



ENGLISH STUDY CLUB: HOW STUDENTS' MENTAL ATTRIBUTES REFLECT THEIR MOTIVATION

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ABSTRACT

This study focuses on investigating the main motivation of students in the English club and testing the level of motivation based on the aspects of learning motivation that have been developed by Worell and Stilwell. This study aims to reveal the difference in motivation between on-campus clubs and English clubs using quantitative descriptive methods on the subjects of students in the second semester to the final semester of the English Department. The data was collected through a questionnaire and analyzed using a non-parametric test, Mann-Whitney. This study indicates no significant difference between student learning motivation on campus and the English Club from the average of six aspects of learning motivation. However, the English club was superior in terms of feedback and goals as the primary motivation for students. From these results, it is known that the English club contributes well to the mental attributes of students in practicing English proficiency.

Keywords: *English as a Foreign Language; English Study Club; Learning Motivation*

ABSTRAK

Penelitian ini difokuskan pada investigasi motivasi utama mahasiswa pada klub Bahasa Inggris dan menguji level motivasinya berdasarkan aspek motivasi belajar yang telah dikembangkan oleh Worell and Stilwell. Penelitian ini bertujuan untuk melihat perbedaan motivasi antara klub di kampus dan klub Bahasa Inggris dengan menggunakan metode deskriptif kuantitatif pada subyek mahasiswa semester dua sampai semester akhir Jurusan Bahasa Inggris. Data penelitian ini dikumpulkan melalui angket yang dianalisis menggunakan uji non parametrik yaitu Mann-Whitney. Hasil penelitian menunjukkan bahwa tidak terdapat perbedaan yang signifikan antara motivasi belajar mahasiswa di kampus dan Klub Bahasa Inggris dari rerata enam aspek motivasi belajar. Namun, kelompok klub Bahasa Inggris ternyata lebih unggul pada aspek umpan balik dan tujuan daripada kelompok kampus. Kedua aspek inipun menjadi motivasi utama mahasiswa dalam belajar bahasa Inggris di Klub Bahasa Inggris. Dari hasil ini, diketahui bahwa klub bahasa inggris memberikan kontribusi yang baik pada atribut mental mahasiswa dalam melatih kecakapan bahasa Inggris.

Kata Kunci: *Bahasa Inggris sebagai Bahasa Asing; Klub Bahasa Inggris; Motivasi Belajar*

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INTRODUCTION

In 2020, Education First (EF) released the results of an English learning index survey from 100 countries in the world. Unfortunately, the survey results show that Indonesia is ranked 74th out of 100 countries or is in a low category (EPI, 2020). It is undoubtedly a significant homework in the world of national education. It is undeniable that this condition is inseparable from the motivation to learn English in human resources in Indonesia.

Motivation is a tendency that mentally encourages someone to do something to achieve something (Legault, 2016). The factors behind the motivation itself support this. No wonder motivation can bring success to individuals or groups in various fields, such as economics, business, sports, and education. Several Educational studies have claimed that in the learning process, awareness of the value of motivation is vital for students to encourage the achievement of learning targets (Turabik & Baskan, 2015).

Motivation and learning are two things that influence each other (Uno, 2014). Learning is a state of behavior change that is relatively permanent and can occur due to strengthening exercises based on achieving specific goals called motivation. Learning motivation also refers to a value and desire to learn (Wlodkowski & Jaynes, 2004). Another opinion concludes that learning motivation is the overall driving force in students that creates, ensures continuity, and gives direction to learning activities to achieve the expected goals. Therefore, it can be concluded that learning motivation is a desire that motivates individuals to direct individual behavior towards learning activities so that learning objectives can be achieved. (Sudirman, 2011)

Learning motivation is generally divided into motivation from within or intrinsic motivation and extrinsic motivation (Turabik & Baskan, 2015). In the case of students or college students, intrinsic motivation is the motivation formed from a person's self-awareness that makes them feel interested and happy to learn; for example, a child learns English without any external coercion. At the same time, extrinsic motivation is the motivation that grows within a person because he wants to meet external factors such as parents, peers, and the environment (Legault, 2016). Another opinion suggests that learning motivation arises because of internal factors, namely the desire and desire to succeed and the encouragement of learning needs, hopes, and ideals. In addition, learning motivation comes from external sources, namely awards, a conducive learning environment, and exciting learning activities (Uno, 2014).

