AN EXPLORATION STUDENTS' MOTIVATIONS IN IMPROVING THEIR ENGLISH SKILL: KARAWANG JUNIOR ISLAMIC BOARDING SCHOOL CASE

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Abstract: One of the important factors in supporting the achievement of the following characteristics of successful learning in English is motivation in learning English. The definition of motivation itself is the combined effect of effort and a desire to accomplish the goal. However, Indonesia that has a lot of diversity is not easy in realizing equal learning success in each region. The diversity of learning systems in Indonesia is also one of the interesting things to study. One of the researchers' concerns in this study is the learning system in Islamic boarding schools. In order that, This study aims at Exploring Secondary Students' Motivation in Accomplish Successful English Language Learning.. The students' behavior, cognitive, and emotional will be carefully investigated. As this research concerns on students motivations, this research tends to use research case study at junior high school students. A qualitative method trough questionnaire is used in this research. The result shows that students' interest in learning English in schools based on Islamic boarding schools is not too high, because it is proven in the next question which shows the results that most students find it difficult to learn English. It is also proven that they feel that the environment in which they live, in other words, the *pesantren* has not been able to increase their students' interest in learning English. Teachers must be able to become facilitators to increase students' interest in learning English.

Keywords: *Traditional Islamic boarding school, Student's motivation, learning environment*

1. Introduction

One of the important factors in supporting the achievement of the following characteristics of successful learning in English is motivation in learning English (Syarif and Sunubi 2019). The definition of motivation itself is the combined effect of effort and a desire to accomplish the goal. There is a dialectical relationship between learning and motivation, in which learning can generate motivation, and motivation can encourage learning again. In addition, there is a typical complementary relationship between motivation and learning(Sakka and Naim 2019). Mastering encouragement is crucial in learning English. Students with strong motivation will often produce good results when

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studying foreign languages, while students who lack intrinsic motivation are often language learners who fail (Long, Ming & Chen, 2021).

The researcher found past studies relevant to the chosen issue since the topic that the researcher would observe is the incentive to learn English. One of these is Long, Ming, and Chen's (2021) explanation, which claims that "motivation plays a crucial role in foreign language learning". According to Redondo and Martin (2015), they stated that Motivation has been a recurring theme in language education throughout history, and it is regarded essential for getting positive results in any work. The fact that there is no single definition, but rather a collection of them, reflects the long journey.

The fact that there are so many different definitions demonstrates how difficult it is to describe the motivation and its significance in the language acquisition process. Learning motivation is to promote and guide and maintain learning activities that have been conducted as an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge".

In line with this Al Othman & Shuqair (2013) also stated that generally, motivation and attitude work together to ensure learners' successful acquisition of a second language; hence, various motivational theories and models have been formulated to examine and explain this connection. The researcher concludes that both of the studies underline the connection between motivation

and successful English Learning. Reinforced with a statement from Aprilia, Rahayu and Yugafiati (2019) "When learners have motivation in the learning process, they will more understand with the materials, especially English(Nazaruddin 2017). The connection between motivation and successful learning. They said "Motivation can affect proficiency in a particular language, but this connection is characterized by mutual causation because unfavourable and favourable learning attitudes and experiences can affect the learners' motivation(Al Othman & Shuqair, 2013). A motivated learner may boost his efforts to become proficient in a particular language, but a learner who is consistently incapable of fulfilling his/her learning goals may become less motivated".

Students' motivation, according to Eccles and Wigfield (Eccles, 1984; Wigfield, 1994; Wigfield and Eccles, 1992), is dependent on how much they anticipate to succeed at a task and how much they value that accomplishment. Eccles proposed four dimensions, based on the theory of the times and earlier work (Deci and Ryan, 1985): (a) attainment value (importance of success to the individual), (b) intrinsic value, (c) extrinsic utility value, and (d) cost attainment value, or what learners must "pay" in terms of money, time, anxiety, loss of face (Wigfield, 1994; Wigfield and Eccles, 1992), or, at the highest levels (Leaver and Atwell, 2002).

