

DEDICATION

This thesis is proudly dedicated to :

1. The researcher's beloved family that gives support to the researcher.
2. All of the researcher's loyal and supportive friends that helped researcher in all of the procces.
3. All lectures at the University of Adi Buana Surabaya, especially the researcher's advisor, Ferra Dian Andanty, S.S., M.Pd.

MOTTO

The rules of life,

Work hard

Work smart

ACKNOWLEDGEMENTS

First of all, in the name of Allah SWT, the greatest, the most forgiving, and the most merciful. Praise be to Allah the Almighty for that the researcher is able to finish this thesis entitled “Discovering Non-Teaching Professions for English Language Student : A New Exploration in English Education” has been completed without any difficulties yet delightful enjoyment as partial fulfilment of the requirement for the bachelor's degree.

Arranging this thesis, the researcher truly realized that it would never finish without any help from other sides. Therefore, the researcher would like to deliver the highest gratitude for everyone who gave support and motivation to accomplish this research, especially :

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6. The researcher's gratitude also goes to beloved family and relatives.
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To this end, The researcher realizes that this study is far from perfect. Therefore, critics and suggestions will be proudly accepted. Finally, this thesis is expected to bring advantages for the readers.

Surabaya, February 08, 2022
The Researcher,

Zulfian Misbachul F.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Non-teaching profession is a type of work outside the field of education. Non-teaching profession is an option for education students, a number of English education students have plans to work for companies, become civil servants, entrepreneurs and not choose the teaching profession according to the background of their education. Many factors influence pre-service teacher's interest so they choose a non-teaching profession, including parental attitudes, work prestige, admiration for someone, ability, sex suitability, autonomy at work, cultural stereotypes and personal experience (Ardyani, 2014).

Teacher is a profession whose main task is teaching students through learning activities. Despite having a fairly noble task, the teaching profession is actually lacking of interest to some students. Indonesia lacks about teaching profession (Agustina, 2020). Limited number of teachers in Indonesia are caused by the low interest of students to become a teacher. Majority graduates aspire to become entrepreneurs, who are more promising financially, a profession that is currently in demand by people millennials because they are considered to be able to make money in an easy way. (Agustina, 2020).

Based on the theory above, Majority graduates aspire to become entrepreneurs we can concluded that being a teacher is related to students interest. Students will work professionally in a profession they are interested in. Someone who has high interest will carry out an activity with pleasure and always will be consistent with these activities. Therefore, interest is an important element in the success of an activity. Interest is one of the psychological aspects that helps and encourages someone to meet their needs. Interest drives someone to achieve the goal. If student has the desire to be a teacher as a profession, they will have readiness Or plan to be able

to direct behavior the behavior is in the appropriate behavior with demands in the field of work that will they will do later.

Interest arises from internal factors and external factors (Astuti, Syamwil, and Susanti 2019). Internal factors cultivate someone's interest. It is the existence of self-awareness without coercion from others such as emotional factors, perception, motivation, talent and mastery of knowledge. While the external factors can generate interest someone to a result of the role of others and the surrounding environment such as factors family environment and social environment (Yusuf & Kornelius, 2017).

There are some researches about non-teaching profession which are relevant with this research. The first one to take is research written by Agustina & Septianti (2020). They analyze the relationship between pre-service teacher motivation and non-teaching profession. They find out that being a teacher depends on motivation. Another one is an article written by Ardyani (2014) which finds out that becoming a teacher depends on your interest and ability to teach.

By the end of this part, it can be concluded that this research aims at analyzing the causes and goals of English education students who prefer non-teaching professions. To prove it, the research uses the interview to investigates the goals and causes of students choosing non-teaching professions.

B. Scope and Limitation of the Study

The scope of this research is any discussion about students professional development and non-teaching profession. The limitation is in the discussion of the causes and goals of English Language Education students in seeking non-teaching professions.

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 are the causes and goals of English education department students at Universitas PGRI Adi Buana Surabaya in seeking non-teaching profession?

