

---

---

**PROGRAM IN ENGLISH VILLAGE OF PARIT BARU**

**Tiya Maheru, Maliquil Hafis, Sahrawi, Aunurrahman, Purwiyanti**

English Education Study Program,  
Language and Arts Education Faculty, IKIP-PGRI Pontianak  
Contributor Email: maliquilwiya@gmail.com, yarra@gmail.com,  
ipurwi.ipo@gmail.com

---

**Abstract**

*The purposes of this research was to identify the students' interest, and the factors that influenced students' interest in participating Study independent Program. The subject of this study were the students of English Village with 30 students. This research was descriptive study with mix-method approach in which the data regarding students' interest was collected by using questionnaire and interview. The result of students' responses to the questionnaire was analyzed through descriptive percentage, the students had very high level interest, with the percentage of questionnaire results from the students responses, 86,05%, only 13,95% of the responses students gave did not show interest. The result of the interview analysis conducted by the researcher found some factors that can influence students' interest in participating Study Independent Program namely a). Internal factor: ealth, intelligence, talent, attention, and b). External factors: family, teacher, and community.*

**Keywords:** *Students Interest, Studi Independen Program, Descriptive Study.*

**A. Introduction**

The English language is a global language that has become a crucial tool in many aspects of life, including academic, professional and personal communication. The ability to communicate effectively in English has become a necessity in many countries, including Indonesia. The Indonesian government has recognized the importance of English proficiency and has taken steps to enhance the nation's English language education.

One of the initiatives taken by the government is the English Village program, which aims to improve English language proficiency among students in rural areas. The English Village program is a Study Independent program that provides students with the opportunity to immerse themselves in English language learning and practice. The program is designed to be an engaging and fun learning experience that will help students improve their English skills.

The English Village program has been implemented in various regions in Indonesia, including in Parit Baru, a small village in Indonesia. However, the

success of the program depends heavily on the students' interest and participation in the program. Therefore, it is important to analyze the students' interest in participating in the program and their perception of its effectiveness in improving their English skills.

In the field of language learning, the study of students' interest in the subject has been a topic of interest for the researcher. There are several studies that discuss interest. (According to Kustanti & Prihmayadi 2017, 179), studying English is challenging for many people, and many students avoid taking English classes or are relieved when the English teacher fails to attend the class, it reveals a disinterest on the part of the students towards the subject, as they display avoidance or dissatisfaction when it comes to studying English. According to (Renninger 1992, 361) mentioned that the definition of interest is as situational because it increases attention, concentration, willingness to learn and acquire knowledge. It means that the generation of interest is because the attention is focused on an object, and attention produces curiosity, desire for knowledge and desire for proof, especially to help students improve their interest in learning. According to (Mangal 2007, 351), interest is a central force that drives the entire teaching and learning process.

This means that when students are interested in learning, they pay better attention to the material, and it is easier for students to understand the material when they follow the teaching process, which also affects how successful students are in the learning process. (Moreover, Shiefele 1991) interest is a content-specific motivation of characteristics composed of intrinsic feeling-related and value-related initiatives with an organized force. Therefore, students will get good results from the learning process. Interest is closely related to feeling, mainly a kind of pleasure. Therefore, out of pleasure in something, interest arises. According (Slameto 2003:180) interest is a feeling of preference and feeling of interest in a thing or activity, without being told". Interest is a feeling that arises from within a person towards something or activity, without being told.

In the case of English language learning, various factors can influence students' interests, such as motivation, perceived competence, teacher support, and attitudes towards the subject. According to a study by (Katili 2013), students are

interested in studying English. The study revealed that various elements, including student aptitude as an internal factor, instructor quality, and course material as an external factor, can affect students' motivation in learning English. Research on student interest as a major factor in first year students' participation was also done by (Kahu, Nelson, and Picton 2017). The results show that in order to create situational interest, the educational environment and the students' particular interests and goals interact. Situational interest then boosts behavioral and cognitive engagement and helps students perform better in class and achieve higher grades.

