A HOLISTIC GOAL IN LEARNING ENGLISH: CASE STUDY ON ENGLISH CLUB OF JUNIOR HIGH SCHOOL

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Abstract

The objective of this study is to examine the English Club of a Junior High School students' integrative motivation. The purpose of this research is to collect data on the students' integrative motivation to learn English in a Junior High School. Qualitative methods including observation, interview, and documentation were employed in this study. Understanding the pupils' integrative motivation for learning English was the main objective. The results show that many students would benefit from speaking with native speakers to improve their English proficiency. Out of the total number of students, six aim to enhance their listening, reading, writing, and speaking abilities in English. One student specifically wants to speak with native speakers. Improving one's oratory abilities is a goal of many students. The pupils' interest in learning about the development of English phonetics, pronunciation, and word order led them to study the language.

Keywords: Learning English, Integrative Motivation, English Club of a Junior High School

INTRODUCTION

The planet is home to a wide variety of languages. When interacting with individuals from different parts of the globe, we use English as our primary means of communication. English is a compulsory subject from kindergarten through university in Indonesia. English is a foreign language in Indonesia, thus pupils who aren't native speakers have a hard time picking it up. One aspect that determines the success or failure of learning and teaching foreign languages is motivation. Studying a foreign language requires pupils to have a strong desire to do so, and this is particularly true for students from Indonesia.

It is reasonable to say that acquiring a new language is the most difficult thing a person can do. Expecting a solitary, isolated psychological mechanism to explain it is unreasonable. Instead, it is more accurate to think of language acquisition as an activity that makes maximal use of the organism's cognitive capacities.

While fluency in more than one language has many benefits, it is by no means required; thus, intrinsic drive and innate aptitude can both play significant roles in second language acquisition. This drive can be influenced by a myriad of factors. Integrative and instrumental motivation are the two main categories to keep in mind while discussing the process of learning a second language.

The ability to stay motivated is crucial for effective English language learning. A boost that changes energy in everyone through actual activity to achieve a certain goal is motivation. Tahir Jahan Khan's research in Exploration of Instrumental and Integrative Motivation for Reading English as a Second Language among Second Year Pre-University Students of Government MAO College, Lahore, Pakistan found that students were inclined to read English as a second language for both practical and theoretical reasons. According to the research, ESL reading is

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done by Pakistani students for purely pragmatic reasons, such as short-term or long-term self-improvement. Instrumental motivation is marginally greater than integrative motivation, despite the fact that both are high. This is particularly true when it comes to an interest in reading for pleasure and future travel as well as an appreciation for English literature. Previous research on ESL/EFL tertiary students' extrinsic incentive to read in English outside of a native speaker environment is congruent with the high instrumental desire to read in English. When it comes to picking up a second language, intrinsic motivation is key. Though they are not immutable, students do bring their own patterns of motivation to class. Instructors who are well-versed in the factors that influence their students' intrinsic motivation to study can play a pivotal role as socialization agents, fostering both the long-term growth of students' intrinsic motivation and its activation in specific contexts.

An individual's level of intensity, direction, and persistence in pursuing their goals can be described as a process of motivation. There are two sorts of motivation, according to Gardner: instrumental and integrative. A more pragmatic or practical motive to study a language is known as instrumental motivation. Some examples of instrumental reasons for learning a new language include meeting a language requirement, improving one's chances of getting into medical school, or receiving a financial benefit (such as a raise in pay grade) for proficiency.

Integrative Ness is the desire to learn a new language with the goal of being more integrated into the community of speakers of that language. A person's attitude toward the target language group, as well as their capacity to integrate into that group, or even just an interest in meeting and socializing with members of that group, are indicators of integrative motivation.

Students will put up more effort, show more thoughtful interest, and be

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more joyful during the learning process when they have an integrative orientation or desire to master the language and other sciences. Still, it's not easy to accomplish the goals because the kids come from all walks of life. These individuals hail from several grade levels: elementary, junior high, and senior high. In order to practice speaking and listening English, the kids do not possess the necessary credibility.

Since intrinsic motivation is a component of effective second language acquisition, this study zeroed in on integrative motivation as its primary outcome variable. Conversely, students with an integrative motivation aim to fully immerse themselves in the target language's culture and actively participate in social exchanges. Many students attend the English Club at a Junior High School on Saturdays and Sundays to study. The pupils there are passionate about English language education and have a strong desire to learn a second language.

