

CHAPTER I

INTRODUCTION

This chapter describes background of the study, limitation of the study, statement of the problem, the objectives of the study, the significance of the study, and the definition of the key terms.

A. Background of the Study

The challenge for EFL graduates is finding a job. After they graduate, they must identify themselves and determine what job they want. They must know their interests and talents, as well as the advantages and disadvantages that exist in them, so that they have the ability to make a decision when choosing a job. Basically, someone who works on the basis of intention and ability will enjoy his job more because it is in accordance with his choice. There are many job options that EFL graduate students, such as teachers and non-teachers alike, can have, and they all have their own set of challenges.

Starting from the teaching profession, Sya'rani (2018) stated that teachers who have the necessary competencies to carry out educational and teaching tasks, including knowledge, attitudes, and professional skills, both personal, social, and academic, and for the challenges of the non-teaching profession, according to Suara.com, employees must have good character, be able to accept criticism, and have soft skills such as collaboration, communication, problem solving, time management, and leadership skills. All of these are challenges related to the profession that are necessary for them to be able to identify themselves and determine their future. Many EFL graduates think that the job of a graduate must be related to the majors taken during college, but the fact is that the work we are going to do does not have to be fixed on the majors that have been taken. For example, a student of English education does not have to be a teacher. There are still many graduates of English education who do not work

as teachers because of low interest. This low interest has many influencing factors, as quoted from Crow & Cow's statement (in Sairoh, 2015:20). Interest is influenced by two factors, namely internal factors (intrinsic) and external factors (extrinsic). Intrinsic factors (from within) are graduated students who are influenced by interests such as: mastery of knowledge in the form of field experience programs. (Mariyati, 2009) states that attitudes, perceptions, learning achievements, talents, and intelligence are intrinsic factors that influence graduate students' interest in becoming teachers. And for extrinsic factors (from outside), Sya'rani (Sya'rani, 2018: 44) states that parents play a role in determining the direction of career choice, although in the end, success in carrying out the next career is very dependent on the skills and professionalism of those who do it.

Information about the world of work also affects interest in becoming a non-teacher as a professional career. Contains various information regarding the description of the field of work that readers will enter, in this case, teaching. It is reported that teacher salaries are still low based on the knowledge gained about the world of work. The necessities of life cannot be covered by the minimum wage. Even though the 2005 Law on Teachers and Lecturers has been repealed, Therefore, they believe that there are few jobs with higher pay rates than teaching. As a result, information about the world of work has an impact on the low interest in becoming a teacher as a professional career. Besides the salary factor that makes graduated students not interested in choosing the teaching profession as a professional career, there are other factors why graduated students do not become teachers, as quoted from Kaskus.com, such as those who choose English education majors because they are influenced by their parents and friends through gentle influences such as seduction or being rude or coercive, which in the end makes graduated students choose English education.

B. Scope and Limitation of the Study

This study focuses on the problems faced by students who graduated from the Department of English Education at PGRI Adi Buana University **Surabaya who do not work as teachers.**

C. Research Questions

Based on the background, the scope, and the limitation of the research that have been exposed above, this research has a main question: *What challenges do EFL graduates experience in their jobs outside of teaching?*

D. Purpose of the Study

Based on these research question that have been exposed above, the purposes of the study are:

To find the factors that become a challenge for students who graduate from English education at the University of PGRI Adi Buana Surabaya to become a non-teaching profession rather than the teaching profession as a professional career so that it can become information aimed at EFL students who want to work outside of teaching.

E. The Significance of the Study

Based on the objectives of the study that have been detailed above, this study has significances as follows:

1. For the EFL graduates, it gives tips on how to strengthen intentions related to professions that will be taken outside the teaching profession after graduating from college;
2. For lecturers, this research is expected to provide a new perspective for students who graduate from English education regarding the different motivations of each student to choose a job;
3. For the researchers, it is expected that this research can be a

reference in further research especially researches with the similar topic.

F. Definitions of the Key Terms

The definitions of key term developed in this research has function as a guidance for the readers keep in the context of this research. The terms are:

1. EFL

It refers to English for Foreign Language is category of English use for a country or nation whose language is not English and English also is considered as foreign language.

2. EFL Student

It refers to English learners in a country where English is a foreign language.

3. Professional Career

This refers to EFL graduates who have jobs outside of teaching jobs. EFL Graduates learn through challenges experienced while working outside of tea