According to (Slameto 2010) in (Hilmi 2013) students have an interest in learning usually characterized by a feeling of pleasure to learn, the presence of participation or involvement, and an attentive attitude.

The students' attention to the lessons given by the teacher is essential because it allows them to absorb the course material. Students' interest or attention to something very important to know by the teacher, in a long didactic principle, mentioned that with the student's attention to the lessons that we were given the contents of the course material will be absorbed properly. Otherwise without concern for what we give with difficulty will not be heard, let alone mastered by students. There are elements of interest in learning activities that affect the learning process that including attention, willingness, and needs (Hamouda, 2013). Interest is an important factor in learning that drives individuals to engage in a specific idea, event, or object over time. It can both diversify and focus one's experience, leading individuals to pay attention to certain things while ignoring others. Generating interest in learning can be achieved through several steps, including directing attention to the exam to be achieved, planning and making learning activities interesting, seeing learning activities as important, and reducing things that interfere with the fun of learning. Indicators of interest include feeling good, having an interest in learning, paying attention to learning, participating actively in learning, and having a desire and awareness to learn. Measuring students' interest in learning can be done through several indicators, such as attention, interest, pleasure, and involvement. Overall, interest plays a vital role in promoting active and effective learning.

In conclusion, the study of students' interest in learning English is crucial as it has the potential to influence their performance and attitude towards the subject. By understanding the factors that influence students' interests, educators and policymakers can create more effective strategies for promoting language learning and improving students' outcomes. Therefore, the purpose of this study is to analyze the level of students' interest in participating in the Study Independent program and to understand the factors that contribute to it.

This research aims to explore the students' interest in participating in the English Village program and their perception of the program's effectiveness in improving their English skills. The research employed a mixed methods research design and gathered data through questionnaires and interviews. The outcomes of this study will serve as valuable insights into the factors influencing students' willingness to participate in the program. Furthermore, it can offer valuable suggestions for enhancing the program to better cater to the students' requirements and expectations.

## **B. Method**

This research used descriptive study, in this study used a mixed-methods approach, collecting data using both quantitative and qualitative techniques. According to (Creswell 2009, 23) stated, "Mixed methods research are an approach to inquiry that combines or associates both qualitative and quantitative forms". 30 students from the English village of Parit Baru were involved in this study. In this research, the researcher used direct communication and indirect communication. (Nawawi 2015, 106) suggests some ways of technique in data collection including Direct observation technique, Indirect communication, Direct communication technique, Measurement technique, Documentary study techniques.

Research approaches or designs are approximately orthogonal to the technique of data collection (Morgan et al, 2001, D). The researcher used direct communication as an interview, to find out students' current conditions. In collecting data about the students' interest in participating in *Study Independent* program, indirect communication was chosen by the researcher to know the student's interest in participating in *Study Independent* program through questioning. In collecting the data, the researcher will select students from all

students of English village parit baru as the population, and then select several students as the participants in the interview. The 30 students were sampled for the questionnaire, and 10 of the 30 students were interviewed, therefore tools of data collection in this study are questionnaire and interview. The use of questionnaires is an efficient collection of data techniques if the researcher really knows the variable to be studied or the variable to be measured and knows what the respondent expects (Sugiyono, 2017) and According to (Sugiyono 2017: 137), interview is a method of collecting data by means of questions, answers which systematically, and based on research objectives. Both quantitative and qualitative data were collected through questionnaire and interview. The interview was evaluated using qualitative data using the Miles and Huberman model, whereas the questionnaire was studied using quantitative data.