LITERATURE REVIEW

Motivation in Language Learning

Motivation is a central concept in educational psychology and language learning, with various theories explaining how and why learners engage in learning a second language (L2), such as English. Key motivation theories relevant to language learning include:

- **Gardner's Socio-Educational Model (1985)**: Gardner's theory highlights two types of motivation: **integrative** and **instrumental**. Integrative motivation refers to the desire to learn a language for integration into a culture, while instrumental motivation is more utilitarian, focusing on practical benefits such as career advancement or academic success.

- **Deci and Ryan's Self-Determination Theory (SDT)**: SDT focuses on intrinsic

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and extrinsic motivation. Intrinsic motivation involves engaging in an activity for its own sake (e.g., enjoying the learning process), while extrinsic motivation involves external rewards (e.g., grades, social approval).

- **Dörnyei's L2 Motivational Self System (2005)**: This model introduces the idea of the "ideal L2 self," which refers to the learner's vision of themselves as successful in learning English. It also highlights the importance of the "ought-to L2 self," reflecting external expectations (e.g., societal or parental pressure).

These theories provide foundational ideas for understanding the motivational dynamics in learning English, which are especially relevant in educational settings like an English Club.

Motivation in English Language Learning

Research consistently shows that motivation is crucial for successful language acquisition. In English language learning, particularly in non-native settings such as Indonesia, motivation plays a pivotal role in students' engagement and performance. Studies (e.g., Ushioda, 2011; Ryan & Deci, 2000) indicate that motivated learners are more likely to invest time and effort in practicing English outside the classroom, as seen in extracurricular settings like English clubs.

- **Extracurricular Learning (English Clubs)**: English clubs offer a non-formal learning environment where students can practice language skills in a relaxed, social setting. Research by Rahimi & Katal (2014) suggests that extracurricular activities such as language clubs can enhance learners' motivation by providing a platform for practical language use, peer interaction, and enjoyment.

- **Peer Influence and Social Interaction**: According to Schunk (1990), peer groups can exert significant influence on students' motivation. In an English club, the collective goals, social environment, and group dynamics can impact individual motivation. Social comparison and peer support have been

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identified as important motivators for language learners (Lightbown & Spada, 2006).

Factors Affecting Motivation in English Clubs

Several contextual factors influence motivation in specific settings such as an English Club at a Junior High School. These include:

- **Teacher and Peer Support**: Research suggests that a supportive teacher and the presence of motivated peers in an English club can foster an environment conducive to motivation (Baker & MacIntyre, 2003). Students tend to be more motivated when they feel their teacher cares about their progress and when they can collaborate with motivated peers.

- **Club Activities and Materials**: Activities such as debates, storytelling, or role-playing can be more engaging than traditional classroom activities and offer practical language experience. A study by Bown (2007) shows that learners in more dynamic, activity-based settings tend to exhibit higher levels of motivation because these activities make learning more relevant and enjoyable.

- **Cultural and Social Context**: Motivation to learn English can also be influenced by students' perceptions of English-speaking countries, as well as local attitudes toward English as a global language. The status of English as an international lingua franca is often seen as a motivating factor, especially in countries like Indonesia where English is taught as a foreign language (Crystal, 2003).

Motivation in the Indonesian Context

In Indonesia, English is a compulsory subject in schools, and English clubs provide an alternative way for students to engage with the language outside of the formal curriculum. Studies conducted by Siregar (2018) and Mulyadi (2019)

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indicate that Indonesian students are generally motivated to learn English for future career opportunities, higher education, and cultural exchange. However, cultural and environmental factors, such as limited exposure to English outside the classroom, can dampen intrinsic motivation. English clubs may provide an important outlet for students to overcome these challenges by offering a more engaging and communicative approach to learning.

The Role of Motivation in Academic Performance

Motivation has been linked to students' language proficiency and academic outcomes. In language learning, motivated students often outperform their peers in terms of fluency, vocabulary acquisition, and language production (Noels, 2001). This is particularly relevant in informal learning environments such as English clubs, where students are often highly motivated to practice and improve their skills through conversation and group activities.

