

Motivation to learn English: Why and How it Affects Students Success

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Abstrak

Motivasi siswa, yang memengaruhi baik keterlibatan maupun pencapaian mereka, merupakan hal yang penting untuk keberhasilan mereka dalam belajar Bahasa Inggris. Penelitian ini menyelidiki alasan di balik motivasi siswa untuk belajar Bahasa Inggris, serta cara-cara di mana dorongan ini memengaruhi hasil akuisisi bahasa mereka. Dua kategori utama motivasi dalam akuisisi bahasa adalah motivasi ekstrinsik dan intrinsik. Sementara motivasi ekstrinsik dipicu oleh faktor luar seperti lulus ujian, peluang kerja yang potensial, atau manfaat sosial, motivasi intrinsik berasal dari minat pribadi, kesenangan, dan keinginan untuk menguasai bahasa demi pemenuhan diri. Menurut penelitian, motivator yang paling kuat sering kali adalah motivasi intrinsik, yang mendorong siswa untuk terlibat sepenuhnya dan bertahan di tengah kesulitan. Sebaliknya, motivasi ekstrinsik menawarkan penghargaan dan struktur yang signifikan, terutama ketika dipasangkan dengan tujuan tertentu seperti prospek karir atau pencapaian akademis. Usaha, ketekunan, dan investasi emosional siswa dalam belajar bahasa Inggris dipengaruhi oleh interaksi variabel-variabel motivasi ini. Keterampilan bahasa yang lebih baik, rasa percaya diri yang lebih tinggi, dan pandangan yang lebih positif terhadap bahasa dan budayanya semuanya terkait dengan motivasi yang tinggi. Di sisi lain, motivasi yang rendah dapat berakibat pada kinerja yang buruk dan keterlepasan. Dengan merancang kelas yang menarik, memberikan umpan balik yang membangun, dan mengaitkan pembelajaran dengan tujuan individu siswa, pendidik dan lingkungan belajar dapat memberikan kontribusi yang signifikan terhadap pengembangan motivasi. Para guru dapat menciptakan teknik yang lebih efektif untuk meningkatkan pencapaian pembelajaran bahasa Inggris siswa dengan memahami mekanisme motivasi dengan baik. Pada akhirnya, motivasi adalah apa yang memungkinkan siswa untuk belajar dan berhasil dalam bahasa Inggris sebagai bahasa kedua atau bahasa asing, serta merupakan alasan di baliknya.

Kata kunci: Motivasi Belajar, Pembelajaran Bahasa Inggris, Keberhasilan siswa

Abstract

Students' motivation, which affects both their engagement and achievement, is essential to their success in learning English. This study investigates the reasons behind students' motivation to learn English as well as the ways in which this drive influences their language acquisition results. The two main categories of motivation in language acquisition are extrinsic and intrinsic. While extrinsic motivation is fueled by outside forces like passing tests, potential employment opportunities, or social benefits, intrinsic motivation comes from personal interest, delight, and the desire to master the language for self-fulfillment. According to research, the most powerful motivator is frequently intrinsic motivation, which pushes kids to engage fully and persevere in the face of adversity. Conversely, extrinsic motivation offers significant rewards and structure, particularly when paired with specific objectives like career prospects or academic achievement. Students' effort, perseverance, and emotional investment in learning English are impacted by the interplay of these motivating variables. Better language skills, more self-assurance, and more favorable views of the language and its culture are all correlated with high motivation. On the other hand, low motivation can result in poor



performance and disengagement. By designing captivating classes, offering encouraging feedback, and tying learning to students' individual objectives, educators and learning environments can significantly contribute to the development of motivation. Teachers can create more successful techniques to improve students' English learning achievement by having a solid understanding of the mechanics of motivation. In the end, motivation is what allows students to learn and succeed in English as a second or foreign language, as well as the why.

