



FACTORS INFLUENCING SECONDARY SCHOOL STUDENTS' MOTIVATION TO LEARN ENGLISH IN EFL CLASSROOMS

Rina Ariyanti¹, Tri Agustini Solihati², Risma Julistiana³

^{1,2,3}Faculty of Teacher Training and Education, University of Perjuangan Tasikmalaya

Email: ariyantirina944@email.com¹, triagustini@unper.ac.id², risma@unper.ac.id³

INFO ARTIKEL

Riwayat Artikel:

Menerima : 02 September 2025

Revisi : 08 September 2025

Diterima : 15 September 2025

Kata Kunci:

motivasi, faktor intrinsik, faktor ekstrinsik, pembelajaran bahasa Inggris, EFL

Keywords:

English as a foreign language (EFL) classroom, intrinsic, extrinsic, motivation

Korespondensi:

Rina Ariyanti

English Language Education Study Program, Faculty of Teacher Training and Education, University of Perjuangan Tasikmalaya,

Email:

ariyantirina944@gmail.com

ABSTRAK

Penelitian ini mengkaji faktor-faktor intrinsik dan ekstrinsik utama yang memengaruhi motivasi siswa sekolah menengah dalam belajar bahasa Inggris di kelas EFL di Indonesia. Meskipun bahasa Inggris memiliki peran global yang penting, banyak siswa mengalami kesulitan dalam motivasi. Penelitian ini bertujuan mengidentifikasi pengaruh-pengaruh motivasi tersebut dengan menggunakan pendekatan kualitatif deskriptif. Penelitian ini menggunakan metodologi penelitian kualitatif dengan desain survei. Data dikumpulkan dari 99 siswa melalui kuesioner skala Likert 20 item dan dari 6 siswa melalui wawancara mendalam. Analisis dilakukan dengan perhitungan persentase. Hasil penelitian menunjukkan bahwa faktor intrinsik seperti pengembangan diri, peningkatan bahasa, dan pemahaman budaya berkontribusi pada motivasi, meskipun kepercayaan diri siswa masih rendah. Faktor ekstrinsik seperti ambisi karier, tujuan pendidikan, dan harapan sosial juga berperan signifikan. Faktor-faktor ini saling berinteraksi, meningkatkan motivasi jika didukung, namun menurun jika tidak. Penelitian ini berimplikasi pada pentingnya guru meningkatkan motivasi siswa melalui penumbuhan minat, penguatan kepercayaan diri, serta pengaitan pembelajaran dengan tujuan dan nilai pribadi siswa.

ABSTRACT

This study investigates key intrinsic and extrinsic factors affecting secondary school students' motivation to learn English in Indonesian EFL classrooms. Despite English's global importance, many students struggle with motivation. The research aims to identify these motivational influences using a descriptive qualitative approach. This study employed a qualitative research methodology with a survey design. Data were collected from 99 students via a 20-item Likert-scale questionnaire and from 6 students through in-depth interviews. Analysis involved percentage calculations. The results of the study indicate that intrinsic factors such as self-development, language improvement, and cultural understanding contribute to motivation, although students' confidence remains low. Extrinsic factors including career ambitions, educational goals, and social expectations also play a significant role. These factors interact, enhancing motivation when supported but declining otherwise. This study implies the importance of enhancing students' motivation by fostering interest, strengthening self-confidence, and linking learning to their personal goals and values.

INTRODUCTION

English plays a crucial role as a global language across various fields, including education, economics, and technology. In

today's interconnected world, proficiency in English is often associated with better academic and career opportunities. However, recent trends indicate that many secondary school



students in Indonesia struggle to learn English due to low motivation. According to the 2022 Program for International Student Assessment (PISA), Indonesian students continue to lag behind other ASEAN countries in language proficiency (OECD, 2023).

Motivation in learning English can be influenced by both intrinsic and extrinsic factors. Intrinsic motivation arises from within students, driving them to learn English due to personal interest, enjoyment, or a sense of fulfillment. On the other hand, extrinsic motivation is influenced by external factors such as rewards, grades, academic expectations, or better career prospects (Dörnyei & Ushioda, 2021). A comprehensive understanding of these two types of motivation is essential for developing effective English teaching strategies that enhance students' academic performance in EFL classrooms. Without such understanding, teaching practices risk overlooking students' real motivational needs, leading to less effective learning outcomes. Therefore, it is necessary to investigate how both intrinsic and extrinsic factors influence students' motivation in order to provide insights that can be applied directly to classroom practices.

