



## **EFL LEARNERS' MOTIVATION IN ENGLISH CAMP SETTING: SELF-DETERMINATION THEORY PERSPECTIVE**

Bian Candra Garhani, Yusup Supriyono  
\*biancandragarhani@gmail.com  
Universitas Siliwangi

### **ABSTRACT**

A numerous study focused on learners' motivation using Self-determination Theory perspective in language learning has documented in ESL/EFL Context. However, there is still limited study that investigates motivation in self-determination theory where the context in language learning particularly in English camp. Hence, this study investigates the perceived motivation using Self-determination theory by EFL learners in English Camp Program. Case study used as a research design which is to investigate the phenomenon of motivation in English camp. The data were collected from four learners as the participants in English Camp Program by semi-structured interviews and analyzed qualitatively using thematic analysis. In sum up, this study discovered that English Camp able to create autonomous motivation through authentic learning, effective teaching strategy, and tutors as an agents' roles. In the end, the contribution of this study is to facilitate educator, especially in English language learning to create high-quality motivation.

**Keywords** : *Motivation, Self-determination Theory, English camp, EFL context*

### **INTRODUCTION**

Motivation is an essential key to boost learner to be successful in learning language achievement, especially, in the process of learning at second/foreign language learning (e.g. English as a foreign language). In line with Dornyei (1994) stated that motivation is an explicit factor to bring success in the achievement of second language. Thus, educators should be facilitating learners' motivation in learning language.

Learning motivation possibly gets influenced by informal and formal learning experience. Aswad (2017) pointed out that informal learning is able to make students more enjoyable (e.g. learning outside the classroom, game, sing, drama, speech contest, etc.) and have a lot of positive influences such as time effectivity (Hyland, 2004). In addition, formal learning able to raising students' motivation. Oga-Baldwin, et al. (2017) showed that autonomous motivation in elementary school makes them engaged and achieved more in their language class.

Both settings can be found in English Camp program which used immersion method to facilitate learners to learn English. The curriculum specificity to improve learners' English proficiency in their daily lives (i.e. formal), yet the activities were conducted in fun and enjoyable atmosphere without instrumental government approaches (i.e. informal) (Malcolm,

\* Corresponding author  
Bian Candra Garhani  
Email : biancandragarhani@gmail.com

Hodkinson and Colley, 2003; Aswad, 2017). Moreover, in English Camp Program, there were several of competition conducted during English Camp Program improving their English skills such as drama (each class), storytelling (Junior High School), and speech (Senior High School). As conveyed by researcher the most autonomous motivation that fully accepted by its own self is intrinsic motivation in which one of characteristics should be found such as interest, enjoyment and inherent satisfaction (Ryan and Deci, 2020).

Motivation in EFL setting has been documented greatly by researchers (e.g. Jones, Llace-rArrastia & Newbill, 2009; Taylor et al., 2014; Jang, Joo & Reeve, 2016; Dincer & Yesilyurt, 2017; Tanaka & Kutsuki, 2018; Alamer & Lee, 2019; Fatmawati et al., 2019; Printer, 2019; Xuejun, 2020). In the ESL Setting, Alamer and Lee (2019) highlighted that the most directly link of motivational process to language achievement is self-determination theory. Despite, in EFL Setting, Printer (2019) suggested that fun, novel, interesting and different activities are most likely to develop intrinsic motivation in FL learners. However, there is still limited study that investigates motivation in self-determination theory where the context in language learning particularly in English camp.

The participants in English camp had low-motivation towards English learning in their school institution. Recent study investigated the perceive motivation by EFL learners in English Camp Program using the lens of self-determination theory. A qualitative design applied to collect the data from the students in Islamic boarding school during English camp project for one month. Thus, this study will contribute as references for the educator to motivate their learners both intrinsically and extrinsically.

## **LITERATURE REVIEW**

### **1. Motivation in Language Learning**

Motivation is a main key to learning language achievement. It can be described as inclination and desire which initiates, directs, and energizes to the goal-oriented behaviors. Moreover, its significance has been well familiar second language learning research and it often a mostly distinct factor to bring success in the achievement of second language (Gardner & Lambert, 1959; Dörnyei, 1994).

Besides, motivation validated as a strategy for learning second language. It is able to transfer across diverse cultural and ethnolinguistic contexts which is universally endorsed strategies (Cheng and Dörnyei, 2007). Furthermore, motivational strategies which can lead a needed effect by using students report (Lee, Gardner and Lau, 2019). Another study found that motivation strategy made higher motivation and higher proficiency group unstable as the semester progressed (Mceown & Takeuchi, 2014).

### **2. Self-Determination in Language Learning**

This study focuses Self-determination theory which is fundamentally to view motivations in language learning (Clement, Gardner, & Smythe, 1977; Dary, 2019; Dornyei, 1994; Gardner, 1994b; Jones, Llacer-arrastia, & Newbill, 2009; Mceown & Oga-baldwin, 2019; Oga-baldwin et al., 2017; Taylor et al., 2014.) Self-determination theory emphasizes on the regulation of the individual's human behavior and how motivation can be different in each person. Specifically, this theory focuses on how personal motives are integrated and regulated in the individual (self), empowering him/her and allowing good functioning.