**C. Discussion**

In order to determine the students interest participating in the Study Independent Program, questionnaire and interview was used to collect the data and the researcher will report the result of the obtaining data called questionnaire that had been given to students using quantitative data analysis. from the questionnaire, the data was processed in the form of a descriptive percentage table below:

Table 1. Result elements About Students' Interest In Participating Studi  
 Independen Program Of English Village Of Parit Baru

Elements	Answ er	Item %					Total	Average (%)
		1	2	3	4	5		
Attention	Yes	97	93	97	87	100	474	94,8
	No.	3	7	3	13	0	26	5,2
		6	7	8	9	10		
Willingnes s	Yes	97	53	90	90	83	413	82,6
	No.	3	47	10	10	17	87	17,4
		11	12	13	14	15		
Needs	Yes	80	90	63	90		323	80,75
	No.	20	10	37	10		77	19,25
Percentage of students responses Yes								<b>86,05</b>
Percentage of students responses No.								<b>13,95</b>

The formula to find the final percentage of the result of students' responses Yes or No in the below: Percentage of the student answer Yes or No =

$$\frac{S \text{ Y o N}}{\text{The m o s i}} \times 100\%$$

Definition from the table of elements above, the researcher explained below: Attention, the percentage of 98,4% of students' answers from number one until number five about the element of attention, the students answered Yes in their interest in participating Study Independent Program English Village 98,4% seen from the element of attention. It means the students have a very high level of interest in participating Study Independent Program English Village, and 5,2% of students answer do not have attention in their learning English in Participating Study Independent Program English Village.

Willingness, the percentage 82,6% the students' answers from the number six until number ten about the element of willingness, the student answer Yes in their interest in participating Study Independent Program English Village 82,6% seen from the element of willingness. It means the students have a high-level interest in learning English, and 17,4% of students answer do not have willingness in participating Study Independent Program English Village for learning English.

Needs, the percentage 80,75% the students answer from the number eleven until number fourteen about the element of Needs, the students answer Yes in their interest in participating Study Independent Program English Village for learning English 80,75% seen from the element of Needs. It means the students have a high level interest in learning English, and 19,25% of students answer do not have needs in their learning English.

Percentage of the students' responses 86,05% can be defined as the result of the answers of all students who answered yes have an interest in Participating Study Independent Program English Village for learning English, the percentage results were obtained based on each element who answered Yes have an interest in learning English. Whereas 13,95% can be defined as the result of the answers of all students who answered no have an interest in participating Study Independent Program English Village for learning English.

Based on the research finding in English Village of Parit Baru about students' interest in participating Study Independent Program, the students have a

high-level interest in participating Study Independent Program. The level of students' interest in participating Study Independent Program can see from the data analysis in the form of questionnaire. Based on the questionnaire result, the students at English Village of Parit Baru, have a high level Interest in participating Study Independent Program, with the percentage of questionnaire result from the students' answer 86,05% of students answered that they had an interest in participating Study Independent Program, which means that students have very high level interest.

Based on the finding above, the researcher classified the scholars' interest position according to Harackiewicz and Hulleman's proposition. (Harackiewicz and Hulleman's 2010, 42) define that scholars are interested when they feel being engaged to their subject, care about it, and having positive feeling toward it. Interest can be as a motivational tool for stimulating scholars in literacy, if scholars always study knowledge and chops they are interested in, they always continue to do it. According to Gardner and Tamir, in (Yuan 2009, 21) noted that the term "interest" often refers to a tendency to engage in some sorts of conditioning over others. It means interest may be said as a type of station that can affect the scholars. When scholars are interested in a particular miracle or exertion, they're more likely to attend to or give time to it.

To determine the factors that influenced students' participation in the Independent Study Program, the researcher conducted an analysis of interviews with students using qualitative data analysis. Through the interviews conducted with students who took part in the English Village of Parit Baru, several factors affecting students' interest in joining the Independent Study Program were identified. These factors can be categorized as internal or external. Among the internal factors, health emerged as a significant influencer in the learning process because if students are sick, they do not focus on learning, which results in not achieving learning objectives. According to (Supriyono 2013, 79) states that children who are unhealthy, in acquiring knowledge will experience difficulties, because they are easily tired, sleepy, dizzy, lack of enthusiasm, lack of passion, and their minds are disturbed. In other words, emotional health has more or less influence on their response in following the process of acquiring knowledge.

From the findings, it can be concluded that students who follow the Study Independent Program do not experience problems in health, and this makes the lessons go well.

