

Humanistic Approaches and Positive Reinforcement in EFL Learning in Kampung Inggris Pare: Implementing Krashen's Affective Filter Hypothesis

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Abstract

For 48 years, Kampung Inggris Pare has become one of the major centers of EFL learning in which English teachers in Indonesia can implement numerous methods in supporting the EFL learners. As an English tutor who has been teaching EFL learners of different ages, the researcher highlights to the psychological approaches to develop and maintain the students' intrinsic motivation which is believed as the major factor in their foreign language acquisition process. This research aims to discuss the role of psychological aspects in language learning, how they are important for increasing language skills and confidence of students, and how to implement them based on Krashen's (1982) affective filter hypothesis. The participants in this study were tutors from English Domestic, Alfalfa, Dominic English and Garlint English Course. Qualitative method is used in this study, with data collected through in-depth interviews and audio recordings. The results of this study highlight that emphasis on psychological factors concerning the EFL learning by incorporating psychology principles through a humanistic approach and positive reinforcement would be required for teaching practice to achieve more effective and personalized education possible. Research also highlights to the importance of looking beyond pragmatic forms of learning to more social and emotional forms to address the supports learners' need to acquire language through personalized feedback. Kampung Inggris Pare was chosen for this study to give a contribution to the existing literature that investigates EFL teaching practices; thus, offer new perspectives to improve the learning experience of EFL learners in non-English-speaking countries.

Key words: EFL Learning, Intrinsic Motivation, Affective Filter Hypothesis, Humanistic Approach, Positive Reinforcement

Introduction

Located in Tulungrejo Village, Pare District, Kediri Regency, East Java, Kampung Inggris Pare was established in 1977 with the founding of Basic English Course (BEC) by Mohammad Kalend. Since then, as stated by Saraka (2020), lots of students from all over Indonesia and even abroad have been attracted to this village to come and foster their English language proficiency, rapidly developing into the largest English language learning center in Indonesia with over a hundred foreign language course institutions. Not only focused on language teaching, Kampung Inggris Pare also supports students' psychological development by providing a fun, safe, and positive learning environment. This approach has proven effective in helping students

to overcome affective filter and improve language learning progress (Mualifah & Roekminiati, 2018).

Fostering students' motivation and enhancing their confidence are two of challenges in learning English, especially for English as a foreign language (EFL) learners in Indonesia. As one of the most famous English language learning centers in Indonesia, Kampung Inggris Pare has become a place for thousands of EFL learners to refine their foreign language proficiency. Although various teaching methods have been implemented in Kampung Inggris Pare, one of the most significant and influential factors is the psychological state of the learners, which is a key factor for EFL learners' success in refining their English language proficiency. These psychological factors include motivation, self-confidence, anxiety, and learners' attitudes toward the language being learned (Widagdo, 2020).

One of the crucial factors that contributes to the success of English language learning is intrinsic motivation. This is in line with Gardner's (2015) statement that integrative motivation, which is the desire to integrate with the target language community, is the best motivation for enhancing the process of language acquisition, compared to instrumental motivation, which is highly pragmatic. According to Sutrisna et al. (2018), EFL learners' who study English to enhance themselves and because of social motivations, such as communicating with native speakers or understanding the world's cultures, tend to develop language proficiency more effectively.

EFL learners' psychological conditions in Kampung Inggris Pare are also greatly influenced by internal factors that motivate them to learn the language they want to master. As explained by Widagdo (2020), anxiety is one of the main problems in the language learning process. High anxiety can hinder EFL learners' ability to speak and think in the target language, in this case is English, which in turn weaken the effectiveness of language learning process. Therefore, the application of positive reinforcement in teaching is important, as it can help students reduce their anxiety and increase their motivation to integrate in learning activities.