SDT proposes the more important issue is the quality of motivation. Building high-quality autonomous motivation is the one of the goal of SDT in language education (McEown and Oga-Baldwin, 2019). It comprised motivation into continuum of categories, including both intrinsic and extrinsic motivation, relating to the degree of self-determination of one's actions (Ryan and Deci, 2002; Noels, 2000).

Optimal functioning, growth, and well-being must be requiring nutrients that conceptualized Self-determination theory from psychological needs (Decy & Ryan, 2017, p. 23). Thus, the three fundamental needs of motivation that is autonomy (the necessity to fill possessing of one's action), competence (the necessity of desired outcomes and experience mastery) and relatedness (the necessity of connecting others).

In that case, the researcher needs to describe quantity and quality of the motivation which is used organismic integration theory (OIT) in self-determination theory as a continuum (Carreira, 2012; Kozaki & Ross, 2011; McEown, Noels, & Chaffee, 2014; Oga-Baldwin, Nakata, Parker, & Ryan, 2017 as cited in McEown and Baldwin, 2019). The organismic integration theory (OIT) can be described as the behavioral of learners occur for various reasons which is their behavioral is always result of a configuration of directing factors. It means learners' motivation is always simultaneously autonomous and controlled (Nishida and Yashima, 2017). Thus, autonomous motivation delineates as when a person fully endorses a behavior and experiences volition and choices. In contrast with controlled motivation defined as when a person feels coerced or seduced into behaving, with the experience of pressure and obligation. Hence, Autonomous or higher motivational quality consists of intrinsic regulation, integrated regulation, and identified regulation whereas controlled or lower motivational quality motivation are introjected regulation, external regulation, and amotivation (Ryan & Deci, 2000).

### **3. English Camp Program**

English Camp Program contains of Contextual teaching-learning (CTL). In addition, a lot of activities were provided in English Camp Immersion Program such as Games, Sing, Drama, etc. The circumstances created in informal ways in purpose to make a fun English learning environment (Aswad, 2017).

In the camp, we use immersion as a method to teach English to EFL learners or participants as well as they were born by immersing them into the target language which they will learn English the same context in their L1. Thus, the situation was using a home language (daily language) which the instructors interactively with the participants as adults and children (Supriyono, Saputra & Dewi, 2020). In addition, it made the participants success in their language acquisition and cultural understanding (Rugasken & Harris, 2009). In Japan, English camp is aimed at developing the student mindset into the global one and skills that is much needed which brings to facilitate students working and living in this global environment. The results have two points such as positive effect from using immersion camp and positive attitudes towards English, particularly in increasing their confidence in using the language (Rory & Banwell, 2017).

There are fifteen instructors in this camp to facilitate the participants, three people have graduated from the university and twelve people are undergraduate students starting from 2<sup>nd</sup> semester until 8<sup>th</sup> semester. Those instructors worked professionally and better knowledge in English. The way they approach the participants by acted like an adult in their family. In addition, the instructors have a deal to teach the learners or participants primarily through affective approach. Whereas it is known as performance character such as skills

as ambition, critical thinking, diligence, determination, perseverance, positive attitude, work ethic, resilience, self-discipline and self-direction, and moral character for instance honesty, trust, respect, fairness, and responsibility (Davidson, 2012; Stoll & Beller, 1998; Lumpkin, 2008 as cited in Okeke & Drake, 2014).

In this camp, the instructors used games, sing, drama, watching movies, and other events such as talk show and outbound. Those activities were provided to help the participants to create a fun and interesting learning environment. Thus, English Camp Program in the one of informal learning that create joyful learning experiences with advantages such as in possessing creativity (Mehl, 1976), the effectiveness (Kalogirou & Beauchamp, 2019; Ludke, 2018), willingness to learn English (Hulse & Owens, 2019), to facilitate input and interaction in process of learning language (Philominraj, Jeyabalan & Vidal-Silva, 2017). In the end, it will create both motivation extrinsic and intrinsic (Isa, Malek, Sidik & Bakar, 2018).

### 3.1. Motivation in English Camp

The contains of English Camp Program consist of learning activities and Tutors. Typically, the learning activities should be fun and interested so that learners or participants in English Camp delighted during learning process. The activities held during one month such as games, sing a song, drama, storytelling and speech. Moreover, tutor should be considered learners as caring and warmth just like a brother and sister.

