find the proper information related to the study.<sup>35</sup> Therefore, the data source was all data obtained directly from everything related to research. In this research, there were usually two types of data analyzed, namely primary data and secondary data. Data sources that have been used in this research were :

1. The primary data is data that is collected directly by the researcher to answer the problem. What is meant in this case is the data obtained regarding the factors that influence student interest in choosing an English education study

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<sup>34</sup>Joko Subagyo, *Metode Penelitian (Dalam teori praktek)*, (Jakarta : Rineka Cipta, 2006), P.87.

<sup>35</sup>Harun Rasyid, *Metode Penelitian Kualitatif Bidang Ilmu Sosial Agama* (Pontianak : STAIN Pontianak, 2000), p.36.

program at IAIN Parepare. This data was obtained through interviews and observations. Primary sources used in this study include information from IAIN Parepare students obtained through the interview process.

2. Secondary data is data obtained from collection techniques data that support primary data sourced from books, journals, annual reports, literature, and other related documents with research problems

### **E. Technique Collecting Data**

Data is an important material used to answer problems, and questions or test hypotheses and achieve research objectives. Therefore, data and data quality are important points in research because they determine the quality of research results. Data is obtained from a process called data collection. Data collection is a process of obtaining empirical data through respondents using certain methods.<sup>36</sup> From this understanding, it can be seen that the data collection process is a process to collect various things that will be used as research material.

The techniques used in collecting data are Observation, Guide Interview, Audio Recorder, and Documentation

- a. Observation

Sugiono states that observation is a complicated process by compiling both biological and psychological processes by directly seeing and observing the situation. the researcher is able to draw the image and note the proper information.<sup>37</sup> Based on the statement above the researcher will observe the students of the English study program at IAIN Parepare with the

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<sup>36</sup>ulber. Silalahi, *Metode Penelitian Sosial* (Bandung: PT. Refika Aditama, 2009).

<sup>37</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung : Alfabeta, 2005)

observation list analyze the factors that influence students to choose the English study program at IAIN Parepare.

b. Interview

Interview is a question and answer process in ongoing research orally (can be conditioned). An interview is a question that is asked orally to people considered capable of providing information or explanation of a matter deemed necessary.

Guide Interview

An interview guide is simple a list of the high level topics that you plan on covering in the interview with the high level questions that you want to answer under each topic. So everything is structured. Structured interviews are interviews using pre-prepared list of questions. Researchers must ask the same questions in the same order to all respondents in order to generate the same response so as not to cause processing difficulties due to different interpretations.

Structured interviews are designed similarly to questionnaires, except that no written questions are asked but oral questions are conducted by an interviewer who records the respondent's answers. Structured interviews are conducted by researchers if the researcher knows clearly and in detail, the information needed and has a list of pre-determined or pre-arranged questions that will be submitted to the respondent.<sup>38</sup> The interviewer has a number of predefined questions and conducts the interview on the basis of guiding the question. When the respondent responds or gives his or her view on the questions asked, the interviewer takes notes on the answer. Then the

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<sup>38</sup>ulber. Silalahi, *Metode Penelitian Sosial* (Bandung: PT. Refika Aditama, 2009).



interviewer continues the question of others that have been prepared or provided. The same question then it will be asked to each respondent in the same event.

The advantage of a structured interview is that able to obtain quite qualified answers. This can be done in two ways, namely probing, where the interviewer asks the respondent to explain the answer in depth. and Prompting is an attempt to ensure that the respondent has selected a number of possibilities before answering the question.<sup>39</sup>

In obtaining the results of interviews, researchers used two kinds of methods, namely directly and indirectly (through online media).

c. Audio recorder

To keep the interview safe and noted. The audio recorder will be used in this research while interviewing the subject of the research. This tool helps researchers keep records of interviews, which in turn helps them during data analysis. It keeps the data pure, real, and easy to be used on another day.

d. Documentation

Documentation is one of the ways to collect data by maintaining information from various sources.<sup>40</sup>

## **F. Data Validity**

Data Validity Qualitative research must reveal objective truth. Therefore, the validity of the data in a qualitative study is very important. Through the validity of the data, the credibility (trust) of qualitative research can be achieved. It is dominant

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<sup>39</sup>Basuki. Sulisty, *Metode Penelitian. Jakarta* (Jakarta: Wedatama Widya Sastra, 2006).

<sup>40</sup>Sukardi, *Metode Penelitian Pendidikan* , (Cet XI; Jakarta : PT Bumi Aksara, 2004), P.1

in qualitative research using research tools such as interviews and observations containing many weaknesses when carried out openly so that it will affect the accuracy of the research.<sup>41</sup>

### **G. Technique of Data Analysis**

Data analysis in this study every time the data collection, researchers analyzed each data collected in the field through this technique and processed and concluded the data that has been obtained and provide an overview of the research location.

In this research, the researcher uses the data analysis model presented by Miles and Huberman, i.e data reduction, data display, and conclusion drawing/verification which is carried out interactively and continuously to complete until the data is realized saturated

#### **1. Data Reduction**

Data reduction is the selection process, the concentration of attention, abstraction, and rough data reform from the field. This process takes place during the research conducted from the beginning to the end of the research.<sup>42</sup> Reducing data means summarising, choosing the things that focus on the essential things, looking for themes and patterns, and discarding the unnecessary. Thus, the reduced data will give a clearer picture and make it easier for researchers to do the next data collection.

In this section, the researcher observes the number of students in the

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<sup>41</sup>Arif Sumantri, *Metodologi Penelitian Kesehatan* (Jakarta: Prenada Media Grub, 2013).

<sup>42</sup>Basrowi dan Suwandi, *Memahami Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2004).

Tarbiyah faculty and then looks for information about the number of students interested in the English study program from year to year through the Tarbiyah Faculty staff. After that, the information obtained about the number of English students was compared with the results of interviews to support the observation data.

## 2. Data Display

Data presentation is the process of compiling data to allow for the withdrawal of conclusions and actions. By looking at these presentations, it will be understanding what is going on and what needs to do.<sup>43</sup> Once the data reduction, the next step is to present the data. In qualitative research, data presentation do in briefs, charts, relationships between categories, flowcharts, and the like. Data presentation is the process of compiling data to allow for the withdrawal of conclusions and actions. By looking at these presentations, it will be understanding what is going on and what needs.

Students were interviewed Then, the interviews were recorded and transcribed. Researchers examined and analyzed the transcription. After that, he interpreted what the informants had been told compared to the results of interviews and facts in the field.