Positive reinforcement in English language learning elevates students' confidence, which is significant in foreign language learning. Muhsin and Sastrawati (2014) show that praise or recognition of students' efforts increases their motivation and confidence. In Kampung Inggris Pare, a humanistic approach that pays attention to students' emotional and psychological aspects creates an atmosphere that supports

more effective learning (Astuti & Astuti, 2024). Furthermore, the use of teaching materials designed to address students' psychological needs, such as authentic reading materials, has been proven to enhance English comprehension and language skills, while also elevating confidence by enabling students to interact with the language in real-life practices (Handayani, 2013).

The theory proposed by Stephen Krashen (1982), the affective filter is the main topic of discussion in this article. Krashen believes that affective aspects, including anxiety, motivation, and self-confidence, affect the level to which students can process language input. The affective filter can obstruct the intake of language input, thereby hindering the language acquisition process. Students with high anxiety or low motivation may struggle to fully utilize language input, consequently interrupting the learning process. In contrast, students with high motivation and low anxiety show greater language acquisition and utilize their capabilities more effectively. The implementation of this theory in Kampung Inggris Pare is noticeable in the tutors' efforts to foster a positive atmosphere for learning. By prioritizing positive reinforcement and focusing on the psychological aspects of students, their affective filter can be reduced, leading to more effective language acquisition (Warmadewi et al., 2021).

Therefore, implementing affective filter theory in language learning means creating a learning environment that is low in anxiety, high in motivation, and supportive of learners' self-confidence. The goal is to lower the affective filter so that language input can be received and processed optimally.

As educators, tutors in Kampung Inggris Pare play a very significant role in creating a positive atmosphere for learning. As explained by Handayani (2013), an understanding of language learning psychology is very important for tutors, because with this understanding, tutors can identify psychological problems faced by learners, such as anxiety or lack of motivation, and overcome them using appropriate and engaging methods. Additionally, tutors who can provide positive and constructive feedback can boost EFL learners' self-confidence and encourage them to keep striving to master the language.

This study aims to explore in depth how psychological aspects, particularly intrinsic motivation and positive reinforcement, can be applied in English language teaching at Kampung Inggris Pare to improve EFL learners' skills and self-confidence. With a focus on humanistic approaches and positive reinforcement, this study is

expected to provide new insights into how to create a more supportive learning environment in teaching English as a foreign language.

Methods

This study used a qualitative method to analyze the impact of psychological factors, particularly intrinsic motivation and positive reinforcement, in English as a Foreign Language (EFL) teaching in Kampung Inggris Pare. The primary form of data collection used was in-depth interviews. The interview was conducted to gain an in-depth understanding of the students' abilities, interests, motivations, and perspectives regarding the use of non-formal education-based English language learning methods (Yin, 2017), providing a comprehensive understanding of instructors' implementation of psychological strategies to maintain and to enhance students' learning and motivation.

Participants

The researcher selected four English tutors from different language courses who have minimum 6 months of teaching experience in Kampung Inggris Pare, as shown in the table below:

Table 1. Tutor Description

No.	Name	Age	Teaching Experience	Current Teaching Course
1.	Muh. Isma Ibrahim	21	1,5 years	Dominic English
2.	Amelia Eka Pratiwi	21	9 months	English Domestic
3.	Aisyah Isnathul Maulida	20	11 months	Alfalfa Camp
4.	Abudzar Al Ghifari Nur Machmudi	20	1 year	Garlint English Course

These tutors were chosen due to their extensive experience in teaching EFL learners of varying age groups and backgrounds. Their insights into the implementation of psychological aspects in language teaching were considered valuable for this research.

Data Collection

Data was collected through semi-structured interviews, conducted in person and audio recordings. The interviews were designed to explore the tutors' perspectives on the role of psychological factors, such as motivation, self-confidence, and anxiety, in EFL learning. Tutors were also asked about the implementation of positive reinforcement and humanistic approaches in their teaching practices. The interviews were audio-recorded with the consent of the participants, and the recordings were transcribed for further analysis.