There are six aspects of learning motivation that have been developed by Worell and Stilwell, including responsibility, diligence, effort, feedback, time, and goals (Amanillah & Rosiana, 2017). The aspect of responsibility is the student's intuition to do the task without ignoring or leaving it; students who have low motivation will tend to be indifferent to their assignment; this also impacts the second aspect, namely being diligent. Diligent is when students can learn gradually and continuously for a reasonably long time, do not give up quickly, and have a very high concentration level. Then the effort aspect refers to the student's initiative to complete the tasks that have been given, study hard, and use the time for extra learning activities such as visiting the library (Amanillah & Rosiana, 2017).

In addition to the above aspects, there is also a feedback aspect: students are happy with constructive inputs in praise, suggestions, and criticism. Students who get feedback will feel that what they have done feels more meaningful and not in vain (Namaziandost et al., 2019). On the other hand, there is also the time aspect, where students will use the time to study and complete assignments as much as possible. The last aspect is goals, referring to the primary reasons why students want to master the lesson and what they want to achieve after learning the material, such as wanting to pass a test, be praised by parents, gain new knowledge or develop their existing potential (Galishnikova, 2014).

With the motivational aspects above, learners make efforts to achieve their target in learning English. In the last five years, many studies have revealed the positive impact of motivation on students' English skills in various contexts, such as informal education from elementary school to university level. Motivation positively impacts students' English performance at the elementary school level (Sumanti & Muljani, 2021). Even students majoring in English want to learn it because it is influenced by intrinsic and extrinsic factors (Nuraeni & Aisyah, 2020).

By joining an English club, the desire to learn English can be accommodated through informal education. An English club is a group created by several people who share the same interest and need for the English language. An English club focuses on practicing spoken language skills such as speaking and listening (Malu & Smedley, 2016). They also say that clubs like English clubs are gatherings of individuals who hold voluntary meetings on an informal and regular basis (Afia, 2006). In addition, the club is a less formal group experience that emphasizes exposure to English without a strict set of English skills rules.

English Club is essential as a place for extra learning. College students only have a few hours per week, which is enough to memorize vocabulary, grammar, and writing, but they have little time to practice speaking. Community-based English clubs are one way to close the gap (Malu & Smedley, 2016). The English club provides students with an English language environment for teachers and students to maintain their English language skills. They cover topics related to standards issues so that they can relate their previous knowledge to English. In addition, the explanation of the problem can also enrich the experience of members more broadly.

It is important to know that the English club has essential elements, namely the activity leader, members, and meeting place (Malu & Smedley, 2016). According to Malu and Smedley (2016), a leader is essential to creating a thriving English community. This individual does not necessarily have a good knowledge of English. The essentials for a leader are qualified leadership, collaboration, and strong interpersonal and organizational skills. The role of the leader is to recruit and invite as many members as possible to join and encourage them to do the same; establish membership, community rules, plan, organization, and lead activities. Next up are members. The criteria for becoming a club member are not very specific. They may be a student, student, lecturer, worker, housewife, or parent. The point is they must come regularly and consistently to meetings. The existence of members is vital to support the activities organized by the leader. Members should be open and friendly to everyone, respect and encourage each other. The last one is the place of

practicing. An English club needs space to hold meetings. Leaders or members can attend activities by utilizing public places such as parks, schools, and mosque grounds. In some cases, a member's house may be an option. In essence, this place can be accessed by all types of transportation so that the presence of members will be maximized.

English club is one of the determinants of student motivation (Alizadeh, 2016). English Club is a forum that facilitates students to build and increase motivation in practicing their English (Bage et al., 2021). Students from SMPN 1 Makale also feel that the English club activities help them build confidence through collaboration and communication in practicing their English (Rachel et al., 2020). In addition, the English club contributes to improving students' English skills (Elnadeef & Abdala, 2019).