Several previous studies have explored motivation in English language learning across various contexts. However, several research gaps remain unaddressed. Firstly, most previous studies focus on only one type of motivation, either intrinsic or extrinsic, without examining the interaction and relative influence between the two. Secondly, contextual factors specific to Indonesia, such as students' socio-

economic conditions, access to learning technology, and differences between urban and rural schools, have not been thoroughly explored. This is particularly relevant, especially at SMP Islam Cipasung, where it is essential to consider the influence of student motivation in an environment closely linked to an Islamic boarding school. Thirdly, there is a lack of comprehensive studies that develop a model illustrating how various motivational factors interact and influence the English language learning process among secondary school students in Indonesia.

Based on these issues, the present study is guided by the following research questions:

1. What intrinsic factors contribute to secondary school students' motivation to learn English in EFL classrooms?
2. What extrinsic factors contribute to secondary school students' motivation to learn English in EFL classrooms?
3. How do intrinsic and extrinsic factors interact to shape secondary school students' overall motivation in learning English?

Accordingly, the objectives of this study are to:

1. Identify intrinsic factors that contribute to students' motivation in learning English.
2. Examine extrinsic factors that affect students' motivation in learning English.
3. Analyze the interaction between intrinsic and extrinsic factors in shaping students' motivation.

Based on the display above, this research aims to contribute to English language education by examining the factors that

influence learning motivation from the perspective of secondary school students in EFL classrooms. Addressing this issue requires identifying the specific motivational factors that influence students and providing targeted strategies for teachers to foster both intrinsic and extrinsic motivation in the classroom. In doing so, the study not only fills theoretical gaps but also offers practical solutions to improve students' engagement, confidence, and achievement in learning English. In this way, the study not only sharpens the theoretical understanding of student motivation but also offers practical solutions for improving classroom engagement, building students' confidence, and enhancing their overall achievement. By focusing on students' perceptions, the study seeks to fill existing research gaps and provide practical insights to help educators and policymakers create more motivating and effective English learning environments.

METHODOLOGY

This study adopted a descriptive qualitative approach to explore the intrinsic and extrinsic factors influencing secondary school students' motivation to learn English in EFL classrooms. A qualitative approach was chosen because it enables the researcher to gain an in-depth understanding of students' perspectives, experiences, and feelings. A qualitative descriptive research design aims to provide a comprehensive understanding of participants' experiences and perspectives by emphasizing the collection of rich and detailed data (Hennink et al., 2020). This design was also highlighted as adaptable and flexible, making it

suitable for capturing the diverse experiences of secondary school students in EFL classrooms.

Data were collected through a survey using a questionnaire and interviews, allowing for the triangulation of information and providing richer insights. The scope of this research focuses on the English language learning motivation of secondary school students in an English as a Foreign Language (EFL) context, with the intrinsic and extrinsic factors influencing this motivation serving as the primary research objects.

The research was conducted at SMP Islam Cipasung, Tasikmalaya district. After obtaining necessary permissions from the school, 99 secondary school students completed the questionnaire. From this pool, 6 students were randomly selected for in-depth, semi-structured interviews to obtain deeper qualitative insights.

Data collection instruments consisted of: (1) a closed-ended questionnaire adapted from Ming, Ling, and Jaafar (2011), comprising 20 bilingual items (English–Indonesian) and administered via Google Forms using a four-point Likert scale (4 = strongly agree to 1 = strongly disagree); and (2) semi-structured interviews whose questions were aligned with the questionnaire themes to probe underlying reasons for students' responses. Interview sessions were audio-recorded with participants' consent and later transcribed verbatim.

Data analysis in this study followed a structured approach adapted from Popenoe et al. (2021). Questionnaire data collected via Google Forms were reduced, categorized into intrinsic and extrinsic factors, and analyzed descriptively to identify key themes. Interview

recordings were transcribed and thematically analyzed alongside questionnaire findings, enabling classification of responses and deeper insight into students' motivation. The combined results were presented in tables and narrative form, providing a comprehensive description that directly addressed the research questions.

Ethical considerations included obtaining permission from the school and inviting voluntary participation. The questionnaire was translated into Indonesian to ensure clarity and was reviewed for readability prior to distribution.

FINDINGS AND DISCUSSION

Findings

The primary objective of this study was to explore the factors that influenced English learning motivation among secondary school students in the EFL classroom. The study was conducted from July 14 to 26, 2025, at SMP Islam Cipasung. Data were collected on July 23 and 24, 2025, through the administration of questionnaires to 99 students and interviews with 6 eighth-grade students, conducted with prior permission from the school. The results indicated that two main categories, intrinsic and extrinsic factors, contributed to students' motivation to learn English in the EFL context. The percentage of intrinsic factors is presented in the following section.