Data Analysis

Thematic analysis was used in analyzing the data collected through semi-structured interviews with the tutors from various courses in Kampung Inggris Pare. This method allowed the identification of key themes and patterns that emerged from the tutors' responses, focusing on the psychological aspects of language learning.

From the interviews, several recurring themes emerged:

Intrinsic Motivation: Tutors highlighted the significance of aligning learners' personal goals with their language learning objectives. For example, students who were motivated by future career prospects or the desire to improve their communication skills with native speakers were more likely to engage actively in the learning process (Ibra, Amel, Aisyah, and Abu).

Positive Reinforcement: Consistently, tutors emphasized the role of positive reinforcement in enhancing learners' confidence. They used strategies such as praising learners' efforts, acknowledging their progress, and providing them with small rewards like applause to build their confidence and motivate them to participate in learning activities (Ibra, Amel, Aisyah, Abu).

Humanistic Approach: Tutors applied a humanistic approach, focusing on understanding the emotional and psychological needs of students. They engaged students in small talk, paid attention to their reactions, and adapted their teaching methods to ensure that students felt comfortable and supported in their learning environment (Ibra, Amel, Aisyah).

Reducing Anxiety: Anxiety was identified as a significant barrier to learning, especially in speaking classes. Tutors used a variety of strategies to reduce students' anxiety, including creating a relaxed classroom atmosphere, giving

constructive feedback, and ensuring that students felt valued and appreciated for their efforts (Abu, Aisyah, Ibra).

By analyzing these themes, the study found that the implementation of psychological strategies, such as fostering intrinsic motivation and using positive reinforcement, significantly contributed to improving learners' language learning outcomes in Kampung Inggris Pare.

Results and Discussions

The purpose of this research was to investigate the impact that psychological factors, specifically intrinsic motivation and positive reinforcement, play a major influence on the teaching of English as a Foreign Language (EFL) in the environment of Kampung Inggris Pare. The results of in-depth interviews conducted with four experienced tutors indicated a number of significant findings regarding the ways in how psychological factors affect language learning, particularly within the specific context of Kampung Inggris Pare. There were a number of significant findings regarding the ways in which psychological factors affect language learning, particularly within the specific context of Kampung Inggris Pare, as indicated by the results of in-depth interviews that were conducted with four experienced tutors. The findings of this study highlight the significance of fostering intrinsic motivation, applying effective use of positive reinforcement, and implementing humanistic approaches in the language teaching.

Intrinsic Motivation and its Role in Language Learning

In Kampung Inggris Pare, it was discovered that intrinsic motivation was a key component of language acquisition, specifically English. The tutors emphasized that EFL students who have personal motivations for learning English, such as the desire to interact with native speakers or enhance their career prospects, have a greater tendency to be engaged and persistent in their language learning. This result matches up with Gardner's (2015) theory of integrative motivation, which believes that learners' motivation to join the target language community improves their language acquisition skills.

According to several tutors, students who notice English as an instrument of social integration or personal development showed greater levels of enthusiasm and

initiative in their studies. When faced with difficulties in language acquisition, these students demonstrated more commitment and determination. The findings of Sutrisna et al. (2018), who observed that students who study English for social and personal reasons, such as interacting with native speakers or comprehending other cultures, tend to enhance their language skills more effectively, are verified by this observation. However, learners who lacked intrinsic motivation were frequently less involved, particularly those who were learning English under pressure from outside influences such as parental expectations. Learners who lack intrinsic motivation commonly have trouble with sustained effort and engagement, which reduces out language development, as Widagdo (2020) discussed. The significance of fostering intrinsic motivation for effective language acquisition is reinforced by this finding.

Building confidence and giving positive reinforcement

Researchers found that positive reinforcement was one of the best techniques to enhance the confidence of learners and motivation. Tutors said that praising, motivating, and recognizing students' progress were essential methods to boost their morale. These strategies not only got students to participate more in class, but they also made them more enthusiastic in learning English.

