

## AN ANALYSIS OF STUDENTS' MOTIVATION IN LEARNING ENGLISH

Jervino Miraycle Daniel Umpung<sup>1</sup>, Nihta V. F. Liando<sup>2</sup>, Fivy Andries<sup>3</sup>

*English Education Department, Faculty of Language and Arts,*

*Universitas Negeri Manado, Tondano, Indonesia*

*Email: [ujervino@gmail.com](mailto:ujervino@gmail.com)*

**Abstract** : Motivation is one of the keys to get achievement in learning. This study is designed to analyze students' motivation in learning English. Specifically, this study focuses on finding out whether the students' motivation is either integrative or instrumental. This study is conducted in the framework of mixed-method research in which the researcher used both qualitative and quantitative methods. SMP Berea Tondano is the location where the research is carried out. The data sources of this research are all the students at SMP Berea Tondano who lived at Ety Orphanage. To collect the data, the researchers uses a questionnaire consisting of 10 questions where 5 statements are to measure students' integrative motivation and 5 questions for measuring their instrumental motivation. The data obtained are analyzed quantitatively and qualitatively. The findings reveal that the students have both integrative and instrumental motivation in learning English. This study further shows that students' integrative motivation (with a mean score of 3.96) is higher than their instrumental motivation (with a mean score of 3.87). Motivation is an important part of the learning process. Because it affects the students' attitudes, morals, and achievement in learning not just English but all the other subject.

**Keywords** : *Motivation, Students, Learning, English.*

### INTRODUCTION

English is the most common used language in the entire world (Rao, 2019; Öztürk & Ayvaz, 2018). English is a language that is used for communication in almost every country in the globe and is essential for many facets of life, including technology, careers, science, and education. Moreover, English has been taught as a foreign language in Indonesia (Liando & Tatipang, 2022; Lee, et. al., 2019). Students who are seeking knowledge in settings including schools, rehabilitation centers, boarding schools, homeschooling, and orphanages are required to study English.

One of the most challenging academic courses is English. Four major English

language abilities are taught and learned in the Indonesian curriculum. Those are reading, speaking, listening, and writing (Brown, 1994). According to Maru (2009), for many years, English has been taught in Indonesian classrooms. Yet, the many years of English as a topic served from elementary school through university level, as well as at other unconventional schools and also courses. Furthermore, Liando, Sahetapi, and Maru (2018) add that in order to interact with others, express sentiments, or exchange ideas and thoughts, individuals need to use language to communicate. As a result, in order to communicate effectively, students must learn to read, talk, listen, and write in English.

In learning English, students also have a hard time processing it, because not everyone has the same mind or motivation in learning English, some students also may have trouble learning English because lack of motivation when they are in the learning process. When students have less motivation, it can affect their English learning inside the classroom and also their achievement. It can be quite useful to motivate students because studying English is far more difficult than learning any other subject in school.

Depending on how it affects the students' conduct when learning English as a language, motivation might determine a student's success. According to Oweis (2018) says "motivation can affect what, when, and how to learn English." Motivated students may be more enthusiastic about learning English. It's because students' motivation can have a positive impact on their success in learning English as a second language. Alawamleh et. al. (2020) explains that when students are motivated to learn about a subject, they are more likely to participate in activities, pay close attention to instructions, manage and practice all the material that is given to them, take notes after studying, and check their materials if there are any concepts they don't understand to determine their level of understanding. Motivation is also a solution in helping the learners to get the good achievement. Filgona, et. al. (2020) highlighted that motivation is a factor that affects how likely a goal is to be attained. It denotes support for an agreement with an action taken by someone in the direction of a particular objective or accomplishment. The crucial point is that learning and motivation are inextricably linked.

