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Empowering Young Learners: A Study of Intrinsic and Extrinsic Motivation to Learn English in Junior High School

Titin Nurhayati ^{1*}, Paulus Kuswandono ², Ouda Teda Ena ³

^{1, 2, 3} Universitas Sanata Dharma, Indonesia

* titinnurha1996@gmail.com

Abstract

The main issue in this research is how to determine the dominant type of motivation perceived by junior high school students in learning English, and how the factors of self-satisfaction and obligation shape students' intrinsic and extrinsic motivation in the process of learning English. The research aims to know the dominant motivation type perceived by junior high schools in learning English and how self-satisfaction and obligation shape the students' intrinsic and extrinsic motivation to learn English. This research employed a mixed method that combines the quantitative and qualitative data. The researchers used a closed-ended questionnaire and semi-structured interview to gather the data. The data from the questionnaire were analyzed by calculating the mean of each statement. The Likert scale was applied to assess the level and type of student's motivation to learn English. At the same time, the interview data were analyzed. The participants of this research were 60 students of SMP N 1 Selopampang Temanggung. The findings showed the students' extrinsic motivation to learn English is at a high level, while the students' intrinsic motivation is at a moderate level. Moreover, intrinsic motivation is influenced by self-satisfaction and excitement. However, extrinsic motivation is a combination of control regulation style and self-satisfaction. Hence obligation is the factor that can drive the individual to self-satisfaction. The finding of this research would impact the teacher in teaching media, material, and strategies selected to increase the student's learning motivation and reduce the students' learning loss.

Keywords: *Young Learners; Motivation to Learn; Intrinsic; Extrinsic; English*

Introduction

Learning is the activity that includes the process of changing an individual to become a better person. It is the activity of gaining knowledge from experience or academic study, like learning English (Hilcenko, 2020). In Indonesia, English is learned as a foreign language. Moreover, it is included in Indonesia's education curriculum (Riadi, 2019). This means that English is taught at every stage of school in Indonesia. One of the stages that's very crucial is junior high school students. It is the transition period from childhood to adolescence. The adolescent students are a time critical in terms of attitudes toward learning language (Willoughby et al., 2015). In addition, this is the basis for being able to follow English learning to the next level. However, the English learning process is inevitably accompanied by some obstacles. One of the obstacles is the student's motivation.

Motivation becomes a crucial factor for students in learning English because it affects their behavior. It is a psychological construction that portrays the individual and group mechanism to choose certain behaviors and persist in those behaviors (McInerney, 2019; Alizadeh 2016). The

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student's behaviors in the English learning process will influence the achievement of the learning goals. It means that making a particular decision, endeavor, and initiating the action is vital in determining success or unsuccessful learning. Greater motivation to learn tends to drive individuals to higher achievement and learning outcomes (Wardani, et.al, 2020). They will be passionate about the learning process, and also be encouraged to learn English well (Yulfi, et al, 2021). However, low learning motivation will make it more difficult for students to achieve their learning goals. Hence, knowing the students' motivation to learn English is important so that educators can take specific steps regarding the students' motivation.

According to the Self Determination Theory (SDT), there are two types of motivation such as intrinsic and extrinsic motivation. Intrinsic motivation is the impulse that arises in a person consciously or unconsciously, which comes from himself without any external influence, to take an action with a purpose. It can be defined as an individual ambition, which comes within the individual, to be involved in the activity (Wang, et al., 2023). It does not rely on external pressure, instead providing self-satisfaction and excitement (Ryan, et al., 2020). This type of motivation is influenced by individual interest, enjoyment, and inherent satisfaction. However, Extrinsic motivation is the motivation that is influenced by the outside of the individual. It is one of the motivation types in Self-determination theory, which is influenced by some regulatory styles such as external regulation, introjection, identification, and integration (Ryan, et al., 2020). External regulation includes external rewards or punishments, compliance, and reactance. Introjection regulation concerns the individual behavior that is regulated by the self-esteem internal reward. Both the external and introjection regulations describe the control form of motivation, while extrinsic motivation can also be influenced by individual autonomy like identification regulation, which is concerned with personality endorsing of the goal, and integration regulation that the individual not only acknowledges and identifies with the worth of the activity but also identifies that the activity is in harmony with other core interests and values. Hence, the greater extrinsic motivation will influence the intrinsic motivation. However, if extrinsic motivation is lacking, this can also make matters worse, where it can push towards amotivation. It refers to the condition where there is a lack of intentionality. This can be caused by a lack of perceived competence to perform or a lack of value or interest (Ryan, et al., 2020).

