

## **STUDENTS' MOTIVATION IN LEARNING ENGLISH**

**Yulfi<sup>1</sup>**

STKIP-PGRI Lubuklinggau

**Ahwalusah Aalayina<sup>2</sup>**

STKIP-PGRI Lubuklinggau

[Ummuhanif97451@gmail.com<sup>1</sup>](mailto:Ummuhanif97451@gmail.com)

*Submit*, 21-04-2021

*Accepted*, 10-06-2021

*Publish*, 11-06-2021

### **ABSTRACT**

This study aims to determine students' motivation in learning English and its effect on their English learning achievement. The research method used is survey research with a quantitative approach. Data were collected using questionnaires, interviews, and documentation. The questionnaire was adapted from the Attitude Motivation Test Battery (AMTB) designed by Gardner. The results showed that 52% of students took an active role in learning English. Students are relative "highly" motivated to learn English to have a good chance in their educational goals. In conclusion, instrumental motivation is a significant factor among students of SMAN 5 Lubuklinggau in learning English. Based on data documents about students' English scores, students' motivation to learn English affects their English learning achievement.

Keywords: English, Learning, Motivation

### **INTRODUCTION**

Language is the essential thing in a human's life. People use language to communicate, to express their feelings, to give and accept information, etc. They used language to show their backgrounds, such as their attitude, culture, lifestyle and others. In contrast, people used different languages and should use one of the international languages to other people with diverse backgrounds. It would help them to be easier to communicate with each other.

Nowadays, billions of people use English in the world (Uddiniyah & Silfia, 2019). This language has a vital role in many parts and is used worldwide as an international language. It means that every person in the world should speak English fluently whenever and wherever they are. The universal language has been learned in formal and un-formal education. On the other hand, English as a foreign language is vital to develop science, technology, culture, and

communication with other nations. That is why this foreign language is also one of the critical lessons taught to students, such as elementary school until University level. Almost all of the countries in the world applied English subjects in their educational institution. In Indonesia, this foreign language has been taught and taken part in national exams.

Putra (2021) mentions that learning a new language can be felt bored and painful for students. Consequently, teachers who teach language must be creative and innovative to make the teaching and learning process more enjoyable. Otherwise, it is difficult for students to mastering a new language. In this case, it is learning English as a foreign language. If the learning activity asks the students to submit the assignment, it can be concluded that they will lack the vocabulary. This situation will lead them to have low motivation to learn English (Damayanti, 2017).

Motivation plays an essential role in learning English as a foreign language. Still, in line, motivation is one of the most critical factors that will influence students' English achievement or performance. It means that motivation could be defined as one of the vital factors that determine learning English. Motivation can drive students to reach learning goals. Without motivation, the purposes of learning are difficult to be achieved. By having motivation, students will be enthusiastic in the teaching-learning process, so students will be pushed to study English well.

Nowell et al., (2017) and Subakthiasih & Putri (2020) arrange the criteria of two kinds of motivation in learning English, they are integrative motivation and instrumental motivation. Integrative motivation means the desire to learn a language to communicate with people from another culture who speak that language. In contrast, instrumental motivation refers to the desire to learn a language because it would fulfill specific positive goals, such as getting a job, passing an examination, etc.

Many studies have analyzed students' motivation in learning English as Uddiniyah & Silfia (2019) analyzed Eleventh graders at SMAN 8 Kota Jambi. They found that students at SMAN 8 Kota Jambi have intrinsic motivation higher than extrinsic motivation in learning English. Still discussing the same topic, Nuraeni & Aisyah (2020) researched EFL students in Universitas Muslim Maros. This research showed that most students have extrinsic motivation, and only a few have intrinsic motivation.

Purnama et al., (2019) conclude that students have a savor in learning English. The students have high motivation to learn English. Still, teachers have to be more creative in using media, strategy, or delivered material in teaching and learning activities to improve students' motivation. Without having motivation, goals of the teaching and learning process will not be achieved.