Teachers also have an important part in giving motivation to students before teaching a lesson inside the classroom. Since the instructor is the key person who imparts knowledge to students, teaching a challenging subject like English to students would be meaningless without their assistance or motivation, and the majority of students lack the motivation necessary to learn English. According to Getie (2020), students who are motivated can behave well in an environment where they are learning English. They are required to manage and practice more of the assigned content. They will watch how perceptive they are. Students that are unmotivated to study English might not want to participate in any English lessons, but they will not hesitate to ask questions if they don't comprehend the topic in other circumstances. Thus, this research attempted to describe students' motivation in learning English whether they have integrative or instrumental motivation.

Generally, motivation is known by everyone but understanding the point of motivation is not really easy, motivation is always central in psychological and educational research, which plays an important part in a few theories of how to develop human learning. According to Maurer and London (2018), motivation refers to the driving force or inner state that compels an individual to take action or pursue a particular goal or objective. It is the psychological process that influences and guides behavior, thoughts, and feelings toward achieving a desired outcome (Van Cappellen, et. al., 2018). Motivation can come from internal or external factors, such as personal aspirations, rewards, recognition, or pressure from others. It is an essential element in achieving success in any area of life, whether it be personal or

professional (Rigby and Ryan, 2018). Motivation can be influenced by various factors, including personality traits, beliefs, values, and life experiences, and it can fluctuate depending on the individual's circumstances and environment.

It is comprehensible to think of motivation as an internal condition that propels us to act in a particular way and allows us to engage in particular activities. It is usually defined as an internal state that arouses, directs, and maintains behavior. (Yilmaz & Kaygin, 2018). It can be seen as a “platform of perceptive and temperamental arousal, which read to a conscious decision to act and which gives rise to a period order to attain a previously set goal,” (Trofimova, 2022). In the context of learning English, motivation is seen as one of many factors that contributed to students' achievement (Sun & Wang, 2020).

Motivation is key in the learning and teaching process (Gopalan, et. al., 2017; Gilakjani, et. al., 2012; Tuerah, et. al., 2018). It can be made much easier and more appealing by learning English. Because of the role, as we can see on television, every program of the show has much more things to inspire us rather than just showing a show. However, what really matters is that the point in every show they start is to inspire us to get a better life, job, study, and even in society, take the good positive. Motivation can also serve as the inspiration for all we accomplish on a personal level. Motivation discusses feelings and achieving goals. There are many distinct kinds of motivation, including intrinsic motivation, extrinsic motivation, achievement motivation, educational motivation, and psychological motivation.

Motivation is seen as an important role in the learning and teaching process. It makes a good influence on the students to boost themselves to learn more. Hamalik (1995) points out that motivation can affect:

- a. Students' cognition of their learning goal target.
- b. Teachers' manner towards their students inside the class can be as intrinsic or extrinsic motivation.
- c. Predispose from students' group and
- d. Class atmosphere.

According to the researchers' interpretation of the idea, students' motivation during the teaching and learning process is influenced by their own personality, their professors, and their environment. Each of these components plays a unique role in generating motivation. The learning would be more meaningful and the degree of student success in learning would be higher if motivation existed.

One of the impacts on motivation inside a class atmosphere. It makes the researcher very fascinated in knowing further about motivation in class, in this matter, the research finds that to be motivated in learning. Schunk and DiBenedetto (2021) say “motivated learning is a motivation to acquire skills and strategies rather than to perform the task that modeling by with highlights the role of self-efficacy.” Lumbantobing (2020) believes learning is possible when students' motivation is direct and active. It can be said that learning requires motivation in order to develop competence and intellect.

Motivation could be stated as motivation extrinsic in a way of exterior effect. Gifts or punishment may result from the effect. For instance, a student

might work extra hard in class knowing, if they do well, their father would surprise them with a brand-new phone. According to Legault (2020), extrinsic motivation occurs when students regulate their behavior toward an external purpose (outside of themselves), such as admiration, value, a special charter, and testimonial, or else, presents and prizes. Extrinsic motivation comes from outside forces. Extrinsically driven people operate in reaction to an outside benefit. Students could be inspired to do the task in order to receive an outside incentive. Instead of meeting students' fundamental psychological needs, students' purpose is outcome-focused and entails obtaining external benefits like money, fame, or power as well as avoiding negative outcomes. Extrinsic motivation is a form of drive that emanates from within each person.

