

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section will discuss the findings of data obtained by researchers during the research. Research on I Need to Learn English : A Narrative Inquiry of Motivation and Personality in Learning English for Islamic Senior High School Students was conducted from May to June. In this study, researchers collected data through interview and personalities test with three participants. The following are the results of the research data collection:

A. Research Findings

1. Participants Background

a. Background of Participant 1

She is a student at one of the Islamic Senior High School in Weleri. Now she is in eleventh grade with a science major, because she had wanted that major since she was still in Junior High School. At the current school, namely Islamic Senior High School, it is a boarding-based school, the environment is a boarding school. She is already familiar with the world of Islamic boarding school because she has attended Junior High School since she was in Junior High School. Even though when she was in Kindergarten and Elementary School she was still in Public School, but the demands of her parents made her enter the Islamic boarding school and until now she is happy with the Islamic boarding school.

She has a fairly good environment, for her this environment encourages the spirit of the importance of pursuing higher education, coupled with religious knowledge being the number one interest that must be carried out. Therefore, the family provides support to pursue education as high as possible but with one condition, namely that it is balanced with religious knowledge where she is required to choose a school based on Islamic boarding schools. She is the first child of two siblings, the first sibling will enter high school and the second sibling is still in elementary school. Her parents had such a big role in terms of education, especially her father was always a teacher at home and

gave encouragement to learn foreign languages, especially English which is an International language.

Her perception of learning English is that English is a difficult subject. She got this difficulty because she had difficulty understanding the material that came to mind, she had only a small vocabulary, and sometimes the class atmosphere was not supported because it was crowded or influenced by friends who were lazy to listen to the teacher's explanation. Even though she feels difficult and sometimes influenced by lazy friends, she has the enthusiasm to continue to like English lessons and study it seriously. As her father said that learning a foreign language is important, especially English as an International language. She will awaken enthusiasm within herself by listening to western songs and not getting bored taking additional language lessons at Islamic boarding schools, especially English.

The results of the personality test using the MBTI 16 personalities show that she is declared as ESFP-T, namely Entertainer Type. Where the percentage results obtained are as follows : 61% extraverted (mind), 53% observant (energy), 54% feeling (nature), 51% prospecting (tactics), and 53% turbulent (identity). The overall percentage shows that she has an extroverted personality, a relationship with a talent tendency in English according to the Saville-Troike Book says extroverts will be more successful language learners because they talk more. So, she has good talent tendencies in learning English.

b. Background of Participant 2

The education pursued by her includes Islamic-based education, even though it is only four to five years of living in education with boarding school. She has been studying with Islamic boarding schools since she was in Junior High School, where she had to leave her comfort zone outside the area. She has carried out Islamic education since she was in elementary school, more precisely at Madrasah Ibtidaiyyah, even though she has not yet entered a boarding school. In senior high school,

now she is in eleventh grade majoring in science. Like it or not, she had to major in science, because at that school there were no majors other than science. She admitted that she was grateful and loved the science major because she want to take a medical school after graduating from there. She likes living in a boarding school, because her daily life becomes more organized between studying, reciting the Qur'an, extracurricular activities, and communicating with friends more intensely.

Being in an environment with a variety of attitudes makes her able to turn the opinions of both parties into experiences that equip her to act in what way. In terms of education, these opinions are divided into two, namely between supporting education up to the college level and only enough to attend school up to senior high school. For that, her responded calmly because she knew that the two opinions had their own reasons. She has big dreams so she wants to make them come true, she wants to be able to study up to college level. Therefore, having a dream creates an environment that provides support encouragement, and inspiration.

She has a family that is not demanding. The existence of the role of the family, especially parents who are always supportive, makes her want to give the best for them. In the world of education, her parents just want her to master not only her mother tongue and first language but also foreign languages. She chose to pursue learning English as a foreign language that she wanted to master. She is the second child of three siblings. Her older sister also provides full support and sets a good example, her older sister is a motivator and idol for her achievements and hard work to do something, especially in the field of education.

The friendly environment is very pleasant. She said that she and her best friend had the same dream, namely to study English seriously because they wanted to master this international language. For her, other friends who neither support nor insult her dreams are a form of test that she must face calmly. The reasons that she and her friends are still unstable, they are sometimes not

enthusiastic and become part of friends who do not like English lessons. But after that, she will be excited again because her laziness is not permanent. The class that is in the spotlight is when someone has good grades and is good at math, chemistry, and physics. She thought that maybe because they were majoring in sciences.

Learning English for her is a lesson that must be occupied because the benefits are enormous. Many good books with broader scientific insights use English. One thing that sometimes makes her lose enthusiasm is because she has difficulty remembering what material has been entered in her brain, she is the type of person who is studying now and can forget tomorrow. To memorize various kinds of vocabulary in English is an effort that is not easy, with forgetfulness she makes such a big effort, namely writing down vocabulary paper which will be pasted on the wall when her spirits are high. She is grateful that there is additional English learning which is legally obligatory at Islamic boarding schools, that has made her not only based on formal classes.

The results of the personality test using the MBTI 16 personalities show that she is declared as ISFJ-T, namely Defender Type. Where the percentage results obtained are as follows : 54% introverted (mind), 61% observant (energy), 58% feeling (nature), 51% judging (tactics) and 51% turbulent (identity). The overall percentage shows that she has an introverted personality, a relationship with a talent tendency in English according to the Saville-Troike Book says that introverts are someone who achieves higher in academic language. So, she tends good talent only in academics but when mastering the language to practice it becomes less mastery but that does not mean her can not master English well.

c. Background of Participant 3

She has an educational background which she is very grateful for, because she is allowed to choose a school of interest. She said that since childhood she wanted to study religion properly, but her parents had not

allowed her to do so. her parents allowed her to study at boarding school after graduating from elementary school, and that dream came true. When she was in junior high school, she was in a boarding school. Currently she is a student at Islamic Senior High School in Weleri and is studying again. She is in eleventh grade majoring in sciences. In addition to language lessons, especially English and Indonesian, she really likes chemistry lessons. Therefore, she was very happy when she was in the science department. Having a hobby of writing stories makes her like literary material from Indonesian language lessons, and she wants to be able to write in English as well where she has a higher enthusiasm for learning English.