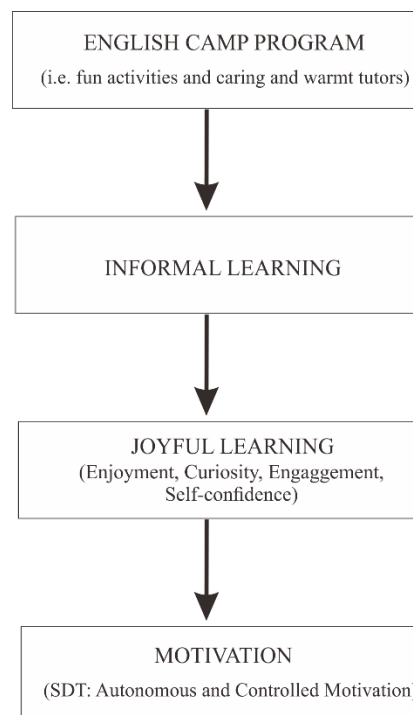


Fig. 3.1 English Camp and Motivation

Besides, while using immersion method, its goal to bring learners able to mastery English how it used in their daily lives. Hence, it occurs caused by internal (i.e. it goals to use English in daily lives) and external events (i.e. triggered by environment or learning itself: how to buy something, things in Islamic bording school, the use of

speech, storytelling and drama, etc). all of them includes into characteristics of informal learning (see Marsick and Volpe, 1999)

Thus, English Camp Program considered as informal learning since the situation and condition by the activities and tutors were joyful. The activities such as games, sing a song, drama, storytelling and other fun spontaneous activities conducted in English Camp Program were not felt highly conscious by learners since it was become joyful learning (i.e. competence) (Marsick and Volpe, 1999). Besides, learners felt active and confident since there were no negative attitudes towards learners such as rules, negative feedback, and punishment (i.e. autonomy). In addition, tutors' caring and warmth made learners more enjoyable to learn English (i.e. relatedness). After that, it will create learners' engagement for being active in camp. Then, learners' engagement and its contextual factors are facilitated by individual needs (Fredricks, Blumenfeld and Paris, 2004).

It brought joyful learning into English camp. It causes by the activities and tutors' attitude towards learners since all of them were creating enjoyable environment. When learners fully accepted the activities and feel enjoy and interest during learning a language, they are intrinsically motivated instead (McEown and Oga-Baldwin, 2019). In the end, motivation was created and play as essential part in learning process.

## **METHOD**

Case Study was commonly found in many social disciplines such as psychology and education (Yin, 2018). This method investigates a contemporary phenomenon within its real-life context, especially when there is an unclear boundary between phenomenon and context. The participants of this study were four participants who joint English Camp Program. I used semi-structured interview. I chose them because firstly there were becoming participants in English Camp Program and they were willing to conduct the interview in my study. I directly saw how the English Camp Immersion Program was conducted. In addition, I conducted three times of Semi-structured interview through WhatsApp to completing data in which to make the data clear and deeper to dig the information from the participants as well as intended to achieve clarification and understanding (Galleta, 2013). The interview will be recorded using one of smartphone features. Another one, I used voice notes in WhatsApp feature since several of my participants couldn't use voice calls causes by bad signals in their place. Furthermore, the interview will be used *Bahasa Indonesia* by proposing to get richer and deeper information about the participants' thoughts. The data analyzed qualitatively using thematic analysis by Braun and Clarke (2012) which has several following phase: 1. Familiarizing the data, 2. Generating Initial Codes, 3. Searching for themes, 4. Reviewing the Themes, 5. Naming themes, 6. Producing the report.

## **FINDING AND DISCUSSION**

### **1. Autonomous Motivation Through Authentic Learning**

Related to teaching-learning, authentic learning means that teachers should provide learning which is relevant to their needs and capabilities in order to create enjoyment, persistence and congruency in learning environment. Rule (2006) considered authentic learning as learning related to entities that relevant to learner itself and applicable into real-

world contexts. During one month following English Camp Program, the participants had several characteristics that identified autonomous motivation. They perceived enjoyment and interest which was capable to their needs and real-world context. It can be seen from this excerpt:

**Excerpt 1**

*“in the first time, it is from the school, I just like “what is it” I don’t want to, but after I try it turns out to be enjoy, fun and I want to do it again. I love English Camp, it made me eager to learn English.”*

(Taken from P1 on May 17<sup>th</sup> 2020, Author’s Translation)

*“My first reason to learn english deeper, to extend the insight of English also to correct my pronunciation in English and in order to implemented English in my daily life.”*

(Taken from P4 on May, 31<sup>st</sup> 2020, Author’s Translation)

*“To be honest, this is what I want, although, it was slightly all of sudden an immersion in my school. But yeah, I tried again, probably, this one is different with the previous one, since I ever did but I just felt I want to try again, only one month, it was fair enough. Firstly, murojaah. Because I am a type of person that easy to memorize and forget”.*

(Taken from P2 on May 13<sup>th</sup>. 2020, Author’s Translation)

*“Actually, this is what I wanted, because I am a person who likes English and the school wants to organize an event like that.”*

(Taken from P3 on May 13<sup>th</sup>. 2020, Author’s Translation)

The autonomous motivation was particularly in intrinsic regulation and integrated regulation in which they perceived enjoyment through learning English applicable to their needs. The excerpt from P1 showed about how learning enjoyment was able to change her motivation from controlled into autonomous one since fun and enjoyment able to make her consistent to learn English. In line with P1, P2 that P4 took into intrinsic regulation which described how inherent satisfaction affects them to satisfy their needs as in improving English to be implemented in daily lives. Moreover, another aspect had found on another participant which was related in autonomous motivation and authentic learning. Thus, integrated regulation was perceived from P2 persistence in gaining English language skills and P3 congruency with self means that English has become her self-part. According to data, it proves that Intrinsic regulation (i.e. enjoyment and inherent satisfaction) and Integrated regulation (i.e. persistence and congruency with self) occurred in learners’ authentic learning during English Camp Program.