However, this does not rule out the possibility of demotivation in learning. Low learning motivation is a condition where students do more work outside their learning activities or, in other words, avoid academic activities. Students with common learning motivation will quickly give up if given a challenge in doing assignments and immediately feel satisfied with their learning activities (Kenneth, 2016). Low learning motivation will impact the individual's learning process (Wright, 2012). For example, working on an individual task will be challenging to complete, even if avoiding working on and completing the assigned task. In addition to impacting the learning process, the low motivation of individuals also affects individual learning outcomes. The learning outcomes obtained with motivation are not optimal even though the individual can achieve maximum learning outcomes. It is also supported by research conducted by Reiss (2009) that low learning motivation will make individuals not driven to achieve the best results so that the learning outcomes will be lower (Reiss, 2009). Students who have low academic performance can be caused by a low level of motivation as well. Ironically again, this case happened to students who graduated from English education. The study results also show that this condition is due to external factors such as family and teachers (Mauliya et al., 2020).

The facts above still leave a big question mark regarding students' primary motivation in learning languages at the English club compared to on-campus and how the level of motivation is from the aspect of learning motivation. Related research is urgently needed to contribute to the development of psycholinguistic education. Psycholinguistic theories have helped a lot in the language learning process (Purba, 2018). It has become a reference in determining learning strategies and improving the quality of English that are much more effective and keep up with the times.

To respond to the problem above, the researcher will research the mental attributes of students studying in English clubs. Researchers will measure students' level of motivation on campus and in English clubs using the Likert scale as the most basic psychometric tool in social science research and education (Joshi, Kale, Chandel, & Pal, 2015). This study aims to investigate the primary motivation of students in English clubs and examine the level of motivation based on the aspects of learning motivation that have been developed by Worell and Stilwell so that this study can also see the difference in reason between motivation on campus and the English Club. Therefore, this study comes with the formulation

of the problem: "What is the main motivation for students to study at the English Club, and how high is the level of motivation compared to students on campus based on the aspect of learning motivation?"

For this research to make a new contribution to psycholinguistics, the study draws several considerations different from previous research. A similar study was conducted by Bage, Aderlaepe, and Agustina (2021), namely the similarity in comparative subjects, namely students who joined English learning clubs and those who did not. In addition, the data analysis method that researchers will use is also the same. That is using SPSS in the form of a Sample T-Test formula. On the other hand, the difference lies in the collection of data and the focus of the discussion. The above study collected data through oral tests to investigate students' speaking skills. At the same time, this research used a questionnaire to reveal student motivation that affects students' English performance.

Other related research was conducted by Ulfa and Bania (2019). The similarities are in the use of questionnaires to test student learning motivation. However, the difference lies in the objectives, questionnaire references, and research subjects. This study aims to determine students' motivation in a regular classroom setting. In this study, the researchers examined students who were and studied in English study clubs. Previous research also used a questionnaire based on intrinsic and extrinsic motivation, while this research was based on aspects of learning motivation. In addition, the subjects of the previous study were junior high school students, while this study was university students.

The research that is quite mainstream in education is appointed by Elnadeef and Abdala (2019) and Melviza et al. (2017). These studies have something in common in discussing how English language clubs strongly encourage students' motivation to practice their English (Speaking) or reveal the contribution of English study clubs to students' English practice. However, the difference lies in the research method, questionnaire development, and objectives. Previous studies used a qualitative descriptive method, while this study used a quantitative descriptive method. Furthermore, the study applied ten items adapted from Kasmalinda. Instead, the researcher designed 30 question items based on Worell and Stilwell's six aspects of learning motivation. In addition, these studies investigate motivation by analyzing students' perceptions, while this study uses a questionnaire to analyze students' motivation levels.

