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Motivational Pathways to Success in English Language Learning: Insights from Higher Education

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Abstract

Knowing the driving factors in achieving something is necessary, whether based on the outside or from oneself. The objective of this study is to establish the levels of self-determination of English language students with attention, relevance, confidence, and satisfaction (ARCS Model). The achievement of understanding English depends on the degree of motivation demonstrated by the student, which may be classified as intrinsic or extrinsic. The research population comprised a few students from each class enrolled in an English Educational Program during the odd semesters of the academic year 2023/2024 at Satya Wiyata Mandala University. The data is gathered from 40 students in total via questionnaires and interviews within a mixed-method research technique adopted in the study. Data was gathered via questionnaires and interviews. The questionnaire was developed using Gardner's Attitude Motivation Test Battery (AMTB). The study employed a Likert Scale instrument with the 5-point rating system for quantitative data, which was developed based on the Likert Scale Format. The replacement was supplied by students in the questionnaire and interviews were used to generate the study's conclusions. The participants exhibited higher levels of intrinsic motivation ($M = 3.9$) compared to extrinsic motivation ($M = 3.7$).

Keywords: *Motivation, Success, Learning English, Insight, Self-determination.*

Introduction

Education involves a learning process, which is a fundamental element in acquiring knowledge, especially Learning English is especially important since it is the most prominent in the world and is needed in business, school, and research (Elaish et al., 2019). The learning process is essential as it entails the exchange of education between educators and pupils. The acquisition of English as a Foreign Language (EFL) also occurs in remote and difficult-to-reach areas such as in rural areas, often referred to as "3T" regions, and poses notable challenges as a result of the limitations imposed by scarce resources and infrastructure. The framework of "Terdepan, Terluar, Tertinggal" (the Frontier, Outermost, and Underdeveloped) provides a conceptual basis for the examination of innovative and tailored strategies that effectively address the unique challenges and conditions encountered in these specific regions. The ongoing concern within the realm of education that remains prevalent in modern times is the notable discrepancy that persists between the frontier, outermost, and underdeveloped (3T) regions and their urban counterparts (Gunadi et al., 2022).

The primary challenge encountered by educators teaching English as a Foreign Language (EFL) in rural areas pertains to the limited level of enthusiasm demonstrated by students when it comes to acquiring proficiency in the English language. English as a Foreign Language (EFL)

teachers in rural areas face a multitude of challenges when it comes to effectively imparting higher-order thinking skills to their students due to limited teacher knowledge, passive student engagement, low levels of English proficiency, inadequate school facilities, and a scarcity of educational resources (Pasutri et al., 2022). EFL instructors in both rural and urban settings implement classroom regulations that are specific, public, and consequence-driven. The variation in the ratio of positive to negative norms is observed among the different entities (Mukaromah et al., 2021). In addition to having good lesson plans, teachers in far-flung and hard-to-reach areas must also be patient and deal with cultural differences to be successful in implementation.

This learning approach enables pupils to assess their educational (Widyaningtyas et al, 2022). Learning is a process of metamorphosis towards desirable behavior or predetermined outcomes. Therefore, behavior is the objective when aiming to achieve a shift in learning when it is done continuously, intentionally, actively, functionally, favorably, and permanently, rather than when it is done momentarily, aiming or directed at the applicable behavior (Maher et al., 2021). To summarize, the study is a transitional process characterized by acts such as habits, knowledge, attitudes, abilities, and skills. This technique comprises learning and improving. When English language education students learn English to participate in culture or society, then these students already have integrative motivation (Astriningsih et al., 2019). Every student will have a learning experience whenever they encounter something relevant to themselves, and each experience will be unique.