All participants’ thought that English Camp Program was appropriate with their needs of competence (in other words authentic learning) such as fun and enjoyable learning made them feel motivated in English language learning. It is supported by Phan, Ngu, Lin, et al (2019) which reported that being happy and approaching university studies and personal learning with a perceived sense of optimism, students with high-score on the self-report

measure of academic liking experience may indicate their personal enjoyment, enriched learning experience and appreciation on school in general. Then, self-realization and need of fulfillment of P4 inherent satisfaction towards English competence. Hence, his motivation became strongly since he wanted to improve his language skills and realize the importance of English so that he wanted to implement English in real-world contexts. Schwartz and Waterman (2006) said that the more intense form of intrinsic motivation is created by robust contribution of self-realization values. Moreover, other compatibilities such as getting persistency and congruency with themselves in learning English as well as P2 and P3 uttered. It is supported by Deci and Ryan (2017) stated that "students' persistence in the intrinsic goal condition resulted from their intrinsic valuing and enjoyment of the learning activity" (p.289). Furthermore, learner's persistence in gaining English competence experienced by P2 enhanced autonomous motivation as highlighted by Ratelle, Vallerand, Guay and Laros (2007) that learners with Autonomous profile associated by positive school outcomes such as high persistence and achievement, low absenteeism, and high cognitive and affective functioning. It means that Students who endorse more autonomous are more persistent in their education. As we can see in P3, A congruency between learner's self-concept and English endorsed her to learn it seriously. In line with Wijsman, Saab, Warrens, et al. (2018) uttered that autonomous motivation positively related to performance both in favor and disfavor subjects.

The findings indicate that authentic learning in English Camp Program able to create autonomous motivation which was the continuum of regulation found likely intrinsic and integrated regulation. Moreover, it reflects that educators should creating learning strategy that relevant to learners' need which is allowed to implement in real-world contexts. Thus, it will be enhancing their motivation in well-being.

## 2. Autonomous Motivation Through Effective Teaching Strategy

The second aspect of learners' perceived motivation in English camp was an effective teaching strategy. The way or tutors' plan taught the participants of English Camp Program by effective teaching with various activities which was building motivation. Aondolumun (2017) defined teaching strategy as an educational technique, method or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals. Hence, the participants were being motivated since the method used in English camp was different with common classroom. Here the excerpts from data interviews that indicate effective teaching strategy building autonomus motivation:

### Excerpt 2

*"to be honest, I'm happy. Because it was different with in the past. I felt a new sensation in boarding school also almost different in learning ways ..., from the learning activities are fun enough, better, ... autonomously, just like curious how is drama in English like. I asked to my friends which they performed on the stage. How to make it, teach me, I asked to my friends to teach me. How is performing drama feels like. How to arrange using English is. So, It just like sharing each other"*

(Taken from P2 on May, 13<sup>th</sup> 2020, Author's Translation)

*“The ways looked like making table, song made by tutors for us to memorize it together, then using gestures, quiz in group”*

(Taken from P1 on May, 17<sup>th</sup> 2020, Author’s Translation)

*“yes, there is, because games is bringing happy right, therefore it’s bringing us to stay awake and didn’t feel bored in the class, it’s not like common learning that we used to.”*

(Taken from P3 on May, 13<sup>th</sup> 2020, Author’s Translation)

*“oh the methods is very interesting and easy, easy to understand, just like sometimes there was slightly to understand for several people yet it seems that easy to understand for generally. The method is Alhamdulillah fun, because the material, game then material again. The new one such as the learning method and then the new learning atmosphere because it was different without chair, and then make a circle.”*

(Taken from P4 on May, 31<sup>st</sup> 2020, Author’s Translation)

Intrinsic regulation or as known intrinsic motivation which is the one of the continuum that fully accepted as one’s own self have found in effective teaching strategy. As P2 Stated that new sensation from fun learning activities was creating positive impression toward learning English. Thus, she felt interest into English language learning. P1, P2 and P3 described fun learning activities in English Camp Program such as making table tenses, sing a song, using gestures, group quiz, drama and games. Then, P4 stated that the methods or teaching strategies were interesting and easy to catch the materials so that they felt pleasurable learning atmosphere, especially using games. In addition, another teaching strategy that helped them to feel interested and enjoy during in English camp was the setting of seating arrangement. It endorsed their motive to learn English more freely and feel the warmth.

The effective teaching strategies in English camp facilitated them autonomous motivation. P2 thought that a new sensation or particularly in new teaching strategy, he felt interested since it built his curiosity towards one of teaching strategy that was drama. Positively, P2 would explore more about drama and he began to ask his friends as well as want to know the elements to perform drama in English. It is supported by Zhao, Lu, Wang and Huang (2011) found that curiosity positively flows experience and also predict exploratory behavior. Moreover, P2, P3 and P4 added that other teaching strategies which interested and enjoyable that make them keep engage during learning process such as table tenses, games and songs. Alissari and Heikkola (2017) uttered that singing and listening to a song create positive feelings and enhance relaxation and increase students’ active interest in classroom setting. Then, all of participants discussed the enjoyment of effective teaching strategies especially when learning by using games. in line with Deci and Ryan (2017) that he uttered about students’ persistence resulted from their intrinsic enjoyment of the learning activity. Then, P4 added that seating arrangement influenced his enjoyment during learning process. He thought there were different from common class and didn’t make boredom during learning process. In line with Davis (2020) reported that students’ need satisfaction arising from need supportive learning environment instructor



and program facilitate are powerful to foster autonomous motivation and fulfilling satisfaction of competence and relatedness are essential to developing autonomous motivation.