Gardner's parts are included and expanded upon in the Affective Survey (Ehrman and Oxford, 1991), as are Dornyei's (1994) components of foreign language learning motivation. Others are extensions of the expectancy-value theory [e.g., Schumann's

(1998) model of stimulus appraisal, which suggests that motivation is derived from the brain's methods for evaluating received stimuli, Scherer's (1984) causation stimulus appraisal model of motivation, Pintrich's (1988) three-way model of attainment value, intrinsic value, and utility value, and Feather's (1988) model, which synthesizes the personal importance, intrinsic value, and utility.

The extension of motivational theory beyond the individual student to the entire class or groups of students has been a fascinating development in recent years. Dornyei (2001a,b) proposes a "process model" of motivation in which he suggests that teachers are responsible for student motivation in the classroom and outlines the major steps for creating motivated classes; however, he does not absolve students of responsibility and suggests that teachers should encourage student self-evaluation. Beyond the relevance of group cohesiveness (Clement et al., 1994; Ehrman and Dornyei, 1998), understanding the dynamics that inspire small-group behaviour and inter-group dynamics (covered in detail in Ehrman and Dornyei, 1998) is crucial in establishing a motivated class.

In addition, there are other affective components besides motivation that exist, and they are all tied to motivation in some manner. These include anxiety, defence mechanisms, internal attitudes, self-esteem (closely related to the self-efficacy factor discussed above), activation or the alertness required to act, hierarchies of need from safety to self-actualization, self-regulation, self-management, beliefs, emotional intelligence, self-monitoring—perhaps more a metacognitive variable than an affective one, and others.

Gardner and his colleagues have significantly expanded the Socio-Educational Model based on new research over the last decade (see, e.g., Tremblay and Gardner, 1995). Deci and Ryan (1985) established a model that distinguishes between intrinsic and extrinsic incentives, which is frequently utilized in educational psychology.

- Intrinsic motivation arises from within the individual and is linked to the individual's sense of identity and well-being. When learning is a goal in and of itself, students are intrinsically motivated. They find intrinsically motivating tasks interesting and challenging; the reward is either the enjoyment of the activity itself or a sense of competence (self-efficacy) in completing the task (Bandura, 1997). Students may experience flow in such tasks, and in-the-moment, an optimal sensation of enjoyment and competence (Csikszentmihalyi, 1991) that has yet to be adequately explored in the L2 field.

- Extrinsic motivation originates outside of the individual. Students are extrinsically motivated when they learn for the sake of rewards (such as grades or praise) that are not inherently associated with the learning itself, i.e. when learning or performing well is required to earn those rewards.

Several scholars and theorists (e.g., Walqui, 2000) have claimed that intrinsic motivation is more closely associated with language learning success

than extrinsic drive, but a student's total motivation is usually a mix of both. Depending on how they affect self-efficacy, external rewards can either boost or reduce intrinsic drive (Pintrich and Schunk, 1996). Instructors can raise their students' intrinsic motivation by delivering learning experiences that match their demands for competence, relatedness, self-esteem, and enjoyment; and by giving students choices, teachers can frequently increase both students' consistency and sense of autonomy.

As a result, motivation is highly dependent on the setting, the individuals involved, and the exact circumstances (Pintrich and Schunk, 1996). Early definitions of L2 motivation mirrored intrinsic motivation significantly. "The amount to which the individual works or seeks to acquire the language because of a desire to do so and the enjoyment enjoyed in this activity," Gardner (1985, p. 10) defined L2 motivation. The expectancy-value motivation paradigm distinguishes between valuing and expecting to be able to perform something. One aspect of this concept is putting a value on something (Csikszentmihalyi, 1985; deCharms 1976, 1984; Deci, 1975; Deci and Ryan, 1985; Hunt, 1965; Lepper, 1983).

The second component of the paradigm is expectancy: one's self-perception of one's capacity to accomplish or obtain something valued (Bandura, 1993; Schunk, 1991; Weiner, 1986). Two main ideas in the field of anticipation stand out: attribution theory and self-efficacy theory. Weiner's (1986) attribution theory proposes that expectation is linked to attributions regarding one's success.

