

CHAPTER 1

INTRODUCTION

A. Background of the Study

There are many programs that provide academic support to further improve learning competencies, such as seminars, student exchange programs, and so on. We need to know that such academic support can improve academic competence for English language education students, but the current problem is that English language education students are reluctant to participate in academic support activities they seem have no willingness about the important of it.

From the researcher's experience, it can be found that some students are reluctant to take part in the academic support that has been held by members of the English language education study program, so that in the experience that has been passed by the researcher, the researcher raises the title of the reluctance of students to take part in academic support to be researched. it is very important for students to take part in activities outside the classroom that have been provided by members of the English language education study program, because apart from participating in activities outside the university students can take part in the scope of the English language education study program in advance in efforts to improve academics through academic support that has been provided held by members of the English education study program organization according to Stuart and Ding (2006) and Bercovitz and Feldman (2008) have analyzed the role of organizational stimuli in an indirect way by looking at the importance of the social environment in explaining the degree to which scien-tists in biotech and medical departments are likely to engage in entrepreneurial activities.

Academic support is a program and strategy used by universities or schools to improve student academic

achievement. There are a lot of supports to improve student academics such as seminars, study exchange programs, webinars, etc. Some of these academic supports have their respective strategies that have been developed to provide extra support to students (Ahmed, 2013).

Academic support that is often offered to university students is seminars. Seminar is non classroom activity which has similar function to classroom: the speaker is similar to teacher and the audiences listen the material. It is usually given to smaller groups of students with a view to stimulating active student participation and reflection on selected questions or problems. The seminar format can be based in literary studies or placement studies, and is usually led by a teacher in a supervisory role. As a teaching format, seminars are characterized by reciprocity between teacher and students, between practice and theory, between description and reflection (Ekebergh, 2007; Korthagen et al., 2006).

The aim of the joining seminars is to highlight the experiences of practicing professionals, which means questions about content are open-ended; discussion seminars are based on professional practice as perceived and experienced by students. Some may think that seminar discussions are about processing experiences, namely reflection on a descriptive level. Therefore, teachers may face the initial challenge of describing the learning process, both for themselves and for students, and relating it to theory without undermining the experiential-based nature of the seminar.

Besides that, learning exchange program is also a program of academic support that is often offered to university students. It is a program that provides opportunities for students to experience studying in other schools, usually schools abroad, such programs are usually carried out by the government or private agencies. Through programs such as student exchanges it is believed to help prepare individuals to work effectively in a culturally diverse environment. This kind of activity can be

considered as a cross-cultural training activity for students to prepare them to become global leaders (Azevedo, 2018).

Through student exchange programs, students are trained to develop themselves more holistically with the challenges of living and working in a foreign environment (Leung, Maddux, Galinsky, & Chiu, 2008). Joining a student exchange program will benefit students with knowledge and experience in managing cross-cultural differences by recognizing social contexts and authentic activities (Lave & Wenger, 1991; Sharma & Mulka, 1993). Participating in a study exchange such as going abroad does not mean that individuals can easily get the most out of it. According to Ang, Rockstuhl, and Tan (2015), it is very important to understand why some people may be successful in an intercultural context while others may not. Instead, the quality of the experience itself which can be measured by the intensity of the individual to interact with people from other cultures is a factor.

However, based on the researcher's experience, there are many students have no any interest to have those academic supports. It is not just about how they are not interested in it, but they also have no willingness to search for the information about that. They seem to be more ignorant to those academic supports for some reasons like focus on graduation, focus on score, focus on other interests. If academic supports seem to be important while the students are not willing to have that, then it becomes an important issue to pick up in this research.

B. Scope and Limitation of the Study

The scope of this research is about Academic support activities in English language education department. The limitation is that the discussion of unwillingness of seminars and learning exchanges for English language education students.

C. Research Question

Based on the background, the scope, and the limitation of the research that have been exposed above, the question of this research is: What are the factors of unwillingness of academic support activities for English language education students?

D. The objectives of the study

Based on the research questions above, there is a main objective of this research, this research aims at revealing the factors of unwillingness of academic support activities for English language education students.

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 students
It is expected that students can better understand the importance of attending seminars as support for the academic system.
2. For the teachers
It is hoped that the teacher can pay more attention to the concept of the seminar so that students who attend the seminar do not feel bored.
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 the key terms developed in this research will function as a guide for the readers and make the readers understand some definitions of the key terms in this research. They are:

1. Academic Support

Academic support may refer to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school.

2. Seminar

Seminars are also used to describe research talks, often given by visiting researchers and especially attended by academics, research staff, and students. Seminars are often held in a regular series, but each seminar is usually given by a different speaker, with a topic chosen by that speaker.

3. Study exchange program

Exchange program is also known as STEP. These focus on homestays, language skills, community service, or cultural activities. High school and university students can apply for the programs through various government or non-governmental organizations that organize the programs. A short-term exchange lasts from one week to three months and doesn't require the student to study in any particular school or institution. The students are exposed to an intensive program that increases their understanding of other cultures, communities, and languages.

4. Learning Motivation

Learning motivation is a driving force both from within students and from outside students, so that it can cause desire, enthusiasm and enthusiasm in learning activities in order to achieve a goal.