## 3. Conclusion Drawing/Verification

The third step in qualitative data analysis is drawing conclusions or verification. Findings made by researchers when supported by valid and consistent evidence, then the results put forward are reliable. The three

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<sup>43</sup>Yayuk Yulianti, *Perubahan Ekologis Dan Strategi Adaptasi Masyarakat Di Wiayah Pegunungan Tengger*, pertama (Malang: Elektronik Pertama dan Terbesar di Indonesia, 2011).

stages of data analysis activities stated above are interconnected and take place continuously as long as the researcher conducts research.

Conclusions drawn during the research process, and the data reduction process after the data collected is sufficient. A temporary conclusion draws, and after the data is entirely complete, a decision illustrates. The findings in qualitative research are new findings that have never existed before. Results can be in the form of descriptions or descriptions of a previously dim or dark object. After being examined, it becomes clear, and it can be in the form of causal or interactive relationships, hypotheses, or theories.

In this research, since the beginning, researchers have always tried to find meaning by looking for patterns, themes, relationships, and similarities. The conclusions put forward will be temporary and change if not found with strong and supporting evidence at the next data collection stage. However, if the conclusions are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the findings are reliable.

The researcher analyzes the documents that have been obtained from the Tarbiyah faculty staff regarding the number of English students from year to year. After that, the researcher saw whether English language enthusiasts really increased and then analyzed whether there was a match between the data and the results of interviews regarding the motivation of students to choose English majors at IAIN Parepare. After the researcher explained the data, the researcher drew conclusions based on the data results.

## CHAPTER IV

### FINDING AND DISCUSSION

#### **A. Findings**

Students' factors in choosing the English Study Program.

To find out student factors in taking or choosing an English Program at IAIN Parepare, the researchers collected data by observation, interviewing, audio recorder and documentation students of the Tarbiyah faculty English Program at IAIN Parepare. The researcher determined that the respondents were 20 students of the English Study Program. The respondents consisted of 4 students in each semester namely semesters 1,3,5,7 & 9 to serve as representatives for each semester.

Based on the research results obtained, the researchers grouped various responses into sub-categories so as to produce categories that could describe the factors in choosing majors at IAIN Parepare. Respondents in this study had different major selection factors, but there were also several respondents who had the same major selection factor and many even felt they had more than one major selection factor. In research based on interview results. Respondents who have more than one major selection factor can occur because of various things behind them such as family, friends, interests, talents, and even career plans or aspirations that each respondent has.

Overall responses were identified into several categories. Some of the categories include factors for selecting college majors according to Beggs, Bantham & Taylor. Factors for selecting majors according to Beggs, Bantham & Taylor are sources of information and influence, job characteristics, major characteristics,

interest and suitability, and psychological benefits/social.<sup>44</sup>

Table 4.1 describes the factors for selecting majors in tertiary institutions that have been obtained in this study:

<b>Response (Factor)</b>	<b>Subcategory</b>	<b>Category</b>
Includes suggestions, recommendations, expectations, even the wishes and requests of parents or siblings	Influence family	Information Sources and Influence (Beggs, Bantham, and Taylor, 2008)
Includes the teacher's teaching style Patient and make students comfortable	Teacher influence	
Include suggestions or recommendations from other people (other than family)	Advice from people other	
Includes availability and job opportunities after graduating from a major	Jobs	Job Characteristics (Beggs, Bantham, and Taylor, 2008)
Includes aspirations or desire to work in a field or world of work	Type of work	
Includes abilities or skills that have been possessed	Talent	Compatibility and Interest (Beggs, Bantham, and Taylor, 2008)
Includes compatibility between abilities and individual interests	Interest and talent	
Includes compatibility between the desired	Matches	

<sup>44</sup>Beggs, Bantham, and Taylor "Distinguishing the Factors Influencing Collage Students' Choice of Major". (*collage student journal*, Vol 42, June 2008), p.381-394

majors and individual personalities	personality	
Includes interest, interest, or passion in a major	Interest	
Includes potential salary or financial guarantees in the future	Earning Potential	Financial Considerations (Beggs, Bantham, and Taylor, 2008)
Includes positive emotions that will be felt by individuals when pursuing work that is useful for others	Psychological Benefits	Psychological Benefits (Beggs, Bantham, and Taylor, 2008)
Includes an individual's understanding of the basic knowledge of a department, as well as the desire to deepen the knowledge that has been previously obtained	Understand basic science	Characteristics of the Department (Beggs, Bantham, and Taylor, 2008)
Includes individual opinions regarding the reputation of a department	Reputation of study program	
Includes good achievement in a subject when sitting on a school bench related to the desired major	Maintaining previous achievements	
Includes the individual's desire to try new things or get out of the comfort zone	Trying new things	Challenging

Includes the individual's desire to choose certain majors that are considered challenging and require more struggle than other majors	Challenging	
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The results of the responses in this study indicate that the factors for choosing majors in tertiary institutions are suitability and interest, job characteristics, major characteristics, sources of information and influence, psychological benefits, financial considerations, and feeling that the chosen major is a major that is considered challenging. Each response category has one or more sub categories within it.

The compatibility and interest categories received the most responses. In this category, there are several sub-categories obtained, namely talents, interests, talents and interests, and matching with personality. Based on some of these subcategories, interest is the highest subcategory. It can be seen from the 20 respondents, 19 of them chose the English major based on interest or interest. In the interview that was conducted by the researcher with sister Hikmah who said that: "Saya memilih jurusan pbi karena keinginan saya sendiri"<sup>45</sup> and the same thing was said by sister Andriani Safitri " Karena saya suka dengan bahasa inggris, dan mendengar orang berbicara bahasa inggris jadi saya tertarik masuk di pbi"<sup>46</sup>

Respondents think that having a passion, interest, or interest in a major is what drives them to choose the major they are currently pursuing. Not a few also feel

<sup>45</sup> Hikmah Savira M, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 24 Decemember 2022.

<sup>46</sup> Andriani Safitri, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 25 Decemember 2022.



interested in the major they are currently pursuing since they were in school.

Regarding the results of the interview with Sister Hikmah

Sejak duduk di bangkus SD hingga SMA saya merasa senang saat belajar Bahasa Inggris dan saya selalu ingin mengembangkan kemampuan saya dibidang bahasa ini, apalagi setelah melihat banyaknya peluang kerja untuk jurusan ini jadi saya tidak ragu lagi untuk memilihnya<sup>47</sup>

In general, they express interest in a subject they have studied at school related to the desired major.

