

CHAPTER I

INTRODUCTION

This chapter provides: background, research questions, objectives of the research, limitation the problem, and significant of the study.

A. Background

Education is one of the means of educating national life and improving the quality of human resources. Whereas, according to the Big Indonesian Dictionary (KKBI), education is the process of changing a person's attitudes and behavior or groups of people in an effort to mature human beings through teaching and training efforts. As Noor (2018) said, National education goals ideally already pay attention to three domains: affective, psychomotor, and cognitive. According to Utama and Heldisari (2021), *the cognitive aspect* is a domain that includes mental activities such as knowledge, comprehension, application, analysis, synthesis, and evaluation; *the affective aspect* is the domain related to attitudes and values and the affective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and values; *the psychomotor aspect* is domain related to skills or abilities to act aftersomeone receives a learning experien ceertain. Learners will develop their cognitive, affective, and psychomotor components both directly and indirectly through education.

However, education plays a crucial role not only in the development of the state and the nation, but also in the process of developing the Source Human Resources (HR) of the nation.

The English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto is an institution that educates students to become educators. It is important for this program to develop and impart the characters in its students to be an educators. Uno (2012) cited in Sukmawati (2019), mentioned that an educator who possesses professional competence must be proficient in the following areas: 1) Discipline of knowledge as a source of teaching materials, 2) Knowledge of student characteristics, 3) Knowledge of philosophy and goals of education, 4) Mastery of learning methods and models, 5) Knowledge of learning technology principles, 6) Knowledge of student assessment, and 7) Knowledge of planning and managing the class to facilitate learning.

In order to have the professional skills described above, English Language Education Study Program has the aim of realizing graduates who are professional in their fields, 1. Producing English Language Education graduates who are Islamic, creative, communicative, collaborative, capable of critical thinking, and competitive at the national and international levels., 2. Producing scientific works in the field of English Language Education is in line with research developments in line with the principles of social constructivism and humanism, 3. Producing

community service works in the field of English education that is in line with the principles of social constructivism and humanism. 4. Additionally, graduates of the English Language Education program at Universitas Muhammadiyah Purwokerto are prepared to work as Educator, Englishpreneur, Translator, News Anchor, Interpreter, Tour Guide, and Journalist in the field of education. Students need to be motivated to prepare for this since being inspired and encouraged is one of the motives. Motivation becomes one of the most influential factors in the process (Suwartono, 2021). According to Kast and Rosenzweig (1985) cited by Acquah, Nsiah, Antie, and Otoo (2021), a motive is what motivates a person to act in a certain way or develop an inclination for specific behavior.

For education, achievement motivation is a concept applied in the world of education. Mulya and Indrawati (2017) stated that achievement motivation is a person's desire or encouragement to overcome challenges and solve problems, compete in a healthy manner, be able to produce a work. Hidayati (2017) stated that students who are motivated by achievement are more likely to do something. The success of students in school is also influenced by motivation and achievement. Achievement motivation is defined as the driving force that enables someone to achieve what he desires. According to Damanik (2020), someone with high achievement motivation will always try to achieve what they want, even if they face obstacles and difficulties. Individual achievement motivation,

according to Atkinson (1997) in Werdhiastutie, Suhariadi, and Partiw (2020), is based on two factors: the tendency to achieve success and the tendency to avoid failure. With internal achievement motivation, students will strive to do everything well in order to prepare for job readiness. Etyaningsih (2016) cited in Kusumasari and Rustiana (2019), achievement motivation has a 41.50% positive and significant influence on job readiness.

Thus, having achievement motivation, students can be motivated to work hard to achieve their goals, which in this case is in line with preparing students' readiness to enter the world of work. According to Brady (2009) cited in Muspawi and Lestari (2020), job readiness focuses on personal characteristics such as the nature of workers and the defense mechanisms required not only to get a job, but also to keep a job. Sagita *et al* (2020) stated that, job readiness is a state in which fresh graduates believe they are ready and prepared to succeed in the workplace.

Additionally, The researcher is interested in examining the correlation achievement motivation and job readiness of the English Language Education Study Program Class 2017 with the research title "A Correlation Study Between Achievement Motivation And Job Readiness Of English Language Education Alumni Class Of 2017". It is expected that the results of the research will aid in the process of improving the teaching and learning quality in the English Language Education Study Program by preparing students to compete in the world of work,

particularly in the fields of educators, englishpreneurs, translators, news anchors, interpreters, tour guides, and journalists.

B. Research Questions

The research problem can be stated in the following questions:

1. What is the level of achievement motivation of the English Language Education alumni?
2. What is the level of job readiness of the English Language Education alumni?
3. Is there any correlation between achievement motivation and job readiness of the English Language Education alumni?

C. Objectives of the Research

1. To know the students' achievement motivation level of the 2017 English Language Education alumni
2. To know the students' job readiness level of the 2017 English Language Education alumni
3. To know the correlation between student's achievement motivation and their job readiness of the 2017 English Language Education alumni

D. Scope of the Research

Based on the background and research questions, the researcher wishes to narrow the scope of the problem to the influence between achievement motivation and job readiness.

Each variable is constrained as follows:

1. Achievement Motivation: In this research, achievement motivation is defined as an incentive that directs an individual to behave in a given way with the goal of obtaining a certain level of performance, as seen in diligent behavior, ready to learn, active, task completion and responsibility. which comes from the theory of McClelland.
2. Job Readiness: In this research, Job Readiness is defined a condition of physical maturity, mental maturity and a suitable learning experience for someone to do a job he / she has chosen. which comes from the theory of Brady.

E. Significant of the Study

1. Theoretical Benefits

Theoretically, it can determine the level of achievement motivation, the level of job readiness, and how much the influence achievement motivation has on job readiness of alumni of the English Language Education Study Program class of 2017. Naturally, this research is also helpful, as a for academic reference working in the field of education.

2. Practical Benefits

Practically expected to be able to contribute to global education and the entire community, particularly students, so that they can learn and improve the quality of themselves from the results of this study to help solve problems related to student

achievement motivation and the importance of job readiness for students. Specifically, for the English Language Education Study Program community to use as material for program evaluation and development.

