

Students' Intrinsic and Extrinsic Motivation in Learning the English Language

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Abstract: *New starts require new motivation. Students also need motivation to learn the English language. Several studies have shown that motivation is crucial in learning English and depends mostly on extrinsic motivation rather than intrinsic motivation. The purpose of the study was to describe the students' intrinsic and extrinsic motivation in learning the English language at Instituto São João de Brito (ISJB), Kasait, Timor-Leste. The study aimed to answer the main problems: 1) What kind of motivation do the students use to learn English? 2) How motivated are the students to learn the English Language?. The researchers applied a mixed-method approach. The data were collected from 33 respondents using a questionnaire and interview. The data gained were interpreted and analyzed descriptively. The quantitative findings show that the student's intrinsic motivation was higher than extrinsic motivation as rated with a mean of 4.22 out of 5. The extrinsic motivation was rated with a mean of 3.79, which is high. The qualitative findings revealed that the students took the English language as more than just an instrument for achieving academic goals. It was seen as an exciting language to learn. This study recognizes the importance of motivation to learn English and ultimately intrinsic motivation. It prompts future researchers to conduct similar research in various learning contexts to generate more findings.*

Keywords: *Extrinsic, intrinsic, learning English, motivation*

Introduction

In life, new starts require new motivation. Motivation gives power, way, and perseverance (Ryan & Deci, 2000). Students also need the motivation to learn the English language. However, many students still face several challenges in learning English in the context of education in Timor-Leste. One of the challenges is how to stay self-motivated to learn the English language better. For example, my teaching experience revealed that some students lacked the motivation to learn the language. It could be seen through their attendance, grades, and attitudes in class. Few students would participate actively and earn high grades in the class. The rest would be at an average and a poor level. It seemed like some students did not know the reason why he/she learned the language. Han et al. (2019a) explained that some of the features that make Learners feel not motivated to learn are due to their friends' insufficient attitudes, teachers-related factors, private issues, the experience of failure, and the education system.

Miao Yee Clare et al. (2019) researched the factor related to students' demotivation in learning English. The result confirmed that English instructors strongly affected college students' demotivation. This research has shown that teacher-related factors may discourage students from learning. The instructors were foremost, which necessitates reconsidering the traditional coaching styles. It makes the teachers not enjoy their teaching methods or fail to be good models for the students. In learning, the level of improvement increases depending on the way of teaching and modeling, particularly in language learning. Furthermore, Kim and Kim (2021) found some factors that demotivate students, such as teachers not having a clear teaching method, impractical English classes targeting too much grammar, and unrealistic communication, which cause students demotivation in learning.

Han et al. (2019b) identified in research on factors causing demotivation, the result shows that one of the principal factors that demotivate college students is poor classmates' attitudes. It indicates that somehow students are not motivated to learn in class due to unsupportive friends. As observed in English classrooms, when students try to speak English, others may tease him/her for being more knowledgeable. This act can cause demotivation among the students, especially in second language learning.



Lack of motivation can occur due to personal issues. Sakai and Kikuchi (2009) worked on identifying and comparing the demotivational factors among motivated and less motivated students. The result showed that lack of opportunities to practice English or boring topics in textbooks and their low assessment scores contributed significantly to their demotivation in learning English. Some students experience failure because of the environment at home. There is no space for them to learn and practice the language.

Moreover, many students struggle with learning probably because of the educational facilities. Adara et al. (2019) identified that students could be demotivated in learning due to “inadequate learning facilities”. It indicated that learning resources are important in motivating students to learn. It may happen because Timor-Leste is still developing in many sectors, including education itself. Schools in Timor-Leste are still in the process of establishing infrastructure, sustainability, and quality assurance.

Motivation aids as the key to enabling a person to excel in schooling. It enables students to provide extra energy to keep self-motivated and willing to do the task. Gardner (1985) described the concept of motivation as three different things: effort, goals, and behaviors. Effort means doing one’s best to achieve the outcome with a determined way of behaving. It signifies a lack of motivation. A person cannot succeed in achieving his/her goals.