The final consideration is in Al Munawwarah's research (2018) on student learning motivation in learning English as a Foreign Language. The study explored the types of students' EFL learning motivation and identified the factors that motivate them in the learning process. This research is a descriptive study using a quantitative and qualitative design involving a class in one of the Vocational High Schools. Through closed questionnaires, open questionnaires, and interviews, data were collected, and data were drawn about the instrumental factors that play a significant role in the learning motivation of EFL students. It is in line with this research which analyzes the high motivation of students in the context of the English Studies club or the British community. The difference between the two is the purpose of using the instrument. This study aims to reveal the types and factors of

EFL learning motivation, while this study uses aspects of learning motivation to determine the level of student learning motivation.

METHOD

This study uses a quantitative descriptive method to investigate student learning motivation in English learning clubs and uncover the main aspects of their learning motivation. In addition, this method is used to test specific theories by examining the relationship between the variables to be measured. Generally, testing is done using instruments to obtain research data numbers and analyzed based on statistical procedures (Creswell, 2010).

Participant

In this study, the researcher determined participants through a non-probability sampling technique, quota sampling, where not all populations can be selected as samples (Basri, 2007). This study attracted 35 respondents who met the research qualifications, namely students actively studying on campus and participating in English language clubs off-campus from semesters 2 to 8. As a comparison, the researchers also attracted 35 students with the same qualifications but did not participate in club activities. English. Thus, this study's total participants or respondents were 70 active students from the English Department of Education, University of Muhammadiyah Makassar.

Instrument

The instrument in this study uses a questionnaire because of the large number of respondents. The scale used is the Likert scale. There are five options: "strongly agree" with a score of 4, "agree" with a score of 3, "neutral" with a score of 2, "disagree" with a score of 1, and "strongly disagree" with a score of 0. The Likert scale is a psychological measurement instrument used to reveal data about mental attributes. Disclosure is done by looking at the pros and cons, positive and negative attitudes, and agreeing and disagreeing with the attitude object (Azwar, 2007). The researcher developed thirty statement items on the learning motivation scale questionnaire covering six aspects of learning motivation with the details shown in Table 1.

Tabel 1. Blueprint instrument

No	Aspect	No. Item		Items Total
		<i>Favorable</i>	<i>unfavorable</i>	
1	Responsibility	1, 2, 3, 5	4	5
2	Diligence	6,7,8,9,24	25	6
3	Effort	10, 11, 12, 13, 14, 15,16		7
4	Feedback	17	18	2
5	Time	19, 20, 21, 22, 23		5
6	Aim	26, 27, 28, 29, 30		5
Statements Total				30

Procedure

In the process of collecting and analyzing data, the researcher carried out several procedures: (1) The researcher validated the instrument to the expert and tested the validity and reliability test using SPSS, (2) The researcher gave a questionnaire on the learning motivation scale to respondent groups A and B, (3) The data analysis technique or statistical test used to test the research hypothesis is non-parametric statistical analysis. Due to the types of data in this study being two independent samples with insufficient normal data, the researchers used non-parametric Mann-Whitney analysis as an alternative comparative test (Wahana, 2011).

FINDINGS

From the results of the application of statistical tests in SPSS, it was found that the sample gave a normal contribution to Kolmogorov-Smirnov if the value of Sig. More than 0.05. The data for the campus group and the English club group were not normally distributed. In this study, comparative test researchers researched with non-parametric data analysis, namely Mann-Whitney U.

In the homogeneity test, the value of Sig. Based on the Mean for the learning motivation variable is 0.492. Because the Sig value is $0.492 > 0.05$, it is concluded that the variance of the learning motivation data for the campus group and the English club group is homogeneous or similar.

Refer to the findings of "descriptive statistics". There are 35 people or samples for each group. The average student motivation for the campus group is 90.57, while for the English club group, it is 91.17. Therefore, it can be concluded that there is a difference in the average learning motivation of students on campus and English clubs.

Based on the Mann-Whitney U test results, the U value is 575,500, and the W value is 1205,500. If the U and W values are converted to Z values, then the range is -0.435. significant value or P-value is $0.664 > 0.05$. H_0 or hypothesis 0 will be accepted if the P-value is more than the critical limit of 0.05 or Sig. > 0.05 and H_1 will be accepted if the critical limit is below 0.05 or Sig. < 0.05 . Then the statistical results show that H_0 is accepted and H_1 is rejected. In conclusion, there is no significant difference between the motivation to study on campus and in the English club.