The environment where she lives is an environment that upholds career. Where competing for higher education in order to get a good job in the eye of the public. Therefore, she became even more enthusiastic about achieving her dream of becoming a chemistry teacher. Not because she just wants to look good in the eyes of the world around her, but having an environment like that helps her have hope and the confidence to aspire. Apart from that, she also thought hard and was serious about studying for herself and her parents. The influence of the environment become an encouragement in learning.

As she said, parents give freedom to choose where to go to school, freedom to express opinions, and do not get any form of restraint even though she is an only child. Love in that form makes her want to give the best for her parents. Her parents knew that she wanted to be a chemistry teacher, and knew that if she had a hobby of writing, then they as parents really supported those two positive things. She also has several cousins her age who have various dreams, especially wanting to continue on to college after graduation, so they provide support and encouragement to one another. When she returns from the Islamic boarding school, she will spend time with her cousins refreshing and discussing her hopes and dreams.

According to her, friends are not very influential for her in terms of providing encouragement to make dreams come true, especially in learning English, because in reality many friends still underestimate English lessons and take it lightly because when there are daily tests they will copy their friends who are good at it or they will cooperate with each other. That's what annoyed her because she could or could not solve the problem without help or cheat from anyone. For her, only oneself can give such great enthusiasm because there is great hope that great enthusiasm will also arise.

She gave her views on learning English that learning English is a challenge in her life, called a challenge because apart from being cool, learning has a complicated process. The reason is because in learning English there are many provisions that must be learned too, such as grammar, mastering vocabulary, and correct pronunciation. There are also must have skills such as writing, reading, listening, and speaking. Therefore, she wants to master English so she can write fiction and non-fiction stories in English.

The results of the personality test using the MBTI 16 personalities show that she is declared as ESFP-T, namely Entertainer Type. Where the percentage results obtained are as follows : 51% extraverted (mind), 59% observant (energy), 56% feeling (nature), 51% prospecting (tactics), and 65% turbulent (identity). The overall percentage shows that she has an extrovert personality that is almost balanced with introverts and can be said as an ambivert, a relationship with a tendency of talent in English according to Saville-Troike Book says extroverts will be more successful language learners because they talk more. While introverts generally achieve higher in academics. So, she can combine the two statements to get a balanced and good enough talent tendency.

2. Participants Experiences

a. Experience Stories of Participant 1

She shows her experience that learning English for her is quite a difficult subject, even though she has been studying English for more than five years plus intensive learning in Islamic boarding schools as a deepening of foreign language skills but she still admits that she still has difficulty processing the material obtained. This did not make her give up, even though her enthusiasm for ambition was decreasing because, from the bottom of her heart, she was interested in learning English.

I'm having difficulties even though I've tried my best not to give up learning English because basically, I want to be able to speak English well starting with singing lessons, I feel happy and enjoy it like getting entertainment while learning so that's where I'm interested in being able to and loves the lessons. Apart from that, my father played a very important role because she helped me learn English.¹

The difficulty occurs because her understanding of the material is very minimal. She admits that she has difficulty absorbing material, what she does when she does not understand is to ask the teacher again or ask a smart friend. Their ambitious attitude and courage do not make her afraid to ask questions. In addition, the vocabulary they have is not much. That is the factor of difficulty, because for her if people can understand the material then they have to understand the language. She who has a small vocabulary, certainly experiences difficulties because it is not easy for her to translate English sentences one by one, and she relies heavily on the dictionary.

I always use the help of dictionary in learning English, because it's difficult to translate, but when I don't understand the material or the teacher's explanation, I will immediately ask the teacher or

¹ P1, Interview by a researcher, May 19, 2023, Interview 1, transcript

friends who are good at English lessons. I'm the type of person who doesn't give up easily in fighting for something.²

In addition to formal learning, she has participated in non-formal English lessons, namely English tutoring at her English teacher when she was in elementary school. But it did not last long, only three months. And then continued this non-formal learning in different places, an Islamic boarding school when she was in junior high school and senior high school.

In non-formal learning, I took English and math tutoring at elementary with a subject teacher, but only for three months.³

She also said that even though she had never participated in a competition related to English, since childhood she had the ambition to be good at English. What made her the happiest was the support from her parents, especially her father. At home, her father became an English teacher, teaching her and not demanding that she have to take part in various competitions in the field of English.

I've never participated in a language competition, even though my father wants me to speak English fluently but doesn't force me to take part in competitions. My father also plays a full role in teaching English at home.⁴

b. Experience Story of Participant 2

She expressed her opinion through her experience that learning a language is unique, especially English. According to her, being bored or having fun is a natural phase in teaching and learning activities. For her, learning English is important because it is an international language. Therefore, when boredom,

² P1, Interview by a researcher, May 19, 2023, Interview 1, transcript

³ P1, Interview by a researcher, May 19, 2023, Interview 1, transcript

⁴ P1, Interview by a researcher, May 19, 2023, Interview 1, transcript

laziness, and lack of enthusiasm are present, she never leaves learning. This has become a habit, it is not a burden to continue studying because she likes to learn and not only at school she learns English, but also at the Islamic boarding school receives foreign language learning, namely English, Arabic, and Formal Javanese language.

