

COLLEGE POLICY EFFECTS ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AS A SUPPLEMENTARY SUBJECT

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Abstract

This research aimed to investigate college policy effects on students' motivation in learning English as a supplementary subject. The research was conducted at two colleges which applied different policies in English language teaching as a supplementary subject. There were 2 classes from each of the colleges. The overall samples were 40 college students who were chosen through systematic sampling method. They derived from 4 different classes. Each of the classes consisted of 10 samples. The result showed that there was a significant difference in student attendance at the two colleges. It implies that college policy significantly affects students' motivation in learning English.

Keywords: college policy, students' motivation, English language teaching.

1. INTRODUCTION

Mastering English currently becomes one of primary concerns at colleges in Indonesia since globalization era requires that college graduates are able to compete with not only Indonesian college graduates but also college graduates from other countries. For that reason, colleges in Indonesia enthusiastically facilitate their students with English language teaching both as a compulsory subject and as a supplementary subject. English as a

compulsory subject can be interpreted as the state in which English is one of subjects that are put in students' study plan while English as a supplementary subject can be interpreted as the state in which English is not one of subjects that are put in students' study plan. Quantity and quality of L2 input and interaction are determined by social experience, and both have significant influence on ultimate success in L2 learning (Saville-Troike, 2006: 177). Through more exposure in the subject, it is expected

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that the students will have better competence in English which can help them at work places.

To be successful in learning English indeed needs more than a single factor. Some students might be very intelligent but it is certainly hard to find that they are successful English learners if they are not willing to study. In this way, motivation becomes one of main factors in successful English language learning. There are two basic types of motivation; integrative and instrumental, according to Gardner and Lambert. Integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society. Instrumental motivation arises out of a need to learn the L2 for functional or external reasons which involve aims for learning like passing exams and financial rewards (Brown and Gardner in Alizadeh, 2016: 1).

Motivation is a crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves (Yufrizal, 2008: 111). Thus students with motivation for studying English are more likely to be successful in the classroom compared to those who are not

motivated. They also ideally act in a particular way which can be distinguished from students who have low motivation, such as motivated students are more eager to attend an English language teaching class and do manage not to miss the class no matter what consequence it takes. In other words, students who are often absent from the English language teaching class do not have higher motivation in learning English than students who never miss it. For that reason, student attendance during teaching and learning in the classroom can be one of indicators to determine students' motivation in studying English.

English language teaching at colleges intends to enhance students' English proficiency, as the students need English for further goals. As one of the examples, Hong Kong upper secondary school students overall have stronger motivation, very likely because of their need for further studies and career aspirations (Wong, 2014: 1). Although the objective of facilitating students with the subject is generally similar in every college, the policy of how the class runs is often different, especially when English is a supplementary subject. Some colleges oblige their students to pass the supplementary subject for a certificate

that will function as one of requirements to have a comprehensive examination of script/thesis, while the others only oblige their students to join it with no consequence for those who fail. This condition will of course create different learning atmospheres in the colleges.

Studies have found that many things can affect students' motivation in learning English. Considering the findings of the studies, students' age, habit of solving multiple choice questions, syllabus density, overloading, health problems, shortage of materials, traditional teaching methods, boring and colorless lessons, attention distracters, lack of comprehension and boredom, and too many similar type exercises or questions lead to lack of motivation and enthusiasm in language learning (Dislen, 2013: 42-43). However, whether or not college policy affects students' motivation has not been much discovered. In that motivation plays an important role for successful language learning, It is necessary to investigate this case. Therefore, research which aims to investigate college policy effects on students' motivation in learning English is accordingly conducted.

2. RESEARCH METHODS

Design of the Research

To find out if college policy gives a significant effect on students' motivation in learning English, there were two colleges in which the data were taken. Both colleges facilitated their students with English as a primary subject and English as a supplementary subject. However, the colleges have different policies one another for English as a supplementary subject. The focus of this research was the effect of college policy on students' motivation in learning English as supplementary subject. Two classes were involved from each of the colleges. In overall, there were four classes in which the research data were taken. Student attendance lists were used as the data source. The data were then statistically analyzed to find if there was a significant effect of college policy on students' motivation in learning English as a supplementary subject.

Data sources

The data derives from four classes. In each class, there were 10 samples which were chosen through

systematic sampling method. The selected samples were college students whose names occupied top ten names (number 1 to 10) in the attendance list. Totally, there were 40 college students from which the data derived. Equally, 20 students came from each of the colleges. The students were non English students at the second semester. They studied English as a supplementary subject at their colleges. There were 2 colleges where the students studied. College A obliged its students to pass supplementary English language teaching for a certificate which would later be used as one of requirements to have final examination of script/thesis. In college A, if students failed the supplementary subject, they had to retake it next year or another year before they had script/thesis examination. Differently, college B obliged its students to join supplementary English language teaching for a certificate which would not later be used as one of requirements to have examination. In college B, whether or not the students passed the subject did not give any academic consequence.

Data Collection Instrument

The data derived from the student attendance lists in one semester. They were collected at the end of semester after 14 meetings of teaching and learning process were finished. Since the original attendance lists were needed by the lecturer for further academic purposes, the researcher got the photocopied ones.

