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STUDENTS MOTIVES IN CHOOSING ENGLISH EDUCATION ROGRAM AT STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN JAMBI

THESIS

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THESIS

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I who signed below stated that the thesis, which is entitled **"Students' Motives in Choosing English Education Program at State Islamic University Sulthan Thaha Saifuddin Jambi"** is originally and truly my own work.

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DEDICATION

Bismillahirahmanirrahim…

First of all, the reseacher gives praise and thankfulness to Allah SWT because his blessing and the merciful with deeply this thesis can be finished.

I dedicated this thesis especially for:

My beloved parents, there are my mother (Maya Herlina) and my father (Alm. Defrizal Indra) thank you for your love, material, best support ,and prayer for me.Both of you always give me best motivation when I am down. Your love give a power for me to finish this thesis. I really love you all.

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MOTTO

وَمَآ أَرۡسَلۡنَا مِن قَبۡلِكَ إِلَّا رِجَالٗا نُّوحِيٓ إِلَيۡهِمۡۚ فَسۡـَٔلُوٓاْ أَهۡلَ ٱلذِّكۡرِ إِن كُنتُمۡ لَا تَعۡلَمُونَ ﴿٤٣﴾ بِٱلۡبَيِّنَٰتِ وَٱلزُّبُرِۗ وَأَنزَلۡنَآ إِلَيۡكَ ٱلذِّكۡرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيۡهِمۡ وَلَعَلَّهُمۡ يَتَفَكَّرُونَ ﴿٤٤﴾

And We did not send before you, except men whom We gave them revelations, so ask those who have knowledge if you don't know, explanations (miracles) and books (43) And We sent down the Qur'an to you, so that you explain to mankind what has been sent down to them and that they should think about it (44).

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7 all students of class 2022 at Sulthan Thaha Saifuddin Jambi State Islamic University

8 All friends who gave me support and suggestion to finish this thesis. the researcher hopes that the thesis will give contribution to teach English. The researcher realize this thesis is still far from being perfect. For that, the researcher hopes the constructive critics and suggestion from all readers.

Jambi, 27 February 2023

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ABSTRACT

Name : Sri Ramadhani

Major : English Education Study Program

Title : Students' Motives in Choosing English Educatio Program at State Islamic University Sulthan Thaha Saifuddin Jambi

This study aims to determine the motives of students in choosing English Education Study Program at State Islamic University (UIN) Raden Fatah Palembang in 2022. The research method in this study is quantitative with a survey design, the data collection method used is a questionnaire. The subjects of this study were 76 new students of batch 2022. This study analyzed three categories of motives, namely: Altruistic motives, intrinsic motives and extrinsic motives. on altruistic motives get an average value with 74% choosing an agreeing response, and 67% for intrinsic motives, but in contrast to extrinsic which get enough responses with an average value of 51%, this shows that the most popular motive for each statement is altruistic motives. In this finding, it is precisely in statement 20 that the intrinsic motive gets the highest average score (66.6%) "I have a desire to pass on knowledge to others". This motive is the most prominent or most popular motive in choosing an English education program.

ywords: altruistic, intrinstic and extrisntic

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ABSTRAK

Name : Sri Ramadhani

Major : English Education Study Program

Title : Students' Motives in Choosing English Educatio Program at State Islamic University Sulthan Thaha Saifuddin Jambi

Penelitian ini bertujuan untuk mengetahui motif mahasiswa dalam memilih Program Studi Pendidikan Bahasa Inggris di Universitas Islam Negeri (UIN) Raden Fatah Palembang pada tahun 2022. Metode penelitian dalam penelitian ini adalah kuantitatif dengan desain survei, metode pengumpulan data yang digunakan adalah kuesioner. Subjek penelitian ini adalah 76 mahasiswa baru angkatan 2022. Penelitian ini menganalisis tiga kategori motif, yaitu: Motif altruistik, motif intrinsik dan motif ekstrinsik. pada motif altruistik mendapatkan nilai rata-rata dengan 74% memilih respon setuju, dan 67% untuk motif intrinsik, namun berbeda dengan ekstrinsik yang mendapatkan respon sedang dengan nilai rata-rata 51%, hal ini menunjukkan bahwa motif yang paling banyak diminati pada setiap pernyataan adalah motif altruistik. Pada temuan ini, tepatnya pada pernyataan 20, motif intrinsik mendapatkan nilai rata-rata tertinggi (66,6%) "Saya memiliki keinginan untuk menularkan pengetahuan kepada orang lain". Motif ini merupakan motif yang paling menonjol atau paling populer dalam memilih program pendidikan bahasa Inggris.

Kata kunci: altruistik, instrinstik dan ektrinstik

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TABEL OF CONTEN

BEL OF CONTEN ..... **xii**

ST OF TABEL ..... **xiv**

ST OF PICTURE ..... **xv**

APTER I ..... **xv**

RODUCTION **1**

A. Backround of Research 1
B. Identification of the Problem 4
C. Limition of the Problem 4
D. Formulation of the Problem 4
E. Objective of the Research 5
F. The Significances of Research 5

APTER II **6**

VIEW OF THE LITERATURE **6**

A. Theory Description 6
1. Motive 6
2. Theory motive 10
3. English Education Program 12
4. Students Motives in English Education 13
B. Study relevan 15
C. Thingking framework 18

APTER III **18**

SEARCH METHOD **18**

A. Setting and Time of Research 18
B. Design of Research 18
C. Population and Techniques 18

1. Population 18
2. Sampling Techniques 19
D. Research Variable 19
E. Research Instrument 19
F. Data Collection Tecniques 21
1. Questionnaire 21
G. Data Analysis Tecniques 21
1. Calculating the Percentage 22
2. Percentage Descriptive Category 22

HAPTER IV 24

NDINGS AND DISCUSSION 24

A. Research Findings 24
B. Discussion 30

[APTER V 56

)NCLUSION AND SUGGESTION 58

A. Conclusion 58
B. Suggestion 59

FERENCES

PENDICES

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LIST OF TABEL

ɔel 3. 1Scoring guidelines on the questionnaire statement 20

ɔel 3.2 Specification of Questionnaire 21

ɔel 3.3 Percentage Description Categories 33

ɔel 4.1 Information 34

ɔel 4.2 Research Findings of Altruistic Motive 34

ɔel 4.3 Research Findings of Instrintic Motive 35

ɔel 4.4 Research Findings of Extrinstic Motive 36

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LIST OF PICTURE

Figure 1 Thinking Framework 27

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CHAPTER I
INTRODUCTION

Background of Research

English as a global language is considered very important to master, mastering English as a multiliangual can help to be more open and accept change in self-development. This change will make it eiser to be able to explore themselve so that they are more confident to be ready to appear in vorious sectors that are directly related to the use of the English language. More especially for students, English languag skill are an important for survival in the future.

However, English still not popular at the Sulthan Thaha Saifuddin Jambi State Islamic University. This can be seen from the nunber of students each year who choose English education programs. Just look at the number of students enrolled in English education program by year of admission, 2017: 121 students, 2018: 107 students, 2019: 76 students, 2020:82 students. In other mojors such as Islamic religions education, sharia economics, goverments science and library science which are favorite majors at Sulthan Thaha Saifuddin Jambi State Islamic University.

Some students argued that English can be learned self-taught or simply by attending courses, without having to major in English. This opinion finally decided them not to be interested in becoming an English teacher. In contrast to students who firmly choose English education as a career choice in the future, of course, each of them has a motive so that they can finally decide to choose an English education major.

Before choosing English education, students have basic motive as a reason for choosing an English language education program. Motive are linked to attitudes and value, and can be represented as wishes to actor, in inrospect, as justtifications fow what some has done (Thunborg et al., 2013). Thus, the motives are considered as a state in which a person driving his behavior towards a goal.

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According to Saleh (2018, p. 121) state that motives as drivers generally do not stand alone, but are interested with motivation. Motives and motivations cannot be separated, for example, " a person learn to study English hard to be able to go abroad". Going abroad is his motivation so he has a motive to study English hard. Nur Hidayah state that tha motivation is a process to move motives into behavior/actions to get satisfaction and something to be achieved (as cited in Nurjan, 2016. 151).

Unfortunately, some people do have motivation as the driver of a motive, but it is very rare that some people can match their motives and motivations with their talents. It could be that when they want to achieve what they want is not in accordance with the talents they have, in terms of academic achievement abilities they are less able to master what they want to achieve. This is explained by Nurjan (2016: 164) in this book he states that a person will easily learn according to his talent, what if someone does something else that is not in accordance with his talent, he will quickly get bored, easily discouraged and not happy in doing it.

Based on the decisions made by students when entering college, some students experience problems while in college. This is due to mistakes in deciding to choose a major that does not suit them, students do not understand what talents they have and what they need. From several cases of students like this, some students cannot get good input during the learning process or in its application. Whereas the main purpose of entering college is to get good output after graduating from college later. But not all students have problems like this, some students have motives that arise from within themselves as a process to get what they want. So that they can follow it well on the basis of what they want and according to the character that exists in them. This was obtained from several interviews with English education students at Sulthan Thaha Saifuddin State Islamic University Jambi. From the explanation above, it can be seen that students have various motives for attending lectures in the English education department.

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Based on previous research focusing on altruistic, intrinsic, and extrinsic motives (e.g., Brown, 1992; Chuene, Lubben, & Newson, 1999; Kyriacou & Kobori, 1998; Mukminin et al., 2017; Masbirorotni et al., 2020), there are three main categories of motives: altruistic, intrinsic, and extrinsic. First, altruistic motives include the desire to view teaching as a socially valuable and important occupation, and the desire to help children develop and society improve. Second, intrinsic motives include parts of the professional activity itself, such as teaching children and the desire to put their knowledge and skills to good use. Third, extrinsic motives include aspects of the job that are not inherent to the job itself, such as long vacations, salary levels and status(as cited in Masbirorotni et al., 2020:431). The above description can provide an overview of the motives of students in choosing an English education program later.

Knowing the motives of students in choosing an English education program is very important, this is because students have different motives. this motive will affect the character and attitude of students in undergoing the process during their education. for example, students who choose an English education program based on their talent will find it easier and enjoy the process they go through. on the other hand, those who come not based on their talent will have difficulties and feel pressured to adjust to all things related to the English education program. Although in conditions like this it depends on how students react to it, about whether or not they want to get good results for themselves later.

Unfortunately, many parties are not interested in researching the motives of students in choosing English education programmes. This is because there is still limited research on the motives of students in choosing English education study programmes to be used as a source of information or reference, especially in Sultan Thaha Saifuddin Jambi State Islamic University. some students are more interested in examining four English skills, namely: writing, speaking, listening and reading. This study was conducted to determine the motives of students in choosing English

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education programmes based on the categories of altruistic, intrinsic and extrinsic motives.

Identification of the Problem

Based on the background of the research, the researcher identified the problems of the research:

1. Students choose English education programs not based on their own interests.
2. Students do not understand the talent that exists within themselves to be adjusted in the selection of majors.
3. Students have difficulty in adjusting based on their motives in choosing an English education program.
4. The lecturer does not understand the character of each students during the teaching process based on the student's motives in choosing an English education program.

The limitation of the Research

In this proposal author provides the following limitation:

1. Research only focus on students motives in choosing English education programs which refer for altruitic, intrinsic, and extrinsic motives.
2. The research determined that this research was carried out in the class of 2022.

Formulation of the Problem

The research problem is formulated as follows:

1. What are the students' motives in choosing the English language education program at Sulthan Thaha Saifuddin State Islamic University Jambi?

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Objective of the Research

The objective of this research is to find out what the motives of the students choose the English language education program, so that it becomes a strong reason to come to the English education program at Sulthan Thaha Saifuddin State Islamic University Jambi.

The significances of Research

1. For Sulthan Thaha Saifuddin Jambi State Islamic University. The results of this study can be used as input for the State Islamic University of Sulthan Thaha Saifuddin Jambi as an object or research, especially regarding the motives that influence students in studying, so that it can be used as a consideration for university policy.
2. For other Researcher, This research can be used as a reference for other researchers on student motives in choosing a major based on three categories of motives: intrinsic motives, altruistic motives and ectrinstic motives.
3. For students, this research can provide an overview of how students should respond to the motives that exist in themselves as a reason for choosing an English major, even though these motives are not in accordance with themselves. So that with this research, they can be more directed in carrying out the educational process in college as students majoring in English education.

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CHAPTER II
REVIEW OF THE LITERATURE

A. Teory Description

1. Motive

2.1 Definition of motive

Motive has an important role in human life that influences actions in doing something to be achieved. According to Asrori (2020, p. 54-55) motive is said to be a driving force from within the subject to carry out certain activities for the achievement of goals. Before carrying out a series of activities to achieve a goal, it is better to be able to see in advance whether the action is in accordance with the need to achieve a goal, so that it is expected to produce good progress and development based on the goals to be achieved. For that, understanding the motives that exist in oneself before doing something can control oneself to choose to do something best based on the goals to be achieved.

According to Branca, motive comes from the Latin *"to move"* in the form of certain factors to achieve a goal (as cited in Saleh., 2018, p. 121). In other words, the motive is in the form of a process to be carried out in order to get what is needed from within a person. According to Merv (2018, p. 196) the motive is related to the purposeful behavior we do, the goal is the fulfillment of needs. From some of the above definitions regarding motives, motives can occur if there is something to be obtained or achieved. Every achievement that a person has has a process, the process that is carried out or lived is a manifestation of the motive that drives a person to do something that is to be achieved. A person's achievement has an important influence on getting a better life. So it needs to be based on better motives so that motives can provide a good way to get success.

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From the explanation above, motive is a way to get what you want to achieve. The growth of the desire to do something is based on awareness that arises from within the individual itself and from outside the individual itself. related to that, the research was measured to find out the three main categories of motives as a way to find out the motives of students in choosing English majors at the university. the three motives are: from oneself (intrinsic motives), from outside oneself (extrinsic) and can also be from social influences (altruistic motives). These three motives become the main motives for choosing something to do, this can be seen from several previous researchers who examined the motives of prospective students in choosing an English major (intrinsic motives). These three motives are the main motives in choosing something to do, this can be seen from several previous researchers who examined the motives of prospective students in choosing English majors (e.g., Lortie, 1975; Lortie, 1975; King, 1993; Yong, 1995; Johnston, Mckeown, & McWen, 1999; Kyriacou, Hultgren, & Stephens, 1999; Kyriacou & Coulthard, 2000; Schutz, Crowder, & White, 2001; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Lai, Chan, Ko, & So, 2005; Manuel & Hughes, 2006; Richardson & Watt, 2006; Pop & Tunner, 2009; Low, Lim, Ch'ng, & Goh, 2011; Kilinc, Watt, & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012; Bruinsma & Canrinus, 2012; Mukminin, Rohayati, Putra, Habibi, & Aina, 2017a; Masbirorotni & Hariyanto, 2020).