Harmers (2001), explained that students' success depends on the motivation students bring to the class. It means that if a student comes to the class with high motivation, it will move the person to be persistent, diligent, and never give up. The person is determined to do the task and whatever is required in the class. He/she knows what to do and how to achieve it. Being diligent in learning means readiness and enthusiasm. The student has a certain attitude of being ready and cheerful in learning. Therefore, this research will classify students’ motivations to learn English.

Several researchers researched the students’ motivation to learn the English language. For example, Alothman (2022) researched the students’ attitudes and motivation for learning the English language in Iraq, especially undergraduate students. The result revealed that students’ extrinsic motivation was higher than intrinsic motivation. Furthermore, Em et al. (2022) conducted research at a private school in Phnom Penh, Cambodian, about the students’ motivation in learning the English language. This study aimed to discover the level of students’ motivation to learn a foreign language. Sixty students were chosen to be part of this study. The result showed that the students were mostly exposed more to extrinsic than intrinsic motivation in language learning. Similarly, Astriningsih and Mbato (2019) also researched English learners’ motivation. The result indicated that the learners’ motivation was high in terms of intrinsic and instrumental motivation.

In Timor-Leste’s context, Abi (2019) conducted a study at the Dili Institute of Technology (DIT) on the factors affecting English learners’ motivation in a multilingual setting. The study aimed to identify the factors affecting learners’ motivation to learn English. The study employed a mixed-method approach. The findings revealed that students’ motivation was high in terms of instrumental motivation, implying that the students are extrinsically motivated to learn the English language. Moreover, Quinto (2015) conducted a study on the Timorese students in the Philipines, their attitudes, and motivation toward English as a working language. The result shows that the participants had favorable attitudes and instrumental motivation to learn the English language.

Considering the above studies, the results showed that the learners are more exposed to extrinsic motivation. Therefore, it becomes the reason for the researchers to conduct more studies to determine whether the students in Timor-Leste have intrinsic and extrinsic motivations to learn English. Moreover, based on the research, none of the researchers conducted a study on the students’ intrinsic and extrinsic motivation to learn English in the

context of Timor-Leste. Thus, this becomes the focus of the researchers in this study to heighten more empirical research to enhance more existing literature. Although plenty of existing studies are related to the topic, there are still contextual gaps where such research topic needs to be done on this specific population, area, and period. The study aimed to assist the students in finding the types of motivation they use to learn English. It applied a mix-method approach to determine the students' motivation to learn English by seeking the answers to two research questions:

1. What kind of motivation do the students use to learn English?
2. How motivated are the students to learn the English Language?

The scope of limitation of this study is that this research focuses more on the student's motivation toward learning the English language. Therefore, this research benefits lecturers by recognizing the types of students' motivation and selecting the best strategies or approaches to implement in their daily teaching activities. Besides the lecturers, this research also benefits the students by recognizing their motivation to learn the English language in class. Moreover, this research also serves as a reference for parents to raise their awareness of their children's motivation to learn the English language.

Literature Review

Review of Related Literature

In this part, the researchers presented previous research on students' intrinsic and extrinsic motivation in learning English. It comprises the degrees and the qualities of the student's motivation confirmed by many researchers enumerated below.

Erniyati and Putra (2022) have researched students' intrinsic and extrinsic motivation in the non-English department in Kerinci, Indonesia. The result showed that the students' intrinsic and extrinsic motivation level was high. Furthermore, the results revealed that students were intrinsically motivated compared to extrinsic motivation. It means that the students could manage to study English, even though there was not much outside motivation from teachers or others.

Siti (2017) led another research on students' motivation in learning the English language, the research aimed to find out whether students were intrinsically or extrinsically motivated to learn the English Language. The research was done at the Islamic State University Ar-Raniry Banda Aceh, Indonesian. One hundred forty-one student respondents were part of this research. The research findings indicated that students' intrinsic motivation was higher than extrinsic motivation. It means the majority of the students learn English because they love it.

Damayanti and Rachmawati (2022) found out in research about Thai students' English Language learning motivation. This study aimed to discover what inspired students to study English and how desire manifested in classroom activities. The result indicated that most respondents had insufficient motivation related to the lecture classroom engagement.