The category of job characteristics occupies the second position in the selection of majors. Of the 20 respondents, 18 of them chose based on job characteristics. In this category, there are two sub-categories obtained, namely, employment and type of work. Respondents with the type of work sub-category already have a description of the job or career goals they want to pursue after graduating from the major they will choose. They express their interest in working in a field. As said by Fadilah Maulana in an interview conducted by researchers: " Karena bahasa Inggris berkaitan dengan apa yang saya cita citakan yaitu menjadi pengajar bahasa Inggris"<sup>48</sup> and so is sister Andriani Safitri Related, "Berkaitan, karena keinginan saya menjadi guru dan saya suka bahasa Inggris jadi saya pilih pbi"<sup>49</sup>.

There are several sub-categories for the characteristics of the department, namely understanding basic knowledge, the reputation of the study program, and maintaining previous achievements. Respondents with this subcategory feel that

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<sup>47</sup> Hikmah Savira M, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 24 December 2022.

<sup>48</sup> Fadilah Maulana, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 26 December 2022.

<sup>49</sup> Andriani Safitri, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 25 December 2022.

understanding basic science in a department is an important factor in choosing a major in higher education. Some of them expressed their desire to deepen or continue the knowledge they had previously learned. As stated by respondent Arya Gemilang "Karena saya menyukai bahasa inggris dan ingin memperdalam pengetahuan terkait bahasa inggris"<sup>50</sup> and the respondent, sister Erlinda:

Saya memilih jurusan bahasa inggris karena saya lumayan tertarik untuk mempelajari bahasa inggris lebih jauh dengan harapan suatu saat nanti saya bisa berbahasa inggris dengan fasih<sup>51</sup>

Not a few also chose English majors based on the reputation of the study program, namely the accreditation of the department and seeing graduates from the study program they wanted to choose at that time. As stated by sister Hikmah of interviews with researchers "Ya, mulai dari akreditasi hingga kualitas mahasiswanya"<sup>52</sup>

The category of sources of information and influence has several sub-categories, namely family influence, teacher influence, and suggestions from other people. Respondents with this subcategory feel that the family, especially parents, has a very important role in selecting majors at tertiary institutions. Family influence can be in the form of suggestions, recommendations, requests, and even the choice or will of the parents. There were some respondents who felt uncomfortable with their parent's choice, but there were also respondents who always tried to adapt to college life in the major their parents wanted. As revealed by sister Mariana from the results

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<sup>50</sup>Arya Gemilang, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 27 Decemember 2022.

<sup>51</sup>Erlinda, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 28 Decemember 2022.

<sup>52</sup> Hikmah Savira M, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 24 Decemember 2022.

of the interview "sebenarnya keputusan orang tua tapi makin kesini harus berusaha dijalani seolah olah pilihan sendiri, dan ternyata bisaji"<sup>53</sup>

In the category of psychological benefits, there were 3 respondents who revealed their factors in choosing this English study program. They choose this study program because of their own desires, but the difference is from the interest category, namely that they involve positive emotions that will be felt by individuals when they pursue work that is useful for others. He will feel happy and feel very useful if the knowledge gained can be shared or used for the benefit of other people. Muhammad Miftahul Ikhsan in an interview conducted by the researcher:

Iya, saya memilih prodi bahasa inggris karena saya ingin cakap dalam berbahasa inggris dan bisa membagi ilmu yang saya dapatkan kepada orang lain. Keinginan saya sangat sesuai dengan pekerjaan guru<sup>54</sup>

The challenging category has two subcategories, namely trying new things and challenging. Based on these two subcategories, the number of responses obtained by the challenging subcategory was 3 responses. Respondents with this subcategory feel challenged by the major they are currently pursuing. They feel that the chosen major is a major that requires more struggle than other majors, besides that there are also respondents who feel amazed by people who are good at English so they feel challenged and think why not for them and want to try it "Tentu tapi saya tetap berfikir kenapa tidak untuk saya coba"<sup>55</sup> expressed by sister Ayu Lestari and by Muhammad Miftahul Ikhsan respondent "Karena bisa menguasai bahasa inggris itu

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<sup>53</sup> Mariana, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 28 Decemember 2022.

<sup>54</sup> Muhammad Miftahul Ikhsan, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 26 Decemember 2022.

<sup>55</sup> Ayu Lestari, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 27 Decemember 2022.

keren menurut saya”<sup>56</sup>

Responsecategory of financial considerations.In this study, this category only has one subcategory, namely earning potential with a total of 5 responses. Respondents with this subcategory have one major selection factor, namely, the salary is relatively large and in accordance with the expected field of work.

## **B. Discussion**

### Factors in the Selection of Majors in Higher Education

The results of the study show that each respondent has several factors that influence the choice of majors in tertiary institutions. In general, the major selection factors described in the research by Beggs, Bantham, and Taylor appear in the results of this study, namely the suitability and interest categories, job characteristics, department characteristics, sources of information and influence, psychological/social benefits, and financial considerations.<sup>57</sup>

In the category of compatibility and interest, interest is the biggest factor that appears in this study. Tracey and Robbins state that individuals who have an interest in a field of study tend to spend more time doing activities that lead to increased self-efficacy, thus making these individuals more interested than before.<sup>58</sup> Interest or interest in the major being pursued is important for every student to have. Gati et al consider that interest is the most important thing in career selection so that when working you can get good career opportunities and

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<sup>56</sup>Muhammad Miftahul Ikhsan, Students of English Program in State Islamic Institute Parepare, South Sulawesi, *Interview* in State Islamic Institute Parepare, 26 Decemember 2022.

<sup>57</sup>Beggs, Bantham, and Taylor “Distinguishing the Factors Influencing Collage Students’ Choice of Major”. (*collage student journal*, Vol 42, June 2008), p.381-394

<sup>58</sup>Tracey, T. J. G., & Robbins, S. B. “The interest-major congruence and college success relation” (*Journal of Vocational Behavior*, 69, 2005), P. 64-89.

rewards<sup>59</sup>

Some respondents felt they had skills or abilities that were in accordance with the major to be chosen. The skills or abilities possessed are often referred to as talents. Michael states that talent can be interpreted as an individual's ability to perform tasks, either with training or without training. This ability can develop if the individual does the exercise well. Respondents feel able to go through lectures if they choose a major that suits their talents.<sup>60</sup> There are also respondents who feel they have both abilities and interests. Respondents felt more capable and confident when choosing the desired major. Beggs, Bantham, and Taylor stated that there is a match between students' abilities and interests.<sup>61</sup>