According to Muhsin and Sastrawati (2014), positive reinforcement, such as praising students for their hard work, significantly enhances motivation and encourages them to keep learning the language. Tutors in Kampung Inggris Pare made the classroom a friendly place by giving verbal praise, applause, and recognizing small achievements. Tutors said that students were more likely to keep practicing and getting improved when they got positive feedback, even for small things they executed properly.

Positive reinforcement was particularly effective in helping learners overcome their anxiety, which is a prevalent issue for EFL learners, especially when they are asked to speak. Tutors noticed that students were tend to speak and practice their language skills when they were praised for their efforts, even when they made mistakes. Astuti and Astuti (2024) found that implementing an emotionally supportive environment is important for effective language learning. This approach aligns with their findings. Positive reinforcement became a key part of successful teaching in Kampung Inggris Pare as it reduced anxiety and increased motivation.

Humanistic Teaching Approaches

The humanistic approach emerged as a significant factor in facilitating effective language acquisition in Kampung Inggris Pare. Tutors indicated that by addressing students' emotional and psychological needs, they fostered a more comfortable and encouraging learning atmosphere. This approach highlights the significance of recognizing students' distinctive needs and fostering a sense of belonging and personal connection within the classroom environment.

Tutors stated that informal interactions with students, such as casual conversation before or after lessons, increased trust, and comfort, leading students to feel more at ease when communicating in English. This humanistic approach enhanced students' emotional well-being and fostered greater engagement with the language. Handayani (2013) emphasized the advantages of fostering a supportive environment in which students feel comfortable when expressing themselves, which is crucial for reducing anxiety and enhancing language proficiency.

Furthermore, tutors highlighted the importance of individualized attention in addressing the psychological needs of students. Tutors observed that by spending time to comprehend students' educational objectives and apprehensions, they could provide customized support that met both academic and emotional requirements. This methodology aligns with the humanistic principles articulated by Astuti and Astuti (2024), who propose that acknowledging students' emotional states builds a positive atmosphere for learning and enhances the process of language acquisition.

The Influence of Anxiety on Learning

Anxiety was recognized as a significant obstacle to learning languages, especially in verbal practices. Tutors reported that numerous students were initially hesitant to speak in English publicly due to anxiety about making errors or facing criticism. This anxiety frequently hindered students from engaging actively in class and obstructed their language progress. Widagdo (2020) observed that anxiety is an enormous psychological barrier to language acquisition, especially in speaking and communicating with others.

Tutors in Kampung Inggris Pare implemented various strategies to reduce anxiety. This involved creating a casual and informal environment, encouraging students to engage in taking risks with their language, and delivering constructive feedback that emphasized students' strengths rather than merely their errors. Tutors emphasized that by offering positive reinforcement and acknowledging students' efforts, they fostered a less intimidating atmosphere for students to enhance their speaking skills.

Tutors emphasized the importance of normalizing errors as a vital component of the learning process. A tutor noticed that students who perceived support and understood that mistakes are an inherent aspect of learning were more inclined to overcome their anxieties and continue in their practice. This method aligns with Krashen's (1982) Affective Filter Hypothesis, which argues that a low affective filter, fostered by a supportive and non-pressuring environment, enhances students' ability to process language input effectively.

The Contribution of Tutors in Supporting Psychological Development

Tutors in Kampung Inggris Pare significantly contributed to the psychological development of students. They prioritized not only linguistic proficiency but also the emotional and psychological condition of their students. Tutors noted that when students experienced emotional support and understanding, they were attracted to participate in the learning process and demonstrated consistent growth in their language abilities.

Handayani (2013) says that tutors who are aware of students' psychological needs can recognize issues such as anxiety or lack of motivation and offer optimal guidance. This personalized attention was essential for stimulating a learning environment in which students felt relaxed and motivated to enhance their skills. The ability of tutors to deliver individualized feedback and motivation was crucial in assisting students to overcome psychological challenges and gain success in language acquisition.