Alshehri and Etherington (2017) investigated teachers' and students' perceptions of motivational strategies in the Saudi Arabian context. The findings revealed that the teachers and the students appreciate the way the teachers motivate the students in the classroom. The study further explained that for the students to be motivated, it is believed that teachers' teaching strategies can help the students achieve learning outcomes. Moreover, teachers should encourage students' participation and interaction in the class by balancing L2 motivation and strategies to motivate the students throughout their learning process. Moreover, Mujiyanto et al. (2021) suggested in their study that the best way to foster learners' motivation is to teach brain-based teaching methods with the support of technology.

Motivation is the drive to the achievement of one's goal in life. In learning, one of the vital aspects to support acquiring knowledge in the language is that we should have motivation. It is reinforced by Dorney (1998), that the success of learning a language is to have motivation. It is the fundamental factor influencing learners to succeed in learning a language. Burguillos et. al. (2010) defined that motivation directs people to better accomplishment in learning. It serves as a pathway to guide the student to achieve their learning outcomes. In short, motivation is the longing for learning in all aspects of life and constitutes intrinsic and extrinsic motivation.

Intrinsic Motivation

Zaccone and Pedrini (2019) specified that intrinsic motivation is when the students appreciate the learning activities and are concerned about their learning as the result of internal wishes. This type of student integrating knowledge is more important than other external factors.) explained that intrinsic motivation is developed from inner desire. It is stimulated from the inside that allows people to learn. So, if a student is driven from the inside, it serves as the foundation of character, allowing the person to learn better.

Intrinsic motivation is a notion that evolves from within and stimulates a person to do something. Harmer (2007) stated that intrinsic motivation comes from within the individual. The courage or the desire from the inside pushes somebody to do something. It ignites the willingness to strive for goal achievement. Cini et al. (2013) noted that intrinsic motivation joyfully engages people in activities. It means that being intrinsically motivated allows a person to employ him/herself in an activity, not because of other external influences but because the person likes it. He/she performs a task even after not being told to do so. For example, if a person chooses to major in the English language, not because of his/her parents or somebody but because that person loves the language, then it arises from the internal factor that causes the action.

According to Abdelrahim and Humaida (2012), "Students who are intrinsically driven have a strong desire to succeed and put in more effort than extrinsically motivated students (p. 217)". It reflects that students with intrinsic motivation will work harder than those with extrinsic motivation. They give extra drive to enable them to be successful. They devote more time to themselves in a particular activity they are part of. For example, if a student loves reading, he/she will spend more time reading than listening to music.

Zaccone and Pedrini (2019) explained that an intrinsically motivated learner finds joy and interest in learning activities instead of concerning his/her academic achievements. It says learning is attracted not from the external factor but derives from the within. The interest in learning is not the achievement. For example, Liu (2020) conducted a study to compare low English and high English mastery in Taiwan. The results showed that the students were intrinsically motivated.

Extrinsic Motivation

Extrinsic motivation is the opposition to intrinsic motivation. It concerns external endorsement that regulates people to succeed. Qizi (2022) defined extrinsic motivation refers to the impacts of external factors involving rewards and other external advantages. It applies to those people who learn the external factors. For example, someone wants to learn English because it helps his/her career development as a teacher.

Ryan and Deci (2020) stated that extrinsic motivation is also known as instrumental motivation, which is driven by externally imposed rewards. It simplifies performing certain activities as a result of getting the cost. For example, learning English can be motivated by the desire to get good grades, money, applause, and reputation. Some students want to learn because someone sponsors them. Others learn due to the praise, fame, and approval from others.

Liu (2020) also examined that extrinsic motivation is caused by outward encouragement like praise, scholarship attainment, and future career. It happens, for example, when some entities sponsor a student while schooling the process. Furthermore, Ryan and Deci (2020) explained that “extrinsic motivation is integrated regulation in which the person not only recognizes and identifies with the value of the activity but also finds it to be congruent with other core interests and values” (p. 3). It says extrinsic motivation does not help people see within a specific activity but rather helps people connect the value of the specific learning with other activities. People learn it because it has a relationship value with others.