The usage of language serves as a powerful tool that connects people from different parts of the world. There are still many individuals who are hesitant to embrace the skills and expertise in the realm of English, despite its universal applicability. A person is motivated when they feel the need to do something and do it to meet their goal (Nabilla, 2023). What pushes someone to do real work to reach a goal is a change in their power (Zhan, 2022). "motivation" is a key part of learning. There is a lot of trusts that comes from telling someone they can do something. This will help them reach their goals. Parents and teachers play a crucial role in educating children to learn English by providing the necessary motivation for them to excel in their language studies. Mastering the English language can be quite a daunting task for students, as various factors contribute to their lower proficiency levels (Budiana et al., 2018). The motivation of students plays a crucial role in determining their level of proficiency in language learning. Motivation is what makes people do things to meet their goals (Husna et al, 2019). If we think it's important and worth our time, we will try to reach our goal

Motivation brings success in achieving certain competencies, including learning English (Budiana et al, 2018). Motivation is widely acknowledged as a crucial determinant in students' achievement of success in their acquisition of the English language. Motivation does not only come from within but also from outside, such as the role of parents, teachers, and friends in motivating others to achieve a particular goal (Sari et al, 2022). Indonesian adult learners exhibit a strong desire to study English through communities of interest, with a slight preference for internal and practical motivation. Learning English is in demand and preferred by those who have motivation when learning English regardless of feelings of anxiety in learning (Sari et al., 2022). Motivation from within is essential to start a plan. You need to know the purpose of doing something and why you want to do it; it requires thinking and enthusiasm from yourself. Argue that certain behaviors need to be backed up to get the results that are wanted in the teaching and learning setting (Yulfi et al., 2021). Motivation plays a role in education so that children can determine what they want (Pasutri et al, 2022). A person may feel more enthusiastic about

planning towards a target with motivation from other people. They will be more confident when they get praise after successfully doing something and being given motivation (Namaziandost et al., 2019). What drives people has been a very important area of study in psychology (Ulfah, 2023). That's why the role of parents and teachers to give extrinsic motivation is essential. That's why the role of parents and teachers to give extrinsic motivation is essential.

Motivation is what motivates people to take action to achieve a goal according to (Zhang, 2022). we shall endeavor to achieve our goal if we believe it is essential and worth our time. Motivation is mental encouragement for behavior in learning and this behavior is to achieve something desired in learning (Uddiniyah, 2020). The desire to do something is critical because we will work extremely hard to make it happen. Motivation is a key factor in learning success and is one of the most important aspects of the learning process (Purnama et al., 2019). There are two types of motivation: extrinsic motivation and intrinsic motivation, or motivation that comes from both the outside and inside of the pupils (Suryani, 2023). The motivation given and felt by a student can have an impact on his or her future. Motivation has two factors, namely extrinsic and intrinsic. Extrinsic or external motivation refers to the type of motivation provided by external parties such as friends, parents, and teachers. According to Harmer, extrinsic motivation is induced by external stimuli such as the desire to achieve a good score, make a travel plan for the future, Work to get money and eat healthy foods to avoid being ill. Extrinsic motivation strategy is among the most basic, adaptable, and simple means of dealing with the value components of classroom motivation. Motivation plays a crucial role in enhancing students' academic performance in mathematics, and it's intriguing to observe that there might be a discrepancy between genders when it comes to different types of motivation (Yulfi et al, 2021). Likewise, English plays a role in improving academics. Intrinsic Motivation typically arises from an individual's genuine enjoyment of the learning process or a personal aspiration to enhance their well-being. Intrinsic motivation is encouragement that exists within oneself. A person will have an incentive for himself/herself to do something to achieve the desires he/she wants to achieve. Intrinsic motivation does not require external encouragement because someone with self-motivation does not need external encouragement. According to Oxford Advanced Learner's Dictionary, intrinsic means to do something, rather than coming from outside. The correlation between intrinsic and extrinsic motivations, self-efficacy, and academic performance has been extensively studied and documented. In a similar vein, it has been discovered that when students are actively engaged in their learning, it tends to have a positive impact on their overall grade point average. Motivation refers to the intrinsic force that compels individuals to take action in pursuit of a certain goal. Mental encouragement is a driving force that influences and guides human behavior. If we perceive our objective as valuable and appealing in our lives, we will make an effort to achieve it (Liem, 2021).

