

**STUDENTS' MOTIVATION IN CHOOSING ENGLISH
LANGUAGE DEPARTMENT AS THEIR MAJOR STUDY**

THESIS

Submitted by

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APPROVAL LETTER

THESIS

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of Bachelor of Education in English Language Teaching

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

“Students’ Motivation in Choosing English Language Department as their Major Study” adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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A R - R A N I R I Y

Banda Aceh, 27 Desember 2024

Saya yang membuat surat pernyataan



Jihan Shabira Qatrunnada

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Aamiin yaa rabbal 'aalamiin.

Banda Aceh, December 27th 2024

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ABSTRACT

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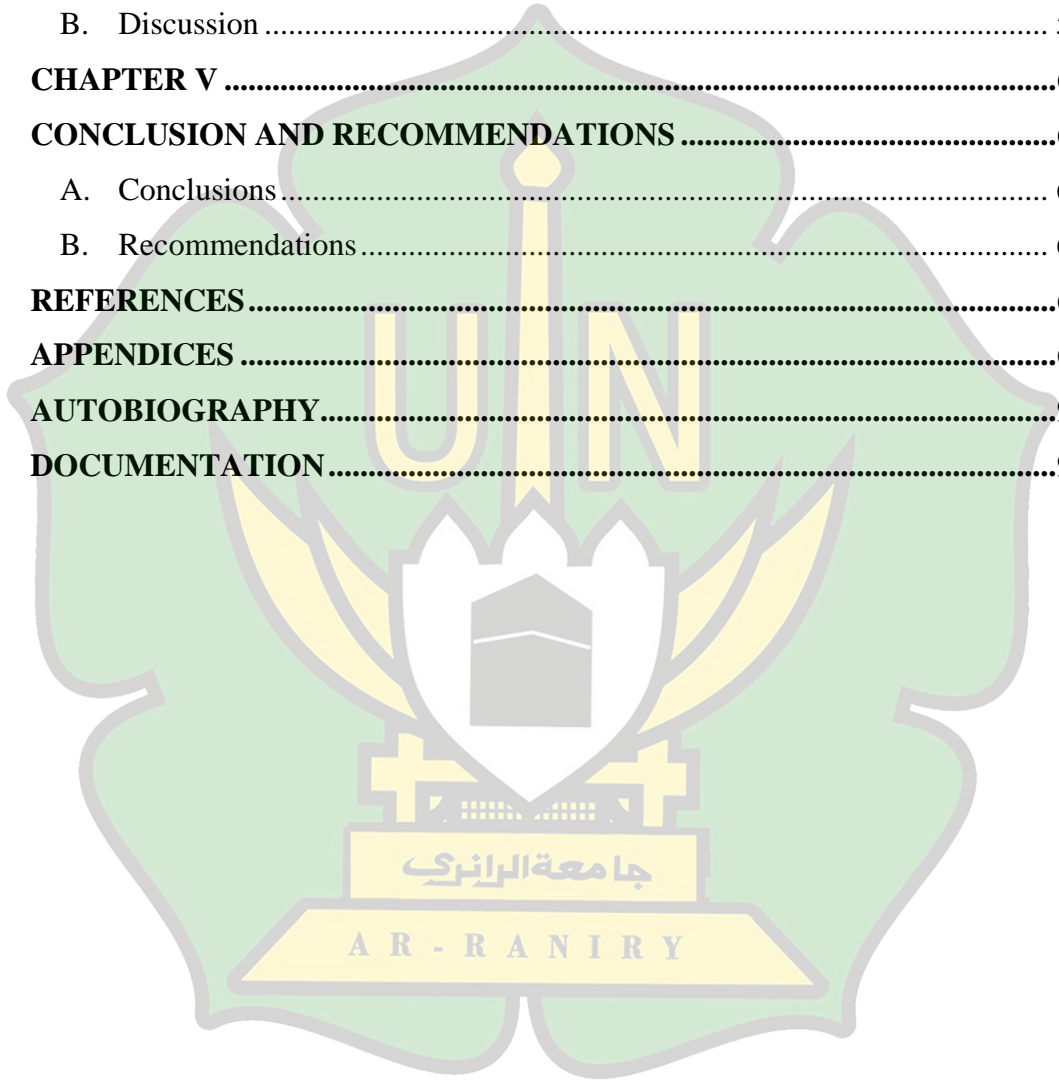
Making a decision to choose an English Education major is not an easy thing for students, but it is an important thing for them to do. In choosing the English Language Education Department, students may be driven by various motivations that will help them to complete their studies and avoid the assumption of 'wrong major'. This study aims to find out what are the motivations of students in choosing the English language department at UIN Ar-Raniry as their major. The research instrument used in this study is an interview. Ten student participants were selected. The main criteria of the participants are that the participants are active students who have a minimum GPA of 3.50, as well as male and female students in semesters 7, 9, 11, and 13. The data collected was analysed thematically. The results showed that the reasons for students choosing to major in English at UIN Ar-Raniry were due to a combination of intrinsic and extrinsic motivations. The researcher formulated themes that represent students' motivations in choosing English language education as their major, namely personal passion for learning English, aspiration to become a teacher, influence of family and teachers, aspiration to broader opportunities nationally and internationally, also reputation of institution and supportive environment.

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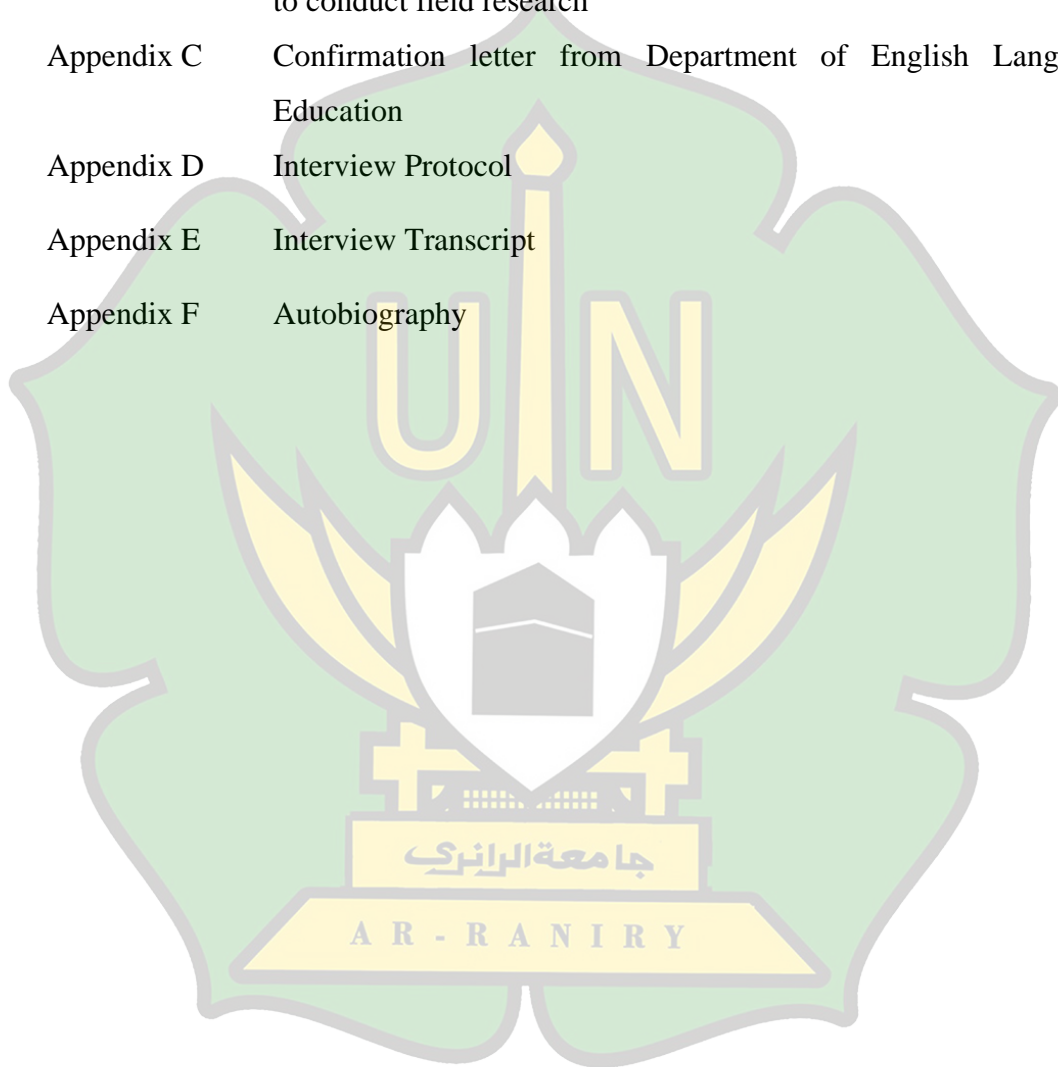
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CHAPTER I

INTRODUCTION

A. Background of Study

Education is a lifelong journey, and it is important to grow into a better human being. According to *Kamus Besar Bahasa Indonesia* (KBBI), education is the process of changing the attitudes and behaviour of a person or group of people in an effort to mature through teaching and training efforts. Education is also related to values; this means that education is a process of ‘giving, instilling, growing’ values in learners (Sukmadinata, 2011). In general, Indonesia has three pathways of education, namely formal education, non-formal education, and informal education. Formal education is education that has a structured curriculum and has an education level, while non-formal education is education outside formal education that can also be carried out in a structured manner, and informal education is education that comes from family and environment (Syaadah et al., 2022).

Formal education itself consists of several levels, such as elementary school, junior high school, high school, and higher education (university). Higher education is the last level of senior high school education. According to *Undang-Undang No. 12 Tahun 2012*, it is explained that “Higher Education is the level of education after secondary education which includes diploma programmes, undergraduate programmes, master's programmes, doctoral programmes, and professional programmes, as well as specialist programmes organised by universities based on

the culture of the Indonesian nation”. Higher Education is divided into two, namely State Universities / *Perguruan Tinggi Negeri* (PTN) and Private Universities / *Perguruan Tinggi Swasta* (PTS).

