

STUDENTS' MOTIVATION TO LEARN ENGLISH IN KAMPONG INGGRIS PARE INSTITUTE IN MATARAM

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ABSTRACT

The study aimed to understand learners' motivations for studying English at Kampong English Pare in Mataram City and their perceptions of the institute's English training program. A survey was conducted, involving 44 respondents from various educational backgrounds. The data was analyzed to identify common motivations and unique aspects of the program. Interviews were conducted to gain in-depth insights into learners' expectations and perceptions. The study used both qualitative and quantitative research methods to gather comprehensive data on users' experiences and perceptions of the service. The participants were selected through random sampling to ensure diversity in age, gender, and educational level. The study revealed that the Kampong Pare Institute met participants' expectations. Motivation to study at the institute was primarily driven by suggestions from friends who had already registered and parental .

Keywords: motivation, Kampong Pare, English

ABSTRAK

Penelitian ini bertujuan untuk mengungkap motivasi belajar bahasa Inggris para siswa di Kampong English Pare di Kota Mataram dan persepsi mereka terhadap program pelatihan bahasa Inggris di lembaga tersebut. Survei dilakukan dengan melibatkan 44 responden dari berbagai latar belakang pendidikan. Data dianalisis digunakan untuk mengidentifikasi motivasi umum dan aspek unik dari program ini. Wawancara dilakukan untuk mendapatkan wawasan mendalam mengenai harapan dan persepsi peserta didik. Studi ini menggunakan metode penelitian kualitatif dan kuantitatif untuk mengumpulkan data komprehensif tentang pengalaman dan persepsi pengguna terhadap layanan. Para peserta dipilih melalui random sampling untuk memastikan keragaman usia, jenis kelamin, dan tingkat pendidikan. Studi ini mengungkapkan bahwa Kampong Pare Institute memenuhi harapan para peserta. Motivasi belajar di institut ini terutama didorong oleh saran dari teman-teman yang sudah belajar sebelumnya dan orang tua.

INTRODUCTION

There is no doubt that being able to speak and understand English is now an important part of daily life. This shows that English is used in many places, like work, school, the media, and fun. Putri (2019) mentions

that English is mostly used as a way to communicate between countries. It's also the language of business, so learning English is very important for anyone who wants to access the world market. Also, a lot of the most famous movies, books, music, and

other content in the world is made in English. Broughton (2003) mentions in second language, that English is utilized in official educated, instruction, mass media, huge commercial and mechanical organizations as in Ghana and Singapore. Rehman (2014) defined motivation as an internal process that activates, guides and maintains behaviour over time. This global phenomenon has led to English becoming the most widely spoken language worldwide. As a result, learning English not only provides individuals with opportunities for personal and professional growth but also allows them to connect with people from diverse cultures and backgrounds. For this reason, the dominance of English in various industries such as technology, science, and tourism further emphasizes the need for individuals to acquire proficiency in this language.

Thohir (2017) mentions, when talk about English language learning success or disappointment, we frequently relate it with the inspirations of dialect learners.

In this regard, Garg (2015) mentions various reasons why people

are motivated to learn English, i.e., the need for communicating with people from different nations, pushing a career forward, having access to knowledge and sciences, and enjoying arts and literature. Garg's statement denotes that learning English not only opens doors to global communication but also provides individuals with access to a vast range of resources and opportunities. Proficiency in English allows individuals to engage in international collaborations, participate in global conferences, and stay updated with the latest advancements in their respective fields. On top of that, being able to communicate effectively in English enables individuals to appreciate and enjoy the richness of English literature, music, and art from around the world. At this point, we can say that learning English can enhance one's cultural awareness and understanding. By learning English, individuals can gain insights into different cultures and perspectives, fostering empathy and promoting cross-cultural dialogue. Additionally, proficiency in English can open up career opportunities in multinational companies and industries that

operate on a global scale. Overall, learning English not only equips individuals with practical skills for communication but also broadens their horizons and enriches their personal and professional lives.