2.2 Motives Theories

Saleh (2018, p. 124-126) states that there are several motive theories, namely:

a. Instink Theory

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William Jammes says that human behavior is determined by instinct. instinct is a (proposition) that is genetically determined to behave in a certain way when faced with certain stimuli.

b. Drive Theory

This theory is based on biological determinants. Clark Leonerd Hull and friends argue, that when the body of the organism lacks certain substances, such as hunger or thirst, there will be a body tension, this situation will encourage the organism to relieve tension by eating or drinking.

c. Theory Attribution

This theory bases its thinking not on biological determinants but rather psychological and environment. According to Fritz Heider, a leading expert, behavior depends on a combination of effective forces within the individual and the effective forces of the environment. People who tend to think that their behavior is driven by factors outside of themselves are called having a locus of control. Outside of themselves are called having an external locus of control, while people who think external locus of control, while people who think that their behavior is driven by factors internal locus of control, the latter being seen as more independent and who are seen as more independent and responsible for their behavior.

d. Expectancy theory

Victor E. Vroom, the originator of expectancy theory and its proponents assumes that motivation is product of a combination of the amount of desire a person has to get a certain reward (valence), the likelihood of completing the tasks (expectancy) and the belief that his achievement will result in the reward he wants (instrumentality).

e. Self-actualization

Humans are rational beings, therefore every stimulus will undergo a cognitive process before the occurrence of a response. A

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psychoanalytical figure, C. G. Jung psychoanalytical figure, C. G. Jung stated that the highest motive for is to develop the capacity or potentials as high as possible, this motive is called self-actualization. called self-actualization. The term self-actualization was later developed based on the research of Rogers and Maslow. Rogers argued that human behavior human behavior is controlled by the actualizing tendency, namely an inherent human tendency to develop his capacity in such a way as to maintain and develop themselves. The motivation that can increase independence and enhance creativity.

f. Achievement Motive

In the 1940s John Atkinson and David Mc Clelland studied motivation for They believed that knowledge of the underlying underlying human factors had far-reaching impact, the results of their research produced a useful theory of achievement motivation whose impact in the economic field is quite wide and deep. Mc Clelland distinguishes three main needs that influence human behavior, namely:

1. the need for achievement or n-ach
2. the need for power or n-power
3. the need for affiliation or n-affiliation

2. Type of Motives

Previous studies (e.g., Brown, 1992; Chuene, Lubben, & Newson, 1999; Kyriacou & Kobori, 1998; Mukminin et al., 2017; Mukminin et al., 2017; Masbirorotni, 2020) have established three main types of categories of motives: altruistic, intrinsic, and extrinsic.

a. altruistic motives

altruistic motives relate to viewing Education as a valuable and socially important profession, the desire to help children You have a desire to be successful and contribute to the advancement of society.

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b. Secondly, intrinsic motivation encompasses the side of professional activity itself. B. Duty and interest to teach children with their technical knowledge and expertise.
c. Third, extrinsic motives Aspects of the workplace that are not specific to the job itself. B. Extended vacation, salary level salary and position.

According to Saleh (2018, p. 127) who categorizes several types of motives, which apparently also categorizes the types of instrinstic and extrinstic motives.

a. Intrinsic Motive

Intrinsic motivation is the internal motivation to to do something for its own sake (the goal itself), motivation based on a goal itself), motivation that is based on the 'value' of the activity being performed without looking at external rewards. For example: A student may study for an exam because he/she enjoys the subject itself.

b. Extrinsic Motive

Extrinsic motivation is doing something to get something else (a way to achieve goal). This extrinsic motivation is often influenced by external incentives such as rewards and punishments. External rewards can be useful for changing behavior. The function of rewards is as an incentive to to do the task, where the goal is to control student behavior.

As mentioned earlier, there are many types of motives that exist in the category of motives. three main motive categories such as, altrusitic motives, instrinstic motives and instrinsic motives seem to be sufficient in seeing the motives that exist in humans. it is said to be the main need because this motive is able to fulfill the question of why humans act based on events experienced by humans. events or events can be analyzed and understood according to needs from outside, from within and from the social environment.

However, of these three types of motives, altrusitic motives are very rarely discussed by some authors as a criterion for the type of motive. as found by Nurjan (2020, p. 154) it can be seen that there are only instrinstic motives and extrinsic motives from these three main categories, altrusitic motives are not visible. the following explanation; Instrinsic motives are motives that can function without having to be stimulated from outside. without having to be stimulated from outside. Within the individual itself there is already that urge. Someone does something because he wants to do it. While Extrinsic motives are motives that function because of there is a stimulus from outside. For example, someone does something because he wants to get a prize.

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3. English Education Program

The English Education program is a course that has the scope to develop foreign languages as international languages. So this program is suitable for students who have a need for the scope of the use of English, such as: English teachers, lecturers, English translators, tour guides, and various other professions that require English language skills.

The large scope required for English language skills makes many people motivated to learn to learn it. There are also those who study it as their own personal need and there are also those who study it as the demands if vorios interests. Considering that English has become an international language today. Of course, this is a basic need for the creer development of any people.

Said to be an international language, English education programs can produce graduates who have high competitiveness and are able to compete at the national and international levels. For this reason, this program is perfect for students who have a strong desire for academic self-development. Unfortunately, there are still those who think English is not that important to learn. This assumption will have a negative impact on the development of students who are still in the learning process, both those who have taken the study program directly or those who are just learning it. Because the results obtained depend on how the individual reacts to it and their point of view on the importance of English.

From the explanation above, it can be said that the English language education program is a study that studies the English language by applying the application of English in its use. In addition, the English language education program learns how an English lecturers teaches all about English lessons. It aims to be able to apply all English lessons in the form of a learning process that can be seen from the interaction between teachers and students. Only then will it produce English language educators who are ready to be fieled as educators.

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However, later someone who graduate from an English education program will not only become an English teacher. As expained above , there are many job propects that can be taken as a career choice. It dependets on the chice of the wishes of each and the interest of the individual itself.

4. Students Motives in Choosing English Program

The study program chosen as a career choice in the future, some students come to college with their own motives. This motive is what leads some students to enter colloge with the aim of getting what they aspire to. In the study program, students are axpected to be more selective in choosing the intended program. The goal is to be accepted by themselve, so that there will be no difficulty in crrying out the study program while in college.

Choosing study program cannot be taken lihtly or just seeing that the department looks good, joining friend, maintening an image, and external factors that affect their interest. Then what are their motives for choosing a study program, especially an English education program? Whatever it is they can make choices for themselve, about how they want and what their situation will be when they choose. However, there will still be positive and negative things when the education process takes place.

In the process of the English language education program, students are difinitely required to get good output during the education period. So that later it will be easy to apply when you become an educator. However, as prospective educators, students who are still in colegge have different motives. So this motive leads them to choose to become English language education students.

Seeing some of the explanations above, it is clear that students who choose English education programs because they want to become English teacher, this is one of the motives. However, it is unfortunate that this motive cannot be used as a bebencmark so that we can predict such things. They still have other motives that

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arise both from themselve and from outside that can encourage them to make decisions. According to Kyriacou, Hultgren, and Stephens as cited in Erten (2011, pp.31) states that three categories of motives can be categorized as reasons for choosing to each, numely:

1) Altruistic reasons : these motives stem from a desire to help society better and a belief that teaching is a socially useful and vital job.
2) Intrinsic reasons : these reasons include parts of the profession itself, such as teaching youngsters, as well as a desire to put their subject area knowledge and experience to use.
3) Extrinsic reasons : these factors include characteristics of the employment that are not inherent in the profession, such as extensive vacations, compensation, and status.

The varied motives of students who come to college can be described by several categories of motives that are classed as random for intruction above. Not only that, but several other research have discovered altruistic, intrinsic, and extrinsic reasons that enticed seniour high school freshmen to enroll in teacher education programs. (e.g Lortie, 1975; King, 1993; Yong, 1995; Johnston, Mckeown, & Mcewen, 1999; Kyriacou et al., 1999; Kyriacou&Coulthard, 2000; ‘ Schutz et al., 2001; Kyriacouet al., 2003; Lai,Chai,Ko, &So,2005; Manual& Hughes, 2006; Richardson & Watt, 2006; Pop & Tunner’ 2009; Low et al., 2011; Kilincet al., 2012; Lin et al., 2012; Bruinsma&Canrinus, 2012; Mukminin et al., 2017a). These research indicated that freshgraduate seniour high scool students choose Teacher Education Faculty for three main reasons (altruistic, intrinsic, and extrinsic).the same with Struyven, Jacobs & Cochy(in Bergmark et al., 2018 p. 267) a balance is suggested : Altruistic and intrinstic motives as the main motivator, and extrinstic motive as complementary.

For this reason, the researcher focuses on these categories to be able to find answer about the motives of students coming and choosing English language

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education programs as a career choice. Problems arise because the motives that arise from within them are not only based on their own will, of course this affects their learning motivation. As a teacher, it is hoped that they can understand the character of students during teaching. Because the motives that students have can describe students behavior in teaching and learning. So that educators are exppected to use startegies so that all students get good input, here it means that students with low academic abilities after graduating aso get good input.

B. Study relevan

In this studny, researcher conducted research on " *Students Motives in Chosing English Education Program"*. There some relevan studies that have discussed about students motives i choosing english education program.

Firstly, Haryanto(2019) entitled *" Altruistic, Extrinsic, and Intrinsic Motives of High Scool Graduate In Choosing English Education Study Program At Faculty of Teacher Training and Education"*. This researc aims to investigate which incentive (altruistic, intrinsic, and extrinsic motive) influences high scool graduates to continue their studies at Jambi University and Batanghari University English Education Program and Faculty of Teacher Training and Education. The research examines whether there are any differences in the prevailing motives of the two universities, this research used a quantitative design. The data were gathered by using questionaire and were analyzed by using descriptive statistic to get dominant motives. And to gat differences: researcher used Independent Samples t-test.

Secondly, Masbirorotni (2020) entitled "*Why students Teacher Major in English: an Analysis of motives for Becoming Future Teacher"*. This research aims to explorer the major factors that motived 1139 students teacher at six teacher training intutions from the intake years 2015 to 2018 to enrol in English education program. This study used a cross-sectional survey design and a quantitative descriptive method. A closed-ended questionnaire was utilized in this study, which

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was adoption from Sinclair (2008) and Eccles(2005, ac cited in Kilinc et al., 2012) consisted of two parts. The questionnaire was piloted on 89 students teacher from Universities Jambi to ensure its validity and reliability before being disseminated to real respondents and processed using the Statitical Package for the Social Science (SPSS) Version 23.0 for Windows.

Muazza, et al (2016) entiled " *students Teacher Reason for Choosing a Teacher Education Program at one puplic University in Indonesia and Policy Impication"*. This research aims to resport on some of the result of a bingger study with over 800 participants that looked into the altruistic, intrinsic, and extrinsic reasons of students. Teacher to become teacher enrolling in one of Jambi puplic university teacher education programs. This study was designed to report the survey result of 65 male student intructions from all cohorts in one English education program. This study uesd a survey design and a quatitative descriptive statistics method. In analyzing the data gotten from the questionnaire, a two-section questionnaire was created. This first portion sought to understand why all cohorts of male students teachers. While the second sought to undertand why all cohorts of male student teachers chose to become teachers enrolling in an English teacher education program.

C. Thingking fremework

Based on a review of the literature and a conceptual framework. The research paradigm can be illustrated as follows:

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CHAPTER III
RESEARCH METHOD

A. Setting and Time of Research

The research was be conducted at the State Islamic Univesty of Suthan Thaha Saifuddin Jambi. Its is located Jambi-Muaro Bulian Km. 16 , Sungai Duren, Jaluko, Mendalo Darat, Kec. Jambi Luar Kota, Jambi 366557. The research was conducted from October until March 2023.

B. Design of Research

This research uses quantitative methods. According to Fathoni (2011, P.100) a survey approach that requires the examination and measurement of empirical events that occur in the field or in a research area, is usually carried out on a sample of units faced as respondents, not on all targets. In the implementation of the survey, questionnaires were used to assess the motives of students in choosing English education programs. With quantitative research, this study is descriptive of the data obtained from the field.

C. Population and Techniques

1. Population

Population is the subject of research, according to Fathoni (2011, p.103), population is a complete element whose parameters will be evaluated using the results of statistical analysis of research samples. The population in this study were students of the English Education Study Program, consisting of the entry year 2022 at Sulthan Thaha Saifuddin State Islamic University Jambi.

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2. Sampling techniques

According Arikunto (2014, p. 174) state that, if we want to generalize the results of a sample study, we call it a sample study. A sample is a portion or representative of the population under investigation. Meanwhile, accordingto fathoni (2011) the sample is a valid representative of the target population, not the full population being sampled(p. 103). From the foregoing, it can be deduced thet the sample is a subset of a population with certain characteristics that will be investiged further. This research used according to Arikunto (2014, p. 183) proposive sampling is proposive sampling is done by taking the subject not based on strata, random or regional, butt based on a certain purpose.

D. Research Variable

Variable is the ost important component in research. This is because the variable becomes the initial factor in research that can be the point of attention of a study. According to S. Hadi in Arikunto (2014, p. 159) variable research is akin to males in the concept of gender being turned into the concept of sonciousness. Variable are considered to be all things determined by the researcher to be used as research object that can produce information information that is in accordance with the research objectives.

The research variable in this study is " Choosing English Education Progran and Students Motives" include: altruistic motive, instrinsic motive and extrinsic motive

E. Research Instrument

According to Arikunto (2014, p. 192)) this research instrument uses a questionnaire, tha type of questionnaire used is a closed questionnaire. A closed

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questionnaire is one that has been pre- determinet and just requires responders to make a choice (Arikunto, 2014, p. 195)

This closed questionnaire was designed using a Likert scale answer, according to Mulyatiningsing, (2011, p.29)state that Likert Scale, such a scale is a bipolar scale method that measures positive and negative response to a statement. The statistical package for the social sciences (SPSS) version 22.0 for Windows was used to analyze the quatitative data. A 5-point Likert scale was used to analyze the data, ranging from *strongly agree, agree, netral disagree and strongly disagree*. With the rating and scores as follows:

Tabel 3.1 Scoring guidelines on the questionnaire statement

No	Scoring scale	Score
1	Strongly Angree	5
2	Agree	4
3	Netral	3
4	Disagree	2
5	Strongly disagree	1

Mukminin et al (2020,p.434)

With the following explanation:

Strongly Agree = SA

Agree =A

Netral = N

Disagree = D

Strongly Disagree=SD

The isntrument used in this study sdopted from Sinclair (2008), Eccles (2005) and Kilinnc et al (2012, as cited in Mukminin., 2020) "*Why Students Teacher Major English Education:* in the questionnaire the particpant's section focuses on the three motives extrinsic, altruistic and intrinsic. The students were asked to their

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motives about choosing english education program by selcting one of the scale presented in questionnaire each question.

Tabel 3.2 Specification of Questionnaire

Variable	Number of Question	Total if Item
Extrinsic Motive	1-23	23 Item
Altruistic Motive	1-13	13 Item
Intrinsic Motive	1-17	17 Item

F. Data Collection Tecniques

1. Questionnaire

A questionnaire is the collection of data through the distribution of a list of questions to be filled directly by the respondent which is carried out in research aimed at obtaining accurate information. According to Arikunto (2014, p.294) a questionnaire consists of a series of written questions designed to elicit infromation from the respondent in the form of a report about this personality or knowladge. Because the teaching and learning process is currently handled out during, researcher collect data online. Response were requested to complete a checklist (✓) of response thet were prevously available in the study's questionnaire. A closed questionnaire. A closed questionnaire was employed to answer the instrument because the respondents only had to choose from the options present. Respondents were sent questionanaire through Google From.