Case Studies on English Clubs in Indonesia

Several case studies have explored the role of English clubs in motivating students in Indonesia. Research by Winarti (2020) and Wulandari (2017) found that English clubs had a significant impact on students' motivation, particularly when activities were designed to reflect students' interests and provided opportunities for self-expression. The informal environment of the English club was seen as reducing the anxiety and fear of making mistakes, allowing students to take more risks with language use and build their confidence.

RESEARCH METHOD

A descriptive qualitative approach was utilized in the research. Qualitative data is derived from the interview. This was an attempt to characterize the English Club of a Junior High School student's integrative drive to study the language.

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Members of the English Club at a Junior High School made up the population. There were two levels: one for younger students and one for older ones. English for teenagers was separated into six classrooms, with four and six students in each, while English for children was divided into four classes with four, six, and eight students apiece. A total of forty-six students made up the population.

Table 1.
List of The Students

No	Class	Male	Female	Total	Level
1	Bill Gates	0	4	4	Teenager
2	Isaac Newton	0	4	4	Teenager
3	Einstein	2	4	6	Teenager
4	Leonardo Da Vinci	4	4	8	Teenager
5	Oxford	0	6	6	Teenager
6	Leeds	0	4	4	Teenager
7	Yale	0	4	4	Teenager
8	Caltech	0	4	4	Teenager
9	Cambridge	0	6	4	Teenager
10	Queensland	0	4	2	Teenager
	Total			46	

As a population sample, purposeful sampling is used. Fifteen students were selected at random from the English Club at a Junior High School, which has forty-six members. Attendees in the English Club at a Junior High School are like these examples: enthusiastic, outgoing, and hardworking.

Observation, interviews, and documentation were the methods used to gather data. Twelve issues appeared in the interview phase of the questionnaire, all of which related to the students' integrative drive to learn English. To find out how long pupils have been studying English, we asked them two questions: (1) How long have you been learning English? (2) What makes English your favorite subject? Four inquiries into the pupils' views on Western culture; (1) How do you

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feel about popular culture in the West, including movies and music? (2) A movie or a song—which one inspires you more to study English? (3) How does it motivate you to learn English? (4) Do you find that watching movies or listening to music helps you learn English?

Additionally, five questions to understand the student's goals and what drives them: (1) Is the ability to converse fluently with native speakers the main goal of studying English, or do you have specific skills you would like to acquire? (2) What are your methods for staying motivated to talk like a native speaker? (3) How can you become an expert in it? To become an expert in that field, how do you stay motivated? Five, what keeps you going while you're trying to improve your English?

Passive observation was used for data collection. Uninterrupted monitoring of subjects. Observation, interview, and documentation are the three main methods of data collection.

1. First, schedule three meetings for observation.
2. Involves conducting interviews with classroom instructors and students to gather data for four separate gatherings.

Data reduction, data display, and conclusion drawing/verification—the three steps of Miles and Huberman's data analysis model—are utilized in this work. These steps are carried out interactively and constantly until the data is saturated.

De-Duplication

Summarizing, selecting, focusing on, and searching for themes and patterns were all part of the data reduction process. Clearer representation, easier data collection in the future, and faster search times were all results of data reduction.

Data Presentation

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Data presentation followed data reduction. Data presentation in qualitative research can take several forms, including draughts, descriptions, flowcharts, and connections between categories. In the past, narrative text has been the most common front of display data for qualitative research data, according to Miles and Huberman. The integrative motivation of students in learning English is outlined in depth based on that explanation.

Drawing and Verification of Conclusions

Verifications and conclusions will follow. Here, the answers to the many problems are compiled into a conclusion. Issues with qualitative research tend to be transient and arise after fieldwork. Novel, previously unseen results are the result of qualitative research. The results are still not very clear or well-lit. This way, once everything is explained

RESULTS AND DISCUSSION

Profile of English Club of a Junior High School

An innovative organization, the English Club of a Junior High School promotes entrepreneurship, empowerment, and education. A partnership between the Village Head and the Integrated Education Institution of the Village Division, both dedicated to improving education in underserved communities, led to the establishment of the English Club of a Junior High School.

The English Club of a Junior High School was launched on January 15th, 2017, with the launch of the Free Computer and Language Education Course Program. There were 314 kids from different villages who signed up for the free education program when it first started. The English Club of a Junior High School was instrumental in the development of several firsts in the realms of empowerment and entrepreneurship, such as the utilization of local talent in the

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production of culinary, seafood, convection, and handicraft goods. So that the residents and the other districts can thrive economically and socially, the English Club of a Junior High School is planning to expand its innovative programs, enterprises, and goods soon.