Several researchers carried out a study on learners’ intrinsic and extrinsic motivation. For example, Ulfa and Bania (2019) found this in their study in Langsa, Aceh, Indonesia. The results revealed that learners were extrinsically motivated due to their teachers’ impacts on learning English. It implies that the learners acknowledge the teachers’ influence on the student’s learning. Similarly, Jefiza (2017) and Yulia (2013) led a study on student motivation and attitudes toward learning English. The findings showed that most students have extrinsic motivation compared to intrinsic motivation. It could be inferred that the students learn English because of external rewards or benefits.

However, none of the research above has been conducted in Timor-Leste before. Therefore, this study mostly served as a good reference for raising awareness among the students in Timor-Leste. Besides students, this research aided as a good reference for teachers and school principals to know the students’ motivation in learning so that schools can help out the students by providing a better learning environment to engage students’ participation in learning the English language. Concerning this, Chen (2020) found that providing a scientific approach to enable students to practice activities in class would help increase students’ motivation and learning attitude. Ruesch, Bown, and Dewey (2012) further revealed in a study on the student and the teacher’s perception of motivation, the findings showed that it is important to include the students’ perspectives in the classroom. It implies that teaching what the students like or are interested to know will help increase their motivation to learn in class. For example, Fandiño, Muñoz, and Velandia (2019) led a study to identify students’ motivation to learn English. The study employed a qualitative approach. The results indicated that students are motivated to learn English due to external factors. Likewise, Again, Yuzulia (2012) researched students’ motivation toward English learning. The study applied a qualitative method. The findings revealed that the students have both high intrinsic and extrinsic motivation. Therefore, considering the approach applied in the above studies, the researchers believed that conducting more research on motivation with the different approaches would give more fruitful results regarding students’ motivation to learn English.

Method

The mixed method was used in this research to collect and analyze both quantitative and qualitative data (Creswell, 2012). The type of quantitative method applied in this study was a survey questionnaire, which was intended to gain quantitative data about the attitudes of the selected respondents for this study. In other words, this research used descriptive statistics. According to Fisher and Marshall (2009), descriptive statistics are the mathematical procedures utilized or graphical methods used to consolidate and describe the characteristics or factors of a specified sample. The type of qualitative method used in this study was the interview. It helped the researchers gain contextual data directly from the respondents.

Research Setting

The research was conducted at Instituto São João de Brito (ISJB), Kasait, Liquiça, Timor-Leste. ISJB is the only Jesuit higher institution in Timor-Leste and was founded in 2016.

The vision and mission of the institute are to form qualified and professional teachers for secondary schools in the country to support the country's development.

Participants

The participants of this research were the English department students of Instituto São João Brito (ISJB) school year 2022-2023. The number of participants was thirty-three (33) students. To recruit the participants, first, the researchers wrote a consent letter to the Dean of the English Department at ISJB for approval. Second, the students were informed about the aim of the study. Third, the students were also advised that participating in this study was voluntary. Then, the respondents were selected using a purposive sampling method. This method helped the researchers find respondents who could be proficient and properly informed about a phenomenon (Creswell and Clark, 2011).

Instrument of the Study

The data for this research were collected using a survey questionnaire and an interview. The questionnaire was adapted from Gardener's Attitude and Motivation as used in Siti (2017). The questionnaire helped the researcher gain data about the students' intrinsic and extrinsic motivation toward learning the English Language. It consisted of 10 (ten) items and was divided into two categories. The first category was about intrinsic motivation, which consisted of 5 (five) items, and the second category consisted of 5 (five) items. The researchers analyzed the validity and reliability of the instrument. The reliability value of the instrument was .68 means it was reliable. It was found that the Cronbach's Alpha score of the questionnaire was .88. It means that the items used in this study were valid and reliable.

Data Collection Procedures

In collecting the data for this research, the instrument was personally administered by the researchers. The researchers prepared the questionnaires in the format of Google Forms. Then, the researcher copied and sent the questionnaire link to the students through their Email and WhatsApp groups. The respondents were instructed and asked to fill up the questionnaires, followed by an interview which was held through Google Meet. The respondents were given two weeks to read and fill out the questionnaire. The participants had a chance to fill out the questionnaire one time only. The recorded responses from the interview were downloaded and encoded using SPSS 25 (Statistical Package for the Social Sciences).