Data Collecting Procedure

Determining the Samples of the Research

The samples were selected purposefully through systematic sampling method. It is a method through which individuals were chosen systematically (Setiyadi, 2006: 40). College students who learned English as a supplementary subject at two colleges that applied different policies one another for supplementary English language teaching were chosen. Each class varied in number of student. For that reason, 10 students whose names occupied number 1 to 10 in the attendance lists were involved as the representatives. Furthermore, to minimize the possibility that the way lecturers taught students affected the

students' motivation in learning English as a supplementary subject, the selected classes were 4 classes which were taught by 1 lecturer. For that reason, the lecturer had to be a lecturer who taught at more than one college. Degree of interest also played a very crucial role in determining how much energy that students devoted for studying. Thus, minimizing the possibility that a group of students had very contrast degree of motivation compared to the others in learning English was essential as well. For that reason, all samples in this research were non English students who learned English as a supplementary subject at the second semester, while their colleges applied different policies for supplementary English language teaching.

Collecting the Data

The data were collected at the end of semester after the students finished 14 meetings of teaching and learning process. The researcher photocopied the student attendance lists of the selected classes. During the data collecting, the students were not informed that they were involved in the research. It was done to ensure that they acted normally. There

was no special treatment given to the students. They were taught and treated in the same way as other students who also studied English as a supplementary subject. There was no differentiation in age and gender. Second semester students whose name occupied number 1 to 10 in the attendance lists of the selected classes would be the samples from which the data derived. Furthermore, dispensation or permission letter was not considered as the substitution of attendance. The students were considered attending the meetings if they signed signatures in the attendance lists.

Data Analysis

Before being analyzed, the collected data were typed into a table and given codes to differentiate between students from college A and students from college B. The data were then statistically analyzed to find out if college policy significantly affected students' motivation in learning English as a supplementary subject. The attendance lists of 20 students from college A were compared with the attendance lists of 20 students from college B. From the

result of statistical analysis, the researcher drew a conclusion.

3. FINDINGS AND DISCUSSIONS

After completely collected, the data were typed into tables. The following table describes when the students came and did not come to the meetings in class *A1* where the students were obliged to pass the subject for a certificate that later would be used as one of requirements to have final examination of script/thesis. There were 6 out of 10 students who were never absent during the teaching and learning process, 2 out of 10 students who missed the class once, 1 out of 10 students who missed the class twice, and 1 out of 10 students who missed the class three times.

Table 1. The Distribution of Student Attendance in Class A1

No	Name	Time	%
1	A	14	100
2	B	13	93
3	C	14	100
4	D	14	100
5	E	14	100
6	F	13	93
7	G	12	86
8	H	14	100
9	I	14	100
10	J	11	79

The following table describes when the students came and did not come to the meetings in class *A2* where the students were obliged to pass the subject for a certificate that later would be used as one of requirements to have final examination of script/thesis. There were 6 out of 10 students who were never absent, 1 out of 10 students who missed the class once, 2 out of 10 students who missed the class twice, and 1 out of 10 students who missed the class three times.

Table 2. The Distribution of Student Attendance in Class A2

No	Name	Time	%
1	A	14	100
2	B	12	86
3	C	14	100
4	D	12	86
5	E	14	100
6	F	14	100
7	G	14	100
8	H	13	93
9	I	14	100
10	J	11	79

The following table describes when the students came and did not come to the meetings in class *B1* where the

students were obliged to join the subject for a certificate but the certificate was not used to be one of requirements to have final examination of script/thesis or the like. There were 1 out of 10 students who missed the class twice, 1 out of 10 students missed the class three times, 2 out of 10 students missed the class four times, 2 out 10 students missed the class five times, 1 out of 10 students missed the class nine times, 1 out of 10 students missed the class eleven times, and 2 out of 10 students who missed the class thirteen times. There was no student who never missed the class.

Table 3. The Distribution of Student Attendance in Class B1

No	Name	Time	%
1	A	5	36
2	B	9	64
3	C	9	64
4	D	10	71
5	E	1	7
6	F	11	79
7	G	12	86
8	H	1	7
9	I	3	21
10	J	10	71

The following table describes when the students came and did not come to

the meetings in class B2 where the students were obliged to join the subject for a certificate but the certificate was not used to be one of requirements to have final examination of script/thesis or the like. There were 1 out of 10 students who never missed the class, 1 out of 10 students who missed the class twice, 1 out of 10 students who missed the class five times, 3 out of 10 students who missed the class six times, 2 out of 10 students who missed the class seven times, and 2 out of 10 students who missed the class eight times.