The point of this finding is effective teaching strategy foster autonomous motivation particularly intrinsic regulation found by indicating such as interest and enjoyment. This study found that effective teaching strategy which enhanced autonomous motivation were games, group quiz, drama, table tenses, sing a song and seating arrangement setting. they became interested with the new ways of learning in English Camp Program. Besides, teaching strategy was not only occurred in language activities, nevertheless how the way the learning environment allowed to make the participants felt interested and enjoyable learning. This strategy creating a new atmosphere which was learners feel effective in learning English since effective teaching strategy allowed to create new situation occurred with enjoyable learning environment.

### 3. Autonomous Motivation Through Agents' Roles

Tutors play role as agents of change in English Camp Program that they were able to change learners' perspectives towards English learning. One of the perspective is making them motivated so that they felt English is interest to learn. Galluzzo (2011) described teachers as change agents as "classroom teachers who choose to initiate actions in support of improvement in teaching and/or students' learning beyond their own classrooms" (p.7). The way their roles as 'agent of change', according to data, it was found friendly tutors can make participants in English Camp Program became warmth and concerned. Hence, learners felt motivated since the tutors create enjoyable atmosphere in learning English:

#### Excerpt 3

*"... and they (the tutor), if we were bad or noisy in the class likely we were making tutor uncomfortable, they always be patient, nice and never be angry.*

(Taken from P1 on May, 17<sup>th</sup> 2020, Author's Translation)

*"yes, we like to be more active, and then for example just like that my friends became more active. When tutor gave us a question instead, we compete to answer to be the first one. Sometimes, I couldn't get to answer the question."*

(Taken from P1 on June, 22<sup>nd</sup> 2020, Author's Translation)

*"... It is fun with different tutors too. And the recent English camp was friendly and comfy ... And then, tutors in English camp are very close. The situation is different. Comfort, more closer with tutors, so what is it if we more closer with tutor it will be more comfy also catching the knowledge which is explained by tutors, maybe like that."*

(Taken from P2 on May, 13<sup>th</sup> 2020, Author's Translation)

*“The reason because it’s not too formal. So, it much easier to catch ... and then what is it, so it was not directly into the core, it was using parable. It’s not boring, yea additionally, a lot of games, and then all of you are comfy to confide.”*

(Taken from P3 on May, 13<sup>th</sup> 2020, Author’s Translation)

*“The tutors are fun, sometimes understand to solve how our boredom had been around. And sometimes tutors also understand by using game. Alhamdulillah, they made us comfortable. So, we feel like at home in the class because it was not too boring.”*

(Taken from P4 on May, 31<sup>st</sup> 2020, Author’s Translation)

*“nah euu More and less as what you say. It felt like at home, the language was not too formal, then the conversation was like common as well as we had closer. Additionally, sometime miss emma was like a mother mindfully. At that time, it did, abang pretended to being throat ache but then he was being real to be sick. After that, miss emma gave him strepsil, eh the others want to and we laughed. So, it was often having fun, often to make a joke, sometimes it filled by games, it was fun.”*

(Taken from P4 on July, 16<sup>th</sup> 2020, Author’s Translation)

In this section, it is found that intrinsic motivation facilitated by autonomy support from tutors. We can see at excerpt 3 by P1 stated that a kind and warm tutor made enjoyment in English learning activity. Instead, the learners felt the anxiety reduced and they tend to be active in the class. In line with P2, friendly and comfortable tutors made their relationship and learners more intimate. In that case, learners more interest into English language learning which was they able to stay focus and able to obtain information delivered by tutors. Furthermore, P3 stated that tutors who are closer with learners used a method which was the material delivered using parable. It made the learners feel not bored, it felt relax and learners allow to enjoy learning activity. additionally, learner’s highlighted that games one of teaching strategies that make them stay awake during learning. Besides, P3 added that the closer relationship between tutors and participants made enjoyable situation so that teaching learning activities be more effective. As an agent’s roles, in addition, enhance learners’ motivation by fulfilling their satisfaction in need of connections. For instance, tutors provided learner to tell their problems whether it was related to English or the problems in their lives. In the same way, tutor as an agent’s roles facilitate learners’ motivation by helping them in solving their boredom, provided home learning environment and informal communication. Tutors gave learners more affection such as more concern to learners’ situation so that they enjoyed learning. Moreover, learners consider English Camp as home environment learning made by tutors’ warmth.