Aceh has universities that offer various advantages. The number of universities certainly attracts prospective students to enrol in these universities, but there is also bound to be fierce competition so that prospective students must really make choices. UIN Ar-Raniry is one of the Islamic state universities in Banda Aceh. As an Islamic university, its vision is to become a centre of excellence in the development of science and technology based on Islamic values. The university's mission is to produce graduates who have faith, devotion, noble character, and competence in science and technology. Thus, UIN Ar-Raniry has a vision and mission to become a centre of international quality Islamic education that is oriented towards developing the potential of people and society for the creation of a prosperous and harmonious civil society (UIN Ar-Raniry Vision and Mission, 2023).

Quoted from the official website of UIN Ar-Raniry, there are 9 faculties in UIN Ar-Raniry that have many study programs. One of the faculties that attracts many students is the Faculty of *Tarbiyah dan Keguruan* (FTK). This faculty chooses 14 study programs / majors, one of the study programs that always attracts the attention and interest of prospective students is the English Education Study Program.

Quoted from the official website of *Fakultas Tarbiyah dan Keguruan (FTK*, the English Language Education Department UIN Ar-Raniry has 4 main objectives, namely: first, to produce prospective educators who are professional and Islamic and have global competitiveness in the field of English Language Education; second, to produce quality research in the field of English Language Education; third, to make a positive contribution to community life that can be utilized in real terms through community service and development; and fourth, to strengthen and develop the tri dharma of higher education by establishing cooperation and building networks with various institutions. To achieve these goals, the English Language Education Department has several strategies, such as equipping students with competencies as prospective educators who are professional, Islamic, and competitive; supporting the English language teaching profession with a comprehensive moral, ethical, and scientific foundation; providing comfortable learning in an integrated manner in understanding English language materials and skills; providing opportunities to develop expertise according to students passions through the provision of academic assignments; provide learning in the fields of Islamic religion, humanities, and social sciences; provide learning opportunities to improve scientific writing competencies, entrepreneurial basics, communication, and mastery of information technology; provide organizational and community experience through *Unit Kegiatan Mahasiswa (UKM)* both internal and external; and provide information and teaching opportunities at educational institutions, courses, and private lessons as an opportunity to add professional experience.

Based on the objectives and strategies to achieve the objectives written on the official website of the Faculty of *Tarbiyah and Keguruan*, it can also be understood that the English Language Education Department is a study program that adapts the curriculum in preparing Education according to the needs and career paths to help expand the opportunities for student employment opportunities. The results of education empowered according to the needs of stakeholders will enable graduates to pursue various career paths in the future, so students will be able to become teachers, researchers, or other types of professionals that they want to be (Habiburrahim et. al., 2022). Therefore, the English Education study program offers various opportunities for prospective students, so that is why this study program has many enthusiasts.

According to Foerthiono and Sadjiarto (2014, cited in Ismaulina & Muhayatsyah. 2020), interest is a person's interest in something, and this will encourage him/her to make a decision / action. Students who are interested in the English Education major must certainly have strong motivation as a basic capital to continue studying until graduation. The term motivation has often been used by many people in everyday life. Motivation is something that energizes, directs, and maintains behavior (Ormrod et. al., 2019). The motivation that students have will keep them moving and continue to move forward towards the direction of the goals they want to achieve. It must be understood that student motivation is not simple and there must be a lot of influencing factors, both from internal factors and external factors.

Students when choosing a study program or major certainly have various considerations until they feel confident and finally decide to take the desired study program. Decision making is “a science and art to achieve goals” (Prastyawan & Lestari, 2020). At this stage students must find out what they want after they graduate from the major / study program they have chosen. What must be understood is that the higher education they will take is not only to pursue a bachelor's degree, but must be equipped with knowledge and broader insights to be able to get the expected job.

Decision making by students must also answer the future challenges they will face (Ismaulina & Muhayatsyah, 2020). The future challenges that students must face are very diverse, one of the main problems is the high unemployment rate, especially among new graduates (Roksa & Arum, 2012; Fernandez, 2012). Quoted from the CNN Indonesia report, according to the International Monetary Fund (IMF) in the April 2024 World Economic Outlook report, the unemployment rate based on the percentage of the labor force or population aged 15 years and over who are looking for work states that Indonesia is the country with the highest unemployment rate among the six ASEAN countries. Indonesia was recorded to have an unemployment rate of 5.2% as of April 2024. When compared to the previous year, the unemployment rate only fell 0.1% from 5.3% in 2023. Despite being the number one unemployment rate in ASEAN according to data from the IMF, *Badan Pusat Statistik* (BPS) explained otherwise that *Tingkat Pengangguran Terbuka* (TPT) as of February 2024 decreased by 0.63% compared to 2023, so that now Indonesia's TPT is at 4.82%. However, *Badan Pusat Statistik* (BPS) said there

was an increase in *Tingkat Pengangguran Terbuka* (TPT) at the level of education of graduates of D4, S1, S2, and S3.

Students who graduate from college are often unemployed after graduating due to the assumption that they have chosen the wrong major so that the jobs offered are not in accordance with their wishes and expectations about their careers. According to Educational Psychologist, Irene Guntur, from Integrity Development Flexibility (IDF), as many as 87% of students in Indonesia feel that they have chosen the wrong major for various reasons. This phenomenon shows that many students are not careful and less wise in deciding on the chosen major. Students should consider the major they will choose to match their expectations, so that it can help them to face future challenges that will be increasingly severe and also competition in the increasingly crowded world of work.

Researcher has conducted preliminary interviews with several students majoring in English Language Education UIN Ar-Raniry. The results of these interviews can be concluded that some students decided to pursue higher education in the English Education department because of their interest in learning English. In addition, they finally decided to enter the English Education department because this department not only prepares students as prospective teachers, but also prepares students in many fields so that they hope that this department matches their wishes and goals to be able to compete in the future. In addition, there are also students who decide to enter this department only because of recommendations from parents and friends who say that the prospects after graduating from this department are very large.

Making a decision to choose an English Education major isn't an easy thing for students, but it is an important thing for them to do. In choosing an English Education major, students may be driven by various motivations such as the desire to master English or expectations of future career opportunities. At this stage, students do not yet have maturity to decide what is best for themselves and their future. But with strong motivation, it will help them to complete the course they have started.

Motivation plays an important role in a student's decision to choose a major at university, such as choosing to major in English Language Education Department of Ar-Raniry State Islamic University, or *Prodi Pendidikan Bahasa Inggris* UIN Ar-Raniry. Several studies have explored this topic; for example, in a study conducted by Fitria, Pudjiati, and Wulandari (2022), various internal and external factors that influence students' decisions were highlighted. This study was conducted on 62 participants who were students majoring in English at various universities in Indonesia. In addition, Purfitasari (2020) from the results of her research questionnaire found that students at IAIN Salatiga are motivated by aspirations to become teachers, develop talents, and get stable jobs after graduation. Research conducted by Muazza et. al. (2017) found that student teachers have a desire to become teachers after choosing and completing their studies in English study program.

Research on student motivation in choosing English as a college major has indeed been done before and provides valuable insight, but there are differences in terms of samples, locations, theories, and methods used by previous researchers. In

previous studies, researchers have used questionnaires to collect data, while in this study researcher will use interviews to collect data so that researcher can explore and comprehend the reasons that influence students to choose the English language department. In addition, the sample or participant between this researcher and previous research is also different; in this study the research participant is an active student of the English Language Education study program at UIN Ar-Raniry Banda Aceh who is studying in semesters 7, 9, 11, and 13 and who has a minimum GPA of 3.50. Lastly, the difference in research location between this research and previous research is that this research was conducted at English Language Education Department of Ar-Raniry State Islamic University, Banda Aceh city, Aceh province, while previous research was conducted at a different university location.

A common mistake is the assumption that students can turn their motivation “on or off” at will, just like someone pressing a light switch. In fact, motivation is a strong stimulus to create the decision of students in choosing the English Education major and it is important to be owned by all students. Motivation is an aspect that must be possessed first before students decide to choose a major. If students have strong motivation for the major / study program, then there will be a decision to choose the study program until they finished their study there and graduated from the study program.

This phenomenon makes the researcher finally want to examine further through a study entitled “**Students’ Motivation in Choosing English Language Department as their Major Study**”. The researcher wants to see what is the

motivation by students in choosing the English language department as their major. So that in the end it forms satisfaction or not with the major chosen by the student.

B. Research Question

Based on the research background, the problem formulation in this research is “What are the motivation of students in choosing the English language department at UIN Ar-Raniry as their major?”

C. Research Aim

This research is intended to find out specifically about the motivation of students in choosing the English Language Department at UIN Ar-Raniry as their major.

D. Significance of Study

This research may increase knowledge, especially those related to the topic of motivation on students' decisions to choose majors in university.

1. To Students

This research provides information about students' experience in making decisions to choose majors in university. The result of this research will be lessons learned and can be used as guidance in making decisions to

choose majors in university so that they are in line with the motivations and goals they have planned for their future.

2. To Department of English Education Study Program

This research is expected to contribute as a suggestion for the department in order to develop a more relevant curriculum so that the quality of graduates will increase and ultimately produce quality graduates, in accordance with the needs of the available labor market in the future.

E. Terminologies

1. Students' Motivation

Motivation that students have will keep them moving and continue to move forward towards the direction of the goals they want to achieve. Victor H. Vroom in (Ardana, Mujiati and Sriathi, 2008) said that motivation is the strength of a person's tendency to perform a certain action depending on the strength in the form of expectations, that the results of his/her actions will be followed by the output.

In this study, students' motivation is defined as the drive or strength of students to take a certain action on the strength, desire, and hope to achieve a long-term goal in future that has been previously set.

2. Students' Decision to Choose

Pinaraswati (2020) argues that consumer decisions can be assumed to be student decisions. Students' decisions in continuing their studies in college are, in principle, consumer decisions in choosing a college as a place to study. In the world of higher education, students make decisions to buy educational services offered by various universities to achieve their desired goals. Decision making on a product or service is a stage of the student decision-making process where students actually buy after getting purchase stimuli (Kotler & Keller, 2009).