D. The objectives of the Study

Based on the research question above, thus, there is a main objective of this research to find out the student goals and causes in choosing non-teaching professions after graduating from English language education department.

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 university students
It is expected that the students can find out about educational student are seeking non-teaching profession even that profession does not match with their educational background.
2. For the teachers
It is expected that it can inform the causes of limited number of English teachers in Indonesia.
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 will function as a guide for the readers and make the readers understand about some definition of the key terms in this research. They are:

1. **Non-teaching profession**
Non-teaching profession is a type of work other than teaching, so the students are free to choose any profession, such as working in a company, running a business, or becoming a civil servant in a certain area, so this is relate to interest. Interest is important for life, interest can have an impact on a person's behavior and attitudes.
2. **English Foreign Language (EFL)**
English Foreign Language applies in countries where the majority do not use English for daily communication, but still study English to continue their studies at foreign universities or who have good English proficiency qualifications, scholarship requirements, and joining requirements in the international community.
3. **Pre-service teachers**
Pre-service teacher is a person who joins teaching practice in school, field studies, school based experience or internship program in school.

CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Theoretical Basis

This part contains some conceptions to support the arguments and ideas in this research. It starts from Non-Teaching profession, followed by English Foreign Language, Education Student Goals and ended by English Language Education Students. It all supports the problematical core in this research that is about the students goals after graduating from English Language Education Department.

1. Non-Teaching Profession

Non-teaching profession is a type of work outside the field of education. Non-teaching profession is an option for education students, a number of English education students have plans to work for companies, become civil servants, entrepreneurs and not choose the teaching profession according to the background of their education. Many factors influence pre-service teacher's interest so they choose a non-teaching profession, including parental attitudes, work prestige, admiration for someone, ability, sex suitability, autonomy at work, cultural stereotypes and personal experience (Ardyani, 2013).

In social context, choosing teachers as a profession is related to student interests. Interest is a condition in which the individual focuses all his attention on certain object with pleasure. Interest is one of the aspects of the human psyche that can help to achieve goals. Someone who has an interest in something object, tends to pay attention or feeling happy (Kandaiya, 2013). According to Santoso & Oetomo (2017) interest can also be interpreted as a relatively permanent tendency in a person to feel interested in a particular field and feel happy to be involved in various activities related to a field.

Interest plays an important role in someone life, interest can have an influence on a person's behavior and attitudes (Suharyat, 2009). Several factors influence interest are :

- The factor of encouragement from within the individual, This factor arises from the existence of individual basic needs, such as encouragement to find food because they are hungry.
- Social motive factors Individuals are encouraged to conform with the environment in order to be accepted and recognized by the environment, for example, interest to wear expensive and branded clothes.
- Emotional factor, Interest is closely related to feelings or emotion of success in an activity evoke feelings of pleasure and encourage the emergence of an interest in doing things that the same in the future.

2. English Foreign Language

English Foreign Language applies in countries where the majority do not use English for daily communication, but still study English to continue their studies at foreign universities or who have good English proficiency qualifications, scholarship requirements, and joining requirements in the international community. There are about a billion people in the world today learning English as a foreign language (Johnson Keith, 2017).

English as foreign language and how it is taught gives the new English varieties. In the study of World English, there are some circles where English is spoken: Inner circle, outer circle, and expanding circle. Varieties of English in inner circle countries are in the US and UK. Varieties of English in outer circle countries are in Singapore and the Philippines. Varieties of English in expanding circle countries are in China, Japan, and Indonesia. In inner circle, English is nature. In outer circle, English is second language. Enlarge the circle, English is foreign language. Knowing thesesociety also gives effective way to teach English, because English is an International Language (EIL). English teachers need to see these new varieties (McKay 2018).

In multilingual world, it is natural to find large number of people who speak more than one language (Johnson Keith, 2017).