The finding indicates that tutor as an ‘agent roles’ of in English Camp Program allowed to facilitate learners’ intrinsic motivation. Especially, P1 felt the kindness and easy-going of tutors cause enjoyment during English Camp Program. Thus, it made her to feel effective and being active since the anxiety had been reduced during learning process. It is supported by Blanchard and Thacker (2004) teachers’ positive behavior both inside and

outside classroom allowed enhancing students' motivation. P2 stated that the relationship between tutors and learners in English Camp Program had influenced their cognitive and affection into enjoyment which was it endorsed them into effective learning. This finding support Guay, Stupnisky, Boivin, Japel and Dionne (2019) that tutors should providing a close and secure relationship is essential to help foster learners' intrinsic motivation. Afterward P3 thought about enjoyable created by tutors through the way they delivered the material using parable, games and someone who be a good place to confide their problems. This finding proved as well as reported by Wang, Liu, Kee and Chian (2019) that autonomous motivation strongly contributed by relatedness (i.e. the connection between tutors and learners) than among other basic psychology needs (i.e autonomy and competence). Also. P4 felt that tutors paying more attention to him and other learners which was proved that tutors solve their boredom during English Camp Program and make it likely home environment. As Rahmouni and Aleid (2020) stated that students' motivation was positively associated by providing individual help when a student has difficulties to understand a topic or a task. Moreover, as Supriyono, Saputra and Dewi (2020) that he had more motivation and self-efficacy from tutors which help him to improve his English proficiency. Additionally, P4 stated that humorous during learning process was enhanced enjoyment in English Camp Program. Due to Tong and Tsung (2020) in their study investigated students' perception about relationship with their teacher reported that when the learners in language learning class being more enjoyable, entertaining, and interesting were encouraged by humor.

In sum up, tutors as an agents' roles facilitate more, specifically in intrinsic regulation. It is found the indicators of intrinsic regulation such as enjoyment in tutors' caring and warmth. This finding suggest that as an agent of change, educators can be as autonomy support for learners. it should be creating enjoyment and interest in teaching-learning activities which are able to predict autonomous motivation in learners. It also provides how educators as agents of change should behave in order to enhance learners' motivation.

## **CONCLUSION**

As a result of finding, English Camp Program has found learners' persistence in learning English, congruency between English and learner itself, inherent satisfaction emanates learner itself, interest learning in English Camp Program, and enjoyment during learning process. Intrinsic and Integrated regulation become the most frequent motivation regulation continuum have found in four participants who had joint English Camp Program. This finding is in line with myriad scholars which is proved autonomous motivation was positively associated with students' achievement (Taylor et al., 2014; Vallerand et al., 1997; Vansteenkiste et al, 2009; Meens, Bakx, Klimstra and Denissen, 2018).

In conclusion, English Camp Program is able to creates learners' autonomous motivation. it shows that English Camp Program allowed to foster learners' autonomous motivation which is the motivation is healthier and having high-quality motivation (Deci and Ryan, 2000; 2017). It also contributes to the teacher that authentic learning, using effective strategies, and the roles of teachers as agents facilitate learners' motivation, specifically in autonomous motivation.

This study has limited area in which the future research should fill the gap. The researcher suggested to investigate motivation using other perspectives such as Goal-

orientation settings (Elliot, 1999; Woodrow; 2006) and L2 motivational self-system (Dornyei, 2005). Moreover, the use of survey as an instrument in future research is suggested. Since, it helps to make the data more precise, avoided biases and consistency across all respondents ensure that comparable information (Fowler, 2013).

## REFERENCES

- Alamer, A., & Lee, J. (2019). A motivational process model explaining L2 Saudi students' achievement of English. *System*, 87, 102133. <https://doi.org/10.1016/j.system.2019.102133>
- Al-nofaie, H. (2016). *International Journal of Bilingual Education and The attitudes and motivation of children towards learning rarely spoken foreign languages: a case study from Saudi Arabia*. 0050(May). <https://doi.org/10.1080/13670050.2016.1184612>
- Aswad, M. (2017). *The Effectiveness English Camp (A Model in Learning English as the Second Language)*.
- Ayua, G. A. (2017). EFFECTIVE TEACHING STRATEGIES. In Workshop Paper.
- Braun, V., & Clarke, V. (2012). Thematic analysis.
- Blanchard, P. N., & Thacker, J. W. (2004). *Effective training: systems, strategies, and practices*. Upper Saddle River, NJ: Person Education.
- Calafato, R., & Tang, F. (2018). Sciencedirect The status of Arabic , superdiversity , and language learning motivation among non-Arab expats in the Gulf. *Lingua*. <https://doi.org/10.1016/j.lingua.2018.11.003>
- Chang, C., Chang, C., & Shih, J. (2016). Motivational strategies in a mobile inquiry-based language learning setting. *System*, 59, 100–115. <https://doi.org/10.1016/j.system.2016.04.013>
- Cheng, H. F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 153-174.
- Clément, R., & Kruidenier, B. G. (1983). ORIENTATIONS IN SECOND LANGUAGE ACQUISITION: I. THE EFFECTS OF ETHNIC TY, MILIEU, AND TARGET LANGUAGE ON THEIR EMERGENCE. *Language learning*, 33(3), 273-291.
- Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of francophones learning English. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 9(2), 123.
- Dary, L. (2019). *Heliyon Motivation and E-Learning English as a foreign language: A qualitative study*. 5(August). <https://doi.org/10.1016/j.heliyon.2019.e02394>
- Deci, E. L., & Ryan, R. M. (1985). Self-determination and intrinsic motivation in human behavior. *EL Deci, RM Ryan.–1985*.
- Deci, E. L., & Ryan, R. M. (2014). Autonomy and need satisfaction in close relationships: Relationships motivation theory. In *Human motivation and interpersonal relationships* (pp. 53-73). Springer, Dordrecht.
- Dincer, A., & Yesilyurt, S. (2017). Motivation to Speak English: A Self-Determination Theory Perspective. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53, 1-25.

- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language learning*, 40(1), 45-78.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The modern language journal*, 78(3), 273-284.
- Dörnyei, Z. (2009). The L2 motivational self system. *Motivation, language identity and the L2 self*, 36(3), 9-11.
- Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational psychologist*, 34(3), 169-189.
- Fatimawati, I., Leong, H., Jikus, O., Fatimawati, I., Leong, H., & Jikus, O. (2019). Investigating student engagement in Malaysian higher education: a self-determination theory approach. *Journal of Further and Higher Education*, 00(00), 1–15. <https://doi.org/10.1080/0309877X.2019.1688266>
- Fowler Jr, F. J. (2013). *Survey research methods*. Sage publications.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research*, 74(1), 59-109.
- Galletta, A. (2013). *Mastering the semi-structured interview and beyond: From research design to analysis and publication* (Vol. 18). NYU press.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 13(4), 266.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*.
- Guay, F., Stupnisky, R., Boivin, M., Japel, C., & Dionne, G. (2019). Teachers' relatedness with students as a predictor of students' intrinsic motivation, self-concept, and reading achievement. *Early Childhood Research Quarterly*, 48, 215-225.
- Hulse, B., & Owens, A. (2019). Process drama as a tool for teaching modern languages: supporting the development of creativity and innovation in early professional practice. *Innovation in Language Learning and Teaching*, 13(1), 17-30.
- Hyland, F. (2004). *Learning Autonomously: Contextualising Out-of-class English Language Learning*.
- Isa, N. M., Abidin, N. A. Z., Malek, N. A., Sidik, M. H. M., & Bakar, S. A. A. (2018). It's Not Just About the Game: A Study on Attitudes and Motivation of Malaysian Secondary Sports School Students in East Malaysia towards Learning English as a Second Language. In *MATEC Web of Conferences* (Vol. 150, p. 05009). EDP Sciences.
- Jang, H., Joo, E., & Reeve, J. (2016). Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2016.01.002>
- Jones, B. D., Llacer-arrastia, S., & Newbill, P. B. (2009). *Innovation in Language Learning and Teaching Motivating foreign language students using self-determination theory*. (February 2015), 37–41. <https://doi.org/10.1080/17501220802358210>
- Kalogirou, K., Beauchamp, G., & Whyte, S. (2019). Vocabulary Acquisition via Drama: Welsh as a second language in the primary school setting. *The Language Learning Journal*, 47(3), 332-343.

- Karimi, S., & Sotoodeh, B. (2019). Teaching in Higher Education The mediating role of intrinsic motivation in the relationship between basic psychological needs satisfaction and academic engagement in agriculture students. *Teaching in Higher Education*, 0(0), 1–17. <https://doi.org/10.1080/13562517.2019.1623775>
- Lee, T. S. O., Gardner, D., Lau, K., Lee, T. S. O., Gardner, D., & Lau, K. (2019). The effects of L2 motivational strategies : within and beyond the L2 classroom classroom. *Innovation in Language Learning and Teaching*, 0(0), 1–15. <https://doi.org/10.1080/17501229.2019.1620240>
- Ludke, K. M. (2018). Singing and arts activities in support of foreign language learning: an exploratory study. *Innovation in language learning and teaching*, 12(4), 371-386.
- Lukacs, K., Horak, A., & Galluzzo, G. (2011). Does teaching how to make a difference make a difference? A pre/post study of an “educational change” course. *Focus on Teacher Education*, 10, 7-11.
- Malcolm, J., Hodkinson, P., & Colley, H. (2003). The interrelationships between informal and formal learning. *Journal of workplace learning*.
- Marsick, V. J., & Volpe, M. (1999). The nature and need for informal learning. *Advances in developing human resources*, 1(3), 1-9.
- Maslow, A. H. (1997). *Motivation and Personality*, 3rd edn., ed. RD Frager and J. Fadiman.
- Mceown, M. S., & Takeuchi, O. (2014). *Innovation in Language Learning and Teaching Motivational strategies in EFL classrooms: how do teachers impact students' motivation ?* (September 2014), 37–41. <https://doi.org/10.1080/17501229.2012.741133>
- Mceown, M. S., & Oga-baldwin, W. L. Q. (2019). Self-determination for all language learners : New applications for formal language education. *System*, 86, 102124. <https://doi.org/10.1016/j.system.2019.102124>
- Mehl, R. F. (1976). Games in class: Fun and learning. *Language Arts*, 53(4), 392-394.
- Meens, E. E., Bakx, A. W., Klimstra, T. A., & Denissen, J. J. (2018). The association of identity and motivation with students' academic achievement in higher education. *Learning and Individual Differences*, 64, 54-70.
- NISHIDA, R., & YASHIMA, T. (2017). Language proficiency, motivation and affect among Japanese University EFL learners focusing on early language learning experience. *ARELE: Annual Review of English Language Education in Japan*, 28, 1-16.
- Oga-baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating young language learners : A longitudinal model of self- determined motivation in elementary school foreign language classes. *Contemporary Educational Psychology*, 49, 140–150. <https://doi.org/10.1016/j.cedpsych.2017.01.010>
- Okeke, C. I. O., & Drake, M. L. (2014). Teacher as role model: the South African position on the character of the teacher. *Mediterranean Journal of Social Sciences*, 5(20), 1728-1728.
- Phan, H. P., Ngu, B. H., Lin, R. Y., Wang, H. W., Shih, J. H., & Shi, S. Y. (2019). Predicting and enhancing students' positive emotions: An empirical study from a Taiwanese sociocultural context. *Heliyon*, 5(10), e02550.
- Philominraj, A., Jeyabalan, D., & Vidal-Silva, C. (2017). Visual Learning: A Learner Centered Approach to Enhance English Language Teaching. *English Language Teaching*, 10(3), 54-62.

