

CHAPTER I INTRODUCTION

In this chapter, the researcher will explain the background of the research, the questions of the research, the purposes of the research, the limitations of the research, the significances of the research, and the definitions of the key terms.

1.1 Background of The Research

Motivation is a fundamental aspect of human behavior and serves as a driving force behind our actions and decisions. Motivation among students is a critical factor that significantly impacts their academic performance and overall success. Students' motivation refers to the inner drive, desire, and determination to engage in learning activities, set and achieve goals, and persist through challenges. In line, Uno (2008) stated that motivation is a psychological process that can explain a person's behavior, the power that drives someone to do something. In addition, Harmer (2001) stated that the motivation which students bring to class is the biggest single factor affecting their success.

Motivation plays a crucial role in students' decision to pursue a master degree. Motivation can stem from a variety of sources, including intrinsic factors such as personal interests, curiosity, and the desire for self-improvement, as well as extrinsic factors like rewards, recognition, and social approval. In line, Yu et al. (2017) stated that based on the self-determination theory, there are 2 types of motivation, intrinsic and extrinsic. Therefore, making decisions regarding to study majoring is not easy. It is because individuals have to consider many aspects that will affect their careers in future (Mon & Octavia, 2023). Regarding to study majoring selection, there are

several factors that motivate students to select a major. According to George-Jackson (2012) stated that students' choices of majors are influenced by others, their own interests, and their own motivations.

The decision in selecting a study major has a big impact on someone's future, whether the impacts of intrinsic or extrinsic factors on selecting study major. Someone can feel the enjoyment to do something if they are highly motivated and it happens to students as well, they can enjoy their learning process if they are highly motivated by something. Motivated students are more likely to actively participate in class, and demonstrate a deeper understanding of the subject matter. Educators can nurture student motivation by creating a supportive and stimulating learning environment, providing meaningful and relevant learning experiences, offering opportunities for autonomy and choice, recognizing and celebrating achievements, and establishing clear expectations and goals. By cultivating and sustaining student motivation, educators can empower students to become lifelong learners, take ownership of their education, and reach their full potential. Well established prior studies has explained the impacts of intrinsic and extrinsic factors on a student's majoring choice. Mon & Octavia (2023) mentioned that intrinsic motivation in choosing a major significantly determines an individual's career satisfaction based on the chosen career path. The more positive the intrinsic motivation in choosing a major, the individual will choose his career path based on his interest in the major so that he will get career satisfaction, such as getting the new skills he wants" another research shows that people will find it stimulating and satisfying when they find environments that allow them to exercise their skills and abilities, express their

attitudes and values, and take on roles and problems (Afolabi, 1996).

The impact of extrinsic motivation in selecting a major also discussed by previous study, as Mon & Octavia (2023) stated “extrinsic motivation support in choosing majors significantly affects individual career satisfaction. The more positive the extrinsic motivation support in choosing a major, the individual will be satisfied with his career based on individual income and rank in a company. The career path has a significant effect in determining individual career satisfaction”.

In addition, this research talks about how students obtained the information about the study program. By understanding the primary sources of information used, educational institutions can ensure that the information they deliver is accurate, up-to-date, and verifiable and it can provide insights into trends and changes in students' information-seeking behavior. This research can help institutions understand the preferences and needs of prospective students, enabling them to deliver relevant and engaging information to their target audience. There are many various sources of information can be used by students in obtaining the information about a study program, such as social media, newspaper, university websites, etc., therefore, based on a study conducted by French et al. (2015) stated that students choose institutions based on information gathered from various sources, of which, the Internet is the most popular.

Based on the background stated above, this study will examine the motivational factors of graduate students who have pursued Master of English Education at two selected universities in Jambi. Hence, the writer is interested in doing research entitled “Motivational Factors of Graduate Students Pursuing a

Master degree in English Education at Two Selected Universities in Jambi.”

Furthermore, the writer is interested in discovering students’ motivational factors in pursuing a master degree in English Education at two selected universities in Jambi.

1.2 Questions of The Research

Based on the background above, in order to achieve the purposes of the study, the researcher has formulated these four following questions:

1. What are the sources of information used by graduate students in pursuing a master degree in English education?
2. What are intrinsic motivational factors of graduate students pursuing a master degree in English education?
3. What are extrinsic motivational factors of graduate students pursuing a master degree in English education?
4. What are the differences in graduate students’ intrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major)?
5. What are the differences in graduate students’ extrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major)?

1.3 Purposes of The Research

There are a large percentage of factors that motivate graduate students in pursuing their major program. The researcher has an experience in selecting the major program as well, and there were many motivational factors that motivated the researcher when the researcher selected the major. Therefore, the researcher is interested in discovering graduate students' motivational factors in pursuing a master degree in English education, and purposes of this research are:

1. To discover the sources of information used by graduate students pursuing a master degree in English education.
2. To discover the intrinsic motivational factors of graduate students pursuing a master degree in English education.
3. To discover the extrinsic motivational factors of graduate students pursuing a master degree in English education.
4. To discover differences in graduate students' intrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major).
5. To discover differences in graduate students' extrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major).

1.4 Limitations of The Research

There are some limitations that the researcher limited in doing this research. First, the research only focused on the motivation why students chose Master of English Education Department. Second, the researcher chose two selected

universities in Jambi, they are University of Jambi and State Islamic University of Sultan Thaha Saifuddin Jambi, because only these two universities that have Master degree in English Education major in Jambi.

1.5 Significance of The Research

The researcher is expecting that this research would give some significances, not only for the readers, but also for the researchers. The results of the study may help professionals and academic departments to a better understand toward the factors that drive individuals to pursue advanced education. The researcher hopes that the outcome of this study may offer valuable insights for policy makers, academic institutions and professionals in setting their strategies and policies to fulfill the needs of the workforce. The result of the study also has potentials to give new insights into the effectiveness of current approaches for recruitments for master degree in English Education.

1.6 The Definition of The Key Terms

1. Motivation

Motivation is a factor that drives someone to do something, it can be factors that someone carries from inside of the person, such as interest and skills or it could be the environments that drive someone to do something.

2. Intrinsic motivation

Intrinsic motivation is a factor that comes from individuals itself, such as a desire to improve themselves without being controlled by the environments.

3. Extrinsic Motivation

Extrinsic motivation is a factor that comes from the environments, outside

factors that drive someone to do something, it can be from family, friends, etc.

4. Demographic Background

Demographic background is the data that is collected from the participants of the research. The personal data in this research are name, academic year, university, age, gender, occupation, and previous major.

5. MPBI

MPBI refers to *Magister Pendidikan Bahasa Inggris*, the term is used in University of Jambi, equals to master degree in English education

6. MTBI

MTBI refers to *Magister Tadris Bahasa Inggris*, the term is used in State Islamic University STS Jambi, equals to master degree in English education.