Keywords: *Learning motivation, English language learning, Student success*

INTRODUCTION

Motivation plays a significant factor in influencing pupils' success in learning English. Several research have demonstrated that motivation improves students' academic achievement in addition to increasing their involvement in the learning process (Hapsari, n.d.). Extrinsic and intrinsic motivation are the two primary categories into which motivation in language acquisition is usually divided (Shaikholeslami & Khayyer, n.d.).

Motivation in language learning can be broadly categorized into two main types: intrinsic and extrinsic motivation (Fadhilah, 2018). Intrinsic motivation originates from an internal desire to learn, driven by personal interest, curiosity, or the satisfaction that comes from mastering the language itself. Students who are intrinsically motivated tend to engage more deeply in learning activities, retain information for longer periods, and develop greater autonomy as learners. On the other hand, extrinsic motivation arises from external factors such as achieving good grades, receiving rewards, meeting parental expectations, gaining social recognition, or fulfilling the need for English proficiency in future careers. Although extrinsic motivation may sometimes be less enduring than intrinsic motivation, it can provide a strong initial impetus, particularly when students perceive clear benefits from acquiring the language.

To clarify, here are some examples that illustrate intrinsic and extrinsic motivation in English language learning. Curiosity, the joy of learning, and the desire to become fluent in the language for one's own satisfaction are examples of internal motivation. According to research, this type of motivation is the most effective at keeping students going when they face difficulties. On the other hand, extrinsic motivation is impacted by outside variables such as social recognition, employment prospects, and test results (Thuan, n.d.). Long-term language acquisition performance is frequently more strongly associated with internal motivation, even while extrinsic motivation offers worthwhile incentives (Oletić & Ilić, 2014).

The interaction between these two types of motivation greatly influences. Students' effort, perseverance, and emotional investment in learning English are significantly impacted by the interplay between these two motivational styles (Gilakjani et al., 2012). Increased self-confidence,

better language skills, and a more positive outlook on the language and its culture are all characteristics of highly motivated learners. On the other hand, a lack of motivation often leads to poor academic performance and disengagement from learning.

Besides internal factors, the learning environment and the role of teachers are also very important in enhancing students' motivation (Anderman et al., 2011). Student motivation is fostered and maintained in large part by teachers and learning settings. Students' motivation to study can be greatly increased by using innovative teaching strategies, providing constructive criticism, and delivering content that is in line with their individual objectives (Sugita McEown & Takeuchi, 2014). Teachers can create more successful teaching methods that result in better English language proficiency by comprehending the principles of motivation.

A positive correlation between motivation and academic achievement explains why maintaining and enhancing motivation is very important. Motivated students are more likely to dedicate additional time and effort to mastering English, actively participate in classroom activities, and seek opportunities for practice beyond the formal learning environment. High levels of motivation are also closely linked with greater resilience when facing challenges such as unfamiliar vocabulary, complex grammar structures, or communication breakdowns. Moreover, motivation supports the development of self-regulation and lifelong learning habits, which are essential for continued language growth even after formal education ends.

Students' motivation is influenced not only by factors within themselves but also by various personal and environmental factors around them. Family support plays a crucial role, as encouragement and the value placed on English proficiency by family members can significantly boost a learner's enthusiasm. The educational environment also matters; teachers' enthusiasm and support, the availability of engaging and relevant learning materials, and the presence of a positive classroom climate all contribute to sustaining motivation. Peer influence is another important factor, with collaborative learning opportunities and positive peer modeling enhancing learners' motivation. Additionally, societal expectations about the importance of English in the community, media, and job markets further shape students' motivation to excel in the language (Wang et al., 2022).

Taking these various factors into account, teachers hold a crucial responsibility in creating an environment that supports motivation. By integrating both intrinsic and extrinsic motivational strategies, acknowledging students' individual interests and goals, fostering a positive and supportive classroom environment (Dörnyei, 2009), and providing meaningful feedback and encouragement, educators can help students maintain and strengthen their motivation. This, in turn, promotes better learning outcomes and higher academic achievement.