In this study, the decision to choose a major can be interpreted as the same as a product purchase decision, it means that just like someone who will buy a product, a student also buys a service offered by a university that offers a variety of majors and study programs. Therefore, it can be concluded that the decision of students to choose is the process of determining a choice from two or more alternatives that are centered on the goal of solving problems that are closely related to students' plans when choosing a major.

3. English Language Department

English Language Department UIN Ar-Raniry is a study program in the development of Islamic, modern, professional, and reliable English Language Education science in Islam, nationality and universality, and

produces pious, moderate, intelligent, and superior graduates by upholding local wisdom (Vision of English Education Study Program).

In this study, the English Language Education Study Program can be assumed to be a product or service that has and offers various benefits for students. The English Language Education Study Program will be one of the higher education services that become the choice and destination of students, so that students decide to pursue higher education in this study program.



CHAPTER II

LITERATURE REVIEW

A. Motivation

1. Definition of Motivation

Ryan and Deci (2000) claim that someone who is moved to do something is said to be motivated because he/she already has the drive or inspiration to act and is energised to achieve a goal.

According to Uno (2021), motivation is a force both from within a person and from outside that encourages a person to be able to achieve a desire or goal that has been set before.

Slavin (2011) says that motivation is something that causes you to step, keeps you going, and determines where you try to go. Motivation is the drive or strength from within a person that encourages people to behave or do something to achieve a goal (Sabri, 2010).

Ardana, Mujiati, and Sriathi (2008) Motivation is a need that encourages someone to do something. The existence of this need causes people to behave in certain ways in an effort to achieve a goal. Victor (Ardana, Mujiati, and Sriathi, 2008) says that motivation is a tendency of a person to take certain actions depending on the strength of the expectation that the results of his actions will be followed by certain outputs and the

attractiveness of these outputs. In simple terms, the basic foundation of this theory is: “people will do what they can do, if they want to do it”.

According to Gufron (2010) motivation is a state in a person's personality that encourages individual desires to carry out certain activities in order to achieve a goal.

Based on the experts stated above, it can be concluded that motivation is the drive or strength that comes from within or outside a person to take certain actions depending on the strength of desire and hope to achieve a predetermined goal.

2. Types of Motivation

According to Ryan and Deci (2000) motivation consists of two types that will expose differences in a person's motivational orientation related to their attitudes and goals that give rise to the reasons for an action. The types are:

a. Intrinsic motivation

Intrinsic motivation is doing an activity to get satisfaction after doing the activity and not because of pressure and encouragement from outside oneself. This motivation is important because it reflects a person's natural tendency, so that it can be said that if someone does something because he or she thinks it is interesting, fun, or challenging, then he or she already has intrinsic

motivation. For example, a student who does homework because he or she is interested in learning and understands that learning skills through doing homework will result in a good grade for him or her.

b. Extrinsic motivation

Extrinsic motivation is doing an activity to get results after doing the activity. This motivation is important because it reflects variations in external control of actual self-regulation so that it can be said that if someone has the willingness to do something because there are results that will get, then he or she already has extrinsic motivation. For example, such as students who do homework because they are told to by their parents but there is a willingness and there is a sense of belief from him or her if the homework will bring benefits to them, so he or she still does it, meaning that he or she does the homework to get approval from parents or teachers because he or she has completed the homework given, but also believes that the homework will bring benefits for his or her future.

Ryan and Deci (2000) introduced Organismic Integration Theory (OIT) as the second sub-theory of the development of Self-Determination Theory (SDT). This theory outlines four different types of extrinsic motivation, as follows:

- 1) External regulation, which is behaviour that occurs because this motivation is related to external demands or rewards so as to meet external demands or the possibility of external

coercion to obtain rewards. A person usually experiences externally regulated behaviour when they are controlled or feel alienated, which makes them dependent on rewards and threats.

- 2) Introjected regulation, which is described as regulation that elicits behaviour but is not really considered self-regulation. SDT claims that this type of regulation is usually driven by self-esteem. It is a type of behaviour where a person is motivated to demonstrate their ability for their self-esteem, or it can be said to achieve ego enhancement, such as pride of self.
- 3) Identified regulation, which is a form of extrinsic motivation that is driven by autonomy, for example, if the activity to be carried out involves a belief in a goal that is considered important so that a person will regulate themselves to choose their activity.
- 4) Integrated regulation, which is the most autonomous form of extrinsic motivation. This regulation occurs when the regulation is assimilated to the self so that it participates in the evaluation and belief in personal needs. This regulation is similar to intrinsic motivation but is still categorised as extrinsic because the goal to be achieved is still outside of oneself rather than a perceived pleasure or interest.

However, according to Hasibuan (2010) two other types of motivation are as follows:

a. Positive Motivation

It is said to be positive motivation when someone motivates others by giving something to those who perform above standard performance. With positive motivation, a person's enthusiasm will increase because in general humans like to receive good things.

b. Negative motivation

It can be said that someone who motivates others with a standard will get punished. With this negative motivation, a person's morale will increase in the short term because they are afraid of being punished, but in the long term it can have unfavorable consequences.

3. Factors Affecting Motivation

Deci & Ryan (2008) stated that based on years of research, there is a set of psychological needs that must be fulfilled to bring about effective psychological functioning and promote psychological health, namely:

a. Autonomy

Autonomy is self-initiative, meaning that a person needs to feel in control of their own behaviour and goals. Autonomy is the need for

a person's freedom to express their own desires in making a decision without any interference from other people.

b. Relatedness

Relatedness is the tendency to interact in social relationships, meaning that a person needs to experience a sense of belonging and connection with others so that they desire to foster close relationships and have a sense of interdependence between one another.

c. Competence

Competence is a person's need or ability to adapt and interact with the environment, meaning that a person is more interested, exposed, and learns better in adapting to new challenges; therefore, a person is able to master and learn or adapt to the surrounding environment so that they have the ability to achieve goals.

According to Victor (Ardana, Mujiati, & Sriathi, 2008), motivation focuses on three elements, as follows:

a. Effort-performance relationship

Individuals perceive that the effort made will drive performance.

b. Performance-reward relationship.

Performing at a certain level will encourage the achievement of a desired output.

c. Reward-personal goal relationship

The extent to which the reward meets the individual's personal goals and the potential attractiveness of the reward to him/her.

According to Ginting (2003) there are 7 factors that influence motivation, namely:

a. Intelligence

This is the ability of a person or student to think, act and master their environment.

b. Interest

A tendency for a person or student to be interested in an experience and to continue to do so, thus making someone increasingly have a greater interest than before. With this interest, someone will have a sense of pleasure, a sense of liking and a sense of desire for something that affects the movement of someone doing something.

c. Talent

The potential possessed from birth can manifest in the form of special skills, knowledge, skills through interaction and the environment in the form of appropriate education and training.

d. Environment

What is meant is the learning environment and what affects student motivation in choosing a major is the family environment, school environment and community environment. These three environments are where a person socializes.

e. Ideals

A person's desire for the future, and to achieve these goals can be achieved through a period of lectures at college as a bridge by choosing or determining the choice of a particular major.

f. Student condition

Here what is meant is the physical and emotional or psychological condition.

g. Learning achievement

The result of the learning process owned by a person or student as evidenced by the value of both cognitive, psychomotor and affection values given by the teachers.

4. Aspects of Motivation

According to Victor H. Vroom's theory (Ardana, Mujiati, and Sriathi, 2008) three aspects of motivation are expectancy, instrument and valence.

a. Expectancy (E)

How likely it is that if they perform certain effort behaviors they will get the expected results (i.e. high academic achievement). That is, how confident students are that studying in this department will produce the expected achievements.

b. Instrumentality (I)

How big is the relationship between academic achievement and higher academic outcomes? That is, how much confidence academic achievement or the results they achieve will bring benefits in the future.

c. Valence (V)

How important a person judges that students give to certain results or benefits. That is, how much students value the benefits obtained, such as careers or recognition and appreciation for achievements.

According to Robbins (Ricardianto, 2018) the aspects of motivation are as follows:

- a. Self-actualization: the instinctive need in humans to do the best they can.
- b. Award: something that a person gets for having managed to get something after making a contribution.
- c. Social-needs: the need for mutual interaction between one human being and another in social life.
- d. Security needs: security, stability, protection, structure, order, freedom from fear and anxiety.
- e. Physical needs: the need for strength, confidence, and independence.

According to Mc. Donald (Hamalik, 2010) there are three important aspects of motivation, namely:

- a. Motivation starts from a change in energy in the person.

Changes in motivation arise from certain changes in the neurophysiological system in the human organism.

- b. Motivation is characterized by the onset of feelings.

At first it is psychological tension, then it is an emotional atmosphere. This emotional atmosphere causes motivated behavior.

This change may be conscious, it may not.

- c. Motivation is characterized by reactions to achieve goals.

The motivated person holds responses that are directed towards a goal. The response serves to reduce the tension caused by changes in energy in him/her.

5. Indicators of Motivation

According to Uno (2021), the indicators of motivation are as follows:

- a. Desire and willingness to carry out activities.
- b. The existence of encouragement and need to carry out activities.
- c. The existence of hopes and aspirations.
- d. Appreciation and respect for self.
- e. The existence of a good environment.
- f. The existence of interesting activities

B. Students' motivation in choosing English language department as their major study

According to Kotler (2006), service production can be related to physical or non-physical production, therefore services are any activity or action offered by one party to another that is intangible and also does not result in any ownership. So, service defined as an activity provided by a party to another that has an element of intangibility, but provides various benefits for related parties (Subario, 2014).

Pinaraswati (2020) argues that consumer decisions can be assumed to be student decisions. Students' decisions in continuing their studies in college are, in principle, consumer decisions in choosing a university to be a place to study. University services are services / activities offered by a higher education institution to students in the form of intangible products. Students need university services to get the benefits and satisfaction offered by the university in the form of educational services provided.

Motivation is the focus of attention of many students in finding study programs offered by various universities, this is due to the increasing number of graduates who do not have jobs and consider the wrong majors when taking education in college. Motivation is important for students to assess educational service providers, so that students will disseminate their satisfaction to other prospective students. This will increase the student's decision to choose a major in the study program at the university.

The motivation that students have will keep them moving and keep moving forward towards the direction of the goals they want to achieve. Motivation is defined as the drive or strength that comes from within and outside a student to take certain actions on the strength, desire, and hope to achieve long-term goals that they have set before.

