
Motivational Factors Contributing to Students' Participation in The English Learning Programs: A Study at MTs. Putri Nurul Haramain Islamic Boarding School Narmada

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Abstract: This research aims to find out motivational factors contributing the students' participation in the English learning programs at MTs Putri Nurul Haramain Islamic Boarding School Narmada. This is a case study research using descriptive qualitative design. The participants of this research were 10 students at Cambridge class of MTs Putri Nurul Haramain Narmada. The instruments were observation, and interview. The data analysis was carried out using data reduction, data display, and conclusion drawing and verification. The results show that there are five factors motivated the students in learning English at Learning English Programs which are teachers, activities and material, relevance, feedback, and classroom environment. In addition, the contribution of programs to the students' motivation are have different perception on the students, Madani Super Camp is has a good contribution on the students' perception, English Day is has good contribution on the students' motivation and learning English in the classroom is not good has contribution on the students' motivation in learning English at English Learning Programs.

Keywords: English learning programs, Motivational factors, participation.

INTRODUCTION

Motivation plays a very critical role in learning the English language. Without it, students never realize their goals towards the acquisition of the language due to the fact that it determines either success or failure in the student's educational life (Bandura, 1997). High motivation among the students enables them to do better and makes sure that they realize their set goals for English language learning. A number of authors, such as Dornyei, (2005), Deci & Ryan (1985), Gardner (1985), and Lamb (2004) claim that motivation is one of the most important determinants in the outcome of the acquisition of language. It forces students to take action for achieving a certain learning objective. Suryabrata in Djaali (2012) defined motivation as the thing that impels or provokes to do utter activity to get a definite purpose. Therefore, it is the personal desire to encourage the students to do activity to reach the learning goal, specifically in learning the English language (McIntyre & Gardner, 1994).

Learning English is growing in importance in today's globalized world and is very important in speaking, reading, writing, and

professionalism in that language. Proficiency in English will thus offer a wider scope into information, experience, and career opportunities. Proficiency in English unlocks a whole new door so that one can take part actively in global debates and access all the huge amounts of knowledge being discussed in this vast language (Crystal, 2003; Graddol, 2006). English, according to Marzulina et al. (2021), allows students to live in a globally demanded communicated world. This is because teaching English does not only give rise to academic achievement but also equips the students with the challenges and chances of the future in all walks of life (Pennycook, 2017). English language skills facilitate the exchange of information and ideas, fostering collaboration and innovation across borders (Seidlhofer, 2011). Teaching English goes beyond academic success; it equips students with the necessary skills to face future challenges and embrace opportunities in all areas of life (Spolsky, 2004). The global demand for English proficiency underscores its importance as a means of communication, ensuring that individuals can interact seamlessly in diverse settings. Mastering English enhances one's ability to

engage in global conversations, access international resources, and contribute meaningfully to the global knowledge economy (Widdowson, 1994).

English teaching and learning in MTs. NW Putri Nurul Haramain Narmada include two hours every week that compensates for the National Curriculum and also integrate with the curriculum of the School. This dual curriculum approach is therefore a means of providing the English education is completed in all aspects as regards the national standards at the same time as catering to the other specific needs of the students. However, in this system with the less classroom hours devoted to English, traditional teaching methods will be a challenge to lifting the achievements of students in the English language. The traditional textbook-based approach often means that students get dumbed down more and more as the years go by. Hence, there is a need to find other ways which will enhance the learning of English beyond the interaction taking place in classrooms.

In complementary or classroom settings, learning in school programs, and extracurricular activities need to be immersed in the English language. Extra school programs that can be cited in this example are Madani Super Camp and MTs. NW Putri Nurul Haramain Narmada's English Day. These programs provide pupils the chance to practice English in the less stressful dimension of learning. These programs are usually designed to form an intrusive English-speaking environment that motivates the students to use the language more frequently and confidently. As put by Riswanti (2011), "a program is the series of continuous activities to reach specific learning objectives". In plain words then, the programs run in schools are not one-time shows, but continuous steps to make the students better in multiple use of English skills.