Our national language at this time cannot be used as a communication language in Indonesia the world and to establish relationships with other nations, and reality that English is the language international communication, language of science knowledge, modern technology, trade, politics, and used almost in all fields, then English is clear should be given first priority for studied.

3. Education Student Goals

Student goals are individual processes of a personal career (personal career related) and career fulfillment stages in achieving the individual's own career. Student goals are the process of a person choosing a career and a way to that goal so that they are not wrong in selecting goals so that clear direction. Student goals are processes that through before choosing a career to achieve goals (Ebtanastiti and Muis 2014).

A student in making choices his career will not just choose, but they will to reconsider his career choices. Not rule out the possibility that there are factors that comes from within itself as well as external factors will influence their career choices. Basically students in higher education (University) have been grouped according to the majors more specific in certain areas. They enter the department in order to deepen knowledge and abilities, to undertake a career that will be chosen after completing education at Higher Education (University). But not closing the probability that a person will choose a career that not in accordance with the majors being pursued at this time. This can be influenced by several factors such as family factors, environmental factors (Dyah Fajar, 2014).

4. English Language Education Student

English Language Education Student is a person who joins teaching practice in university, studies field, based experience or internship program in school (Taneja, 2000). In education, students will be given courses related to teaching skills. it is very important to do analysis in order to find out the need for materials and teaching methods that really in accordance with the needs of students (Ali & Salih, 2013). Like as expressed by Frendo (2012) that the main part

of a job teaching is to collect and analyze a lot of information to ensure that our teaching can run effectively and efficiently. Freddo too reveal when we get the needs analysis right, this means that our teaching is in accordance with what students need.

According to Ramani & Pushpanathan (2015) found that it is important to understand how students perceive their needs their English by identifying the background of the students and the factors that cause changes in their language needs, this is considered important to be used as constructive information in preparing the learning curriculum. Other research conducted by Boroujeni and Fard (2013) concluded that conducting a needs analysis can help determine if the program is fit for purpose and the goal of learners to learn a language and at the same time is used to help improve the various components of the program more oriented to the needs of the learner, even further Boroujeni and Fard argue that needs analysis can also help in evaluating existing programs and if deficiencies are found, they can be assist in determining the need to introduce changes that may suit the needs of students.

B. Review of the Related Previous Studies

There are some studies that related with this research. The first is a research written by Ardyani (2014), entitled "*Analisis Faktor-faktor yang Mempengaruhi Minat Mahasiswa Menjadi Guru Pada Mahasiswa Prodi Pendidikan Akuntansi*". This research investigates the Interest in becoming a teacher. The purpose of this study was to determine the factors that influence student interest in becoming a teacher in the accounting department of accounting education student class of 2010 State University of Semarang. The study population was a student of accounting department of education class of 2010 as many as 103 students. Determination of the number of samples obtained using the formula Slovin and 82 students. Sampling technique using proportional random sampling technique is random sampling with the proportions of each class. Methods of data collection using documentation and questionnaire method. Methods of data analysis using factor analysis and descriptive analysis of the percentage.

The second research is a research written by Andani (2019), entitled “Teachers Perception on Pre-Service English Teachers Competence”. This research was aimed at knowing teachers’ perception on the pre-service English teachers’ pedagogical and professional competencies during teaching practice program at Islamic Junior High Schools in Muaro Jambi. The research design was qualitative research. The research was conducted at four Islamic Junior High Schools in Muaro Jambi. The subject of the research was English teachers who guide pre-service English teachers during teaching practice program at Islamic Junior High School in Muaro Jambi. The researcher obtained six teachers were taken as the subject of this research. The data were collected by interview and document. The results of the research showed that generally the pre-service English teachers’ pedagogical competence at Islamic Junior High School in Muaro Jambi were good. They just were weak in classroom management. While, the pre-service English teachers’ professional competence at Islamic Junior High School in Muaro Jambi were fair. The preservice English teachers were still weak in mastering the material. They were not maximal in mastering the material.