SMAN 5 Lubuklinggau was one of the schools that included English as one of their primary subjects. To improve their students in learning English, that school was also applied English Club as their extracurricular. There were many students who enjoyed the English Club. Based on an interview with some students at SMAN 5 Lubuklinggau, learning English has its prestige for them. They wanted the English Club to improve their English skill. Because this language is international, the students are enthusiastic about learning this language to communicate with other people from different countries. They said that they were very interested in English learning.

Students become interested in learning English is because English gives students access to communicate with other people from other countries easily. For instance, nowadays, students use English through social media networks, such as Facebook, Twitter, and many others, to contact. In addition, English provides students more information about the world's news, and it also gave the students information about native speaker's culture and others. Furthermore, this international language made it students easier to get a job when they graduated from their school. These reasons were being motivation encourages students to learn English.

Every student has different motivation in learning English. Therefore, researchers want to examine the rationale of students learning English at SMAN 5 Lubuklinggau. This study focused on analyzing students' motivation in learning English and describing the effect of motivation on their English learning achievement.

## **LITERATURE REVIEW**

Motivation is the crucial term of human's internal factors to fight their goals or aims in doing something. People need motivation as their goals or to have to do something to be a success. Nuraeni & Aisyah (2020) argue that certain behaviors must support success to reach desired goals **in the teaching-learning context**. They stated that motivation is a choice people choose according to their experiences, extent of their effort, or proposes they will reach. The importance of stimulus survives in giving pupils meaningful, relevant and exciting tasks to do and the importance of response, praise and encouragement for human's positive efforts.

In second or foreign language learning, motivation refers to "overall goal or direction." In contrast, the goal and direction can be achieved by joining learning activities. Therefore, Dincer & Yesilyurt (2017) conclude that motivation is employed to judge students' success or failure to learn a foreign language. The effect of motivation is the extent to which language learners persevere in learning. It is to know the kinds of behavior learners exert and their actual achievement.

Motivation has a goal to improve someone's desire. It can boost willingness to get the most substantial effort directed in the plan (Saragih & Utami, 2020). It also plays a vital role in the academic area, where if someone has good motivation in learning, they will succeed there. In contrast, if someone has the low motivation, a lower score will be gotten at the end of the teaching and learning process. It is the reason for motivation becomes one of the crucial elements in getting success of the learning process.

Purnama et al., (2019) mention that some elements construct motivation. First, the motivated individual expends efforts to learn the language by completing assignments and doing homework. Second, the motivated individual wants to achieve the goal and expresses a desire to learn the language, strives to achieve success, and enjoys the task of learning a language. The main idea here is that motivated individual displays effort, desire and effect while nonmotivated individuals may lack one or more of these elements. He defined that there are some characteristics of the motivated individual. For example, the motivated individual is goal-directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive effect, is aroused, has expectancies, demonstrated self-confidence (self-efficacy), and has reasons.

The success of English language learning is not only a matter of teaching methods, but it also involves several factors. The individual factor is one of the potential factors that influence foreign language learning. One of the factors is motivation. Subakthiasih & Putri (2020) explain that in the classroom context, the concept of student motivation is used to describe the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so.

Good grade became the main goal to all students including them who learn English as a foreign language. The excellent rate has become a debatable topic in many studies about motivation. Achieving a good score is classified as extrinsic motivation, which makes them focus primarily on earning good grades because they believe that achieving good scores is accepted (Adamma et al., 2018).

In addition, in language learning, the word of motivation is defined as human aims or goals. When students learn a language, they need motivation as their orientation after they learn that language. Subakthiasih & Putri (2020) stated two types of human exposure (motivation) in learning a second language: integrative motivation and instrumental motivation. Integrative motivation means learning a language to communicate with people from another culture who speak the languages. Integrative motivation compares language learning with conscious participation in the culture of its people. While, Instrumental motivation refers to

the desire to learn a language because it would fulfill specific positive goals, such as getting a job, passed examinations, etc. Instrumental motivation proposes and entails a student learning the language to support a purpose to occupation.