I like it when in the learning process there are games and singing because it makes the class atmosphere fluid and reduces boredom. With games, students' perspectives change from learning a language that is very difficult and still more fun, and can enjoy with several games learning is not just monotonous just listening to it because the games also become a place for more practice.⁵

She said that her initial impression of liking English lessons was that she studied descriptive text material in seventh grade. At that time the learning model was that students were asked to bring photos of their family, friends, heroes, or idol figures and then describe their physical appearance using English in front of the class. She felt excited when she memorized vocabulary related to the material. Starting from that experience, she wanted to get to know English so she could do storytelling in English. She fell in love the first time when she joined her friend to watch storytelling videos on YouTube, she looked cool when she was able to tell stories in English properly and correctly.

I liked English lessons when the seventh-grade material was describing the human physique, I brought a photo of my younger sibling. At that time I felt happy memorizing of various vocabulary, besides that when I went with friends to watch storytelling videos from YouTube it was cool.⁶

⁵ P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

⁶ P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

She has never participated in competitions related to English but she has participated in learning English materials with friends who took part in the English Olympiad. The competition she has participated in is District Level National Science Olympiad in Chemistry. Non-formal learning in the field of English has been attended only additional activities at Islamic boarding schools, and she has never attended tutoring at non-formal institutions. She has a dream to learn English in Kampung Inggris, Kediri. The reason was that she saw a neighbor who was good at English and had taken a course there for six months and now opened special tutoring for English.

I've never taken part in an English Olympiad, I've only studied with friends who took part in the olympiad. Meanwhile, I took part in the Regency level Chemistry Olympiad. I've never taken an English course, but I want to be like a neighbor who is good at English because she has studied in Kampung Inggris.⁷

c. Experience Story of Participant 3

She shared her experience that learning a language is the same as going through challenges. She admits that she likes challenges, therefore no matter how difficult the obstacles she will go through them patiently. She expressed her interest in learning English because of her big dream, wanting to gain more knowledge. According to her, the story that impressed her while learning English was the teacher, who previously did not like English lessons, making English her favorite subject, because she bought the teacher's way of teaching was extraordinary. She called the process of struggle in learning a pleasant journey.

My memorable experience when I was in junior high school was with the teacher, the way she taught made me the enthusiasm to learn English more deeply. I felt like I had the urge to be able to

⁷ P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

speak English even though when I was in elementary school I didn't like English lessons.⁸

For her, the teacher's way of teaching is an important factor in the learning process. From not liking English lessons to loving English lessons because of the way the teacher teaches. She said that the teacher was smart and active, used many game methods in conveying material, and was patient in guiding students. Unlike the English teacher when she was in elementary school, the teacher was based on a textbook, the learning method only asked students to work on the problems in the textbook. So, she acknowledged that the change in the learning method conveyed by the teacher made her interested. Starting from there she pursued and was serious in English lessons.

I wasn't interested in English lessons when I was in elementary school because at that time learning was not fun because the teacher was only based on the textbook, it was different when I liked English lessons when I was in junior high school because the teacher taught with a fun and patient learning model, she is very smart and active in the learning process.⁹

Having high enthusiasm and studying seriously, she felt that her knowledge of English was better than before. She was included in the English Olympiad by the school last April. Even though she is grateful for it. Armed with her experience and interest in learning English, she wanted to open an English tutor in her village. In addition, she wants to publish a work, namely a non-fiction book in English.

I took part in the English Olympiad last April. I am grateful to be able to take part because it adds to the experience even though I didn't win. For that, I

⁸ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

⁹ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

want to open tutoring for children in the village and want to publish reading books in English.¹⁰

3. Participants Obstacle

a. Obstacle Story of Participant 1

She said that the process of learning English was difficult because there were several obstacles, namely she was unable to understand the material presented by the teacher. She experienced confusion about something wrong with her or the method the teacher taught was difficult to understand or boring.

What I felt when learning English in class was a mix of being happy and not happy because I was bored or having difficulty with the material delivered by the teacher. However, when the teacher pointed at me to answer as much as possible, and if I can't answer, so I'll be honest and ask the teacher for another explanation.¹¹

She as a student organization representative at school has a spirit that does not give up easily and is brave. When she feels she does not understand because of several factors, she will not remain silent. She will continue to ask teachers and friends about what material she does not understand. She also did that when her friends asked her for help explaining the material but she did not understand, so she confidently asked the teacher to explain again until she understood. She expressed the inhibiting factors in the statement of the experience of the research participants, where a rich vocabulary is needed. She who admits that she is still poor in vocabulary, experiences difficulties in learning English. She prefers the learning method is in the form of practice or something interesting and not boring, such as games, singing, and the like.

I prefer practice to theory, like games, and singing. Because when theory is very boring and I don't

¹⁰ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

¹¹ P1, Interview by a researcher, May 2019, 2023, Interview 1, transcript

understand the material because I don't memorize vocabulary. For that, I always ask the teacher until I understand.¹²

For her, learning a foreign language requires a multi-layered process. The first is getting to know the language itself, understanding its meaning, enriching vocabulary, and the second is material in language lessons, especially English. When we have mastered the first process, it will be easier to understand the material. The conclusion she got from her experience in the process of learning English, when she knows the meaning of a sentence, it makes it easier to solve problems in a lessons, but conversely, if she does not know it will have a bad impact which makes her confused to understand the material and questions in learning.

b. Obstacle Story of Participant 2

She expressed her experience that the obstacles she faced were almost the same as her experience in the process of learning English, namely learning methods that were less fun so that she as a student felt uncomfortable and bored. She hopes that the material presented can be made as interesting as possible in a comfortable atmosphere because she will become lazy if learning is boring. Another factor is support, it is said that the environment is less supportive.