G. Data Analysis Techniques

After all the data from the reolies has been collected, data analysis techniques are used. Accoridng to Arikunto in Nugraheni (2011, p. 55) " quatitative data in the form of colected or measurement results are processed by adding them in the hope

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of obtaining a percentage". The information gathered in this study is drwa from questionnaire filled out by research participants. While decriptive statistic analysis of the percentage was utulized to analyze the data in this study. Because the goal of this study is to decribe the data that already exists. The following are the steps taken in this study's data analysis.

1. Calculating the percentage

The percentage formula was used to determine the percentage of each studnts's motives in choosing an English language education program in this study.

$$P = F/N \times 100\%$$

Information :

P= persentage

F= the number of frequencies of each alternative answer

N= number of sample

100%= fixed number

2. Percentage decriptive category

a Highest percentage (%t)= (5/5) x 100%=100%

b Lowest percentage (%r)= (1/5) x 100% = 20 %

c Specify range = 100% -20%=80%

d Specify the criteria interval = 80%/5= 16%

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Tabel 3.3 Percentage description categories

Value Range	Criteria
81%-100%	Very Good
61%-80%	Good
41%-60%	Enough
21%-40%	Not Good
1-10%	Very Not Good

Nugraheni (2011, p.57)

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CHAPTER IV
FINDINGS AND DISCUSIONS

A. Research Findings

Research on students motive for choosing an English departement was obtained by using a percentage descriptive analysis test. Some information realted to descriptive analysis of percentage in order to be able to read this table of results:

Tabel 4.1 Information

No Items	Number of Statement
%	Percentage
SA	Strongly Agree
A	Agree
N	Netral
D	Disagree
SD	Strongly Disagree

Based on Table 3.2, there are three variable that will be the focus or research findings, namely altruistic motiives, Intrinsic motives and extrinsic motive. From these three variable, a positive broadcast score (DA) is taken to obtain research ability.

1. Altruistic Motives

Tabel 4.2 Research Finding of Altruistic Motive

N0	SA	%	A	%	N	%	D	%	SD	%
Motive 1	2	26.3	32	42.1	22	28.9	2	2.6	0	

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	0									
Motive 2	2	26.3	34	44.7	20	26.3	2	2.6	0	0
	0									
Motive 3	1	25.0	30	39.5	26	34.2	1	1.3	0	0
	9									
Motive 4	2	31.6	32	42.1	19	25.0	1	1.3	0	0
	4									
Motive 5	2	31.6	34	44.7	17	22.4	1	1.3	0	0
	4									
Motive 6	3	46.1	28	36.8	13	17.1	0	0	0	0
	5									
Motive 7	3	48.7	24	31.6	15	19.7	0	0	0	0
	7									
Motive 8	2	31.6	38	50.0	13	17.1	1	1.3	0	0
	4									
Motive 9	3	43.4	30	39.5	11	14.5	1	1.3	1	1.3
	3									
Motive	2	28.9	30	39.5	22	28.9	1	1.3	1	1.3
10	2									
Motive	2	31.6	36	47.4	15	19.7	0	0	1	1.3
11	4									
Motive	2	31.6	22	28.9	29	38.2	1	1.3	0	0
12	4									
Motive	2	32.9	37	48.7	12	15.8	1	1.3	1	1.3
13	5									
Total	**33%**		**41%**		**24%**		**1%**		**0.3%**	

Source : Data Proceded in 2023

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From the result of research on altruistic motives in choosing English departement at the State Islamic University of Sulthan Thaha Saifuddin Jambi, it can be seen that the total is 74% which shows a positive value with 33% stating Strongly Agree and 41% Agree, 24% percent Netral and only 1% Disagree and 0.3% Strongly Disagree.

2. Intrinsic Motives

Tabel 4.3 Research Finding of Intrinsic Motive

No Items	SA	%	A	%	N	%	D	%	SD	%
Motive 14	33	43.3	22	28.9	20	26.3	1	1.3	0	0
Motive 15	25	32.9	22	28.9	24	31.6	4	5.3	1	1.3
Motive 16	19	25.0	26	34.2	26	34.2	3	3.9	2	2.6
Motive 17	20	26.3	23	30.3	23	30.3	8	1.5	2	2.
Motive 18	19	25.0	35	46.1	19	25.0	2	2.6	1	1.3
Motive 19	28	36.8	33	43.4	11	14.5	2	2.6	2	2.6
Motive 20	41	53.9	26	34.2	7	9.2	1	1.3	1	1.3
Motive 21	36	47.4	27	35.5	12	15.8	0	0	1	1.3
Motive 22	39	51.3	23	30.3	11	14.5	3	3.9	0	0
Motive 23	28	36.8	33	43.4	14	18.4	0	0	1	1.3

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Motive 24	17	22.4	26	34.2	29	38.2	3	3.9	1	1.3
Motive 25	26	34.2	38	50.0	10	13.2	1	1.3	1	1.3
Motive 26	17	22.4	30	39.5	28	36.8	0	0	1	1.3
Motive 27	11	14.5	26	34.2	34	44.7	4	5.3	1	1.3
Motive 28	14	18.4	23	30.3	24	31.6	13	17.1	2	2.6
Motive 29	19	25.0	25	32.9	24	31.6	6	7.9	2	2.6
Motive 30	22	28.9	31	40.8	21	27.6	1	1.3	1	1.3
Total	**32%**		**36%**		**26%**		**3%**		**2%**	

Source : Data processed in 2023

Based on the results of research on intrinstic motives for students' motives for choosing English majors ath the State Islamic Universty of Sulthan Thaha Saifuddin Jmabi. For the results show that 68% is obtained for the positive value. In Strongly agree the score is 32% and 36% for the Agree score., while in Netral there is 26%. Then for a Disagree 3% and Srongly Agree 2%.

3. Extrinsic Motive

Tabel 4.4 Research Findings of Extrinsic Motives

No Items	SA	%	A	%	N	%	SA	%	D	%
Motive 31	9	11.8	26	34.2	38	50.0	1	1.3	2	2.6

Motive 32	7	9.2	23	30.3	32	42.1	10	13.2	4	5.3
Motive 33	3	3.9	20	26.3	32	42.1	15	19.7	6	7.9
Motive 34	13	17.1	23	30.3	33	43.4	7	9.2	0	0
Motive 35	6	7.9	23	30.3	35	46.1	9	11.8	3	3.9
Motive 36	14	18.4	19	25.0	34	44.7	8	10.5	1	1.3
Motive 37	16	21.1	18	23.7	38	50.0	3	3.9	1	1.3
Motive 38	9	11.8	21	27.6	36	47.4	8	10.5	2	2.6
Motive 39	13	17.1	26	34.2	32	42.2	2	2.6	3	3.9
Motive 40	28	36.8	30	39.5	17	22.4	0	0	1	1.3
Motive 41	26	34.2	26	34.2	21	27.6	2	2.6	1	1.3
Motive 42	13	17.1	21	27.6	34	44.7	5	6.6	3	3.9
Motive 43	20	26.3	23	30.3	21	27.6	7	9.2	5	6.6
Motive 44	21	27.6	17	22.4	31	40,8	2	2.6	5	6.6
Motive 45	12	15.8	22	28.9	19	25.0	14	18.4	9	11.8
Motive	20	26.3	26	34.2	16	21.1	6	7.9	8	1.5

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46										
Motive 47	17	22.4	12	15.8	31	40.8	8	10.5	8	10.5
Motive 48	16	21.1	17	22.4	16	21.1	8	10.5	19	25.0
Motive 49	13	17.1	13	17.2	28	36.8	13	17.1	9	11.8
Motive 50	25	32.9	34	44.7	14	18.4	2	2.6	1	1.3
Motive 51	31	40.8	28	36.8	14	17.1	2	2.6	2	2.6
Motive 52	38	50.0	23	30.3	13	17.1	1	1.3	1	1.3
Motive 53	27	36.5	26	34.2	21	27.6	1	1.3	1	1.3
Total	**21%**		**30%**		**35%**		**8%**		**58%**	

Source: Data processed in 2023

Based on the results of research of research on students Motives for Choosing English Language Program Majors at the Islamic University of Sulthan Thaha Saifuddin Jmabi, it was found that 51% of the acores were positive in choosing majors with intrinsic motives. From the tital, it is shown that 21% Strongly Agree and 30% Agree. While the Netral there is 35% then it was also found that 8% Disagree and 5% Strongly Disagree.

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B. Discussion

1. Students' alruistic motives in choosing majors in the English Education program

Based on Table 4.2 about the results of the discovery of students' altruiistic motives in choosing an English program, it was found that 74% of students gave posiyive response to altruistic motive. with the highest average scores are: motives 7 and 6 "helping society to be better in the future" and teaching gives me the opportunity to impact society" (65.1%). followed by the next statement which is motive 9 "teaching allows me to influence the next generation.

In motive 1 " *I want a profession thet involves working with children or young people"* there are 20 students choose the option strongly agree (26.3%), 32 students choose agree (42%) and 22 students choose Netral (28.9%) and 2 students choose to disagree (2.6%). This shows that motive 1 is category enough with 59.5%, meaning that in this statement students are category enough in wanting a profession that involves working with children. It is related with a series of studies by Richardson and What (2005, 2006) in Erten (2011 p. 31) regarding the theory of expectation (FIT-CHOOSE) in which one of the motives is the desire to help the future of children/young people. This certainly greatly affects prospective educators who choose education majors later, because generally educators will always interact with children/young people. an educator must build closeness between students and educators, this is one of the teaching strategies so that students feel comfortable when they are nearby. If an educator does not like children/young people, it will be difficult to develop a profession according to the major they are taking.

In motive 2 *" I would like to work in an envaironment where there are children and young people"* there are 20 students who choose Strongly Agree(26.3%), 34 students choose Agree (44.7%) and 20 students choose Netral (26.3)

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and 2 students choose to Disagree (2.6%). This shows that motive 2 is category enough with (59.9%) , meaning that in this statement students are categorized as enough at working in envaironment where there are children and young people.It related with interest in working in a setting with children and young people. Hobson & Maldrez in Bergmark et al., (2018) found a European perspective study that is assisting young people in learning about and working with children and young people, which demonstrates this. Therefore, when viewed from this angle, more women and men who are interested in teaching at the elementary level. According to the aforementioned illustration, primary schools with kid-friendly surroundings are in high demand in the teaching profession.

in motive 3 I*" I like working with children and young people"*there are 19 stydents who choose the option Strongly Agree (25.0%), 30 students choose Agree (39.5) and 26 students choose Netral (34.2) and 1 student choose to disagree (1.3). this shows that motive 3 is category enough with (59%), meaning that in this statement students are categorized as enough in choosing work in an environment where there are children and young people.It is related with Assuncao Flores & Nikllason's assertion in Bergmark et al., (2018) that one of the reasons people choose to become teachers or major in education is because they enjoy working with kids. Some students enroll in teacher training programs because they enjoy working with kids, which can help them develop effective lesson plans and teaching techniques. Because someone who engages in an activity they enjoy is typically more professional, relaxed, and enthusiastic about every step of the process. In this manner, the educational goal will be quickly attained and effectively communicated.

In motive 4 *" Teaching english will enable me to serve the society"* there 24 students choose the option Strongly Agree (31,6), 32 students choose Agree (42.1%) and 19 students choose Netral (25.0%) and 1 student chose to disagree (1.3). this shows that motive 4 is category good with (61.3%), meaning that in this

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statement students are categorized as good in choosing to teach English to serve the community.it is related with Kyriacou, Hultgren, and Stephens' in Erten (2011) view of the social value of teaching and its role in improving society. As can be observed from the presentation findings, about 73.7% of respondents decided to teach English for charitable purposes in order to be able to help the community both professionally and informally. English needs to evolve equally because it is a global language. Because of this, the job of teaching English is essential for the advancement of society, especially for children and young people who need to be able to stay up academically.

In motive 5 *" by teaching make valued contributions to society"* there are 24 students who choose the option Strongly Agree (31.6%), 34 students choose Agree (44.7%) and 17 students choose Netral (22.4%) and 1 student choose disagree (1.3%). This shows that motive 5 is category good with (61.7%) , meaning that in this statement students are categorized as good in choosing because they will contribute to the community. it is related with Bergmark et al., (2018)in his findings in the section "creating the desired (professional) life" the teacher's statement responding to the choice in choosing the teaching profession, namely wanting to become a teacher. influence for the future, this will certainly have an impact on the social life of the community towards the development of education. This is clarified again in paragraph 2 page 174 that development, learning and continuing to develop towards the progress of students to find motives and remain consistent in exporting themselves in education.

In motive 6 *" teaching gives me a chance to make positive impact on society"* there 35 students choose the option strongly agree (46.1%), 28 students choose agree (36.8) and 13 students choose Netral (17.1%). This show that motive 6 is category good with (65.1), meaning that in this statement students are categorized as good in choosing an English based on the motive that teaching gives me a chance to make positive impact on society. It is related with Bergmark et al.,

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(2018) in the first paragraph *"(Re) Creating the Creating School"*, contains the experiences of a student and a former teacher. According to students, school must be a place to grow and develop. based on positive and negative experiences, students want to re-create a school that cares about the needs of students who are cared for and shown. in students who have negative experiences when they become teachers they want to change conditions and create a caring school for their students in the future. meaning that students who come major in education and then teach bring positive and negative experiences, so that these two elements will be developed by teachers who have taught to bring good changes to students. of course this will have a positive influence on society where almost every generation is now pursuing continuing education.

In motive 7 *" helping society better in future"* there are 37 students choose the option strongy agree (48.7%) 24 students choose agree (31.6%) and 15 students choose netral (19.7%). this shows that in motive 7 is category good with (65.1%), meaning that in this statement students are categorized as good in choosing an English program based on the motives to help society better in future.It is related with Bergmark et al., (2018)on paragraph 4, where a student as a teacher candidate sees themselves wanting to be a role model in the future. This is reinforced by the statement "I want young people to see me and be inspired to consider the future". this certainly helps people to be inspired to bring change for their own future.

In motive 8 *" teaching will enable me to shape children and young people"* there are 24 students choose the option strongly agree (31.6%), 38 students choose agree (50.0%) and 13 students choose netral (17.1%) and 1 students choose to disagree (1.3%). This shows that motive 8 is category good with (62.5%), meaning that in this statemen are categorized as very good in choosing an english program based on the motive of teaching will enable me to shape children young people.It is related with Bergmark et al., (2018)on paragraph 5, on junior high school student teachers who stated that the indication of self-development' is the desired part of

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professional life. the social aspects contained in it involve 'laughing and having fun with students and making students someone with whom students can be confident'. It can be seen that to form children and adolescents, the role of the teacher is needed in each of their development so that they are more focused on their future.

In motive 9 *" teaching will enable me to influence the next generation"* there are 33 students choose the option strongly agree (43. 4%), 30 students choose agree (39.5%) and 11 students choose netral (14.5%) then 1 choose disagree (1.3) and 1 stduents choose strongly disagree (1.3%). This show that motive 9 is category good with (64.2%), meaning thet in this statement students are categorized as very good in choosing an english language program based on motive of teaching will enable me to influence the next generation.It related with Heinz in Masbirorotni et. al (2020) on the first paragraph states that the quality and performance of teachers will affect the success of education. without motivation, enthusiasm and commitment to students and the teaching profession is unlikely to offer high quality. meaning in this statement that the role of a teacher greatly influences generations in determining a quality future.