If students feel their expectations are met, then students will feel satisfied. Building a student's motivation is not easy, with a bad experience in students will make the image of the college that offers education services will be bad. So, universities and study programs must be able to provide and always update information in accordance with the facts, and provide good expectations to students. This will make students feel confident and motivated.

Student motivation and the decision to choose a major in a study program in university are very important to increase profits so that the study program will always maintain a good relationship with students. Purchasing decisions (choosing a major) according to Schiffman and Kanuk (2007) are choices from two or more alternative purchasing decision options, meaning that someone can make a decision, there must be several alternative choices available. Like students who decide to choose the English Education Study Program from several other alternative study programs.

In this study, students are choosing English Language Education study program services to pursue education at the tertiary level. Student decisions are

students' abilities and efforts and actions in an effort to make choices to pursue education in university.

The decision to choose is the final stage where students before choosing a study program at a university have known a variety of information. The decision to choose by students is very important for study programs including universities that maintain the continuity of their services with many students who believe and finally decide to choose a study program at the college. When many students are motivated to decide to continue studies in one of the majors at the university, it will increase the benefits for the study program at the university.

Universities are educational institutions that prepare skilled personnel to enter the world of work by fulfilling competencies in various fields of work in the future. Students can choose a choice of majors that can choose majors that match their interests, abilities, and ideals so that they are utilised in order to prepare them to enter the world of work after graduating from the majors they have chosen.

When choosing a major at university, it is very important for students to have motivation. Motivation is formed because of his/her manifestation of inspiration and desire to achieve goals so that it will affect the strength and focus of their actions on how to achieve these goals (Ryan and Deci, 2000). So that someone who is moved to do something is said to be motivated because he already has the drive or inspiration to act and be energised to achieve a goal (Ryan and Deci, 2000). There are several motivations that will influence someone to choose a major at university, namely intrinsic motivation that comes from the student's

personal self and extrinsic motivation that comes from outside the student's personal self. Students who have intrinsic motivation must consciously do an activity / activity continuously more easily because they believe the major they choose will be needed and will be very useful for them both now and in the future. Students who have an interest in choosing a college major will definitely appear motivated because they need something so that it raises awareness to carry out learning activities in that department.

Self-determination can play an important role in how people function in different areas of their lives, including when choosing a college major. Feeling in control and intrinsically motivated can help students feel more committed, passionate, interested and satisfied with the things they do in the course they have chosen. The idea behind the self-determination theory by Ryan and Deci (2000) makes us realise that sometimes we feel more motivated when we are given the authority to make our own choices. According to this theory, self-determination refers to a person's ability to make choices and manage their own life, for example, students who will choose a programme of study at university means that students feel they have more control over their lives.

Motivation is a strong drive to create the formation of student decisions in choosing the English language education department and is important to be owned by all students. Motivation is an aspect that must be possessed first before students decide to choose a major. If students have a strong motivation for the major/programme of study, there will be a decision to choose the programme of study until they graduate. So it is important to know what the motivations are behind

students in choosing the English language education study programme at UIN Ar-Raniry.

Thus, motivation can encourage the formation of student decisions to choose majors in university. Student motivation is the result of encouragement from students towards the expectations that will be received. In accordance with the information available in the study program at the university. So that with strong motivation, it will help students to complete the study programme they have started.

C. Previous Study

The researcher will submit several previous studies that are relevant to the research to be studied, namely about “Students’ Motivation in Choosing English Language Department as their Major Study”.

1. Research conducted by Fitria, Pudjiati, and Wulandari (2022) with the research title “Selecting English Study Programs in Higher Educations: Students’ Perspectives”. The researcher outlined several findings, namely, “learning English is full of challenges; English is the international language in the world; it is an opportunity to get a scholarship abroad; they are interested in learning, even deepening, oral and written English skills; they have the desire to be an English teacher after graduation; career prospects for English graduates are widely open; English is the students’ favorite subject at senior high school; English scores are good on their school report card; English scores are good and satisfactory in the national exam; the

desire to choose the English major appears from themselves (they are not influenced by their parents/family, friends, and school recommendation or request); the prestigious image of being an English major student in the society; no other major at college that attracts their attention; good accreditation; the good reputation of the study program; the superiority among others; the availability of tuition fee information; the desire to study at their favorite universities”.

2. Research which was conducted by Purfitasari (2020) with the research title “An Analysis of Students’ Perceptions and Motivations for Choosing Program Study of English Education majors in IAIN Salatiga”. The results of this study indicate that the motivation of IAIN Salatiga students in choosing a study program in English Education majors is as follows: “the desire to develop it interests and talents; aspirations to become a teacher; fast desire getting a job after graduation; the ability to compete with other college graduates; trust in the knowledge learned can be the foundation of life in the future; IAIN's status as a University; teacher certification; lecturers who teach have good quality”.
3. Research conducted by Muazza et. al. (2017) with the research title “Student Teachers’ Reasons for Choosing a Teacher Education Program at one public university in Indonesia and policy implications”. This study found that there are various reasons why student teachers choose the English teacher education/teaching programme, the findings of this study indicate that student teachers are more influenced by intrinsic reasons (e.g., “It offers

opportunities for my academic development”), followed by extrinsic reasons (e.g., “It provides a good social status”), and then altruistic reasons (e.g., “I have a desire to contribute to society”). The findings indicate that more than half of the student teachers have a desire to become teachers due to their internal motives, indicating that they have a strong motivation to become teachers after completing their studies in English study program.

Based on the explanation above, it shows that research on student motivation in choosing English as a college major has indeed been done before and provides valuable insight, but there are differences in terms of samples, locations, theories, and methods used by previous researchers. In previous studies, researchers have used questionnaires to collect data, while in this study researcher will use interviews to collect data so that researcher can explore and comprehend the reasons that influence students to choose the English language department. In addition, the sample or participant between this researcher and previous research is also different; in this study the research participant is an active student of the English Language Education study program at UIN Ar-Raniry Banda Aceh who is studying in semesters 7, 9, 11, and 13 and who has a minimum GPA of 3.50. Lastly, the difference in research location between this research and previous research is that this research was conducted at English Language Education Department of Ar-Raniry State Islamic University, Banda Aceh city, Aceh province, while previous research was conducted at a different university location. So, it can be said that this research is pure without plagiarism and can be accounted for.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A systematic process of gathering and analyzing information to solve problems or to answer questions is named research. Professor of Educational Research at the University of Nebraska Lincoln, John W. Creswell said that research is “a process of steps used to collect and analyze information to increase our understanding of a topic or issue” (Creswell, 2014). Research means an essential part of the scientific process, in general, it consists of three steps: firstly, pose a question, secondly, collect data to answer the question, and lastly, present an answer to the question.

The researcher used a qualitative approach in conducting this study. This approach was selected because of its versatility in the process of investigation, as it enables the researcher to understand the quality of situations, relationships, materials, or activities in detail. This is in line with a statement put forward by Denzin and Lincoln (2005) explaining qualitative studies about what a phenomena means to the people. According to Astalin (2013) arguing that qualitative research is a systematic scientific investigation that attempts to make a comprehensive, typically narrative description of a social or cultural phenomenon in order to inform the researcher's knowledge. In this study, the researcher uses a qualitative research design because she wants to explore the reasons that influence the students to choose the English Language Department.

B. Research Location and Participants

The location to conduct the research is at the English Language Education Department of Ar-Raniry State Islamic University, or *Prodi Pendidikan Bahasa Inggris* UIN Ar-Raniry, located in Banda Aceh, Aceh province.

The participants in this research are a total of 10 students at the English Language Department, Faculty of *Tarbiyah dan Keguruan*, Ar-Raniry State Islamic University. Specific selection was used to recruit the participant. The correspondents selected for this research were based on several criteria:

- a. Active students of English Language Education Department of Ar-Raniry State Islamic University.
- b. Students ages from 18-25 years old.
- c. Male and female students in semesters 7, 9, 11, and 13.
- d. Students who have minimum GPA 3.50
- e. Students who agree to participate in this research

C. Data Collection

The data collection method is used to collect raw data. Raw data is something that needs to be processed so that it becomes meaningful information both qualitatively and quantitatively that shows facts (Oei, 2010). The data collection method as a technique or method is used by researchers to collect data. The method or technique shows an abstract word and cannot be realized in objects,

but can only be seen through: questionnaires (scales), interviews, observations, tests, and documentation.

In this research, the researcher to gain the data will be using an interview. The researcher uses the interview because it allows the researcher to comprehend students' motivation to choose the English Language Department at UIN Ar-Raniry. Furthermore, it will help the researcher better understand and explore the research subjects opinions, experience, and phenomenon. Interview questions will use open-ended questions, so in-depth information could be collected.

D. Data Analysis

Data analysis is an activity after data from all participants or other data sources have been collected and processing the data into useful information to answer research problems. The result of data collection will be analysis using a thematic data analysis method that identifies patterns of meaning within data to determine and manage the data collected for this research.

Thematic analysis is a method for examining qualitative data that is usually used with a set of texts (Caulfield, 2019). This method is flexible used to analyse varieties of data, including open-ended questions in a questionnaire, interview transcripts, focus group discussion, documents, or social media posts. According to Braun & Clarke (2006), thematic analysis is a method for analysing qualitative data that entails searching across a data to identify, analyse, and report repeated patterns.

Thematic data analysis steps to take proceeding are outlined by Braun & Clarke (2006):

1. Data Familiarization

The first step in the thematic analysis data process according Braun a& Clarke (2006) is becoming familiar with the entire data set, which entails repeated and active reading through of the data. Depending on the study, Nowell et al. (2007) said that the data set might include interviews, focus groups, recorded observations, field notes, journal entry, or other media. In this step, researchers must get a good understanding of the overall content of data with reading and re-reading to identify key themes and patterns of the data.

2. Generating Initial Codes

In the data analysis process, generating initial codes as the first truly analytic steps helps the researcher to organize data at a granular, specific level. After step one in data familiarization, the researcher can begin to label and take notes on potential data items of interest, questions, connections between data items, and other preliminary ideas. In this step, the researcher using her own label to create codes as specific as possible, thus should be sufficiently well-defined, demarcated such that it does not overlap with other codes, and should fit logically within a larger coding framework.