Apart from extrinsic and intrinsic motivation, some factors motivate a person to achieve something which can be known through the ARCS Model and Self-Determination theory. ARCS is an instructional model that was crafted by Keller with a strong emphasis on motivation (Chhabra, 2021). Ensuring the learners stay motivated throughout the instruction is crucial. It's important to keep them engaged and inspired. This model holds great significance in the realm of e-learning, as it poses a unique challenge of motivating learners in an online course, which is inherently more challenging than in traditional face-to-face courses. There are four components of the ARCS model and stands for Attention, Relevance, Confidence, and Satisfaction by Keller as cited in. Attention It's all about capturing the learners' interest. Captivating and maintaining the learners' interests and attention is of utmost importance, Relevance is the learning process should effectively demonstrate the practicality of the content,

enabling learners to connect it to real-life situations, Confidence is a component that emphasizes the importance of fostering a mindset of success among learners, as it empowers them to take charge of their learning journey. Confidence and expectations play a crucial role in determining one's level of success. That's why it's crucial to give learners an idea of their chances of success, Satisfaction is motivation, and satisfaction is closely intertwined. These four components have subcategories, too. The table shown below includes the subcategories and some example strategies. Grasping the significance of motivation and how it influences educational outcomes is essential. When students possess a deep sense of motivation, whether it be from within themselves or influenced by external factors, they are more likely to attain favorable outcomes (Alrabai, 2021). Autonomy, competence, and relatedness are fundamental factors that drive language learners' intrinsic motivation, engagement, and persistence in language learning (Canrinus et al, 2024). In the context of becoming an English teacher (EFL), SDT can be analyzed from several dimensions: Autonomy is a key focus in SDT, highlighting the significance of granting individuals freedom and options in their learning. This approach has been found to enhance intrinsic motivation and engagement levels (Alrabai, 2021). For EFL teachers, they can be given the freedom to choose their preferred teaching methods, materials, and resources.

In addition, it involves establishing opportunities for individuals to take charge of their professional development, Structure while autonomy is important, SDT also recognizes the need for a supportive and structured learning environment. This can include clear goals and expectations, as well as feedback and guidance from teachers and peers, Involvement in SDT additionally emphasizes the critical importance of establishing a sense of connection and engagement in the learning process. One can experience a sense of worth within a community, where they have chances to work together and participate in activities that hold significance. Competence is SDT emphasizes how important it is to feel capable during the learning process because this can lead to higher levels of intrinsic motivation and engagement. Relatedness Additionally, SDT emphasizes how important it is to cultivate a sense of community and support from others since this can lead to higher levels of intrinsic drive and engagement.

Lack of motivation from outside parties may tend to lack self-confidence or still not be sure if they do not convince themselves to move forward or do something to achieve a desire. Although many provide motivational support, if feel not ready to do something or feels not yet appropriate because there is no intrinsic motivation, all support from outside parties is of course meaningless. Motivation refers to the degree to which an individual selects goals to pursue and the level of effort they dedicate to achieving those goals. Various motivators have unique effects on our brain activity, particularly in our sensory cortex. This has a significant impact on how plan and execute our actions with determination (Wilhelm et al., 2022). Motivation apart from that provided by parents is also important for a teacher. The teacher's role is not only to teach in the classroom but also to pay attention to the attitudes and behavior of their students during the pedagogical process, the teacher can recognize and understand the difficulties experienced by their students or the abilities acquired by their students. Students' learning motivation is also stimulated by their attendance register (Putra, 2021). The teacher's positive attitude also has an impact on students' desire for the lesson (Ortega et al., 2022). Some of the most important places in Indonesia for English teacher education are those that deal with English language teaching (ELT) (Lomi et al, 2021). Becoming a teacher is a noble dream because you are obliged to teach other people like your own children to become useful people in the future. Providing information to people in the form of education is something that falls under communication (Rajagopalan, 2019). States that "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person".