In motive 10 *" teaching will make me have an effect on children and young people"* there are 22 students choose the option strongly agre (28.9%), 30 students choose agree(39.5%) and 22 choose netral (28.9%) then 1 choose strongly disagree(1.3) and 1 students choose diagree (1.3%). This shows that motive 10 is category enough with (59.8%), meaning thet in this statement students are categorized as good in choosing english language programs based on the motive of teaching will make me have an effect on children and young people. It is related with Muazza et al., (2016) in the second part of the first paragraph about people who choose altruistic reasons in influencing them to choose education teacher programs really have a deep passion for teaching. Seeing teaching is beneficial, one of which is to fulfill the desire to help the child's future. This statement certainly can be seen that teachers are very influential in determining the future of children.

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especially in their self-development process to be able to get good directions in determining a career choice they aspire to.

In motive 11 " *teaching english will enable me to increase the will to succed in students who do not have oppurtunities"* there are 24 students who choose the option strongly agree (31.6%), 36 students choose agree (47.4%) and 15 students choose netral (19.7%), then 1 student choose diagree (1.3%). This show that motive 11 is category good with (62%), meaning that in this intrument students are categorized as good in choosing program based on the motive of teaching english will enable me to increase the will to succed in students who do not have opportunities.as previously explained that altruistic motives have a high social influence on society. previous researchers categorized 3 motives, one of which is the altruistic motive (e.g. Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al, 1999; Mukminin, et al 2017a and Mukminin, et al 2017b) stating that work is socially useful and important , the desire to help children succeed as well as the desire to help society become better. in the statement "teaching English will enable me to increase the will to succeed in students who do not have the opportunity" related to this that the role of a teacher is to motivate students so that students can find interesting things to be used as reasons for success. English teachers must introduce English to students so that students are more interested in learning it. thus giving rise to motivations such as, to be able to have abroad and get a better job.

In motive 12 *" teaching will enable me to fight againts social disadvantage"* there are 24 students choose the option strongly agree(31.6%), 22 students choose agree (28.9%) and 29 students choose netral (38.2%) then 1 students choose disagree (1.3%). This shows that motive 12 is category good with (49.2%), meaning the in this statement students are categorized as enough in choosing an english program besad on motive of teaching enable me to fight againt social disadvantage.in this statement, a few students chose to agree, that "teaching will enable me to fight against social disadvantage" is shown by the percentage

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results, namely 60.5% who chose to agree with this statement. Even though this statement is very much needed in the social interest to help society. Basically a coach can form a violation of educational equality, where education is a place for growth and development of a person to get success. this is in line with Bergmark et al., (2018) which describes the elements of growth such as elements of safety, motivation and development to help achieve success. this means that a trainer must pay full attention to every situation students experience, especially for participants who have problems that hinder and become an obstacle to students' lack of focus to get a better future. The teacher must be able to be a helper for students to get all their rights as someone who wants to change their lives and their future. this is in line with the next paragraph which explains that the teacher is a guide or helper, this is sufficient to provide reinforcement that teaching will change social status based on the motivation they already have. in particular prohibiting and learning English as an international language will have a positive impact on all conveniences in today's era.

In motive 13 *" teaching will offer me the opportunity to help children or young people in need of social assistance"* there are 25 students choose the option strongly agree (32.9%), 37 students chooes agree (48.7%) and 12 students choose netral (15.8%) then 1 students choose disagree and 1 students choose strongly disagree. This shows that motive 13 iscategory good with (62.4%), meaning that in this statement students are categorized as very good in choosing an english program based on motive of teaching will offer me the opportunity to help children or young people in need of social assistance.This statement received a positive response from prospective teachers. like a call from within to help academically those who still lack access to proper education. this seems related to intrinsic motives, but related to it that there are still many children and youth who need the help of teachers voluntarily to guide them to the best point in life. For this reason, it is hoped that the number of proportions in this statement can have a positive influence on the world of education, both formal and non-formal. why is that? Teachers are

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expected not to always prioritize their personal interests, but also social interests. But unfortunately it is very rare now that teachers pay attention to the non-formal social education environment, especially for children or adolescents who still do not get access to good education. In this way teaching is not only about good material or positions, but it is hoped that teachers must also be able to pay attention to children. -Children and youth who still need special education concerns, especially for children and adolescents who have not been able to get proper access to education. this is in line with dolonay in Erten (2011) part 2 in the paragrapah first, showing that teaching as a career has a negative correlation with various forms of burnout due to agency demands. he suggests student teachers who voluntarily choose to teach may display a more positive attitude toward adjusting to the demands.

2. **Students' intrinsic motives in choosing majors in the english education program**

Based on tabel 4.3 abaout the results of discivery of students' intrinsic motives in choosing an english program, it was found that 68% of students gave positive responses to intrinsic motive. with the highest average score viz: motive 20 "I have a desire to impart knowledge to others" (66.6%). followed by motive 22 "teaching gives me a lifetime opportunity to become a respected person" (65.1%) and motive 21 "teaching gives me the opportunity to increase my respect for knowledge and learning" (65%).

In motive 14 *" I am interested in teaching"* there are 33 students who choose the option strongly agree(43.4%), 22 students choose agree (28.9%) and 20 students choose netral (26.3%) then 1 students choose to diasgree (1.3%). This shows that motive 14 is category good with (62.9%) , meaning that in this statement students are categorized as good in choosing an english program based on the motive "I am interested in teaching". some prospective teachers choose English because they are interested. according to some people English is a cool thing, so this is one of their motives for choosing an English major. This is not in line with research

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Masbirorotni at al., (2020) with research from 3 universities, namely the University of Jambi, Uin Raden Fatah Palembang and the Kerinci Islamic Institute, which resulted in an adequate category with this motive.

In motive 15 *" I have always wanted to be an english teacher"* there are 25 students choosing the option strongly agree (32.9%), 22 students choose agree (28.9%) and 24 students choose netral (31.6%), 4 students choose diagree (5.3%) and 1 students choose strongly diagree (1.3). this shows that motive 15 is category enough with (58.7%), meaning thet in this statements students are categorized as enough in choosing english education program based on the motive I have always wanted to be an english teacher. On intrinsic motives with this aspect, it should be a positive influence on a teacher's performance. Those who choose this aspect as the reason for choosing an English language program will certainly make their work easier, because they already have plans and the desire to become English teachers, of course they will carry them out wholeheartedly and it will be easy. but unfortunately, this aspect has not been the reason for most people, this can be seen from the results of research by the University of UIN Sulthan Thaha Saifuddin Jambi, an English language education program for its new students. students with this aspect are still categorized as sufficient (58.7%). There are several possible reasons why this aspect is not the reason why students choose English education programs. one of them is because some prospective college students think that English can be learned by self-taught. This is in line with research Anwar & Nugroho (2018) which states that the English major is not very prestigious in the eyes of most students who will enter higher education. this is because they think that foreign languages can be learned by themselves, they are not interested in becoming English teachers.

In motive 16 *" teaching english suits me"* there are 19 students who choose the option strongly agree (25.0%), 26 students choose agree (34.2%) and 26 students choose netral (34.2%), 3 students choose to disagree (3.9%) and 2 students choose strongly diagree (2.6%). This shows that motive 16 is category enough with (57%), meaning in this statement students are categorized as enough

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in choosing an english program based on the motive of teaching english suits me. in the statement of intrinsic motives with this aspect, it is actually this that greatly influences the performance of a teacher. because this is done based on the needs of the person himself, so that it will have a positive influence on the results they teach. someone who feels comfortable teaching English is usually because they have the talent to master English, so it is easy to learn. This talent is certainly not owned by everyone, someone with this type will usually be happy to learn it so that it can easily improve their English skills. for that they have a desire to always be in contact with foreign languages, so choosing to teach foreign languages is a way for them to channel the knowledge they have. Some opinions, such as Carroll with the title *"Language Development in Children"*, argue that language talent is an innate result that is difficult to change. while other authors such as Politzer, Hatfield and Yeni in their experiments have proven that language talent can be formed and improved through practice(in Santosa, 2018).

In motive 17 *" I feel a personal calling to teach"* there are 20 students choose the option strongly agree (26.3%), 23 students choose agree (30.3%) then 23 students choose netral (30.3%), 8 studnets choose disagree and 2 students choose strongly disagree. This shows that motive 17 is category enough with (55.7%), meaning that in this statement students are categorized as not good in choosing english program based on the motive I feel a personal " calling" to teach. someone who has a personal calling in teaching has personal experience in the teaching and learning process. both positive and negative experiences, for example the positive is seeing teaching as someone who is great because it has a role in imparting intelligence to students. The negative is that some experience sees the former being less able to meet students' teaching strategies so they have the ambition to do better in teaching later. some of them may have the desire to change and can have a good influence on others. these two reasons could be reasons why you want to become a teacher for prospective teacher education. this seems to be in line with Barnsten in Bergmark et al., (2018) who connects prospective former teachers based on motives and concepts of pedagogic identity, this is related to how

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the students experience: how the teacher understands the students, the history they have experienced and what they don't like. this also seems to be one of the reasons students come to college.

In motive 18 *" I live teaching english "* there are students who choose strongly agree (25.0%), 35 students choose agree (46.1%), 19 students choose netral (25.0%), 2 students choose disagree (2.6%) and 1 students choose strongly disagree (1.3%).this shows that motive 18 is category enough with (58.4%), menaing that in this statement students are catecorized as enough in choosing an english education program based on motive the I love teaching english.Everyone definitely wants to be able to master English as an international language. but basically mastering English depends on how we can be consistent in mastering it through the efforts that should be made. in this statement there are two factors that become the benchmark, the first factor is because he likes English and the second factor is because he likes his teaching profession. according to Kyriacou and coulthart in Erten (2011) in comparing several aspects the results get an interesting factor, namely the fun nature of teaching as a profession. so actually they already have aspirations to become a person by choosing a major that they think can be promising for several aspects of work. for people who are interested in English, they master English not only for teaching reasons, but for those who are interested in teaching and think teaching is a fun job they will love two aspects at once as an English teaching profession.

There are motive 19 *" teaching is an intellectually stmulating occupatio"* there are 28 students choose the option strongly agree (36.8%), 33 students choose agree (43.4%), 11 students choose netral (14.5%), 2 students choose disagree (2.6%) and 2 students choose strongly disagree (2.6%). This shows that motive 19 is category good with (62%), meaning that in this statement students are categorized as good in choosing english education program besad on the motive of teaching is an intellectualy stimulating occupation. It is related with Kyriacou and Mansour in Erten (2011) investigated students' views on teaching English and

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French at a university in Morocco, one of which students thought that teaching mothers had a positive influence where I was required to use my intelligence.

In motive 20 *" I have a desire to impart knowledge tp other people"* there are 41 students choosing the option strongly agree (53.9%), 26 students choose agree (34.2%), 7 students choose netral(9.2), 1 students choose disagree (1.3%) and 1 students choose strongly disagree (1.3%). This shows that motive 20 is category baik with (66.6%), meaning that in this statement students categorized enough in choosing an english program based on the motive I have a dedire to impart knowledge to other people. based on previous studies (eg, Brown, 1992; Chuene, Lubben, & Newson, 1999; Kyriacou & Kobori, 1998; Mukminin et al., 2017; Mukminin et al., 2017; Masbirorotni, 2020) which explains three categories of motives, one of which is intrinsic motives. In this intrinsic motive, there are aspects related to this aspect, namely where he explains that one of the intrinsic aspects is the interest in using knowledge and expertise in the subject matter.

In motive 21 *" teaching gives me an opportunity to promote respect for knowledge and learning"* there are 36 students choose the option strongly agree (47.4%), 27 students choose agree (35.5%), 12 students choose netral (15.8%), 1 students choose to disagree (1.3%). This shows that motive 12 is category good with (65%), meaning that in this statement students are categorized as good in choosing an english program beasd on the motive of teaching give me an opportunity to promote respect for knowledge and learning. It is related with Kyriacou and Benmansour in (Erten, 2011) who conducted an investigation at the University of Morocco about the views of students in choosing a career as teaching, one of the statements related to this is that they consider teaching to be a respected occupation.

In motive 22 *" teching give me a life long opportunity to learn"* there were 39 students choosing to stongly disagree (51,3%), 23 students choose to agree(30.3%), and 11 students choose netral (14.5%) and 3 students choose to agree (3.9%). This shows that motive 22 is category as good with (65.1%), meaning that in this statements students are categorized as good in choosing an english language

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program based on motive of teaching me a life long opportunity to learn. This is related to the findings of Muazza et al., (2016) found that (68%) received positive responses to their statements. From these two studies, this aspect is still the dominant reason in determining their career choices. Remembering that being a teacher is closely related to teaching and learning. A professional teacher will continue to learn good teaching strategies that meet educational standards. In this case it can be interpreted that a teacher will continue to learn to get changes, knowledge, skills and intelligence that can be applied properly to students. However, in research Masbirorotni (2020) his findings regarding this aspect are still classified as low (1.76), meaning that students do not agree that the teaching profession is related to long-term learning. It could be that this reason is because they lose that learning to study is enough in higher education. However, this opinion is less effective in making teachers involved in changes, because changes are obtained from a lot of learning.

In motive 23 *" teaching offer me a good opportunity for career advancement"* there 28 students choose the option strongly agree (36.8%), 33 students choose agree 953.4%), 14 students choose netral (18.4%) and 1 students choose strongly disagree(1.3%). This shows that in motive 23 is category good with (62.9%), meaning that in this statement students are categorized as good in choosing english programs based on the motive of teaching offers me a good opportunity for career advancement.This motive is a reason that is highly expected by prospective teachers, especially teachers who have served in certain departments. They hope that by teaching they will get a good guarantee from the relevant education department. Considering that in recent years the teaching profession has been greatly underestimated, this factor could be because some people think that teaching is not a prestigious job or because the salary is still relatively small. But for teachers or prospective teachers who really mean it, of course this doesn't apply, they want to bring positive changes to the results to bring their own satisfaction. From the results of this study, students of UIN Sulthan Thaha Saifuddin Jambi found that around 62 students out of 76 students chose to

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agree and strongly agree with (62.9%). This shows that those who choose teaching as a career hope that when they graduate they will find a job that is promising and provides a livelihood for teachers. This relates to Masbirorotni (2020) who explains that the teaching profession has become very promising since the release of teacher certification in 2007.

In motive 24 *" teaching can esdily lead to other careers"* there are 17 students choose the option strongly agree, 26 students choose agree (34.2%), 29 students choose netral (38.2%), 3 students choose diagree (3.9%) and 1 students choose strongly diagree (1.3%). This shows that motive 24 is category enough with (56.6%), meaning that in this statement students are category enough in choosing an english program based on the motive of teaching can easily lead to other careers. This is related to Muazza et al., (2016) in his findings that this statement is also quite a lot. Both of these disorders yielded the result that they did not agree that teaching was associated with other careers. Universities have specified majors according to the career choices they will run, right? For this reason, it is expected that every student who graduates will work according to the major they took during college. This is related to the level of difficulty of the work itself later, someone who has worked according to his own expertise will make it easier to master the work itself. This is because they have paid attention based on standardization of education to be able to produce a quality workforce. However, this statement seems to contradict Watt and Richardson in Erten (2011) who reported that in Australia one-third of teachers are expected to leave the profession for this type of work. Unfortunately, the reasons why they were advised to leave the teaching profession were not clearly explained.