The percentage of intrinsic factors is presented in the following section.

Table 1 Intrinsic Factors to Improve English Skills

No	Statement	4 SA	3 A	2 D	1 SD
1.	Learning English is good for self-development.	31,3 %	61,6 %	5,1 %	2 %
3.	I learn English in order to improve myEnglish language skills.	38,4 %	53,5 %	8,1 %	0 %

Based on the questionnaire data (Table 1), a majority of students (31.3% Strongly Agree, 61.6% Agree) believed that learning English was beneficial for self-development. This indicated a strong intrinsic motivation among students to enhance their personal growth through language learning. The combined total of 92.9% of students who agreed with this statement suggested that they viewed English language learning as an important aspect of their educational journey and personal advancement. Furthermore, a substantial number of students (Strongly Agree = 38.4%, Agree = 53.5%) stated that they learned English to improve their language skills, highlighting a clear motivation to advance their proficiency. The findings from the interviews corroborated the questionnaire results, emphasizing that intrinsic factors related to self-improvement and skill enhancement significantly contributed to secondary school students' motivation to learn English in the EFL classroom.

Interviews with students reinforced these findings. For example, Interviewee 2 stated: "*Soalnya Bahasa Inggris itu bahasa internasional. Jadi pengen bisa lancar Bahasa Inggris. Terus Umi juga sering ngajarin Bahasa Inggris*" (Because English is an international language. So I want to be fluent in

English. And Umi (my mother) often teaches English). While this statement begins with an extrinsic reason (English as an international language), the core motivation expressed is *"pengen bisa lancar Bahasa Inggris"* (wanting to be fluent in English), which directly reflects the intrinsic desire to achieve fluency and mastery of the language. Similarly, Interviewee highlighted a personal objective: *"Karena saya ingin memperlancar Bahasa Inggris saya"* (Because I want to improve my English). This quote unequivocally underscores the individual's internal aspiration to gain proficiency and fluency in English, indicating that the learning was driven by personal satisfaction and a sense of accomplishment.

Furthermore, intrinsic reasons inspire students to study English because it can help them socialize as well as improving their interpersonal skills. The percentage results of the student questionnaire in social factors are shown below.

Table 2 Intrinsic Factors for Interpersonal Skills or Social Reasons

No	Statement	4 SA	3 A	2 D	1 S D
2.	Learning English will allow me to converse with more and varied people.	37.4 %	58.6 %	4 %	0 %
4.	Learning English will allow me to be more at ease with English speakers.	21.2 %	67.7 %	11.1 %	0 %
5.	Learning English will enable me to better understand and appreciate English literature.	44.4 %	50.5 %	5.1 %	0 %
6.	Learning English allows me to participate more freely in the activities of other cultural groups.	21.2 %	62.6 %	14.1 %	2 %

Table 2 shows that a significant number of students recognize the importance of learning English for enhancing their interpersonal skills and social interactions. Specifically, 37.4% of students strongly agree and 58.6% agree that one of the primary motivations for studying English is the ability to converse with a wider range of individuals. This finding underscores the students' desire to expand their social networks and engage with diverse communities through effective communication. Moreover, the data reveals that 21.2% of students strongly agree and 67.7% agree that learning English will enable them to communicate more easily with English speakers. This indicates a strong intrinsic motivation among students to feel more comfortable and confident when interacting with native speakers, thereby reducing any potential anxiety associated with language barriers.

Interviews also supported these findings. Interviewee 1 stated: *"Kayak gampang aja, aku pengen bisa komunikasi sama orang luar. Ya komunikasinya tuh bukan cuma tentang pengenalan, tapi cerita gimana kehidupan di luar sana, memperkenalkan budaya Indonesia juga ke mereka gitu. Kalau kita bisa bahasa Inggris itu gampang gitu. Kayak mau kemana-mana juga bisa"* (It's easy, I want to be able to communicate with foreigners. The communication isn't just about introductions, but also telling them about life out there, introducing Indonesian culture to them. If we can speak English, it's easy. We can go anywhere). This statement directly supports the idea that learning English facilitates broader and deeper communication, moving beyond

superficial interactions to sharing personal experiences and cultural identity. Interviewee 2 concisely affirmed the social utility of English: *"Soalnya kan ketika misalnya Bahasa Inggris meningkat gitu bisa dipakai gitu kalau misalkan keluar negeri terus jadi bisa membantu berinteraksi dengan orang lain"* (Because if my English improves, I can use it when I go abroad and it helps me interact with other people).