In addition to the compatibility between interests and talents, several other respondents felt that the desired major was in accordance with their personality of the respondent. Jones states that compatibility or suitability between student personalities and the chosen major is related to student success.<sup>62</sup> This shows that respondents are aware of the personality they have and can use it with their choice of majors to obtain the expected career. Astin argues that students with personality characteristics tend to choose certain majors.<sup>63</sup>

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<sup>59</sup> Andina Kresna Nugrahini, "Faktor-faktor yang Memengaruhi Pemilihan Jurusan dan Kepuasan dalam Menjalani Jurusan di Perguruan Tinggi", (Skripsi Universitas Sanata Dharma Yogyakarta, 2018), p.51

<sup>60</sup> Andina Kresna Nugrahini, "Faktor-faktor yang Memengaruhi Pemilihan Jurusan dan Kepuasan dalam Menjalani Jurusan di Perguruan Tinggi", (Skripsi Universitas Sanata Dharma Yogyakarta, 2018), p.51

<sup>61</sup>Beggs, Bantham, and Taylor "Distinguishing the Factors Influencing Collage Students' Choice of Major". (*collage student journal*, Vol 42, June 2008), P.

<sup>62</sup>Andina Kresna Nugrahini, "Faktor-faktor yang Memengaruhi Pemilihan Jurusan dan Kepuasan dalam Menjalani Jurusan di Perguruan Tinggi", (Skripsi Universitas Sanata Dharma Yogyakarta, 2018), p.52

<sup>63</sup>Porter, S. R., & Umbach, P. D. College major choice: an analysis of

Occupational characteristics are one of the factors in choosing majors in tertiary institutions because some respondents are of the view that the major they are going to take is the first step in pursuing a career or job. In the type of work factor, respondents considered that the desire to be in a field of work or reach their goals was a factor in choosing majors in College. Collins and Giordani's research found that the type of work is one of the factors that influence the choice of majors in tertiary institutions.<sup>64</sup>

Some respondents have the view that the potential or opportunity to work after graduating from a major in Higher Education is very important. Bubany found that getting a job after graduation is one of the goals expected by college students.<sup>65</sup> In this study, several respondents considered the availability of jobs in their area of origin in choosing majors at tertiary institutions. Not only do opportunities to work after graduating from a major, but respondents also expect the certainty of job availability until old age to be a major factor in choosing majors in tertiary institutions. Similar to these results, Beggs, Bantham, and Taylor view that guaranteed job availability is a factor in choosing a major.

In the category of department characteristics, respondents considered that an attractive offer in a major to be chosen was a major factor in choosing a major in higher education. Some respondent who understand basic knowledge in a

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person-environment fit. (*Research in Higher Education*, 2006) P.47

<sup>64</sup>Andina Kresna Nugrahini, "Faktor-faktor yang Memengaruhi Pemilihan Jurusan dan Kepuasan dalam Menjalani Jurusan di Perguruan Tinggi", (Skripsi Universitas Sanata Dharma Yogyakarta, 2018), p.53

<sup>65</sup>Bubany, S. T., Krieschok, T. S., Black, M. D., & McKay, R. A. (2008). "College students' perspectives on their career decision making". (*Journal of Career Assessment Online First*, Vol 10, 2008), P.20

department, have the desire to continue or develop the knowledge that was previously obtained at the Senior High School (SMA) / Vocational High School (SMK). They feel they have understood the basic science of the desired major in College. Beggs, Bantham, and Taylor state that students who understand the basic science of a major are considered to have known the basic courses in the major in Higher Education.<sup>66</sup>

For respondents who had good achievements in a subject when they were in school, the desire to maintain their achievements was a factor that influenced the choice of majors in tertiary institutions. Furthermore, respondents choose majors related to these subjects. They find it easier to accept lecture material because they have had good achievements at the previous level of education. Beggs, Bantham, and Taylor stated that some students have the desire to maintain high average grades in class.<sup>67</sup> In addition, Malgwi states that there are similarities in the eyes lessons at the previous level of education are factors that influence the selection of majors in tertiary institutions.<sup>68</sup>

The reputation of the department and the ease of obtaining a degree in a department were expressed by several respondents. Similar to these results, Beggs, Bantham, and Taylor stated that the reputation of the department and the ease of obtaining a degree in a major also became one of the factors in choosing majors in

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<sup>66</sup>Beggs, Bantham, and Taylor “Distinguishing the Factors Influencing Collage Students’ Choice of Major”. (*collage student journal*, Vol 42, June 2008), P.

<sup>67</sup>Beggs, Bantham, and Taylor “Distinguishing the Factors Influencing Collage Students’ Choice of Major”. (*collage student journal*, Vol 42, June 2008), P.

<sup>68</sup>Malgwi, C. A., Howe, M. A., & Burnaby. P. A. (2005). Influences on students choice of college major. (*Journal of Education for Business*, Vol 80(5), 2005), P.278

tertiary institutions.<sup>69</sup>

For some respondents, sources of information and influence in the form of information such as suggestions or advice from other people, even advertisements from various media are factors in choosing majors in tertiary institutions. Respondents stated that the major they were pursuing was a suggestion, choice, or even a request from their parents/siblings. The role of parents has great power in choosing a major<sup>70</sup>

Most parents who come from collectivist cultures have planned career paths for their children who are in their teens, they even tend to feel ashamed and guilty if specific career paths are not followed by their children<sup>71</sup>

Not only the influence of parents, in this study, the teacher can also have a directly or indirectly influence on the choice of majors. Several respondents stated that they wanted to choose this major because they felt interested and comfortable with teaching teachers at their previous level of education. A respondent considers that suggestions from other people are a factor in the selection of majors in Higher Education although it does not mention whether the person is from family, friends, or the surrounding environment. Thus, some of them felt that they had no interest in the major they were pursuing. Descriptions of the compulsion of respondents to undergo majors were found in this study, but some of them did not include clear reasons. Most of the respondents in this

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<sup>69</sup>Beggs, Bantham, and Taylor “Distinguishing the Factors Influencing Collage Students’ Choice of Major”. (*collage student journal*, Vol 42, June 2008), P.

<sup>70</sup>Beggs, Bantham, and Taylor “Distinguishing the Factors Influencing Collage Students’ Choice of Major”. (*collage student journal*, Vol 42, June 2008), P.

<sup>71</sup> Duffy, R. D., & Dik, B. J. Beyond the self: “external influences in the career development process” (*The Career Development Quarterly*, 2009), P.58.



category did not state the reason for being forced to choose a major in Higher Education. There were also those who stated that the major was the choice of their parents or did not qualify for other majors (study programs).