Some researchers conducted research on intrinsic and extrinsic motivation in learning English. Ulfa, et al., (2019) conducted the research entitled "EFL Student's Motivation in Learning English in Langsa, Aceh". Qualitative design is used in this research. The research participants are forty senior high school students in Langsa. It was discovered that the component of extrinsic motivation that had the greatest impact on students was teachers, who are the students' greatest influence in learning English. Meanwhile, the most important aspect of intrinsic motivation is the student's learning objectives. The study's implications for teachers' skills in motivating their students to learn English are also discussed. This research was conducted under normal conditions. However, in 2020 there was a case that shocked the world, which is coronavirus disease (COVID-19). It influences education; hence, some researchers conducted a study on the influence of COVID-19 on students' motivation to learn English. Subakthiasih, et al., (2020) conducted the research entitled "An Analysis of Students' Motivation in Studying English During the Covid-19 Pandemic". Its goal is to investigate students' motivation for learning English during the COVID-19 pandemic. A quantitative method is used in this research, with 90 first-semester students in the Faculty of Foreign Language of Mahasaraswati University in the academic years 2020/2021. This study found that Intrinsic motivation was higher than Extrinsic motivation among students during the COVID-19 pandemic. Moreover, after the Covid-19 Firmansyah, et al., (2023) conducted the research entitled "Recent Students'

Motivation Toward Learning English after the Covid-19 post-Pandemic". The objective of this research is to investigate students' motivation to learn English during the COVID-19 post-pandemic in the Indonesian context. The participants of this study are one hundred senior high school students from a private. This research found that the students had moderate levels of intrinsic and extrinsic motivation. In addition, the students had higher intrinsic than extrinsic motivation.

Based on the statement above and previous studies, it is important to know that the previous studies have explored the students' motivation to learn English, but they have not delved into two specific constructs: self-satisfaction and obligation in students' intrinsic and extrinsic motivation in learning English. Hence, the researcher is interested in exploring the junior high students' satisfaction and obligation in the intrinsic and extrinsic motivation to learn English. The research questions are (1) What is the dominant motivation type perceived by the junior high school in learning English?, (2) How do self-satisfaction and obligation shape the students' intrinsic and extrinsic motivation to learn English?. By examining these research questions, this research can provide a more comprehensive students' intrinsic and extrinsic motivation and the role of self-satisfaction and obligation in shaping it.

Method

Research Design

This researcher analyzed students' motivation toward learning English in junior high school. The researcher employed a mixed method that combines the quantitative and qualitative methods. A mixed methods study is research intentionally incorporating or integrating quantitative and qualitative research approaches (Ponce, et al., 2015). It also incorporates quantitative and qualitative data to reach the research objective by collecting, analyzing, interpreting, and reporting the data (Creswell, 2015). Hence, the data in this research becomes richer and can be analyzed, interpreted, and reported. The quantitative part of this research insisted on investigating students' intrinsic and extrinsic toward learning English. Then, qualitative research was employed to obtain an in-depth comprehension of students' intrinsic and extrinsic motivation toward learning English.

Participants

This research participant group was made up of sixty students from SMP N 1 Selopampang Temanggung. The researchers employed purposive sampling in choosing the research participants, in which the research participants are chosen based on their experience and knowledge in certain contexts (Creswell, 2015). The researcher used two criteria when choosing the research participant. Firstly, the research participants must have experience in learning English. Secondly, the research participants were still learning English. For an interview, the researcher used 8 participants represented in each category. They were chosen based on the questionnaire results, which are high, moderate, and low.

Research Instruments

Triangulation is crucial things in the research. It was used to cross-check the data of both instruments used in this research (Diasti, et al., 2020). In this research, the researcher employed two kinds of data. They were quantitative and qualitative data, which enabled the triangulation of findings and a more in-depth understanding of students' motivation to learn English in SMP N 1 Selopampang, in which the results from the questionnaire and interviews were triangulated.