In conclusion, while proficiency in English is undoubtedly essential in today’s interconnected global landscape(Dörnyei, 2009), motivation remains a key factor at the heart of successful language learning(Ushioda, 2017). Understanding and supporting both intrinsic and extrinsic motivational factors is crucial for educators to develop creative and effective teaching strategies. By doing so, they can empower learners, enhance students’ English proficiency, and better prepare them to seize future global opportunities. Therefore, investigating motivational factors in language acquisition is fundamental to fostering students’ sustained engagement and achievement in learning English as a second or foreign language.

METHOD

An online questionnaire served as the main instrument for gathering data for this survey-based investigation. The purpose of the questionnaire was to collect data on students' motivation and English learning objectives. Fifty respondents were selected to participate. The use of an online format offered a useful and flexible way to gather data, enabling participants to reply whenever it was most convenient for them using a digital platform. In order to investigate motivational tendencies and their relationship to students' success in learning English, the responses were subjected to quantitative analysis. While preserving the validity and trustworthiness of the study findings, this approach allowed the researcher to efficiently contact participants and speed up the data processing process.

FINDINGS AND DISCUSSION

The questionnaires were distributed to know students Motivation to learn English: Why and How it Affects Students Success in learning English. This questionnaire consisted of four parts: Intrinsic motivation, extrinsic motivation, motivation is related to academic success and personal development, motivation is related to obstacles and challenges.

Pernyataan	Frekuensi				presentase			
	4	3	2	1	4	3	2	1
1. Saya merasa belajar bahasa Inggris sangat menarik dan menantang.	22	22	4	2	44%	44%	8%	4%
2. Saya sering membaca bahan bacaan berbahasa Inggris untuk meningkatkan kemampuan saya secara mandiri.	13	31	5	1	26%	62%	10%	2%
3. Saya belajar bahasa Inggris karena saya memiliki keinginan kuat untuk menguasainya.	21	25	2	2	42%	50%	4%	4%
4. Saya menikmati proses belajar bahasa Inggris karena saya tahu hal itu akan membawa saya pada kesuksesan.	22	24	3	1	44%	48%	6%	2%
5. Saya terkadang merasa bosan saat pelajaran bahasa Inggris, tetapi saya tetap berusaha untuk tetap termotivasi.	11	34	4	1	22%	68%	8%	2%
6. Saya termotivasi untuk mempelajari bahasa Inggris sebanyak mungkin demi masa depan saya.	20	27	2	1	40%	54%	4%	2%



Pernyataan	Frekuensi				presentase			
	4	3	2	1	4	3	2	1
7. Saya sadar bahwa belajar bahasa Inggris sangat penting dan bukanlah waktu yang terbuang sia-sia.	25	23	1	1	50%	46%	2%	2%
8. Saya percaya bahwa kemampuan bahasa Inggris akan membuka peluang kerja yang lebih baik di masa depan.	22	26	1	1	44%	52%	2%	2%
9. Saya termotivasi belajar bahasa Inggris untuk melanjutkan studi di luar negeri dan meraih prestasi akademik.	14	30	3	3	28%	60%	6%	6%
10. Saya belajar bahasa Inggris agar dapat meraih nilai tinggi dan sukses dalam ujian.	14	34	1	1	28%	68%	2%	2%
11. Saya ingin belajar bahasa Inggris untuk memenuhi harapan keluarga dan membanggakan mereka.	12	32	3	3	24%	64%	6%	6%
12. Saya percaya bahwa bahasa Inggris adalah kunci penting dalam mencapai keberhasilan akademik saya.	9	33	7	1	18%	66%	14%	2%
13. Saya selalu berusaha menyelesaikan tugas bahasa Inggris tepat waktu untuk mendukung keberhasilan belajar saya.	21	27	1	1	42%	54%	2%	2%
14. Saya belajar bahasa Inggris untuk meningkatkan keterampilan komunikasi saya secara keseluruhan.	17	32	0	1	34%	64%	0%	2%
15. Saya percaya bahwa kemampuan bahasa Inggris akan membantu saya berinteraksi dengan orang dari berbagai budaya.	25	23	1	1	50%	46%	2%	2%
16. Dengan menguasai bahasa Inggris, saya dapat lebih aktif berpartisipasi dalam kegiatan lintas budaya yang mendukung pengembangan diri.	17	32	0	1	34%	64%	0%	2%
17. Saya percaya bahwa kefasihan berbahasa Inggris merupakan salah satu indikator keberhasilan pendidikan seseorang.	10	36	3	1	20%	72%	6%	2%
18. Saya mengakui bahwa belajar bahasa Inggris membutuhkan usaha dan ketekunan.	28	21	0	1	56%	42%	0%	2%
19. Saya lebih memilih membaca materi dalam bahasa Indonesia ketika saya merasa sulit memahami bahasa Inggris.	14	30	5	1	28%	60%	10%	2%
20. Saya berusaha fokus dan memperhatikan guru saat pelajaran bahasa Inggris agar bisa belajar dengan efektif.	19	29	1	1	38%	58%	2%	2%