3. Themes Development

Groups of related topics that represent a larger concept are themes. Researcher develops themes by grouping related codes. An analogy by

Braun and Clarke (2012) that if your entire analysis is seen as a house, so individual codes are the bricks and tile, and themes are the walls and the roof. Varpion et al. (2017) said that themes do not simply emerge from the data. Thus, in this step, the researcher through analyzing, combining, comparing, and even graphically mapping how codes relate to one another to construct the themes in her research.

4. Theme Analysis

This step is a step in reviewing themes. According to Braun and Clarke (2006) theme analysis is two-level analysis process, the researcher looks at coded data placed within each theme to ensure proper fit, then she reviews all relevant codes and data extracts under each theme and make sure that each theme have adequate supporting data, the data included coherent in supporting that theme, and know exactly that some themes too large/diverse or not.

5. Theme Interpretation

In this step, the researcher is defining and naming each theme by drawing on their knowledge and experience. Then, the researcher should ensure that the names of themes are brief and adequately descriptive. So, the researcher must define themes that are clear, concise, and based on the data.

6. Write up the Findings

The final step in the data analysis is to write up the final analysis and description of findings by producing the report or manuscript. The writing process began through a note-taking process, describing the themes process,

and selection of representative data extract in prior steps. Braun and Clarke (2006, 2012) said that the final report should move beyond mere description of codes and themes, the report should weave a narrative that provide a clear concise, and logical account not only how a researcher interprets the data, but also why her selection of themes and interpretation of the data are important and accurate. Thus, in this step the researcher must absolutely discuss the implications of the findings.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research is to find out specifically about the motivation of students in choosing the English language department at UIN Ar-Raniry as their major. The result of this research was based on the data obtained from the interview conducted by the researcher. The participants of this research interview were ten students of English language education department UIN Ar-Raniry. The correspondents selected for this research were based on several criteria. The correspondent responded to five questions specifying choosing the English Language Department as their major. The ten students were marked as student 1, student 2, student 3, student 4, student 5, student 6, student 7, student 8, student 9, and student 10.

In this research, the researcher briefed the correspondent on the theme of the research to strengthen to prepare the correspondent to maximize the result of the answers prior to the interview. Then the researcher asked the ten students five questions to figure out the reason why students chose the English Language Education Department as their major and their experiences.

Based on the responses that were given by the interviewed students, almost all participants gave similar answers with exception of minor different

answers. Based on the responses, there were different themes that came up during the interview related to the research questions.

a. Personal passion for learning English

Students' decision to choose the English Education major is based on their personal interest in English. This interest usually comes from students' experiences that give a deep impression to them when they learn English at school, such as a pleasant feeling when learning English and students' desire to deepen their language skills.

Some students clearly expressed that English is their favorite subject so they have an emotional and intellectual connection to English. All students gave similar answers.

Student 3 said:

I chose English education because I am interested in learning languages, and my first foreign language was English. When I was in senior high school, I learned a lot about language because I was from Islamic boarding school. And when I graduated from my senior high school, I wanted to deepen my understanding in English.

Student 3 added that her main objective in choosing the English Education study program was to deepen her English language skills. 3 said:

“My first goal in choosing this major was to deepen my English”.

Student 2 said:

Well, it is my personal decision to study this major. (...) I feel like English is my passion back then and I like to work on something that I am good at. I also like to study and teach English, especially for young learners. I find this reason is one of my motivations for choosing to study at the English Language Education Department.

Student 2 added that from the beginning she had liked to learn languages. She said: *“I love to learn languages. This major gives me a chance to deepen my understanding of English”*.

Student 9 said:

I finally decided to choose English Education at UIN Ar-Raniry because I felt I had a passion. (...) The first reason I chose this major when I entered university was because I used to like watching English films, and I also liked listening to English songs.

Student 6 said:

The reason I chose the PBI major is because I want to expand my language, I want to enrich the language, especially English.

Student 10 said:

My reason for choosing the English Education major is because firstly I am interested in the English major (...) I already liked English lessons since I was in school, meaning that I was interested in English even before I chose the English Education major. Actually, in the past I had no dream of becoming a teacher but just liked learning English.

It can be concluded from the participants' explanations above, that most students show a deep interest in English and English language learning. This interest comes from a sense of satisfaction and pleasure from students towards language learning activities. This finding is in line with Lamb's research (2017) which says that students' personal interest in language determines their academic success in learning English as a foreign language. From the students' responses, it shows that students have been interested in learning English since they were at school, meaning that before

they entered university and chose a major, they were already interested in English. Therefore, when continuing their education in college, students will choose English Education as their major.

b. Aspiration to become a teacher

Students said that becoming a teacher was their aspiration, hope, and desire for a long time and became their future goal. This aspiration is often due to students' positive experiences with their previous school teachers, or it could also be due to students' desire to share their knowledge.

Student 8 said:

(...) I have a personal goal to become a teacher and it is still in line with the main goal of the English language education department.

Student 7 said:

I chose to study in the English Education department at UIN because I want to be a teacher. I believe I can become an English teacher after I finish my study in this department.

Student 1 said:

My goal in choosing this major is because since childhood I have wanted to be a teacher (...) then after graduating from S2 I will become a lecturer in the education department.

One of the participants said that there are very few English teachers in the area where she lives, so she wants to be one of the teachers who will help teach English lessons in her hometown.

Student 6 said:

Yes, because my goal of enrolling in PBI is to enrich my English and also to become an English teacher. Therefore, my goal is to be a good teacher for my students in the future. So, becoming an English teacher is one of my aspirations because English teachers in my hometown are very limited.

One of the ten participants said that since childhood she had aspired to become a teacher, but at that time she had not specifically determined what subject she wanted to be a teacher.

Student 5 said:

Actually, since junior high school, I have wanted to become a teacher, but I still didn't know what subject I wanted to teach.

Just like participant 5 who does not have a specific goal to become a teacher of what study, there is also a participant who says that since childhood she has aspired to be a teacher, and finally she decided to become an English teacher because she thinks she understands the abilities and background she has in the field of English. Therefore, she wants to become an English teacher after graduating from the English Education major that she has currently undergone.

Student 4 said:

Actually, I don't have a specific goal to become an English teacher, but I have always wanted to be a teacher. Because I have a good background in English, I want to be a teacher who teaches English. (...) In my master's degree, I will continue to major in English Education, and then I will become a lecturer as my main job

From the responses of the students in this study, it can be concluded that most of the students said that becoming a teacher was their aspiration, hope, and desire for a long time and became their future goal. Motivation to become a teacher according to Richardson et. al. (2014) is often driven by students' personal desire to have a positive impact on students' lives. There are students who have had dreams and hopes of becoming an English teacher for a long time and there are also students who want to become a teacher, but they only found the desire and goal to specifically become an English teacher after they chose the English Education major.

c. Influence of family and teachers

Family and teachers are the closest people that students have in the home and school environment, so family and teachers have an important role in shaping students' choices in choosing majors at university, especially in determining the choice to continue their studies in the English Language Education department.

Student 5 said: **A R - R A N I R Y**

The main reason is because when I was in senior high school, I had a teacher who graduated from the English language education department of UIN Ar-Raniry. I really enjoyed learning with that teacher because of her cool way of teaching. That's why I also want to be a teacher just like that teacher (...) In addition to this, my parents' support for this major is greater, because in the previous years I was still confused about choosing psychology or English education, but finally my parents gave their approval for this major.

Student 4 said:

Even though I actually wanted to focus on my hobby like drawing, and had already passed the test in the DKV department at SENDRATASIK of USK, but because of my parents' very strong encouragement for me to study in this department, I finally thought, "oh well, I'll just study English Education".

Student 1 said:

(...) and the advice from my uncle who used to graduate from this department, he said that my chances of continuing my studies abroad would be greater and easier if I entered the English education department. (...)

Student 10 said:

(...) and then the second reason is because I got motivation from my previous teachers (in junior high school/senior high school) to enter the English Education major.

Student 6 said:

(...) My teachers and parents also influenced me to take this major and they fully supported my choice, because they also said that PBI at UIN Ar-Raniry is one of the good English education majors in Aceh.

Student 2 said:

(...) My teacher and family also suggested that I take this major because I am good at English. (...)

Student 8 said:

(...) My parents, especially my mom, always wanted to see me as an educator. Plus, my mom was also an alumni from this major. (...)

Student 3 said:

(...) because my English teachers in senior high school graduated from the department. Therefore, I chose the English Education Department of Ar-Raniry.

From the responses of the students in this study, it can be concluded that student decision making is often influenced by social roles that come from the students' closest environment such as parents and teachers. So it can be concluded that these two groups (family and teachers) have a very important role in the lives of students to determine the choice of majors that are suitable for themselves and their future.

d. Aspiration to broader opportunities nationally and internationally

Students realise that the ability to speak English is the main tool to open up global opportunities such as continuing their studies, participating in scholarship programs both nationally and internationally, and future career opportunities that are very broad after they study in the department they choose. Students' desire to access the national and international world provides a strong motivation for them to decide to choose English education as a strategic step to achieve a better future. The aspiration of many students after they complete their undergraduate education in the country is to continue their master's and doctoral education abroad, as stated by the following participants.

Student 1 said:

The main reason I chose to study English education was for two reasons. The first reason is because I have a big desire to continue my studies abroad, whether it's Australia, the UK, or America.

Allahu 'alam. But I hope to be able to continue my studies abroad. This is because I heard that TEN (Tadris English) students have many graduates who study abroad, and the advice from my uncle who used to graduate from this department, he said that my chances of continuing my studies abroad would be greater and easier if I entered the English education department. (...)

Student 7 said:

(...) Then, the second reason I chose this major is because I want to go abroad and continue my studies there.

Student 8 said:

The only reason why I choose this major is my personal wish that one day I will be able to continue my study abroad. I was hoping that choosing this major would significantly improve my English as a very important part of the studying abroad process.

In addition to the dream of continuing their studies abroad, there are also students who say that enrolling in the English Education department will open up great opportunities to get scholarships to participate in student exchange programs abroad.