The understanding of some respondents indicates that the work that will be carried out after graduating from the chosen major is a noble job such as helping or assisting others. Motivation to help or also called pro-social motivation illustrates that the chosen major is considered as an interest in social calling.<sup>72</sup> They feel that they have a meaningful life when they can be useful to others. Duffy and Dik state that some students use their enthusiasm to serve others without even considering materialism or money. They will get satisfaction through their deeds to the world, not because of income or social status.<sup>73</sup>

This study also found descriptions of respondents who thought that the majors chosen were majors that had challenging characteristics and required struggle, both in lectures or to complete them. In addition, they also have a curiosity to try new things, in this case, new knowledge.

Several respondents belong to the category of financial considerations. The respondent has several factors in choosing a major and one of these factors is the opportunity to get a large salary when working in the expected field. Yazici and Yazici state that future income expectations are a factor in selecting majors in tertiary institutions.<sup>74</sup>

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<sup>72</sup>Skatova, A., & Ferguson, E. "Why do different people choose different university degrees? Motivation and the choice of degree." (Frontiers in Psychology, 2014), P.

<sup>73</sup> Duffy, R. D., & Dik, B. J. Beyond the self: "external influences in the career development process" (The Career Development Quarterly, 2009), P.60

<sup>74</sup>Yazici, A. (2010). "Students choice of college major and their perceived fairness of the procedure" (evidence from Turkey. *Educational Research and Evaluation*, Vol 16 Num 4, 2010), P.371

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

Based on the research results that have been obtained, the researcher concludes that there are several factors that influence the selection of majors in tertiary institutions, namely according to Beggs, Bantham, and Taylor, while the others are new factors revealed in research.<sup>75</sup> Factors for selecting majors according to Beggs, Bantham, and Taylor are sources of information and influence, job characteristics, financial considerations, suitability and interest, psychological or social benefits, and major characteristics.<sup>76</sup> Another factor found in this study is feeling challenged with new things and choosing majors because they are forced without including reasons. The categories with the most response frequencies are in the match and category interest. In this category, the subcategory with the most frequency is in the subcategory of interest. After undergoing lectures in the chosen major, students reflect on new experiences or information that will form feelings of satisfaction or dissatisfaction with the major.

Three main factors emerged in the response, namely factors originating from the individual, the facilities provided by the department, and the environment in lectures.

#### B. Research Limitations

Limitations in this study are the emergence of unclear answers or answers

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<sup>75</sup>Beggs, Bantham, and Taylor "Distinguishing the Factors Influencing Collage Students' Choice of Major". (*collage student journal*, Vol 42, June 2008), P.

<sup>76</sup>Beggs, Bantham, and Taylor "Distinguishing the Factors Influencing Collage Students' Choice of Major". (*collage student journal*, Vol 42, June 2008), P. 381

that are not related to the questions available and the researcher did not get the opportunity to clarify several questions respondents because it was difficult to contact some of these respondents. In addition, researchers were not able to reach all respondents for member checking.

### **C. Suggestions**

#### (1) Students

Who have graduated from high school (SMA) and wish to continue on to tertiary institutions should be able to consider carefully and be aware of the factors that can influence the choice of majors at tertiary institutions, so that there are no events of switching majors or dropping out because they feel they are in the wrong major. Students who are currently undergoing lectures should be able to absorb more information and opportunities in order to increase interest in majors, thereby minimizing the negative impact on college life.

#### (2) For Parents

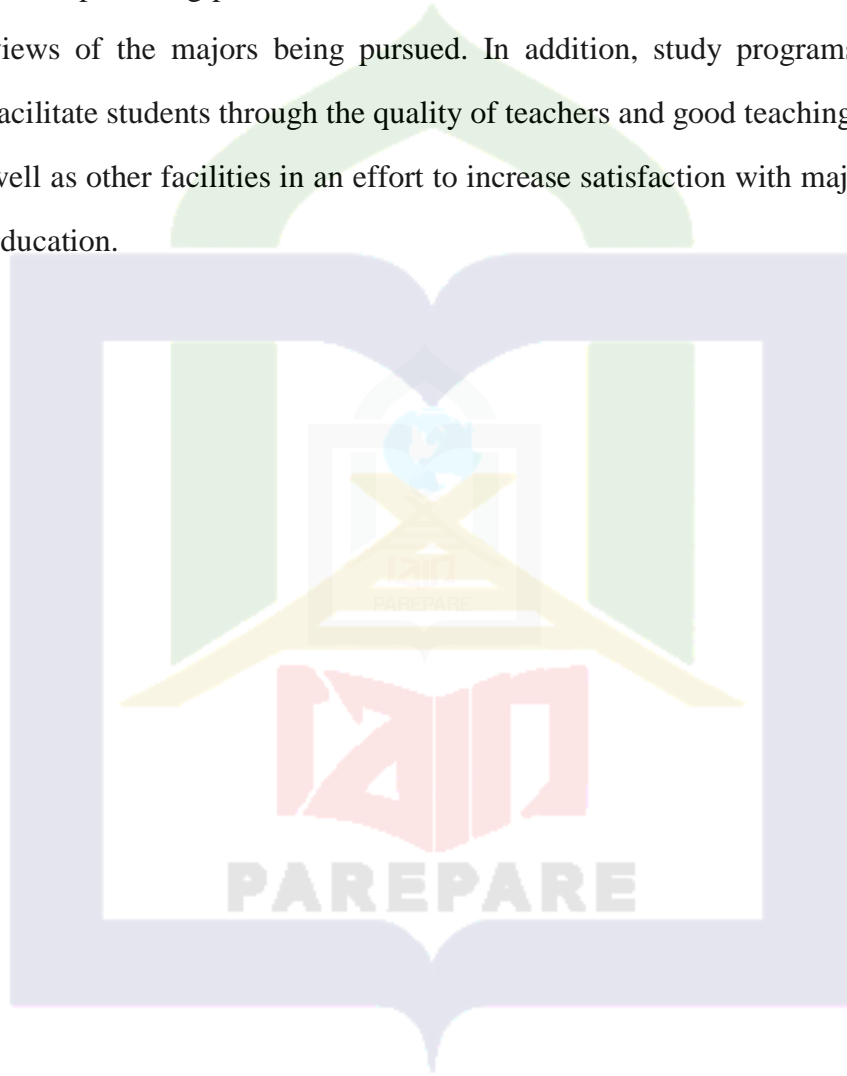
The researcher hopes that parents are able to provide a career picture in the choice of majors desired by their children without forcing or regulating their children's wishes, so that their children are comfortable, enthusiastic, and do not feel forced to go through college.