The third research is a research written by Armstrong (2009), entitled “Teacher Pay in South Africa : How Attractive is The Teaching Profession?”. This research was aimed to investigate the state of teacher pay in the South African labour market by comparing the remuneration received by teachers with that received by their non-teaching counterparts. Remuneration is compared across educational attainment levels, years of experience and across age groups. A Lemieux Decomposition is used to determine what the distribution of teacher wages would look like if teachers were remunerated according to the same structure as non-teachers. It is found that the teaching profession is relatively unattractive to individuals at the top end of the skills distribution in the South African labour market.

The last research, is a research written by Thomas & Hammond (2019). This research was aimed to find higher turnover rates in the South; among mathematics, science, special education,

English language development, and world languages teachers; in schools serving students of color and from low-income families; and among teachers of color. The study also finds that several factors are associated with higher turnover rates, including lack of administrative support, teacher salaries, and alternative certification. The paper reviews policy strategies that can address teacher turnover.

Based on the comparable research, it can be stated that the first shows that so many factors influence student to interest in becoming a teacher. Of course, the students have their own goals and reasons. Therefore, this research seems to complete the things the four researches have not reached. It is about the students goals after graduating from English Language Education Department.

C. The Conceptual Framework

Based on the explanation above, this research has the flow to make the readers can see how this research works on. To make it simple, just take a look at this diagram.

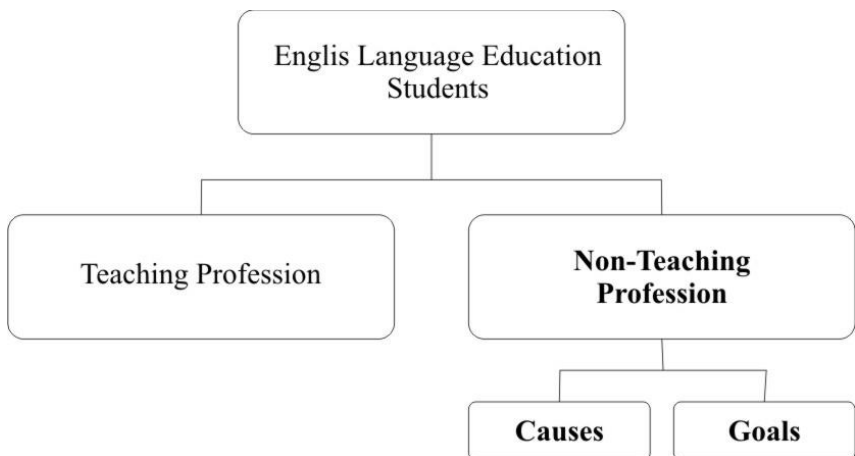


Figure 1 *The Conceptual Framework*

This research sees that factors and interests are very influential on the goals of students after graduating from English Language Education Department. Of course, they have their own reasons or interests in a field. Therefore, this research analyzes the goals and causes by the English Language Education Students.

D. Assumption

Based on the research questions that have been formulated by the researcher, it is assumed that with interview method, we can find out the reasons about education students choose Non-Teaching Profession and shows their goals after graduating from English Language Education Department.

CHAPTER 3

RESEARCH METHOD

A. Approach of the Study

The type of this research is qualitative. Qualitative refers to research designs which analyzes the social phenomena or problem (Creswell, 2007). In this context, University student motivation is very influential on a person's interest in becoming a teacher. So, the references and real life case can be also seen as a social phenomenon to analyze. As this study analyzes the reasons and goals of an English education student who does not want to become a teacher. Case study is one of qualitative designs which aims to analyze the recorded material such as textbooks, letters, public records and other recorded materials to learn about human behavior (Ary, 2010). So, the case study here refers to the purpose of education students choose non-teaching profession as their goal after graduating from university.