Some students believe their language learning success is due to their actions or talents, while others believe it is due to the actions or abilities of others or fate. Bandura devised a model based on self-efficacy, which he described as "beliefs in one's capacities to plan and execute the courses of action necessary to achieve certain goals" (Bandura, 1997, p. 3). Such beliefs have an impact on how much effort people put in and how long they persist in completing activities, especially learning tasks, despite hurdles and setbacks. "People will not try to make things happen if they think they have no power to do so" (Bandura, 1997, p. 3).

Successful English learning is the purpose of learning English itself. The characteristics benchmark of successful English Learning according to Ghasemi & Hashemi (2011) includes subject matter knowledge, pedagogical knowledge, and socio/affective skills. Subject matter knowledge also refers to target language mastery, while pedagogical knowledge refers to second/foreign language learning hypotheses, teaching techniques, and testing. Then, Pedagogical knowledge is Ideas, definitions, analogies, explanations, and presentations were all examples of pedagogical expertise used to make the subject matter accessible. Meanwhile, socio/affective skills are a key attribute determining successful teaching characteristics is socio/affective skills. Indeed, the significance of these abilities has been emphasized. The following characteristics will be reached if supported with a supportive and adequate environment.

Furthermore, the important aspect to gain successful English learning is the appropriate learning

style and strategy. Learning strategies learning styles are often seen as interrelated. Ehrman (2003) stated that a given learning strategy is neither good nor bad; it is essentially neutral until it is considered in context. Moreover, he also describes that a strategy is useful under these conditions: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. It is expected that these strategies would enable more independent, autonomous, lifelong learning by making learning easier, faster, more pleasant, more self-directed, more effective, and more transferable to different contexts.

There are so many learning strategies that a variety of schemes have arisen for accounting for them. Among the relatively early taxonomies is that of Weinstein and her associates; their model is represented by the LASSI questionnaire (Weinstein, 1987; Weinstein et al., 1987; 1988). Around the same time, Oxford (1990, 1992) was developing her Strategy Inventory for Language Learning (SILL), which uses factor analyses to group strategies into six categories. Oxford (1990) identified six major groups of L2 learning strategies:

1. Cognitive strategies allow the learner to directly manage language material, such as through reasoning, analysis, note-taking, and synthesis.
2. Metacognitive strategies are used to manage the learning process in general (e.g., identifying one's preferences and needs, planning, monitoring mistakes, and evaluating task success).
3. Memory-related strategies (e.g., acronyms, sound similarities, visuals, key phrases) assist learners in connecting one L2 item or concept to another but do not need profound comprehension.
4. Compensatory strategies (e.g., guessing from context, circumlocution, gestures, and pause words) are used to compensate for knowledge gaps.
5. Affective strategies such as recognizing one's mood and anxiety level, talking about feelings, rewarding oneself, and adopting deep breathing or positive self-talk assist learners in managing their emotions and motivation levels.
6. Social strategies (e.g., asking questions, asking for clarification, asking for help, talking with a native-speaking conversation partner, and exploring cultural and social norms) enable the learner to learn via interaction with others and understand the target culture

Cohen (1998) and Wenden and Rubin (1998) stated that there are two other major works on language acquisition strategies (1987). Cohen's approach is to study strategy use in general, synthesize existing models, and provide teaching materials for learner awareness; his contribution to understanding how and when students employ specific strategies has aided in the development of strategy training programs. Wenden and Rubin's work is primarily theoretical, providing a complete

overview of learning strategy theory and research, the majority of which is still relevant to this discussion. Many people have tried to formulate and construct strategy educational programs, especially for inexperienced learners, because appropriate learning strategies make such a difference in learning achievement. Some researchers and teachers have provided instruction to help students learn how to apply more relevant and powerful learning strategies to improve L2 competency. Speaking (Dadour and Robbins, 1996; O'Malley et al., 1985) and reading (Park-Oh, 1994) showed positive impacts of strategy education, whereas results for listening were not significant (O'Malley et al., 1985).