#### (3) For Teachers

In the scope of schools, in this case High School (SMA), teachers can have broader insights and distribute them to students, making it easier for students to get various descriptions of the various choices of majors available in Higher Education.

#### (4) For Universities

Universities, especially study programs/majors, can hold programs or events that are routine in nature such as public lectures and student activities with the aim of providing precise and accurate information in order to broaden students' views of the majors being pursued. In addition, study programs/majors can facilitate students through the quality of teachers and good teaching methods, as well as other facilities in an effort to increase satisfaction with majors in higher education.



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APPENDIX



	<p align="center"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</b></p> <p align="center"><b>Jl. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telp. (0421) 21307, Fax. (0421) 24404</b></p> <p align="center"><b>PO Box909 Parepare 91100, website : <a href="http://www.iainpare.ac.id">www.iainpare.ac.id</a>, email <a href="mailto:mail@iainpare.ac.id">mail@iainpare.ac.id</a></b></p>
	<p><b>VALIDASI INSTRUMEN PENELITIAN</b></p>

#### APPENDIX 1 : INSTRUMENT

NAMA : ERNIATI  
 NIM : 17.1300.131  
 FAKULTAS/PRODI : TARBIYAH/ TADRIS BAHASA INGGRIS  
 JUDUL : ANALYSIS OF STUDENTS' MOTIVATION  
 IN CHOOSING ENGLISH PROGRAM AT IAIN  
 PAREPARE

#### INSTRUMEN OF THE RESEARCH

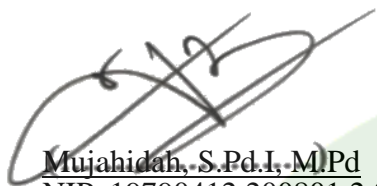
##### OBSERVATION AND INTERVIEW GUIDE

1. Identify (Name, Reg.Number, Semester)
2. Why did you choose the English major?
3. Have you previously searched for information about the major you have chosen?
4. Where did you get information about the English study program?

5. Was your decision to choose this major in accordance with your wishes? And have you considered your abilities?
6. Does the environment around you also influence the choice of an English study program? Who ? and how does it affect?
7. Are there any doubts when choosing an English study program?
8. Is your decision in choosing an English study program related to the job criteria you want/expect? how is it related?
9. Is there a connection between job opportunities and your decision to choose an English study program?
10. Does the income potential influence you in choosing an English study program?
11. Is there any influence of the characteristics of the English study program at IAIN Parepare on your decision to choose a major?
12. What are your hopes or goals after graduating from the English study program?

After looking at the interview guidelines in the preparation of the researcher's thesis in accordance with the title, it is basically deemed to have met the feasibility of being used in research.

Consultant



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NIP. 19790412 200801 2 020

Mengetahui.

CO. Consultant



Dr. Magdhalena Tjalla, M.Hum  
NIP. 19700320 200501 2 006



## APPENDIX 2 : Transcribe Interview

## GUIDE INTERVIEW

<b>Narasumber</b>	:	<b>Hikmah Savira M</b>
<b>NIM</b>	:	<b>18.1300.086</b>
<b>Tanggal</b>	:	<b>24 Desember 2022</b>
<b>Lokasi</b>	:	<b>Di Pondok Narasumber</b>

No	Transkrip	Sub kategori	Kategori
1	Mengapa anda memilih jurusan bahasa inggris ?		
	Sejak duduk di bangkus SD hingga SMA saya merasa senang saat belajar Bahasa inggris dan saya selalu ingin mengembangkan kemampuan saya dibidang bahasa ini, apalagi setelah melihat banyaknya peluang kerja untuk jurusan ini jadi saya tidak ragu lagi untuk memilihnya	Minat dan bakat	Compatibility and Interest
2	Apakah sebelumnya anda mencari informasi mengenai jurusan yang anda pilih ?		
	Ya, mulai dari akreditasi hingga kualitas mahasiswanya	Source of information	
3	Darimana anda mendapatkan informasi mengenai program studi bahasa inggris ?		
	Saya prnah ikut serta dalam kegiatan STAIN Parepare saat masih sekolah, mahasiswa saat itu memperkenalkan kepada kami tentang prodi yang ada di STAIN/IAIN Parepare	Sosialisasi	Source of information
4	Apakah keputusan anda memilih jurusan ini sesuai dengan keinginan anda? Dan apakah anda sudah mempertimbangkan kemampuan anda?		

	Saya memilih jurusan pbi karena keinginan saya sendiri. Untuk kemampuan saya hanya menguasai basicnya saja tetapi saya yakin bahwa saya akan mampu beradaptasi pada lingkungan dan pembelajarannya	Minat dan memahami ilmu dasar	Compatibility and Interest, karakteristik jurusan
5	Apakah lingkungan disekitar anda berpengaruh dalam pemilihan program studi bahasa inggris ? siapa ? dan bagaimana pengaruhnya!		
	Cukup berpengaruh. Banyaknya teman yang memiliki hobi yang sama dengan saya seperti mendengarkan lagu atau menonton film bahasa inggris, karena penasaran untuk mengetahui arti dan maknanya secara tidak langsung membuat saya suka terhadap bahasa inggris dan memilih prodi pbi	Pengaruh lingkungan	Source of information
6	Apakah ada keraguan saat memilih program studi bahasa inggris ?		
	Tidak ada		
7	Apakah keputusan anda dalam memilih Program studi bahasa inggris berkaitan dengan kriteria pekerjaan yang anda inginkan/harapkan ? bagaimana kaitannya !		
	Berkaitan, karena saya berharap menjadi guru bahasa inggris	Jenis pekerjaan	Job characteristic
8	Adakah kaitan antara peluang kerja dengan keputusan anda dalam memilih program studi bahasa inggris ?		
	Ada kak. Bahkan sangat relevan	Lapangan pekerjaan	Job characteristic
9	Apakah potensi pendapatan mempengaruhi anda dalam memilih program studi bahasa		

	inggris ?		
	Tidak juga kak, kenyamanan dalam bekerjalah yang utama		
10	Adakah pengaruh karakteristik program studi bahasa inggris di IAIN Parepare terhadap keputusan anda dalam memilih jurusan ?		
	Ya, saya juga melihat kualitas lulusannya	Reputasi program studi	Karakteristik jurusan
11	Apa harapan atau tujuan anda setelah lulus dari program studi bahasa inggris ?		
	Harapan saya semoga ilmu saya tidak sia sia, semoga menjadi amal jariyah dan tujuan saya setelahnya saya ingin menjadi guru bahasa inggris		