Moreover, the intrinsic factor that motivates students to learn English is their interest in and enjoyment of the subject. The data from the questionnaire's percentages, which are shown below.

Table 3 Intrinsic Factors of interest and Enjoyment

No	Statement	4 SA	3 A	2 D	1 SD
7	I learn English because it is something that I always want to do.	25.3 %	44.4 %	27.3 %	3 %
8	I study English because I enjoy learning it.	20.2 %	55.6 %	23.2 %	1 %
9	I feel more confident in learning English.	12.1 %	34.3 %	48.5 %	5.1 %
10	I make full use of my time to learn English.	15.2 %	44.4 %	33.3 %	7.1 %

According to table 3, a significant number of students (strongly agree = 25.3%, agree = 44.4%) are motivated to learn English because it is something they have always wanted to do. This indicates a strong intrinsic passion for the language among the students. Additionally, many students (strongly agree = 20.2%, agree = 55.6%) express that they study English because they enjoy the learning process itself,

highlighting the importance of enjoyment in their motivation. However, when it comes to confidence in their English skills, only 12.1% of students strongly agree and 34.3% agree that they feel confident in learning English. This suggests that a considerable portion of students (48.5%) may struggle with self-confidence in their language abilities.

Interviews reinforced the aspect of interest and enjoyment. Interviewee 2 expressed their enjoyment of learning English, stating: *"Suka banget. Dari kelas enam SD suka Bahasa Inggris. Karena seru, menyenangkan"* (I really like it. I've liked English since sixth grade. Because it's fun, enjoyable). Similarly, Interviewee 3 stated: *"Suka. Karena menurut aku Bahasa Inggris itu kayak seru gitu. Banyak kata-katanya, kayak seru aja gitu"* (I like it. Because I think English is fun. It has many words, it's just fun), emphasizing that the language's vocabulary and structure can be enjoyable. However, Interviewee 5 highlighted challenges in learning, saying: *"Suka, tapi kadang gak ngerti gimana cara ngertinya dan gimana mulai dari awalnya itu gimana"* (I like it, but sometimes I don't understand how to understand it and how to start from the beginning). This reveals a gap between their interest and the practical difficulties of learning, as feelings of confusion about understanding and starting the process can diminish confidence.

Interpretation of Findings Relevant to the Research Question: The research question examines intrinsic and extrinsic factors influencing motivation. Key intrinsic factors include students' interest and enjoyment in

learning English, which can be fragile due to perceived competence and ineffective strategies. To sustain interest, educational environments must support students and provide clear guidance, making the "how-to" aspect crucial for enhancing engagement and proficiency. Another factor that contributes to secondary school students' learning motivation in the EFL classroom is extrinsic factor. The following is a list of extrinsic factors that motivate students to learn English.

Table 4 English for Future Career

No	Statement	4 SA	3 A	2 D	1 SD
11	Learning English is important for my future career.	46.5 %	40.4 %	12.1 %	1 %
12	Learning English is useful in getting a good job.	40.4 %	55.6 %	4 %	0 %

According to table 4, a significant majority of students (strongly agree = 46.5%, agree = 40.4%) believe that learning English is important for their future careers. This indicates that students recognize the value of English as a crucial skill that can enhance their employability and career prospects. Additionally, the research reveals that 40.4% of students strongly agree and 55.6% agree that learning English is useful in securing a good job, highlighting their awareness of the practical benefits of English in the job market. The findings from the interviews further corroborated the questionnaire results, emphasizing that extrinsic factors related to future career opportunities play a vital role in motivating students to learn English. Interviewee 1 highlighted this by stating: "Iya,

sangat penting untuk mengejar masa depan, kayak aku pengen ngambil S1, S2, S3 itu di luar negeri gitu. Jadi butuh banget bahasa luar negeri" (Yes, it's very important for pursuing the future, like I want to pursue my Bachelor's, Master's, and PhD degrees abroad. So I really need foreign languages). Interviewee 5 explicitly linked English to career success: "*Karena kalau di Perusahaan besar kan rata-ratanya pakai Bahasa Inggris, jadi penting"* (Because in big companies, they mostly use English, so it's important).

Extrinsic factors for education are the additional extrinsic factors that contribute to secondary school students' learning motivation in the EFL classroom. The following figure presents external motivational factors for English education.