On the other hand, "intrinsic motivation involves the internal motivation to do something for its own sake," (Locke & Schattke, 2019). For example, a student can study very hard for a test because she or he feels enjoyable with the content of the course. It means that intrinsic motivation comes from inside the person. According to Yuzulia (2021), "intrinsic motivation is typically defined as students engaging in action for their own sake and without coercion such as satisfaction, interest, and challenge." With intrinsic motivation, students will not need to be forced in doing something they do not want.

In integrative motivation, the students need to attach themselves to the role of the target inside the language community. It includes students' reasons to learn English. Students would amplify their motivation and desire to combine themselves into a culture and to know

more about language learning. The obstacle to this motivation will be the ambition to learn as much as the exact goal inside the community language. On the other side, instrumental motivation refers to the motivation that indicates a condition on how the students assure that expertise on the inside goal language. That would be a big help for them in getting a better place at work, a better job to do, and good conditions. The English language is a big help in their own achievement of such a goal target.

An essential component of success in any challenging endeavor is motivation. We are aware that a motivated person is more likely to succeed in a class. If students are motivated enough, learning a foreign language is simpler. The volume of research and experiments on human learning supports this desire. But they never offer a thorough explanation of what motivation is and what its component parts are. All academics, teachers, material creators, and researchers agree that motivation plays a key role in learning a second language or a foreign language.

The key to motivation is to combine planning and ambition to achieve the goal of language acquisition with hope for behavior that is counter to language development. That is, motivation in learning a second language refers to an individual's increased application of or attempts to learn the language as a result of their desire to do so and enjoyment of acquiring new skills through work. Individual perception alone does not signify motivation. The individual who is motivated continues to work toward the goal, whereas the one who makes the effort is not necessarily motivated (Andriani, et. al., 2018).

## RESEARCH METHOD

This research is carried out in the framework of a mixed-method approach, where the researchers employ both qualitative and quantitative methods. This method is used to “gain a more comprehensive understanding of the phenomenon analyzed,” (So, et. al., 2018). The quantitative approach used to analyze the quantitative data such as the mean score of the questionnaire. The qualitative approach is used to interpret the data obtained through the questionnaire used in this research.

This research is conducted at SMP Berea Tondano. 28 students of 7<sup>th</sup> to 9<sup>th</sup> grade students at SMP Berea Tondano are the data sources of this research. The students are those who lived in Ety orphanage. The data of this research is obtained through a questionnaire with a cross-sectional survey design. The questionnaire was taken from the Attitude/Motivation Test Battery (AMTB) by Gardner (2004). This questionnaire is chosen because it is used to assess students’ motivation and attitude in language learning, English (in the context of this study).

For the purpose of this study, the researchers took only 10 items that are related to integrative and instrumental motivation. Questions number 1 to 5 focus on finding the data about integrative motivation. Questions number 6 to 10 are the questions related to instrumental motivation. After selecting the items to be included in the questionnaire, the researcher translated the items to make the students understand the questionnaire easily. The translation process is also to make sure that the data obtained is valid and reliable. Furthermore, it is important to note that English is not the native

language of the students. The items in the questionnaire are summarized in the table below.

**Table 1.** Items in Questionnaire

No	Statements	Score				
		5	4	3	2	1
1	I learn English to improve my speaking skill so I could speak fluently ( <i>Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya sehingga saya bisa berbicara dengan lancar</i> )					
2	Learning English helps me to speak fluently with the foreigner ( <i>Mempelajari bahasa Inggris membantu saya untuk berbicara dengan orang asing dengan lancar</i> )					
3	Learning English helps me to be more confident in myself and do other cultural activities ( <i>Mempelajari Bahasa Inggris membantu saya untuk lebih percaya pada diri saya sendiri dan melakukan kegiatan kebudayaan lainnya</i> )					
4	I learn English since it is always dreamed of by me ( <i>Saya belajar bahasa Inggris karena itu yang selalu saya impikan</i> )					
5	I learn English because I like it ( <i>Saya belajar bahasa Inggris karena saya menyukainya</i> )					
6	Learning English is beneficial to get a better job ( <i>Mempelajari Bahasa Inggris sangat bermanfaat untuk memperoleh pekerjaan yang bagus</i> )					
7	I learn English because it will be needed when I study abroad ( <i>Saya belajar bahasa Inggris karena itu akan</i>					