<b>No. Wawancara</b>	:	<b>18</b>
<b>Narasumber</b>	:	<b>Muhammad Miftahul ikhsan</b>
<b>NIM</b>	:	
<b>Penanya</b>	:	<b>Erniati</b>
<b>Tipe wawancara</b>	:	<b>Guide interview</b>
<b>Lokasi</b>	:	
<b>Tanggal</b>	:	<b>24 desember 2022</b>
<b>Pukul</b>	:	

No	Transkrip	Sub kategori	Kategori
1	Mengapa anda memilih jurusan bahasa inggris ?		
	Karena bisa menguasai bahasa inggris itu keren menurut saya	menantang	Menantang
2	Apakah sebelumnya anda mencari informasi mengenai jurusan yang anda pilih ?		
	Tidak		
3	Darimana anda mendapatkan informasi mengenai program studi bahasa inggris ?		

	Dari sosial media	Media online	Source of information
4	Apakah keputusan anda memilih jurusan ini sesuai dengan keinginan anda? Dan apakah anda sudah mempertimbangkan kemampuan anda?		
	Sebenarnya jurusan pendidikan bahasa inggris ini pilihan kedua saya, dan sebelum saya memilih melanjutkan pilihan kedua saya ini, saya belum mempertimbangkan dengan kemampuan saya	Bukan pilihan utama	
5	Apakah lingkungan disekitar anda berpengaruh dalam pemilihan program studi bahasa inggris ? siapa ? dan bagaimana pengaruhnya!		
	Lingkungan disekitar saya tidak terlalu berpengaruh, memang keinginan itu dari diri saya	Minat	
6	Apakah ada keraguan saat memilih program studi bahasa inggris ?		
	Sebenarnya ada tapi sedikit, karena sebelumnya saya mengira bahasa inggris itu hanya sebatas seperti yang dipelajari ketika SMA, ternyata saat perkuliahan ilmu tentang bahasa inggris semakin dibahas secara mendalam		
7	Apakah keputusan anda dalam memilih Program studi bahasa inggris berkaitan dengan kriteria pekerjaan yang anda inginkan/harapkan ? bagaimana kaitannya !		
	Iya, saya memilih prodi bahasa inggris karena saya ingin cakap dalam berbahasa inggris dan bisa membagi ilmu yang saya dapatkan	Manfaat psikologis	

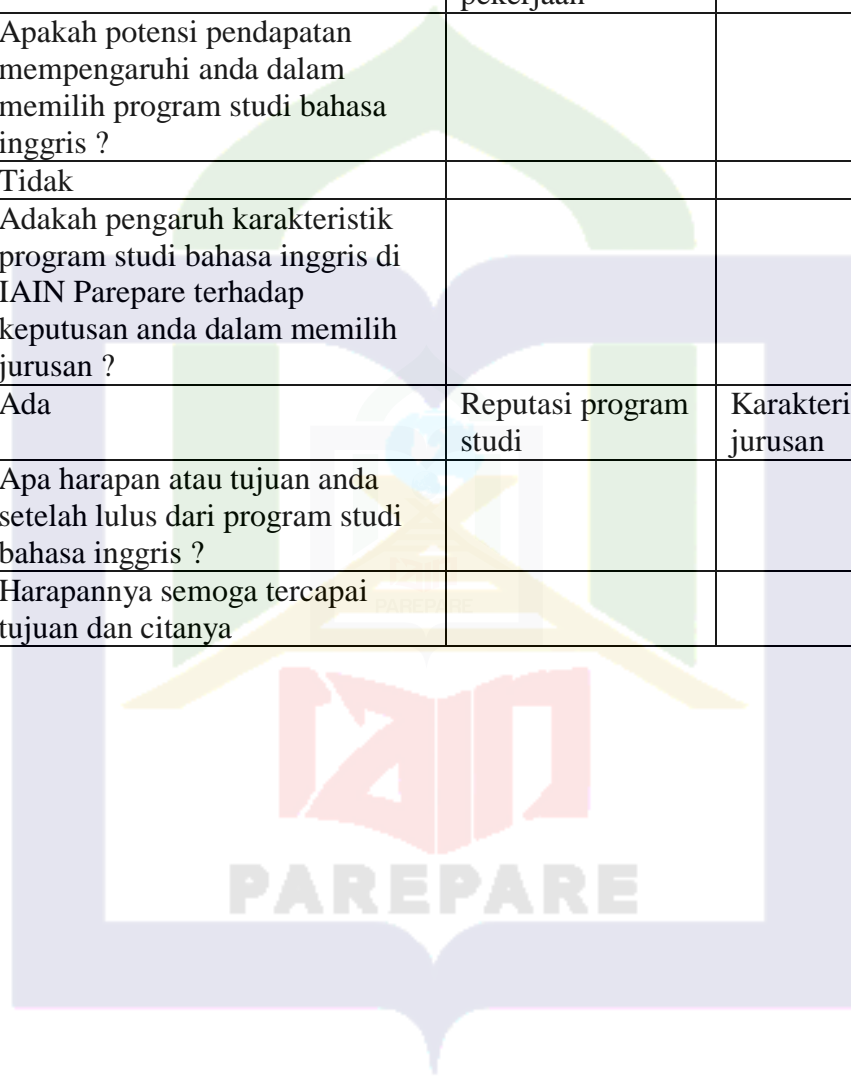
	kepada orang lain. Keinginan saya sangat sesuai dengan pekerjaan guru		
8	Adakah kaitan antara peluang kerja dengan keputusan anda dalam memilih program studi bahasa inggris ?		
	Iya ada, saya harap dengan saya memilih program studi bahasa inggris dapat membuka peluang kerja saya menjadi guru ataupun pekerjaan lainnya yang berkaitan dengan bahasa inggris	Peluang kerja	
9	Apakah potensi pendapatan mempengaruhi anda dalam memilih program studi bahasa inggris ?		
	Tidak		
10	Adakah pengaruh karakteristik program studi bahasa inggris di IAIN Parepare terhadap keputusan anda dalam memilih jurusan ?		
	Tidak		
11	Apa harapan atau tujuan anda setelah lulus dari program studi bahasa inggris ?		
	Tujuan saya setelah lulus dari program studi bahasa inggris saya ingin menjadi guru agar ilmu saya dapat bermanfaat bagi orang lain pula		