Campus Group

From all statements, students chose Strongly Agree (SA) 409 times or 38.95%, and students chose Strongly Disagree (SD) only 29 times or 2.76% as shown in Table 2.

Table 2. Results of motivation to study on campus

No	Aspect	Answer					Positive response
		SD	D	N	A	SA	
1	Responsibility	4.57 %	8 %	8 %	37.41%	41.71%	79.12%
2	Diligence	3.33%	10.95 %	12.85%	36.66%	36.19%	72.85%
3	Effort	1.22 %	9.38 %	8.97 %	46.12 %	34.28%	80.40%
4	Feedback	10 %	12.85 %	5.71	31.42	40 %	71.42%
5	Time	0.57 %	10.28 %	14.28 %	40.57 %	34.28 %	74.85%
6	Aim	2.28 %	6.85 %	12.57 %	28.57 %	49.71 %	78.28%

Responsibility

The table above shows students' learning motivation on campus based on the aspect of responsibility. Of the five statements, students chose strongly agree 73 times and agree 66 times, which means 79.42% of students' learning motivation rises from responsibility.

Diligence

The diligence aspect of students on campus shows good numbers. Of the six statements, students chose strongly agree 67 or 36.19% times and agree 77 or 36.66%. At the same time, 23 decided not to settle, and seven students tended to disagree, meaning that 72.85% of students' learning motivation rose from the diligent aspect.

Effort

Based on the business aspect, student learning motivation on campus has a reasonably high percentage. There are seven statements, and students chose strongly agree as much as 84 times or 34.28% and agree as much as 113 times or 46.12%. Twenty-two students' answers tended to be neutral, while 23 students chose to disagree and three strongly disagreed, which means that 88.57% of students' learning motivation comes from the business aspect.

Feedback

The feedback aspect contributes 62% to student learning motivation on campus. There are two statements, students chose strongly agree 28 times or 40% and agree 22 times or 31.42%. Four student answers are neutral, while nine students answered disagree, and seven voted strongly against the statements.

Time

Referring to the time aspect, student learning motivation on campus is 74.85%. Based on the five available statements, 60 students answered strongly agree, and 71 answered agree. Twenty-five answers are neutral, while 18 students' responses are disagreeing and one strongly disagreeing.

Aim

Table 2 above explains student learning motivation on campus based on objectives with five statements, students choose strongly agree 87 times or 49.71% and agree 50 times or 28.57%. Twenty-two students' answers were neutral, while 12 students answered they disagreed or 6.85% and 2.28% strongly opposed, which means 78.28% of students' learning motivation comes from goals.

English Club Group

After thirty-five students filled out the questionnaire, students chose Strongly Agree (SA) 449 times from all statements, or 42.76% answered the information positively. In contrast, they answered Strongly Disagree (SD) 46 times or 4.38%. Detailed findings are described in the following table.

Table 3. The results of the motivation to study at the English Club

No	Aspect	Answer					Positive response
		SD	D	N	A	SA	
1	Responsibility	8.57 %	6.28 %	6.28 %	30.85 %	48 %	78.85%
2	Diligence	5.71 %	7.61 %	15.71 %	30 %	40.95 %	70.95%
3	Effort	0.81 %	5.30 %	15.51 %	41.63 %	36.73 %	78.36%
4	Feedback	12.85 %	8.57 %	10 %	25.71 %	42.85 %	68.56%
5	Time	0.57 %	5.14 %	21.14 %	37.71 %	35.42 %	73.13%
6	Aim	4 %	4 %	11.42 %	25.14 %	55.42 %	80.56%

Responsibility

The first point describes student learning motivation based on the aspect of responsibility. There are five statements; students strongly agree with 84 times or 48%, and 54 agree or 30.85%. A total of 11 votes stated neutral while 11 student answers said disagree or 6.28%, and 15 votes strongly disagree or 8.57%, which means 78.85% of student learning motivation comes from responsibility.