The impact of strategy education on native English-speaking foreign language learners were explored by Chamot and O'Malley (1996) and Cohen and Weaver (1998), who reported some positive results mixed with neutral data. In previous research, strategy training led to higher L2 learning motivation (Nunan, 1997) and greater strategy use and self-efficacy among native-English-speaking foreign language learners (Chamot and O'Malley, 1996). Demonstrating when a specific strategy might be useful, as well as how to use and assess it, and how to transfer it to other relevant tasks and situations, appears to be the most successful strategy education. Although different methods of strategy training are conceivable, research has shown that the most beneficial strategy instruction is integrated into regular, everyday L2 teaching.

Affective elements, such as motivation, self-efficacy, ambiguity tolerance, and anxiety, are also significant aspects of successful English learning.

Theories and models of motivation first appeared in language learning literature in the 1950s (Gardner and Lambert, 1959). There were two types of motivation in the earlier versions of this model: integrative (a favorable attitude toward the foreign culture and a desire to participate as a member of it) and instrumental (a desire to participate as a member of it) (goal of acquiring language to use it for a specific purpose, such as career advancement or entry to postsecondary education).

Gardner and his co-researchers found that integratively motivated children are more successful language learners than those who are instrumentally motivated. L2 learner motivation was viewed as a rather static attribute in early studies based on social psychology (for example, Gardner and Lambert, 1972).

Learners who desired to integrate into the target culture ("integrative orientation") were more motivated and proficient than those who were "instrumentally oriented" for academic or job advancement. In foreign language settings, however, integrative orientation was far less important (Au, 1988; Crookes and Schmidt, 1991; Oxford and Shearin, 1994), and in some cases, highly ethnocentric individuals who did not even like the cultures of the languages they were studying achieved very high levels of foreign language proficiency (Au, 1988; Crookes and Schmidt, 1991; Oxford and Shearin, 1994). (Leaver, 2003).

This produced a wave of new research into the motivations for learning a second language. Cle'ment et al. (1994), for example, identified five types of foreign language learners:

1. It has to do with friendship and travel. A sense of belonging to the target language group (similar to the integrative)

2. Orientation and rarely endorsed by the learners in the study).

3. Broadening a general interest in culture and current events around the world.

4. One's horizons and advancing one's career.

5. A desire to learn more about L2 media.

Indonesia is a multicultural country that has a lot of diversity and is no exception in the learning system. One of the researchers' concerns in this study is the learning system in Islamic boarding schools. This traditional boarding school or "pesantren" focuses only on general subjects such as exact and non-exact fields but also focuses on deepening and studying religious knowledge, especially Islam. It is also inseparable from the Indonesian population, which is predominantly moeslims. This learning syistem certainly has its own advantages and disadvantages; one of the shortcomings that the researchers discussed in this study is the lack of student interest in learning to increase their desire and ability in English because they are not given much space to explore their interest in learning English. Even more, in the dormitory they live in, the books they study are all in Arabic which will make it easier for them to explore Arabic while English is not. Therefore, researchers are interested in investigating the needs of students for successful English learning in low-motivation environment especially in traditional Islamic boarding school.

Traditional Islamic boarding schools are Indonesia's oldest Islamic educational institution (Thahir, 2014). Thahir also stated that many of the graduates of Islamic boarding schools have undoubtedly taken an active role in nation-building. On the other hand, there is a belief that graduates of Islamic boarding schools are not readily accepted. This is because the Islamic boarding school education system is still mostly traditional. According to Anwar (2016) "*Pesantren* is basically a traditional Islamic education where the students lived with and studied under the guidance of one (or more) teachers are better known as *kyai*. Although *pesantren* was considered traditional, but still exist and survive in modern age and global era. Obviously, because this institution has its own characteristics and maintain institutional elements that have formed since former. The characteristics of education in *pesantren* classified to two: (1) the general pattern of education, which are *pesantren* institutions introducing levels, from that teach simple texts until sublime *pesantren* that teach high level texts. (2) Teaching systems are the *sorogan* system and *bandongan* system. As for the institutional elements in *pesantren* is cottage, mosques, students, kyai, classical Islamic books."