	<i>dibutuhkan ketika saya belajar ke luar negeri)</i>					
8	I learn English so I could get better score in my exam ( <i>Saya belajar bahasa Inggris agar mendapatkan nilai yang bagus dalam ujian)</i>					
9	I learn English so my family feel happy ( <i>Saya belajar bahasa Inggris agar keluarga saya senang)</i>					
10	I feel that someone is not educated enough when she/he is not fluent enough in English ( <i>Saya merasa bahwa seseorang belum cukup terpelajar ketika dia belum lancar berbahasa Inggris)</i>					

As seen in Table 1, the questionnaire is a closed questionnaire. It means that the respondent will choose the items based on the answer provided by the researchers. Table 1 also indicates that the students' answers are in the form of a Likert scale where each point refers to a description. The description is described in the following table.

**Table 2.** Likert Scale Description

Score	Description
1	Strongly Disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly Agree

The data obtained from the questionnaire are analyzed and calculated to get the mean score of each question. To quantify the rate and characterize the subject's motivation in learning the Likert scale with five points. The scale that is used on the questionnaire is to assure the level of agreement or disagreement of students' responses according to the criteria. To get the mean of each

statement, the researcher use the following formula

$$\text{Mean Score} = \frac{\text{Total of Students' Score}}{\text{Number of Students}}$$

The obtained mean scores are then categorized in three categories as presented in Table 3.

**Table 3.** Categories of Mean Score

Mean Range	Categories
3.68 – 5.00	High Degree of Motivation
2.34 – 3.67	Moderate Degree of Motivation
1.00 – 2.33	Low Degree of Motivation

After categorizing the data of mean scores, the researchers analyzed them qualitatively. In this case, the researchers interpret the quantitative data in a description to explain the phenomenon in this study, students' motivation in learning English.

## FINDINGS AND DISCUSSION

Based on the data obtained through the questionnaire, the researcher got the following results on the students' integrative learning.

**Table 4.** Results of Students' Integrative Motivation

No	Statement	Mean Score	Category of Motivation Level
1	I learn English to improve my speaking skill so I could speak fluently ( <i>Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya sehingga saya bisa berbicara dengan lancar)</i>	4.6	High
2	Learning English helps me to speak fluently with the foreigner	4.0	High

	<i>(Mempelajari bahasa Inggris membantu saya untuk berbicara dengan orang asing dengan lancar)</i>		
3	Learning English helps me to be more confident in myself and do other cultural activities <i>(Mempelajari Bahasa Inggris membantu saya untuk lebih percaya pada diri saya sendiri dan melakukan kegiatan kebudayaan lainnya)</i>	3.85	High
4	I learn English since it is always dreamed of by me <i>(Saya belajar bahasa Inggris karena itu yang selalu saya impikan)</i>	3.6	High
5	I learn English because I like it <i>(Saya belajar bahasa Inggris karena saya menyukainya)</i>	3.78	High
<b>The Mean Score of Students' Integrative Motivation</b>		<b>3.96</b>	<b>High</b>

The data from Table 4, shows the number of goals on integrative motivation, in the higher rating of motivational rate. The mean score is 3.96. Every advisory on integrative motivation questions gets in higher rating motivational rate. Statement number 1 (I learn English to improve my speaking skill so I could speak fluently - *Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya sehingga saya bisa berbicara dengan lancar*) and number 2 (Learning English helps me to speak fluently with the foreigner - *Mempelajari bahasa Inggris membantu saya untuk berbicara dengan orang asing dengan lancar*) have the average mean score 4.6 and 4.0. It proves

that the students had high motivation in learning English. Their goal in learning English is to improve their language skills.

