AN ANALYSIS OF STUDENT RETENTION IN UNIVERSITY:

AN INSIGHT FOR AN ISLAMIC UNIVERSITY

THESIS

Submitted by

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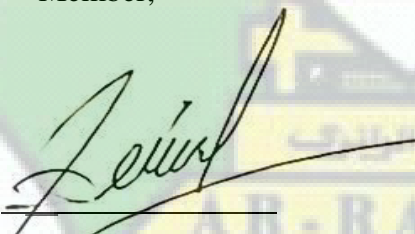Board of Examiner,

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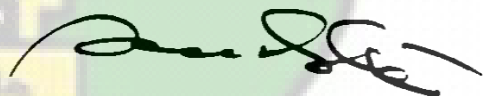
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SURAT PERNYATAAN KEASLIAN
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An Analysis Of Student Retention In University:

An Insight For An Islamic University

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. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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Therefore, I realize that this thesis is still far from being perfect and needing improvement. Thus, constructive suggestions are always expected in order to make it into the better version.

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ABSTRACT

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Thesis working title	:	An Analysis Of Student Retention In University: An Insight For An Islamic University
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This study aims to analyze factors influencing student retention in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry. The researcher propose the research question as "What are the factors influencing student retention in the Department of English Language Education in the Faculty of Teacher Training UIN Ar- Raniry?" The researcher gained several findings that were composed into two points based on the research questions. The first point is the internal factors that consist of the lack of motivation to study in the major and interest in other major. The second point is the external factor that consists of choosing a job carrier and the financial issue. The totals of samples are 8 ex-students. After the data were analyzed by the researcher, 5 ex-student that consist of the lack of motivation to study in the major and interested to other major. 2 ex-student consist of choosing job carrier and 2 ex-student dealing with the financial issue. Regarding the data which have been analyzed, the researcher concluded that the first point is the internal factors that consist of the lack of motivation to study in the major and interest in other major more dominant as factors that influencing student retention in the Department of English Language.
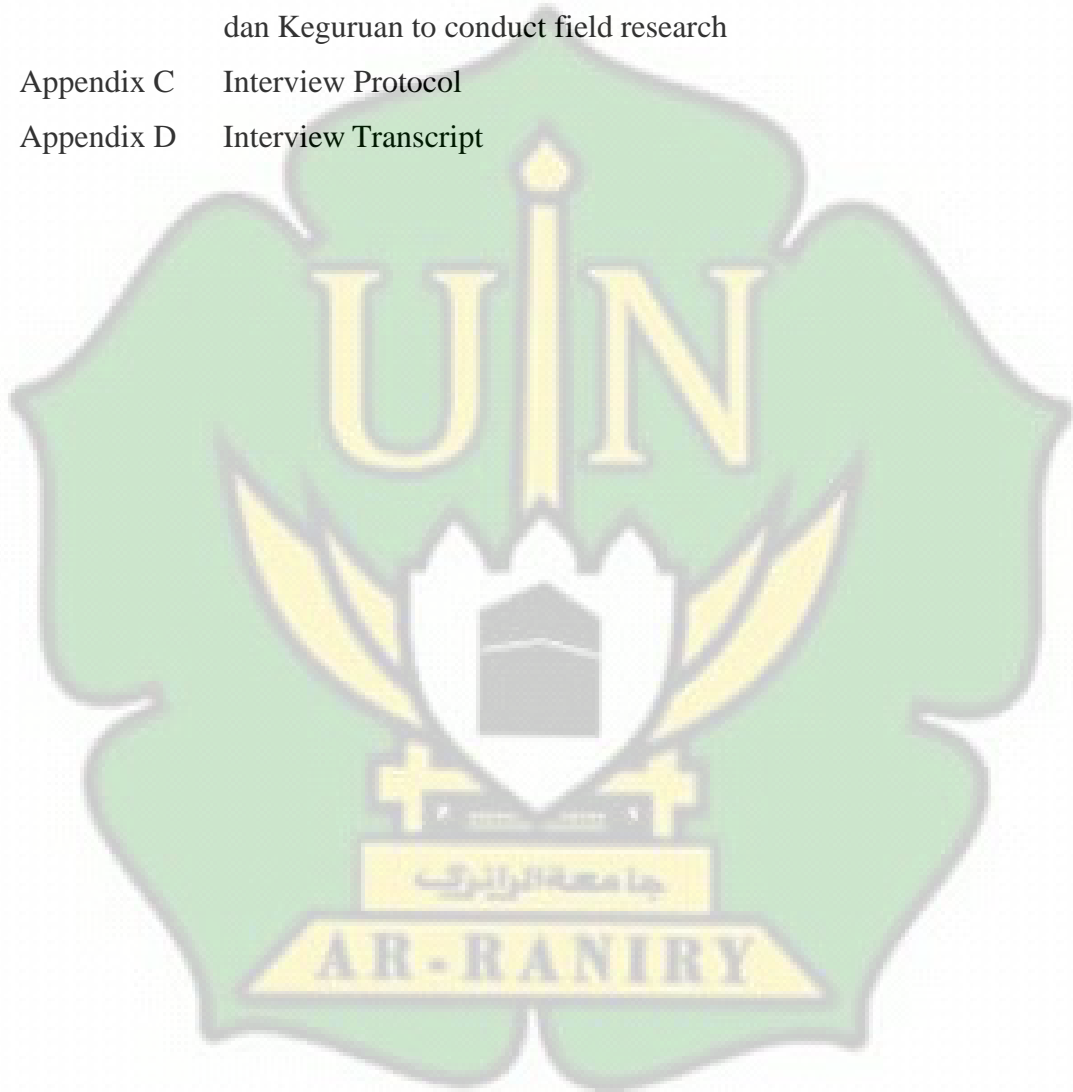
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CHAPTER I

INTRODUCTION

A. Background of Study

One of the main problems faced in higher education worldwide is student retention (Powell, 2009). The low rates of retention and student completion can be a challenging duty for higher education (Aljohani, 2016).

Higher education studies of student retention are concern which gained more awareness. The cause of the problem is large-scale changes in higher education over the previous few decades, which have resulted in increased variety in the cultural and educational backgrounds of participants. Academic accomplishment and research completion used to be considered as the responsibility of the student in the past, when student profiles were more uniform. Students are now considered as sharing responsibility for their research advancement, academic performance, and completion of their studies with higher education institutions (Crosling, 2017).

Institutions in charge of ensuring that academic programs and student experiences are designed in such a way that all students, regardless of their backgrounds or experiences, have the opportunity to succeed in their study. Students must devote themselves to this shared responsibility and study diligently in order to assist them in achieving their goals. Institutions must be diverse and

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receptive to students at the same time. Institutions must adapt their programs and procedures to accommodate different student groups, rather than just students needing to assimilate into the existing academic framework (Rendon, Jalomo &Amaury, 2004).

The distinction or privilege of higher education institutions must also be recognized and maintained by the institution. Higher education management in some developed countries is already adopting revolutionary methods to make colleges and universities more efficient and effective (Muluk & Habiburrahim, 2018).

It is recognized that institutions need to have inclusive educational processes and services for all students. Inclusive approaches are focused on understanding all student's diverse backgrounds and perspectives in procedure and resources as an example social dialogue, services for student, and educational project. Inclusive methods are important in mobilizing the diversity of viewpoints, perceptions, and points of view of students in the environment of educational, placed the foundation for great academic experience and educational performance (Crosling, 2008).

Some previous studies on student retention have been conducted, Dalangin (2018), conducted a study to analyze factors affecting student retention, he reported that Based on the result, only the Later Goals and Institutional Commitment is significant, this means that the commitment of the students in their initial goals is the same commitment that supports their Later Goals and Institutional

Commitments. However, even there is a significance in the Later Goals and Institutional Commitment, it did not guarantee student retention. The factor resonate behind may be due to the availability of options that the students can proceed after their senior high school.

Another study was done by Al-Dossary (2008), he found several factors indicate student withdrawal from the institution a lack of motivation, difficulties in selecting their desired major, difficulties adjusting to the university climate and a lack of knowledge of the university system, getting admitted to another university or finding a job, a low level of interaction with staff members, difficulties finding a job after graduating when their majors having no career path, being unprepared for living away from home low prior educational preparedness, family problems, low grade point average, difficulties transferring to other colleges or departments, a lack of advice and guidance, having financial problems and the irregularity of the student monthly reward.

The study on student retention is important to analyze the level of student retention at the Departement of English Language Education UIN Ar-Raniry, and to identify reason behind their withdrawal from our department.

B. Research Question

To address the issue, I propose the following research question:

What are the factors influencing student retention in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

C. The Aim of Study

Based on the research question above, this research aims is to know the factors that cause students' withdrawal before completion and affect student retention rate in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry.

D. Significant of Study

This study would like to explore the reasons behind the decision-making of the students' withdrawing before completion. The result of the study is expected to have a benefit to :

1. Institution

Based on this research, the researcher hopes this study will help the institution to keep increasing the quality, responsibility, and support to the students for their study persistence, academic successes, and study completion.

2. Students

For students, the researcher hopes that this research would prevent a student from withdrawing from the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion of their study.

3. Researchers

This research is expected to be the basis for thinking about retention at the university to increase the researcher's knowledge about student retention itself.

E. Research Terminology

To avoid the ambiguous meaning of some terms in this research, the researcher gives an optional definition of the topic.

1. Student Retention

Student retention was examined from a psychological standpoint. Student retention, or lack thereof, was viewed as a reflection of personal characteristics, abilities, and motivation. Students who did not stay were seen as less capable, lacking in motivation, and unwilling to continue receiving the benefits that a college diploma was difficult to provide. Institutions, not students, were the ones that failed. This is now known as victim blaming (Tinto, 2005)**.**

According to Grote (2009), Student mortality, engagement, drop-out, attrition, persistence, progression, withdrawal, completion, conclusion, successful completion, preferred learning, and success hurdles are some of the problems that are discussed in relation to student retention. Retention in an institution or course of study is more than merely remaining enrolled; it also entails remaining active and completing the course.

In this study, the retention students focus on the issue of withdrawal from the Department of English Language Education who do not complete their studies.

2. Retention Rate

The term retention is used in a variety of fields, the researcher classified retention rate in this study is used for higher education term. Student retention is the initially enrolled students who complete the course (Rogers, Berg, Boettcher, Howard, Justice, & Schenk, 2009).

Retention rate is also known as the percentage of students in a given cohort who are enrolled in an institution in a specified term. The percentage of a institution's first-time, first-year undergraduate students who return the following year is known as retention. This rate, for example, includes a student who studies full-time in the first semester and continues in the program the following semester. Rate of retention can be specified by fall cohort year, degree type, number of years, full-time status, race/ethnicity, and gender. As found in a study by Burr, Burr, and Novak (1999), Efforts and initiatives to anticipate and identify student needs before high school enrollment" is how retention is classified.

In this study, retention rate understood as the rate of student who studies full-time in the first semester and keeps on studying in the program in the next semester.

CHAPTER II

LITERATURE REVIEW

A. Definition of Student Retention

Scholarly interest in the topic of retention appears to have risen in tandem with the increase in students enrolling in postsecondary institutions in the 1960s. Interest in the subject has grown, particularly in light of concerns about the enormous financial implications of high attrition rates on the national educational system, as well as the moral and civil rights issues associated with minority and economically disadvantaged students' low retention rates (Levitz 2008)

Student retention was examined from a psychological standpoint. Student retention, or lack thereof, was viewed as a reflection of personal characteristics, abilities, and motivation. Students who did not stay were seen as less capable, lacking in motivation, and unwilling to continue receiving the benefits that a college diploma was difficult to provide. Institutions, not students, were the ones that failed. This is now known as victim blaming (Tinto, 2005).

According to Levitz (2001), "retention is defined as the successful completion of student academic goals of degree attainment" according to a sample of definitions available in the research literature. The number of students that stayed enrolled from autumn to autumn is known as retention. This number is usually calculated for first-year, full-time regular day students, but it can be applied to any

defined cohort. How many students in a cohort complete or graduate from an institution is the outcome of completion or graduation. Associate-level programs are normally two or three years long, whereas bachelor-level programs are four, five, or six years long. The analysis of persistence, progression, retention, and completion, as suitable for each institutional type, is driven by data (Noel & Levitz, 2008).