Traditionally what the researcher means is an education system that does not use technology such as the internet, because most traditional Islamic boarding schools prohibit their students from using cellphones, let alone the internet, in everyday life. This is in contrast to the fact stated by Bremer (2005) that modern children and adolescents are the first to grow up with the Internet as part of their daily lives. Much like radio in the 1920s or television in the 1950s, the Internet rapidly has become an integral part of life and currently is present in homes, schools, libraries, businesses, and coffee shops for

work and play. In the implementation, some Islamic boarding schools allow them to use cell phones on the weekends, while others only allow them to be visited by their parents. It all depends on the policy of each *"pesantren"*. In other words, the deficiency in accessing the internet makes students not free to express their interest in learning, one of which is in English subjects. Although as we know the internet and social media, like any other invention in science and technology, have their own set of benefits and drawbacks. Internet literacy is critical for these young people, and information on how to use the internet safely should be widely disseminated.

However, cannot be denied as one of the educational institutions, Islamic boarding schools or *"pesantren"* have had a significant impact on the development of the educational world, particularly in Indonesian society. Islamic boarding schools are also thought to be a viable option for addressing numerous educational issues that arise at this time. The goal of Islamic boarding school education is to develop a Moslem personality that is faithful and devoted to God, has noble morality, is beneficial to society, or is submissive in the community by becoming a servant or public servant, as well as an apostle who becomes a servant of society like the Prophet Muhammad SAW (Salallahu 'Alaihi Wassalam).

Furthermore, if looked at the functions and objectives of national education, namely as regulated in Law Number 20 of 2003, Article 3 concerning the National Education System, it is stated that national education functions to develop skills and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. the life of the nation, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kemdiknas RI, 2011). Indeed, the goals of national education and Islamic boarding school education are in line, but in practice, some discrepancies occur especially with the limited access to the use of the internet as a source of learning and information. Make sure that more or less will influence student interest in learning and student learning outcomes for each subject, especially English. Because in "pesantren" there is not available space provided for students to develop interest and proficiency in this English subject. So that, the researcher attempt to find out the needs of students in Traditional Islamic Boarding School to increase the motivation to learn more about English

2. Method

This study aims at Exploring Secondary Students' Motivation in Accomplish Successful English Language Learning. The students behavior, cognitive, and emotional will be carefully investigated. As this research concerns on students motivations, this research tends to use research case study at junior high school students. To measure these variables, the researcher modified some questions to constitute my questionnaire. the researcher translated these questions into Indonesian because the researcher did not want students to have comprehension difficulties in the way of the measurement procedure 24 students from SMP Nihayatul Amal Rawamerta Karawang was encouraged to answer the questions as

honestly as possible in order to promote the validity of the responses. The researcher wants to find out that is motivation related to students' grades. In other words, the researcher attempt to find out what are could becoming the motivations of junior high school students in Islamic boarding schools in accomplish success in learning English the also see what factors those students of junior high school need for increase motivations in accomplish success in learning English

Instruments

"A questionnaire used to collect data" (Richards, 2001:73-88) the questionnaire was modified and translated into Indonesian Language. A questionnaire is used in this research. Students fill out a questionnaire to express and validate their research questions. One of the goals of the research is to figure out what motivates students. In this case, a questionnaire is the most effective method of gathering information. Furthermore, students do not have to sign their names in the questionnaire, and shy pupils can express themselves without fear of shame, allowing for the collection of accurate data.

Data Collection

The researcher completed the questionnaire during regular class time. Before the students answered the questions, the author provided some required instructions on what the purpose of the questionnaire was, how to answer the questionnaire, so that all of the students could complete the questions with the proper attitude and methods. They have to answer the questions honestly and correctly on their own. The author stated that they did not need to

write their names on the questionnaire and that all of their answers would be kept confidential. After the data was collected, it was thoroughly scrutinized once more to ensure that it was all valid for research

3. Findings and Discussion

Questionnaires were distributed to 24 students of 8th and 7th grade; they filled the questionnaires during their regular class session which time they were given clear instructions and explanation.