Quantitative data was collected to examine student motivation by distributing a closed-ended questionnaire. The questionnaire was adopted by Gardner's Attitude and Motivation cited in (Jefiza, 2017). The questionnaire consists of nineteen questions, which cover ten intrinsic and nine extrinsic motivation questions with a Likert scale. A valid questionnaire is used if the value of the R count is bigger than the R table and also the value of the significance is less than 0.05 (Cresswell, 2015). In this research, 60 participants had a value of R table, which was .254, while the R count was .269 up to .763, and the value of significance was 0. Thus, it concluded that all the questionnaire statements were valid and could be employed in this research.

Furthermore, the questionnaire reliability has to be assessed to know how consistent the results are if it was taken more than once in the same case. In this research, the questionnaire reliability was measured using Cronbach's Alpha. If Cronbach's Alpha result value is greater than Cronbach's Alpha standardization, namely 0.6, the questionnaire is said to be reliable (Romrome, et al., 2023). The Cronbach's general questionnaire Alpha score of the questionnaire, which is employed in this research, was 0.871. It means that the questionnaire is reliable; hence, it can be used as an instrument in this research.

Additionally, the researcher used a semi-structured interview that employed qualitative data. a semi-structured interview was conducted to redefine the quantitative data findings and obtain detailed information from participants (Creswell et al, 2007 in Lomi and Mbato, 2021). The semi-structured interview in this research used some of the questions from the questionnaire because the interview aims to gain data on the student's motivation to learn English in junior high school in detail.

Data Collection

This research data was collected using two kinds of instruments. The first is quantitative data. It used a close-ended questionnaire with 19 statements, which included intrinsic and extrinsic motivation. It is arranged with a Likert scale. The questionnaire was distributed to the students, who were asked to fill out the questionnaire. The researcher gave the students a week to complete the questionnaire to give them time to think about the statements in the questionnaire so that the data would be valid. Second is the qualitative data. It used semi-structured interviews. In collecting semi-structured interview data, the researcher analyzed the questionnaire that the students had completed. Then, the researcher would choose the interview participants based on the results of the questionnaire. The researchers chose eight students, consisting of three students involved in high motivation, three students involved in moderate motivation, and two students involved in low motivation. The interviews were taken 20 minutes for each student. The interview was conducted in Indonesian because it made the participants answer the questions more comfortably and clearly.

Data Analysis

After collecting data from both close-ended questionnaires and semi-structured interviews, the researcher analyzes them. The researchers analyzed the data by calculating the mean of each statement. Likert scale was employed to assess the level and students' motivation types of learning. Further, the data were analyzed through the SPSS application. Additionally, frequently used techniques of statistical frequency and percentage score. The data from the interview were analyzed using the transcript descriptively. In analyzing the interview data, the researcher used code S1 to S8 for the participants. Table 1 shows the level of motivation interpretation according to the mean range.

Table 1. The Motivation Level

Mean Range	Interpretation
3.68-5.00	High motivation
2.34-3.67	Moderate motivation
1.00-2.33	Low motivation

Results

This research was conducted to know how junior high school students' motivation toward learning English. The researcher provided quantitative and qualitative data to gather the data. For the qualitative data, the researcher used a questionnaire that consisted of Intrinsic Motivation and Extrinsic Motivation. In the qualitative data, the researcher used interviews. From the questionnaire, the researcher found the students' motivation level.

Table 2. The level of students' motivation

The Motivation Level	Interpretation	Percentage
High	22	36.7%
Moderate	36	60%
Low	2	3.3%

Table 2 shows the level of students' motivation to learn English in junior high school, which the researcher found. The result showed that 36.7% of the students have high motivation, 60% of the students have moderate motivation, and 3.3% of the students have low motivation toward learning English in junior high school. To discuss the findings, the researcher divided the study into two categories that covered the students' motivation to learn English in junior high school. The first finding emphasizes Intrinsic motivation, which includes ten statements. The second finding emphasizes extrinsic motivation, which consists of nine statements.