Data Analysis

The data gained for this study were analyzed using descriptive statistics in the form of mean and standard deviation to define the students' intrinsic and extrinsic motivation. The SPSS software was employed to display quantitative data from the questionnaire. Linkert Scale was also used in this research: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, as presented in Table 1 below. Researchers carefully transcribed and classified the data from the interviews according to the intrinsic and extrinsic motivations they represented. Furthermore, the data were discussed to support quantitative data. The score guideline below was adapted from Astriningsih and Mbato (2019).

Table 1. Score guidelines

Description	Value	Range	Classification
Strongly Agree	5	4.21 – 5.00	Very high
Agree	4	3.41 – 4.20	High
Neutral	3	2.61 – 3.40	Moderate
Disagree	2	1.81 – 2.60	Low
Strongly Disagree	1	1.00 – 1.80	Very low

Findings

Quantitative Data

In this part, the researchers presented the research findings regarding students' motivation to answer the first research question about the types of motivation, namely intrinsic motivation (Table 3) and extrinsic motivation (Table 4). To answer the second research question regarding students' motivational degrees, the researchers displayed the overall findings from the participants based on the total mean score of intrinsic and extrinsic motivation. The findings were collected from 33 student respondents who had filled in the questionnaires. The respondents were asked to fill in 10 questions regarding intrinsic and extrinsic motivation in learning English.

Table 2. Results of Intrinsic Motivation

No.	Intrinsic Motivation	Mean	SD	Level of Motivation
A1.	Learning English helps me advance my English language skills	4.36	.74	Very high
A2.	I learn English to enable me easily interacting with English speakers	4.36	.82	Very high
A3.	I learn English to allow me to participate freely in the activities of other cultural groups.	3.96	.88	High
A4.	Learning English is always something I want and is part of my doings.	4.09	.76	High
A5.	I learn English because it gives me joy.	4.30	.88	Very high
Total Mean Score		4.22	.81	Very high

Table 3 indicates students' intrinsic motivation in learning the English Language. The data generally showed that students' intrinsic motivation in learning the English language was very high, as rated with a mean of 4.22 (very high). It can be seen in the table, for each item of the questionnaire the participants were rated high and very high. Item A1 shows the participants acknowledged that English helps them advance their language skills (M 4.36). Item 2, shows that English enabled them at ease with other speakers (M 4.36). Both items A1 and A2 got very high ratings because they knew that learning English helped improve their language skills. Item A3 indicates that the participants also liked learning English because it allowed them to participate freely in the activities (mean 3.96). Other than that, item A4 shows that the participants considered English as part of their daily activities (mean: 4.09). Item A5 shows that the participants were interested in learning English because it gave them joy (M 4.30).

Table 3 Results of Extrinsic Motivation

No.	Extrinsic Motivation	Mean	SD	Level of Motivation
B1.	I learn English because it helps me to get a good job.	4.21	.96	Very high
B2.	I learn English because it benefits me to pursue my studies abroad.	4.06	.65	high
B3.	Learning English enables me to perform well in the examination.	3.06	.78	Moderate
B4.	The reason I learn English is to please my family.	3.24	1.0	Moderate
B5.	I sense that nobody is knowledgeable except he is fluent in English.	3.42	1.0	high
Total Mean Score		3.79	.88	high

Table 4 indicates the students' perceived intrinsic motivation to learn English. The data showed that the students' extrinsic motivation was rated high, with a mean of 3.79. Each item in extrinsic motivation shows the results over a neutral rating. As can be seen in item B1, the participants' willingness to get a good job that drove them to learn English (M: 4.21). Additionally, the desire to study overseas also motivated them to study English (4.06). Other than it, earning high grades in the examination greatly influenced the participants to learn English (M: 3.06). Although learning English is part of their academic achievements, item B4 shows that the participant also acknowledged that they learned English just to please their family (M: 3.24). Lastly, item B5 shows the participants believed that no one was educated unless he/she was fluent in English (M: 3.42).

The overall findings from intrinsic and extrinsic motivation illustrated high intrinsic motivation with a mean of 4.22, and a St. deviation is .81. The extrinsic motivation showed a mean of 3.79 and a St. deviation is .88. From both data, it can be inferred that students' intrinsic motivation was higher than extrinsic motivation.