Table 5 Extrinsic Factor of English for Education

No	Statement	4 SA	3 A	2 D	1 SD
13	I learn English because I need it to further my studies overseas.	41.4 %	40.4 %	17.2 %	1 %
14	I study English because I want to do well in my examination.	31.3 %	65.7 %	3 %	0 %
15	I need to learn English because it makes me a more knowledgeable person.	28.3 %	56.6 %	14.1 %	1 %
17	I need to learn English in order to finish high school.	25.3 %	51.5 %	22.2 %	1 %

Table 5 indicates that students are motivated to learn English because they need it to pursue their studies overseas (strongly agree = 41.4%, agree = 40.4%). This highlights the importance students place on English as a necessary skill for academic advancement in an international context. Furthermore, a significant portion of students (strongly agree = 31.3%, agree = 65.7%) express that they study English to perform well in their examinations, demonstrating a clear link between language proficiency and academic success.

Additionally, many students (strongly agree = 28.3%, agree = 56.6%) believe that learning English enhances their knowledge and makes them more informed individuals. Lastly, 25.3% of students strongly agree and 51.5% agree that they need to learn English in order to graduate from high school, underscoring the role of English as a fundamental requirement in their educational journey. Interviews supported these findings. Interviewee 1 stated: "*Karena aku tuh punya keinginan nanti pas beres SMA pengen ngambil beasiswa ke luar negeri. Jadi pengen bisa bahasa Inggris gitu. Semoga kuliah kuliah ke luar negeri*" (Because I have a desire to get a scholarship abroad after high school. So I want to be able to speak English. Hopefully, I can study abroad). Interviewee 3 added: "*Karena aku punya kakak yang kuliahnya di luar negeri... Aku tuh pengen juga kayak kakak bisa Bahasa Inggris*" (Because I have an older sibling who studies abroad... I also want to be able to speak English like my sibling). Interviewee 6 also affirmed: "*Penting, karena bahasa itu kan penting buat masuk ke universitas kedepannya gitu*" (It's important,

because language is important for getting into university in the future).

Table 6 Extrinsic Factor (External Influences)

No	Statement	4 SA	3 A	2 D	1 SD
16	I learn English because I can contribute more to the society.	14.1 %	52.5 %	28.3 %	5.1 %
18	Learning English is important for me because other people will respect me more if I am good in English.	14.1 %	32.3 %	42.4 %	11.1 %
19	I study English in order to please my family.	22.2 %	44.4 %	30.3 %	3 %
20	I feel that no one is really educated unless he is fluent in English language.	8.1 %	45.5 %	42.4 %	4 %

Table 6 reveals that a portion of students (strongly agree = 14.1%, agree = 52.5%) believe that learning English enables them to contribute more to society. This indicates a recognition of the role that language plays in fostering social engagement and community involvement. Additionally, 14.1% of students strongly agree and 32.3% agree that learning English is important for them because they feel that others will respect them more if they are proficient in the language. However, a significant 42.4% of students disagreed with this statement, suggesting that many do not see English proficiency as a prerequisite for earning respect.

Furthermore, 22.2% of students strongly agree and 44.4% agree that they study English to please their families, indicating that familial expectations can serve as a significant external motivator. Interviewee 1 stated: "*Ya, karena bahasa inggris kan jarang orang yang bisa jadi hebat sih orang yang bisa banget menguasai bahasa inggris apalagi dengan logat-logat mereka gitu kayak kan bangga gitu apalagi kalau kita tuh dari kampung gitu terus emang disana tuh gak ada orang-orang yang bisa berbahasa luar terus tiba-tiba kita tuh bisa bahasa luar kan kayak keren gitu*" (Yes, because English is rarely spoken by people, so it's great for someone to master English, especially with their accents, it's like being proud, especially if we're from a village and there are no people there who can speak foreign languages, and suddenly we can speak a foreign language, it's cool). Interviewee 4 added: "*Jika pandai berbahasa inggris iya bakal dihormati*" (If you're good at English, you'll be respected). Regarding family influence, Interviewee 2 stated: "*Terutama dari orang tua Umi memotivasi saya*" (Especially from my parents, Umi motivates me) Interviewee 3 also affirmed: "*Ada dari orang tua apalagi suka ngasih semangat gitu*" (Yes, from my parents, they especially like to give encouragement).

Discussion

The findings of this study provide a comprehensive understanding of the intrinsic and extrinsic factors influencing secondary school students' motivation to learn English in EFL classrooms at SMP Islam Cipasung. The results largely align with and expand upon

existing theories of language learning motivation, particularly Self-Determination Theory (SDT) by Ryan and Deci (2000), which posits that motivation is influenced by autonomy, competence, and relatedness, and distinguishes between intrinsic and extrinsic motivation.