According to Grote (2009), Student mortality, engagement, drop-out, attrition, persistence, progression, withdrawal, completion, conclusion, successful completion, preferred learning, and success hurdles" are some of the problems that are discussed in relation to student retention. Retention in an institution or course of study is more than merely remaining enrolled; it also entails remaining active and completing the course.

Student retention is the consistent level of students at a school or university without retraction to another school or department. Heizenrader (2013) describes student retention as many students who enter colleges and universities every fall will not come back next year. Student retention has become a challenging problem among schools, colleges, and universities. Although some students have attended senior secondary schools, they are improving high school enrollment rates continues to be a challenge (Dalangin, 2018).

This distinction of words, however, has not been universally acknowledged. The phrases persistence and retention are commonly used interchangeably. Attempts to distinguish the terms were unsuccessful. It has been

proposed, for example, that retention is a measure of accomplishment at the institutional level, whereas persistence is a measure of success at the individual or student level (Hagedorn, 2005).

B. Understanding Student Retention

Student retention has a huge impact on the institution and also being images of institution quality. Retain students in their studies until completion is both responsibilities. Students are supposed to commit and study to support their completion. In this same situation, the institution should underpin students' needs, more responsive and dynamic for the student as the impact on the performance of their study (Rendon et al, 2004)

For higher education institutions, there are also financial and reputational implications on a national level. Even if a student does not finish, the abilities they have learned, such as increased self-confidence, should help them so that they can reach college until graduation. Downfall reputation from low student retention and low student passing rates can undermine the institutions concerned (Yorke and Longden, 2004).

According to the US Department of Education's Center for National Education Statistics, 23.2 percent of all first-time early students at a four-year college in 1995-96 were transferred to another institution by the conclusion of their sixth year. In the first institution, this shift resulted in a retention rate of 55.3 percent after six years. The retention percentage increased to 62.7 percent when considering

the next institution (NCES, 2003). The rate of retention varies based on the viewpoint and measurement period.

Based on the exolanation above, it can be concluded that a problem Student retention and academic achievement are major concerns in higher education institutions. This is a very urgent matter in the context of extending student successes and personal impact and harm to them. Most of the retention is too inadequate finances well implications for students (and their families) resulting as a result of a waste of prospective abilities and proficiency (Crosling, Heagney & Thomas, 2009).

For most of the history of retention research, a distinction was drawn between returning and non-returning students. These distinctions included drop-outs, stop-outs, opt-outs, and transfer-outs (Winn, 2003).

C. Student Retention Types

Institutional retention is the most basic and easy to understand and is the type measured in the formulas discussed in this chapter. In essence, institutional retention refers to the percentage of students that stay enrolled at the same institution year after year. System retention is type of retention that focuses on the student and turns a blind eye on which institution a student is enrolled. A student who transfers from one institution to another is considered a persister when using system persistence as a metric. As a result, system persistence allows for the regular occurrence of transfer or re-enrollment at a different campus, in a different state, or in a different type of institution (for example in a for- profit).

Those who transfer out of institutions regulated by the coordinating board, on the other hand, are rarely tracked. While measuring system persistence is necessary to accurately understand and quantify student progress, it is an expensive and time-consuming approach (Hagedorn,2012).

Retention within a major or discipline it is another type of retention takes a more limited view of the topic by viewing retention within a major area of study, discipline, or a specific department. For example, a student who claims engineering as a major but subsequently switches to biology may be retained institutionally but not by the College of Engineering. Non-persisters in one subject may receive a degree in a different major at their original university, allowing them to be institutionally retained but not departmentally retained. Due to the difficulty of recruitment and expected shortages in specific disciplines, such as engineering, retention within certain majors may be of particular concern. Women and people of color, in particular, have a high proportion of non-retention in engineering. Specific colleges or universities may track retention within a major, but it is not recorded nationwide and is difficult to measure (Daempfle, 2003).

Some universities, on the other hand, have made it a goal to keep students in the College of Engineers by implementing student affairs models designed to enhance the proportion of students of color. For example, historically black colleges and universities (HBCUs) have made significant progress in retaining students of color in engineering programs (Palmer, Davis & Thompson, 2010).

Retention within the course is the smallest unit of analysis with respect to retention is that measured by course completion. Even if a student is retained at the school, studying at the course level allows for the exact determination of which courses are not being finished. Even though course retention looks to be very specific, it is nonetheless riddled with measurement issues. The TRUCCS Project documented large variation in course completion depending on the time of measurement (Hagedorn, 2003). When the first day of class is used to decide whether a student attempted a course rather than waiting until after the add/drop period, course completion is considerably greater. The add/drop period is designed to give schools the freedom to close courses with low enrollments and to give students the opportunity to leave courses that aren't right for them and add those that are. While the add/drop process serves a beneficial role for both students and institutions, it should be noted that throughout the registration process, courses commonly close when the maximum enrollment is reached, preventing other students from enrolling in the course. Endrolled students abandon the course, leaving free seats that may have been used by another student who was denied enrolment.

D. Student Retention Factors

As universities develop strategies to improve student retention in higher education, studies and investigations into this important subject, led by external consultants and faculties, have revealed that a variety of factors, ranging from economic to psychological issues, contribute to this phenomenon.

However, the majority of them focus on the fact that there is not a single factor that causes a student to drop out of college. "In most cases, the picture is complex, and students depart as a result of a combination of interrelated causes," according to a paper published by the Australian Universities Review (AUR). A synthesis of UK research on student retention (Jones, 2008) identified the following categories of reasons why students withdraw: poor preparation for higher education; weak institutional and/or course match, resulting in poor fit and lack of commitment; unsatisfactory academic experience; lack of social integration; financial issues; and personal circumstances, echoing the findings of an Australian study (Long, Ferrier & Heagney, 2006).

This international issue has ramifications not only for students' lives, but also for institutional goals. "While students who do not complete may still benefit from skills developed, such as increased confidence and life experiences (Quinn et al., 2005), in today's competitive and globalised higher education market, the reputational fallout of low student retention and high student attrition figures can be damaging for institutions," according to AUR (Yorke and Longden, 2004).

In an academic approach, many universities identify quitting factors mostly related to student background and motivations. The Griffith University developed a study which is a good example of this perspective.

On the other hand, have looked into this issue from the perspective of student maturity. Sternberg (2013) identifies 12 reasons why students leave higher

education, the majority of which are related to personal difficulties, in the Inside Higher Ed journal.

1. Uneven formal academic knowledge and skills

Academic background is the most evident and commonly discussed reason for dropout. Many students join universities with shaky academic backgrounds, particularly in science, technology, engineering, and mathematics (STEM) areas, as well as in writing. As a result, relying primarily on them for college placement decisions is a mistake (Sternberg & Schmitt, 2007)

2. Lack of informal knowledge about being a college student.

In any new context, whether academic or professional, one must acquire tacit knowledge, or the informal and frequently unsaid keys to success in that environment. Williams and Sternberg (2000), discovered in their study of college students that learning the ropes and obtaining informal knowledge is just as crucial as studying specific formal content knowledge for success in college. Rick Wagner and Robert J. Sternberg discovered that persons with strong academic abilities do not always have strong informal knowledge. Unfortunately, in many circumstances, the informal information gained in high school has a negative impact on the college environment: for example, a student may feel that the little amount of studying he did in high school will suffice in college, when it will not.

3. Inadequate development of self-regulation skills

For the first time in their life, students typically find themselves entirely on their own in college. Some people are able to efficiently utilize their newfound freedom, while others are not. They may devote too much time to extracurricular activities and not enough to studying, or they may just channel their study time in ineffective ways. According to Deci and Ryan (2000), those who lack an autonomous style of self-regulation and have problems regulating themselves autonomously are at danger of failing in a variety of situations.

4. Impaired self-efficacy and resilience

Some students arrive at college unsure about their capacity to thrive in their academic endeavors. Other students arrive expecting to succeed, only to receive one or more low grades on college assignments or examinations, leading them to doubt their ability to compete. As their self-efficacy declines, so does their desire to achieve in college. Bandura (2001), discovered that self-efficacy is one of the best positive predictors of success in any workplace.

5. A mindset believing in fixed rather than flexible abilities

Dweck (2007), discovered that students often hold one of two mindsets or folk notions about their skills. Entity theorists argue that abilities are mostly fixed, when a student makes a mistake, the student demonstrates a lack of abilities, which can be quite embarrassing.

6. Inability to delay gratification

According to Trei (2007) in her article, some students are simply unable to wait that long. When Walter Mischel of Columbia University was at Stanford, he conducted studies with young children to see if they might delay pleasure in order to receive a larger reward rather than a lesser reward right away. He discovered that children who were able to wait gratification scored better academically when they reached college age several years later than children who were unable to delay satisfaction. To put it another way, parents and teachers must work with students to help them understand that many of life's greatest pleasures are not immediate.

7. Impaired ethical judgment

Many students today lack the ethical sense that we who teach in higher education institutions possess. Many students today, according to Sternberg (2010), do not consider cheating on tests or plagiarizing in papers to be ethical difficulties. For many students, it has just become too easy to take the low road, and they do so when given the opportunity. They are discovered, which has devastating consequences for their academic progress and sometimes even survival in college. As a result, it is critical that students learn the institution's ethical expectations as soon as they arrive on campus. It is not to be presumed that they have been taught, or even learned, these expectations.

8. Disengagement from the university environment

According to Sternberg (2013), Dropping out refers to a students gradual disengagement or failure to engage in, the university setting. The kids just never connect with or grow disengaged from their surroundings, becoming mentally distanced and even alienated from it as a result. Disengagement, or a failure to engage in the first place, can be caused by anomie, or a breakdown in the social relationships between the individual and the community, defined by French sociologist Emile Durkheim and later Harvard sociologist David Reisman. For students whose sociocultural background differs from that of many others in the college or university, anomie can be a particular issue. When anomie sets in, students may become increasingly withdrawn, to the point where they drop out of college or university. To increase involvement with the university as a whole, students should be strongly encouraged to participate in at least one extracurricular activity. Advisers must also work to ensure that students remain engaged to the university and do not begin to disengage from it.

9. Lack of interest in courses

According to Light (2007), he discovered that taking at least one course just because it is fascinating, regardless of whether it is necessary, is one of the best predictors of academic adjustment during freshman year. Students who enroll in too

many mandatory but uninteresting courses are more likely to drop out due to boredom.

10. Issues in academic trajectory

Sternberg (2013) discuss Pintrich's work, he pointed out how important conscious, well-chosen goals are to motivating students to succeed. Students are more likely to perform at a higher level when they believe they have an academic goal in mind, or at least that what they are doing will bring them down that path.

11. Psychological issues

Untreated or unaccommodated psychological problems, such as learning disabilities, attentional/hyperactivity disorders, autism spectrum disorders, and so on, are all examples of psychological concerns. Students with such issues should be referred to counselors and programs as soon as possible. Programs that are appropriate for the situation are effective. It's dangerous to wait. Individuals skilled in the diagnosis and treatment of the problems at hand are always the ideal people to deal with such issues (Sternberg, 2013).

12. Financial concerns

Some students drop out because they are unable to make college financially viable for them. Due to students' financial needs, it is critical that colleges and universities determine aid needs appropriately. The Problem is Stated Higher education institutions are continuing to look at student retention due to sound

financial concerns. Any student who leaves a college or university before graduating results in a loss of revenue for the school. Furthermore, not having a degree prevents pupils from reaching their economic potential (Bureau of Labor Statistics, 2012).

As we can see, there are a variety of elements that influence how this topic is handled in universities all around the world. Several causes are linked to social characteristics that are exclusive to a certain society, and these elements may differ significantly from those of a society in another country, or even another continent.

E. Student Retention Stages

Graduation, persistence, retention, and attrition they are terms that related to retention student. Persistence and retention are two terms that are frequently used interchangeably. The National Center for Education Statistics, on the other hand, distinguishes the terms by referring to retention as an institutional indicator and persistence as a student indicator. To put it another way, institutions keep their students and students keep their institutions. Attrition is another term that is regularly used to describe retention. Attrition refers to the reduction in the number of students enrolled as a result of decreased student retention (Hagedorn,2012).

Graduate and graduation are two key concepts. Starting with the most popular definition of a graduate, which is a former student who has completed a defined course of study in a college or university, it is apparent that all graduates have persevered. However, not every person who perseveres will be able to graduate. Furthermore, regardless of previous attendance at other colleges or

universities, a graduate can only claim one institution. While the institution from which a student graduates will consider him or her a persister, earlier institutions will most likely consider him or her a non-persister or dropout. Graduation rates and retention rates are clearly not the same thing, even though they both fall under the category of retention (levitz, 2008).