The statement number 3 Learning English helps me to be more confident in myself and do other cultural activities (*Mempelajari Bahasa Inggris membantu saya untuk lebih percaya pada diri saya sendiri dan melakukan kegiatan kebudayaan lainnya*) get the mean score of 3.85 which is a high rating motivation even though it is under 4 points. It indicates that the students assumed learning is good for cultural activities. The statement number 4 (I learn English since it is always dreamed of by me - *Saya belajar bahasa Inggris karena itu yang selalu saya impikan*) and 5 (I learn English because I like it - *Saya belajar bahasa Inggris karena saya menyukainya*) get the mean score 3.6 and 3.78. These scores are below 4 percent of the mean. But it is still a high-rating motivation. The students only learn English to make them good in class and in society. As for instrumental motivation, the data shows the following result.

**Table 5.** Results of Students' Instrumental Motivation

No	Statement	Mean Score	Category of Motivation Level
6	Learning English is beneficial to get a better job <i>(Mempelajari Bahasa Inggris sangat bermanfaat untuk memperoleh pekerjaan yang bagus)</i>	4.21	High
7	I learn English because it will be needed when I study abroad <i>(Saya belajar bahasa Inggris karena itu akan dibutuhkan)</i>	4.14	High

	<i>ketika saya belajar ke luar negeri)</i>		
8	I learn English so I could get better score in my exam ( <i>Saya belajar bahasa Inggris agar mendapatkan nilai yang bagus dalam ujian</i> )	4.3	High
9	I learn English so my family feel happy ( <i>Saya belajar bahasa Inggris agar keluarga saya senang</i> )	3.57	High
10	I feel that someone is not educated enough when she/he is not fluent enough in English ( <i>Saya merasa bahwa seseorang belum cukup terpelajar ketika dia belum lancar berbahasa Inggris</i> )	3.14	High
<b>The Mean Score of Students' Instrumental Motivation</b>		<b>3.87</b>	<b>High</b>

Based on data in Table 5, it can be seen that the total score of students' instrumental motivation is 3.87. It shows that the students' instrumental motivation is on high rating even though it is under 4 percent. From the data above, statement number 8 (I learn English so I could get better score in my exam - *Saya belajar bahasa Inggris agar mendapatkan nilai yang bagus dalam ujian*) get the second highest mean score 4.3 in high motivational level. Some of the students are to learn English so that they can get the best score in examination. Even though It's not wrong for them to think that way. Moreover, statement number 7 (I learn English because it will be needed when I study abroad - *Saya belajar bahasa Inggris karena itu akan dibutuhkan ketika saya belajar ke luar*

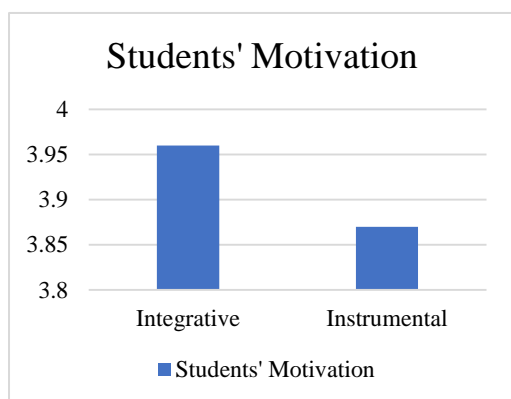
*negeri*) and 10 (I feel that someone is not educated enough when she/he is not fluent enough in English - *Saya merasa bahwa seseorang belum cukup terpelajar ketika dia belum lancar berbahasa Inggris*) get the mean scores of 4.14 and 3.14. For statement number 6 (Learning English is beneficial to get a better job - *Mempelajari Bahasa Inggris sangat bermanfaat untuk memperoleh pekerjaan yang bagus*) and 9 (I learn English so my family feel happy - *Saya belajar bahasa Inggris agar keluarga saya senang*) got the mean scores of 4.21 and 3.57, which is in high and moderate motivational levels.