1. Intrinsic Motivation: The Drive from Within

This study shows that students are strongly intrinsically motivated to learn English, mainly for self-development and skill improvement. High agreement in the questionnaire and supporting interview responses highlight their internal drive for competence, aligning with the "competence" aspect of SDT (Ryan & Deci, 2000). When students view English as a way to enhance their abilities, their intrinsic motivation increases.

Furthermore, the motivation to learn English for interpersonal skills and social reasons also reflects an intrinsic drive, specifically related to the "relatedness" component of SDT. Students are motivated by the desire to connect with others, understand different cultures, and participate in broader social activities. Interviewee 1's elaborate explanation of wanting to "*komunikasi sama orang luar*" (communicate with foreigners) exemplifies this intrinsic desire for meaningful social interaction. This finding is consistent with Wallace and Leong (2020), who found that young EFL learners are motivated by integrative reasons, such as wanting to integrate into the target language culture. The enjoyment derived from learning English, as expressed by Interviewee 2 "*Suka banget. Karena seru, menyenangkan*" (I really like it. Because it's

fun, enjoyable) and Interviewee 3 "seru aja gitu" (it's just fun), further reinforces the intrinsic aspect of their motivation. This enjoyment is a direct manifestation of intrinsic motivation, where the activity itself is rewarding (Ryan & Deci, 2000).

However, the questionnaire results reveal a potential issue: although students enjoy learning English, their confidence remains relatively low, as indicated by statement 9, where nearly half of the respondents disagreed or strongly disagreed with feeling more confident. This indicates a disconnect between their interest and their perceived ability. According to Dörnyei and Ushioda (2021), maintaining motivation over time requires a strong self-concept and a high sense of self-efficacy. Interviewee 5's comment "*kadang gak ngerti gimana cara ngertinya dan gimana mulai dari awalnya itu gimana*" (sometimes I don't understand how to understand it and how to start from the beginning) illustrates the confusion and uncertainty some students experience. This highlights the importance of more effective teaching strategies that foster confidence and offer clear steps for improvement, which would help reinforce the "competence" element of Self-Determination Theory (Ryan & Deci, 2000).

2. Extrinsic Motivation: The Influence of External Factors

Extrinsic motivation strongly influences students, especially in relation to career goals and educational advancement. The high agreement that English is important for future jobs reflects strong instrumental motivation, supported by interviewees linking English to

studying abroad and employment opportunities. This aligns with Gardner's Socio-Educational Model, which highlights instrumental motivation as achieving practical benefits through language acquisition (Dörnyei, 2020). Interviewees consistently linked English proficiency to higher education abroad and better job opportunities (Interviewee 5). This indicates that students are highly aware of the practical utility of English in a globalized world, as also noted by Wallace and Leong (2020). Academic demands, such as exams, also act as strong motivators, as seen in Interviewee 2's desire to get good grades. However, without intrinsic interest, this motivation may not lead to long-term learning (Ryan & Deci, 2000).

Social recognition and family expectations are strong extrinsic motivators. Many students believe that speaking English earns them more respect and helps fulfill family expectations. Interviewee 1's pride as someone "*dari kampung*" (from a village) and Interviewee 2's sense of "*bangga*" (pride) reflect their desire for social approval and validation. This is consistent with Rahman et al. (2017), who found that parental influence and societal attitudes significantly impact student motivation. The strong support and encouragement from parents and family act as powerful external regulators of behavior, aligning with the concept of identified regulation within SDT, where individuals internalize the value of an activity even if it's initially extrinsically motivated (Ryan & Deci, 2000).



Dörnyei & Ushioda (2009) and Wallace & Leong (2020) found that students often study English to satisfy their families and meet parental expectations, which serve as common and beneficial motivators. Their efforts reflect respect for family values. However, this study's findings differ from Tuan (2012), as it found no link between culture-based curricula and challenging textbooks.

3. Interplay Between Intrinsic and Extrinsic Factors

The findings show that both intrinsic and extrinsic motivations shape students' drive to learn English. While self-growth and social connection reflect strong internal motives, external factors like career goals, academic achievement, and family expectations also play a major role, supporting the view that both types of motivation are essential in language learning (Dörnyei & Ushioda, 2021).