I experienced difficulties so that I lacked enthusiasm in carrying out English learning, besides that there was also an environment that was not supportive so that it made me who wanted to be enthusiastic confused.¹³

She gave the reason for the emergence of difficulties or obstacles in a lesson because of boredom. When learning English was only focused on the textbook, she and her friends felt like they wanted to finish learning

¹² P1, Interview by a researcher, May 2019, 2023, Interview 1, transcript

¹³ P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

immediately to take a break in the canteen. In contrast, learning deals with numbers such as mathematics, chemistry, and physics. Even though it was difficult, the challenge of learning formulas and calculating formulas for her made the class atmosphere more tense so she did not feel bored.

In my opinion, the obstacles occur due to boredom with the classroom atmosphere when learning only focuses on reading in the textbook while what makes learning not boring is tension such as counting, solving formulas in math, chemistry or physics lessons.¹⁴

Therefore, she expressed her opinion that if one wants to overcome obstacles or difficulties in class, learning methods must be created interestingly and enjoyable, so that the boredom that causes drowsiness will decrease or even disappear. Drowsiness is a cause of boredom which is an obstacle factor in the process of learning English, those who initially have high enthusiasm for learning over time become unenthusiastic.

c. **Obstacle Story of Participant 3**

She believes that the obstacle that occurs to her when learning English is the class atmosphere. The condition of the class was crowded, and many friends did not pay attention to the teacher so they underestimated the lesson and lacked enthusiasm, so she concentration which resulted in her being easily lazy. But that does not completely make her unmotivated, because English is a lesson that she likes and is fun.

English is a fun lesson, even though sometimes I experience difficulties during learning. In my opinion, it is normal thing in teaching and learning activities. I still conclude this process in a fun way because basically, I like English lessons.¹⁵

¹⁴ P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

¹⁵ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

The difficulty in the material that she felt was the learning process where she had to master grammar, vocabulary, and pronunciation correctly. It was a step that could not be instantly understood easily. It takes hard study and not giving up easily to get good results. Therefore, she is grateful to have the opportunity to learn English not only in the classroom during English lessons but also outside of it. Outside learning such as language learning at Islamic boarding schools and additional tutoring when carrying out English Olympiads.

In my opinion, the other difficulty lies in the material when I study grammar, vocabulary, and pronunciation that must be mastered. I am grateful because there is learning outside the classroom, in Islamic boarding schools, and additional tutoring when going to the olympics.¹⁶

4. Participant's Motivation

a. Motivation Story of Participant 1

She shared a story about a motivation that played an important role in achieving her goals of learning English due to encouragement from several factors, she revealed that the cause included her parents, especially her father. The encouragement from her father was strength in itself because her father never tired of providing support in her process. Even so, the encouragement from other people does not make her dependent because her desire and interest in learning English already exist within her.

My father's advice that we must instill in ourselves to genuinely love what we want to learn. For example, by learning English, we must have pure intentions in our heart, not just join in. Because English is very important, when we are abroad we can interact using English easily.¹⁷

¹⁶ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

¹⁷ P1, Interview by a researcher, May 19, 2023, Interview 1, transcript

This statement concluded that she did not just participate in learning English to look great. Another factor is friends and a big dream. Both are very influential, in how the feeling of happiness and enthusiasm comes to the feeling of laziness when friends also do the same thing. She said that she was easily influenced so her enthusiasm went up and down, even so, she convinced herself and her parents that she would learn to deepen her English as much as possible. One of the big dreams that she wants to achieve by pursuing language learning is to have the opportunity to continue her education abroad, therefore she is very concerned about grades to measure her level of achievement.

I still pay attention to grades. Due to my maximum effort, my grades give me satisfaction for that achievement. One of the efforts to make my wish come true is to have the opportunity to study abroad so that I have the enthusiasm to learn English as a provision. However, it all depends on whether the parents give permission or not.¹⁸

Another small effort that fueled her enthusiasm was online games. She likes to lay online games, where the game platform uses English. So like or not, she has to find out the meaning of the words found in online games. For her, it is an activity of playing while learning by increasing vocabulary.

I also learn while playing, namely in online games, they use English so I have to find out what it means which I will memorize and it is very useful.¹⁹

b. Motivation Story of Participant 2

She shared her experience in learning English, for her motivation or encouragement has an important role that runs in the process of something including learning. Family is the closest factor that can provide motivation

¹⁸ P1, Interview by a researcher, May 19, 2023, Interview 1, transcript

¹⁹ P1, Interview by a researcher, May 19, 2023, Interview 1, transcript

and have a big impact on her enthusiasm for learning English, but there are two things that she feels are contradictory. The first is that the family wants her not only to master two languages as mother tongues are Javanese and Indonesian language, namely English which is an International language. The second is the lack of support from the surrounding environment which makes her confused between being very enthusiastic and not.

My family wants me to not only master two language, but also English. That way, I am excited and motivated to make their wishes come true by trying my best.²⁰

Besides that, her interest in English has been awakened. She said that English was her favorite subject since she was in junior high school. She also said that she likes to study and seek knowledge and because of that she created a big goal, namely her desire to study in Egypt like her seniors so that her knowledge horizons would become wider and increase. English is an International language, and that is what made her have great enthusiasm to learn English to make her dream of going to Egypt easier. She wants to continue her education at Al-Azhar University.

I like to study, and studying up to Egypt is what I dream of. Studying in other countries, far away will lead to broader insights of knowledge. Therefore I have the enthusiasm to learn English more deeply considering the language is an International language.²¹

The next factor is motivation from the influence of friend and two other things. For her, friends a partners in the learning process will be very influential. She admires the figure of a smart friend, especially good at English lessons which will make her want to be like them and her enthusiasm will burn even more. She is very happy when

²⁰ P2, Interview by a researcher, May 19 2023, Interview 2, transcript

²¹ P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

friends who are better at learning English want guide and help her to study together.