In motive 25 *" teaching can help me develop character"* there are 26 students choose the option strongly agree (34.2%), 34 studentsd choose agree (50.0%), 10 students choose netral (13.2%), 1 students choose disagree (1.3) and 1 stduents choose strongly disagree(1.3%). This shows that motive 25 is category enough (62.9%), meaning that in this statement students are category as enough in choosing an english program based on the motive of teaching can help me develop

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character.This is not related to the findings of Masbirorotni (2020) regarding statements with this motive which get a low score category (1.86). whereas teaching provides experiences that will shape changes in the form of challenges. Each process will give progress to someone teaching, that is, for example those who teach can "cultivate a sense of love for children", teaching can relieve stress and of course will grow a constructive and skilled soul.

In motive 26 *" teaching gives me immediate feedback about the effectiveness of my performance (eg. From students or peers)"* there are 26 students choose the option strongly agree (22.4%), 34 students choose agree (39.5%), 10 students choose netral (36.8%) and 1 students choose strongly disagree (1.3%). This shows that motive 26 is category enough with (57.9%), meaning that in this statement students are categorized enough in choosing an english program based on the motive of teaching gives me immediate feedback about the effectiveness of my performance. Every teaching process must bring positive changes, both in skills and intelligence. Teachers should not only think about their professional obligations, but the most important thing is that teachers must be able to provide academic progress for students. This progress can be seen from the student's response after learning, for example "after teaching students will be happy to learn it again". This is in the form of positive feedback submitted by students, even he will like the teacher of the subject concerned. It is related to Erten (2011) which states that teachers play an important role in helping the community as quality teachers and instructors. which links teacher quality to form, development, maintenance, knowledge and intelligence.

In motive 27 *" teaching gives me an opportunity to be an aouthority"* there 11 students choose strongly agree (14.5%), 26 students choose agree (34.2%) , 34 students choose netral (44.7%), 4 students choose disagree (5.3%) and 1 students choose strongly disagree (1.3%). This shows that motive 27 is category as enough with (54.0%), meaning that in this statement students categorized as enough in choosing ang english program based on the motive of teaching gives me an opportunity to be an authority. This is related to Masbirorotni (2020) in his research

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obtaining an average score of medium with (2.44) which was carried out at 3 universities, namely IAIN Kerinci, Unja and Unbari. It can be stated that students do not agree with the reasons for entering college with the motive of teaching to provide an opportunity to become an authority.

In motive 28 *" I like the thought of being the centre of attention in a room of people "* there are 14 students who choose the option strongly agree(18.4%), 23 students choose aree (30.3%), 24 students choose netral (31.6%), 13 students choose disagree (17.1%) and 2 students choose strongly disagree(2.6%). This shows that motive 28 is category enough with (52.3%), meaning that in this statement student are category as not good in choosing an english program based on the motive of teaching gives me a chance to be my own boss.Being the center of attention when teaching is a form of situation that must be lived by the teacher so that teaching is more conducive. A teacher becomes a role model for students when teaching, it's no wonder students focus their attention on their teacher. For this reason, a teacher must have full confidence when teaching, because it will affect the authority and results of the teacher's performance. Unfortunately, this reason seems to be less popular at UIN Sulthan Thaha Saifuddin Jambi, especially for the first batch of students. In contrast to previous research, Masbirorotni (2020), which runs 3 Jambi universities, namely IAIN Kerincin, Jambi University and Batang Hari University, this aspect received the highest score.

In motive 29 *" teaching gives me a chance to be my own boss"* there are 19 students choose the option strongly agree (25.0%), 25 students choose agree(39.9%), 24 students chose netral (31.6), 6 students choose to disagree (7.9%) and 2 students choose strongly disagree(2.6%). This shows that motive 29 is category as enough with (56.2%), menaing that motive 29 is categorized as enough in choosing an english program based on the motive teaching me a chance to be my owns boss. It is related to Masbirorotni (2020) in this statement whose average score is relatively low (2.14). From these two studies it can be concluded that prospective students do not agree to choose a teaching major as a career with the reason "teaching gives me a chance to be my own boss".

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In motive 30 *" teaching gives me an oppotunity for leadership"* there are 22 students choose the option strongly agree (28.9%), 31 students choose agree (40.8%), 21 students choose netral (27.6%), 1 students choose disagree (1.3%) and 2 students choose strongly disagree (2.6%). This shows that motive 30 is category enough with (59.9%), meaning that in this statement students are categorized as enough in choosing an english program based on the motive of teaching gives me an opportunity for leadership.This is related to Mabirorotni (2020) in his meeting on his statement that he received a low average score (1.91). This means that from several universities it was conducted that students did not agree that the reasons for teaching were giving opportunities for leadership.

3. Students' extrinsic motives in choosing majors in the english education program

Based on tabel 4.4 about the result of finding students' extrinsic motives in choosing an english program, it was found that 51% of students gave positive response to extrinsic motives. dengan skor rata-rata tertinggi yaitu: motif 52 "mengajar memberi saya kesempatan untuk bertemu banyak orang" (64,7%). disusul dengan motif 40 "mengajar memberi saya kesempatan untuk berinteraksi dengan kolega/mahasiswa yang menarik dan motif 51 "sebagai seorang guru bahasa Inggris, saya dapat berkesempatan untuk bekerja di dunia internasional" (62,4%).

In motive 31 *" students teacher' extrinsic motives"* there were 9 studdents choose the option strongly agree (11.8), 26 students choose agree to agree (34.2%), 38 students choose netral (50.0%), 1 students choosing disagree (1.3%) and 2 students choose strongly disagree. This shows that motive 31 is category enough with (53.3%), meaning that in this statement students are category as enough in choosing english programs based on students teacher extrinsic motives.In contrast to several previous studies which made extrinsic motives the dominant motive. Like Hariyanto (2010) who found that extrinsic motives were the most dominant motives in choosing educational programs as teaching careers. Then the next finding was

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carried out by Abdullah in Hariyanto (2019), found that extrinsic motives were the main factor that directed student teacher candidates to choose English education programs.

Motive 31 *" as a tecaher, I will have longer holiday and vocation"* there 3 students choosing the option strongly agree (3.9%), 23 students choose agree (30.3%), 32 students choose netral (42.1%), 10 students choose disagree(13.2%) and 4 students choose strongly disagree (5.3%). This shows that motive 32 is category as not good with (30.2%), meaning that in this statement students are categorized as not good in choosing an english program based on the motive as a teacher, I will have longer holiday and vocation. This statement is the lowest reason for extrinsic motives in this study, even though being a teacher is a job that has a lot of time off at the end of each semester. So teachers can enjoy time with their families at the end of the semester. However, it is different from the research of Muazza et al., (2016) which found that around 70.1% chose to agree with this statement as the reason for choosing teaching as a career. In this study, this statement is related to Stephen in Erten (2011) who stated that extrinsic motives are not attached to the work itself, such as having long holidays.

In motive 33 *" as a tecaher, I will have fewer working hours per day´* there are 3 students choosing the option strongly agree (3.9%), 20 students choose agree (26.3%), 32 students choose netral (42.1%), 15 students choose to disagree (19.7%) and 6 stduents choose strongly disagree(7.9%). This shows that motive 33 is category enough with (45.4%), menaing that in this statement students are categorized as very bad in choosing english program based on the motive as ateacher , I will work fewer hours per day. This statement is in fact unpopular in the results of this study by obtaining an average score of around 45%, even though teaching has fewer working hours compared to other jobs. The results of this study are in contrast to Low et al., in Muazza (2016) who advise prospective students to choose a teacher education program because their working hours are in accordance with teaching responsibilities.

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In motive 34 *" as a teacher, I will have flexible time for family"* there are 13 students choose the option strongly agree (17.1%), 23 students choose agree (30.3%), 33 students choose netral (43.3%), 7 students choose to disagree (9.2%). This shows that motive 34 category enough with 54%, meaning that in this statement students are categorized as enough in choosing an english program based on the motive as a teacher, I will have flexible time for family.This is related to the results of Masbirorotni (2020) research which obtained an average score for this statement of medium (3.42) from three universities in Jambi, namely Jambi University, Batang Hari University and IAIN Kerinci. This statement was categorized as sufficient in leading them to choose an educational program as a teaching option.

In motive 35 *" the time echedule will be compatible with my home situation"* there are 6 students choose the option strongly agree (7.9%), 23 students choose agree (30.3%), 35 students choose netral (46.1%) , 9 students choose to disagree (11.8%)and 3 students choose strongly disagree (3.9%). This shows that the motive 35 category is enough with (49.5%), meaning that in this statement students are categorized as enough in choosing an english program based on the motive of the time schedule will be compatible with my home situation. It is related to Masbirorotni (2020) who received an average score of Medium (3.24) for this statement. It can be said that this statement quite influences the reasons students choose educational programs as career choices.In motive 36 *" I will be able to work near home"* 14 students choose the option strongly agree (18.4%), 19 students choose agree (25.0%), 34 students choose netral (44.7%), 8 students choose disagree (10.5%) and 1 stduents choose strongly disagree(1.3%). This shows that motive 36 is category enough with (53.0%), menaing that in this statements are categorized as enough in choosing english programs based on the motive I will be able to work near home. It is related to Masbirorotni (2020) in his finding that he got a moderate average score (2.65) for this statement. It means that this statement is sufficient to influence students in choosing educational programs based on teaching choices.

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In motive 37 "*teaching will provide me with a steady career path"* 16 students choose the option strongly agree (21.1%), 18 students choose agree (23.7%), 38 students choose netral (50%), 3 students choose disagree (3.9%) and 1 stduents choose strongly disagree(1.3%). This shows that motive 37 is category enough with (54.5%), menaing that in this statements are categorized as enough in choosing english programs based on the motive teaching will provide me with a steady career path. Teaching is a fairly secure career for now, due to the long-term requirements of the profession used. In relation to the article: "Policy makers plan to abolish honorary workers in 2020, instead honorary workers will be replaced by ASN/PNS. Non-Asn employees who meet the requirements are encouraged to join as PNS and PPPK candidates (Fika Nurul Ulya, 2023)".

In motive 38 "*teaching will anable me to have a reliable salary"* 9 students choose the option strongly agree (11.8%), 21 students choose agree (27.6%), 36 students choose netral (47.4%), 8 students choose disagree (10.5%) and 2 stduents choose strongly disagree(2.6%). This shows that motive 38 is category enough with (51%), meaning that in this statements are categorized as enough in choosing english programs based on the motive teaching will anable me to have a reliable salary. As explained in previous studies regarding 3 categories of motives, one of them is related to this aspect (eg Brown, 1992: Kyriacou & Kabori, 1998: Chuene et all, 1999: mukminim et all 2017 and mukminan, et all 2017b: Hariyanto , 2019) that describes teaching will ensure several extrinsic aspects, one of which is the level of salary. However, it seems that in these findings the salary aspect is not the main reason for choosing an educational program as a career in teaching.

In motive 39 "*teaching will unsere a sustainable profession"* 13 students choose the option strongly agree (17.2%), 26 students choose agree (34.2%), 22 students choose netral (42.2%), 2 students choose disagree (2.6%) and 3 stduents choose strongly disagree (3.9%). This shows that motive 39 is category enough with (55.6%), meaning that in this statements are categorized as enough in choosing english programs based on the motive teaching will ensure a suistainable profession. As previously explained, the teaching profession has become a

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guaranteed job for the long term. This statement is reinforced in Masbirorotni (2020) stating that the teaching profession has been promising since the release of the teacher certification program in 2007. Unfortunately, judging from the results of this study, students who choose educational programs as careers in teaching pay little attention to this reason. Maybe, prospective teachers don't really understand the work system as teaching staff.

In motive 40 "*As an english teacher, I could have an opportunity to work internationally"* 28 students choose the option strongly agree (36.8%), 30 students choose agree (39.5%), 17 students choose netral (22.4%) and 1 students choose disagree (1.3%) . This shows that motive 40 is category good with (62.4%), meaning that in this statements are categorized as good in choosing english programs based on the motive as an english teacher, I could have an opportunity to work internationally. The job prospects for teachers as teaching staff are highly competitive both domestically and abroad. For this reason, some students see that majoring in English education is very possible for them to reach jobs internationally, because this is considered very prestigious. In Indonesia, mastering English is the coolest thing or considered very extraordinary so that it is possible to get a job easily. However, in reality to compete internationally is unlikely to be able to get job prospects as people imagine. Most people measure English skills to be able to get a job abroad, even though English really has to be learned as an international language. Many educational graduates are also a factor of international competition, as stated by Watt and Richardson in Erten (2011) in Australia, almost a third of teachers are expected to leave their profession for other types of work. This is because it happens because the teaching profession cannot guarantee a person's survival and this job is not very popular there.

In motive 41 "*a teaching certification could enable me to work in other countries/ or another country"* 26 students choose the option strongly agree (34.2%), 26 students choose agree (34.2%), 21 students choose netral (27.6%), 2 students choose disagree (2.6%) and 1 stduents choose strongly disagree (1.3%). This shows that motive 41 is category enough with (60.4%), meaning that in this

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statements are categorized as enough in choosing english programs based on the motive a teaching certification could enable me to work in other countries/ or another country.Teaching certification is indeed a form of recognition given to teachers as teaching staff. However, getting prospects for work internationally depends on the teacher's efforts to be ready to compete with the best teachers in the world. This means that it is not impossible to get these prospects, but international relations can support this. In this study found enough (60.4%) for this statement. from previous studies such as Masbirorotni (2020) also received a low response (2.00), meaning that this reason was not given enough attention. In contrast to the following studies which have received positive responses to this statement (Purmama et al., 2019).

In motive 42"*a teaching job will allow me to choose where I wish to live"* 13 students choose the option strongly agree (17.1%), 21 students choose agree (27.6%), 34 students choose netral (44.7%), 5 students choose disagree (6.6%) and 3 stduents choose strongly disagree (3.9%). This shows that motive 42 is category enough with (55.6%), meaning that in this statements are categorized as enough in choosing english programs based on the motive a teaching job will allow me to choose where I wish to live. It is related to Masbirorotni (2020) who found a moderate average score (2.89) for this statement. The results of these two studies show that this statement is sufficient to support students' reasons for choosing an educational program as a teaching option. Where to live is not given much attention, but actually what must be considered is a guaranteed job for the future.

In motive 43"*my friends think that I should be an english teacher"* 13 students choose the option strongly agree (17.1%), 21 students choose agree (27.6%), 34 students choose netral (44.7%), 5 students choose disagree (6.6%) and 3 stduents choose strongly disagree (3.9%). This shows that motive 43 is category enough with (55.6%), meaning that in this statements are categorized as enough in choosing english programs based on the motive my friend that I should be an english teacher. It is related to Masbirorotni (2020) in his finding that he got a moderate average score (2.38) for this statement. It means that this aspect quite

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influences students' reasons for choosing an English language education program. Although it is suggested that the right reasons are those that come from themselves. However, one's ability to master English and supported by good public speaking can lead to other people's opinions. so that someone with this ability deserves to be the profession of an English teacher according to the views of people in their environment.