- Printer, L. (2019). Student perceptions on the motivational pull of Teaching Proficiency through Reading and Storytelling (TPRS): a self-determination theory perspective. *The Language Learning Journal*, 1-14.
- Rahmouni, M., & Aleid, M. A. (2020). Teachers' practices and children's motivation towards science learning in MENA countries: Evidence from Tunisia and UAE. *International Journal of Educational Research*, 103, 101605.
- Ratelle, C. F., Guay, F., Vallerand, R. J., Larose, S., & Senécal, C. (2007). Autonomous, controlled, and amotivated types of academic motivation: A person-oriented analysis. *Journal of educational psychology*, 99(4), 734.
- Rory, D., & Banwell, S. (2017). *JALT2017 • LANGUAGE TEACHING IN A GLOBAL AGE The Development and Effects of a University English Immersion Camp*. 226–232.
- Rugasken, K., & Harris, J. A. (2009). *English Camp: A Language Immersion Program in Thailand*.
- Rule, A. C. (2006). The components of authentic learning.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 101860.
- Schwartz, S. J., & Waterman, A. S. (2006). Changing interests: A longitudinal study of intrinsic motivation for personally salient activities. *Journal of Research in Personality*, 40(6), 1119-1136.
- Supriyono, Y., Saputra, Y., & Dewi, N. S. N. (2020). ENGLISH IMMERSION PROGRAM IN EFL SETTING: A MODIFIED MODEL, IMPLEMENTATION, AND EFFECTIVENESS. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), 137-160.
- Tanaka, Y., & Kutsuki, A. (2018). Motivation for learning English in the immersion environment of an international school in Japan. *International Journal of Bilingual Education and Bilingualism*, 21(6), 729-743.
- Taylor, G., Jungert, T., Mageau, G. A., Schattke, K., Dedic, H., Rosenfield, S., & Koestner, R. (2014). A self-determination theory approach to predicting school achievement over time: the unique role of intrinsic motivation. *Contemporary Educational Psychology*, 39(4), 342–358. <https://doi.org/10.1016/j.cedpsych.2014.08.002>
- Tong, P., & Tsung, L. (2020). Humour strategies in teaching Chinese as second language classrooms. *System*, 102245.
- Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In *Advances in experimental social psychology* (Vol. 29, pp. 271-360). Academic Press.
- Vansteenkiste, M., Sierens, E., Soenens, B., Luyckx, K., & Lens, W. (2009). Motivational profiles from a self-determination perspective: The quality of motivation matters. *Journal of educational psychology*, 101(3), 671.

- Wang, C. J., Liu, W. C., Kee, Y. H., & Chian, L. K. (2019). Competence, autonomy, and relatedness in the classroom: understanding students' motivational processes using the self-determination theory. *Heliyon*, 5(7), e01983.
- Wijsman, L. A., Saab, N., Warrens, M. J., van Driel, J. H., & Westenberg, P. M. (2018). Relations of autonomous and controlled motivation with performance in secondary school students' favoured and disfavoured subjects. *Educational Research and Evaluation*, 24(1-2), 51-67.
- Woodrow, L. J. (2006). A model of adaptive language learning. *The Modern Language Journal*, 90(3), 297-319.
- Xuejun, Y. E. (2020). EFL Learning motivation differences of Chinese junior secondary school students: A mixed-methods study. *Education 3-13*, 1-14.
- Yin, R. K. (2018a). *[Robert\_K.\_Yin]\_Case\_Study\_Research-\_Design\_and\_Me(z-lib.org).pdf*.
- Yin, R. K. (2018b). *CASE STUDY RESEARCH and Applications*.
- Zhao, L., Lu, Y., Wang, B., & Huang, W. (2011). What makes them happy and curious online? An empirical study on high school students' Internet use from a self-determination theory perspective. *Computers & Education*, 56(2), 346-356.