The attitude of friends is very influential for the enthusiasm to learn English because many friends are good and can speak English, therefore I also want to be able to speak English well by studying diligently, they are happy to invite me to study together.²²

However, this statement is not a reason for her to make her enthusiasm only limited to joining in. For her, the ability is more important than grades because grades can deceive while abilities will be honest.

English is an International language which is very meaningful and good to learn. Therefore, it is not good if it is only used as an effort to follow other people or just to look great or to get good grades.²³

c. Motivation Story of Participant 3

In her story, she said that one of the successes of action is due to motivation. The motivation comes from within, she is happy and feels that she has fun when learning English takes place. She is very challenged when she is in a difficult phase, that courage is created from having a dream that she wants to achieve so that her enthusiasm also soars. Her interest in English lessons has been present since she was in junior high school. She also pays attention to the grades she gets because English is her favorite subject. In addition, her grades can be used as a benchmark for her to study even harder.

I feel when learning English in class is very happy, even though the material makes my mind relax or experience difficulties because English is the number one subject that I have been interested in since I was in junior high school, so I feel I have fun when learning English.²⁴

²² P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

²³ P2, Interview by a researcher, May 19, 2023, Interview 2, transcript

²⁴ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

According to her, someone who is good at speaking foreign languages, especially English is a cool achievement. However, just to look cool is not her main goal because her intentions are sincere with her dreams and she purely likes English lessons. Then the one who encouraged her life was a public figure. She took advantage of sophisticated technology to learn by surfing social media. The Instagram application brings itself to celegram or public figure in the world of Instagram, the celegram makes creativity through content in English and there are English writings that make her interested in mastering English.

A public figure that inspires me to continue learning English is a celebrity in Instagram application. This happened because I watched their content in English, their writing in English, that way I was interested in being able to speak English.²⁵

There is one dream that she hopes for that her desire to study abroad, but there is doubt in her heart. The other two factors are family and friends, these two things are the main factors for the success of a goal. She sees from her environment that friends are less influential because she finds two camps, the first is that many of them do not like English lessons, so it makes her lazy. The second is having friends who support her because they have the same goal or are usually said to be in the same circle. She admits that she is easily influenced to be lazy or excited.

Friends are less influential in getting motivation in learning English because many of them don't like English lessons. This makes me lazy, even so, there are also friends who support me because they like English lessons, so I join in because I am an impressionable person.²⁶

²⁵ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

²⁶ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

For her, support from her family is needed because great motivation will emerge from it, she said proudly that her parents gave her full support. The support is in the form of positive advice and does not drop or even doubt in the slightest. She believes that parents' prayer is the most powerful weapon.

I am grateful for the great support from them, their prayers are strength for me.²⁷

B. Research Discussion

1. Situation/Place

The three participants have in common that they started receiving English lessons when they were still in grade four of Elementary School. Participant 1 felt that she liked learning English right away, it all started when her father always provided guidance and taught her at home. She has facilities provided by her parents in the form of support and materials such as being enrolled in private English tutoring even though it is only for 3 months. While participant 2 and participant 3 were less interested in learning English because the learning was difficult and the learning method was not fun.

Participant 2 and participant 3 admitted that they began to be interested in learning English more deeply when they were in junior high school. The experience when learning English in a new atmosphere at the school level is higher than before, providing a very good experience so that it changes their thinking from those who are less or even not interested in English to become more interested and want to learn it more deeply. Their views on English changed when they were in junior high school, the three participants realized that learning English was very important because mastering a foreign language is knowledge that is useful and valuable.

Likewise, when they entered the senior high school level, the three participants already had a very mature enthusiasm and intention to be serious about learning English. They are in the same school, a boarding school

²⁷ P3, Interview by a researcher, May 19, 2023, Interview 3, transcript

based school where there is intensive English learning, this is a very good momentum for the three participants. With non-formal learning, it makes more time to learn about English and certainly provides an even greater experience, and participant 3 can realize her dream that she is able to represent her school to take part in the English Olympiad.

Interaction and Continuity

a) What Does Environment Mean to You?

Participant 1

She said that the environment was very influential in her as a learner. Incomplete when a person's learning motivation does not get support from factors other than herself, but requires encouragement from those around her, for example, family, friends, teacher, and the community. As Abdul Aziz el-Qussy said that the environment is a factor that influences a person's growth from the physical and psychological aspects.²⁸ F Patty explains in more detail that the surrounding community while the psychological aspects include the mind ideals, feeling experienced, problems faced, and so on.²⁹

She felt that the most influential she got high motivation was her father terms of physical aspect. As she said during the interview, her father did not only provide support in the form of blessings, advice, or orders but by the act of including her daughter to attend English tutoring at elementary school and also become a teacher at home. She received serious guidance from her father, thus making her confident to learn English. In terms of psychological aspect, with this support, her father respected her dreams of aspiring and became a place to complain about what happened in learning English. She is one of the few smart students in class, an achiever, and an activist because she served as vice president of the student council. Therefore, she has complete motivation from various factors so that she becomes an outstanding student. Hetherington et al said that parents are seen as

²⁸ Riska Handayani, "Pengaruh Lingkungan Tempat Tinggal dan Pola Asuh Orangtua Terhadap Motivasi Belajar Siswa Sekolah Dasar," n.d.

²⁹ Handayani.

the main facilitators of children's self-concept, interpersonal skills, and achievement.³⁰ The facilities provided by parents in the form of guidance make them high self-confidence to pursue their dreams and enthusiasm for learning.

Participant 2

For her, family is the closest environmental factor so her support is very influential for her to develop in learning. Cheung and Pomerantz argue that motivation related to parents is a unique type of motivation because it is associated with controlled (extrinsic) and autonomous (intrinsic) motivation although at a lower level.³¹ Learning encouragement in the form of motivation, namely parental advice so that she does not only master two languages namely Javanese and Indonesian but also English. She said that her parents gave her this advice when she was still in elementary school, at that time she did not take it seriously because she only loved science. When she entered junior high school she became interested in English lessons because of an assignment with descriptive text material.