Diligence

The second point describes the students' learning motivation for diligently studying at the English learning club with six statements; students chose strongly agree 86 times or 40.95%, and 63 times to agree or 30%. A total of 33 votes stated neutral while 16 student answers disagreed or 7.61%, and 12 the majority strongly disagreed or 5.71%, which means 70.95% of student learning motivation arises from the diligent aspect.

Effort

Table 3 above describes students' learning motivation in the effort aspect of English learning clubs with seven statements; students chose strongly agree 90 times or 36.73% and 102 times agree or 41.63%. A total of 38 votes stated neutral while 13 students' answered to disagree and two votes strongly disagree or 0.81%, which means that the effort aspect affects 78.36% of students' learning motivation at the English club.

Feedback

Student learning motivation is based on the aspect of feedback. It consists of two statements. Students chose strongly agree 30 times or 42.85%, and 18 times agree or 25.71%. 10% of the total votes were neutral, while six students' answered to disagree, and nine voted strongly disagree, which means that the feedback aspect contributes to 68.54% of students' learning motivation in the English club.

Time

Of the five statements, the time aspect affects 73.14% of student learning motivation in the English club. Students chose strongly agree 62 times or 35.42%, and 66 times agree or 37.71%. 37 or 21.14% of the total

votes are neutral, while nine students answered disagree and one majority strongly disagree, which means that the time aspect affects 73.14% of students' learning motivation in English clubs.

Aim

The learning motivation of English club students in the aspect of objectives or aims consists of five statements. Students chose strongly agree 97 times or 55.14%, and 44 times agree or 25.14%. A total of 20 votes stated neutral, while 4% of student answers indicated that they disagreed and strongly disagreed or meant that the objective aspect affected 80.56% of students' learning motivation at the English club.

DISCUSSION

This discussion aims to review the findings in-depth to answer the previous problems.

Students on Campus VS English Club

Based on the findings, the researchers understand that the differences in student learning motivation in the campus environment and English clubs exist in all aspects. For the element of responsibility, the campus group is higher than the English club group by less than one percent (see Table 2). Furthermore, the diligence aspect shows that the campus group is almost two percent superior to the English club group. Then the time aspect also indicates that the English Club group is lower than the campus group even though the difference in numbers is not too significant or less than two percent. There are pretty surprising facts in the effort aspect, where the campus group got the highest score with a difference of around ten percent from the English club group. In short, the campus group appears to be superior in several aspects of learning motivation compared to the English club group.

However, the English Club group also has more contributions than the campus group. It is contained in two aspects, namely feedback and goals, where each element has an average difference of five percent. These two aspects indicate that students have a certain tendency towards English clubs.

Based on the results of the SPSS application, this research was carried out non-parametrically with the Mann-Whitney test. The results of this test showed that there was no significant difference between the two groups. So it can be said that both the campus and the English club have their respective roles in growing student motivation. Studying on campus certainly has its curriculum to support students' academic values, while the English club can be regarded as a forum for informal learning. Although its members do not get certificates that support educational administration, they can build relationships and language skills trained while studying. It is in line with the results of Efendi's research (2019), where the English club as an extra off-campus activity greatly enriches students' hard and soft skills (Efendi, 2019).

Student Learning Motivation on Campus

Based on the six aspects in Table 2, the researcher found that students were well-motivated on campus. The element of responsibility greatly influences

students' learning motivation. This influence is even more significant than the goal aspect.

The responsibility aspect refers to the attitudes of students in facing the challenges of learning on campus. The questionnaire results (see Table 2) show that almost all respondents admit that they always try to complete tasks independently. Meanwhile, they acknowledge that learning English on campus can increase their scientific insight in terms of goals.