B. Data and Source of the Data

The data of this research are statements and opinions taken from interview. The sources of the data are English education department students year 2019 in Universitas PGRI Adibuana Surabaya. To make it valid, the researcher inserts the open-ended question for data information and give a question about their backround to make their statements valid, especially about the experiences, opinions, interests, motivation, and other things about their goals which choosing non-teaching professions after graduate from university. The subject to discuss is students' reasons, interest, and goals which choosing non-teaching professions.

C. Data Collection Technique

The used technique of data collection is semi-structured individual interviews to get open-ended answers. Semi-structured interviews are used extensively in research and broad applications to qualitative and mixed-method research. Participants are free to respond to these open-ended questions as they wish, and the

researcher may probe these responses. There are some steps to do and it can be described as follows:

1. The first step, prepared a google form link for English language education students in 2019 to find out their goals after graduating from university. Only 3 English students taken to go to the interview session.
2. Preparing interview questions with open-ended answers
Explained that the interview has a specific conversation goal. In this method, the researcher and the respondent (English students), face to face to obtain information on 12 December 2022. The data taken orally by obtaining objective data that can explain the research problem.
3. Contacting the English students on 21 January 2023 and scheduling the interview. It functions to make the interview works well because knowing the interview's schedule is part of code ethic and the research can took the data.
4. Doing, recording, and transcribing the interview
After making an appointment with English student for face to face. Then during interviewing the English student don't forget to record and copy the results of the recording to be transcribed into the word.

D. Data Analysis

The technique of data analysis in this research is thematic analysis. Thematic Analysis allows the researcher to associate an analysis of the frequency of a theme with one of the whole content. This will confer accuracy and intricacy and enhance the research's whole meaning. Qualitative research requires understanding and collecting diverse aspects and data. Thematic Analysis gives an opportunity to understand the potential of any issue more widely (Marks, 2004).

There are some steps to do:

1. The first step is checked the data for development and convert audio data into text, at this stage the content be determined by re-listen to the interview recordings that were made during data collection in order to gain insights through

- the conversations conducted with participants and make the data to be fixed by classifying it in table to take into analysis.
2. In the second steps, the search for coding themes to define the theme and learn more about the data used, determine the sub-themes and sub-divisions of themes that concentrate on significant or relevant components. The researcher determined which data in the interview transcript needs to be coded.
 3. In the third steps, verification will be carried out that all data classified as themes match the data, then evaluate the research questions to ensure the relevance of the research. The data analyzed by two steps which are written in the chapter 4 (page 16), exposing the participants opinion and the discussion. The results refer to the interview while the discussion, The results imply the answers of this research's problems.
 4. The last step is to check the data reflects with the theme for ensuring that the theme matches the current research questions to be compiled in the final report and make a conclusions, it is the step to expose the conclusion from the results and discussion.

E. Data Triangulation

This part contains triangulation as a way to validate the data by using comparison among the theories which are relevant in this research. The data were taken via interview and to validate it, the questions of the interview is referred to the used theoretical understandings, so that the answers are relevant to the research's. The interview structure can range from unstructured to structured, qualitative research generally uses unstructured or semi-structured interview (Holloway & Wheeler, 1996).

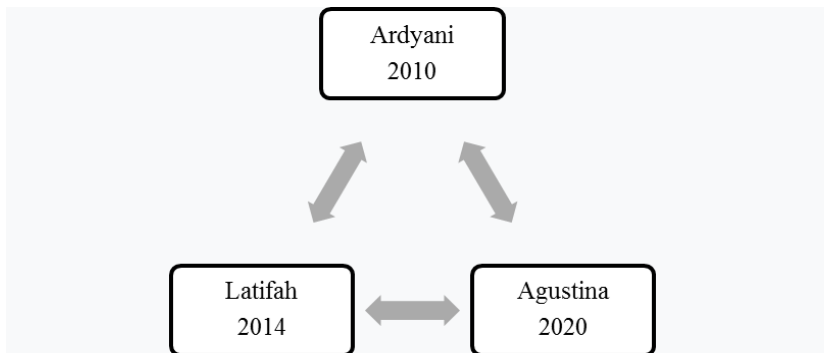


Figure 2, Method Triangulation

Ardyani, 2010 describe that there are many factors that make a person does not want to become a teacher. Latifah, 2014 describe about becoming a teacher depends on interest and ability to teach. Agustina, 2020 describe that majority graduates aspire to become entrepreneurs, who are more promising financially. It is relevant to the interview which tries to discovering non-teaching professions in English language education students after graduated from university.