Through this experience, she made English her favourite subject after science lessons. In addition, now that she is in high school, this interest motivates her to seriously study English, and has flashbacks to her parent's advice. For her, friends who are good at English provide great motivation and help her in the learning process, because friends are willing to guide her in learning. She believes that parental support and prayers are strengths in achieving hope. Berstein et al said that a child's early experiences at home are an integral part of

³⁰ Jahangir Alam, Ashikullah, Mahbub Rahman, "The Role of The Family in English Language Learning", *International Journal of English Language Teaching*, 2 (2018) : 36-46, www.ejournals.org

³¹ Yuko Goto Butler, "Parental Factors in Children's Motivation for Learning English: A Case in China," *Research Papers in Education* 30, no. 2 (March 15, 2015): 164-91, <https://doi.org/10.1080/02671522.2014.891643>.

learning and education.³² A learner must be given support and guidance from young age because that experience will be in the future and form a strong character.

Participant 3

She revealed that the environment where she lives has a very strong role, where people are competing to show achievements, get higher education, and also degrees. According to her, it also had a positive impact on her, who is a dreamer. She has a lofty dream, which is to continue her tertiary education abroad, become a chemistry teacher, and become a well-known author who has produced many works. This culture makes her confident to have goals and is not afraid of being belittled, this high motivation plays an important role in her life so that she becomes an accomplished learner. As Christiansen and Herrera said that unfavorable home environmental conditions will hurt children's academic achievement.³³ So, conversely, if the home environment is favorable, it will have positive impact and shape student academic achievement.

These environmental factors, according to Alwing and Tornton, are an indirect influence on children's academic achievement.³⁴ Indirect influence or support is like the home environment that she tells, people do not provide support or motivation directly by giving advice or showing themselves as supporters, but only by actions whose intention is not to provide support to others, we could say because of a culture that values education.

³² Jahangir Alam, Ashikullah, Mahbub Rahman, "The Role of The Family in English Language Learning", *International Journal of English Language Teaching*, 2 (2018) : 36-46, www.ejournals.org

³³ Jahangir Alam, Ashikullah, Mahbub Rahman, "The Role of The Family in English Language Learning", *International Journal of English Language Teaching*, 2 (2018) : 36-46, www.ejournals.org

³⁴ Md. Ruhul Amin, "Learning English Language in Home Environment: A Study," *January 3*, 2019, <https://doi.org/10.5281/ZENODO.2530888>.

b) Dream and Achievement

Participant 1,

She believes that high motivation will result in good achievement. It is her experience in learning that the support and motivation of her parents, especially her father, is the source of all his achievements. Motivation is important, as Cheng & Dornyei said that to achieve language proficiency, even the brightest learners will not last long without motivation.³⁵ So, to achieve the goal so that the enthusiasm does not go out in the middle of the road requires motivation that continues to follow as well. It started when he attended tutoring, with people who also had the same goal, namely wanting to be proficient in learning English, so her enthusiasm never faded because of each other's motivation. Totok Suryanto said that tutoring is more towards prevention than treatment.³⁶

She admits that she is not part of the outstanding students who always take part in English competitions and Olympiads, but achievements for her are grades that are always above average and always rank in the top three in the class. She emphasized that grades are indeed not a measure of one's intelligence, but for her, values are a measure of her ability to achieve her dreams. Even though she felt that she was still very far from being able and mastering English. At least the business she has been through so far has not disappointed her parents, especially her father who has always provided full support. Dornyei & Csizer said that high motivation can make up for a sizable deficiency in both language skills and one's learning conditions.³⁷ With high motivation, she is not worried about her dreams she has the desire or

³⁵ Junhong Xiao, "Tutors' Influence on Distance Language Students' Learning Motivation: Voices from Learners and Tutors," *Distance Education* 33, no. 3 (November 2012): 365–80, <https://doi.org/10.1080/01587919.2012.723167>.

³⁶ Siti Wahyu Nia Ningsih et al., "Analisis Peran Bimbingan Belajar Orang Tua Terhadap Motivasi Belajar Siswa SDN 1 Jurit Tahun Pelajaran 2021/2022" 5 (2021).

³⁷ Xiao, "Tutors' Influence on Distance Language Students' Learning Motivation."

hope to master English and fulfill her father's dream opened English tutoring for children in her village.

Participant 2

She said that she had many dreams and hopes attached to learning English, therefore she tried to learn as much as possible and most of all liked English lessons despite the many difficulties he went through. As stated by Gardner, motivation refers to a combination of effort, desire, and a pleasant attitude toward learning a language to achieve learning goals.³⁸ She instills this effort by taking English lessons seriously in class, refraining from feeling lazy and bored, and following intensive English classes at Islamic boarding school activities diligently and enthusiastically. She made this effort so that her goal of realizing her dreams could be carried out properly, apart from wanting to continue her education at Al-Azhar Egypt which required fluency in English, he wanted after graduating from high school to take a course first in English Village, Pare.

Taking the course is expected to be able to make her focus on learning English. For her, all of her dreams are continuous and become a symbiotic relationship of mutualism, where her dream is to take a course in English Village so that her dream of continuing her education at Al-Azhar can be realized. In addition, she is an outstanding student. Even though her achievements are not in the field of English, she often and has participated in Chemistry Olympiads. That is the achievement she has got, with that hard work she never gives up to realize her other dreams, such as those involving English.