Students' Intrinsic Motivation

Table 3 shows the questionnaire results related to the students' intrinsic motivation toward learning English. It shows that students' intrinsic motivation toward learning English is moderate, with a mean score of 3.11. Further, the intrinsic motivation statement had a good result. Most of each statement's mean scores were moderate, and one statement was at a high level. The statement which had the highest level was the first statement (Q1), "I want to improve my English skill is the reason I learn English," which (Mean: 3.75) with 48.3% agree and 18.3% strongly agree. It means that most students' reason for learning English is to improve their English skills.

Table 3. Students' Responses to Their Intrinsic Motivation.

No	Statement	Frequency					LI	Mean	SD
		SD (%)	D (%)	N (%)	A (%)	SA (%)			
1	I want to improve my English skills, which is the reason I am learning English.	1.7	10	21.7	48.3	18.3	H	3.72	0.940
2	Understanding English allows me to grow as a person.	8.3	18.3	30	35	8.3	M	3.17	1.092
3	I always study English in my free time.	5	46.7	33.3	10	5	M	2.63	0.920

4	I still enjoy learning English after COVID-19 post-pandemic.	3.3	38.3	13.3	33.3	11.7	M	3.12	1.151
5	Learning English helps me understand other cultures, values, and thoughts.	8.3	41.7	18.3	21.7	10	M	2.83	1.167
6	I am not afraid to speak English even if I make a mistake	6.7	33.3	31.7	20	8.3	M	2.90	1.069
7	Learning English is very important.	5	13.3	21.7	45	15	M	3.52	1.066
8	Learning English has made me more comfortable with English speakers.	1.7	38.3	18.3	28.3	13.3	M	3.13	1.127
9	I tend to be nervous when someone speaks English to me.	6.7	11.7	20	51.7	10	M	3.47	1.049
10	Even though I am not in school, I still study English by myself.	5	58.3	15	16.7	5	M	2.58	0.996
Total							M	3.11	

It is also proven in the interview result, which is shown in **Table 4**, that the students who have high and moderate levels of motivation reason to learn English is to improve their English skills. They believe that learning English will help them to increase their English skill. The students said: *"I study English because I want to improve my English skills. As we know, during the pandemic of Corona Virus Disease 2019, my friend and I didn't go to school, and we were asked to study hybrid. It was not effective for me."* (S1)

Table 4. Students' Responses to Their Intrinsic Motivation Interview.

Statement	High Motivation Students	Moderate Motivation Student	Low Motivation Students
The reason to learn English.	Improving our English skills.	Improving our English skills.	English is a compulsory subject.
The reason they enjoy or do not enjoy learning English.	Enjoying because we like it.	We don't enjoy it because the teacher is boring, can't remember the material.	We don't enjoy it because the class is not interesting.
Their awareness of learning English.	It's important to continue our study and traveling.	It's important to look for the job.	It's important because it's a compulsory subject.
The frequency of learning English.	Sometimes studying by listening the songs, but sometimes, we never study because there is no book or internet connection.	Just studying if there is homework.	Just studying at school.
The reason they are afraid to speak English.	Afraid to make mistakes.	Afraid to make mistakes.	Afraid to make a mistake, and get ridiculed by others.
The reason students are nervous when someone speaks to them.	We are not used to speaking English.	We can't understand and answer the question.	We do not understand.

Furthermore, 10% of the students who answered disagreed, and 1.7% of students who answered strongly disagreed with this statement. The reason for their answers is they think that English is one of the compulsory subjects that students have to learn in school, whether they like it or not. This was proven in the interview results. The students who have low motivation reason to learn English is it is one of the compulsory subjects that must be learned. They said: *"I learn English because it is one of my subjects which all students in the school must learn"* (S8).

The other statements are at a moderate level. They are Q2 to Q10. First, the Q7 has the highest mean score, which is at the moderate level. The mean score of Q7 is 3.52, with 45% of students who answered agree and 15% of students who responded strongly agree. It means that the students are aware that English is crucial. It is also proven in the interview section the students who have high and moderate motivation realized that learning English is very important to continue their studies and also for traveling, as S6 said: *"Learning English is very important for me because in this era we have been allowed to go everywhere. So, it is important if sometimes I can go to another country and also continue my studies"* (S6).