In motive 44*" my family encourage me to an english teacher"* 21 students choose the option strongly agree (27.6%), 17 students choose agree (22.4%), 31 students choose netral (40.8%), 2 students choose disagree (2.6%) and 5 stduents choose strongly disagree (6.6%). This shows that motive 44 is category enough with (54.9%), meaning that in this statements are categorized as enough in choosing english programs based on the motive my family encourage me to an english teacher. It is related to Anwar & Nugroho (2018) in his findings getting an average score of 45%, categorized as disagreeing with this statement as the reason for choosing an educational program due to family encouragement. Followed by Masbirorotni (2020) in his findings, getting an average score (2.07) is categorized as low for this aspect. From these three studies it can be concluded that this reason is not very supportive for students in choosing English education based on encouragement from their parents.

In motive 45 *" I am inpired by my parents"* 12 students choose the option strongly agree (15.8%), 22 students choose agree (28.9%), 19 students choose netral (25.0%), 14 students choose disagree (18.4%) and 9 stduents choose strongly disagree (11.8%). This shows that motive 45 is category enough with (48.4%), meaning that in this statements are categorized as enough in choosing english programs based on the motive I am inpired by my parents. The role of parents greatly influences students in determining the majors to be taken. Parents usually give views based on what he sees around him, for example he sees "his friend's child is successful at working by majoring in English", "being able to speak English is something that makes him proud" and "his parents are indeed majoring in English. so he gave that view to his son to choose English education so that he

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could be influenced. However, sometimes some parents pay less attention to the interests and willingness of their children in determining the majors to be taken. So this will make it difficult for him to complete his education, because what he takes is not his choice. For this reason, students who determine the majors they take do not agree if they are determined or encouraged by others. This is in line with Masbirorotni (2020) findings which get an average score (2.47), this is categorized as moderate. It can be concluded that students who are inspired by their parents influence enough students in making choices.

In motive 46 *" I am inpired by former english teacher"* 19 students choose the option strongly agree (25.0%), 25 students choose agree (32.9%), 24 students choose netral (31.6%), 6 students choose disagree (7.9%) and 2 stduents choose strongly disagree (2.6%). This shows that motive 46 is category enough with (54.4%), meaning that in this statements are categorized as enough in choosing english programs based on the motive I am inpired by my former english teacher. This is related to Masbirorotni (2020) who received an average score (2.13). This category is still considered very low, meaning that this aspect does not support their reasons for choosing English education as a teaching option because it was inspired by a former English teacher. Followed by the results of research by Muazza et al., (2016) which found that around (33.85%) chose to agree with this statement. From these three findings it can be said that former teachers have less influence on students in choosing majors in English education as a career choice.

In motive 47 *" I could enrol in the departement that I career choice"* there are 22 students choose the option strongly agree (28.9%), 31 students choose agree (40.8%), 21 students choose netral (27.6%), 1 students choose disagree (1.3%) and 1 stduents choose strongly disagree (1.3%). This shows that motive 47 is category enough with (49.9%), meaning that in this statements are categorized as enough in choosing english programs based on the motive I could not enrol in the departement that desired most. It is related to Erten (2011) in his findings that controversially 60% of them chose a career as their score from the university, the entrance exam did not meet the requirements to enter other departments. it means that only some

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students come to English education as a career choice because they are not accepted from the university they dream of. Similar findings were found in Masbirorotni (2020) whose research was conducted at three universities: Jambi University, IAIN Kerinci and UIN Raden Fatah Palembang, with the finding that the average score (3.43) was categorized as moderate. This means that from the research results of several university students who choose English education because they are not accepted at the university, only some of them dream.

In motive 48 *" I choose to be an english teacher as a last resort"* there are 16 students choose the option strongly agree (21.1%), 17 students choose agree (22.4%), 16 students choose netral (21.1%), 8 students choose disagree (10.5%) and 19 stduents choose strongly disagree (25.0%). This shows that motive 48 is category enough with (46.1%), meaning that in this statements are categorized as enough in choosing english programs based on the motive I choose to be an english teacher as a last resort. It is related to the findings of Masbirorotni (2020) who received the moderate category for this statement, namely (3.36 and 3.00). Judging from the number and percentage of students in making choices for the majors to be taken, almost half of them disagree with this statement. They chose because they were interested in becoming English teachers later.

In motive 49 *"I am not sure about the profession I wanted to have"* there are 13 students choose the option strongly agree (17.1%), 13 students choose agree (17.1%), 28 students choose netral (36.8%), 28 students choose disagree (36.8%) and 13 stduents choose strongly disagree (17.1%). This shows that motive 49 is category enough with (53.2%), meaning that in this statements are categorized as enough in choosing english programs based on the motive I am not sure about the profession I wanted to have. This is related to Masbirorotni (2020) who found the average score for this statement was moderate (3.36 and 3.00). this shows that they disagree with this statement, this can be seen from 28 students choosing to disagree and 13 strongly disagree. Some students enter tertiary education because they believe this is the choice they want.

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In motive 50 *"teaching is a creative profession"* there are 25 students choose the option strongly agree (32.9%), 34 students choose agree (44.7%), 14 students choose netral (18.4%), 2 students choose disagree (2.6%) and 1 stduents choose strongly disagree (1.3%). This shows that motive 50 is category good with (61.7%), meaning that in this statements are categorized as good in choosing english programs based on the motive Teaching is a creative profession. In contrast to previous research, Masbirorotni (2020) obtained a low average score (1.75) for this statement. even though if you look at it, when you enter higher education, many students are trained to be more creative about everything. a teacher does have to create creative characters to make it easier to make good teaching strategies.

In motive 51 *"teaching givves me an opportunity to intrect with intresting colleagues/ students"* there are 31 students choose the option strongly agree (40.8%), 28 students choose agree (36.8%), 13 students choose netral (17.1%), 2 students choose disagree (2.6%) and 2 stduents choose strongly disagree (2.6%). This shows that motive 51 is category good with (62.9%), meaning that in this statements are categorized as good in choosing english programs based on the motive teaching gives me an opportunity to intrect with intresting colleagues/ students. This is related to Haryanto (2019), who examined 2 universities, namely: Batanghari University and Jambi University, which received a positive response to this statement. meaning that they agree that entering higher education and choosing an English language education program can provide opportunities to be involved with colleagues/students.

In motive 52 *"teaching gives me an opportunity to meet a lot of people"* there are 38 students choose the option strongly agree (50.0%), 20 students choose agree (30.3%), 13 students choose netral (17.1%), 1 students choose disagree (1.3%) and 1 stduents choose strongly disagree (1.3%). This shows that motive 52 is category good with (64.7%), meaning that in this statements are categorized as good in choosing english programs based on the motive teaching gives me an opportunity to meet a lot of people. Motive is most in demand by new students in choosing an English language education program. Remembering that being a teacher must

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increase full self-confidence, it means that extrinsic motives with this statement will bring positive results in influencing students in choosing the majors to be taken. The level of self-confidence of new students at UIN Sulthan Thaha Saifuddin Jambi is categorized as good with presentation (64.7%). In contrast to previous research, Masbirorotni (2020) obtained an average score (1.57) in the low category. In motive 53 *"teaching is varied work, so it will not lead to bredom"* there are 27 students choose the option strongly agree (35.5%), 26 students choose agree (34.2%), 1 students choose netral (1.3%), 1 students choose disagree (1.3%) and 1 stduents choose strongly disagree (1.3%). This shows that motive 52 is category good with (60.9%), meaning that in this statements are categorized as good in choosing english programs based on the motive teaching is varied work, so it will not lead to boredom. It is related with Masbirorotni (2020) who received an average score (2.09) this is categorized as low, meaning that teaching jobs that are seen as varied are not the reason they choose an English language education program as a teaching option.

based on the results of research findings held at the Sulthan Thaha Saifuddin State Islamic University Jambi for the first batch of students in 2022, by measuring the category of motives, namely intrinsic, extrinsic and altruistic motives. shows that altruistic motives are most in demand with 74% (good), then followed by intrinsic motives with 68% (enough) and extrinsic motives with 51% (enough). although altruistic motives get the highest average score, there is a statement from intrinsic motives that get the highest results, namely "I have a desire to impart knowledge to other people". want to teach English and then in order to be able to pass on the knowledge gained to others. This statement of intrinsic motives should be able to provide motivation in learning well so that it can be developed and explored properly later on to others. this is related with Bakar, Muhammad, Sahid & Hamzah in Haryanto (2019) stating that intrinsic motives are more important than ectonic ones.

This finding is in line with Muazz ( ) who found that altruistic motives were the most dominant, with the motive for the statement "I have a desire to contribute

to society" this motive became the one that received the most positive responses in his research on choosing an English language education program. It is different from previous research conducted by Marbirorotni (2020) which found that extrinsic motives are the motives that get the highest average score. the statement "no other choice" is the motive for the findings in this study, these results were obtained from two tertiary institutions, namely University Jambi and University Btanghari.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to determine the motives of students in choosing the English education study program. this research was conducted to measure the level of student motives in choosing the English education study program, especially the first batch of students at the Tarbiyah faculty of UIN Sulthan Thaha Saifuddin Jambi. by looking at 3 categories of motives that can be distinguished, namely: altruistic motives, instrinsic motives, and extrinsic motives. Based on the results of the study that the altruistic motive is the most popular for each statement, this can be seen from the average score of all altruistic statements with 74% positive responses. but even though this altruistic motive is the most popular, the most prominent result is on one of the instrinsic statements "I have a desire to provide knowledge to others" with (66.6%).

These findings clearly show that students who choose the English language education program at the Faculty of Tarbiyah will make changes for continuing education. the fact that this motive motivates students to pursue or study their majors to the best of their ability. in order to gain knowledge and then apply it professionally as teaching staff. Students who choose educational programs at the Tarbiyan Faculty of UIN Sulthan Thaha Saifuddin Jambi will be able to make changes in the world of education in the future. this is because the intrinsic aspects contained in this aspect are aspects of the activity itself, activities related to this research are teaching activities. This aspect is the most important aspect of altruistic and extrinsic motives, because these two motives are influenced from outside and socially, not from within themselves. With these findings, it is possible that the English study program at UIN Sulthan Thaha Saifuddin Jambi will produce qualified and competent graduates.

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B. Suggestion

Based on the results of a study regarding student motives in choosing an English language education program, the advice given by Dabat is:

1. It is hoped that the English Language Education Study Program at Sulthan Thaha Saifuddin Jambi State Islamic University can review student motives in choosing majors. This review is useful for understanding the character of students based on their academic abilities with motives attached to students, so as not to cause misunderstanding of the achievements shown by students who are actually not entirely of their own volition. This review can also be useful for understanding students' problems with difficulties while carrying out the process as English Education students. In the future, it is hoped that the University will pay more attention to the standardization of students who enter to choose the English Language Education Department, because this will affect the accreditation of the Department and the quality of the students produced.

2. For prospective teachers, it is hoped that they can understand their own character in the process of educational development. motives in choosing majors affect the effectiveness of learning. For this reason, it is hoped that if there are difficulties caused by motives that are not in accordance with oneself, then you should be able to find solutions or motivate yourself to strengthen yourself to completion.

3. For students must have a target that will be obtained after graduation. For example, must have progress in knowledge, skills and intelligence that are ready to be applied when they have graduated.

4. For other research, it is expected to be able to develop research not only based on the previous aspects. However, it should be able to take a broader scope regarding student motives in choosing majors

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APPENDICES

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Appendix 1 research questionnaire

"Students Motives in Choosing English Education Program at State Islamic University Sulthan Thaha Saifuddin Jambi"

I. Instructions for Completion

1. A. Find out your identity first in the space provided.
2. B. Read each question carefully before you answer.
3. C. Choose one answer by giving a checklist (√) in the column provided.
4. D. Double-check your identity and answers before sending this questionnaire.

(five) possibilities:

SA:
Strongly
Agree A:
Agree
NS: Not SureD: Disagree
SD: Strongly Disagree

II. Respondent Identity

Name: ……

Class: ……

No ……. ……

Gender.....

No	Statements	Scoring Scale					Score
		SA	A	NA/ND	D	SD	
Students' altruistic motives							
1	I want a profession that involves working with children or young						

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	people.						
2	I wouldl ike towork in an environment where there are children and young people.						
3	I like working with children and young people.						
4	Teaching English will enable me to serve the society.						
5	By teaching English, I will make valued contributions to society.						
6	Teaching gives me a chance to make a positive impact on society.						
7	Helping society better in the future.						
8	Teaching will enable me to shape children and young people						
9	Teaching will enable me to influence the next generation.						
10	Teaching will make me have an effect on children and young people						
11	Teaching English will enable me to increase the will to succeed in students who do not have opportunities						
12	Teaching will enable me to fight against social disadvantage.						
13	Teaching will offer me the opportunity to help children or young people in need of social assistance						
Students intrinsic motives							
14	I am interested in teaching						
15	I have always wanted to be an English teacher						
16	Teaching English suits me						
17	I feel a personal “calling” to teach						
18	I love teaching English						
19	Teaching is an intellectually stimulating occupation						
20	I have a desire to impart knowledge to other people						
21	Teaching gives me an opportunity to promote respectfor knowledge and learning						
22	Teaching gives me a lifelong opportunity to learn						

23	Teaching offers me a good opportunity for career advancement						
24	Teaching can easily lead to other careers						
25	Teaching can help me develop character						
26	Teaching gives me immediate feedback about the effectiveness of my performance (e.g. from students or peers).						
27	Teaching gives me an opportunity to be an authority						
28	I like the thought of being the centre of attention in a room of people						
29	Teaching gives me a chance to be my own boss						
30	Teaching gives me an opportunity for leadership						
Student extrinsic motives							
31	Student teachers' extrinsic motives						
32	Asa teacher, I will have longer holidays and vacation						
33	As a teacher; I will have fewer working hours per day						
34	As a teacher, I will have flexible time for family						
35	The time schedule will be compatible with my home situation						
36	I will be able to work near home						
37	Teaching will provide me with a steady career path						
38	Teaching will enable me to have a reliable salary						
39	Teaching will ensure a sustainable profession						
40	As an English teacher, I could have an opportunity to work internationally.						
41	A teaching certification could enable me to work in other countries/ or another country						
42	A teaching job will allow me to choose where I wish to live						
43	My friends think that I should be an English teacher						

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44	My family encourage me to be an English teacher						
45	I am inspired by my parents						
46	I am inspired by my former English teacher						
47	I could not enrol in the department that I desired most						
48	I chose to be an English teacher as a last resort						
49	I am not sure about the profession I wanted to have						
50	Teaching is a creative profession						
51	Teaching gives me an opportunity to interact with interesting colleagues/students.						
52	Teaching gives me an opportunity to meet a lot of people						
53	Teaching is varied work, so it will not lead to Boredom						