CHAPTER 4 RESULT AND DISCUSSION

A. RESULT

Based on the research's aim, it can be resulted that English education students who choose non-teaching professions is to become entrepreneurs, company employees, and set up their own tutoring place. Their goals are influenced by several factors, such as : interest, motivation, finance, student experience and family factors. To make it detail, it can be understood in these points :

1. Students' Interest

The focus of students who choose non-teaching professions is to become entrepreneurs, because they must continue the family business. This is supported by several student statements, such as :

- S1 : *"I want to be a barista, because my father is the owner of a coffe company"*.

On the first results obtained from resource A, it can be concluded that some students want to continue their parents' business in a particular field. In addition, resource person B also explained the same reason for choosing a non-teaching profession because she had to continue his family's business.

- S2 : *"I am the only child in my family, so there is a family business that I must continue"*.

Furthermore, source person C stated that he was more interested in opening his own tutoring place with her English skills.

- S3 : *"I prefer to open my own tutoring place"*.

For their statements, the researchers can conclude that students goals are influenced by family factors and if their goals are not as expected, they prefer to become company employees rather than become teachers, because they has difficulties deliver material and their motivation to study in the English department is to practice their communication skills with local and foreign communities.

2. Students' Motivation and Family Factors

On the other side, the motivation of the students chose a non-teaching profession because of a desire to develop personal experience. For example, a resource person wants to become a tour guide because she has previous experience in the same field. and then followed by the resource person A and C who said that they wanted to develop their English language skills in the English department.

- S1 : *“The reason I study in the English department is to develop my English communication, which will be useful in my family business”.*

Subject A explained that the reason for studying in the English department was to develop his communication skill, because in education department there was the practice of public speaking which he thought would be useful for his future business.

- S2 : *“My dream profession to become a tour guide, because in 2018 I became a tour guide with my sibling”.*

In another interview, subject B explained that her motivation for choosing non-teaching profession that she wanted to continue her experience as a tour guide in 2018. The reason for studying in English department was to develop her communication skills. Subject C also made the same statement that she wanted to develop her speaking skills in the English department and open her own tutoring place.

- S3 : *“My dream is to make tutoring places myself and my motivation to study in the English department is to develop my speaking skills”.*

Based on the subjects statements, it distracts the motivation to develop the communication skills by choosing English education department, not only that but also to practice public speaking in front of many people. By choosing language education department, of course the university students will have more chance to practice their public speaking skills than other department.

3. Students' Experience

Education students' felt that they did not have a good teaching skills, it is important to understand how students perceive their needs their English by identifying the background of the students and the factors that cause changes in their language needs, but some of the student felt they didnot have enough experience in teaching professions.

- S1 : *“The first reason I'm not interested in becoming a teacher is because I can't conditioning the class, the second is I'm not smart enough to be able to analyze the characteristics of students and I also don't fully understand the material, so it's a bit difficult”.*

The same thing was said by subject 2 who thought that being a teacher required a lot of experience and preparation, even though she mastered the material she still had weaknesses in conditioning the class, so that affected his interest in becoming a teacher.

- S2 : *“I have mastered the material, but in terms of opening and how to get students interested in the lesson, that's what I feel is still lacking”.*

Then subject 3 expressed her opinion regarding his confusion in providing material in class, she considered that it was very difficult to determine what to do next when in the class.