Table 4. The Distribution of Student Attendance in Class B2

No	Name	Time	%
1	A	14	100
2	B	9	64
3	C	8	57
4	D	12	86
5	E	8	57
6	F	7	50
7	G	8	57
8	H	6	43
9	I	6	43
10	J	7	50

In overall, in college A there were 12 out of 20 students who never missed the class, 3 out of 20 students missed the

class once, 3 out of 20 students missed the class twice, and 2 out of 20 students who missed the class three times. In college *B*, there were 1 out of 20 students who never missed the class, 2 out of 20 students who missed the class twice, 1 out of 20 students who missed the class three times, 2 out of 20 students who missed the class four times, 3 out of 20 students who missed the class five times, 3 out of 20 students who missed the class six times, 2 out of 20 students who missed the class seven times, 2 out of 20 students who missed the class eight times, 1 out of 20 students who missed the class nine times, 1 out of 20 students who missed the class eleven times, and 2 out of 20 students who missed the class thirteen times. The following table shows the statistical description of student attendance at college *A* and college *B*.

Table 5. Statistical Description of Student Attendance at Both Colleges

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1.0	20	94.7	7.4	1.6	91.2	98.2	79.0	100
2.0	20	55.6	24.8	5.5	44.0	67.2	7.0	100
Total	40	75.2	26.8	4.2	66.6	83.7	7.0	100

Number 1.0 in the first column represents college *A* and number 2.0 in the column represents college *B*. The number of students from each of the

colleges is 20 and thus the total number of students in this research is 40. Furthermore, the table shows that the minimum score of student attendance at college *A* is 79.0 and the minimum score of student attendance at college *B* is 7.0. It means that no student at college *A* missed the class more than three times, while at college *B* there were some students who attended the class only once during the teaching and learning process. Both colleges achieve the maximum score 100.0 of student attendance. It means that there were students who were never absent from the class during the teaching and learning process at both colleges. The following table shows the variance analysis of student attendance at college *A* and college *B*.

Table 6. Variance Analysis of Student Attendance at Both Colleges

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	15288.100	1	15288.100	45.350	.000
Within Groups	12810.300	38	337.113		
Total	28098.400	39			

The table shows that *F* count is 45.350, while *F* table is 4.100. It means that student attendance at college *A* is significantly higher than student attendance at college *B*. The finding of

this research proves that college policy affects students' motivation in learning English as a supplementary subject at their colleges. College *A* where students were obliged to pass English language teaching as a supplementary subject for a certificate which later would be used as one of requirements to have final examination of script/thesis reached significantly higher student attendance compared to college *B* where students were only obliged to join English language teaching as a supplementary subject for a certificate which would not later be used as one of requirements to have final examination of script/thesis.

In order for students to have high motivation in learning English, there should be strategies that are applied in English language teaching. Vibulphol (2016: 64) suggests that the use of strategies that do not only initialize but also nurture students' internal motivation in order to enhance sustainable learning of English in and outside the classroom. Furthermore, the researcher would like to add that strategies in motivating students to learn English do not depend fully on teachers. This finding of this study implies that college policy plays a significant role in raising students' motivation. In other words, no matter how well English teachers or lecturers

teach their students, they will not be able to make their students achieve the objectives of English language teaching maximally if they are not well supported by the institution where they work. For that reason, both the English teachers and the institution where they work should cooperate so the objectives of English language teaching can be reached as expected.

The finding of this research is in contrast with Jin's research finding (2014: 257) where most Chinese students involved in the study are aware of the important role of English in both life and academic field, and have clear and strong instrumental and integrative motivation in learning English. The students who were involved in this study did not seem to be well aware of the importance of learning English. It can be seen from the student attendance lists, especially at college *B* in which there was only 1 out of 20 samples achieved 100 % of attendance. The students do need the institution in which they study to create policies which can trigger their motivation in learning English. Although at college *A*, 12 out of 20 students reached 100% of attendance, it does not guarantee that the students have already high instrumental and integrative motivation in learning English. If college

A applied the same policy in English language teaching as a supplementary subject as college B, the same condition would probably happen in college A as well. Thus, further study to reveal students' motivation in learning English is still crucially needed.

In this research, there was only one lecturer who taught the four classes from which the data derived. This condition lowers the possibility that the lecturer was the one who was mainly responsible for the students' low motivation at college B and makes college policy mostly responsible for what happened at college B. However, it does not mean that lecturers who teach at colleges do not play an important role in motivating students to learn English. Lecturers/teachers indeed do as they are one of three sources of input in foreign language learning: (a) teacher, (b) materials, and (c) other learners (Gass & Selinker, 2008: 369). Although there have not many scientific studies reveal about it yet, some students at colleges visibly enjoy being taught by lecturers with certain characteristics. For that reason, lecturers should find a way to motivate their students as well. In their study, Rehman, Bilal, Sheikh, Bibi, and Nawaz. (2014: 257) find that in order to

make L2 learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their goal. Investigating further, this research which aims to investigate college policy effects on students' motivation in learning English as a supplementary subject reveals that not only teachers/lecturers but also institutions need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their goal.

4. CONCLUSIONS

In conclusion, college policy significantly affects students' motivation in learning English as a supplementary subject. Thus, teachers/lecturers and institutions need to apply strategies to make their students motivated, so the objectives of English language teaching both as a compulsory subject and as a supplementary subject can be achieved as expected. This study remains questions like how well the students can achieved in learning English at colleges that apply different policies in English language learning and if lecturers or institution policies are more dominant in affecting students' motivation. Therefore, further

studies about it are accordingly conducted.

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