From the results of descriptive statistics, the average student motivation on campus is relatively high. Therefore, students do not experience significant difficulties in motivation while studying English at university because the data shows that students are well motivated. This condition is quite reasonable, considering that the demands of students on campus have become an initial commitment before taking education. No wonder if meeting the target value becomes a big motivation in learning. Hi, this is the same as the results of previous studies that the biggest motivation of students in participating in learning on campus is to meet the passing grade (Anas & Aryani, 2014).

In addition to achieving the passing grade target, other external motivations that support the enthusiasm and quality of student learning are outside parties such as family, relatives, friends, and the environment. It is very much needed by today's students, who are classified as the millennial generation. It is in line with the results of related research that parental intervention in providing support to children can foster good learning motivation so that learning targets can be achieved optimally. The role of parents is often also called external motivational factors (Sumanti & Muljani, 2021). In addition, this millennial generation tends to make the family the center of consideration and decision-makers (Badan Pusat Statistik, 2018).

Main Aspects of Student Learning Motivation in the English Community

From the results of the data analysis of the six aspects of learning motivation in the English club above, the researcher concludes that the objective element gives the highest contribution to the student's motivation to learn in the English club. Then the second significant aspect is occupied by the effort aspect, which contributes quite well.

In terms of goals, students claim to study English at the English club to process international-based information and make it easier to operate up-to-date technology; those who train in English at the study club are also motivated to have the provisions for registering. Scholarships and study abroad. Apart from the in-depth statement above, most of them also admit that they are interested in English.

From the aspect of the effort itself, this is very integrated with the condition of the English club, where students feel happy to meet friends who are also learning English; while practicing, they do not feel awkward interacting with anyone using English. They also agree that they have used their free time to practice their English skills by interacting with anyone. The English club trains language skills and fosters tolerance, cooperation, and adaptability in new environments (Efendi, 2019).

Unfortunately, the feedback aspect is not prominent in the English club group even though the average is still above fifty percent (see Table 3). Almost half of the respondents objected and were annoyed if they had to be corrected when they made a mistake. This fact is quite surprising considering the aspects of effort and purpose

show that they are among those who are not afraid to make mistakes in learning. The researcher also assumes that the differences in student orientation in the English club are pretty varied. The English club is a non-formal education forum, so it is not surprising that the members prioritize fluency over language accuracy (accuracy). However, this does not rule out other reasons from students, so the researcher hopes that this point needs to be reviewed again in future research.

Apart from the inequality in the feedback aspect above, all aspects show that students' learning motivation in English clubs is relatively high with two dominant elements, namely goals and efforts. Furthermore, aspects of plans and actions contain instrumental statements, so these two factors include instrumental factors in motivation. The role of these two aspects is also in line with the results of previous research, which states that instrumental factors play a significant role in EFL students' learning motivation, which affects the high motivation of students in the English Study club or English community (Al-Munawwarah, 2018).

From the findings above, the researcher realizes that there are still limitations in generalizing the results of this study to similar cases. It is due to certain things in the implementation of this research. First, the subject of this research is still within the scope of English education students. Second, the participants' limitations in answering the questionnaire on aspects of learning motivation may not represent every respondent's condition. It is hoped that further research can take a much larger sample to produce more saturated data. And thirdly, this research was conducted in a brief period, namely three months, which could allow for an imbalance between students who have been joining the English study club for a long time and those who have just joined.

CONCLUSION

Based on the findings and discussion above, the researcher concludes from formulating the problem that there is no substantial difference between these two groups. Both groups gave an excellent contribution to motivation, although the difference was not significant. Of the six aspects of motivation, student effort in learning English on campus is higher than in the English club. However, students' primary motivation in the English club is goals and feedback. These two aspects make students in the English club superior to those on campus. It is essential to know that the English Club has its role in building the mental attributes of students in practicing their language skills.

In this research process, researchers have developed a student learning motivation questionnaire based on six aspects of learning motivation (responsibility, diligence, effort, feedback, time, and purpose). The development of this questionnaire has passed validation and reliability tests, so it is expected to contribute to other learning motivation studies in the future. The researcher also suggests that further research can investigate students' perceptions specifically about the role of English clubs in influencing their learning motivation and how these mental attributes impact students' language skills.

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