Qualitative Data

The qualitative data for this research were gained through a one-on-one interview to gain qualitative data about intrinsic and extrinsic motivation. The interview was held through a WhatsApp Video call. The questions for the interview were given before the interview took place. Four students were purposely chosen for the interview to represent the highest, moderate, and lowest. Therefore, the researchers presented a summary of the interview, focusing on the main points.

Summary of the interview results

After completing the questionnaire, four students were selected to be interviewed. The students were purposely chosen to represent the low, moderate, and highly motivated students to gain appropriate information about the research topic. In the first interview question. The respondents were asked what motivated them to learn the English language. A participant said:

I am motivated to learn English today because, in this modern era, most works or schools' prime requirement is English. That's what motivates me to keep learning English.

This statement reflects that the students were aware of the widespread use of English. It was supported by another respondent when he was asked about his motivation to learn the English language. He said he was motivated to learn the English language because of the widespread utility

of English in the world. That was what motivated him the most to learn English seriously. Another student reported that listening to others speaking in English triggered her to learn English.

When asked what encouraged them to practice English at school or home, the students raised the second interesting point. Respondent A said:

I am encouraged to practice English because I believe that practice makes perfect. Fluency in any language is the first thing we need to consider in practice.

Student B emphasizes that it encouraged him to practice English because fluency in speaking required practice. Lastly, student C further stated that she encouraged herself to practice English everywhere because she wanted to improve her English.

In the third point, the students were asked to answer how long they spent practicing their English language every day. The researchers intended to ask about the time they devoted to English because learning a language needed practice. Regarding this, respondent A said:

Averagely, it takes me more than an hour per day to practice my English. Usually in English classes and also on the community English day which is on Tuesday. So, most of my conversations are almost in English. I can rank it 7 (1-10).

Other than practicing American English, the students were also asked if there were times they felt demotivated to learn the English language, for example, when they failed a test. Participant B said during the interview:

Yes, that's right. I have experienced being demotivated several times when I fail. However, the thing that keeps me motivated again to learn is myself, because I want to understand and speak English.

Moreover, failure did not stop them from learning English. As confirmed by response C, failure never stopped him. However, it motivated her to strive for better outcomes progressively.

In the fifth point of the interview, the respondents were asked to label their motivation with previous learning motivation. Being proficient in a language needs consistency. To answer that, two respondents gave the same answer as respondent A:

Sure, it looks quite different if I compare my previous experience in learning English with this latest year. I have been studying English for a long year, and I still speak broken English. But when I entered university I can speak good English, it's easy now for me to understand English.

It shows that students' motivation to learn the English language increased when they entered university. The student level of motivation increased because they knew the benefits of studying the English language. As Respondent A said:

Knowing English, I will be able to share or talk with native speakers, and easy in dealing with books whether online/digital because most on the internet all the instructions are in English. So if I know English it is a plus point. Respondent B further explained that: *learning English helps me develop my cognitive skills and language proficiency skills.*

Overall findings from the interview show the students' high intrinsic and extrinsic motivation in learning the English language. They know why they learn English and also how it will benefit them in the future.

Discussions

The study sought to answer two main research questions i.e. (1) what kind of motivation do the students use to learn English?; and (2) How motivated are the students in learning the English Language? To answer these questions, both quantitative and qualitative data were collected and analyzed.

The findings from the quantitative indicated that the students at Instituto São João de Brito were intrinsically motivated to learn the English language, with a mean of 4.22 (really high). It means that the students of ISJB were inspired internally to learn the English language. Legault (2017) points out that students are engaged in learning because they naturally enjoy it. In other words, the finding shows that the students are not attaching themselves to learning outcomes or external rewards. However, it is the deeds that push them to be involved in learning. The students are intrinsically motivated probably because they know the benefits of learning. As also reinforced by Deci et al. (2008) that intrinsic motivation is a highly ideal behavior that brings numerous advantages for students, such as pleasurable and diligence in learning. The findings from the questionnaire and interview indicated that generally, the students learn English because they are interested in it. They find joy in learning English. As a respondent said during the interview that the more she or he learned the more motivated he/she was. This means that learning increases the passion and diligence for further learning. Santrock (2011) also reinforced that motivation includes energy, direction, and behavior that can sustain the process. It occurs likely because he/she loves the language.