Further, 13.3% of students disagreed, and 5% of students answered strongly disagreed, where in the interview they explained that learning English is not crucial because it is just a compulsory subject that the students get in school. They said: *"I think learning English is not important right now; it is just a compulsory subject at school. I don't want to use English in the future because it is hard for me"* (S7). Second, the Q4 has a mean score of 3.12. It is the median of the statement, which is at a moderate level. 38.3% of students disagreed, and 3.3% of students strongly disagreed that they still enjoy learning English. This finding also gains support from the interview. The students claimed don't enjoy it because the class was not interesting. They said : *"I do not enjoy learning English because the class is not interesting and it hard for me to remember many vocabularies"* (S8)

Based on the arguments, the students do not enjoy learning English because the teacher just asked the students to remember the vocabulary written on the blackboard. While there were also 35% of students who answered agreed, and 11.7% of students who responded strongly agreed in Q4. In the interview, the students who have high and low motivation explained that they enjoy learning English *because* they like it. One of the students claimed that: *"I like learning English, so I enjoy learning English"* (S1). Third, the Q10 is the lowest mean score of IM (M=2.58). It is at a moderate level, with 58.3% of students who answered disagree and 5% of students who answered strongly disagree with this statement. This finding also gained the interview that the students who have high motivation reason they never study *English* outside the school because there is no book and internet connection. The students claimed that: *"I never study English if I don't go to school because there is a book and internet connection"* (S2)

Based on the argument above, most of the students do not learn English by their self if they are not in school. This finding is in line with the Q3 that the mean score is 2.63, with 46.7% of students who disagreed and 5% of *students* who strongly disagreed. It means that most of the students never study English in their free time. This finding is also supported by the interview data, where most of the students learn English just in the school. The student claimed that: *"I never learn English at home if there is no homework or test"* (S7)

Besides that, the Q9 shows the mean score is 3.47, with 51.7% of students who agreed and 10% of students who strongly agreed that they feel nervous when someone speaks English.

It was also gained in the *interview*, that most of them are afraid if they don't understand because they are not used to speaking English. The students claimed that: *"I am nervous if someone speaks to me in English because I am afraid if I can't understand and answer the question"* (S5)

This finding is also in line with Q6, which showed a mean score of 2.90, with 33.3% of students who disagreed and 6.7% of students who strongly disagreed with this statement. It is in line with the *interview* results that most students are afraid of making mistakes when speaking English. It makes them decide not to speak English because if they make mistakes, they will be ridiculed by their friends. It is also proven in the interview section. The students claimed that: *"I am afraid to speak English because if I make mistakes in speaking English, I will get ridiculed by others, and it is embarrassing"* (S8)

Extrinsic Motivation

Table 5. Students' responses to their Extrinsic Motivation

No	Statement	Frequency					LI	Mean	SD
		SD (%)	D (%)	N (%)	A (%)	SA (%)			
11	English is crucial for getting a good job.		10	18.3	41.7	30	H	3.92	0.944
12	Learning English is very needed to continue my studies overseas.			1.7	26.7	77.1	H	4.70	0.497
13	Studying English to make my family happy.		15	26.7	40	18.3	M	3.62	0.958
14	I feel successful because I know English, especially.	5	56.7	20	18.3		M	2.52	0.854
15	I'll come across better to others if I speak English.	1.7	23.3	25	31.7	18.3	M	3.42	1.094
16	An English teacher's personality matters in the classroom.	5	5	13.3	41.7	35	H	3.97	1.073
17	In a class of English, the group is crucial.	1.7	3.3	11.7	51.7	31.7	H	4.08	0.850
18	Studying English because I want to get a good score on my examination.	3.3	5	21.7	28.3	41.7	H	4.00	1.074
19	The teaching method of an English teacher is crucial.	5	3.3	6.7	41.7	43.3	H	4.15	1.039
Total							H	3.82	

Table 5 shows the questionnaire results related to the students' extrinsic motivation to learn English in junior high school. It shows that students' extrinsic motivation toward learning English is high, with a total mean score of 3.82. Most statements have a high level and three statements have a moderate level. The statement that has the highest score of mean is the Q12. The mean score is 4.70, where 77.1% of students strongly disagreed and 26.7% of students agreed with this statement. There are no students who answer disagree and strongly disagree. This finding is aligned with the interview result, which is shown in Table 6, that all of the students are aware that English is essential for continuing their studies overseas. The students claimed that:

"English is needed even though we don't continue our study overseas, because I will get English subject when I continue studying in the senior high school and also in the university" (S4)

Based on the students' arguments, English needs to be learned, whether to continue their studies overseas or not. Students who have low motivation are still confused about it. This finding is also in line with the Q11. It has a mean score of 3.92. it includes in the high level. There are 41.7% of students who answered this statement agree and also 30% of students who answered this statement strongly agree. It is also supported from interview results that most students think that English is crucial for getting a job. The students claimed that: *"English is very crucial because in this era it becomes one of the requirements in getting a job even it is in this country or overseas" (S2)*

Table 6. Students' Responses to Their Extrinsic Motivation Interview

Statement	High Motivation Students	Moderate Motivation Students	Low Motivation Students
Learning English is needed to continue the study.	It is one of the requirements to study overseas.	We will get an English subject in senior high school.	In senior high school, we will get English subject.
The importance of English for getting a job in the future.	It is important because it is one of the requirements to get a proper job in the future.	It is important because it is one of the requirements to get a proper job in the future.	It is not important, because we want to work on our workshop or position without English as a requirement.
The crucial of an English Teacher's personality in the classroom.	It affects our mood when learning English.	It affects the English class atmosphere.	It determines whether the class is boring or not.
The important teaching method of an English teacher.	It is essential because it affects our understanding.	It is essential because it affects our understanding or engagement.	It affects our motivation and understanding of the material.
The essential of the group in the English class.	Can support each other in constructing knowledge.	Can support each other in constructing knowledge.	It makes us learn together and have more confidence.
The reason studying English makes the student's family happy.	We want to make our family proud of us.	Because our family asks us to study it.	Because our family asks us to study it.
The reason for learning English is to get a good score.	Represent our current ability and make their family happy.	Make our family happy and avoid the punishment.	Avoid the remediation and make our family happy.

However, the students who have low motivation also claimed in the interview that learning English is not crucial for getting a good job because they don't want to use it in the future. They said: *"I think English is not very crucial in getting a job, because in the future I will look for the job which without English as one of the requirements. I want to be a mechanic in my own workshop" (S8)*. Q16 showed that 41.7% of students agreed and 35% of students strongly disagreed that an English teacher's personality *matters* in the classroom. This finding was also gained in the interview. The students explained that the teacher's personality is important to make the classroom interesting and affect their mood in learning English. The students claimed that: *"The teacher's personality is very crucial in the classroom because it can affect my mood while learning English in the class" (S3)*

Based on that argument, if the teacher's personality is good, it will make the students more motivated to learn English, while if it is not good, the students will be in a bad mood. This finding was also in line with Q19 and Q17. The Q19 showed that 41.7% of students agreed and 43.3%

of students strongly *agreed* that the teaching method of English teachers is crucial. It is also found in the interview that the students claimed that the teacher's teaching method will affect their engagement and understanding of the material. They said : *"The teaching method really affects my motivation in learning English. If my teacher used interesting method when teaches me, it will help me to understand the materials."* (S7). Moreover, the mean score of Q17 is 4.08, which indicates a high level. It shows 51.7% of students agreed and 31.7% of students strongly agreed that grouping in the English class is essential. Further, in the interview results the students think that in the group they can support each other in improving their English skills. The students claimed that: *"Working in the group while learning English is very helpful because in the group we can support each other in constructing the knowledge and also improve our English skill"* (S4).

The three statements with moderate levels were Q13, Q14, and Q15. The Q13 has a mean score of 3.62, where 40% of students agreed and 18.3% of students strongly agreed that they study English to make happy their family. It was also gained in the interview; all of the students learned English whether to make their families happy because they were asked to learn it or want to make their families proud of them. *"When I get good scores on the tests, my father and mom look proud of me. Hence, it motivates me to learn English to get good scores and also make my parents happy."* (S2).