## **RESEARCH METHOD**

Survey research was applied in this research. This method is typically used to describe opinions, attitudes, preferences, and perceptions of people's interests. The type of survey research used by the researchers was a cross-sectional survey wherein the researcher just did it one point in time, although time to collect all of the data may take anywhere from a day to weeks or more.

The population unit in this study was all students of SMAN 5 Lubuklinggau, with a total of 821 students in the 2018/2019 academic year. It consisted of the tenth, eleventh and twelfth graders. The stratified random sampling used to take the sample represented each grade at SMA Negeri 5 Lubuklinggau. The researcher took 30% of students per grade. As a result, 246 students described the tenth, eleventh and twelfth grades students as the sample.

In collecting the data of the research, the researchers used questionnaires, interviews and documentation. In this research, the questionnaires were formed based on the theory by Gardner "Attitude and Motivation Test Battery (AMTB)." The researchers adapted the statements in AMTB and also translated them into the Indonesian language. It helped students to be more accessible in answering the questionnaire. For an interview, the unstructured interview was applied. Therefore, the document was students' scores in English subjects. It was used to answer the second question in the problems of the research. The researchers took the data document of students' English scores from students' English achievement.

## **FINDING**

The researchers distributed the questionnaires and interviewed the students in SMAN 5 Lubuklinggau in 2018/2019. The questionnaires were distributed to found out the students' integrative and instrumental motivation. And for the interview, it was to verify the data collected from the questionnaire and documentation. It was to find out the effect of students' motivation in learning English on their English achievement. In this research, the researcher took a score for the students' integrative motivation (variable x) by using 5 (five) items of the questionnaires (question number 1 until number 5). For students' instrumental motivation (variable y) was using 5 (five) articles of the questionnaire (question number 6 to number 10). The questionnaire was distributed to each grade student. While there were 246 students as the sample represented all students at that school. The result of student's response can be seen in the table below:

**Table 1.** Students' Integrative Motivation

Option	Score	Q1		Q2		Q3		Q4		Q5	
		F	%	F	%	F	%	F	%	F	%
Sa	4	129	52	47	19	132	53	55	22	132	53
A	3	38	44	131	53	96	39	88	36	97	40
D	2	-	2	54	22	14	6	84	34	10	4
Sd	1	2	2	14	6	4	2	19	8	7	3
Total		246	100	246	100	246	100	246	100	246	100
Mean		3,47		2,85		3,44		2,72		3,43	
Overall Mean		3,1									

The table above explained the percentage of questionnaires of integrative motivation. There were five questionnaires included questionnaire one (Q1) until questionnaire five (Q5). Based on the table above, one question of questionnaires gained the highest total averages on this motivation type. The highest question was questionnaire number one (Q1). There were 3.47 students motivated that they learned English because they wanted to be more educated. The next one was questionnaire number three (Q3), with a total average of 3.44. It was about if the student motivated to learn English because they wanted to be fluent in English.

The next higher was questionnaire number five (Q5), with a total average of 3.43. It was about the students motivated to learn English because they wanted to know other cultures and understand the world better. For the. Then, students chose the questionnaire about studying English because other people will respect them (Q2). The total averages were 2.85. The last questionnaire was number four (Q4), with a total average of 2.72. It was about students motivated to learn English than to have many native-speaking friends.

**Table 2.** Scores of Students' Integrative Motivation

Option	Score	Q1		Q2		Q3		Q4		Q5	
		F	S	F	S	F	S	F	S	F	S
SA	4	129	516	47	188	132	528	55	220	132	528
A	3	110	330	131	393	96	288	88	264	97	291
D	2	3	6	54	108	14	28	84	168	10	20
SD	1	4	4	14	14	4	4	19	19	7	7
Total		246	856	246	703	246	848	246	671	246	846
Total Score		3904									

The table above was explained the scores of integrative motivation. The scores were calculated based on each questionnaire item (Q1, Q2, Q3, Q4, Q5). There were three thousand and nine hundred and four (3904) total scores of integrative motivation.