It is supported by the data from the interview when a respondent said that she wanted to understand and speak English well because learning English enabled her to talk to native speakers and read English books. This statement of motivation shows courage and willingness to learn the English language. Being able to communicate with native speakers and reading English books stimulate them to learn English. Another respondent also emphasized that listening to people speaking in English, triggered him to learn English. It reflects the internal endorsement that moves the student to learn. As Liu (2017) claimed, intrinsic motivation is an internal stimulus that allows somebody to choose an activity freely without considering the stimulus. It means that when the learners freely choose to be part of an activity due to enjoyment, that is intrinsic motivation.

The findings for extrinsic motivation signified that the student's motivation in learning the English language was high, as demonstrated by an overall mean of 3.79. It means that some external factors also contribute to the student's learning. The data indicated that the students of IJSB also possess extrinsic motivation. As explained by Qizi (2022) extrinsic motivation is a result of outward influences. It signifies that even though the student's intrinsic motivation was really high, they also had high extrinsic motivation. The researchers found that the students were extrinsically motivated to learn English because they wanted to pursue further studies abroad and also to prepare them to get good jobs. It implies that the motivation for learning English is to get a good job or a better career. This extrinsic finding aligns with a study conducted by Haisley et al. (2021) on the difference in motivation between American and international students. The result illustrated that international students' motivation is higher than their American counterparts. The result further found that the desire to study abroad and grasp global experiences becomes the source of international students' motivation. Further, some studies show that the experience of studying abroad is an asset to the workplace (Kratz & Netz, 2016; Petzold, 2017). Similarly, Mbato (2013) stated that the widespread use of English globally had been associated with career achievement and job opportunities.

Another respondent said, "*It is important to speak English when you go abroad*". This response strengthens the findings in quantitative. For example, the statement "*I learn English because it benefits me to pursue my studies abroad* (Q7) showed a mean of 4.04. These statements contain outer motivation, which considers instrumental motivation. English serves as an instrument of

communication when people are abroad. Ryan and Deci (2020) that extrinsic motivation also considers instrumental motivation that affects external rewards.

This study's findings correlate with a previous study by Erniyati and Putra (2022) about determining the students' motivation to learn English. The result showed that students' intrinsic motivation was higher than extrinsic motivation. Similarly, Siti (2017) found in her research conducted in Ar-Raniry Banda Aceh about analyzing the students' motivation in studying English that the students were more intrinsically motivated than extrinsic motivation.

However, this study contradicts the findings of a study conducted by Em (2022) on students' motivation to learn English. The results showed that the students were more extrinsically than intrinsically motivated in English language learning. Similarly, Aulia and Zainil (2020) found in their research with 78 students in Sijunjung, Indonesia that students' extrinsic motivation was higher than intrinsic motivation. The majority of the students learn English due to external stimuli such as grades, competitions, and interactions. In another study conducted by Mbato and Kharismawan (2018), they found that university students in Indonesia were driven by the instrumental motivation to learn English rather than integrative reasons. The overall findings in our study showed that students were more intrinsically motivated than extrinsic motivation.

Conclusion

The study aimed to describe the students' intrinsic and extrinsic motivation in learning English. Both data from quantitative and qualitative findings and discussions of the study show that students of ISJB have intrinsic and extrinsic motivations to learn the English language. However, their intrinsic motivation to learn English is higher than extrinsic motivation. Most of them learn English because of internal reasons. They realize that English is one of the most entertaining languages to learn. Therefore, it can be concluded that students' intrinsic motivation positively impacts their participation in class because they find learning pleasurable. They also acknowledge that English helps improve their skills. In addition, the sources of students' extrinsic motivation come from the desire to deal with native speakers, get to know other cultures, help them get good jobs, and provide them with opportunities -to study abroad.

Limitation

The study was limited to 33 students from one English Department in one Institution. Therefore, future research can include a bigger number of students to generate more valid data about the findings. They can also consider EFL students' motivation in learning English in terms of gender and age. It might be helpful to see motivational degrees from males and females and various age groups when learning a foreign language.

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