Using the previous example, a student who transferred to another university would have a negative impact on the initial college's graduation rate. Variation in the time durations utilized to measure graduation rates adds to the vocabulary's complexity. Colleges and universities typically provide four-year rates, ACT five-year numbers, and the National Collegiate Athletic Association six-year rates (U.S. Department of Education, 2003).

F. Student Retention in Language and Education

The phenomena of renetion also happened in language and education field. many researchers and educators, including a good number of ESL teachers, try to find solution to make their students retain or keep study.

The more students learn, the more value on their education, and the more likely they are to stay and complete their education. The goal of higher education is not just to keep students in school, but also to teach them. In the end, it is student learning that determines student retention (Tinto, 2002).

Language is a crucial component of that preparation, since it allows students to attain their greatest potential in life. They gain a new culture and skills in addition to English through language. If an education program wishes

to keep its ESL (English as a Second Language) students until they test out of ESL and begin their college studies, it must teach more than simply grammar and spelling.

The goal of a successful language program is to foment and foster the development of linguistic and cultural proficiency, and thus awareness, that will facilitate dialogue and contribution to a global society (Robinson, 2018).

Many students drop out of ESL programs for financial reasons, according to Magrath (2021) in her essay. Many students drop out of these programs looking for a better price, or more access to employment, internships, or scholarships. Disconnection is another factor. Due to the isolation of the courses in ESL unlike other programs, students frequently do not see the links between the things they are studying. The duration of terms is a crucial element in student achievement in ineffective program formats. To make meaningful progress in learning English, students should have at least more hours of teaching, and students should be aware of transfer credits from their community college to their university of choice. Not everything will be carried over. Furthermore, classes taken at a community college may not be equivalent to those taken at a university. Students should check with the university of their choice to see if their courses are accepted..

Martín et al. (2021) discuss Leopold's work from 1986. Professor Keith Leopold's personal case study, which described his own experiences in the German department at the University of Queensland over a 40-year period,

encapsulates the changes and difficulties faced in Australian university language departments in the mid-to-late twentieth century. Identifying a number of elements that influenced course structure, instructional methods, workload, and standards, all of which had a substantial impact on students. As the stress on numbers has been more and greater, funds have become tighter and tighter,' Leopold summarized the result of his long-term perspective from the coalface. The utilitarian aspects of education have become increasingly prominent.' Leopold emphasized the enormous strains on staff that resulted from the growing spectrum of language ability among beginner students.

Furthermore, due to the decline of language education in high schools, most Australian institutions have seen more students entering in beginner level languages than at previous entrance points since the mid-1980s (Hawley, 1982; Nettelbeck et al., 2007).

G. Student Retention Rate in Higher Education Around The World

1. Australian Higher Education

In Australian higher education, student experience and retention have garnered a lot of attention and focus in the recent two decades. The government and several universities undertake surveys to report on students' experiences at Australian higher education institutions. The government and universities concentrate on the first-year experience and its quality. Statistics about the factors that affect and are related to student persistence in higher education programs are included in the report's data.

Individual studies have been performed to study and attempt to comprehend the student attrition phenomena in the Australian higher education system, in addition to institutional and government efforts (Aljohani, 2016).

2. American Higher Education

Higher education in America was the first trophy in the work of research and study on student retention. The early theoretical foundation and student retention methods and strategies as a concept are the pioneers that built theoretical models of Spady (1970, 1971), Tinto (1975, 1993), and Bean (1980, 1983), are design and conduct to the particular educational context in student retention. These early theoretical approaches in the field of student retention have inspired current research (Demetriou & Schmitz-Sciborski, 2011; Evans, Carlin & Pott, 2009; Troxel, 2010).

In addition, Many reports and studies on student attrition rates have been published by institutions, states, and the federal government, expenses, and tactics to 'what works to promote student retention' in the American higher education system were watched and examined. Although many early studies in the American higher education context focused on traditional students in ordinary four-year colleges and universities (Borglum & Kubala, 2000), many recent studies in the American higher education context focused on students' experiences and retention in community colleges and other two-year academic institutions. Other research looking into issues like accessibility and diversity, as well as nontraditional

students' experiences, attrition issues, and retention rates, as well as students from minority and other underrepresented communities.

3. The United Kingdom Higher Education

Crosling et al (2009) briefly explain that in the UK, 'Benchmarks' for each institution define the student retention indicator, which take into account student entry qualifications and topics studied, and so recommend what students should do for graduation. Colleges and schools should allocate funds to support student retention in higher education through core grants. Students must continue their studies for various factors. Research explores why withdrawal students tend to reach the conclusion that there is rarely a single reason why students drop out. Generally, the picture is complicated and as a result, the students leave a combination of interrelated factors. Long, Ferrier, and Heagney (2006) poor preparation for higher education; weak institutions and/or course suitability, resulting in poor matches and a lack of commitment; unsatisfactory academic experience; lack of social intelligence clemency; financial problems; and personal circumstances were identified as reasons why students drop out. As a result, some students withdrew from the institution's jurisdiction for reasons outside of the institution's control, such as private justifications and changes in personal circumstances, wrong or'second choice' courses, and moving on to subjects that directly match their interests and goals.

Krause and Coates (2008) assert that in the first-year study, it is very important to be encouraged and assisting student engagement as a basis for

successful studies in the following years. The academic commitment of a student is referred to as student involvement and displayed in the time and effort invested in activities aimed at educating. This notes the quality of student and student effort learning for meaning and understanding in maintaining an efficient quality of education.

4. Indonesia Higher Education

Based on the research conducted by Talar (2020) In Indonesia, student retention is related to intimate social interactions with classmates, student self-confidence in graduating on time, student confidence in landing a decent job after graduation, and college attendance. Student satisfaction is related to social relationships with classmates, and student confidence in graduating on time has the strongest connection to student retention. The average level of student satisfaction is still 3.0, and the mean level of student involvement with the institution is less than 3.0, indicating that the program still has work to do to enhance student satisfaction and retention.

Furthermore, feedback given by the lecturer regarding the progress of the lecture was conveyed by the lecturer clearly and consistently information related to courses and future career goals, support for lecturers, and all study program staff completed his studies, a well-functioning on-campus support work unit (e.g. student unit, extracurricular), family support to complete college are some of the variables that can be used to construct support conditions for retention. In market analysis, institutions must also strengthen institutional branding and make adjustments to the

image and positioning plan. This is a preliminary study aimed at obtaining a comprehensive picture of student retention at Indonesian universities. Additional study on brand improvement, brand image correction, and public positioning of the institution, as well as research on improving students' sense of belonging, are needed to supplement current research on student retention.

5. Malaysia higher education

Many variables contribute to Malaysia's poor retention rate, including interaction, which plays a significant influence. Increased interaction, whether social connections with peers and instructors or student interaction with learning, is one idea that has been made previously (Mohamad, Ahmad & Jawawi, 2018). In terms of social contact, the majority of instructors have other responsibilities that take precedence.

They also stated that interaction is an important factor because face-to-face or conventional learning still plays a major role to learn. Therefore, maintain interaction with students all the time is a challenge. However, this gap can be filled with helpful strategies structure to monitor and detect low retention students and implement intervention programs to improve the situation. Previous studies have experimented with various strategies for predicting students retention. This strategy includes predictive analytic data techniques to analyze students' online interactions. The adoption of this strategy has yielded promising the result. In addition, the analytical results are especially important in the early stage as an instructor predictive analytics, not emphasized in Malaysia can motivate students to develop.

CHAPTER III

METHODOLOGY

A. Research Design

Research design can be defined as all of the researcher's plans and strategies to answer research problems of study. Akhtar (2016) stated that research design can be considered as the research's structure that holds all of the elements in a research project. In essence, it is a blueprint of the proposed research. The research design used in this research is a descriptive qualitative method with a content analysis approach.

Creswell (2008) mentioned that research design is used to collect, analyze, and interpret data using quantitative and qualitative research. In this study, a qualitative method is used. The qualitative approach, according to Patton and Cochran (2002), is defined by its purposes, which pertain to understanding specific elements of social life, and its methods, which (in general) produce rather than statistics as data for analysis. Saryono (2010) states qualitative research is a method used to study, evaluate, explain, discover the quality or features of social combinations that cannot be accessed, measured, or explored through quantitative research. In this study, the researcher chooses qualitative is because this research design suitable with the purpose of the research, that is to identify the reason behind students withdrawing from the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion of their study.

The data collection of this research is the in-depth interview. According to Showkat (2017) The in-depth interview is a popular qualitative research approach in which the researcher gathers information directly from the participants. Interviews are useful in eliciting opinions, experiences, values, and a variety of other features of the population under investigation when used in conjunction with other research methodologies such as surveys, focus groups, and so on. Interviews are always focused on achieving a specific purpose.

B. Research Instrument

In this study, the instrument used by the researcher for collecting data is the interview that will be explained more as follows :

According to Creswell (2008) qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. Interviews are a qualitative research technique that includes conducting in-depth individual interviews with a small group of respondents in order to establish their opinions on a specific program, topic, or circumstance. The interview process. The interview conducted for about 15-20 minutes for each participant begins with agreeing, first with research informants about the time to be able to do the Interview. Interviews were conducted by conveying several of the questions contained in the interview guidelines. The researcher also adds a few questions outside the questions contained in interview guidelines to further deepen research.

Furthermore, the researcher chooses a semi-structured interview as the instrument to be applied in collecting data. The researcher chooses semi-structured

is because the interview consists of several questions that will help the interviewer to more easily know in detail what you want to examine, it is also very supportive of the interviewer or the person being interviewed to find out, develop, elaborate information in more detail so that people in interviews can get clarification from questions to get additional information.

C. Population and Sample

The population is a generalization area formed up of things and persons that have been assigned certain amounts and qualities by researchers to be researched and from which conclusions can be made (Sugiyono, 2016). The researcher researches at the Department of English Language Education in the Faculty of Teacher Training.

According to Murphy (2016), it is critical to have a good understanding of the target population well before beginning survey fieldwork, particularly for comparative surveys. Surveys are difficult, time-consuming, and costly tasks. Resources would most likely be lost if there is no clear target demographic. Furthermore, a lack of clarification in the population description may cause confusion and frustration.

The population of this research is the ex-student of the Department of English Language Education. The sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling was utilized because it is effective when a researcher wants to analyze a phenomenon or trend in relation to "typical" or "average" individuals of the affected group (Crossman,

2020). Based on this typical case sampling, the researcher conducts 8 ex-students who withdrawing from the Department of English Language Education in the Faculty of Teacher Training before completion of their study. For specific arrangements, the researcher choose man and female ex-students who withdrawing from the Department of English Language Education in the Faculty of Teacher Training from batch 2017, 2018, 2019, and 2020.

D. Data Analysis Procedures

In this qualitative research, the result of data collection was analyzed into several steps referring to Creswell (2014), those steps are:

1. Organizing and preparing the data

The raw data from the interviews was first sorted and transcribed into words, followed by written field notes, and finally suitable sorting and arrangement of the data into several types.

2. Reading through all data to obtain general information

The typed and transcribed data was read multiple times to become familiar with it, and then the data was given some general sense of information, such as general thoughts expressed by participants. After all, the data was divided into several groups.

3. Coding the data into several categories

In this research, the researcher used open coding to analyze the data. Gallicano (2013) states that open coding is a process of analysis concerned to

categorize the data of the text. Moreover, the data was labeling the concepts, defining and developing categories based on their purposes.

4. Looking for patterns and themes

The codes were interpreted and thematically organized in this step. A comparison of the data and information from theories can help to clarify it.

5. Representing and reporting findings

The data themes were described in a narrative format.