Student 2 said:

I believe it (English Language Education Department) will provide me many opportunities (...) In the past, I only saw my friends participating in the MORA Overseas Student Mobility Awards (MOSMA). Now that we are a university with a kemendikbud program, UIN students can also participate in MOSMA activities. And we also have the opportunity to join the Study of the U.S. Institutes (SUSI) for Global Student Leaders.

In addition, according to students, the wide career opportunities for university graduates will help graduates to find suitable careers so as to avoid becoming unemployed after they complete their undergraduate

education at university. Some participants said that students who graduate from this major have a great opportunity to pursue a career as a professional teacher.

Student 3 said:

Because we are from the education department, I think I have a career prospect in the education field as a professional teacher.

Student 9 said:

In my opinion, the English Education major seems to have many career opportunities, especially as a teacher. For example, even though we don't become a teacher at school, we can still become a teacher at a tuition center or become a dormitory teacher at a boarding school.

Student 10 said:

What I realized is that if we have entered the English Education department, we can become English teachers, or we can become translators, but most students who graduate from English Education will become English teachers.

Student 7 said:

I believe that by choosing to major in English Education, I will get a better career in the field of Education such as becoming a teacher

Other students who became participants in this study said that in addition to becoming teachers, students who graduate from English Education majors also have career opportunities in various fields such as becoming translators, businessmen/businesswomen, becoming tour guides, becoming office employees, becoming freelancers, or other jobs that require the use of English.

Student 5 said:

In my personal opinion and based on the experience of lecturers and alumni, the career prospects of this major are very large, not limited to becoming a teacher or lecturer, but can also become an employee of the BMKG office or become a freelance in various fields, for example, like me who likes travelling so I can become a tour guide.

Student 4 said:

The career prospects after graduating from this department are very wide, because from the beginning of entering this department, I have seen that this study program has 85% of the main focus of students to become teachers, but there are other courses such as English for Business, Tourism, etc., which offer students who do not want to become teachers to have career opportunities in various fields such as business and tourism. Because everything now uses English if we want to go to a wider range of jobs. Like in big cities nowadays, they are definitely looking for people who can work using English, so career opportunities can be wider. I believe that everyone is not born to be a teacher; there must be those who realize that too late. For example, at the age of 24, we just realise that our passion is not to be a teacher but can be a businesswoman (...) or become a tour guide.

Student 1 said:

Looking at the development of today, no matter where we will have a career later, we will definitely need English, and people will prefer to choose graduates who have English language skills because the range of jobs will be wider and more rewarding, such as becoming a teacher, becoming a translator, or a part job as a tour guide. And I have plans to also become a tour guide to introduce tourist destinations in my hometown in Aceh Tenggara. Because there is a Gunung Leuser Tourism Park in my hometown and many tourists come and need tour guide services.

Student 4 and student 1 added that after completing their education in this major, they will open a service business as a part-time job.

Student 4 said:

(...) In addition, for part-timers, I will do a business open art commission of digital art where many customers come from outside Indonesia, for examples like from Thailand, Malaysia, and Singapore, who use full English.

Student 1 said:

(...) Then I also want to become a tour guide for my part time jobs because I saw great potential for this business in my hometown.

It can be concluded that students' motivation to choose English education major is driven by their desire to reach out nationally and internationally, as well as open up wider opportunities in their lives for a variety of future career options. Learning English is often influenced by students' global aspirations, including their desire to participate in international education (Chirkov et. al., 2007). Students believe that mastering English is a means to achieve their goals of furthering their education and gaining opportunities in scholarship programs both nationally and internationally. In addition, according to the students, English education is not a monotonous major that only prepares students to become teachers, but this major also prepares students to work in various prestigious careers such as becoming translators, businessmen/entrepreneurs, tour guides, office employees, freelancers, or other jobs that require the use of English.

e. Reputation of institution and supportive environment

In choosing a major at a university, students are often influenced by the reputation and supportive environment of the major. Many students believe that good accreditation, reputation recognition in the field of English

Education, and adequate learning facilities will provide great opportunities for the future of students after completing education in the department.

Institutional reputation is believed to increase career opportunities in the future so students tend to choose institutions that have high accreditation and are also widely recognized. In addition to good accreditation, trust in this reputation is driven by the competence of lecturers and the facilities and programs provided by the department that provide opportunities for students to develop, which also strengthens students' decisions in choosing a major. Students have different opinions in assessing the reputation of the institution, such as the opinions of the following participants who said that the reputation of the department influenced them in choosing English language education as their major.

Student 7 said:

In my opinion, the English language education department of UIN Ar-Raniry is better in facilities and lecturers than Syiah Kuala University. This greatly influenced my interest and decision to choose a major at this university.

Supporting student 7's statement, student 8 said:

It is not a secret that the English Language Education Department of UIN Ar-Raniry is really good, isn't it? (...)

Student 3 said:

I also considered the reputation of the department. I knew that the department had a good reputation because my English teachers in senior high school had graduated from the department. Therefore, I chose the English Education Department of Ar-Raniry.

Student 9 said:

Yes, that is one of them. This is because many alumni from my school, when I was a senior high school student, said that English education at UIN Ar-Raniry is superior to English education at other universities. Then in my opinion, many lecturers in English Education at UIN Ar-Raniry are lecturers who graduated from foreign universities, so this greatly influenced my decision to choose the English Education Department at UIN Ar-Raniry (...)

Student 6 said:

Yes, because many people say that English education at UIN Ar-Raniry is very good at universities in Aceh. That's why I finally chose the English department at this campus as my choice of major.

Student 2 said:

Yes, the great reputation it gets helps me to apply for any events both regionally and nationally. (...).

Student 5 said:

Reputation was quite influential in my decision to choose this major. I had heard many people say that English language education at UIN Ar-Raniry is better than at USK. The accreditation and quality of lecturers at UIN Ar-Raniry are also better than USK.

Student 1 said:

From the beginning, I did consider the reputation of the English language education department, because logically we must look at the accreditation of the study program because we will need a degree after graduating from this department. I considered 3 universities, namely UNSYIAH, UIN Ar-Raniry, and IAIN Lhokseumawe. Finally, I decided to choose UIN Ar-Raniry because in terms of quality and tuition fees it is more affordable compared to IAIN Lhokseumawe and UNSYIAH.

Other students said that reputation is not important when deciding on a university major.

Student 4 said:

(...) Even though when I first became a new student, the accreditation of this department was B, and I did not mind because I did not look at the accreditation (...) so I entered this department only because of the encouragement from my environment, such as my parents who are one of the lecturers at UIN Ar-Raniry who asked me to continue my education in this department. So, I thought, let's just follow it, because I don't think it's too serious in terms of choosing a university.

Besides, having a supportive learning environment is one of the most desired things by students in higher education. Supportive interactions between students and lecturers and a conducive academic atmosphere can create a sense of comfort and increase learning motivation so that students are confident and actively involved in learning. Students said that the learning experience in this department has a positive impact.

Student 1 said:

(...) So after becoming a student in this department, I realized many differences. Like when I saw lecturers who were very kind, friendly, and many graduates from abroad it made me mind blowing, so I realized the big difference with my previous environment. (...) when I became a university student in this department, I was sometimes insecure because my friends here spoke English very fluently, but finally I was encouraged to be able to have more abilities than them.

Student 4 said:

(...) During my time as a student, I was able to see the behaviour of my friends who were ambitious and those who were not. As for the good and bad experiences, there is nothing so far, because I also study and work, so I don't have much time on campus. So far, I am grateful to have entered this major, I realise that "it's good that I finally entered this major", and many things make me finally mutter, "Oh, it turns out that I also learn this subject in this major", and/or "It turns out that I have to learn these things too in this major?"

Student 5 said:

(...) I think that students in this department are ambitious students, so I am encouraged to be able to keep up with my friends' abilities. (...)

Student 2 said:

My understanding towards English is deepened and I really enjoy all of the projects or classes in this department. I feel that after studying in the English Education department, my English has improved and my understanding has deepened. (...)

Student 6 said:

I am very happy to have become a student in the English Language Education department of UIN Ar-Raniry because I can meet the lecturers who are very professional in teaching. (...)

Student 10 said:

My experience as a student in the English Education department at UIN Ar-Raniry is pretty cool; I like learning English in this department, and the knowledge I get from this department can finally be applied when I teach. (...) the knowledge and spirit given by the lecturers of English Language Education UIN Ar-Raniry increases my motivation to learn. I used to get information from friends and seniors that UIN Ar-Raniry has lecturers who have more abilities in English education. I also heard information that lecturers in the English Language Education Department have more qualified/expert knowledge in the English Language Education department. And now I can conclude if all the information is proven and happens to me too.

Student 9 said:

After I entered this department, I got more information and broader information from lecturers, especially about getting used to reading international articles and journals so as to improve reading skills about things that are relevant to our lives now, and this makes us as individuals who are not stuck with information that only comes from within our own country. (...) When I became a student in this

department, I felt that I had explored many things, so if in the past when there was news and videos in English I would skip, now I am interested in the things in the news and videos (...)

Student 3 said:

While in this department, I met many people that inspired me in learning English. And I hope I can be the one like them, being expert in my own field and being meaningful to many people.

Student 8 said:

I'm proud of being a part of this wonderful department. My experience as a student of this incredible major is that I could learn from the best lectures. So, I think it was the right choice that I decided to pursue this major because I am on the right track now, I am getting closer to the very thing I have been wishing for.

Student 7 said:

After becoming a student of this department, I feel happy because all learning experiences, activities, and administration are facilitated. I am proud to be part of this department because I believe this department will produce great students.

From the explanation of the students above, it can be concluded that according to the majority of students, the reputation of the institution in choosing a college major is very important because it will have a big impact on student life after graduating from college, but there are also students who say that the reputation of the institution is not a very urgent and priority thing in terms of choosing a college major. This shows a difference in opinion from students about institutional reputation, but more students say it is very important to consider it in choosing a major. Besides, students who have registered and chosen this major said that the environment in the

English language education department of UIN Ar-Raniry has a competitive environment and remains supportive, both between teachers and students and between fellow students. A supportive environment allows students to feel more confident and motivated to explore their potential (Deci & Ryan, 2000). In addition, an emotionally supportive classroom atmosphere can also help students feel more engaged in the learning process.