The Implementation of Krashen's Affective Filter Hypothesis

The implementation of Krashen's Affective Filter Hypothesis was a primary focus of the study. Krashen (1982) believes that emotional factors, such as anxiety,

motivation, and self-confidence, directly influence the ability of learners to process language input. Tutors in this study revealed that students showing high motivation and low anxiety were more inclined to succeed in language acquisition due to lower affective filters. On the contrary, students showing greater anxiety or decreased motivation frequently possessed higher affective filters, hindering their ability to absorb language.

In Kampung Inggris Pare, tutors are aware of these psychological aspects and have implemented strategies to reduce students' affective filters. Tutors fostered an environment suited to effective language engagement through positive reinforcement, humanistic approaches, and personalized attention. This strategy fits with Krashen's (1982) hypothesis, which believes that reducing anxiety and enhancing motivation results in greater language acquisition outcomes.

Conclusion

This study explored the influence of psychological factors, specifically intrinsic motivation and positive reinforcement, on English as a Foreign Language (EFL) teaching Kampung Inggris Pare. The results highlight the significance of fostering intrinsic motivation, providing positive reinforcement, and implementing humanistic approaches to establish an environment suitable to effective language acquisition.

Intrinsic motivation emerged as a key factor affecting student engagement and persistence in learning. Students motivated by personal reasons for learning English, such as a desire to communicate with native speakers or enhance their career opportunities, showed greater enthusiasm and resilience. This aligns with Gardner's (2015) theory of integrative motivation, emphasizing the significance of personal objectives in achieving success in language acquisition. Students with distinct personal motivations showed higher commitment in dealing with challenges, highlighting the significance of intrinsic motivation.

Positive reinforcement significantly contributed to the enhancement of students' self-confidence and motivation. Tutors used appreciation and recognition to boost student morale, fostering a supportive atmosphere that encouraged active engagement. This finding matches with Muhsin and Sastrawati (2014), who emphasized the importance of recognizing students' endeavors. Positive reinforcement proved particularly effective in reducing anxiety, a prevalent barrier in

EFL learning. Astuti and Astuti (2024) highlighted that an emotionally supportive environment allows learners to engage with the language confidently.

The humanistic approach, addressing emotional and psychological needs, was vital for encouraging effective language acquisition. Tutors fostered a conducive environment in which students felt appreciated and at comfortable. This approach connects with Handayani (2013), who pointed out the significance of emotional support in promoting enhanced engagement with the language. Personalized attention and casual interactions created trust, motivating students to engage actively in the learning process.

Anxiety, recognized as a major obstacle to language acquisition, was reduced through strategies such as fostering a conducive classroom environment, promoting risk-taking, and providing constructive feedback. This strategy corresponds with Krashen's (1982) Affective Filter Hypothesis, which believes that emotional factors such as anxiety hinder the abilities of learners to process language input. Tutors in Kampung Inggris Pare facilitated enhanced student engagement in learning by reducing their affective filters.

This study emphasizes the crucial role of psychological factors in English as a Foreign Language (EFL) acquisition. Tutors in Kampung Inggris Pare fostered an environment conducive to language acquisition through boosting intrinsic motivation, utilizing positive reinforcement, and implementing humanistic teaching methodologies that addressed students' emotional and psychological needs.

Author's Biography

Fabio Guardiola Yudha is a student with a passion for education. His interest in foreign languages, particularly English, began to grow in 2022 following the global pandemic. In addition to dedicating his time to studying, he has also contributed to the field of EFL teaching for one year and Quran education for three and a half years. Currently, he is pursuing his studies at Universitas Islam Kadiri while striving to achieve his dream of securing a scholarship in Saudi Arabia and Brunei Darussalam.

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