Regardless of that, one's success in learning the English language is influenced by their motivation to learn. Motivation is one of the many factors that influence students in learning of English. Motivation guides students to follow goals and directions. Motivation can be intrinsic, driven by personal interest and curiosity, or extrinsic, influenced by external factors such as the desire for better job prospects or academic requirements. According to Legault (2016) intrinsic motivation may be a characteristic human tendency. In other words, people will actively strive toward doing the things they find interesting. Ryan & Deci (2017) mentions intrinsically motivated behaviour are those that are performed out of interest and for which the primary "reward" is the spontaneous feelings of effectiveness and enjoyment that accompany the behaviour.

This motivation can vary from person to person and can change

over time. It plays a crucial role in determining the effort and dedication individuals put into learning English. Additionally, motivation can also affect the effectiveness of language learning strategies and techniques employed by students. Therefore, cultivating and maintaining motivation is essential for successful English language acquisition. Regardless of the source, a strong motivation to learn English can greatly enhance one's language acquisition journey and lead to greater success in mastering the language. Therefore, motivation plays an important role in language learning. Students who lack motivation may have some difficulties achieving effective learning. Based on Alizadeh (2016) Motivation itself can be defined as one direction to behaviour or what causes a person to want to repeat a behaviour. In this regard, Dornyei (2001) classifies motivation into 3 parts, namely, choice motivation, executive motivation, and motivation retrospective. Choice motivation occurs at the beginning of the learning process, initiating and creating goals where one typically sets desires, hopes, passions, and opportunities.

According to Hosseini & Pourmandnia (2013), motivation is the most important internal factor that influences language learning success. They categorize motivation into three components: (1) the desire to reach a goal, (2) the desire to learn a language, and (3) contentment with the work of learning that same language. According to Lasagabaster, & Sierra (2014), this theory focuses on defining and investigating why people want or do not want to learn a language, and how far they persevere and succeed in the attempt.

There are four factors that can influence a student's motivation to learn English. First, the society where the students live; second, the people who are close to them, such as parents, older siblings, and peers; and third, the teacher, is considered a major factor in the continuation of a student's motivation. Fourth, the method is vital to creating confidence for both teachers and students in the way teaching and learning take place (Harmer, 2001). These factors interact with each other and can vary in importance depending on the individual student. For example, a student who lives in a society where

English is highly valued may be more motivated to learn the language compared to a student in a society where English is not as important. The support and encouragement from parents, siblings, and peers can also greatly impact a student's motivation to learn English. Overall, understanding these factors can help educators create an environment that fosters motivation and success in language learning.

According to Rifai (2010), motivation refers to the need to study a language to achieve specific goals, which include getting a job or preparing for an exam, and also refers to the need to learn English to communicate with people from other countries. Motivation in language learning can also be influenced by cultural factors. For example, in some cultures, being proficient in English is seen as a symbol of prestige and social status, which can further enhance a student's motivation to learn the language. Additionally, exposure to English-speaking media

and technology can also play a role in motivating students to learn English, as they see the practical benefits and opportunities that come with being fluent in the language. All these factors contribute to creating a strong motivation for people to learn English and strive for proficiency. Seeing how important it is to master English in this era certainly makes people proficient in English. They learn English either on campus or by taking short courses. According Rini (2014) mentions that English is respected important since by mastering English, individuals can have higher salary and have way better opportunities. In Mataram City, this phenomenon makes informal English institutes flourish and attract a large number of learners. These institutes provide a variety of flexible ways for individuals to improve their English skills outside of university settings. As a result, the demand for English language

education and training continues to grow, leading to the establishment of more informal English institutes in Mataram City.

One of the well-known English training institutes is Kampong Inggris of Pare of Kediri Regency, East Java. This language institute has become famous as a center for learning English. Kampong Inggris of Pare offers a range of programs and courses designed to cater to different learning needs and goals. Students can choose from intensive language courses, conversation classes, or even specialized courses like business English or exam preparation. The institute's reputation for producing proficient English speakers has attracted learners from all over the country, making it a popular destination for those seeking to improve their English skills. Kampong Pare provides a mock environment where students can immerse themselves in the English language. The Kampong organizes various activities and events, such as English-speaking clubs and cultural exchanges, to enhance students' language learning experiences. This unique approach allows learners to

practice their English skills in real-life situations, helping them become more confident and fluent speakers. The people at Kampong Inggris of Pare provide opportunities for learners to practice their English outside the classroom. They also organize various cultural activities and events to enhance the learning experience and immerse students in an English-speaking environment.