Satya Wiyata Mandala Nabire University is one of the universities in Nabire-Papua and has an English education department. Many people in Nabire study at the Satya Wiyata Mandala University rather than at campuses outside the city. However, all students majoring in English Education have different motivations namely intrinsic and extrinsic motivation. Therefore, this investigation tries to ascertain the type of motivation that English Language Education students have in learning English at Satya Wiyata Mandala University.

Based on the explanation above, it is significant to research what factors influence students in learning English and becoming an English teacher at Satya Wiyata Mandala Nabire University. So, various problems students face can be revealed: (a) What motivations do students majoring in English Education have? (b) What is the dominant influence of motivation in learning English at Satya Wiyata Mandala Nabire University?

Method

In this study, a mixed-method design was used (Huyler et al, 2019). The goal of the mixed-method design was to better comprehend the study's difficulties by combining both quantitative and qualitative methodologies. A mixed method was conducted to find students' motivation in learning English to become an English teacher; either students used intrinsic or extrinsic motivation. Thus, the data was collected by employing questionnaires and interview. This research analyzed the motivation factor of the Students' English Educational Program at Satya Wiyata Mandala University Nabire Papua. The population of this study was only a few students in each class on uneven semesters in academic years 2023/2024 who took an English Educational Program. The research employed a 5-point Likert Scale, adapted from Gardner's Attitude/Motivation Test Battery (AMBT) Likert Scale format, with response options ranging from strongly agree to strongly disagree (Gardner, 2004). Questionnaires were an especially effective method for collecting quantitative data. A questionnaire was a method for collecting data that involves presenting respondents with written queries or statements to which they must respond. Later on, the interview was used to confirm the quantitative results to convince participants with the answers to the questionnaires that have been given. Therefore, the researcher used semi-structured interviews for qualitative data. The data collection process had many distinct steps, to be specific the researcher disseminated the questionnaire among the pupils, the researcher acquired and analyzed the data and then the researcher concludes.

Table 3. Likert scale rating

Option	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Disagree	1	1
Disagree	2	2
Neutral	3	3
Agree	4	4
Strongly Agree	5	5

The questions used in the questionnaire were modified from Gardner's Attitude/Motivation Test Battery (AMBT) to collect data on students' intrinsic and extrinsic motivation. The questionnaire consists of a total of thirteen (13) questions, which are further categorized into two sections: intrinsic motivation (questions 1 to 6) and extrinsic motivation (questions 7 to 12). After that, the researcher will ask participants who are willing to be interviewed to fulfill the qualitative method. Researchers ask questions according to the questions they have previously answered in the questionnaire, but researchers will ask deeper questions and find out their

reasons. The students were instructed to select the categories to respond to the questions, and the score is determined based on the table Followed by the Likert Scale and Mean Range for Motivation provided below:

Table 4. The mean score

Mean Range	Interpretation
3.68 – 5.00	A high degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
1.00 – 2.33	Low degree of Motivation

The questionnaire data was analyzed using SPSS and descriptive analysis, and the researcher calculated the average for each question. Individuals' learning motivation kinds and degrees were assessed using a Likert Scale consisting of five points. To find out the score percentage of each participant. The researcher used $F = \text{Number of participants who answered this point}$, $N = \text{the total number of participants}$.

Results

The results reveal the motivation factors of English language education students to become English teachers at Satya Wiyata Mandala University in Papua through the results of the interview, R1 chose to become an English teacher because the area where R1 comes from does not have an English teacher, but sometimes R1 is still not confident when speaking English, in contrast to R2 who is aware that R2 is very confident and has values when speaking English, therefore R2 chose to become an English teacher. in R3's statement that he chose to become an English teacher because R3 has liked English lessons for a long time. then R4 said that having an English teacher inspired R3 to become an educator too. the desire of parents for their children to become English teachers was also said by R5, even so, R5 also likes learning English and speaking English but becomes an English teacher because of motivation from parents.