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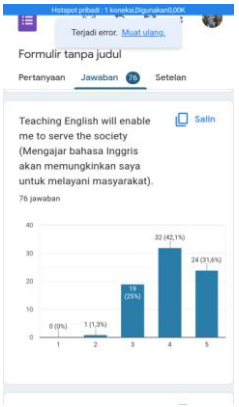
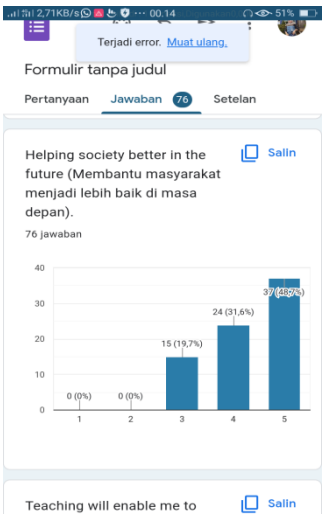
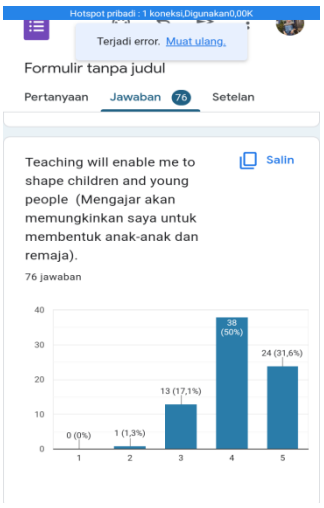
Appendix 2 The Result of Research







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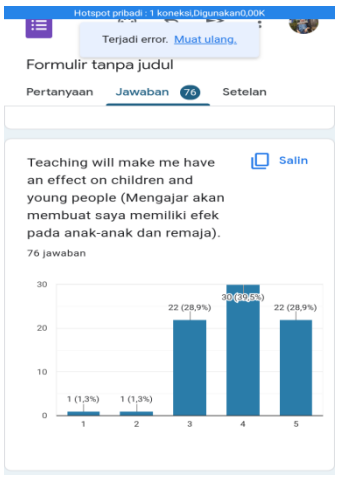

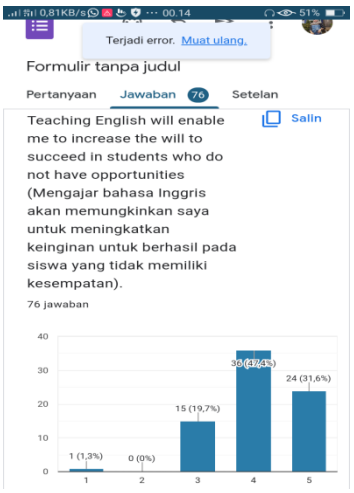

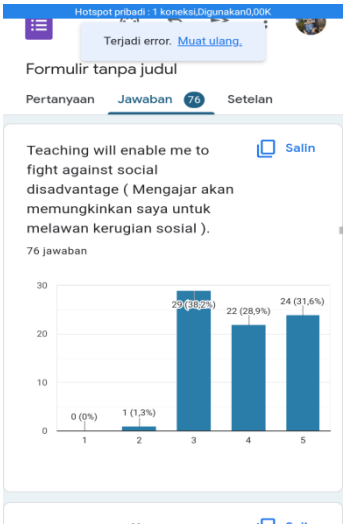

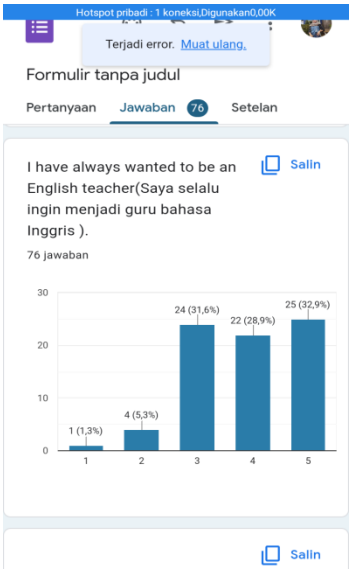

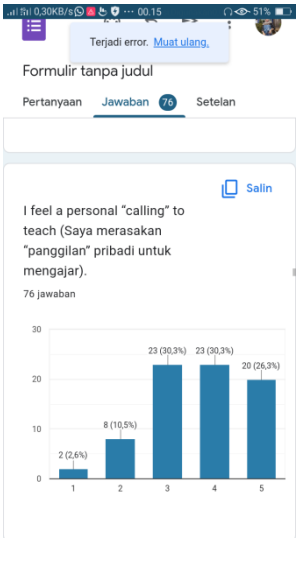

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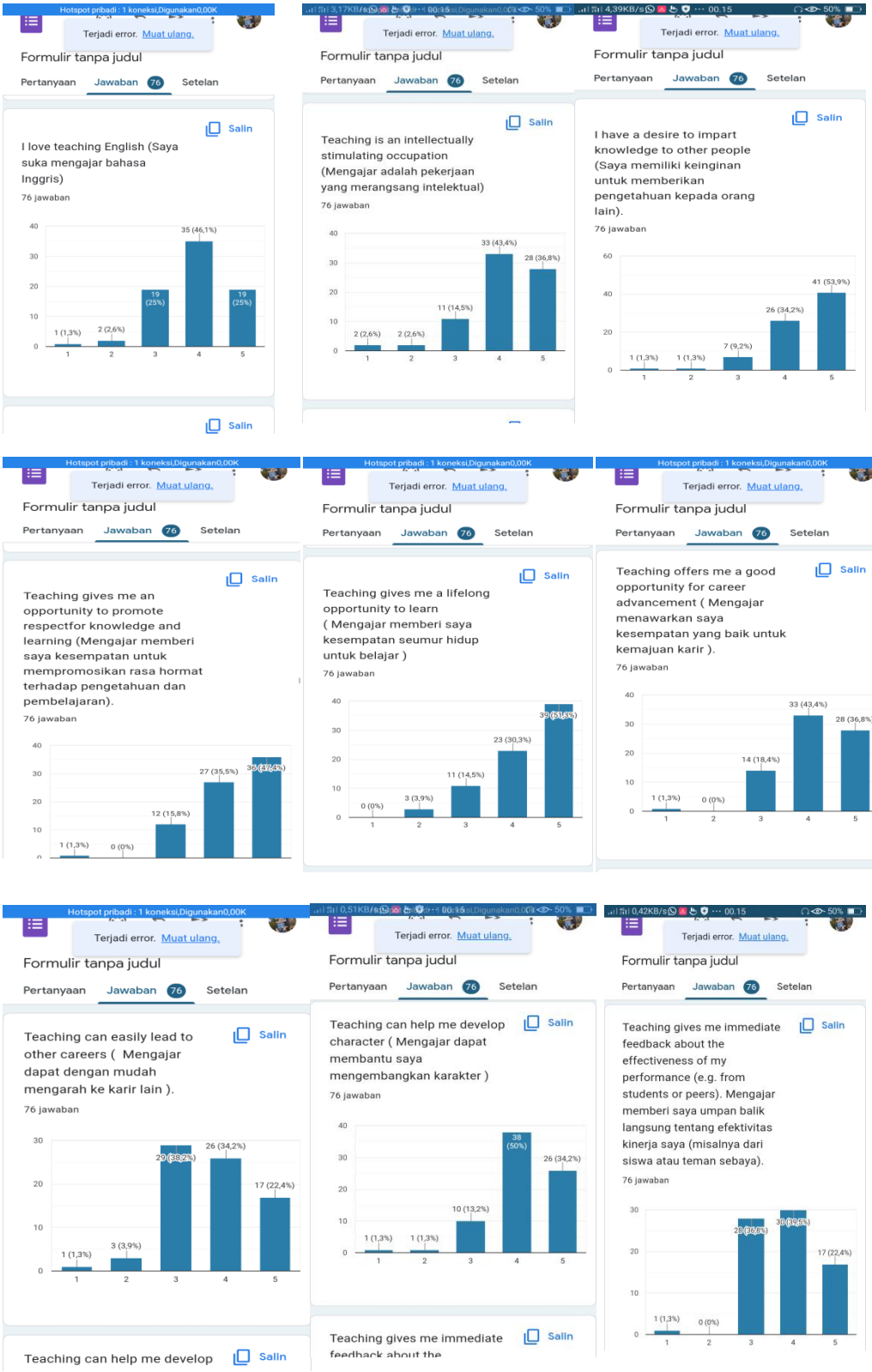

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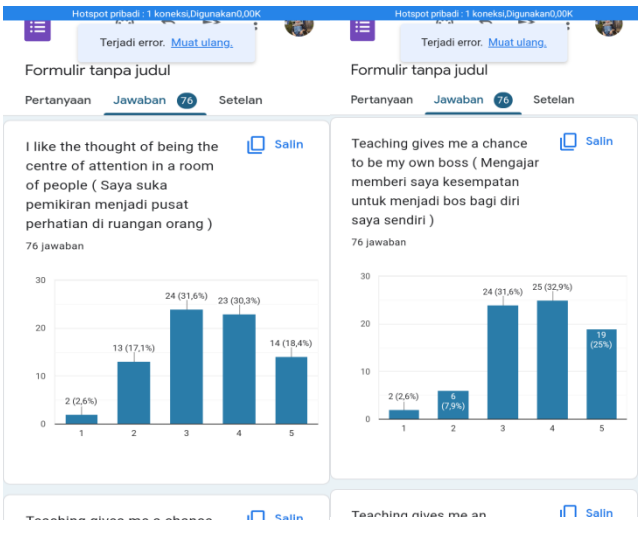

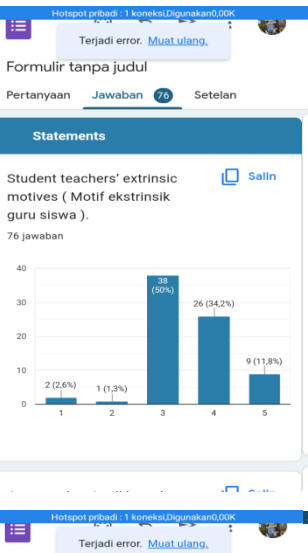

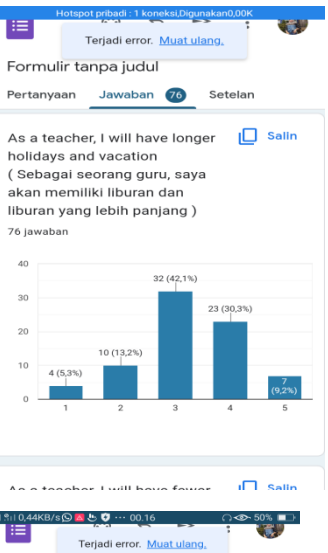

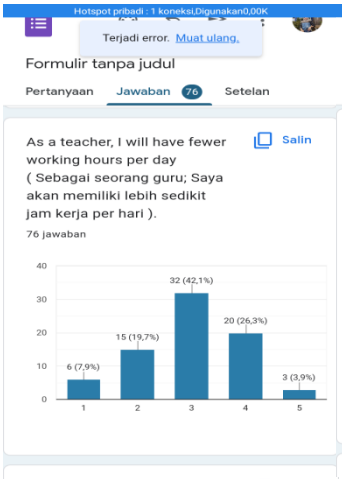

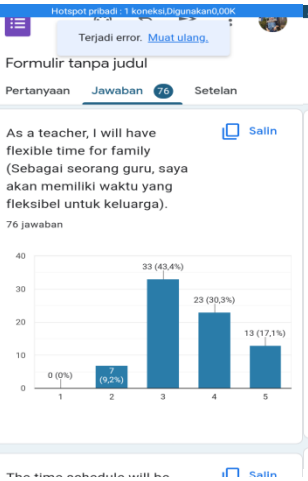

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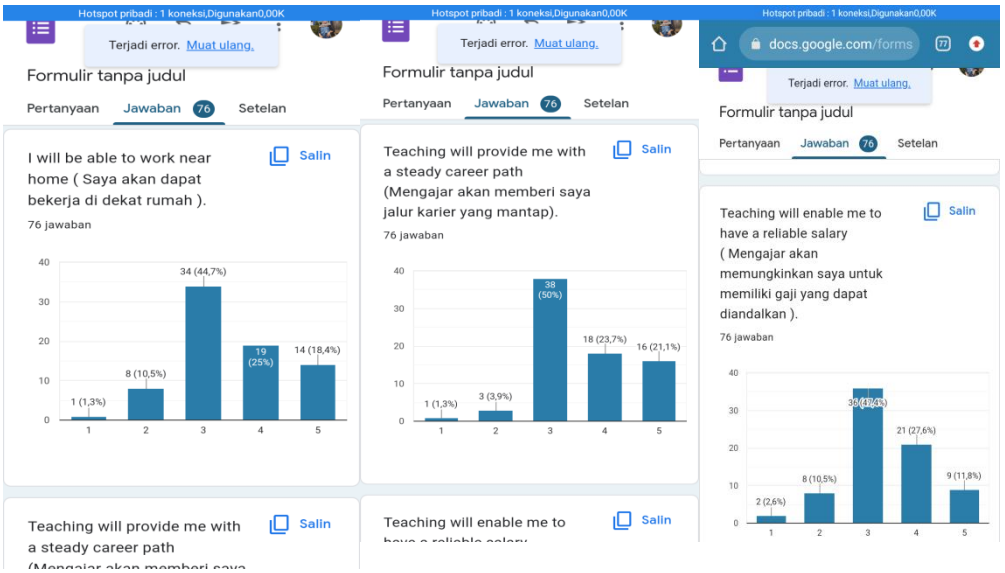