The questionnaire number 1-5 investigated students' intrinsic motivation in learning English. Based on the table above regarding the indicators of intrinsic motivation, the percentage of respondents who strongly agree that learning English to be very interesting and challenging is 44%, those who agree that they often read English materials to enhance their skills independently is 62%, those who agree that they study English because they have a strong desire to master it is 50%, those who agree that they enjoy the process of learning English because they know it will lead them to success is 48%, and those who agree that they feel bored during English lessons but they still strive to remain motivated is 68%.

Moreover, the questionnaire number 6-10 showed students' extrinsic motivation in learning English. 54% respondents agree that they are motivated to learn English as much as possible for their future. 50% are strongly agreed that they were aware that learning English is very important and not a waste of time. 52% are agreed that they believe that proficiency in English will open up better job opportunities in the future. 60% agreed that they are motivated to learn English to pursue studies abroad and achieve academic excellence, and 68% agree that they study English in order to attain high grades and succeed in exams.

Furthermore, motivation that related to academic success and personal development is expressed in statement number 11-17. Most of them agreed that they want to learn English to meet



my family's expectations and make them proud. 66% students agreed that they always strive to complete their English assignments on time to support their learning success. This data expressed students' motivation as a desire learning language to enhance their overall communication skills and they believe that their proficiency in English help them to interact with people from target language with various culture, and 72% respondents agreed that fluency in English is one of the indicators of an individual's educational success.

Next, motivation is related to obstacles and challenges is showed in statement number 18 until 20. The statement number 18 told that learning English requires effort and perseverance and it showed 56 % students strongly acknowledge it. Then, 60% students agreed that they prefer to read materials in Indonesian when they find it difficult to understand English. The next statement showed that they strive to focus and pay attention to the teacher during English lessons in order to learn effectively, 38% strongly agreed, 58% or them agreed, 2% disagreed and 2% strongly disagreed.

It is clear from the data collected from the questionnaire that students are highly motivated to learn English, both internally and externally. The majority of students are very motivated to become fluent in English because they believe that studying the language is both fascinating and difficult. In order to get better, they also actively read English-language resources on their own. Even though some students find classes boring, they nevertheless make an effort to stay motivated to learn. Students are driven to learn English from an extrinsic standpoint in order to succeed academically, study abroad, and have better employment prospects in the future. Another significant motivator is the desire to live up to family standards and make them proud. Pupils work hard to finish projects on time and think that being able to communicate in English is a sign of academic accomplishment and facilitates cross-cultural interactions. Despite the fact that they occasionally opt to read resources in Indonesian when they encounter difficulties, the majority of students understand that learning English demands work and persistence. To ensure that the learning process proceeds smoothly, they also make an effort to concentrate and pay attention to the instructor. All things considered, students' enthusiasm to study English is fairly high and varied, which makes it a valuable tool for ongoing success in learning the language.