Table 1
The percentage (%) of the result from the questionnaire of measuring the influence of the learning and living environment on interest in learning English

No	YES	NO	NOT SURE
1	37.5%	12.5%	50%
2	37.5%	25%	37.5%
3	20.8%	58.3%	20.8%
4	50%	20.8%	29.2%
5	25%	54.2%	20.8%
6	50%	12.5%	37.5%
7	45.8%	12.5%	41.7%
8	50%	37.5%	12.5%
9	91.7%	8.3%	0%

From the table above, the first question was ask about the students' perception about English lesson and the result shows that 50% of participants are not sure whether they like English lessons, and 12.5% say they don't like English lessons and the remaining 37.5% say they like English lessons. Then in the next question was ask how difficult the English subject according to student, the result shows that only 25% stated that English is a subject that is not

difficult, 37.5% said yes and the remaining 37% said they were not sure. Thus the author considers the difficulty of learning English for some participants to be one of the factors that make them dislike English lessons. Then in the third statement was ask about do the students feel that the learning environment (school) is already supportive in increasing interest in learning English and those participants mostly stated that they had not really learned English, the percentage was 58.3% or more than half of the total participants. Furthermore, the question of whether their learning environment has been supportive of increasing interest in learning English and the results Most of the participants answered yes. In other words, the school has facilitated an increase in interest in learning English. However, the next question showed that 54.2% of the participants stated that their living environment, namely the pesantren environment, had not been able to facilitate an increase in interest in learning English and 20.8% answered that they might or were not sure whether they had or not. Then in the sixth question, 50% of participants stated that the social environment or friends affected their interest in learning English, 12.5% said no and 37.5% said maybe. The next question shows that 45.8% of participants agree that the learning environment and place of residence affect their interest and ability in English, and 12.5% disagree with the statement. The eighth question showed that 50% of the participants answered that it was difficult to develop interest in learning English in their current environment, namely in Islamic boarding schools. And the last question from the questionnaire of measuring the influence of the learning and living environment on interest in learning English is stating

the participants' perception about the importance of mastering English and the results show that 91.7% agree that it is important for participants to master English and the remaining 8.3% disagree.

Table 2
The percentage (%) of the result from the questionnaire measuring the procurement of activities to support learning English both at school or at Islamic boarding school or pesantren

No	Available	Not available	Available but not intrested
1	54.2%	37.5%	8.3%
2	8.3%	79.2%	12.5%

The results showed that 54.2% of participants stated that the school had held activities that improve their English learning skills, while 37.5% said they did not and the remaining 8.3% stated that they had but were not interested in participating in these activities. Meanwhile, in the next question, the results showed that 79.2% stated that the participants' living environment or *pesantren* had not held activities that supported the improvement of students' English skills.

From the presentation of the data above, the researcher concludes that students' interest in learning English in schools based on Islamic boarding schools is not too high, because it is proven in the next question which shows the result that more than fifty percent or most of students find it difficult to learn English. It is also proven that they feel that the environment in which they live, in other words, the *pesantren* has not been able to increase their students' interest in learning English. Then in addition to the influence of the environment where they live, their social environment or circle of

friends also affects their interest in learning English. However, most of the participants strongly agreed that mastering a foreign language, especially English, was an important aspect.

4. Conclusion

Motivation is the result of effort and a desire to achieve the goal of learning the language, as well as positive attitudes toward the language. The design to achieve the goal of learning English can be obtained from various aspects, including the living environment itself, which supports increasing motivation. This study shows that the residential environment in the form of traditional Islamic boarding schools has not yet become an environment that supports increasing student interest in learning. When viewed from the learning system, it is true that the books studied at the *pesantren* are all in Arabic and translated into Indonesian or regional languages such as Sundanese and Javanese. Therefore, the students have no room to increase their interest in learning foreign languages, especially English. Moreover, by not being allowed to access the internet freely, students are not allowed to bring cellphones to the *pesantren.* Indeed, the policy also has a positive impact, including making students less dependent on gadgets, but it would be nice if students could still access the internet as a learning medium during class hours, even though not via personal smartphones. In this case, the role of the teacher is very important to bridge the children so that they are always up-to-date and not out of date. Teachers must be able to become facilitators to increase students' interest in learning English. So in conclusion, the most likely factor that can increase students' interest in learning English is the teacher's role in providing innovation in learning in the classroom. In other words, children will be motivated to learn if the learning atmosphere that is formed is fun and not monotonous for students.

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