B. Discussion

This study aims to find out the motivation of students in choosing the English education major. Therefore, the main topic of discussion in this research is the factors that influence students in choosing the English language major at UIN Ar-Raniry.

From the interviews conducted by the researcher, it is clear that the reason for choosing the English major at UIN Ar-Raniry by students is due to a combination of intrinsic and extrinsic motivation. All participants agreed that motivation plays a significant role in their lives, especially when they decide to choose the English Education major at UIN Ar-Raniry. Motivation in a person is formed because of his/her manifestation of inspiration and desire to achieve goals so that it will affect the strength and focus of their actions on how to achieve these goals. Students have different motivations in terms of motivational orientation, meaning that the attitudes and goals of students underlying the action to choose a major are also different.

Students when choosing English department as their major certainly have different reasons and goals that ultimately lead to their actions with the decision to choose English as their major to continue their studies in college. The basic difference is that students choose the English department because it is inherently interesting to them or students choose the English department because of something that leads to achieving the desired results. The theory put forward by Richard M. Ryan and Edward L. Deci (2000) states that this is called Self-Determination Theory. This theory says that motivation consists of intrinsic motivation and extrinsic motivation which has an important difference between behavior that is a will that comes from a person, and behavior that is accompanied by the experience of pressure and control that does not come from a person.

The findings in this study are related to Self-Determination Theory which says that a person's motivation consists of intrinsic motivation and extrinsic motivation. From the results of the researcher's interviews with participants, themes were formulated that represent the intrinsic motivation of students in choosing English as their major, the two themes are personal passion for learning English, and aspiration to become a teacher. In addition, researchers also formulated themes that represent the extrinsic motivation of students in choosing English as their major, the three themes are: influence of family and teacher, aspiration to broader opportunities nationally and internationally, and reputation of institution and supportive environment.

Students majoring in English Education who have chosen English as their major in university are influenced by the will that comes from themselves because they have a great interest in English. Students' personal interest in English comes from their experiences when they were in school before, so that it gives a deep impression and a pleasant feeling when studying English so that they want to deepen their English skills by enrolling in English department. Similarly, Kember, D. (2016) found that personal interest is a very important factor that influences students' choice of university programs that will be their reference for applying to programs at the university. Students of English education department in this study chose to enroll in English department UIN Ar-Raniry because of their interest in school in English so that they want to learn and deepen their English skills at English education department of UIN Ar-Raniry.

Students of English department UIN Ar-Raniry also said that becoming a teacher is their aspirations, hopes, and desires for a long time and become their future goals. From the responses of the students in this study, it can be concluded that most of the students before enrolling in the English department have had ideals, hopes, and desires to become a teacher in the future. Motivation to become a teacher according to Richardson et. al. (2014) is often driven by students' personal desire to have a positive impact on students' lives. There are students who have had dreams and hopes of becoming an English teacher for a long time and there are also students who want to become a teacher, but they only find the desire and purpose to specifically become an English teacher after

they choose the English Education major. Üstünbaş (2023) found that interest in the major and the knowledge and skills to be gained were the main reasons students studying in these programs considered becoming an English teacher as a primary career choice. Research conducted by Muazza et. al. (2017) found that student teachers have a desire to become teachers after completing their studies. The results of this study are in line with the results of the researcher's interview with the participant that students already aspire and have the desire to become teachers either as English teachers or lecturers after they complete their education in the English Department at UIN Ar-Raniry.

The decision to continue studying in the English Education department is often influenced by the important role of family and teachers who are the closest people to students in the home and school environment. In this study, it is known that the role of parents and teachers has a big impact on influencing students to choose the English Education department at UIN Ar-Raniry because it is considered suitable for students and their future. The influence of parents and teachers occurs because students are often still unstable to decide something so that support and roles from outside themselves can help them to make choices. Panggoa, Susantiy, Octamaya, and Awaru (2023) found that family support plays a key role in student decision making. In the researcher's interviews with participants, they stated that support, blessing, and advice from family and teachers influenced them to choose the English department of UIN Ar-Raniry.

English students also consider the opportunities they will have if they enroll in the English department. Opportunities that students can get such as studying abroad and participating in student exchange programs abroad with scholarships. The survey results in Fitria, Pudjiati, and Wulandari (2022) showed that students strongly agreed that they could get scholarships abroad by studying in the English department. This is in line with the researcher's findings after interviewing participants that students choose and enroll in the English education department of UIN Ar-Raniry because they believe that this department will provide great opportunities for them in national and international opportunities to realize their dreams to study and exchange students program.

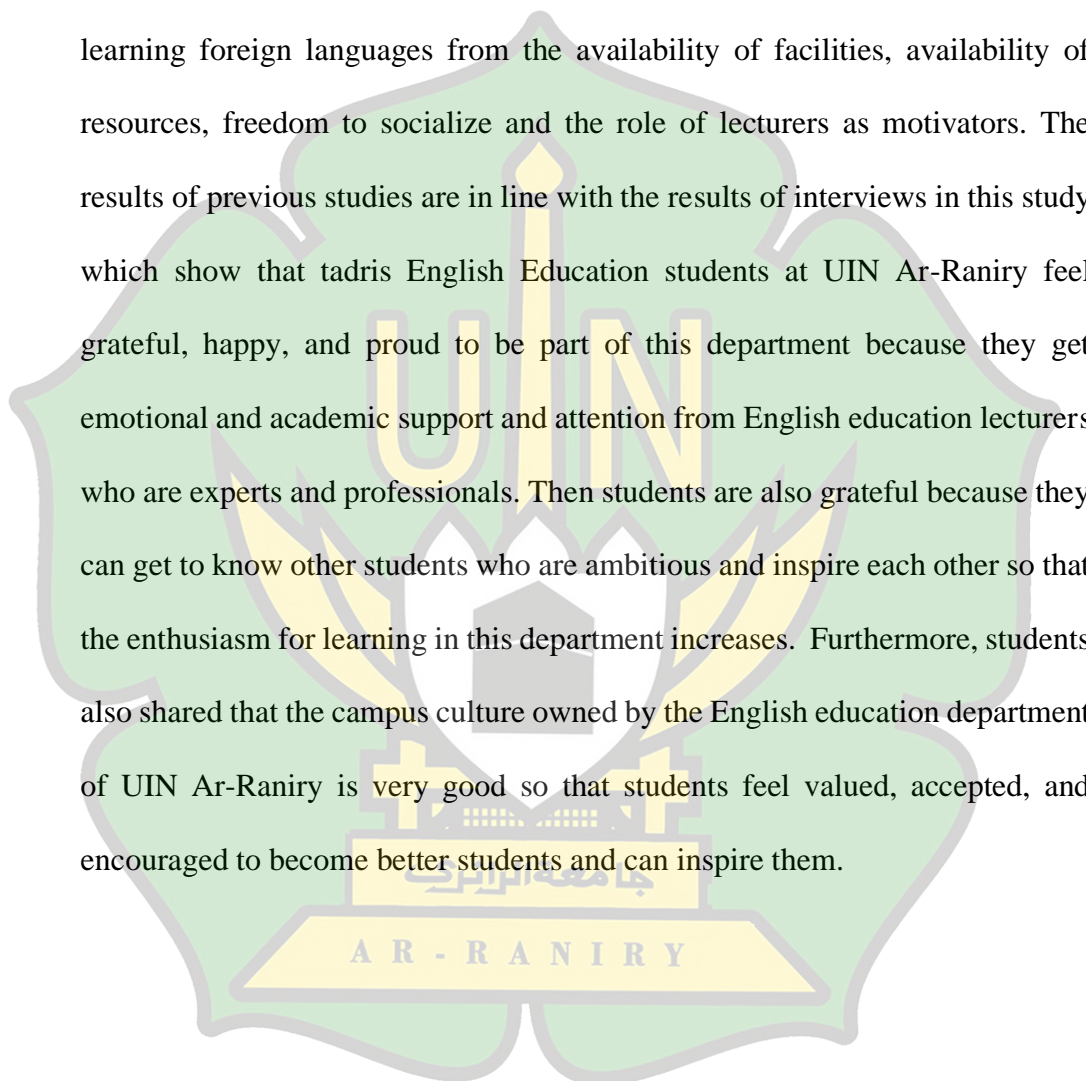
According to the students in this study, majoring in English Language Education is a major that has wider career opportunities, career prospects are a positive motivator (Kember, 2016) which usually appears together with interest, so the two act as reinforcers for each other. According to research by Kember, D. (2016) found that someone who has a degree is more likely to get promotion opportunities and increased job opportunities than those who do not have a degree. Therefore students choose a major that will provide extensive opportunities for them after graduating from university. The finding in this study is that all interviewed participants mentioned career and job considerations when choosing English education as their major. According to the participants, majoring in English education provides great opportunities for them to get career opportunities in various fields. Students believed that apart

from being a teacher, students graduating from the English Language Education department also have career opportunities in various fields such as becoming a translator, businessman/ businesswoman, becoming a tour guide, becoming an office employee, becoming a freelancer, or other jobs that require the use of English.

In this study, students of the English education department of UIN Ar-Raniry also consider the reputation of the English education department as said by participant 1 that logically students must consider the reputation of the institution in choosing a major because it will have an impact when graduating from the department. The results of research by Purnomo & Gunaningrat (2022) found that the biggest external factor influencing student interest in choosing a study program is the university image. Another study by Fitria, Pudjiati, and Wulandari (2022) revealed that a good image/reputation of the study program is one of the external factors of student motivation in choosing a major at a university. The results of the researcher's interviews with participants resulted in findings that the reputation owned by the English Education Department of UIN Ar-Raniry influenced students in choosing a study program. Students consider the accreditation of the department of English Education at UIN Ar-Raniry because the reputation of TEN (*Tadris English*) is still very much in the minds of the community as a department of English education that has better lecturers, alumni, and learning than the same department at other universities.