**Table 3.** Students' Instrumental Motivation

Option	Score	Q6		Q7		Q8		Q9		Q10	
		F	%	F	%	F	%	F	%	F	%
Sa	4	205	83	124	50	126	51	117	48	67	27
A	3	31	13	107	44	100	41	111	45	141	58
D	2	4	2	9	4	17	7	13	5	28	11
Sd	1	6	2	6	2	3	1	5	2	10	4
Total		246	100	246	100	246	100	246	100	246	100
Mean		3,76		3,39		3,41		3,38		3,07	
Overall Mean		3,4									

Based on the table above, the questionnaire which gained the highest total averages on this motivation type was questionnaire eight (Q8), with a total average of 3.41. It was about if the student motivated to learn English because they wanted to get a grade "A" in their English class all the time. The next higher was questionnaire number seven (Q7), with a total average of 3.39. It was about the students motivated to learn English because they wanted to get a job quickly. For questionnaire number nine (Q9), there were 3.38 students motivated to learn English because they wanted to good at speaking English and would be used to it to enter college abroad. Then, students were motivated to study English because it's essential for their career (Q6); the total averages were 3.76. The last questionnaire was number ten (Q10), with a total average of 3.07. It was about students motivated to learn English because they wanted to feel relaxed if they could use their English ability to give street direction.

**Table 4.** Scores of Students' Instrumental Motivation

Option	Score	Q6		Q7		Q8		Q9		Q10	
		F	S	F	S	F	S	F	S	F	S
SA	4	205	820	124	496	126	504	117	468	67	268
A	3	31	93	107	321	100	300	111	333	141	432
D	2	4	8	9	18	17	34	13	26	28	56
SD	1	6	6	6	6	3	3	5	5	10	10
Total		246	927	246	836	246	841	246	832	246	757
Total Score		4193									

\*(Note: F = Respondents; S = Score; Q = Number of Questions)

Based on the percentage tables, the total score of both students' integrative and instrumental motivation is 8097 (eight thousand and ninety-seven). While, 3904 total scores of students' integrative motivation, and for the students' instrumental motivation, the total score is 4193.

The data gathered from calculation before is the total percentage of integrative motivation was 48%. While, for instrumental motivation, the rate found was 52%. For further information about the data gathered from each item, the questionnaire was presented in the following table.

**Table 5.** The Percentages of Item Questionnaire

Number of Questionnaires	Strongly Agree (SA)	Agree (A)	Disagree (DA)	Strongly Disagree (SD)
1	52%	44%	2%	2%
2	19%	53%	22%	6%
3	53%	39%	6%	2%
4	22%	36%	34%	8%
5	53%	40%	4%	3%
6	83%	13%	2%	2%
7	50%	44%	4%	2%
8	51%	41%	7%	1%
9	48%	45%	5%	2%
10	27%	58%	11%	4%

## DISCUSSION

Based on the table above, the researcher will explain students' responses to the questionnaires and discuss the findings based on the related theory used in this research. The result of these responses verified the interviews' product.

From statement number one, *(1) studying English is important because it will make me more educated*, 52% of students strongly agree and 44% agree with it. It gave the information that more students have good integrative motivation in learning English. The students are motivated to study English because they want to improve their language skills in a social environment. There were 2% disagrees and 2% strongly disagree with this statement. The student did not like the English subject and it affects their opinion of the first statement. Another reason is that students stated that English is not the only subject that can improve their academic lives. There were more critical subjects can make them get more prestige in their academic life.