Intrinsic Motivation

The results of intrinsic motivation have an average of 6 questions that have been answered by participants and the results of the level of motivation are as follows:

Table 5. The result of intrinsic motivation

Intrinsic Motivation	Mean	Level of Motivation	SDT (Self-Determination)	ARCS Model
1. Determined to have success in English tests.	3.8	High	Confidence	Relevance
2. Enjoyment to learn English	4.0	High	Autonomy	Relevance, Satisfaction
3. English lass constitutes an essay	3.7	High	Autonomy	-
4. Passion for fostering English curiosity.	4.0	High	Competence	-
5. Passion for teaching ignited by the beauty of the English language.	3.9	High	Growth	Relevance, Attention
6. Have value when communicating in English	4.3	High	-	Relevance, Confidence
Total	3.9			

This table delves into the various factors that drive students to participate in English classes. The responses to six statements are carefully analyzed using two frameworks: Self-Determination Theory (SDT) and the ARCS Model. In the realm of motivation, SDT classifies it into intrinsic motivation, which is driven by the enjoyment of learning, and motivational, which refers to a lack of interest. The ARCS model delves into the various aspects that impact motivation, encompassing elements like autonomy, relevance, competence, and satisfaction. These factors play a pivotal role in shaping one's motivation, allowing for a sense of control over learning, recognizing the significance of what is being learned, experiencing success, and finding enjoyment in the process. Students express their level of agreement with the statement, often using a scale of 1-5 where 5 represents strong agreement. With an impressive average score of 3.9, it is clear that there is a strong sense of motivation driving the team. The table provides insights into the motivation level, indicated as "High," for each statement, along with the corresponding SDT and ARCS factors that are most relevant. Take, for instance, the way they express their delight in learning English and their unwavering belief in their learning capabilities. These sentiments reveal a deep-seated motivation driven by self-assurance and the significance they attach to the language. Based on the findings, it is clear that the students surveyed have a genuine eagerness to engage in English classes.

Table 6. The total participants' intrinsic motivation.

Intrinsic Motivation	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
1. Determined to have success in English tests.	-	-	14 (35%)	20 (50%)	6 (15%)
2. Enjoyment to learn English	-	1 (25%)	8 (29%)	23 (27.5%)	8 (20%)
3. English lass constitutes an essay	-	2 (5%)	13 (29%)	19 (47.5%)	6 (15%)
4. Passion for fostering English curiosity.	-	-	10 (25%)	21 (52.5%)	9 (22.5%)
5. Passion for teaching ignited by the beauty of the English language	-	-	12 (30%)	21 (52.5%)	7 (17.5%)
6. Have value when communicating in English.	-	1 (2.5%)	2 (5%)	18 (45%)	19 (47.5%)

Based on the analysis of the two tables provided, the student appears to be highly motivated by internal factors. They are highly motivated (3.9) by the enjoyment of acquiring knowledge of English, indicating that they find the process of learning the language rewarding. They greatly enjoy their English class and find it valuable, as evidenced by their high score of 4.0. However, the student strongly believes that English is necessary for their classes, suggesting that they feel pressured to do well. In addition, their strong aspiration to become an English teacher (4.0) serves as an evident external motivator. This student seems to have a good balance between personal enjoyment and external pressures when it comes to learning English. This indicates that they are likely to succeed in their language-learning journey.

Extrinsic Motivation

The results of extrinsic motivation have an average of 6 questions that have been answered by participants and the results of the level of motivation are as follows:

Table 7. This is the result of Extrinsic Motivation

Extrinsic Motivation	Mean	Level of Motivation	SDT (Self-Determination)	ARCS Model
7. English boosts careers.	4.0	High	-	-
8. Exam success drives strive for excellence.	4.0	High	-	Confidence
9. Parents favor the use of English.	3.3	Moderate	Autonomy	-