The context of SMP Islam Cipasung, an environment linked to an Islamic boarding school, adds another layer of complexity. While this study did not explicitly delve into the influence of the religious environment on English motivation, Interviewee 4's preference for Arabic and religious studies "*lebih suka Bahasa Arab dan keagamaan*" (prefers Arabic and religious studies) suggests that other academic or cultural priorities might compete with English learning. This highlights the need for tailored approaches that integrate English learning with students' existing values and interests, potentially by demonstrating how English can complement their religious or cultural pursuits.

4. Comparison with Previous Studies

This study's findings resonate with previous research while also highlighting unique aspects. Similar to Astuti et al. (2022) and Budiana and Djuwari (2018), this research confirms that both intrinsic (interest, self-fulfillment) and extrinsic (recognition, utility, academic requirements) factors are significant motivators for Indonesian students learning English. The strong emphasis on career and further studies aligns with the instrumental motivation found in Othman et al. (2018) among Afghan students. However, this study provides a more granular view of the interplay between these factors within a specific secondary school context, addressing a gap identified in the introduction regarding the interaction and relative influence of intrinsic and extrinsic motivations. The detailed interview data, linked directly to questionnaire responses, offers richer qualitative insights into *why* students feel certain ways, moving beyond mere statistical correlations. For instance, while Astuti et al. (2022) identified boredom and anxiety as challenges, this study's interviews (e.g., Interviewee 5's struggle with understanding how to start learning) provide specific examples of how these challenges manifest, offering actionable insights for educators.

CONCLUSIONS

Based on data collected from 99 questionnaires and 6 interviews, the findings revealed that student motivation was shaped by a complex interplay of intrinsic and extrinsic factors. The data showed that many students were strongly driven by intrinsic motivation, with their desire to learn English stemming



from personal interest and enjoyment, as well as from a genuine enthusiasm to improve language skills, engage in cross-cultural communication, and understand English literature. These motivations align with Self-Determination Theory (SDT), which emphasizes the importance of autonomy, competence, and relatedness in fostering motivation. However, intrinsic motivation alone was not always sufficient, as several students reported low confidence and encountered challenges in the learning process, suggesting that interest must be supported by effective strategies to build self-efficacy. This indicates that while intrinsic motivation is strong, it can be fragile if students do not feel capable of mastering the language. In addition to internal factors, extrinsic motivation also played a significant role, with students indicating that learning English was important to achieve academic goals, such as performing well in exams, pursuing higher education abroad, and securing better job opportunities. Motivation was further reinforced by external influences, including encouragement from parents, societal expectations, and aspirations for social status or recognition, though the impact of these external factors varied among individuals.

The findings also revealed a dynamic interaction between intrinsic and extrinsic factors; some students initially motivated by external goals, such as studying overseas or getting a good job, gradually developed a personal interest and enjoyment in learning English. Conversely, intrinsic motivation sometimes diminished when students faced

difficulties, highlighting the need for consistent external support and a conducive learning environment. Contextual elements such as teacher support, classroom engagement, and family encouragement significantly influenced students' motivation, with students who received motivation from parents, teachers, or siblings showing greater persistence in learning English. However, in some cases, differing family values, such as prioritizing religious education over language learning, also shaped students' attitudes toward English. This research is in line with Dörnyei and Ushioda (2021), who found that motivation has a big impact on what students learn and gives students a greater ability to acquire and practice their language proficiency. Ultimately, the motivation of secondary school students at SMP Islam Cipasung to learn English in the EFL classroom is influenced by a complex and interrelated set of intrinsic and extrinsic factors, and understanding these factors holistically can help educators and stakeholders design more effective instructional strategies that support both the emotional and practical needs of students, thereby improving their engagement and learning outcomes in the EFL context.

The results of this study suggest that teachers should actively foster motivation by integrating strategies that not only build students' interest and enjoyment but also strengthen their confidence and self-efficacy. Linking classroom learning to students' personal goals and values can enhance intrinsic motivation, while consistent encouragement and support from teachers, parents, and peers can sustain motivation when challenges arise.

At a broader level, schools and policymakers should provide supportive environments, adequate resources, and curricula that balance academic expectations with students' emotional needs, ensuring that English learning becomes both meaningful and sustainable.