This finding is in line with Q18, which has a mean score of 4.00, which includes a high level. In this statement, 28.3% of students agreed, and 41.7% strongly agreed that they learn English to get a good score. The researcher also found the mean score of Q14 was 2.52, where 56.7% of students disagreed and 5% of students strongly disagreed that they feel successful if they know English. Meanwhile, in Q5, the mean score was 3.42%. There were 31.7% of students agreed, and 18.3% of students strongly agreed that when they speak English, they feel better than others.

Discussion

The Dominant Motivation Type Perceived by Students in Learning English

This part of the research will discuss the first research question. Based on the research findings, the intrinsic motivation of junior high school students to learn English is a moderate category ($M=3.11$). This finding is different from the students' motivation to learn English during the COVID-19 pandemic, in which the mean score level of students' intrinsic motivation was high (Subakthiasih, et al., 2020). The differences between culture and environment influence a person's beliefs and become the reason for their behavior

However, the extrinsic motivation is in the high category ($M= 3.82$). The finding of the level of students' extrinsic motivation in this research is also different from the students' extrinsic motivation to learn English during COVID-19, in which the mean score level was moderate ($M=3.39$) (Subakthiasih, et al., 2020). It happened because students did hybrid learning during the coronavirus 2019 pandemic, so they were not directly involved in the learning process with their teachers or friends. This is different from recent learning, which allows one to study at school. Based on this condition, relatedness is important for students because it can increase their extrinsic motivation. The sense of relatedness and belongingness with others is crucial for growing motivation (Ryan, et al., 2020). In addition, the findings of students' extrinsic motivation in this research are also different from the findings of Firmansyah et al., (2023), in which the students' extrinsic motivation to learn English in their finding is at a moderate level. This happens

because of the different environments of the research participants. This is in line with Ulfa, et al., (2019), who stated that extrinsic motivation is influenced by external stimuli such as the teacher, parent, and environment.

Furthermore, based on the research findings, junior high school students have extrinsic motivation higher than their intrinsic motivation when learning English. This finding is different from that of Subakthiasih, et al., (2020), who found that the student's intrinsic motivation was higher than the extrinsic motivation in learning English during the COVID-19 pandemic. It also differs from Firmansyah et al., (2023), which showed the level of students' intrinsic and extrinsic motivation to learn English after Covid 19 pos pandemic are at the same level; both of them are at a moderate level, but the mean score of the intrinsic motivation is higher than the extrinsic motivation. It means that social, cultural, and environmental conditions influence the student's motivation to learn English. This is in line with Keumala et al., (2019), who stated that educational background and socio-culture influence students' motivation to learn English.

The Reflection of Self-Satisfaction and Obligation in Students Intrinsic and Extrinsic Motivation to Learn English

Students Intrinsic Motivation to Learn English

In this part, the researchers will discuss the role of self-satisfaction and obligation in shaping the intrinsic motivation of the students to learn English. Intrinsic motivation does not rely on external pressure, instead provides self-satisfaction and excitement (Ryan, et al., 2020). It is in line with the findings of this research that most students of intrinsic motivation are influenced by their self-satisfaction. Based on the finding the reason for learning English was to improve their English skills. It is aligned with Sukbatiasih, et al., (2020) finding that the reason students learn English is to upgrade their English ability. The students will be satisfied if their English skills are improving. Therefore, some of the students will learn English in their own time and believe that learning English will also teach them about the cultures, values, and perspectives of others. Moreover, they also believe if they can master English, especially in speaking skills in the future, they will not be nervous and afraid when other people invite them to communicate in English. Hence, all of that makes the students enjoy learning English. This finding is in line with the statement that intrinsic motivation is an individual ambition that comes within the individual to be involved in the activity (Wang, et al. 2023).

Further, the researchers also found that students, who have a low intrinsic motivation to learn English, the reason for learning English is it is one of the compulsory subjects in school, hence they do not use their free time to learn English, they will learn English outside the school if there is homework. It portrays the students with low intrinsic motivation still in the external regulation style that is in the outermost layer of the relegation style in the extrinsic motivation. They do the activity only from the obligation and it has not driven into self-satisfaction. This finding is in line with Ryan, et al., (2020) who define extrinsic motivation as behavior done for purposes beyond inherent satisfaction. As time goes by this condition can shift to the right, namely to the regulation style of interjection, identification, and integration in the extrinsic regulation style, and then to the right again to intrinsic motivation. However, if it shifts to the left, this condition will be increasingly worrying because students become 'amotivation'. It means that extrinsic motivation can create intrinsic motivation. It is alignment with SDT taxonomy which explains that amotivation is the condition where there is a lack of intentionality. Moreover, extrinsic motivation can undermine and also strengthen intrinsic motivation (Ryan, et al., 2020)