Students' motivation to learn English follows a nuanced and multifaceted path, shaped by the interplay between intrinsic and extrinsic factors that work hand in hand. When it comes to intrinsic motivation, many learners perceive studying English as a stimulating and rewarding experience. They are driven by a genuine passion to become fluent and find joy in the learning process itself. Even when lessons become monotonous or challenging, some students remain determined—an indication

of how intrinsic motivation supports perseverance and long-term commitment to mastering the language (Ryan & Deci, n.d.).

Conversely, extrinsic motivation is also a significant force, especially as it relates to long-term ambitions such as obtaining better job prospects, accessing international education, and achieving academic excellence (“1. Motivation, Language Identities and the L2 Self,” 2009). In today’s global landscape, proficiency in English is seen as a crucial skill that unlocks countless personal and professional opportunities. Recognizing this, students are more likely to view English learning as a strategic investment in their future rather than a time-consuming obligation. This perspective is consistent with motivational theories, which suggest that external influences like career goals and family pressure can greatly boost a student’s enthusiasm for learning (Dörnyei, 2001).

Cultural and social dynamics also play a pivotal role in shaping students' drive. Many are inspired by the desire to meet family expectations and earn their pride. They understand the importance of timely assignment submissions and regard English fluency not only as a marker of academic success but also as a tool for global communication (Mukhsen, n.d.). This awareness contributes to increased self-assurance and greater involvement in the classroom.

Nonetheless, learning English is not without its hurdles. Most students acknowledge that becoming proficient demands consistent effort and dedication. When faced with comprehension difficulties, some turn to Indonesian-language materials as a way to adapt. Despite these challenges, the majority make a conscious effort to stay attentive in class—an encouraging sign of a productive mindset. Still, the presence of a few disengaged students highlights the necessity for more interactive and student-centered teaching techniques to maintain interest and participation across the board.

In conclusion, the synergy between intrinsic enjoyment and extrinsic goals creates a powerful motivational base for effective English learning. Students are inspired by a blend of internal satisfaction and tangible outcomes. For educators, recognizing these motivations is key to designing lessons that not only engage learners but also align with their personal goals and future aspirations (Yuan & Zhen, 2021). By doing so, the process of learning English becomes not only more engaging and goal-driven but also more impactful and enduring.

CONCLUSION

Motivation is divided into two main types: intrinsic and extrinsic motivation. Intrinsic motivation comes from internal drives such as personal interest, curiosity, and the satisfaction gained from mastering the language itself. Students who are intrinsically motivated tend to engage more deeply in the learning process, have stronger retention, and develop greater independence in learning.

Conversely, extrinsic motivation arises from external factors such as achieving academic grades, receiving rewards, meeting family expectations, and future career opportunities. Although extrinsic motivation may sometimes be less enduring, it provides an important initial drive and helps students persist in the learning process when facing challenges.

In addition to these internal factors, external factors also significantly influence students' motivation in learning English. The role of teachers is crucial in creating a supportive learning environment by employing innovative, relevant teaching strategies and providing constructive feedback to students. A positive and supportive learning environment helps students feel valued and motivated to continue their efforts. Family support, peer influences, and societal values also serve as strong motivators that enhance students' enthusiasm. Students' awareness of the importance of English proficiency as a key to academic and career success, as well as a medium for intercultural communication, further encourages their involvement and effort in learning.

Overall, the interaction between intrinsic and extrinsic motivation creates a solid foundation for effective and sustainable English language learning success. Therefore, it is essential for educators to understand and harness both types of motivation in designing teaching methods that are not only engaging but also meaningful and aligned with students' needs and aspirations. In this way, learning English can become an inspiring process that encourages students to actively participate, overcome obstacles, and achieve optimal performance. A holistic and responsive learning approach to student motivation will also prepare them to face future academic and social challenges, both locally and globally.

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