6. Interpreting and discussing the meaning of the findings

The final phase in qualitative data analysis was to interpret and discuss the results. Furthermore, the previous literature theory discussed obtaining more detailed data to support findings.
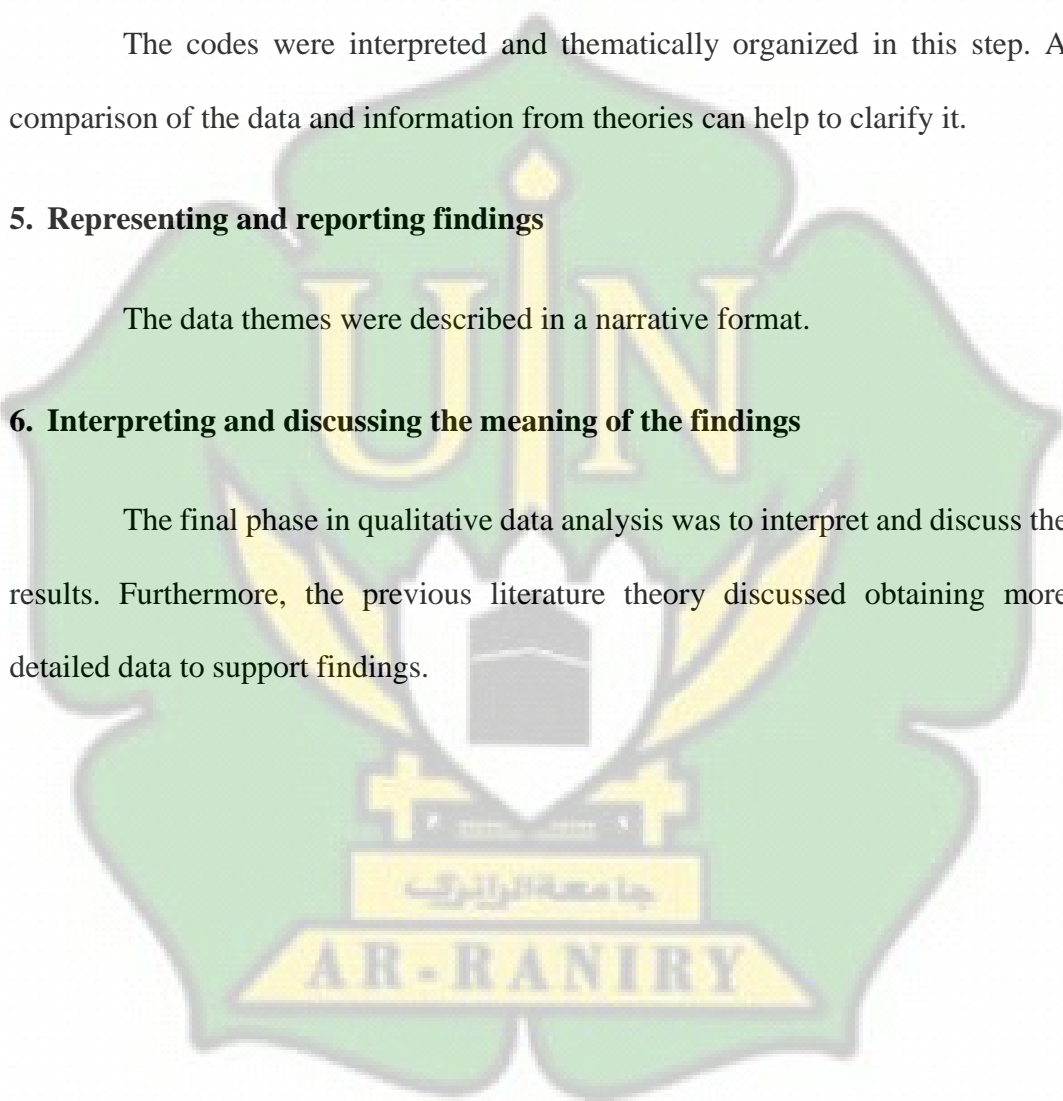
CHAPTER IV

RESULT FINDINGS AND DISCUSSION

This chapter focuses on the data analysis, including the research findings and the discussion. The result of interviews from students will also present. The data analysis result denotes answering the research question and draws out some points and issues for discussion.

A. Research Findings

In this section, the researcher used a few steps to support this research to be finished. First, the data is conducted by interviews with eight participants who withdrawal from the Department of English Language Education . Then, the researcher made a transcript of the interviews. Last, the researcher arranged and analyzed the relevant data depends on the purposes of this research. Eight participants were given initials, they are :

No	Participants	Batch
1	A	2017
2	E	2017
3	M	2017
4	S	2017
5	W	2018

6	A	2019
7	L	2020
8	M	2020

Note. The participant are ex-students who withdrawing from the Department of English Language Education in the Faculty of Teacher Training.

They are the ex-students of batch 2017, 2018, 2019, and 2020 retention at the Department of English Language Education UIN Ar-Raniry.

Each interviewee spent about 15 to 20 minutes. Because of the COVID 19 Pandemic, the interview was done via phone. Each participant received the same questions. Some additional questions were asked based on the interviewee's answer but still related to the topic.

In this research, coding inquiry was used in this study to extract information from the participants' responses. This confirmed the objects' suitability for each piece of the instrument's theoretical framework. The themes were used to organize and categorize all of the responses. After going through a few steps, the researcher came up with a number of conclusions that were divided into two categories depending on the research questions. The first point is the internal factors that consist of the lack of motivation to study in the major and interest in other majors. The second point is the external factor that consists of choosing a job carrier and the financial issue.

1. Internal factors (students withdrawal from the Department of English Language Education UIN Ar-Raniry)

Based on the answers that were given by all participants in the interview, almost all of the participants had similar perceptions and only several had different characteristics. There were several characteristics of ex-students who have internal factors, those were:

a. The lack of motivation to study in the major

Based on these factors, ex-student convince that this issue become one of several factors. The students withdrawal from the Department of English Language Education, almost all of the participants dealing with this issue that they were lack of concern while studying at the Department of English Language Education UIN Ar-Raniry.

A 2017 mention that he passed in this department because he don't have other option, means he lack of concern while studying at the Department of English Language Education.

> *"I like studying in the department of English language education, but I don't want to be a teacher. At first, I tried to get to another institution but do not pass so I pass to the second choice in this department."*

W 2018 also said he failed in test for other institution and and choose studying at the Department of English Language Education.

> " When I graduate from my high school, I tried to have tested in some institution in another university, I am not lucky to pass it. So I pass in the department of English language and study here."

Most of the participants dealing with this issue that they were lack of concern while studying at the Department of English Language Education .

> "First reason, when I graduate from my highschool I interested in English because at school I am focusing in English and its as my second choice because I am not accepted in the first institution that I choose before"(A 2019)

> "because I do not pass in the institution that I want then I try my last test in the department of English language education, Alhamdulillah I pass and study here." (L 2020)

> "the general reason why study here because I don't pass in any institution and in that time, only the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry still available." (M 2017)

b. Interested in Other Major

Before I asking about Why cannot stay studying in the Department of English Language Education in the Faculty of Teacher Training, I also ask What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training. All respondents said that they have other dreams and goals besides keep studying the Department of English Language Education.

As M 2017 said that she have other dreams and goals besides keep studying the Department of English Language Education.

> *"because I do not want to be a teacher. I don't like to study in the Faculty of Teacher Training and all the college staff is less interested. From family support me in medical and also my family suggests to take two major along. But I remember once my lecturer said you cannot do both things get along, you should be focused on one thing rather explore here or choose medical. Because I feel my ability is more in the health sector. And I often watch movies that talk about a disease, so I just want to explore it. Then, studying in the medical field, the college is more real".*

W 2018 stated that :

> *"...when I think about it, I do not seem suitable in English, the basics want to be able to speak English but because*

there is no purpose, then I should lee I had considered

before that it was batch 2018 at UIN Ar-Raniry Ar-Raniry

and batch 2019 at UXX, but because of work, I am also

helping to have a father, so I think it would be a bit difficult

to have a double degree."

A 2017 mention that he wanted to leave the Department of English Language Education since beginning.

"if want to leave the department is already in the beginning. I pass in other institution at STX and my parent is supporting me in studying at STXN. For me what I choose now is better than studying here. More guarantee for the job carrier."

L 2020 also mention that :

" First reason because studying here is not my passion, my passion is in the medical field, and now I pass in my dream faculty and I want a carrier in nursing"

A 2019 said that:

"I start to think to leave this department when in semester 2 along when I pass to other institution in Marine, and I think I can have two major gets along but it is since Corona Happened, it will be hard to manage the classes"

2. External Factors (Students Withdrawal From The Department of English Language Education UIN Ar-Raniry)

Based on the answers that were given by all participants in the interview, some of the participants had similar factors and only several had different factors. There were several characteristics of ex-students who have external factors, those were:

a. Concern in Job Carrier

Based on these factors, ex-student convince that this concern becomes one of several factors that students withdraw from the Department of English Language Education, some of the participants dealing with this factor that they have concern in job carrier while studying at the Department of English Language Education UIN Ar-Raniry.

As E 2017 said she have no choice because she should concern in her job carrier.

> *" Honestly I don't want to leave my study while studying at the Department because I want to be an English teacher someday, but I have no choice, which is I registered as a policewoman and I passed it, so I choose my job carrier now as policewoman"*

M 2020 mentions that she have other concern in her job amd dealing with her activities.

" my strongest reason to leave this department, as I told before I busy with my other activities and now I am also being a teacher in one of Islamic boarding school".

b. Financial Issue

Some of the participants said the financial issue also the factor that they said as the reason withdrawal from the Department of English Language Education, some the participants dealing with this factor that they have a financial issue while studying at the Department of English Language Education UIN Ar-Raniry.

S 2017 said he have struggle to continue study because the financial issue.

"So this is the reason because the economy at that time my father had retired, after finishing high school I immediately started working, so when I was working I work with other people, so there were some courses that clashed with working hours, I had to leave the courses because many had to repeat in semester 5, the next semester was semester 2, 3, 4 and 5 many times the Constitutional Court had to be repeated. Anyway, I can see from myself that I'm no longer serious in college, I'm lazy because I have to repeat myself. Also coupled with economic factors. So I decided to quit college and continue working."

A 2019 also stated that he struggle with tuition fees and he has no scholarship while study in at the Department of English Language Education UIN Ar-Raniry.

> *"At that time, I was worried too, I was worried about the tuition fees too, yes, it was a bit heavy, sis. If I take the 2 majors, it's a bit heavy in terms of tuition fees. Just like that, during the 2 semesters, it was a bit difficult to pay. So when I was at UXX, I got a scholarship too. Alhamdulillah, I helped and I was a bit difficult with the burden of tuition fees without a scholarship".*

B. Discussion

The following discussion is based on the findings analysis. The analysis was completed in order to respond to the research questions. The researcher would want to explain the interview's outcome based on the analysis. As the researcher has mentioned in the first chapter, the purpose of this study was this research aims is to know the factors that cause students' withdrawal before completion and affect student retention rate in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry, the researcher choose man and female ex-students who withdrawing from the Department of English Language Education in the Faculty of Teacher Training from batch 2017, 2018, 2019, and 2020. the

researcher gained several findings that were composed into two points based on the research questions. The first point is the internal factors that consist of the lack of concern for the major and interest in other majors. The second point is the external factor that consists of choosing a job carrier and the financial issue.

This section presented a discussion based on the findings of the research. The researcher came up with a research question. The research question is answered by using the findings from the interview. They were asked to answer the question of the interview, which was used to analyze know the factors that cause students' withdrawal before completion and affect student retention rate in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry. The research question is, "What are the factors influencing student retention in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?" The totals of samples are 8 ex-students. After the data were analyzed by the researcher, 5 ex-students that consist of the lack of motivation to study in the major and interested to other major. 2 ex-student consist of choosing job carrier and 2 ex-student dealing with the financial issue.

The factor that underlies student retention is student hesitation when choosing college majors. The majority of them are still confused and hesitant to continue their plans after graduating. They are confused for choosing a career starts with the chosen college course. Some students rely heavily on their decision from someone they believe. Most of the people who belong to their circle of faith are direct parents family, friends, and teachers. Others may have been influenced by their friends and relatives, the environment and culture they come from, the

behaviors they have, and so on personal reasons for their interest in degree programs (Ramirez & Dizon, 2014).

Some students leave for reasons beyond the institution's control, such as a lack of funding, a change in academic or career goals, or personal circumstances; however, many more students leave because the institution has failed to create an environment conducive to their learning and educational needs, whether inside or outside the classroom (i.e. dissatisfaction with the university, poor student-institution fit, dissatisfaction with the education (Mahan et al., 2014).