- S3 : *“I'm not good at conditioning the class. I am confused after explaining the material .. what should I do? After doing the work, what should I do?”.*

From the three opinions above, it can be concluded that teaching experience can influence students' interest in becoming teachers. not only mastery of the material, but also preparation and conditioning of the class are things that need to be mastered by students, but students feel that they do not have enough experience in the teaching profession.

4. Students' Finance

In reality teacher salaries are still lacking, according to students who choose non-teaching professions. On average, the source persons agreed that teachers' salaries are insufficient.

- S1 : *“In my opinion the teacher salary is not enough, because there are so many daily needs”*.

Subject A believes that the teacher's salary is still insufficient for daily needs. Furthermore, subject B argues that teachers' salaries are insufficient because they are not comparable to the efforts made in the teaching profession, such as: preparing lesson plans, materials, and being required to understand student character.

- S2 : *“Teachers salaries are still lacking, because a teacher has so many things to prepare a lot while working”*.

According to subject C, teacher salaries are still lacking and she prefers work in other professions with promising finances and puts the teaching profession in the last option when choosing a profession.

- S3 : *“Teacher salaries are still lacking”*.

Education students even choose non-teaching professions such as becoming a supermarket employee or opening their own tutoring place. Based on the statement above it can be concluded that students want to obtain proper financial.

B. DISCUSSION

This part contains a discussion of the results that have been exposed in the previous subpoint. To make it easy to be understood, the results are elaborated deeply in these points.

1. Students' Interest

In social context, choosing teachers as a profession is related to student interests. Interest is a condition in which the individual focuses all his attention on certain object with pleasure. Interest is one of the aspects of the human psyche that can help to achieve

goals. Someone who has an interest in something object, tends to pay attention or feeling happy (Kandaiya, 2013). According to Santoso & Oetomo (2017) interest can also be interpreted as a relatively permanent tendency in a person to feel interested in a particular field and feel happy to be involved in various activities related to a field.

2. Students' Finance

The main task of teacher profession is teaching, students through learning activities. Despite having a fairly noble task, the teaching profession is actually lacking of interest to some students. Indonesia lacks about teaching profession (Agustina, 2020). Limited number of teachers in Indonesia are caused by the low interest of students to become a teacher. Majority graduates aspire to become entrepreneurs, who are more promising financially, a profession that is currently in demand by people millennials because they are considered to be able to make money in an easy way. (Agustina, 2020).

3. Students' Motivation and Family Factors

Students in higher education (University) have been grouped according to the majors more specific in certain areas. They enter the department in order to deepen knowledge and abilities, to undertake a career that will be chosen after completing education at Higher Education (University). But not closing the probability that a person will choose a career that not in accordance with the majors being pursued at this time. This can be influenced by several factors such as family factors, environmental factors (Dyah Fajar, 2014).

4. Students' Experience

Education students' felt that they did not have a good teaching skills, According to Ramani & Pushpanathan (2015) found that it is important to understand how students perceive their needs their English by identifying the background of the students and the factors that cause changes in their language needs, this is considered important to be used as constructive information in preparing the learning curriculum. In education, students will be given courses related to teaching skills. it is very important to do analysis in order to find out the need for materials and teaching methods that really in

accordance with the needs of students (Ali & Salih, 2013). Like as expressed by Frendo (2012) that the main part of a job teaching is to collect and analyze a lot of information to ensure that our teaching can run effectively and efficiently.

C. CORPUS OF THE DATA

1. Subject 1

Based on the first interview with subject 1, it can be concluded that subject A is more interested in becoming a barista to continue the family business. His motivation for studying English is to develop his communication skills. Besides that, the reason for not being interested in subject 1 in the teaching profession is the problem of salary which according to him is still lacking and he prefers to be a company employee.