The Madani Super Camp, established in the year 2013, is one such program that is focused solely on enhancing students' speaking skills in English with intensive, immersive activities. This program runs for three months in a year, during which students have enough opportunities to practice and develop their speaking and literary competence in English. The activities in the camp include language forms, games, group discussions, and interaction in English. This will offer a delightful but learning environment for the learners to develop

their language skills. The learners must enjoy the learning process in a friendly atmosphere. The overwhelming response to the Madani Super Camp may be taken as a supporting example of the fact that it is an excellent way to enthruse the learners to learn English.

English Day is still another concept to see that at least once in a day, the learners use English. English Day sessions are held for two weeks in every month. This program strengthens the language through practice by requiring students to communicate only in the English language. This helps students get familiar with the use of the English language in daily situations, helps with confidence in speaking, and fluency. It looks to see the language as a part of their lives rather than a subject by integrating English usage into students' daily routines. Therefore, it can be concluded that of all the programs held by the school, English Day, is one that can lightning the better motivation from the students in their language development.

Concerning the few positive notes of the above attempts, it is still an interesting angle to look through when measuring the general effectiveness of English programs in MTs. NW Putri Nurul Haramain Narmada, which is likely to have an impact on student motivation. Although Madani Super Camp programs might be taken as promising ones, however, in terms of learning and gaining understanding of the local situation, it is really important to identify the significantly motivating factors that really make students involved in the English programs. Knowledge of these factors will allow me to improve on the programs in order to be compatible with the demands and choices of the students. Further, comprehension of the motivational drivers would provide suggestions on how a better learning environment could be provided for English learning by the learners.

The study aims to investigate the motivational factors that drive the participation of the learners in the English Learning Programs at MTs. Putri Nurul Haramain Islamic Boarding School Narmada. The study will use a descriptive qualitative design in tapping the experiences and views of students working within such programs. It will focus on finding the key elements in respect to what would motivate students to engage in English learning, and would stem either from the teachers, activities, and material in use, setting the

relevance of the content being learned, feedback, and the degree of classroom environment. This study would, therefore, help to come up with the best strategies of learning through English that will attach the best level of motivation and participation among students.

METHODS

Study directs it towards the goals of exploration and description by which the motivational factors that students uphold towards participation in the English Day Program are identified. It is a discerning process based on different methodological traditions through which social or human problems are explored. This method, therefore, is the best fit for understanding the complexities and underlying shades of the human motivational phenomena under study within an educational context. The study has taken a case study approach to get a rich description of the particulars of the context of MTs. Putri Nurul Haramain Islamic Boarding School Narmada. This qualitative method would be used to succinctly describe and analyze detailed information in the specification and identification, which quantitative studies might not avail of.

The research setting of this study is in MTs. NW Putri Nurul Haramain Boarding School Narmada, which is a junior high school situated just on Jalan Tegal Banyu Kebon Lembuak, Kabupaten Lombok Barat. The school itself has been established since 1986, containing eight classes for each grade. This setting thus offers much context in regard to the study of motivational factors under English learning programs, given the school delivers both the National Curriculum and the MTs curriculum. The participants of the study are ten students of the Cambridge class in the school chosen on the basis of active involvement in the learning programs and consequently are deemed to represent the study. The grounds of selection were their various experiences and expectations to enrich the collected data.

The following methods used in the current study are observation, document studies, and interview. Observation was conducted so that real-time data could be obtained regarding the involvement and interaction of the students as far as the English language learning programs were concerned. This would tell me how the

students would behave, the levels of participation and their responsiveness to the teaching methodologies and activities form of any nature, and kind. The interviews would also reveal the information regarding the feelings of the students or reactions toward the programs. These are semi-structured so I can be flexible and follow themes emerging during the process of the talk. Document studies, on the other hand, are records that already exist, in this case, curriculum programs and plans for English as well as any other teaching and students' results records. This enabled triangulation, thereby ensuring credibility and validity of the findings.