Another factor is talent, talent is also a factor that stimulates students' interest in knowing English. From the findings it can be concluded that students have sufficient talent in following English lessons, students like English lessons, this will affect their learning process, and will become more enjoyable.

The next factor is attention, attention is an influential aspect in students' interest. Especially based on the research that the researchers have achieved, students pay more attention when English lessons take place. Because they pay more attention, this will be easier for them to understand the English lessons that take place.

According to (Ahmadi and Supriyono 2013), attention refers to the conscious focus or engagement of the mind on observations or information by setting aside other distractions. The attention of students can be enhanced when they receive increased interest and support from their teachers, family, and friends. When students receive more attention, it naturally influences them to become more attentive and focused in their learning endeavors.

The next factor is external factors, namely family or a circle of relatives. Family may have an effect, especially from the eyes of dad and mom. According to Slameto (2003: 60-64) stated that the own family factors encompass; the way of mother and father train their children will have an effect on the manner children study and assume, the surroundings of the house, and the family's socioeconomic fame, the relationship of parents with their children. From the findings, the families of the students who participated in the Study Independent Program were all very supportive of them taking part in these lessons, and there are, no parents who do not support their children to join the Study Independent Program at Kampung Inggris Parit Baru.

Then the teacher or tutor who gives lessons to these students greatly influences their interest in participating in English lessons. From the findings, all students like the way the teacher Study Independent Program.



Moreover, the last is the community, the community factor is very important in the learning process because, with friends, students will find it easy to communicate, discuss and learn together. Based on the findings, some students often use English with their friends, and some rarely use English with their friends. This proves that the role of the community is very important in influencing the level of student interest in participating in the Study Independent Program at the English Village of Parit Baru.

The previous data was also supported by the result of the by Nurnaina (2020) with her research entitled “Students’ Interest in Learning English of Eleventh Grade Students of SMA Negeri 1 Sukodadi” this research focused on specific trends Concerning students' enthusiasm for learning English within the educational setting, the research findings indicate a favorable perspective among students. They hold a positive outlook on the English language, recognizing its significance for their academic pursuits and future professional prospects.

Secondly, another research about students' interest has been done from (Anggia Gusvera Aprilia 2018) with her research entitled “An Analysis of Students' Interest in Learning English: A case study of The First Grade at SMPN 1 Kandis”. The result of the interview, most of the students said that English class was fun and the teacher said that first-grade students have good ability in English lessons. It means that the first-grade students at SMPN 1 Kandis have a high interest in learning English.

The next, the research from (Wiwin Yulianingsih *et al.*, 2022). Motivation of Students to Follow English Course Program by Ptm in the International Academic Journal of Education & Literature, a study conducted at LKP Bec Kampung English Pare Kediri during the Covid-19 pandemic aimed to depict the classroom instruction and students' enthusiasm for learning. The findings revealed that 79.75% of the participants demonstrated a positive level of motivation in engaging with the English language program despite the challenges posed by the pandemic and their enrollment at LKP BEC. In this study, a quantitative technique was applied along with a survey research methodology.

Furthermore, the research is from (Pratiwi, W. R., Atmowardoyo, H., & Salija, K. 2020). The Need Analysis of Participation in an English Immersion

Village at Kampung Inggris Pare. (Internasional Journal of Language Education, 4(1), 158-170). This study reveals the learners' initial The study focused on examining individuals' perception of the English language and assessed their desire to participate in an English immersion program. The findings indicated that all learners in the program displayed a strong motivation to acquire English language skills. The study used a qualitative research design through participant observation.

Moreover, the last, the research from (Nikmah Islamiati 2022). The Factors Influencing Eighth-grade students at SMP Al Irsyad Al Islamiyyah Purwokerto have shown a keen interest in English-related subjects. This research aims to explore the significant variables that contribute to the enthusiasm of these students in learning English. The study incorporates interviews with the eighth-grade English teacher to validate the findings. The results highlight that various internal factors, such as physical factors, attention, readiness, and intelligence, along with external factors like family, teachers, facilities, and peers, significantly influence students' interest in learning English.