The factors that influence retention and attrition decisions are numerous and continually changing. With the shifting landscapes in learner demography, roles, and responsibilities; learning opportunity, needs, and perceptions; and styles of instruction and learning, understanding retention is getting much more challenging in today's world. Even yet, there are many of possibilities. For example, students indicated the following as their top reasons for dropping out are lack of time, Lack of management oversight, lack of motivation, problem of motivation, lack of student support, individual learning preference, poorly designed course and substandard/Inexperienced instructor (Frankola, 2001).

A lack of motivation, according to Sasson (2019), is defined as a lack of enthusiasm and desire for an activity. Furthermore, a lack of motivation, according to Shore (2017), might be seen as a callous attitude toward one's responsibilities. According to Japari School, everyone, including students, has encountered low motivation (2018). It is a situation in which a pupil refuses to learn because the instruction is difficult to comprehend.

Because they really do not comprehend what they're learning in class, students feel demotivated (Barse, 2015). Low motivation in studying is caused by a lack of confidence in students, unmet expectations in the classroom, feeling hated or rejected by family, and high pressure, according to Greate School (2014).

The statement above strengthens the phenomenon of ex-students who leave the department of English language education before completion that few of them lack the motivation to keep studying in the department of English language education.

According to Kocsis and Puszta (2020), We discovered that financial obligations, and hence work, had a substantial impact in student retention during our study of the relationship between job carrier and student retention. The bulk of respondents' employment motivation might be linked to their financial situation, their parents' independence, covering daily costs, and paying university fees. Students were driven to work to a lesser amount by factors such as work experience and establishing new friends, but these aspects were the most significant for future returns. On average, a quarter of respondents were affected by regular employment, with the largest percentage of dropouts owing to financial reasons and employment, as well as those who were dissatisfied with their major or additional study.

From the point of view of motivation, the cluster of those who were disappointed in the major and further education was outstanding as they were motivated mostly by work experience and making new acquaintances.

Kocsis and Puszta's statement above strengthens the phenomena of ex-students who leave the department of English language education before completion that few of them find a better and have a great job carrier rather keep studying in the department of English language education.

This can be further supported by a previous study by Olufemioladebinu et al. (2018) explained that students who come from low socio-economic family status tend to show a poor academic performance compared to students who come from a better family background status. To add, Asri et al. (2017) noted that students from affluent backgrounds can benefit from a dynamic learning environment.

As a result, students from higher-income homes can excel and earn greater academic results than students from lower-income families. According to Nnamani, Dikko, and Kinta (2014), financial concerns among students play a significant role in their poor academic performance, which leads to poor educational quality in a variety of ways. As indicated in the early literature, financial difficulties contribute to financial stress, which in turn influences students' poor academic performance.

According to a study by Widener (2017), financial stress is regularly linked to students' poor academic performance. According to Asri et al. (2017), numerous factors influence a student's academic achievement. Family socioeconomic considerations, on the other hand, are crucial factors since they entail financial management, which will push kids to either pursue a passion or not pursue a passion in their academics.

According to Collegeview, Some students "underestimate college expenditures and discover too late that they lack the financial resources to afford it all," according to. Others decide that working full-time rather than seeking a pricey degree is a better option".

The Problem is Stated Higher education institutions are continuing to look at student retention due to sound financial concerns. Any student who leaves a college or university before graduating results in a loss of revenue for the school. Furthermore, not having a degree prevents pupils from reaching their economic potential (Bureau of Labor Statistics, 2012).

The statement above strengthens the phenomenon of ex-students who leave the department of English language education before completion that few of them have the financial issue that affects them that they cannot keep studying in the department of English language education.

According to Al-Dossary (2008) the study indicated that Tinto's theory explained only a small proportion of student retention. There might be some important predictors in the study of student retention that may not be properly specified in the Tinto's Theory. A more comprehensive research is needed to identify these predictors. This would require a larger sample size and more than one institution in order to identify and make comparison with regards to using Tinto's Model in Student Retention.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of the conclusion and recommendation of the study. In this section, the data analysis and the discussion of the result would be summarized and reaffirmed. Some recommendations are provided regarding the proposed research and recommended future works related to the study established by other researchers.

A. Conclusions

This research has analyzed factors influencing student retention in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry. Based on the result of the research findings and discussion in this chapter, the researcher concluded some points. After going through some processes, the researcher gained several findings that were composed into two points based on the research questions. The first point is the internal factors that consist of the lack of motivation to study in the major and interest in other majors. The second point is the external factor that consists of choosing a job carrier and the financial issue.

Finally, regarding the data which have been analyzed, the researcher concluded that The first point is the internal factors that consist of the lack of motivation to study in the major and interest in other major more dominant as factors that influencing student retention in the Department of English

Language Education in the Faculty of Teacher Training UIN Ar-Raniry. The second point is the external factor that consists of choosing a job carrier and the financial issue also influencing student retention in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry.

Statement that we conclude from the ex-students who withdrawing from the Department of English Language Education in the Faculty of Teacher Training are admitted there reason. there is no single reason that our institution affect their withdrawl from it is from Department of English Language Education. This research proved that our institution is not a reason of their withdrawing.

B. Recommendation

Department of English Language Education has a huge number every year wtith freshmen that join our department, become the most favorite major in our university, UIN Ar-Raniry. Student leave Department of English Language Education Department UIN Ar-Raniry is a common phenomenon, but this can be a threatening issue to our Department of English Language Education Department because the higher freshmen rates rather than graduates rates can be a bad image to Department of English Language Education Department. This issue should be a concern to our department and to dealing with this issue. Our department should pay more attention to the student who have internal factors that consist of the lack of motivation to study in the major and interest to other major and dealing with external factors that consists of

choosing job carrier and the financial issue. This issue is our concern to solve and to find the solution.

Be concern to our First, this research is more comfortable if using a qualitative method than a quantitative method. The researcher would like to know what is the factors and what things do ex-student dealing with before leaving the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry. Because they must be having different backgrounds, have different problems, and have different goals for their life, by using qualitative method it make ease the researcher to dig more information conclude from the ex-students who withdrawing from the Department of English Language Education in the Faculty of Teacher Training.
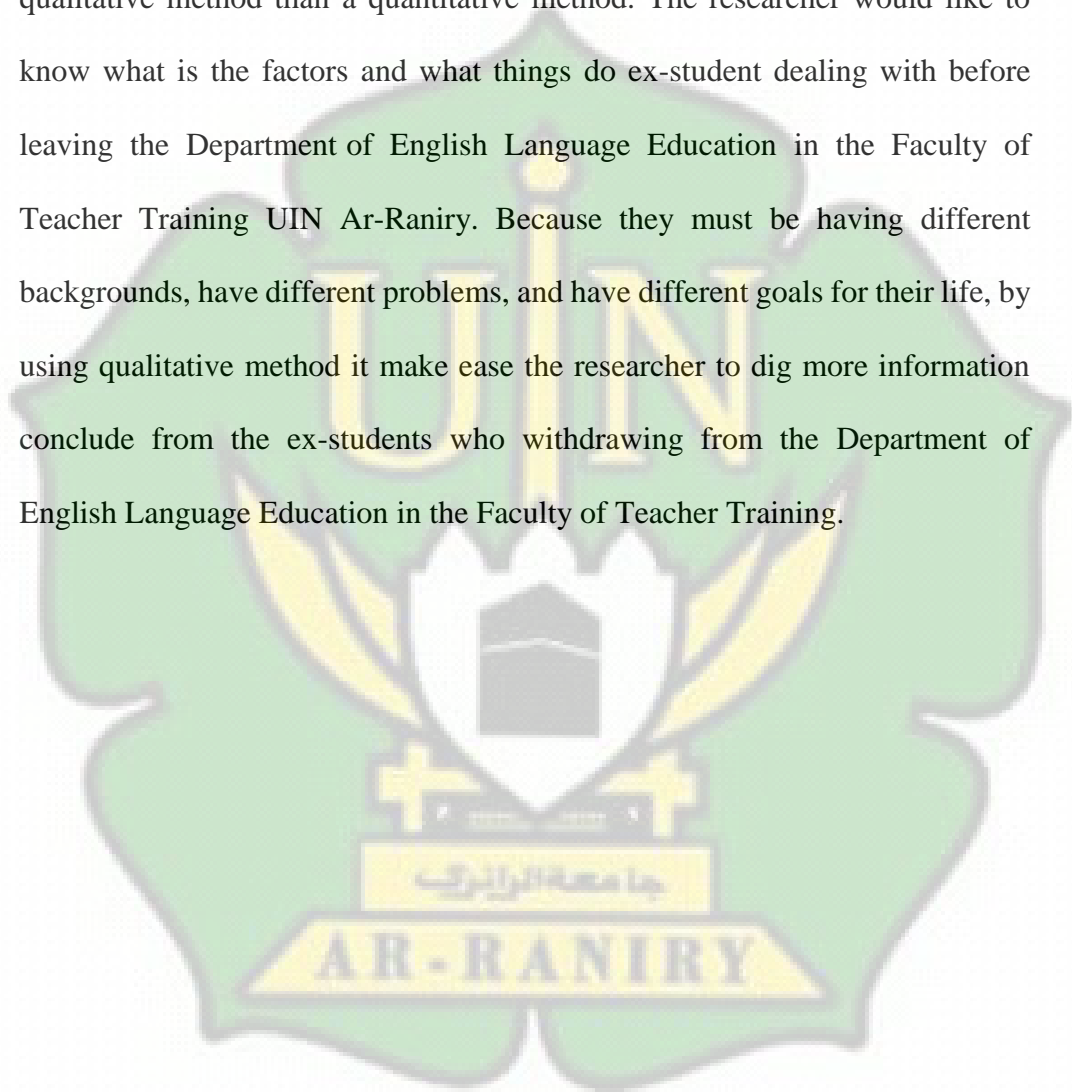
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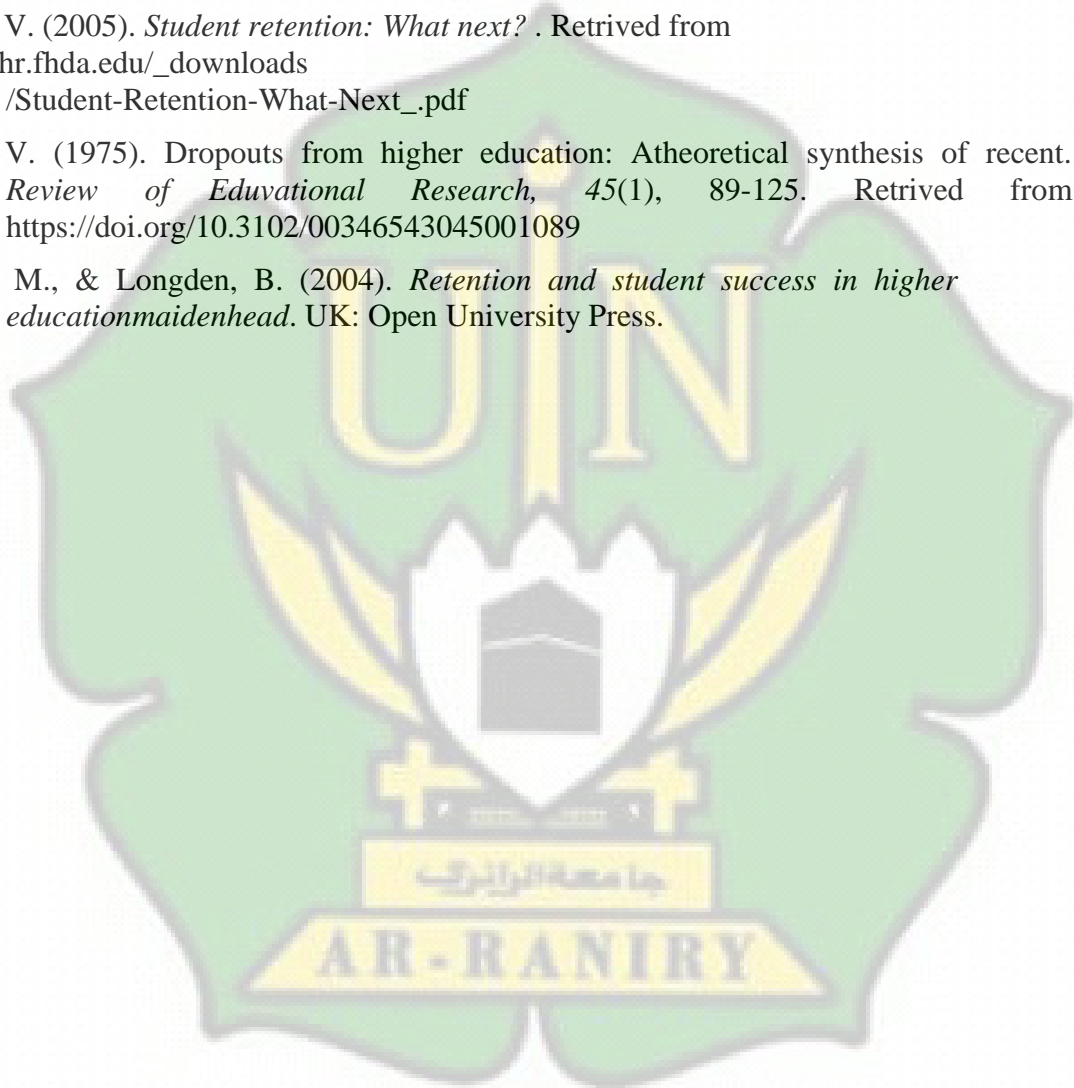
Appendix A

