

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

It has been human nature to always seek or achieve more in life. Hobbes (1651) stated in his theory that human beings naturally desire to live well. They will try to figure out ways to achieve the desire. The efforts aim to achieve more than their origin state. In society, we often see the phenomenon of social circulation or mobility, where people attain higher social position than their origin state. A concrete example of this phenomenon is parents enrolling their children to school or university. There must be a reason why they take the children to this institution of training and education. The institution for training and education, whatever their concrete forms may be, have always been channels of vertical social circulation (Sorokin, 1927: 169). In society in which the education is accessible, the system works exactly like an elevator does, moving and transporting up and down from the very bottom of a social cone to its top.

Parents might have many expectations or dreams in which their children have better lives than them. By enrolling their children to school or university, these parents might assume that the children will be more equipped with knowledge and skills which later might take their children to higher job position or higher income, or at least, by enrolling the children to educational institutions, they will gain honor to their households. Therefore, education is a promising investment. At individual

level, education affects earnings, employability, and chance of succeeding in life having started in a disadvantaged neighborhood (Burgess, 2016). Education results in human capital, which can be described as the stock of skills, traits and knowledge that an individual possesses. Higher or better quality of education process results in higher quality of human capital. Better human capital might result in better income and higher job position. Those rewards affects the prestige an individual enjoys, which later can also determine a person's social status. Thus, technically, the education enables accesses to life-enhancement and privileges (Requena, 2016: 21).

The mobility by education awareness is also available in Indonesia. Reportedly, since Indonesia broke free and became an independent republic in 1945, Indonesian citizen, with various background, finally gained the power to oversee the education of their own children (Bjork, 2013: 55). People started sending their children to schools as the government also established more accessible higher-education institutions such as universities. Universities promote various subjects to be pursued. In choosing the subject, a student might go through consideration on the future implications whether the subject taken will contribute practically and significantly for future references, as in occupational affairs, business networking, job opportunities, pleasure or hobbies, etc.

One of the majors taught in universities is English, either English Teaching or English Literature. As a global language, it is inevitable that nowadays English has become an important language. English is widely recognized as an important language because the fact that it is a global or international language (Lauder, 2008). English serves as lingua franca which is being used to communicate globally

and deliver affairs and businesses. The global status was due to the number of people who use it in a range of fields such as politics, diplomacy, international trade, commerce, science and technology, education, the media, information technology, and popular culture (Crystal, 2003a; Huda 2000; Jenkins, 2003).

Seeing how important the language is, an individual might have expectations upon learning English, especially on how English will enhance their future implications, such as occupation prospects. This study aims to find out those expectations and how individuals put effort in achieving the expectations, also whether their social backgrounds affect the process of formatting skilled individuals.

1.2.Statement of the Problem

It is under the light of what has been stated in the above paragraphs that the following questions dealing with the problems under study are formulated.

1. What are the social backgrounds of the respondents?
2. What are the social status expectations of the respondents?
3. What effort do the respondents make to realize their social status expectations?

1.3. Objectives of the Study

The objectives of this study are to find out:

1. The social backgrounds of the respondents.
2. The social status expectations of the respondents.
3. The effort which are made by the respondents to realize their social status expectations.

1.4. Theoretical Framework

This study is based on the theory which posits that education is the vertical social upward mobility channel (Sorokin: 1927). Next, this study use Human Capital theory by James Coleman (1988) and the social status expectation theory which is adapted from socioeconomic status theory by Dutton and Levine (1989).

1.5. The Significance of the Study

Since this study deals with students' expectations on occupational prospects, the findings are useful to help the department in deliberating curriculum which can help equipping the students with more knowledge and skills. This study might also contribute theoretically in social science field, related to social mobility and human capital formation.

1.6. The Scope of the Study

This study investigated students of Widya Mandala Catholic University Surabaya. Specifically, this study involved the English Department students of 2014 batch. Having been through various learning processes, these students of 8th semester are presumably aware of ample possibilities and opportunities created by studying English. Moreover, they are about to finish their study and start working. These students might start considering about occupation that they need to choose. Therefore, these students are suitable subjects for this study.

1.7. Assumption

This study is based upon the following assumptions:

1. There are students learning English in Widya Mandala Catholic University Surabaya.
2. The students are aware of the necessity of learning English.
3. The students learning English have expectations on the future implications of learning English
4. The students fill the research instrument without pressure / voluntarily.

1.8. Definition of Key Terms

1. English Department Students

English department students are individuals who are taking English as a Foreign Language as their major.

2. Social Status Expectations

Social status expectation is occupation that is expected by the respondents.

3. Effort

A determined attempt to achieve the occupation expectations.

1.9. Organization of the Study

This study is systematically divided into five chapters. The first chapter is introduction of the study which conveys the overall background study and problems. These background and problems are developed into some subheadings as listed: the background of the study, statements of the problem, objectives of the study, theoretical framework, assumption, significance of the study, scope of the study, definition of key terms, and organization of the study.

The second chapter requires more comprehension as it reviews and elaborates theories and the problems stated. This chapter conveys education as the vertical social upward mobility channel and human capital and social status expectations. Some previous studies will also be shown in this chapter. These previous studies are chosen because of some similarities in theories being used and topics chosen.

The third chapter deals with the research method. This chapter gives insights on the research design, research data, instrument, data collection procedure, and data analysis techniques.

The fourth chapter exposes the findings of the study. This chapter also discusses the findings with the related literature and theories from chapter two. Next, conclusions of the study are drawn in chapter five. Chapter five also includes suggestion for future studies.