#### **D. Conclusion**

Based on the results of research that were achieved at English Village of Parit baru, it may be concluded as follows.

Students' interest in participating Study Independent Program of English Village of Parit Baru, 86,05% of students' answers interested in participating Study Independent Program of English Village of Parit Baru primarily based on respondents' answers, and only 13,95% of respondents' answers not interest in participating Study Independent Program of English Village of Parit Baru. Based on these results, the level of students' interest in participating in the Study Independent Program falls into the very high-level category, with these results, it is very important to be maintained and developed again from students and teachers as educators, because in reality English subjects are needed and guide students when they want to continue to a higher level.

Factors that influence students' interest in participating Study Independent Program of English Village of Parit can be categorized as internal and external. Internal factors include health, intelligence, talent, and attention. External factors

consist of family, teachers, and the community. These factors collectively play a role in influencing one's enthusiasm for learning have impact for students in improving their interest in learning, while they are at school or within the surrounding environment. Therefore, it is desires to pay attention those factors so that no longer to have an effect on students' interest in accomplishing everything.

## References

- Aprilia, A. G. (2018). An analysis of students interest in learning English: A case study on the first grade at SMPN 1 Kandis. *Journal of Language and Literature Education*, 2(1), 36-44.
- Cresswel, J. (2012). *Educational Research: Planning, conducting, evaluating quantitative and qualitative research*. Boston: Pearson.
- Harackiewicz, J., & Hulleman, C. (2010). The importance of interest: the role of achievement goals and task values in promoting the development of interest. *Social Personality Psychology Compass*, 4(1), 42-45.
- Islamiati, N. (2022). The Factors Influencing Students Interest in Learning English Subject at the Eight Grade of SMP Al Irsyad Al Islamiyyah Purwokerto. *Skripsi thesis*, UIN Prof. K.H.Saffudin Zuhri.
- Kahu, E., Nelson, K., & Picton, C. (2017). Students interest as a key driver of engagement for first year student. *Student success*, 8(2), 55-66.
- Katili, E. (2013). A descriptive study on students interest in learning English. *UNG Repository*.
- Kustanti, D., & Prihmayadi, Y. (2017). Problematika Budaya Berbicara Bahasa Inggris. *Jurnal al-Tsaqaf*, 14(01).
- Nuraina. (2020). Students Interest in Learning English of eleventh grade students SMA Negeri 1 Sukodadi. *Journal of English Language and Pedagogy*, 2(1), 1-8.
- Mangal, S. K. (2007). *Essential Of Educational Pshycology*. New Delhi: Prentice Hall.
- Morgan, G. A., & Harmon, R. B. (2001). "Data Collection Techniques". *Journal of American Academy of Child and Adolescent Psychiatry*, 1.
- Pratiwi, W. R., Atmowardoyo, H., & Salija, K. (2020). The Need Analysis of Participation in an English Immersion Village at Kampung Inggris Pare. *International Journal of Language Education* 4(1), 158-170.
- Renninger, K. A. (1992). *Individual Interest And Its Implication For Understanding*. Swarthmore College: Intrinsic motivation: Controversies And New Directions.

Slameto. (2003). *Belajar dan Faktor- faktor Mempengaruhinya*. Jakarta: Rineka Cipta.  
Supriyono, A. (2013). *Psikologi belajar*. Jakarta: Rineka Cipta.

Shiefele, U. (1991). Interest and learning from text. *Scientific Studies of Reading* 4(3), 211-239.

Wiwin, Y. (2022). Motivation of Students to Follow English Course Program by Ptm during the Covid-19 Pandemic at Lkp Bec Kampung Inggris Pare Kediri. *International Academic Journal of Education & Literature*. 3(6), 42-49.

Yuan. (2009). Implementation of the Lean six Sigma framework in non-profit organisations: A case study. *International Journal* 23(3-4), 431-447.