The following statement, *(2) studying English is important because other people will respect me more if I know English*, some student did not strongly agree with the idea, there were just 19% students who in this statement. 53% of students agree that learning English was very important because it would make other people respect them in every situation. By mastering English, they can feel more prestige around people of the world. 22% disagree and 6% strongly disagree with this statement. Students stated that English is not the most important subject that will make them feel prestigious around people. Their attitude and the way they speak by using the Indonesian language was more critical than uses English.

Statement number three, *(3) I wish I were fluent in English*, there were many students in this statement 53% strongly agree, and 39% agree that learning English can improve their English skills. Students were motivated to study English because they wanted to fluent in the English language. There were 6% disagrees and 2% strongly disagree with this statement. The reason why they disagree was they did not like English subjects.

*"I wish I could have many native English speaking friends"* is stated as statement number 4. There were 22% strongly agree, and 36% agree with this statement. The students said they could converse with people from different countries to speak English by using social media applications, such as Facebook,

Twitter, Instagram, game, etc. But, there were enough students who strongly disagree and disagree with the statement. 34% of students disagree and 8% strongly disagree that learning English is vital to give the students easier in communicating with an English speaker. Although, when the interview section was going, almost all the respondents stated that they agreed that they might have native English speaker friends if they can speak English. Still, it did not verify the result of these questionnaires.

53% of students strongly agree and 40% agree about statement number five, (5) *"I want to learn other culture and understand the world better."* They argue that it was true because when they could speak English fluently, they could be participated in other cultural groups by using English as an international language. Then, learning English gave some benefits to get more freedom in the activities in different cultural groups. Students who are 4% disagree, and 8% strongly disagree with this statement, students who did not like English. There was no reason why they did not believe in this statement. In the result of the questionnaires, the researcher found out that three students answered all words of the questionnaire with the lowest point. It's showed that they did not like English subjects.

Number six, (6) *"studying English is important because I will need it for my career."* Here, almost all of the students strongly agree with this statement. 83% of students strongly agree, and 13% agree that studying English is essential to their future. Based on the interview, students stated that many companies from different countries were in a new era. They could be entering that company as workers, and they might have much relation in the job environment. It would give them have significant opportunities to have a promising career in the future. And there were just 2% of students who strongly disagree and 2% disagree with this statement. They disagree that having a promising career is not just need English skills.

Statement number seven, (7) *"studying English is important because it will be useful in getting a good job,"* 50% of students strongly agree that they will get an excellent job in the future by mastering English. 44% of them agree with the statement because many big companies recruit people with good English. Then, 4% of the students disagree and 2% strongly disagree because they feel that not all jobs need English language skills.

Because English was one of the primary subjects that tested in the final examination, 51% of students strongly agree with statement number 8, *"I want to get grade "A", in my English class all the time"*. They must study English to do well in their English examination. Then, 41% of students agree with this statement. While 7% of students disagree and 1% of them strongly disagree. The interest in the English subject was one of the students' reasons who do not appear in this statement. So, students who disagree with this statement might not care about their English achievement.

*"If I can speak English, I will use it for entering college abroad"* is statement number 9. There were 48% of students strongly agree and 45% agree with this statement. Most of the student agrees with this statement because English is an important subject and was regarded as a primary subject taught in every educational level, such as in university level. Because when they want to studies

overseas or in a university, they must mastering English. 5% of students disagree and 2% of them strongly disagree. Students stated that English is not the only language they can use when entering college or university.

From statement number ten, (10), *I would feel quite relaxed if I had to give street directions in English*. There were 27% of students strongly agree and 58% of them agree with this statement. Students stated that many people from other countries come to Indonesia in the new globalization era. If they meet strangers and speak with them, they can become their tour guide. There were 11% who choose to disagree and 4% choose strongly disagree with this statement. Students clashed with this statement because they were not interested in speaking English, and they could not imagine the function of this statement. Based on the interview, students stated that it was rarely impossible for them to meet other people from different countries. Although they meet a stranger who asks about street directions or others, they may answer with Indonesian language or body language.