Data analysis was in line with Miles and Huberman's (1994) process that entailed data reduction, data display, and conclusion drawing and verification. In the stage of the data reduction process, all the data collected from observations, interviews, and studies of documents were systematically organized and reduced so as the researcher can focus on the highlights and extracts. The narration of this was through the coding of data into the categories and themes concerning motivational factors. The second stage, referred to as data display, involved the presentation of these reduced data in an arranged form such as tables, charts, and the narrative summaries which will help to draw inferences. The stage was aimed at drawing conclusions and verifying the drawn conclusion from synthesized displayed data regarding meaningful content about motivational factors affecting students' participation in the English programs. This was an iterative process of revisiting data sources for findings to be verified toward establishing accuracy of information follow-up productively.

Participants were given informed consent to ensure they were well informed that the research was on, its need, procedures, and right of withdrawal from the research study at any time. Purposely, measures were made for confidentiality and anonymity, which were maintained throughout the research process. This involved assigning pseudonyms and safely storing all participant data to prevent unauthorized access.

FINDINGS AND DISCUSSION

Factors Motivated the Students' Participation in the English Learning Programs

1) Teachers: teachers' personality and interaction, teachers' teaching style

In the interview result, the whole students have been given statements that the teachers in the English Programs have a good personality, interaction, and teaching style. The teachers in the English Programs are kind to the students. In addition, the English learning is enjoyable because of the teachers using an interesting way of teaching. The teachers gave the students ice breaking before learning, it could increase the students' motivation. There are also many games provided by teachers in the programs.

2) Activities and Material: Task and Media

From the students' statements, it can be concluded that there are many activities provided in order to improve the students' English achievement. The programs help the students to learn English deeply by giving many activities and material such as vocabularies and how to read it, daily diary, etc. The students have much time to increase their English skills, because of the activities and material the students also have good motivation.

3) Relevance: Goals, Personal Needs, and Value

The third factor is relevance. In students' motivation, relevance plays an important role. The students learn English because there is a serious desire to achieve English goals, personal needs, and values. In addition, from the observation result, it can be seen that the students learning English in the programs to improve their English skills. It is supported by the students who were asked to read the note that were given by the teachers. There is no shyness for the students to read the material, although there were some mistakes in the pronunciation.

4) Feedback: Rewards, Praise, and Good Marks

The next factor is feedback. Some students learn English because of the students would like to get rewards, praise from teachers, parent, and friend, to get good marks. The students are learning English because of their reason to improve their English ability, not for getting a reward and the others. From the interview result, it can be assumed that the students learn English because of some internal reasons such as, the student learn English because they have a desire to improve their English skills, the students also learn English because they like it.

5) Classroom Environment: Environmental Condition

The last factor is the classroom environment. The most important things in the learning process is the classroom condition. Classroom is a place to learn English subject and other. The more comfortable the learning place, the easier the students are to comprehend the material. It is supported by the students' statement about classroom environment. From the students' statements, it can be assumed that classroom environment in the programs is comfortable, has a good condition and weather, and has wide and big room. The classroom environment was supporting the learning progress. The students also really enjoy it.

Contribution of Programs to the Students' Motivation in Learning English Based on the Students' Perception

1) Madani Super Camp

Madani Super Camp is a program that helps the student to improve their English ability deeply, in this program the students have a chance to learn English better, the time to learn English in this program is three months for each level, at those three months the students only learn about English without the other subject, Madani Super Camp have many activities that encourage the students' enthusiasm in learning English. It is supported by the students' statement about a program that motivates them to learn English. Those statements show that Madani Super Camp is so fun, the way teachers teach the students is also fun, the program encourages the students to communicate with English every day and the place is a good scenery. In addition, there are some activities become the most favorite for the students. Based on the students' suggestion the most favorite are sing song, daily diary and vocabulary.

2) English Day

The other program is English Day. English Day is the way the school encourages the students to communicate with English language in two weeks in a month. Usually, the students use English to communicate at the end of the month. The students would like to use English until they were graduated. Most of the students enjoy this program because they like to use English every day. It is supported by the students' statement about English Day.

3) Learning English in the Classroom

The last program is learning English in the classroom. Learning English in the classroom does not really help the student to enhance their English skills. Learning English in the classroom only take two times a week. It means that the students do not have a big chance to learn English better. It was supported by the observation and interview results that appear in the field. In the classroom, the teachers still used traditional methods in the teaching process. This method was an old way to used, it because the students seem feel bored to learn. There are no media used, there is only a note to copy by the students to their book.