In addition, most of the students also felt nervous when someone spoke to them in English. Based on the interview, it happened because the teacher seldom invited them to speak English, and it was affected by their experience during the COVID-19 pandemic when they did hybrid learning. This is in line with the statement that the learning experience affects students learning motivation (Ye, 2023). Moreover, most of the junior high school students argued that they were afraid to make a mistake in learning English, especially in speaking, because, based on their experiences, if they made a mistake in English, they would be ridiculed by their friends.

Students' Extrinsic Motivation to Learn English

In this part, the researchers will discuss the role of self-satisfaction and obligation in shaping the extrinsic motivation of students to learn English. Based on the research findings some aspects shape the students' extrinsic motivation to learn English. The dominant aspect is most of the students learn English because they are aware that English is very important for their future like getting a good score on the exam, continuing their studies, and getting a job. It means that most of the students have extrinsic motivation in the identification regulation style, where the students can be aware of the importance of learning English, so they will actively do it even if they don't enjoy it. This finding is parallel with the SDT from Ryan, et al., (2020), in which extrinsic motivation is also influenced by the identification regulation style, in which individuals can identify the value of the activity so they will do that activity with the self-endorsement of the goal. The individuals can identify the value of learning English means that there is a factor that makes it happen like the rule of looking for a job and continuing a study right now is obligated an English skill as one of the requirements. This will drive the student to have self-esteem (introjection regulation style) before they can determine the value of the activity.

Moreover, the research findings also show that the students want to learn English because they want to get good scores so their parents are proud of them and avoid punishment from their parents. It means that family obligation matters in students' motivation, which can drive the students to the self-satisfaction of being recognized by their family, so they will do the activity solely to maintain their self-esteem. This finding is aligned with the SDT that the introjection regulation style is one of the regulation styles in extrinsic motivation, which concerns the individual behavior that is regulated by self-esteem (Ryan, et al., 2020). In addition, this finding is also in line with King, et al; (2015) and Oh et al., (2020) who stated that family obligation relates to the student's motivation, which increases self-satisfaction and self-esteem.

Furthermore, this research showed that teacher personality is essential to grow students' extrinsic motivation because it can influence the atmosphere during teaching and learning. Most of the students will enjoy it if the class atmosphere is good and supportive. Besides that, the teaching method is also a crucial source to increase or maintain the student's motivation. This finding is in alignment with Ryan, et al., (2020) who stated that external regulation is the type of regulation in the extrinsic motivation that is influenced by external rewards or punishments, compliance, and reactance. It is also in line that teacher behaviors affect the students' motivation to learn (Ahmadi, et al., 2022). These become challenging for English educators or teachers. The English teachers are obliged to use variation and interesting teaching methods and also make the students feel relatedness during the teaching and learning process because, based on the findings, the students will find it easier to understand the material. This finding is in line with Ulfa, et al., (2019) finding, which also showed the students strongly believe that teaching methods influence their motivation.

Conclusion

It can be concluded that motivation is an important factor in learning English among junior high school students. This study identifies two types of motivation that influence students: intrinsic and extrinsic motivation. The results show that extrinsic motivation is more dominant than intrinsic motivation. Intrinsic motivation is related to self-satisfaction and excitement in learning, while extrinsic motivation is influenced by external factors such as family obligations and the value placed by others. This study also found that teacher behavior and external obligations play a role in shaping students' motivation, as these obligations play an important role in driving student self-esteem. Therefore, it is crucial for educators to create a learning environment that supports intrinsic motivation, one of which is by paying attention to teacher behavior and promoting a more autonomous teaching approach. However, this study has limitations in terms of the sample size, which is limited and conducted in only one school. Therefore, future research is recommended to expand the scope of the study, both in terms of sample size and location, as well as explore other factors that may influence student motivation, such as peer influence or technology in learning. Further research could also examine the relationship between motivation and students' academic achievement in more depth.

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