After researchers distributed the questionnaire and interviewed the students of SMAN 5 Lubuklinggau, researchers did documentation by collecting the data document about students' English scores. It was to find out the effect of students' motivation in learning English on their English achievement. Based on the documentation, almost of students have good English scores.

For the third and twelfth-grade students, their English scores were high. Almost all of them passed the English subject in score overage 81, 82 and 83. And for the first grade, students' English score was good too. Although, some students did not pass the English subject. The students were now entering the school, and it might have made them not have enough interest in English or have low motivation to learn English.

In addition, The first-grade students' English scores were collected from students' middle semester tests. Because they were a new student in that school and then there was no document of students' English achievement in the tenth grade. The researcher asked the English teacher about students' scores and then she got the form from the middle test that just did in few days after the researcher did the research. The students' English scores in the tenth grade were about 60, 67, 75, 80, 89 until 100.

Based on the findings, the students answered strongly agree and agree with the statements of integrative motivation. It was also provided the information if the students have motivation in learning English by their integrative motivation. Integrative motivation means a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through language. It is still in the statement of Nowell et al., (2017) and Subakthiasih & Putri (2020) that integrative motivation means the desire to learn a language to communicate with people from another culture who speak that language.

In the interview, the students stated that they were motivated by the enjoyment of the learning process or desire to make them feel better and get more information about other countries of the world. It was shown that students in SMAN 5 Lubuklinggau were motivated by the enjoyment of the learning process itself or by their internal desire. They wanted to learn English because it has given

them knowledge from other countries, such as culture, communication with a stranger orally, or using social media, such as Facebook, Twitter, email, etc.

There were some reasons why the students had the integrative motivation to learn English, such as students wanting to learn English because they wanted to improve their English language skills. They wanted to be more at ease with English speakers. They would more freely participate in the activities of other cultural groups. Students learn English because it was something that they always want to do, and they study English because they enjoy learning. For those reasons, the students would drive to make an effort to achieve their motives and their goals in learning English. Then, from calculating students' integrative motivation, the researcher found out the percentage that 48% for students' integrative motivation.

In contrast, from the result of the data in instrumental motivation, the information provided the information that there was an instrumental factor that motivated the students to learn English. Instrumental motivation means more functional reasons for learning the target language (Subakthiasih & Putri, 2020). The students learned English because of some academic factors. For example, they want to pass their English subject or get a job promotion or a language requirement. The instrumental motivation resulted from any number of factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. The data result showed that more of the students in SMAN 5 Lubuklinggau motivated by their instrumental motivation.

Some factors influenced students in instrumental motivation. Based on interviewing, firstly, students in SMAN 5 Lubuklinggau motivated to learn English because of their goals, such as they wanted to get a good score in the final exam, tried to get a reward from the teacher, etc. Secondly, they wanted to have a promising career in the future. They tried to get a good job and want to continue their education. In this case, most students are motivated to learn English to better their lives in the future. The researcher found out the percentage that 52% for students' instrumental motivation from calculating the students' instrumental motivation. It showed that more students of SMAN 5 Lubuklinggau have instrumental reason in learning English.

Discussing the effect of motivation in English achievement, the theory of motivation is as driving any situation. As Subakthiasih & Putri (2020) state, they define some elements that construct motivation. First, the motivated individual expends efforts to learn the language by completing assignments and doing homework. Second, the motivated individual wants to express a desire to learn the language, strives to achieve success, enjoys the task of learning a language and achieves the goal.

Based on the documentation of students' English scores, students' motivation to learn English positively affects students' English achievement. 85% of students passed their English exam with a good score. And then, 15% of students did not pass their English exam, but their English scores were good enough. It was supported by one of the questionnaire results, questionnaire number eight (Q8), with the statement that students are motivated to learn English because they want to get grade A in their English class. Two hundred and twenty (220) students *strongly agree* and *agree* that they are motivated to learn English

because they wanted to pass their English. It showed that students' motivation in learning English had been affected to their English achievements.