Based on the information provided above, it can be concluded that the majority of students are motivated to study English through integrative motivation. In the first statement of integrative motivation, I learn English to improve my speaking skill so I could speak fluently (*Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya sehingga saya bisa berbicara dengan lancar*), has the highest mean score which is great and useful for all of the students to have high motivation in that statement. Integrative motivation is a type of inspiration that each learner has inside of them. English can be enjoyable for SMP Berea students since they learn it while having fun. These are just a few of the factors that give students an integrative motivation to learn English, such as the desire to become more fluent language users, the desire to communicate more effectively with foreigners, and the enjoyment of taking part in culturally diverse outdoor activities across the nation.

Furthermore, from the data above the students of SMP Berea also have the instrumental motivation to learn English. In the third statement of instrumental



motivation, I learn English so I could get better score in my exam (*Saya belajar bahasa Inggris agar mendapatkan nilai yang bagus dalam ujian*), has the highest mean score which is also good and delicate for the students to have high motivation in that statement. A sort of motivation known as instrumental motivation comes from sources other than the learners themselves. As the students were motivated to study English in the first place because they wanted to achieve their goal, there are a few factors that have an impact on their instrumental motivation. For instance, they would like a good award from the teacher and a better score on the exam. They would also like to have a fine profession and they would want to learn in other countries. Secondly, the students would like to have their families feel proud of them and they could do well learning the international language. Thus, the writers' determination of the amount of goal on integrative motivation 3.96 and the amount of goal on instrumental motivation 3.87 in the calculation of the students' scores of integrative and instrumental motivations aloft reveals that the students at SMP Berea have a high integrative motivation rather than an instrumental motivation in learning English. The results are summarized in the following chart



**Chart 1.** Comparison between Students' Integrative and Instrumental Motivations.

Yet, it is just based on numerical data. We can observe that motivation plays a crucial role in the learning process. Because it has an impact on the kids' attitude, spirit, and success in learning not only English but all other courses as well. The pupils in this study were more proficient and highly motivated to learn English.

Having conducted the research, the researchers find that the data of the students in SMP Berea have the integrative and instrumental motivation to learn English. Integrative motivation is one of the types that trigger themselves or on the inside without any enforcement. For some reason, students learn English because how they like the English language in movies very much and enjoy the material given to them. While instrumental motivation comes from the outside, effects by other people such as parents, society, and even friends. According to the data on the finding research. It tells the number of goals for the student's integrative motivation at 3.96, which is a very high rating motivational rate, and the number of goals for students' instrumental motivation at 3.87 which is also a very high rating motivational level. Both of these motivations have a high rating motivational level which is good for the students of SMP Berea, it means the students are both interactively and instrumentally motivated. Considering it a good step in learning not just English but also other subjects.

At all levels of their education, students' performance depends on motivation, both integrative and instrumental, and teachers can play a

critical role in fostering this motivation in their charges. Of course, it takes time and a lot of effort to understand how to make a classroom full of kids excited about learning, working hard, and pushing themselves to succeed. All students are driven differently, so it is easier said than done. As for other researchers, if they want to use this method, they need to understand more about the importance of motivation in students' daily activities not just only at school but how they will react to their motivation in society, families, and friends. When you learn all of that you have a good start on how to encourage students' motivation in learning not just the English language but all of the other subjects and aspects.

## CONCLUSION

Based on the findings it can be seen that the majority of students at SMP Berea are motivated to study English through integrative motivation and instrumental motivation. Integrative motivation is a type of inspiration that each learner has inside of them, such as the desire to become more fluent language users, communicate more effectively with foreigners, and enjoy taking part in culturally diverse outdoor activities. Additionally, instrumental motivation comes from sources other than the learners themselves, such as a good award from the teacher and a better score on the exam. The writers' found that the mean score of students' integrative motivation is 3.96 and their mean score of instrumental motivation is 3.87. It means that the students have higher integrative motivation than instrumental motivation. Thus, students' motivation in learning English

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