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Maret 2021

MEMUTUSKAN

Menetapkan :
PERTAMA Menunjuk Saudara:
1. Safrul Muluk, Ph.D — Sebagai Pembimbing Pertama
2. Dr.phil. Saiful Akmal, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : Cut Vira Junischa Azhari
NIM : 160203010
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : AN ANALYSIS OF STUDENT RETENTION IN UNIVERSITY: AN INSIGHT FOR AN ISLAMIC UNIVERSITY

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

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

Ditetapkan di : Banda Aceh
Pada Tanggal : 16 April 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-15996/Un.08/FTK.1/TL.00/10/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ex student of Prodi Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT VIRA JUNISCHA AZHARI / 160203010**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. T. Nyak Arief, Lamnyoeng, No.19 Darussalam Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis of Student Retention in University : An Insignt for An Islamic University*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Oktober 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 21 November 2021

Dr. M. Chalis, M.Ag.

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Appendix C

Interview Protocol

1. What is the reason you choose to study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

2. When did you feel want to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

9. Are there any regrets for you when you study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?

10. Do you enjoy when you study in the Department of English Language Education in theFaculty of Teacher Training UIN Ar-Raniry?

Appendix D

Interview Transcript

Participant 1

Interviewer   : W2018

Date of Interview   : July, 1st

2021Time of Interview   :

21.03 WIB

Place   : Online Interview via Phone

1. What is the reason you choose to study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?

   Answer : Awalnya kan saya pilih PBI tu karena memang ya dulu waktu SMA Pun sukabahasa Inggris dan mau bisa bahasa Inggris.

2. When did you feel want to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion? Answer : Pertengahan lah di semester 2Jadi awal mula tuh kan dulu pas tamat SMA tu sempat tes di manajemen Unsyiah, USK sekarang, tapi karena kurang beruntung, nggak lewat, lewatnya di PBI jadi yah ambil aja di UIN. Walaupun udah nyaman juga selamaberjalannya waktu. Kan jadi pas semester 2 itu saya masih ingat tuh pas MK nya pak mulia jadi pas itu beliau kaya nggak salah di MK listening. Jadi beliau bilang, sempat menasehati kalau misalkan merasa nggak cocok di bahasa Inggrisboleh pikir baik baik,

   masih ada kesempatan untuk keluar karena kan masih semester 2 seperti itu,

pas dipikir-pikir kayaknya emang kurang cocok di bahasa Inggris, basic-nya emang ingin bisa bahasa Inggris tapi karena nggak ada tujuan, yaudah keluar.

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

Answer : Jadi awal mula tuh kan dulu pas tamat SMA tu sempat tes di manajemen Unsyiah, USK sekarang, tapi karena kurang beruntung, nggak lewat, lewatnya di PBI jadi yah ambil aja di UIN. Walaupun udah nyaman juga selama berjalannya waktu. Kan jadi pas semester 2 itu saya masih ingat tuh pas MK nya pak mulia jadi pas itu beliau kaya nggak salah di MK listening. Jadi beliau bilang, sempat menasehati kalau misalkan merasa nggak cocok di bahasa Inggris boleh pikir baik baik, masih ada kesempatan untuk keluar karena kan masih semester 2 seperti itu, pas dipikir-pikir kayaknya emang kurang cocok di bahasa Inggris, basic-nya emang ingin bisa bahasa Inggris tapi karena nggak ada tujuan, yaudah keluar.

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

Answer : Kalau keluarga memang sangat mendukung lah karena memang kami dari keluarga pengusaha, karena pasti pun aku bilang mau pindah ke ekonomi dan pastinya didukung, cuma pun karena namanya kita teman ada didukung juga karena mereka

pikir cocok bagi aku. Habis tuh kalau dosen memang nggak ada respon karena nggak ada bilang, sempat pengen bilang ke prodi tapi nggak jadi.

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

Answer : Sempat mempertimbangkan kemarin itu jadi leting 18 di UIN dan leting 19 di Unsyiah tapi karena kerja juga bantu punya ayah jadi kayaknya, agak berat kalau double, usahanya toko baju, ponsel, hp.

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

Answer : Nggak Ada.

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : Menurut aku, iya karena pilihan dan emang cocok dengan cita-cita lagian pun emang nggak ada jiwa guru dan kalau kuliah bahasa Inggris kurang untuk berkarir.

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?
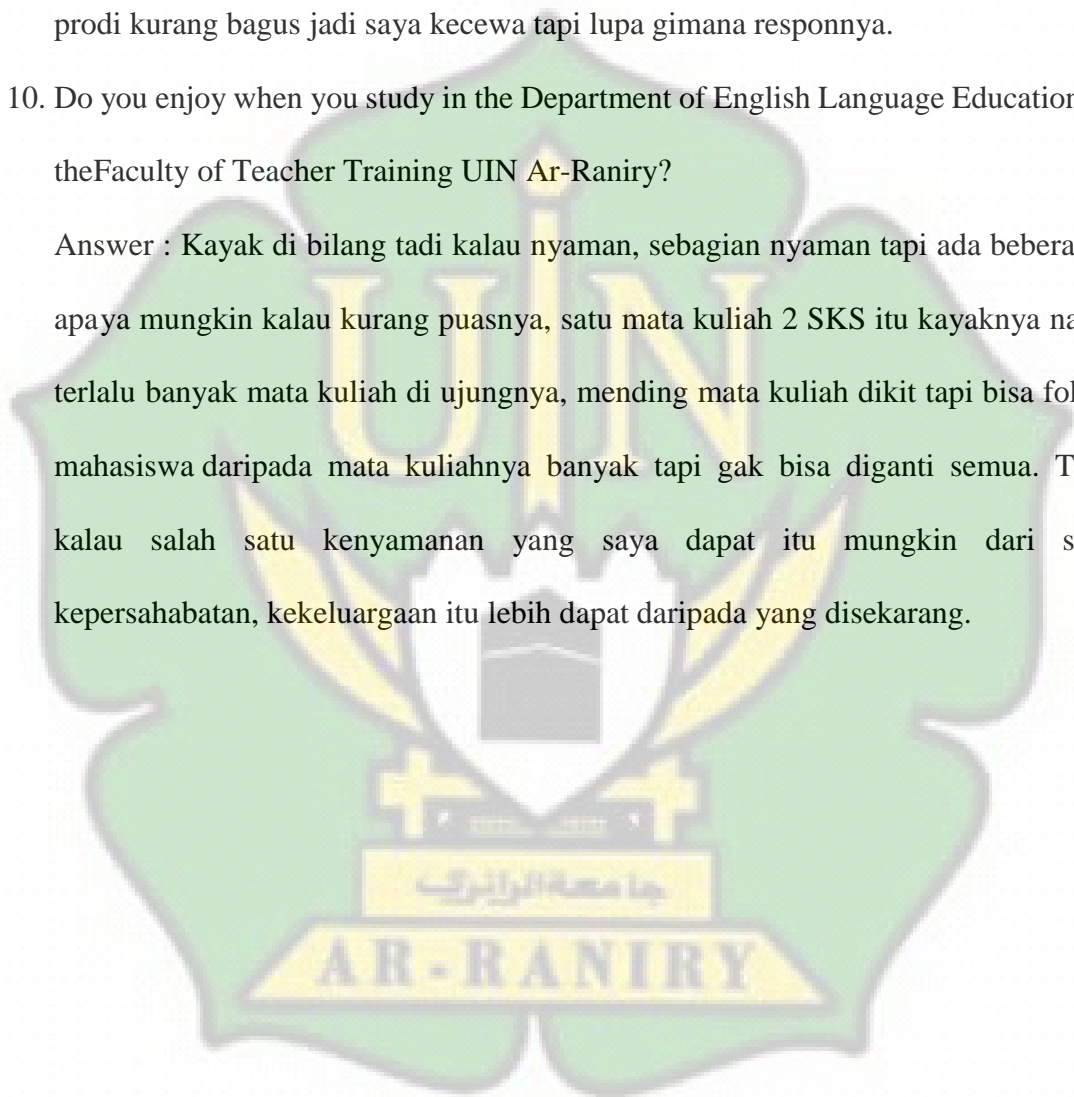
Answer :

9. Are there any regrets for you when you study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

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Answer : Kalau penyesalan nggak ada, karena juga banyak dapat ilmu di sana kayak IELTS, TOEFL, dan lain-lain, ya mungkin kalau masa-masa kuliah di sana agak kurang di fasilitas aja sih kak, kalau sama dosen sih nggak ada yang kurang cuma pernah agak kecewa, pas hari itu kan mau lapor prodi untuk cuti, tapi respon prodi kurang bagus jadi saya kecewa tapi lupa gimana responnya.

10. Do you enjoy when you study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : Kayak di bilang tadi kalau nyaman, sebagian nyaman tapi ada beberapa, apa ya mungkin kalau kurang puasnya, satu mata kuliah 2 SKS itu kayaknya nanti terlalu banyak mata kuliah di ujungnya, mending mata kuliah dikit tapi bisa fokus mahasiswa daripada mata kuliahnya banyak tapi gak bisa diganti semua. Tapi kalau salah satu kenyamanan yang saya dapat itu mungkin dari segi kepersahabatan, kekeluargaan itu lebih dapat daripada yang disekarang.

INTERVIEW
GUIDELINE

Participant 2

Interviewee   : S2017

Date of Interview   : July, 3rd

2021Time of Interview   :

17.16 WIB

Place   : Online Interview via Phone

1. What is the reason you choose to study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?

    Answer : Karena Aku pingin bisa berbahasa Inggris memiliki lingkungan bahasaInggris.

2. When did you feel want to leave your study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry before completion? Answer : Pada saat semester 5.

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

    Answer : Jadi gini alasannya, karena ekonomi, di waktu itu bapakku udah pension. Setelah selesai SMA aku udah langsung kerja, jadi waktu aku kerja tu kebetulan aku kerjanya sama orang, jadi ada beberapa mata kuliah yang bentrok dengan jam kerja. Terpaksa aku tinggalin mata kuliahnya, gara-gara banyak yang harus ngulang di

semester 5, semester selanjutnya tu semester 2, 3, 4 tu sampai 5 banyak kali MK yang harus ulang. Pokoknya aku lihat pun dari diri aku udah enggak serius lagi kuliah, udah males karena banyak yang harus ngulang, juga ditambah lagi dengan faktor ekonomi. Jadi aku putuskan untuk berhenti kuliah dan lanjut kerja.

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

   Answer : Respon dari keluarga aku sebenarnya mereka nggak setuju sama sekali aku tinggal kuliah, itu di awal kali aku bilang udah nggak mau kuliah lagi. Karna mau lanjut kerja aja. Mereka nggak setuju dan dosen pun nggak setuju yaitu Pak T. Jadi waktu itu semester 5 aku ambil cuti sama Pak T. Di bilang sama pak T jangan cuti, kalau cuti nanti kamu malas lanjut lagi. Aku sengaja cuti itu cuman mau lihat kayak mana sih kalau aku tinggal kuliah terus kerja dalam masa cuti, apakah lebih produktif atau lebih nggak betul gitu, akhirnya selama masih cuti, aku lihat kan nyaman kerja jadi ya aku milih untuk ninggalin kuliah.