Participant 3

According to her, a learner must have goals or dreams to build motivation. She has various dreams related to English, therefore since she was in middle

³⁸ Florentina Sinap, Endang Susilawati, and Eni Rosnija, "Motivation Toward English Language Performance of A Non-English Major Student," *Journal of English Education Program* 2, no. 2 (July 11, 2021), <https://doi.org/10.26418/jeep.v2i2.46007>.

school she has been trying very hard to master English by studying optimally. Yepi said that efforts to improve English skills required additional learning outside of effective hours.³⁹ Additional learning was in language learning activities at Islamic boarding schools and assisting students in learning English towards the English Language Olympiad. She has made achievements in the field of English, namely being trusted to take part in the English Olympiad. Liking English made her want to produce works in the form of fiction or non-fiction books in English. She has a hobby of writing. Learning English, she wants to master because she aspires to publish books in English.

c) English Proficiency Anxiety

Participant 1,

Anxiety or difficulties in the language learning process to have good abilities in various skills in English is something that is experienced by language learners, such as herself who is anxious when she is not able to process material so that she becomes continual incomprehension and that makes her weak. Horwitz argues that weakness occurs because the relationship between anxiety and performance consistently shows a negative correlation.⁴⁰ In dealing with these situations, she dares to always ask about the difficulties she is experiencing until she understands because she is afraid that if she just stays silent it will reduce her enthusiasm. Difficulty understanding the material occurs because she admits that she does not have a lot of vocabulary, so she is less able to understand the material because she does not know what it means. As Liu said that anxiety occurs due to a lack of vocabulary, lack of preparation, lack of practice, fear of being wrong, fear of being the center of

³⁹ Yepi Sedy Purwananti, "Pendampingan Students' English Club SMA Negeri 1 Kedungwaru Tulungagung," *Jurnal Pengabdian kepada Masyarakat* 4 (n.d.).

⁴⁰ Jahangir Alam, Ashikullah, Mahbub Rahman, "The Role of The Family in English Language Learning", *International Journal of English Language Teaching*, 2 (2018) : 36-46, www.ejournals.org

attention, not being able to express ideas, and low English skills.

Participant 2

She said that the obstacles that occur in mastering English skills apart from the material are due to boredom during the learning process. Kruk explained that boredom can occur due to grammar and the level of difficulty of the task.⁴¹ Therefore, Lias added that to reduce boredom, the teacher is better off creating an interesting learning atmosphere, a motivating environment, and relatively low anxiety. The initial anxiety about learning is the boredom it experiences, then it has an impact on the ability to accept learning material. Anxiety makes her afraid of being wrong in speaking or doing assignments. As Hortwitz et al said language anxiety can lead to fear of verbal communication, fear of failing tests, and creating negative perceptions of other people's judgments.⁴² With this fear, she becomes less confident to appear in public in English. MacIntyre & Gardner also argue that anxiety hurts language learning and student performance (exams).⁴³ Yusuf Mehdi et al said that students feel less confident and afraid because they do not understand what the teacher conveys during learning.

Participant 3,

The teacher is a role that greatly influences the learning process to get good English skills in her opinion. Therefore, Prosser Ramsden et al said that teachers must

⁴¹ Mariusz Kruk, "Dynamicity of Perceived Willingness to Communicate, Motivation, Boredom and Anxiety in Second Life: The Case of Two Advanced Learners of English," *Computer Assisted Language Learning* 35, no. 1–2 (January 2, 2022): 190–216, <https://doi.org/10.1080/09588221.2019.1677722>.

⁴² Jahangir Alam, Ashikullah, Mahbub Rahman, "The Role of The Family in English Language Learning", *International Journal of English Language Teaching*, 2 (2018) : 36-46, www.ejournals.org

⁴³ Meihua Liu, "Interactive Effects of English-Speaking Anxiety and Strategy Use on Oral English Test Performance of High- and Low-Proficient Chinese University EFL Learners," ed. Oleg Tarnopolsky, *Cogent Education* 5, no. 1 (January 1, 2018): 1562410, <https://doi.org/10.1080/2331186X.2018.1562410>.

take an approach to teach and perceptions of the context of teaching because it has an impact on students' learning experiences.⁴⁴ She experienced that the first time she received English learning when she was in elementary school was less experience fun for her because the teacher's teaching is less interesting so her demand for learning English is reduced. Ushioda & Zhang added that inappropriate teaching methods and the teacher's ability could be the biggest source of demotivate.⁴⁵ For that reason, at that time, she was experiencing anxiety because of difficulties that hindered her ability to learn English. But over time, when she was a junior high school student she got better teachers in teaching. Even though there is still anxiety, she becomes interested in learning English, and has the goal of honing her skills and mastering English. Goodwin said that anxiety has a good effect if it can build character, increase creativity and increase awareness.⁴⁶

d) Learning Style and Study Habits Participant 1

Gardner said that motivation, achievement, talent, intelligence, and age are dimensions that influence the learning process.⁴⁷ This refers to personality as a part that influences a person's achievement, so learning styles are important to be applied to shape the ability to achieve achievement. After taking the MBTI 16 personality test, she was declared a person who has an extroverted personality. According to Prihanti, personality can influence a person's learning style, including a

⁴⁴ Xiao, "Tutors' Influence on Distance Language Students' Learning Motivation."

⁴⁵ Xiao.

⁴⁶ Liu, "Interactive Effects of English-Speaking Anxiety and Strategy Use on Oral English Test Performance of High- and Low-Proficient Chinese University EFL Learners."

⁴⁷ Tasmaniar Taiyeb, Abd Halim, and Andi Muliati, "Correlation Studies on Personality, Learning Styles, and Learning Outcomes in University Students," n.d.

description of attitudes and behavior in learning.⁴⁸ She feels that the learning style that is suitable to be developed is the kinesthetic learning style, which she likes to practice. According to Galih Kusuma Wardani, extroverted students tend to be students who have a kinesthetic learning style.⁴⁹ She is a very active child, but cannot get learning by staying still. She admits that she likes going around the class with her friends or just walking.