Students are motivated to learn English and it makes them enthusiastic in the English learning process. It is supported by Adamma et al., (2018) mentioned that an excellent score became the main goal for all students, including those who learn English as a foreign language. It means they wanted to get a good score can be their motivation in learning. And it also influenced them when they did the English exam. Students who have high motivation in learning English would have an excellent English score. At the same time, students who have low motivation in learning English would have bad English scores.

Students who are very interested in English subjects or have high motivation to learn English. They would be very enthusiastic about the English language learning process. They would like to enjoy English class or English extracurricular, and replay the material at home and practice the language as much as they can. And then, they wanted to the English club to improve their English skill. While, when they did English exam, they would enjoy it, get good English scores, and pass the English subject. Students who did not interest or have low motivation in learning English would not enjoy English class. Some students might not be interested in enjoying English clubs and did not do everything else to improve their English skills. So, they did not want the English exam. They would have bad English scores and did not pass the English subject.

## **CONCLUSION**

Motivation is an influential factor in the teaching-learning process. Without motivation, learning is challenging to be reached because the students' effort and desire affect them in achieving the learning goals. The students were motivated by the enjoyment of the learning process itself or by their integrative desire. They wanted to learn English because it gave them pleasure and develops a particular skill, easily in communicating with other people from a different country, having knowledge from other countries by their English skill, such as culture, news, the way of communication with a stranger orally, or by using social media, such as Facebook, Twitter, Instagram, email, etc.

While, for instrumental motivation, many students of SMAN 5 Lubuklinggau are motivated by their instrumental desire. They were motivated to learn English because of their goals, such as getting a good score, passing their English subject, getting a reward from the teacher, and having a promising career in the future. Based on the data document, almost of students at SMAN 5 Lubuklinggau have good English achievement. It showed that their motivation in learning English had been affected their English achievement.

## REFERENCES

- Adamma, O. N., Ekwutosim, O. P., & Unamba, E. C. (2018). Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics. *SJME (Supremum Journal of Mathematics Education)*, 2(2), 52–59. <https://doi.org/10.5281/zenodo.1405857>
- Damayanti, I. L. (2017). From Storytelling to Story Writing: The Implementation of Reading to Learn (R2L) Pedagogy to Teach English as a Foreign Language in Indonesia. *Indonesian Journal of Applied Linguistics*, 6(2), 232–245. <https://doi.org/10.17509/ijal.v6i2.4870>
- 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. <https://doi.org/10.14456/pasaa.2017.1>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Nuraeni, N., & Aisyah, S. (2020). Understanding EFL Students Motivation to Learn: Why do You Study English? *Jurnal Bahasa Lingua Scientia*, 12(1), 51–70. <https://doi.org/10.21274/ls.v12i1.2115>
- Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539–544. <https://doi.org/10.22460/project.v2i4.p539-544>
- Putra, R. W. P. (2021). Improving the Students' Motivation in Learning English through Google Meet during the Online Learning. *English Learning Innovation*, 2(1), 35–42. <https://doi.org/10.22219/englie.v2i1.14605>
- Saragih, M., & Utami, R. (2020). Improving Students' Motivation in Learning English Through Cooperative Learning Strategy by Using Media. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 9(1), 21–26. <https://doi.org/10.31000/globish.v9i1.2364>
- Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 126–141. <https://doi.org/10.31539/leea.v4i1.1728>
- Uddiniyah, N., & Silfia, E. (2019). An Analysis of Students' Motivation in Learning English at SMAN 8 Kota Jambi Academic Year 2018/2019. *Journal of English Language Teaching*, 3(2), 139–149. <http://jelt.unbari.ac.id/index.php/jelt/article/viewFile/42/50>