10. Various connections ignite the passion for teaching.	4.0	High	Growth	-
11. Proficiency in English is crucial for a successful teaching career.	4.0	High	-	Relevance
12. Parents support teaching goals.	3.2	Moderate	Autonomy	Attention, Confidence, Satisfaction
Total	3.7			

Gazing at the result of extrinsic motivation table above, it's clear that the extrinsic value has the highest mean of 4.0, followed by 3.3, and the lowest is 3.2. These values correspond to motivation levels categorized as "high" and "moderate". The participants were convinced that having a strong command of the English language and being skilled in teaching it could open up promising career opportunities. In addition to this, the influence of parents did not consistently foster a desire to learn English. However, it is worth noting that parents played a significant role in motivating participants to engage with the language. Participants in the ARCS Model feel a strong sense of confidence in their career as English teachers, attributing their success to their impressive test scores in education. Extensive communication with a wide range of individuals can greatly enhance motivation and contribute to the realization of one's dreams. This is evident from the significant growth value that is obtained.

Table 8. The total participants' extrinsic motivation

Extrinsic Motivation	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
1. English boosts careers.	-	-	10 (25%)	22 (55%)	8 (15%)
2. Exam success drives striving for excellence	-	-	10 (25%)	19 (47.5%)	11 (27.5%)
3. Parents favor the use of English.	2 (5%)	5 (12.5%)	14 (35%)	15 (47.5%)	4 (10%)
4. Various connections ignite the passion for teaching.	-	-	11 (27.5%)	19 (47.5%)	10 (25%)
5. Proficiency in English is crucial for a successful.	-	-	9 (22.5%)	21 (52.5%)	10 (25%)
6. Parents support teaching goal.	2 (5%)	5 (12.5%)	20 (50%)	9 (22.5%)	4 (10%)

The student's motivation to learn English stems from a mix of personal and external factors. They seem highly motivated to connect with a diverse group of individuals, suggesting a potential interest in the cultures tied to the English language. They have a strong desire to connect, as seen in their high score (4.0) for improving their career prospects in education. Interacting with international students or colleagues could bring them fulfillment. However, there are external factors impacting the situation. The student understands the significance of acquiring English skills for their future as an English teacher and feels a deep responsibility to do so. Parents' encouragement moderately influences motivation, while the career path itself is a more powerful extrinsic motivator. From the students' approach to English learning, it appears that they are motivated by both personal interest and practical necessity.

Discussion

In this section, we will delve into the research questions of this study. Specifically, we will explore the motivations of students majoring in English Education and the dominant motivations behind learning English at Satya Wiyata Mandala Nabire University. In this discussion, we will delve into the research findings and place them within the larger framework of motivation and Self-Determination theory and ARCS models.

Intrinsic Motivation

Throughout this study, the level of intrinsic motivation surpassed that of extrinsic motivation, with a mean value of 3.9 compared to a mean value of 3.7 for extrinsic motivation. Within the context of motivation, both intrinsic and extrinsic factors play a significant role in determining the self-determination exhibited by participants. These factors encompass various aspects, including but not limited to confidence, autonomy, competence, and personal growth. Within the scope of this investigation, it is worth noting the inclusion of the ARCS model, which encompasses the dimensions of confidence, relevance, attention, and satisfaction. About intrinsic motivation, it is noteworthy that 23 individuals, accounting for 27.5% of the total sample size of 40 participants, agreed with the notion of deriving enjoyment from the process of learning English. This enjoyment stems from the inherent autonomy associated with self-determination, allowing individuals to exercise control over their learning experiences and make choices regarding the specific areas of knowledge they wish to pursue. In addition to deriving pleasure from English lessons, participants also develop an awareness of the significance of acquiring English language skills, a concept referred to as "relevance" and "satisfaction" within the ARCS model. Indonesian EFL writing students display a strong sense of intrinsic motivation, with a significant 81.82% also being driven by instrumental motives (Listyani, 2022). Their aspirations and dreams play a crucial role in fueling their motivation. This study aims to investigate not only the presence of intrinsic and extrinsic motivation but also the presence of integrative and instrumental motivation. Based on the analysis of the research data, it was observed that a total of 33 students were included in the study. Among these students, only four exhibited extrinsic motivation, while the remaining 29 students demonstrated intrinsic motivation. The results of the study indicate that out of the total sample size of 33 students, five students (15.15%) exhibited integrative motivation, while one student (3.03%) reported a change in motivation. The majority of the students, comprising 27 individuals (81.82%), demonstrated instrumental motivation. According to the findings, a total of fourteen (16) students out of the 33 participants, accounting for approximately 45.45% of the student respondents, acknowledged that their ideals or dreams served as the primary source of motivation for them. The data indicates that a significant proportion, approximately 50%, of the student population exhibited a strong drive or motivation stemming from their dreams or ideals. The primary determinant of non-English Department students' motivation to utilize ICT in the context of learning English is intrinsic motivation, specifically self-desire (Widyaningtyas et al., 2022). The impact of intrinsic motivation on English language learning among secondary school students is noteworthy, as it serves as a driving force for them to explore innovative approaches to attain their desired outcomes (Aminah et al., 2021).