In West Nusa Tenggara, especially Mataram City, a branch of Kampong Inggris was established in 2017. This institute has three programs: (1) English Camp, (2) English for Kids, and (3) an English-speaking program. The English Camp program offers intensive language immersion through interactive activities and games, allowing learners to improve their speaking, listening, and comprehension skills. The English for Kids program focuses on providing a fun and engaging learning environment for young learners, using age-appropriate materials and teaching methods. Lastly, the English-speaking program is designed for individuals who want to improve their fluency and confidence in speaking English through conversation practice and

language exchange opportunities. To run the programs, the institute combines critical thinking, grammar accuracy, and oral practices. The present study aims to reveal (1) what motivates learners to study English at the Branch of Kampong English Pare in Mataram and (2) what makes English training in the branch of Kampong Pare in Mataram different from other English institutes.

B. Research Method

This research utilized a survey research design. The survey included questions about the learners' motivations for studying English and their perspectives on English training at the branch of Kampong English Pare in Mataram. The data collected from the survey was analyzed to identify common motivations and unique aspects of the institute's English training program. Additionally, interviews were conducted with a sample of learners to gather more in-depth insights into their expectations and perceptions. In general, the purpose of this survey was to seek an explanation of learners' motivation to choose to study English at the branch of Kampong English Pare in Mataram City. The study also aims to reveal

the uniqueness of the service from the perspective of its users. The study involved 44 respondents. All of the individuals who participated in the study were registered at the Kampong English Pare branch in Mataram City. Participants in the study came from a variety of educational backgrounds, ranging from high school to university. There was an expectation that these participants would be representative of the entire students at the Kampong English Pare branch in Mataram City. The participants were selected through a random sampling method to ensure diversity in terms of age, gender, and educational level. Additionally, the study utilized both qualitative and quantitative research methods to gather comprehensive data on the users' experiences and perceptions of the service or it called mix-method. According to George (2023) mixed methods research combines between qualitative and quantitative research methods in order to answer research question, all of the information was gathered by the researchers through the use of an online survey questionnaire. In the first section of the survey, the participants were asked to fill out the

demographic information, which included their age, gender, and educational background. In the second section of the survey, there were three different sets of questions that asked respondents about (1) their reasons to study at the institute, (2) their motivations, and (3) the program they chose. The researchers also conducted interviews with twenty students from four different classes who participated in the survey in order to check the consistency of their responses. This was done to support the data findings that were obtained from the survey. The purpose of the interview was to gain a more in-depth understanding of the students' perspectives regarding their motivations and choice of the learning institute. When conducting in-depth interviews, the researcher recorded the activity for duration of thirty minutes. Prior to recording, the researchers asked the participants' permission the findings of the analysis of survey data. The data acquired from the survey was analyzed and given in the form of a percentage calculation. On the other hand, the data obtained from the interviews was transcribed word for word.

C. Finding and Discussion

C.1. Findings

Findings related to participants' demographic information is presented in Table 1. The findings show that the number of female participants was equal to the number of male students. From a total of 44 students at Mataram Kampong Pare institute participating in the study, 50% were female whereas the rest 50% were male students. The age of these participants were varied. The majority was dominated by an age range between 16-20 years old (30 participants). This is followed by the age range of 21-25 (6 participants). Small number of participants was represented by students of 10-15 of age range (4 people) and 26-30 of age range (4 persons). The demographic data also show that these respondents came from different educational backgrounds. The big portion of the respondents was represented by students of senior high school (30 participants). This was followed by university students (8 participants), and junior high students (6 participants). The findings are summarized in Table 1 below.

Table 1: Demographic Information
 Frequency Percentage (%)

Gender		
Male	22	50%
Female	22	50%
Total	44	100%
Age		
10-15	4	9%
16-20	30	68%
21-25	6	14%
26-30	4	9%
Total	44	100%
Educational Background		
Junior HS	6	14%
Senior HS	30	68%
University	8	18%
Total	44	100%

The data in Table 2 below indicate that 57% of the respondents stated that they studied English in Kampong Inggris Institute in order to get a good grade in English subject whereas 23% of them wanted to get good jobs. A small number of the respondents stated that they studied English at the Institute to study abroad. The rest of the respondents, i.e. 9%, stated that they had a desire to look for friends from other countries. These responses are summarized below.