English Club of a Junior High School's new educational activities have benefited the whole community, notably the kids from the village and the neighboring villages. The English Club of a Junior High School has helped those who were previously computer and English language novices learn the ropes.

Results of Observation

According to the findings of the observation, nearly every teacher sparked their pupils' integrative enthusiasm to learn about many cultures and individuals. The instructor inspired the class by introducing them to native culture; for instance, they learned English the way native speakers do it, by viewing videos. Western films, according to the teacher, help pique students' enthusiasm in learning English. Students were able to express their ideas and share what they knew since the teacher included them in the learning process.

Results of Interview

To Comprehend Cultural Norms

Mahyuni, Fuji Amalia, Quraeny Amalia, Indriani Maulidina, and Risnatia Haliza Nasya are the six pupils who are interested in learning about culture. The culture here revolves around the adoption of many behavioral and cognitive features, such as word sounds, pronunciations, and word order. In this scenario, the students' interest in the target language's culture led them to study the four abilities of English: speaking, writing, listening, and reading. As a result, they have gained knowledge about the changes in word sounds, pronunciations, and word order, among other linguistic behaviors. To become fluent English speakers, every

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student has to find what works best for them.

Because they could see the actor or singer using English and listen to the music, it made learning the language much more enjoyable for them. You may learn a lot about the culture of English, including pronunciation, through those fun and easy activities. Songs and movies can also help them hone a talent they've been working on. Listening to music or watching movies inspired them to study English, and they all agreed that it helped them expand their vocabulary and improve their pronunciation. Seven students selected the film, four selected the music, and two selected both.

To Make Friends

Students' integrative presentation to meet people while learning English is to go to countries where the language is spoken. One student, Haslia, is simply interested in making friends.

To Familiarize Oneself with Local Customs and People

Here, the students' goals were to converse with native speakers and get insight into the target language's culture. In the process of studying English, eight pupils are interested in seeing different cultures and meeting new individuals. Gina Utami, Indra Wahyu, Annisa Riska Amalia, Rukmana, Sucitra, Lilis Sukasi, Friska Hamdana, and Mawaddah are the names of these candidates.

The students are enthusiastic about interacting with native speakers and have specific goals for improving their listening, writing, and reading abilities. The second student stated that his goal in studying English was to become a better public speaker. Achieving fluency in the target language would also allow him to converse with native speakers, which was another goal of his.

Discussion

Video, audio, flashcards, board games, and other forms of media were

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utilized by the instructor to impart knowledge to the pupils, according to the findings of the observation. along with a star and a reward to encourage the students' integrative motivation to study English, with the hope that they will be able to communicate effectively with others and acquire four abilities in the language. The English Club of a Junior High School has been a success because the kids have a strong desire to learn new languages and the teachers have helped them develop an integrative motivation to improve their English skills. The interview results demonstrated that students are integratively motivated when they learn a new language. This is because they are interested in the norms and practices of the target culture, and they want to become fluent in all four language skills (listening, speaking, reading, and writing). As a result, they are aware of how to adapt the sounds, pronunciations, and word orders of English words to their speech. The students had high hopes for their ability to master the target language. Their ultimate goal is to establish communication with native speakers of these languages by conversing with them.

From what we can see from the remarks above, the students' actions in their pursuit of English language proficiency have touched on a key feature of the integrative motivation concept: it addresses all three components. Time, space, and the future all comprise them. Students in language classes often have a lot of baggage from their past that is impossible to shake, and students in the present tend to be very focused on the here and now. What this means is that students in language classes have a lot on their minds outside of class at any one moment, and it's important to think about how they'll put the skills they learn into practice even after the course ends (Gardner, 2011: 8).

CONCLUSION

Two things can be inferred from the descriptions given so far: first, that a large number of students would benefit greatly from speaking with native speakers to hone their English language skills; second, that six students would like to improve their English language abilities in general, including their ability to read, write, listen, and speak. Improving one's oratory abilities is a goal of many students. The pupils' interest in learning about the changes to English phonetics, pronunciations, and word order led them to study the language. Aspiring to become fluent English speakers, the students of the English Club of a Junior High School keep themselves motivated by studying and practicing with their peers.

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