Discussion

Various motivating factors were identified throughout the document studies and interviews with the students to try to help the students take part in the English learning programs. The teacher was the most important motivating factor which was probably found in the majority of studies. Personal factors related to the teacher, interaction, and their style of teaching played an important role in motivating the students. In his discussions, Dornyei claims that teacher enthusiasm and commitment impact the motivation of the students the most. In another case, it was mentioned that students felt friendly and open-minded teachers who used interactive activities-a case in point being icebreakers and participatory games-as an aspect that improved their will to learn the language to be proficient in it. The friendly rapport between teachers and students induced a feeling of sensitivity towards participating actively. In other words, one group suggested that teachers could express a desire for and an interest in teaching as another factor that could make learning enjoyable. Further, consistent and reliable teachers increased students' motivation to come in and participate in class. Using real-life examples and practical applications made the lesson more interesting, as the students could see the relevance of what they were studying, which in turn made the content learned more maintenance. On the whole an encouraging teacher-student relationship combined with the innovative teaching approach was crucial in inciting students.

The activities and materials incorporated within the programs were also instrumental in maintaining students' interest. Varied and lively activities are a must to maintain students'

interest, and motivation as were stated by Marzulina et al., (2021). Vocabulary exercises, daily diaries, and interactive exercises through which they can make the choices of favorites were well liked as students found it interesting and not out of context. That paves the way for more varied and diversified learning activities and enriches the way of learning languages. The whole process of learning becomes more dynamic and subordinate to a much lesser routine. The use of diversified materials takes the variety of learning styles and preferences into account to increase the overall engagement of students. More specifically, visual students see their benefit in multimedia performances, while kinesthetic ones enjoy them. The use of group work and collaborative projects increases the stimulus among peer groups. Regular update and refreshment of materials sustain the interest in it and avoid staleness. Students feel they were motivated and encouraged because they could apply learning and still.

The content was relevant to their goals, values, and personal needs, thus energizing them to come up with fluent English. As stressed by Dornyei (2005), it is essential that learning activities be aligned with the personal goals and values of the students toward enhancing motivation. Students were driven by the desire to achieve personal and academic milestones, improve their ability in the English language, and boost their career prospects (Aini & Waluyo, 2023). The alignment of the English learning programs with students' aspirations and needs made the learning process more meaningful and motivating. Students found real value in learning the English language for their growth and future success, which greatly increased intrinsic motivation within programs. For students who had clear personal or professional goals related to English, their motivation was sky-high. Being able to connect this to what they were learning and seeing its value made the effort worthwhile. Besides this motivation, two keys to success were the relations and keeping this motivation level high.

It is stated that feedback, i.e. rewards, praise and good marks, did have a relatively low impact on the students' motivation, compared to other students. Yet feedback is also important, because often, it is the sense of achievement and a way to move on. That needs to be so, as claimed by Dornyei (2005). Though most of them performed their best because they were

intrinsically motivated, they still received positive reinforcement in the form of teacher and peer appreciation. The feedback creates the feeling of success and approval, thus maintaining their motivation. This means that intrinsic motivation is important, and more so, extraneous feedback is also a means of motivation maintenance. For instance, the students were happy to have challenged each other, which upgraded their performance rather than grading them. Words of praise, given in public, boost the morale of the learners and increase their will to strive. Further, the students that got timely feedback were also posted on their learning strategies appropriately, hence laying the grounds for a better performance. Quite a lot of intrinsic motivation factors kept the engagement levels high among the students.

A comfortable and conducive classroom environment had an important role in boosting students' motivation. Issues on the physical and psychological aspects of the classroom that favored comfort, lighting, and a positive atmosphere in line with the view presented by Marzulina et al. Pressure was reduced and the students said that they felt more at ease and focused in a larger, supportive classroom arrangement. The social environment involved the relationships among the students themselves and with the teachers. Therefore, a cooperative, communicative environment of studying was maintained. Classrooms with ample space for discussion and peer support thus allowed students to get more involved in the class and feel less isolated. The availability of a computer and a language lab resource also helped in facilitating different learning activities. The learners found a clean and well-organized room with a good aesthetic to influence their mood and their general preparedness to learn. The entire ambiance of the room impacted excellently to help raise the curiosity of the learning.