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

   Answer : Aku rasa nomor 5 udah terjawab dengan nomor 3

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

   Answer : No

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

   Answer : Yes

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

   Amswer : Not bad.

9. Are there any regrets for you when you study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?

   Anwer : Saya tidak dapat mengatur waktu untuk kuliah saya dengan baik pada saat itu.Alasannya saya tidak benar-benar menjalankan kuliah dengan baik pada saat itu.

10. Do you enjoy when you study in the Department of English Language Education in theFaculty of Teacher Training UIN Ar-Raniry?

    Answer : Kalau 1-10, aku milih diangka 7 karena banyak tugas jadi nggak terlalu enjoy.

INTERVIEW
GUIDELINE

Participant 3

Interviewer   : A2019

Date of Interview   : July, 3rd

2021Time of Interview   :

21.03 WIB

Place   : Online Interview via Phone

1. What is the reason you choose to study in the Department of English Language
    Education in the Faculty of Teacher Training UIN Ar-Raniry?
    Answer : Alasan pertama, dulu waktu tamat SMA itu emang tertarik sama bahasa
    Inggris pertama, karena disekolah juga, di SMA dulu emang fokusnya di bahasa
    Inggrisgitu kan, jadi kita ambil di bahasa Inggris cuman situ ada, bahasa Inggris itu
    maksudnya pilihan kedua waktu itu, pilihan pertamanya pilih kelautan tapi yang
    lewatnya di bahasaInggris.

2. When did you feel want to leave your study in the Department of English
    LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry before
    completion? Answer : Saya berpikiran keluar dari awal waktu semester 2, begitu
    di semester 3 sayanggak lagi kak. Cuman 2 semester.

3.   What is the reason you choose to leave your study in the Department of English
    Language Education in the Faculty of Teacher Training UIN Ar-Raniry before
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    completion?

Answer : Di semester 3 sempat pikir ragu juga kan, maunya itu kan pertama itu di kelautan. Jadi waktu tahun depannya itu setelah 2 semester di UIN ada buka utbk lagi, ha setelah itu saya daftar lagi, lewatlah disitu ilmu kelautan. Disitu niatnya mau ambil 2 jurusan cuman melihat keadaan yang kurang pas dengan keadaan Corona kayak gini, agak susah juga kuliahnya 2 berbarengan. Cuman kalau dibilang pengen di kelautan kepingin, cuman kalau di bahasa Inggris kepingin juga. Jadi waktu itu bimbang juga, sempat bimbang cuman ya di dalam biaya kuliah juga, ya agak berat lah ya kak. Kalau2 jurusan itu saya jalani kan agak berat juga di uang kuliah. Begitu saya aja selama di 2 semester itu pun agak susah juga bayarnya. Jadi waktu di Unsyiah ini Alhamdulillahada dapat beasiswa nya juga.

4. How is the response of your family, friends, or your lecturer about your choice to leaveyour study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

Answer : Responnya itu, seimbang lah kak. Maksudnya ada teman yang bilang bagusnya di bahasa Inggris. Ada yang bilang, pokoknya banyak yang bilang banyak kecewa juga kenapa nggak ambil di bahasa Inggris, kenapa nggak menetap aja di bahasa Inggris gitu kan. Apalagi kalau itung-itungan umur, kan kita kayak udah buangumur setahun gitu. Jadi kebanyakan itu ya, banyak yang suruh netap di bahasa Inggris.Cuman ya kemauan yang bertolak belakang dengan orang-orang yang sekitar saya jadiya saya tetap pilih ilmu kelautan.

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

Answer : Ya kayak yang saya bilang tadi, kenapa nggak stay, cuman kan kalau kita stay di situ berarti kita harus ambil dua jurusan gitu kak kan. Jadi nggak bisa lah mungkin karena terlalu berat terus dari biaya kuliah juga terlalu berat gitu.

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

Answer : Kalau manfaat banyak kak bahkan kalau saya lihat sendiri enggak ada yang enggak bermanfaat di situ, semua bermanfaat.

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : Ya karena lebih baik kita mengikuti kemauan kita kak. Daripada kita memaksakan kemauan kan kak.

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

Answer : Kalau pendapatnya dalam setahun saya di sana, kalau dalam pengajaran, dosen dalam membagi materi menurut saya sudah bagus sekali kak maksudnya ilmu, materi yang disampaikan jelas dipaparkan gitu. Cuman kalau selama covid ini ya sayanggak tau kan belum merasakan online nya kan. Nah terus kalau yang selama setahun

saya kemarin itu ada beberapa dosen yang gimana ya, kadang ada yang datang

telat, karena kalau kita yang datangnya telat dosennya marah tapi kalau dosennya

datangnya telat ya kita nggak bisa marah sama dosen itu, sekiranya gitulah agak

kecewanya.

Kalau pelayanan prodi cepat kak, sigap itu saya suka karena buat surat aktif kan

dari prodi kak kan. Itu pernah sekali saya buat situ ya secepatnya tanpa tunggu

kapan datang. Hari ini saya buat ya hari ini juga siap kayak gitu.

9. Are there any regrets for you when you study in the Department of English

Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : Saya nggak pernah menyesal kak bahkan saya beruntung sudah bisa dan

udahpernah jadi bagian dari PBI kak.

10. Do you enjoy when you study in the Department of English Language Education in

theFaculty of Teacher Training UIN Ar-Raniry?

Answer : Enjoy kali kak, karena saya selama kuliah di sana sangat menikmati lah

suka dukanya dengan belajar bahasa Inggris dengan tugasnya yang menumpuk

kadang kadang dosen yang pakai bahasa Inggris belum paham, ya semua kita

nikmati lah walaupun ya kadang satu dua kali kita merasa gak puas tapi

selebihnya kita merasa mendapatkan suasana baru, lingkungan baru dengan

bahasa Inggris itu kak.

INTERVIEW
GUIDELINE

Participant 4

Interviewer   : M2017

Date of Interview   : July, 3RD

2021Time of Interview   :

20.03 WIB

Place   : Online Interview via Phone

1. What is the reason you choose to study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?
Answer : Alasan umumnya karena uda ga lewat dimana dimana, dan waktu itu cuma uin yg masi buka pendaftaran jalur mandiri. Alasan khususnya kenapa pilih bahasa inggris awalnya uda ga mau kuliah dlu mau les bahasa tapi akhirnya putuskan masuk kuliah dgn jurusan bahasa inggris.

2. When did you feel want to leave your study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry before completion? Answer : Waktu pembukaan pendaftaran masuk kuliah di tahun berikutnya, jadiselesain 2 semester di uin karna emg niatnya mau tes masuk kedokteran lagi.

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before

completion?

Answer : Karna gasuka jadi guru. Gasuka kuliahnya karna kan fakultas tarbiyah dan keguruan, dan emg ga niat sama sekali jadi guru. Segala macam perkuliahannya itu gadiminati.

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

Answer : Dari keluarga, ngedukung utk kedokteran. Tpi keluarga juga ada sarani utk kuliah 2, di uin tetap lanjutkan. Dan aku juga awalnya mau untuk kuliah 2. Kalo dari dosen di uin, ada satu dosen yg aku ingat blg gni, fokus ke satu hal, mau kembangkandisini lanjutkan atau mau fokus ke kedokteran silahkan.

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

Answer : Kenapa jadinya ga bisa kuliah 2, karna aku gagal juga masuk kedokteran. Dan aku masuk jurusan keperawatan, di kampus aku itu sistemnya ga kaya uin yg jadwal mata kuliahnya bisa di atur. Di kampus aku itu jadwal mata kuliahnya uda di atur sma akademik jadi ya terikat dari pagi smpe sore itu full jadwal kuliah, sampe jumat. Sabtu libur. Yauda jadinya aku tetap milih keluar dari uin, krna kalo mau lebihmengembangkan bahasa bisa ikut les di luar.

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

   Answer : gak ada karna memang niatnya sudah di bidang kesehatan

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

   Answer : Karna aku merasa kemampuan aku lebih banyak ke bidang kesehatan. Dan sering nonton film yg ngebahas ttg suatu penyakit, jadinya pingin mendalami aja. Trus kuliah di bidang kesehatan kuliahnya lebih nyata aja, karna ada praktek langsung kerumah sakit dan langsung merawat pasien.

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

   Answer : Menyenangkan, dosennya juga hebat dan keren keren. Sistem belajarnya jugabagus

9. Are there any regrets for you when you study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

   Answer : Gada penyesalan juga selama kuliah di uin, karna pun aku suka bahasa inggris, cuma karna perkuliahannya itu lebih kaya ke guru gtu, jadi aku agak bosan kuliahnya. Tpi utk ilmu dan pengalaman selama kuliah di uin itu menyenangkan dan seru karna bisa sekalian tau budaya org barat gtu.

10. Do you enjoy when you study in the Department of English Language Education in theFaculty of Teacher Training UIN Ar-Raniry?

Answer : Enjoi tentunya yaa apalagi kalo dosennya itu ngedatangin bule gtu utk bisalangsung bicara ke bulenya. Itu sih bagian yg paling seru

INTERVIEW
GUIDELINE

Participant 5

Interviewer : L2020

Date of Interview : July, 6th

2021Time of Interview :

8.30 WIB

Place : Online Interview via Phone

1. What is the reason you choose to study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?
Answer : karena saya gak lewat di jurusan yang saya mau terus   saya coba tes di pbialhamdulillah saya lewat dan kuliah disini.

2. When did you feel want to leave your study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry before completion? Answer : beberapa hari setelah pengumuman udh bulat keputusan buat keluar dari pbi.

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

Answer : alas an pertama karna bukan passion aku disana. Passionnya di bidang kesehatan. Dan sekarang leat di fakultas yang saya mau dan mau jadi perawat.''

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

Answer : keluarga nerima aku keluar dari pbi, tante sih yang bilang mendingan lanjut di bhs inggris tapi lainnya termasuk temen temen saranin ambil di fkep.

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

Answer : karena udh diterima di fakultas yang aku inginkan dari kecil. walaupun aku suka bhs inggris tapi ga mungkin aku kuliah di 2 tempat.

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

Answer : ngga ada, aku beruntung bisa nambah pengetahuan bahasa inggris di pbi uin.

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : menurut aku sih iya karena aku ga punya passion untuk jadi pendidik, aku pengen berkarir di kesehatan.

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

Answer : pbi uin bagus bisa nambah banyak pengetahuan ttg bhs inggris, dosennya punbaik-baik, pinter, lulusan luar negeri.

9. Are there any regrets for you when you study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : eggak nyesel sama sekali, di pbi aku bisa belajar bahasa inggris, tau seputardunia kampus, dan berbaur sama orang orang dari luar daerah.

10. Do you enjoy when you study in the Department of English Language Education in theFaculty of Teacher Training UIN Ar-Raniry?