<b>No. Wawancara</b>	:	<b>7</b>
<b>Narasumber</b>	:	<b>Andrini Safitri</b>
<b>NIM</b>	:	<b>19.1300.012</b>
<b>Penanya</b>	:	<b>Erniati</b>
<b>Tipe wawancara</b>	:	<b>Guide interview</b>
<b>Lokasi</b>	:	<b>7</b>
<b>tanggal</b>	:	<b>24 desember 2022</b>
<b>Pukul</b>	:	<b>15:51</b>



No	Transkrip	Sub kategori	Kategori
1	Mengapa anda memilih jurusan bahasa inggris ?		
	Karena saya suka dengan bahasa inggris, dan mendengar orang berbicara bahasa inggris jadi saya tertarik masuk di pbi	Interest	
2	Apakah sebelumnya anda mencari informasi mengenai jurusan yang anda pilih ?		
	Iya		Source of information
3	Darimana anda mendapatkan informasi mengenai program studi bahasa inggris ?		
	Dari website IAIN	Media online	Source of information
4	Apakah keputusan anda memilih jurusan ini sesuai dengan keinginan anda? Dan apakah anda sudah mempertimbangkan kemampuan anda?		
	Sudah sesuai dengan keinginan saya, sudah saya pertimbangkan	Minat dan bakat	
5	Apakah lingkungan disekitar anda berpengaruh dalam pemilihan program studi bahasa inggris ? siapa ? dan bagaimana pengaruhnya!		
	Tidak berpengaruh		
6	Apakah ada keraguan saat memilih program studi bahasa inggris ?		
	Tidak ada		
7	Apakah keputusan anda dalam memilih Program studi bahasa inggris berkaitan dengan kriteria pekerjaan yang anda inginkan/harapkan ? bagaimana kaitannya !		
	Berkaitan, karena keinginanku menjadi guru dan saya suka bahasa	Jenis pekerjaan	Job characteristic

	inggris jadi saya pilih pbi		
8	Adakah kaitan antara peluang kerja dengan keputusan anda dalam memilih program studi bahasa inggris ?		
	Ada	Lapangan pekerjaan	Job characteristic
9	Apakah potensi pendapatan mempengaruhi anda dalam memilih program studi bahasa inggris ?		
	Tidak		
10	Adakah pengaruh karakteristik program studi bahasa inggris di IAIN Parepare terhadap keputusan anda dalam memilih jurusan ?		
	Ada	Reputasi program studi	Karakteristik jurusan
11	Apa harapan atau tujuan anda setelah lulus dari program studi bahasa inggris ?		
	Harapannya semoga tercapai tujuan dan citaanya		



## APPENDIX 3 : RESEARCH ALLOWANCE

SRN IP000727



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id*

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**REKOMENDASI PENELITIAN**  
**Nomor : 727/IP/DPM-PTSP/10/2022**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**M E N G I Z I N K A N**

KEPADA  
NAMA : **ERNIATI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **KALIANG PEKKABATA, KEC. DUAMPANUA, KAB. PINRANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **ANALYSIS OF STUDENTS MOTIVATION IN CHOOSING ENGLISH PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **01 Oktober 2022 s.d 01 November 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **04 Oktober 2022**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**Hj. ST. RAHMAH AMIR, ST, MM**  
Pangkat : **Pembina (IV/a)**  
NIP : **19741013 200604 2 019**

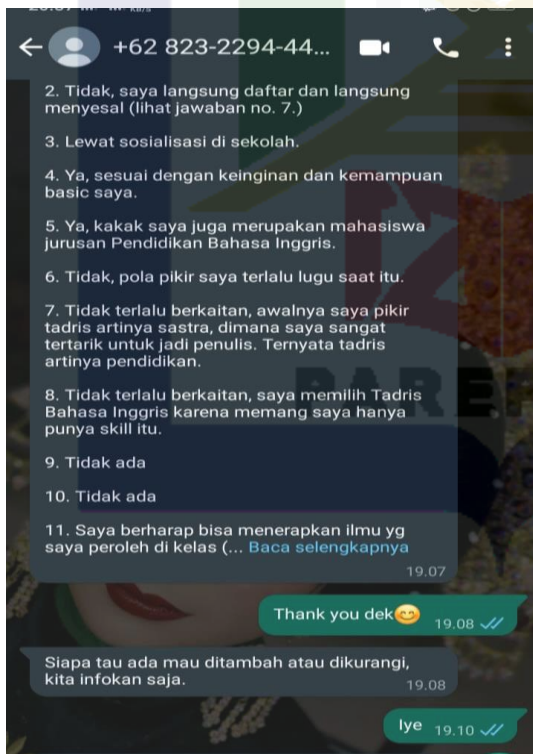
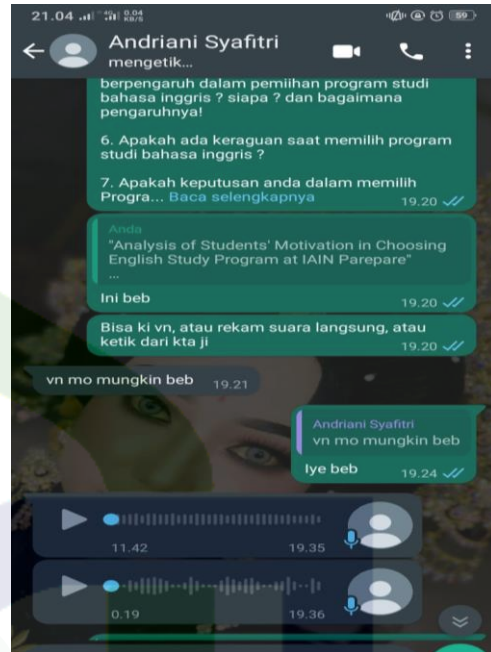
**Biaya : Rp. 0.00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSrE
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



#### APPENDIX 4 : Documentation





## CURRICULUM VITAE



Erniati, the author was born on 23<sup>rd</sup> January 1999, Pinrang. She is the the youngest child in his family. She has elder brother and elder sister. Her father’s name is Burhan and her mother’s name is Sahida. She began his study on 2005 at SDN 32 Duampanua, Kaliang and graduated on 2011. In the same year, she continued her study at SMP Negeri 6 Duampanua, Cacabala and graduated in 2014. In the same year she continued her study at SMK Negeri 2 Pinrang and graduated in 2017. After graduated, she decided to continued her study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her Study on January 2023 with the title “Analysis of Students’ Motivation in Choosing English Program at IAIN Parepare”.