No	Data	Interest	Motivation	Experience	Finance	Family Factors
1	The profession that I followed from my father's advice was to become a barista. Because my father has a small business in the field of selling	✓				

	coffee.					
2	Yes, it was actually a family recommendation and I was asked to do it when I graduated.					✓
3	I am a shy person, for example studying in the education department I will often practice communication (especially English) and this is useful when meeting foreigners.		✓			
4	I am not interested in becoming a teacher because I					

	cannot condition the class, secondly I am not good at analyzing the characteristics of the students and I also do not fully understand the material.			✓		
5	I'm more interested in being a company employee, who can be contracted and the salary is also good.				✓	

2. Subject 2

Based on the second interview with subject 2, it can be concluded that subject 2 is more interested in becoming a tour guide based on previous experience. Her motivation to study in the English department was to develop her knowledge of English. Besides that, the reason for not being interested in subject 2 in teaching profession is that she is not good at conditioning the class.

No.	Data	Interest	Motivation	Experience	Finance	Family Factors
1	My dream profession is to become a tour guide, because in 2018 I became a tour guide with my cousin.			✓		
2	Yes, I was once invited to be a tour guide like "wow.. that's cool to be a tour guide" and we can also add experience. So that's the background.	✓				
3	My motivation to study English was because my grandfather was an English					

	teacher in high school. Then the second is that I want to deepen my English communication, I also want to become a tour guide.		✓			
4	I don't think so, because I'm an only child and there is a family business that must be continued.					✓
5	In my opinion it's still not enough, there's a lot of preparation but the salary is still lacking.				✓	
6	Maybe not, the reason is					

	still the same .. because I have difficulty in conditioning the class because what makes me feel inferior is that, so my interest in becoming a teacher also decreases.			✓		
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3. Subject 3

Based on the third interview with subject 3, it can be concluded that subject 3 is more interested in opening her own tutoring place with her English language skills while studying at the English department. Her motivation to study in the English department is to develop her English speaking. Besides that, the reason for not being interested in subject 3 in the teaching profession is that they are not good at conditioning the class. Subject 3 will only be interested in becoming a teacher if there is no other profession as an option, but if there is another profession with a higher salary then he will choose this other profession.

No.	Data	Interest	Motivation	Experience	Finance	Family Factors
1	Our study program is					

	education, so for sure it will be a teacher, but I am not interested in becoming a teacher and prefer to open my own tutoring place.	✓				
2	I have a passion in English from junior high school and in class when exams and assignments are often asked. I really can, that's why I was asked to help answer, so		✓			

	my interest is in English.					
3	Because my mother told me to, I'm in the field of art and language and language is actually number two, my skill is in speaking.					✓
4	The reason is because I feel not good at mastering the class. If it's stuck, I don't know what to do, just something like that.			✓		

5	<p>If it's tight and there's an interesting vacancy, I want it, I'll just enter it first because I have the basics too. If there is a job that pays better, then I will choose that other profession .</p>				✓	
6	<p>I use my speaking in tutoring. I use the sharing method with reference to material on the internet, so I fix</p>		✓			

	the basics first.					
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CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestions are presented in the following. The first section is the conclusion, and the next section is the suggestion. This chapter aims to summarize the overall contents of this research.

A. Conclusion

The current study aims to discovering non-teaching professions for English language student. A case study was chosen as the research design. Individual interviews with three participants and aims to explore the English students causes and goals in seeking non-teaching profession after graduated from university.

The main results obtained are the number of education students who choose non-teaching professions because they are influenced by several factors, such as: interest, motivation, and finances. Students are interested in non-teaching professions because they want to continue the family business and want to open their own tutoring place. Their motivation for studying English is to develop communication skills for the sake of their business someday. Finance is also something that influences students' interest in choosing a non-teaching profession, because they think that teacher salaries are still lacking and want a non-teaching profession for financial stability.

B. Suggestion

Considering the conclusion above, some suggestions are proposed, which hopefully will be beneficial for other researchers with a similar topic and scope. A further study should be able to represent a wider perspective by involving more participants to interview. Thus the results might be more specifically than the present study. Because there are still many things that need to be identified about how many student factors and causes in seeking non-teaching profession, with more participants in the next research will certainly produce more specific results.