REFERENCES

- Agathopoulou, E. (2016). Factors affecting language learning strategy use by learners of English at Greek secondary schools: Proficiency and motivation. In Z. Gavriilidou & K. Petrogiannis (Eds.), *Language learning strategies in the Greek setting: Research outcomes of a large-scale project* (pp. 58–75). Saita Publications.
- Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia - Social and Behavioral Sciences*, 199, 394–401. <https://doi.org/10.1016/j.sbspro.2015.07.524>
- Anjomshoa, L., & Sadighi, F. (2015). The importance of motivation in second language acquisition. *International Journal on Studies in English Language and Literature*, 3(2), 126–137.
- Astuti, M. T., Shalawati, S., & Hadijah, S. (2022). Learning English as a foreign language in Indonesia: Senior high school students' motivation and challenges. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 7001–7016. <https://doi.org/10.35445/alishlah.v14i4.2870>
- Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide* (1st ed.). Routledge. <https://doi.org/10.4324/9781315231747>
- Budiana, K. M., & Djuwari, D. (2018). The non-native students' motivation in learning English at STIE Perbanas Surabaya. *Language Circle: Journal of Language and Literature*, 12(2), 195–202. <https://doi.org/10.15294/lc.v12i2.14178>
- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). Multilingual Matters. <https://doi.org/10.21832/9781847691293-003>
- Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation* (1st ed.). Routledge. <https://doi.org/10.4324/9780429485893>
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation* (3rd ed.). Routledge. <https://doi.org/10.4324/9781351006743>
- Ederio, N. T., & Inocia, E. P. (2023). Ethical research practices in educational institutions: A literature review. *International Journal of Current Science Research and Review*, 6(05). <https://doi.org/10.47191/ijcsrr/V6-i5-02>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Genc, Z. S., & Aydin, F. (2017). An analysis of learners' motivation and attitudes toward learning English language at tertiary level in Turkish EFL context. *English Language Teaching*, 10(4), 35–44. <https://doi.org/10.5539/elt.v10n4p35>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184. <https://doi.org/10.1080/2331186X.2020.1738184>
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.). SAGE.
- Lamb, M. (2012). A self system perspective on young adolescents' motivation to learn



- English in urban and rural settings. *Language Learning*, 62(4), 997–1023. <https://doi.org/10.1111/j.1467-9922.2012.00719.x>
- Ming, T. S., Ling, T. S., & Jaafar, N. M. (2011). Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study. *3L: Language, Linguistics and Literature, The Southeast Asian Journal of English Language Studies*, 17(1), 40–54.
- OECD. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD. <https://doi.org/10.1787/53f23881-en>
- Othman, N. A., Manap, M. R., & Ramli, N. F. M. (2018). Motivation in English language learning.
- Popenoe, R., Langius-Eklöf, A., Stenwall, E., & Jervaeus, A. (2021). A practical guide to data analysis in general literature reviews. *Nordic Journal of Nursing Research*, 41(4), 175–186. <https://doi.org/10.1177/2057158521991949>
- Rahman, H. A., Rajab, A., Wahab, S. R. A., Nor, F. M., Zakaria, W. Z. W., & Badli, M. A. (2017). Factors affecting motivation in language learning. *International Journal of Information and Education Technology*, 7(7), 543–547. <https://doi.org/10.18178/ijiet.2017.7.7.927>
- 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), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Saboor Hussain, M., Salam, A., & Farid, A. (2020). Students' motivation in English language learning (ELL): An exploratory study of motivational factors for EFL and ESL adult learners. *International Journal of Applied Linguistics and English Literature*, 9(4), 15–20. <https://doi.org/10.7575/aiac.ijalel.v.9n.4.p.15>
- Soraya, I. (2020). Teachers' motivational strategies: The awareness of gender-related differences. In *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*, Surabaya, Indonesia. <https://doi.org/10.2991/assehr.k.200427.007>
- Sulistiyo, U. (2016). English language teaching and EFL teacher competence in Indonesia. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 4, 396–406. Universitas Negeri Padang.
- Tuan, L. T. (2012). An empirical research into EFL learners' motivation. *Theory and Practice in Language Studies*, 2(3), 430–439. <https://doi.org/10.4304/tpls.2.3.430-439>
- Umida, K., Zarina, R., & Shahram, A. (2020). Characteristics, significance and role of motivation problems in foreign language learning. *Asian Journal of Multidimensional Research*, 9(3), 61–69. <https://doi.org/10.5958/2278-4853.2020.00059.2>
- Wallace, M. P., & Leong, E. I. L. (2020). Exploring language learning motivation among primary EFL learners. *Journal of Language Teaching and Research*, 11(2), 221–229. <https://doi.org/10.17507/jltr.1102.10>
- You, C. (J.), & Dörnyei, Z. (2016). Language learning motivation in China: Results of a large-scale stratified survey. *Applied Linguistics*, 37(4), 495–519. <https://doi.org/10.1093/applin/amu046>