Extrinsic Motivation

The findings indicate that the overall level of extrinsic motivation is lower than that of intrinsic motivation, as evidenced by a mean value of 3.7. This suggests that while external motivational factors can provide some assistance, it is internal motivation that exerts a greater influence on the attainment of goals or objectives. The two primary factors that have been identified as influential in enhancing students' motivation to learn English at Universitas Teknokrat Indonesia are extrinsic motivation, which includes rewards and punishments, and the quality of the lecturers (Pranawengtias, 2022). The motivation of Indonesian students to learn English is influenced by various factors, including their family background, socioeconomic status, the presence of inequality in the education system, and their access to the target language (Nabilla, 2023).

According to the findings of a study conducted by Salaj, success in exam scores is closely associated with a strong grasp of English language comprehension and learning. This achievement also correlates with improved career prospects. The study surveyed a total of 40 participants, with 55% agreeing and 15% strongly agreeing with this statement, as indicated in the extrinsic table. Additional evidence supporting the presence of extrinsic motivation was discovered within the dataset, indicating that 74% of the students surveyed expressed agreement or strong agreement with the notion that their reputation would be enhanced if they possessed the ability to communicate in English (Ulfah, 2023).

Conclusion

Based on the available evidence, it can be inferred that the primary source of motivation among students is self-motivation. This internal drive plays a crucial role in encouraging students to strive for success. However, it is important to note that external factors, such as the pressure to perform well academically and the desire to secure a promising career, also contribute to self-motivation. These external influences provide additional support and reinforcement to students' intrinsic motivation. The concepts of understanding, comfort, and containment are integral components of both the Self-determination and ARCS models. These models emphasize the importance of intrinsic and extrinsic motivation, and highlight the need for a harmonious integration of these two forms of motivation to achieve a balanced combination of motivational factors. It has been observed that students exhibit a sense of confidence in their pedagogical skills and are driven by the potential to establish meaningful connections with a diverse range of individuals, thereby fostering effective communication. The motivation behind their inclination to acquire proficiency in the English language arises from a confluence of individual interests intertwined with a variety of cultural influences, as well as the pragmatic necessities associated with their selected professional paths. The objective of this study is to investigate the underlying motivations and factors that drive individuals aspiring to become English teachers at Satya Wiyata Mandala University, located in Nabire, Central Papua. This research aims to shed light on the reasons behind their career choice, particularly in a context where the majority of individuals express a preference for occupations other than teaching. Nevertheless, it is important to acknowledge the limitations of this study. Specifically, the researcher recognizes the inadequacy of the participant pool and the insufficient elaboration on the concepts of self-determination and the ARCS model. Consequently, it is hoped that future researchers will provide a more comprehensive analysis, delving not only into intrinsic and extrinsic motivation but also offering a more detailed exploration of SDT and the ARCS model.

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