There was a difference in the role that various programs played in motivating the learners. The highest rating in the motivating students category went to Madani Super Camp. This program was able to provide a fun environment where daily communication in English was encouraged. Besides, it presented an environment that seemed attractive for use. Intensive learning in this camp had students realize substantial changes in their proficiency in English, noted during group discussions,

language games, and cultural debates. In the same way, the positive and relaxed environment of the camp encouraged stress reduction and facilitated learning to become highly rewarding. The camp also was structured to work with the students to get them to utilize English via social identity in various 'every day: life settings. The experiential learning opportunities that were made accessible at the camp provided the students with a chance to exercise their English in real life setting in turn this made the students get more confident about their communication. Finally, a supported, constructed community that. By providing such a wide range of activities, individual differences were addressed. It therefore meets the research of Riswanti (2011) whereby continuous and different programs in schools would have significant effects on the motivation of the students.

The English Day also had a great effect on motivating students. Students felt excited by being allowed to apply whatever they learn from the study in their day to day life, making them confident in language use. The strong feature that this program was based on is the practical application of language in real situations, which greatly contributed to the development of communication skills among the students. Conducive environments were provided, whereby students were required to speak in English at all times. English Day created in the students a sense of community and mutual support. Consequently, a better language proficiency and eagerness to use the English language developed. The regularity of the program reiterated learning and made speaking English a habit. Trying themselves enrolled in English Day, the students were better placed to deal with errors and learning from these errors. Fun activities like role-playing and debate sessions made the program more fascinating and thus learning more enjoyable for the students.

Conventional classrooms could not motivate the students well. Traditional methods of teaching with no use of the interactive media led the class to feel boring and less interesting. Students said to be bored and uninterested in class during the traditional classroom sessions, which were characteristically based on rote learning and exercises from textbooks. Traditional lesson packages, limited in scope and variety, turned out to be poor bearers of student interest. This, therefore, reiterates how important it is to reform teaching methodologies

and integrate much more interactive and student-oriented activities inside the classroom to bolster motivation. They favored lessons with, for example, technology, practical work and experiences that connect to the real-life experience. Good traditional rigidity in the classroom would cripple the creativity and critical thinking of the students, hence no fun in learning. Those teachers who kept the traditional measures at the expense of entering more element of interacting within the system did have a hard time maintaining the interest of the students.

Overall, students at MTs. Several important factors that motivated the English programs in the Putri Nurul Haramain Boarding School Narmada were teachers, activities and material, relevance, feedback, and classroom environment. Teachers, classroom environment, relevance, material and activities, and feedback turned out to be the most influential factors, one after the other, in respect of the motivations. Madani Super Camp and English Day would be found to be better by traditional classroom learning by way of motivation among other programs. These results suggest that more interactive and immersive programs are better at engaging students' interest in learning and at boosting students' motivation levels to learn English. The research has highlighted the importance of creating a supportive and engaging learning environment using different teaching methods, which would match the diverse student needs and preferences. The understanding that TPACK builds, through this study, could be the input for the better construction and implementation of English learning programs, which, in the end, results in better academic achievements produced from current students. By looking at motivational factors specifically, educators can learn to support their students more effectively toward language proficiency and academic success.

CONCLUSION

While teachers, activity-material, relevance, feedback, and classroom environment are the five critical motivational factors in learning English, they have remained the most influential factor, followed by classroom environment, relevance, activities and materials, and lastly feedback. Among the programs, the contribution of Madani Super Camp and English

Day in motivating students appeared to be higher than that of regular classes. The above findings have been formulated in favor of the belief that interactive and engaging programs are much more effective in engaging the students and increasing their motives to learn the English language. The current research has indicated the need to develop the suitable and attractive learning environment in which different forms of teaching should be incorporated to reach all students according to their different learning styles and preferences. This research will lead to insights into the design and implementation of improved English learning programs and, in the long run, improved school outcomes for these students.

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