Answer : enjoy banget karena memperkaya pengetahuan seputar bahasa inggris dengandosen dosen yg ahli.
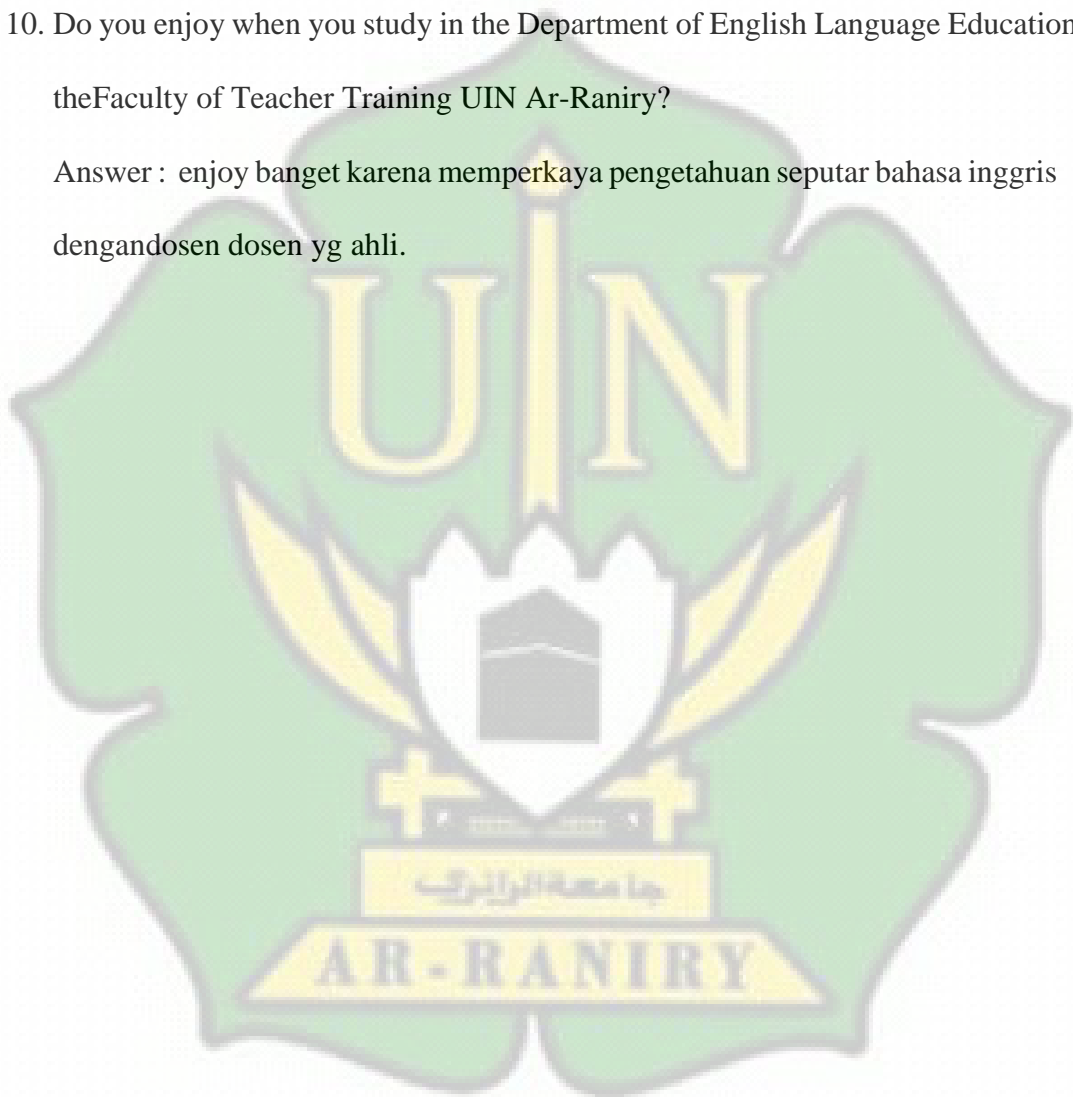
Participant 6

Interviewer   : E 2017

Date of Interview   : July, 6th

2021Time of Interview   :

16.30 WIB

Place   : Online Interview via Phone

1. What is the reason you choose to study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?
Answer : The reason i choose to study in the department of english language education in the faculty of teacher training UIN Ar raniry because i love to study english languageand i want to be a english teacher someday

2. When did you feel want to leave your study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry before completion? Answer : honestly i don't want to leave my study in the department of english languageeducation because of i want to be a english teacher someday, but i have no choice,which is i registered as a policewoman and i passed it, so i choose my job carrier nowas a police women

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

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Answer : same like answer before , the reason i choose to leave my study in the department of english language education because i have a job now as a policewoman,but someday i want to study english language again

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

Answer : the response of my family, friends, or my lecturer about my choice to leave my study in the department of english language education is ofcourse sad, because that's my major and my dream actually

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

Answer : i cannot stay because of i get job in police department , so i couldn;t study anymore

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

Answer : o, there aren't , because english language education in the faculty of teacher training UIN Ar raniry is the best faculty in Aceh Province

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : i can't compare which one is better because study english and be a teacher ismy passion or my dream, nut i love my job too

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

Answer : my opinion about study in the department of english language education in the faculty of teacher training UIN Ar raniry is a best experience ever i had, because they have many best lecturers, and i have many go

9. Are there any regrets for you when you study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : of course no, there aren't , i don't have any regrets o, there aren't , i don't haveany regrets. Greatfull actually.

10. Do you enjoy when you study in the Department of English Language Education in theFaculty of Teacher Training UIN Ar-Raniry?

Answer : yes i do , i love to study in the department of english language education in the faculty of teacher training UIN Ar raniry so much.

<div align="center">

INTERVIEW
GUIDELINE

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Participant 7

Interviewer   : M2020

Date of Interview   : July, 1st

2021 Time of Interview   :

20.30 WIB

Place   : Online Interview via Phone

1. What is the reason you choose to study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?
Answer : my reason is return for my first dream, I wanna be a teacher . being a teachermust be have lot of knowledge that's why I choos englis as what I study

2. When did you feel want to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion? Answer : I want to leave this semester because Im busy with activities, its last year afterthree moth join thus department

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

Answer : my strongest reason to leave this department, as I told before I busy with myother activities and now I am also being a teacher in one of Islamic boarding school

<div align="center">77</div>

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

Answer : my family agree with my opinion that I leave this department because they know that I am busy with other activities.

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

Answer : so this other reason , I am also cant manage my time doing other activities , especially studying in this department.

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

Answer : no I think they aren't unbeneficial factors

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : yes I believe what I choose now is better than studying in tthis department . return to my dream I want to study abroad , its my first dream.

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

Answer : of course I feel very happy to join this department , plus I got a lot of knowledge exactly and friends and experience that I never get before

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9. Are there any regrets for you when you study in the Department of English

   LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry?

   Answer : I don't feel any regret, I feel happy.

10. Do you enjoy when you study in the Department of English Language Education in

    theFaculty of Teacher Training UIN Ar-Raniry?

    Answer : yes I enjoy it, because this department I learn from other experience , I

    meetother learner and new friends. I got much experience.
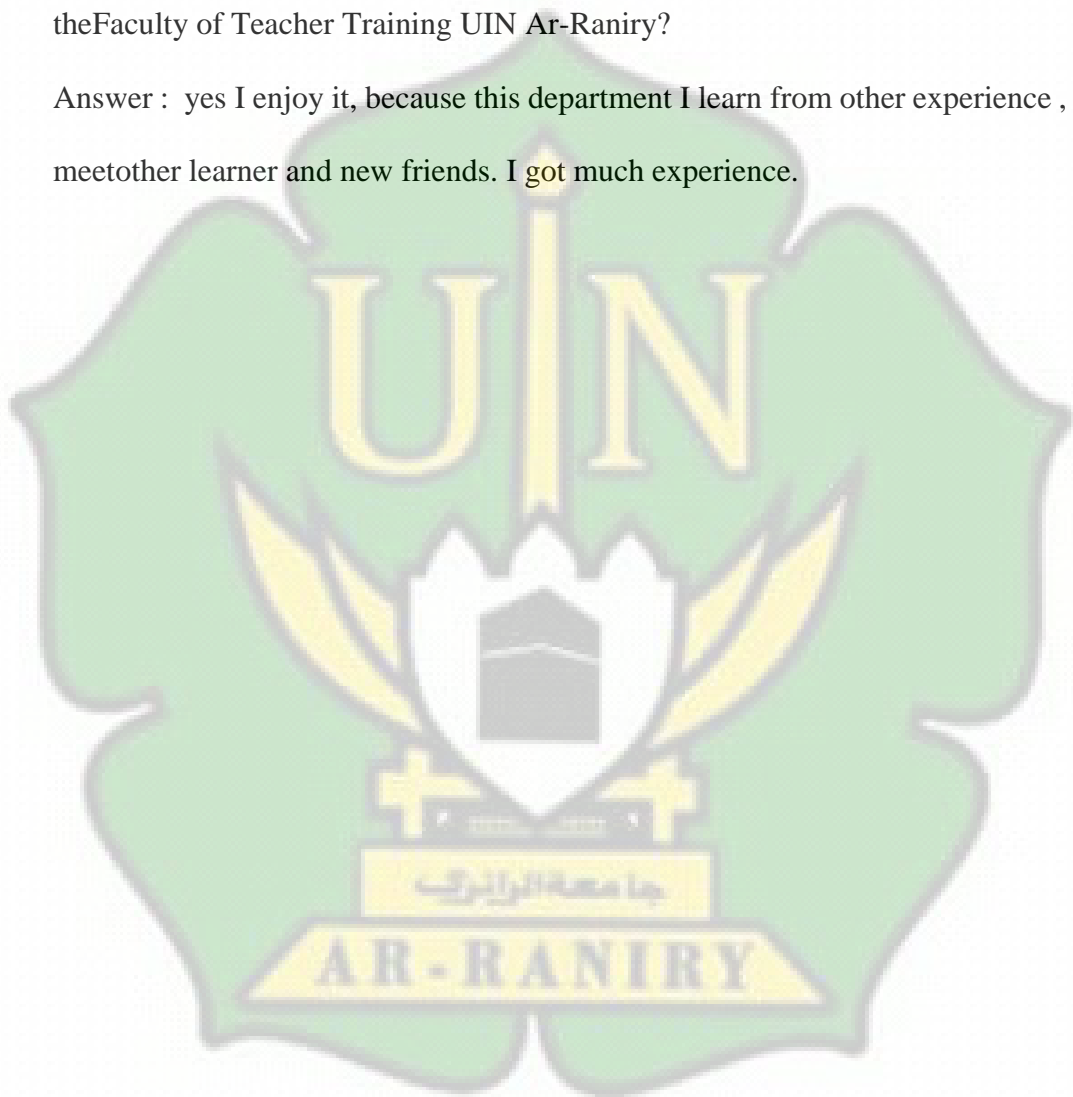
INTERVIEW
GUIDELINE

Participant 8

Interviewer   : A2017

Date of Interview   : July, 4th

2021Time of Interview   :

21.30 WIB

Place   : Online Interview via Phone

1. What is the reason you choose to study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?
   Answer : Alasan pertama karena suka bahasa Inggris dari kecil terus juga dari diri sendiri itu nggak punya cita-cita besar gitu mau kerja apa gitu. Cuman tau, suka bahasa Inggris tapi nggak mau jadi guru gitu kak. Cuman suka pelajarannya aja jadi ya gitu. Soalnya ada kampus lain yang saya juga ikut tes tapi nggak lewat gitu. Jurusan bahasaInggris pilihan keduanya.

2. When did you feel want to leave your study in the Department of English LanguageEducation in the Faculty of Teacher Training UIN Ar-Raniry before completion? Answer : kalau meninggalkan memang dari sejak awal. Kalau misalkan nanti di tahunkeduanya lulus di kampus lain yang memang di pingin di awal itu baru pingin menjalintapi kalau memang tidak lewat ya tetap lanjut gitu kak.

3. What is the reason you choose to leave your study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry before completion?

    Answer : Alasannya karena udah lewat di tempat lain di jurusan pembendaharaan negara di STAN

4. How is the response of your family, friends, or your lecturer about your choice to leave your study in the Department of English Language Education in the Faculty of TeacherTraining UIN Ar-Raniry before completion?

    Answer : Kalau orang tua memang dari awal sudah dukung di STAN terus teman-teman juga sudah tahu memang dari awal sudah pengen masuk ke STAN jadi mereka supportgitu terus kalau dari dosen sendiri mereka nggak tahu masalah itu.

5. Why cannot you stay studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry until completion?

    Answer : karna emang engga mungkin lanjut kuliah disini

6. Are there any unbeneficial factors while the study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry so that you decide to leave before completion?

    Answer : Nggak ada, nyaman aja soalnya kan memang suka bahasa Inggris, kuliahnyasantai gitu nggak terlalu tertekan karena memang suatu yang disukai

7. Do you think what you choose now (other institution/ job carrier/ other option) is better than studying in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : Kalau menurut saya lebih baik karena kalau misalkan di tempat saya sekarangitu sudah menjamin kedepannya gitu.

8. What is your opinion about study in the Department of English Language Education inthe Faculty of Teacher Training UIN Ar-Raniry?

Answer : Kuliahnya menyenangkan sih kak, tapi rosternya (5.07) . Tapi karena baru sistemnya, mungkin ada beberapa yang kurang dari dosennya seperti suka telat dan materinya itu nggak teratur gitu kadang gak sesuai dengan RPS dan monoton.

9. Are there any regrets for you when you study in the Department of English Language Education in the Faculty of Teacher Training UIN Ar-Raniry?

Answer : Kalau penyesalan nggak ada sama sekali, pengalamannya bagus.

10. Do you enjoy when you study in the Department of English Language Education in theFaculty of Teacher Training UIN Ar-Raniry?

Answer : Enjoy, setengah tahun enjoy.