Supportive learning environment has been perceived by students of the English Education department of UIN Ar-Raniry. Research conducted by Ryan

and Deci (2000) emphasizes the importance of the learning environment so that students who feel the environment supports their needs, then they feel likely to have greater motivation to learn. Research by Wiwoho, Mahanani, and Muslimah. (2021) found that the learning environment is quite supportive for learning foreign languages from the availability of facilities, availability of resources, freedom to socialize and the role of lecturers as motivators. The results of previous studies are in line with the results of interviews in this study which show that tadris English Education students at UIN Ar-Raniry feel grateful, happy, and proud to be part of this department because they get emotional and academic support and attention from English education lecturers who are experts and professionals. Then students are also grateful because they can get to know other students who are ambitious and inspire each other so that the enthusiasm for learning in this department increases. Furthermore, students also shared that the campus culture owned by the English education department of UIN Ar-Raniry is very good so that students feel valued, accepted, and encouraged to become better students and can inspire them.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusions

This research discusses the motivation by English language education department students in choosing English Language Education Department as their major. Based on the research findings and discussions from the previous chapter, the researcher concluded some points. First, students choose English education department because of the intrinsic motivation. This is due to students' interest in learning English that comes from themselves and their personal experiences since school, which means that before they enter the university and choose a major, they already have an interest in English. The cause of this motivation is also because some students have aspirations to become teachers especially English teachers, both as teachers and lecturers, which has been their goal for a long time.

Second, students choose the English education department because of their extrinsic motivation. This is due to the influence of family and teachers who provide support, approval, and advice in the process of students making decisions in choosing a major. In addition, students' aspirations to get national and international opportunities such as to study abroad and exchange students with scholarships also encourage students to choose a major. According to students, the reputation of the English language education department of UIN Ar-Raniry are needed and taken into consideration before choosing this major.

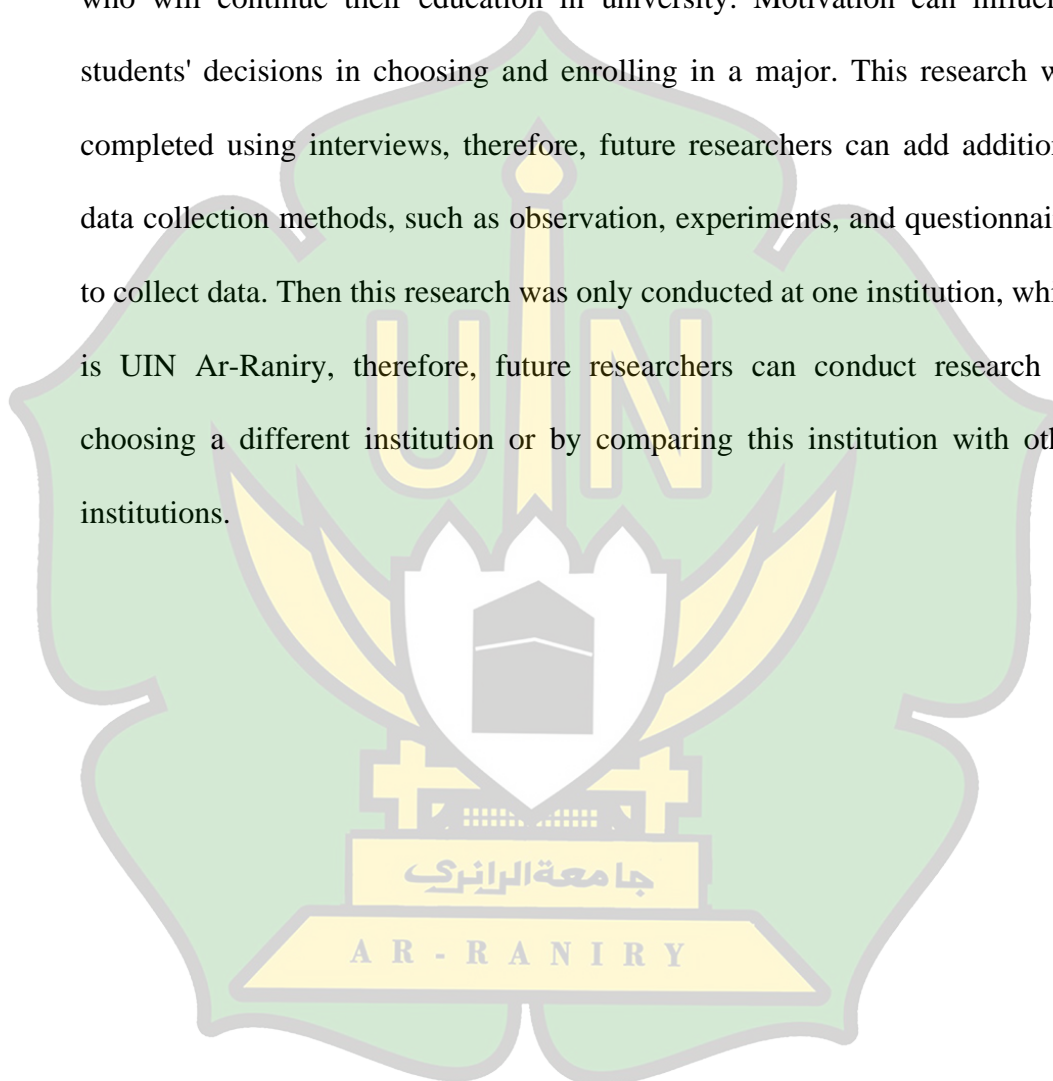
Students also consider the career prospects of their majors so that their hopes for a career in education such as becoming a teacher, or a career outside of education with other professions that still require English language skills they still have a very wide opportunity. From the students' experiences, it is found that positive learning experiences and a supportive academic environment including the role of lecturers, students, and the inclusive campus culture of UIN Ar-Raniry strengthen students' motivation to choose this major. As such, it can be concluded that intrinsic motivation and extrinsic motivation play an important role in the decision of students majoring in English language education at UIN Ar-Raniry to choose and continue their studies in the English language education department at UIN Ar-Raniry until they complete their education in this department and graduate.

B. Recommendations

Based on the findings, the researcher will provide some recommendations for the English language education department and its students. The researcher hopes that the English education department will strengthen the attractiveness of the program by creating a more supportive academic environment and expanding national and international links so that students have more opportunities. The researcher also hopes that the English education department will provide career guidance that can help students plan a more mature future. The researcher hopes that students can develop intrinsic motivation by deepening English language skills. Students can take advantage

of opportunities and support from the English department through programs offered by the English language education department.

Motivation is something that everyone must have, especially by students who will continue their education in university. Motivation can influence students' decisions in choosing and enrolling in a major. This research was completed using interviews, therefore, future researchers can add additional data collection methods, such as observation, experiments, and questionnaires to collect data. Then this research was only conducted at one institution, which is UIN Ar-Raniry, therefore, future researchers can conduct research by choosing a different institution or by comparing this institution with other institutions.



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APPENDICES

APPENDIX A


KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 716 TAHUN 2024

TENTANG:
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Status UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492, Tahun 2003, tentang Pendelegasian Wewenang Renggangkatan, Penindihan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/Kmk/05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Prof. Habiburrahim, S. Ag., M.Com., Ph.D
Untuk membimbing Skripsi :

Nama : Jihan Shabira Qatrunnada
NIM : 186203031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Motivation in Choosing English Language Department As Their Major Study

KEDUA : Kepada pembimbing yang bersangkutan namanya diatas, diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025/04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 16 Desember 2024
Dekan,

Saifur Muluk

Tambahan

- Salinan Keputusan ini Agama RI di Jakarta;
- Salinan Keputusan ini Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Administrasi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Titik Arsip/Kelembagaan.



APPENDIX B



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-10642/Un.08/FTK.1/TL.00/12/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 180203031

Nama : JIHAN SHABIRA QATRUNNADA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. Banda Aceh - Meulaboh Km.11.5 Gampong Langaboh Kecamatan Lhoknga
Kabupaten A

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *STUDENTS' MOTIVATION IN CHOOSING ENGLISH LANGUAGE DEPARTMENT AS THEIR MAJOR STUDY*

Banda Aceh, 26 Desember 2024

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 31 Januari 2025

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

NIP. 197208062003121002

جامعة الرانيري

AR - RANIRY

APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fbk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-739/Un.08/PBI/Kp.01.2/12/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Jihan Shabira Qatrunnada
NIM : 180203031
Prodi : Pendidikan Bahasa Inggris
Alamat : Gampong Beurawe, kec. Kuta Alam, kota Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Students' Motivation in Choosing English Language Department as their Major Study"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 Desember 2024

Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana

APPENDIX D

INTERVIEW PROTOCOL

Project : Students' Motivation in Choosing English Language Department as their Major Study

Correspondent :

Date of Interview :

Time of Interview :

Place :

Interviewer : Jihan Shabira Qatrunnada

This research study is about students' motivation in choosing the English Language Department as their major study. The aim of the study is to find out specifically about the motivation of students in choosing the English language department at UIN Ar-Raniry as their major. The data is collected through an interview which is recorded and only used for the research purpose to protect the correspondent's confidentiality based on the informed consent. The interview will take about 5-15 minutes.

RQ: to find out specifically about the motivation of students in choosing the English language department at UIN Ar-Raniry as their major.

Questions:

1. What are your main reasons for choosing English Education as your major?
2. How do you see your career prospects after graduating from this major?
3. What are your personal goals in choosing this major? Are personal goals, such as the desire to become a teacher, translator, or other occupation, your goal in choosing this major?
4. Do you think the facilities or reputation of the English Education department at UIN Ar-Raniry will influence your decision?
5. What is your experience after becoming a student in this department?

AUTOBIOGRAPHY

Name : Jihan Shabira Qatrunnada
Place /Date of Birth : Banda Aceh /June 8th, 2000
Nationality/Ethnic : Indonesian
Religion : Islam
Sex : Female
Marital Status : Not married
Occupation : Student
Email : 180203031@student.ar-raniry.ac.id

Parents' Bio

Father's Name : Ir. Taufik
Father's Occupation : Entrepreneur
Mother's Name : Nurul Ulfah
Mother's Occupation : stay at home mom and entrepreneur

Educational Background

1. Elementary School : MIN Cot Gue
2. Junior High School : SMPN 1 Darul Imarah
3. Senior High School : MAT Daarut Tahfizh Al-Ikhlash
4. University : UIN Ar-Raniry Banda Aceh

DOCUMENTATION