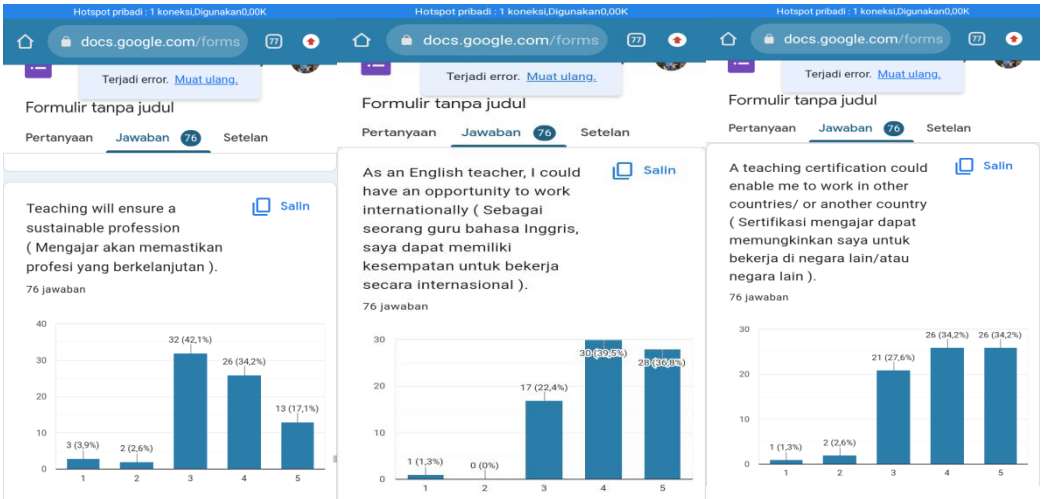

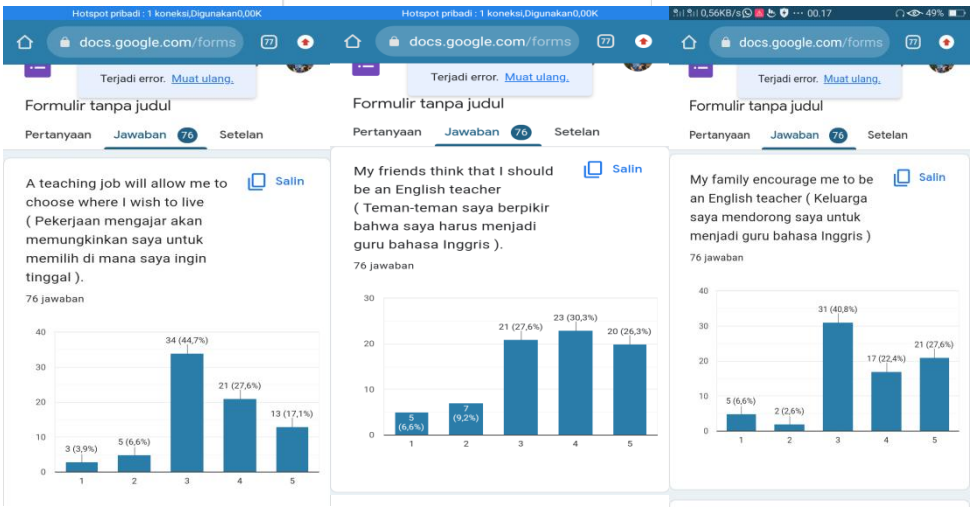

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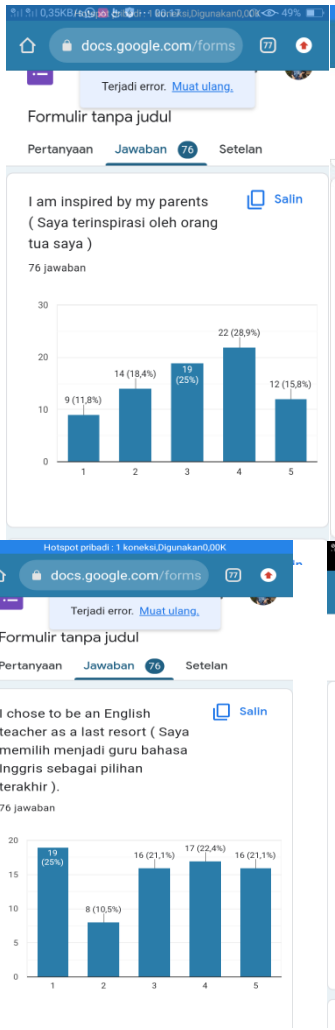

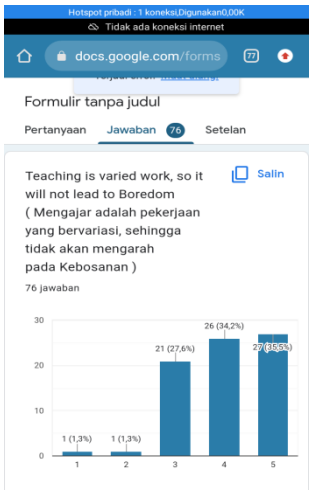

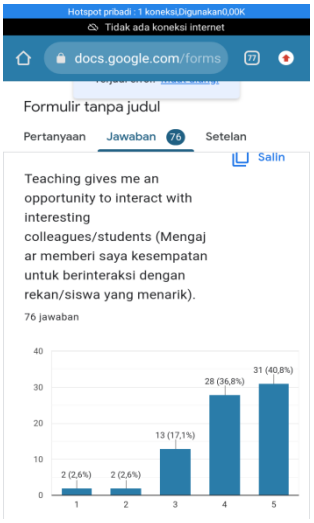

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Appendix 3 Data Response

No	Name	Class	No	Name	Class	No	Name	Class
1	YNA	2A	26	NAAR	2B	51	ASH	2C
2	MR	2A	27	KRNP	2B	52	N	2C
3	SA	2A	28	HD	2B	53	RH	2C
4	CAC	2A	29	WHA	2B	55	NS	2C
5	MK	2A	30	RLA	2B	56	KS	2C
6	DS	2A	31	EAN	2B	57	IM	2C
7	MRR	2A	32	DK	2B	58	SS	2C
8	LS	2A	33	YDH	2B	59	AJP	2C
9	DWF	2A	34	DK	2B	60	SS	2C
10	PDS	2A	35	GMP	2B	61	LZ	2C
11	CAS	2A	36	I	2B	62	DA	2C
12	NH	2A	37	IFU	2B	63	S	2C
13	SSA	2A	38	SN	2B	64	RHP	2C
14	NTM	2A	39	VK	2B	65	WS	2C
15	JAR	2A	40	NB	2B	66	ABW	2C
16	ZA	2A	41	IA	2B	67	NA	2C
17	APM	2A	42	F	2B	68	KR	2C
18	MI	2A	43	AR	2B	69	MOS	2C
19	MTWI	2A	44	NA	2B	70	FPU	2C
20	LS	2A	45	ZH	2B	71	SAW	2C
21	JF	2A	46	CDH	2B	72	DRKL	2C
22	SA	2A	47	WR	2B	73	TN	2C

23	MASA	2A	48	RNA	2B	74	NSA	2C
24	FA	2A	49	UHP	2B	75	IA	2C
25	AG	2B	50	NQ	2B	76	BA	2C

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Appendix 6 Checklist Thesis for Munaqasyah

Sebelum anda mendaftarkan Skripsi anda ke bagian Akademik Fakultas Tarbiyah dan Keguruan UIN STS Jambi untuk diujikan,pastikan lebih dahulu pertanyaan di bawah ini sudah anda beri tanda centang (✓) pada pilihan"sudah".Jika masih ada pertanyaan yang anda jawab pada kolom belum (blm),maka selesaikan lebih dahulu sampai jawaban anda sudah (sdh) sebelum anda ke bagian Akademik.

Nama Mahasiswa/NIM : Sri Ramadhani205172872

Judul Skripsi : Students Motives in Choosing English Education Program at State Islamic University Sulthan Thaha Saifuddin jambi.

Pembimbing I : Monalisa, S.Pd, M.Pd

Pembimbing II : Ayuliamita Abadi, S,Pd.i, M. Pd

No	Pertanyaan	Blm	Sdh
1	Apakah setiap catatan revisi dari Dosen Pembimbing sudah anda perbaiki sesuai dengan catatan masing-masing Dosen Pembimbing?		✓
2	Apakah Skripsi anda sudah mempunyai pokok masalah,kesimpulan,dan rekomendasi yang bersesuaian antara satu dengan lainnya?		✓
3	Apakah Skripsi anda sudah mempunyai abstrak yang sesuai dengan format yang sudah ditentukan? (lihat lampiran contoh Abstrak!)		✓
4	Apakah draf Skripsi anda sudah disetujui oleh pembimbing anda? Atau Nota Dinas sudah ditandatangani oleh kedua Pembimbing anda untuk didaftarkan dalam ujian munaqasah?		✓
5	Apakah komposisi halaman atau jumlah kata Skripsi anda sudah seimbang antara pendahuluan, kerangka teori, studi relevan/tinjauan pustaka, metode penelitian, pembahasan/inti laporan skripsi dan penutup? (Lihat		✓

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	Lampiran Jumlah Minimal Halaman Skripsi)		
6	Apakah tanda baca titik, koma, titik dua dst), format *footnote*,*bibliography*,*font*,spasi, huruf besar dan kecil, ukuran kertas, dan *margin* sudah mengikuti standar yang ditentukan?		✓
7	Apakah kata-kata yang otomatis menjadi bahasa Inggris oleh komputer seperti sistem menjadi system, sudah anda perbaiki?		✓
8	Apakah lembaran Pernyataan Orisinalitas Skripsi anda mengandung kata-kata seperti contoh yang ada dan sudah anda tandatangani dengan materai Rp.6000,-? (lihat lampiran contoh Pernyataan Orisinalitas Skripsi)		✓
9	Apakah bahasan teoritis penelitian anda sudah dirubah menjadi bahasa operasional/empiris sebagai laporan penelitian?		✓
10	Apakah setiap referensi yang anda rujuk sudah dimasukan ke dalam daftar pustaka?		✓
11	Apakah setiap kata asing sudah anda beri cetak miring?		✓
12	Apakah teknik penulisan sudah konsisten dari awal sampai akhir?		✓
13	Apakah jumlah halaman Skripsi sudah mengikuti ketentuan yang berlaku, yaitu maksimal halaman Skripsi 100 dan minimal 60?		✓
14	Jika Skripsi anda adalah penelitian lapangan, apakah Skripsi anda sudah disertai dengan instrumen pengumpulann data (IPD) dan bukti wawancara, observasi dan dokumentasi?		✓
15	Apakah Skripsi anda sudah menyediakan transliterasi (jika diperlukan)?		✓

16	Jika jumlah halaman Skripsi anda tidak mengikuti ketentuan, maka apakah anda sudah memperoleh Surat Persetujuan pengecualian dari Ketua Jurusan? Prodi dan Wakil Dekan I?		✓
17	Apakah Curriculum Vitae sudah memuat informasi yang harus dimasukkan dengan format sesuai dengan Buku Panduan ini? (lihat lampiran Curriculum Vitae)		✓

CATATAN:

*Jika masih terdapat pertanyaan yang jawabannya BELUM, maka selesaikan masalah ini dahulu sebelum anda menemui Bagian Akademik untuk mendaftarkan Skripsi anda. Pihak Akademik tidak akan mendaftarkan Skripsi anda jika masih ada pertanyaan diatas yang dijawab "BELUM".

*Jika anda merasa kesulitan menjawab sebagian pertanyaan diatas, mintalah waktu untuk berkonsultasi dengan Pembimbing, Ketua Jurusan/Program Studi anda atau Wakil Dekan I (Bidang Akademik).

Saya Sri Ramadhani bersama ini menyatakan dengan sesungguhnya bahwa *checklist* diatas sudah saya jawab dengan benar dan bertanggung jawab.Setelah membaca dan memperhatikan dengan cermat, kami para pembimbing Skripsi dengan judul diatas bersama ini menyatakan bahwa pernyataan mahasiswa diatas **telah kami periksa dengan teliti** dan benar adanya. Kami bertanggung jawab sepenuhnya sebagai pembimbing.

Pembimbing I	Pembimbing II
Monalisa, S.Pd, M.Pd	**Ayuliamita Abadi , S.Pd.iM.Pd**
NIP.19860220 2015032002	NIP. 197505152000032004

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Appendix 5 Surat pernyataan Bersedia menjadi objek penelitian

SURAT PERYATAAN BERSEDIA MENJADI OBJEK PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : Nuraini

Nim : 205220052

Fakultas/program jurusan : Taribyah dan keguruan / PBI

Menyatakan bersedia menjadi objek penelitian dalam penelitian atas nama **Suci Sri Ramadhani/Te.205172872,Students Motives in Choosing English Education Program at State Islamic University Sulthan Thaha Saifuddin Jmabi ”** dan menyatakan tidak keberatan maupun melakukan tuntutan dikemudian hari.

Demikian pernyataan ini saya buat dalam keadaan sehat, penuh kesadaran tanpa paksaan dari pihak manapun.

Jambi, 24 Januari 2023

Nuraini

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SURAT PERYATAAN BERSEDIA MENJADI OBJEK PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : Elin Afi Najwa

Nim : 205220030

Fakultas/program jurusan : Taribyah dan keguruan / PBI

Menyatakan bersedia menjadi objek penelitian dalam penelitian atas nama **Suci Sri Ramadhani/Te.205172872,Students Motives in Choosing English Education Program at State Islamic University Sulthan Thaha Saifuddin Jmabi ”** dan menyatakan tidak keberatan maupun melakukan tuntutan dikemudian hari.

Demikian pernyataan ini saya buat dalam keadaan sehat, penuh kesadaran tanpa paksaan dari pihak manapun.

Jambi, 24 Februari 2023

Elin Afi Najwa

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Affendix 6 Conculation Card

KEMENTERIAN AGAMA RI

JIN SULTHAN THAHA SAIFUDDIN JAMBIFAKULTAS TARBIYAH DAN KEGURUAN

Jl. Jambi-Ma. Bulian KM. 16 Desa Simpang Sei Duren Kab. Muaro Jambi 36365
Telp/fax (0741) 583183-584118 Website : http://www.iainjambi.ac.id

Concultation Card

Name : Sri Ramadhani

Students ID : TE.205172872

Major : English Education Study Program

Tittle : Students Motives in Choosing English Education Program at State Islamic University Sulthan Thaha Saifuddin Jambi

Advisor II :Monalisa, M.Pd

No	Day/Date	Material Consultattion	Signature
1	March, 22th 2021	Penyerahan surat penunjukan dosen pembimbing dan Bimbingan proposal BAB I-BAB III	
2	September, 6 th2021	ACC For Seminar	
3	28Oktober, 13th 2021	Bimbingan Revisi setelah seminar	
4	Oktober , 28th 2021	ACC for Riset	
5	January, 12th 2021	Bimbingan BAB IV dan BAB V dan ACC Skripsi for Munaqasyah	

Jambi, 24 January 2023

(Monalisa, S.Pd., M.Pd.)

NIP.197505152000032004

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KEMENTERIAN AGAMA RI

JIN SULTHAN THAHA SAIFUDDIN JAMBIFAKULTAS TARBIYAH DAN KEGURUAN

Jl. Jambi-Ma. Bulian KM. 16 Desa Simpang Sei Duren Kab. Muaro Jambi 36365
Telp/fax (0741) 583183-584118 Website : http://www.iainjambi.ac.id

Concultation Card

Name : Sri Ramadhani
Students ID : TE.205172872
Major : English Education Study Program
Tittle : Students Motives in Choosing English Education Program at State Islamic University Sulthan Thaha Saifuddin Jambi
Advisor II :Ayuliamita Abadi, S.Pd.i, M.Pd

No	Day/Date	Material Consultattion	Signature
1	March, 22th 2021	Penyerahan surat penunjukan dosen pembimbing dan Bimbingan proposal BAB I-BAB III	
2	Oktober, 9th2021	ACC For Seminar	
3	Oktober, 13th 2022	Bimbingan Revisi setelah seminar	
4	Oktober, 13th 2021	ACC for Riset	
5	November, 8th 2021	Bimbingan BAB IV dan BAB V dan ACC Skripsi for Munaqasyah	

Jambi, 24January 2023

Ayuliamita Abadi, S.Pd.i, M. Pd
NIP.198602202015032004

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CURRICULUM VINTAGE

Name : Sri Ramadhani
Gendre : Female
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Address : Jl. Bulian, Desa Suo-Suo Rt.02 Desa Suo-Suo, Kec. Sumay , Kab.Tebo
Email : sriramadhani3112198@gmail.com
Phone : 081273357907

Education Program

SD : SDN 88/VIII, Graduated year 2011

SMP/MTS : SMP 1 Atap Suo-Suo, Graduated year 2014

SMK/MA : SMK PGRI 2 KOTA JAMBI, Graduated year 2017

Perguruan Tinggi : S1 English Education Department at UIN Sulthan Thaha Saifuddin Jambi, Graduated 2023.

Motto : "*Ubah Pikiranmu Dan Kamu Dapat Mengubah Duniamu, SelebihnyaSerahkan Kepada Allah SWT*".