Pritchard said that the learning style of kinesthetic students prefers practice with extraordinary memory including physical experience with memory, they like to be involved in physical activities such as field trips and other direct experiences. That is why it is difficult for them to remain silent.⁵⁰ She admits that she likes practical learning such as singing, playing games, or discussing with groups. As Dunn and Dunn said that learning styles are a collection of personal characteristics that make learning effective for some people and ineffective for others.⁵¹ The existence of personality differences that affect learning styles will create one's learning habits.

Participant 2

Dr. Shuchi Mittal said that introverts' interest is higher in the field of literacy.⁵² She agrees with that statement because apart from liking the learning method of watching, she also likes reading or viewing a text. After taking the MBTI 16 personality test, she was declared a person who has an introverted personality. Personality provides an understanding of the learning

⁴⁸ Carmenica Honesty and M Asrori, "Hubungan Tipe Kepribadian dengan Gaya Belajar Peserta Didik Kelas VIII SMPN 16 Pontianak," n.d.

⁴⁹ Taiyeb, Halim, and Muliati, "Correlation Studies on Personality, Learning Styles, and Learning Outcomes in University Students."

⁵⁰ Taiyeb, Halim, and Muliati.

⁵¹ Anita Tri Rahayu, "PEMBELAJARAN BAHASA INGGRIS YANG MENYENANGKAN MELALUI PEMAHAMAN GAYA BELAJAR SISWA" 4, no. 2 (2017).

⁵² Dr Shuchi Mittal, "Study of Study Habits and Vocational Aptitudes of Students with Introvert and Extrovert Personalities at the High School Level of Muzaffarnagar District," n.d.

style that is suitable to do. As Munoz said that to study and describe individual differences, the scientific concept to summarize behavior is to know personality.⁵³ Ghufron and Risnawita also added that personality is one of the factors that influence learning style.⁵⁴ According to her, the learning style that she likes the most is activities that are not group discussions with more than three people. She prefers to discuss with only one person, it makes her more focused. In addition, she likes written tests or in the form of pictures that make learning not monotonous. In the opinion of Ahmadi and Supriyono people with a visual type learning style tend to learn more quickly in writing, charts, graphs, and pictures.⁵⁵

Participant 3

In addition to motivation, learning styles are things that must be considered to help the learning process. Because knowing what kind of learning style will affect study habits which will affect achievement or learning outcomes. De Porter said that when a person is already friends with her learning style, then he can help herself to achieve goals with a faster and easier process.⁵⁶ Learning style is also the influence of one's personality, knowing one's personality becomes a measuring vessel. know the type of learning style that is good for yourself. These three factors are needed by learners in carrying out the learning process. Da Silva and Reategul also stated that academic success can be realized through study habits and how actions are carried out with the right learning style involving a series of skills.⁵⁷ After taking

⁵³ Universidad Nacional del Callao, Perú et al., "Relationship Between Personality and Study Habits in University Engineering Students," 2021, 296–308, <https://doi.org/10.17501/24246700.2021.7129>.

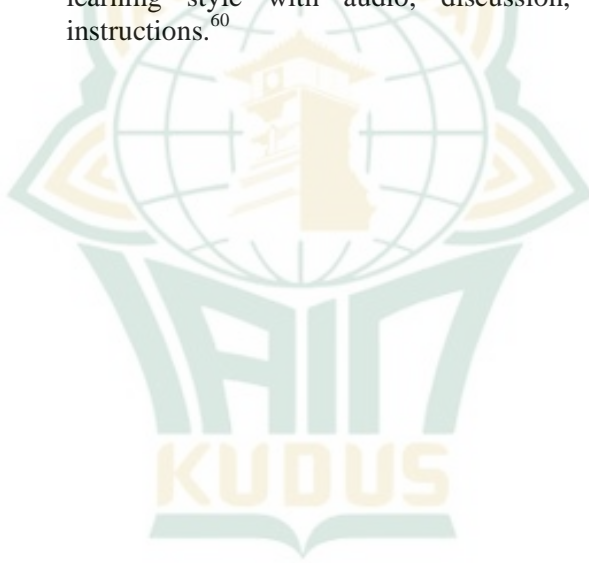
⁵⁴ Honesty and Asrori, "Hubungan Tipe Kepribadian dengan Gaya Belajar Peserta Didik Kelas VIII SMPN 16 Pontianak."

⁵⁵ Deisy Supit et al., "Gaya Belajar Visual, Auditori, Kinestetik terhadap Hasil Belajar Siswa," *Journal on Education* 5, no. 3 (February 4, 2023): 6994–7003, <https://doi.org/10.31004/joe.v5i3.1487>.

⁵⁶ Supit et al.

⁵⁷ Universidad Nacional del Callao, Perú et al., "Relationship Between Personality and Study Habits in University Engineering Students."

the MBTI 16 personality test, she was declared as a person who has an ambivert personality. According to Ningsih, an ambivert is a personality that has a psychological balance between extrovert and introvert.⁵⁸ Therefore, with a personality that according to her is in the middle between extrovert and introvert personality, she has an auditory learning style, where she likes to debate in activities. discussion but likes to listen and can work together individually or in groups. De Porter also stated that people with an auditory learning style tend to like to hear and remember what was discussed rather than what was seen.⁵⁹ And Ula added that auditory is a type of learning style with audio, discussion, debate, and instructions.⁶⁰



⁵⁸ Rila Melyana Fitri, Moh Toharudin, and Fia Bahrulinnisa, "Personality Characteristics of Introvert, Extrovert, and Ambivert in Elementary School Students," n.d.

⁵⁹ Supit et al., "Gaya Belajar Visual, Auditori, Kinestetik terhadap Hasil Belajar Siswa."

⁶⁰ Supit et al.