Table 2: reasons to study at the Mataram Kampong Pare Institute

	Frequency	Percentage
Get a good grade	25	57%
Get a good job	10	23%
Study abroad	5	11%
To get foreign friends	4	9%
Total	44	100%

Results of the interviews strengthen the findings from the survey. The majority of the participants interviewed stated that the Kampong Pare Institute met their expectation. One of the participants asserted, *“I had a problem with my English grades in class. It felt so hard to understand the English lessons that my teacher delivered, so I chose to take the course for the hope that I could get good grades.”* Similarly, another student said, *“I joined the English course because of my grades in English. I got bad grades, so my parents asked me to join the course”* From the interviews, it was revealed that many of the participants' classmates felt unsatisfied with the English lesson in their schools. In their opinion, the Kampong Pare Institute developed interesting learning materials, which stimulated them to think and to participate actively in their learning activities. *“These motivate me to learn English better”*, said another participant.

As regard participants' motivation to study at the Mataram Kampong Pare Institute, the majority of the participants, represented by 57%, claimed that they were motivated to take the course because

they received suggestions from their friends who had registered at the institute earlier. They found that their friends' command of English was excellent. Further, 23% of the respondents stated that it was their parents who motivated them to study English in the Institute. Only small number of respondents admitted that distance (11%) and tuition cost (9%) were factors motivating them to study. Table 3 is the summary for the finding.

Table 3: Motivation to study at the Mataram Kampong Pare Institute

	Frequency	Percentage (%)
Tuition cost	4	9%
Distance	5	11%
Parents' wants	10	23%
Others' suggestions	25	57%
Total	44	100%

The interview results were consistent with the survey findings. The majority of participants reported that they were motivated to study at Pare English Kampong due of the encouraging learning atmosphere and friends. The interviews also revealed that many participants appreciated their parents' decision to send them to the academy. Overall, the survey and interview data showed that a helpful learning environment and parental participation increased students' willingness to study at Pare English

Kampong. The investigation revealed a significant link between external support systems and academic desire. These findings imply that fostering a supportive environment within an informal educational organization can have a considerable impact on students' motivation to study more seriously. Furthermore, parental support is key in nurturing this drive, as it has a significant impact on children' attitudes about learning.

Related to the question about the language program participants were interested in, the majority of the respondents, represented by 55%, responded that the chose English camp program. They considered that this program was fun and educating. The rest of the participants, i.e. 45%, took speaking program. They stated that the program was good for their fluency development. Below is the summary.

Table 4: Programs taken at the Mataram Kampong Pare Institute

	Frequency	Percentage (%)
English Camp	24	55%
Speaking Program	20	45%

C.2. Discussion

The study surveyed 44 students at Mataram Kampong Pare Institute, with 50% being female and 50% male. The majority of participants were aged between 16-20 years old, with a significant number coming from different educational backgrounds. The majority studied English at the institute to achieve good grades, while 23% wanted good jobs. A small number studied to study abroad, while 9% had a desire to find friends from other countries.

Interviews revealed that the Kampong Pare Institute met participants' expectations, with 57% believing it met their expectations. Many participants felt unsatisfied with English lessons in their schools, and the institute developed interesting learning materials that stimulated active participation. Motivation to study at the institute was primarily driven by suggestions from friends who had already registered, with 23% citing parental support as a motivating factor.

The present study supports the theoretical assumption suggested by Hosseini & Pourmandnia (2013). The findings show that : (1) the desire to reach a goal, (2) the desire to learn a

language, and (3) contentment to learn are all positively influenced by external support systems and parental involvement. This highlights the importance of creating a conducive environment for students to thrive academically, ultimately leading to greater motivation and success in their studies. This highlights the importance of fostering a strong support system within the home and school environment to encourage children's motivation and positive attitudes towards learning. By recognizing the impact of external influences on students' educational experiences, educators and parents can work together to create a nurturing environment that promotes academic success. Additionally, research has shown that students who feel supported and encouraged by both their peers and parents are more likely to succeed academically.

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