



Motivation of Learning English; A Case of Indonesian Migrant Worker's Children in Malaysia

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Abstract: Motivation is one of the key components of learning. Researchers have begun to consider these motivations as a result of the extremely rapid increase in the interest of learning the foreign languages. This study aims to investigate the students' motivation at SB Kampung Bharu in Kuala Lumpur, Malaysia in learning a foreign language. This research employs a mixed method where the data obtained through questionnaires. The quantitative data was calculated and categorized using the presentation, while the qualitative data was analyzed using Miles and Huberman methods including data reduction, data display, and conclusion. Students from grades VI and V at SB Kampung Bharu in Kuala Lumpur, Malaysia, were the subject of the research. The results showed that student motivation for learning foreign languages was quite high. It can be seen from the quantitative data that revealed the students' motivation to learn foreign languages were 40% always, 48% often, 68% sometimes, 16% rarely, and 16% never during the English learning process. In particular, there is a fairly high indicator produced where students have a fairly high interest and motivation to learn foreign languages both internally and externally, so that students can succeed their English language learning process with the support of this motivation.

Abstrak: Motivasi merupakan salah satu komponen kunci dalam pembelajaran. Para peneliti mulai mempertimbangkan motivasi ini sebagai akibat dari peningkatan minat belajar bahasa asing yang sangat pesat. Penelitian ini bertujuan untuk mengetahui motivasi siswa di SB Kampung Bharu di Kuala Lumpur, Malaysia dalam belajar bahasa asing. Penelitian ini menggunakan metode campuran dimana data diperoleh melalui kuesioner. Data kuantitatif dihitung dan dikategorikan dengan menggunakan penyajian, sedangkan data kualitatif dianalisis dengan metode Miles and Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Siswa kelas VI dan V SB Kampung Bharu di Kuala Lumpur, Malaysia, menjadi subjek penelitian. Hasil penelitian menunjukkan bahwa motivasi siswa dalam belajar bahasa asing cukup tinggi. Hal ini dapat dilihat dari data kuantitatif yang menunjukkan motivasi siswa dalam belajar bahasa asing adalah 40% selalu, 48% sering, 68% kadang-kadang, 16% jarang, dan 16% tidak pernah selama proses pembelajaran bahasa Inggris. Secara khusus, terdapat indikator yang dihasilkan cukup tinggi dimana siswa memiliki minat dan motivasi belajar bahasa asing yang cukup tinggi baik secara internal maupun eksternal, sehingga siswa dapat mensukseskan proses pembelajaran bahasa Inggrisnya dengan didukung oleh motivasi tersebut.

Keywords: Learning Motivation, English as Foreign Language, English learning.

INTRODUCTION

Motivation is a crucial component in language learning process to enhance and encourage students' mastery to the contents. The offspring of Indonesian migrant laborers enrolled in SB Kampung Bharu in Kuala Lumpur, Malaysia, were the subjects of this investigation. They were keen to study English as a foreign language because of their nationality, socioeconomic background, and educational setting. The goal of this study is to assess and investigate the students' motivation for learning English. Questionnaires were used to collect quantitative data, while brief interviews regarding students' willingness to learn English were used to gather qualitative data. Kids that are fairly motivated and interested in learning foreign languages, both internally and externally, create a reasonably high indicator. With this drive, kids will be able to succeed in their English language learning process. Critical thinking, writing abilities, learning outcomes, essay writing, reading assessment, teaching materials, the impact of English language instruction, learning outcomes of Indonesian primary school students, explaining language English in EFL assessment, multiple intelligences in primary school learning, and English for specific purposes are just a few of the topics covered in the content that is related to teaching and assessing English. Along with exploring a novel case study of a student's intrinsic drive, it also highlights the significance of intrinsic motivation in language learning (Darmawati, 2022). Student motivation in blended learning is influenced by a number of elements, including learning styles, teacher characteristics, institutional factors, awareness and attitudes toward motivation, and awareness and attitudes toward mixed learning (Widyasari & Maghfiroh, 2023).

Developing pupils' capacity for autonomous study and enhancing their technological proficiency are among the recommendations. The research findings are broken down into three categories: student, teacher, and institutional aspects. The study

also identifies obstacles that students have when utilizing blended learning and offers suggestions for educators, students, and institutions. According to research findings, students in blended learning are more likely to have visual and kinaesthetic learning styles, so educators should provide activities that cater to these preferences (Publishing et al., 2022).

Motivation is the most important aspect of learning. English as a second language must be taught to pupils if they are to stay up to date and have access to all the content (Maghfiroh et al., 2024). Furthermore, Munir et al (2021) explain that students would be well-motivated in learning English when they find out the materials are in line with their needs. Learning a language has several advantages for students, one of which is that it makes them feel more confident and driven to succeed. For many different reasons, including to inspire them to take action and maintain focus while completing tasks like learning objectives, students require motivation (Ahmad Baaqeel, 2020). Motivation is a crucial component of learning. Motivation plays a pretty significant and strategic function in enhancing the learning process as a means of encouraging students to master the content they require in the learning process in order to attain the defined goals (Mutmainah, 2021). Learning motivation is a crucial first step in the development and improvement of the country's education because motivation is very useful for the quality of education as a tool or forum in the delivery of knowledge (Muhammad Sabiq Mohd Noor et al., 2020). With the advancement of technology where students can now access education in a variety of ways (Abdurrahman & Maghfiroh, n.d.), especially when learning foreign languages, students will need a lot of motivation to succeed in their language learning objectives (Ahmad Baaqeel, 2020). Moreover, students would be enthusiastic about learning English when the teachers demonstrate new methodologies (Munir, 2015).

Motivation is described as a positive emotional inner impulse that comes from within the person and drives them to constantly complete the planned job (Publishing et al., 2022). With the positive energy that comes from their external urge to study, students can thrive in an environment that is conducive to learning (Indriastuti et al., n.d.). In the course of learning English, students' lack of motivation—both internal and external—becomes an issue. Through internal motivation, students are encouraged to take an active role in their education, which improves language acquisition and raises student accomplishment. (Wicaksono et al., 2020). Academic success is one of the internal variables that has a major impact on how well kids learn foreign languages. (Susiani et al., 2022). Students' motivation and learning outcomes are greatly impacted by internal factors, especially while learning a foreign language. Realizing students' potential is a strong internal drive that significantly affects their learning (Publishing et al., 2022).

Students are motivated to study foreign languages by a variety of external variables, including comfortable learning environments, multiple opportunities for students to succeed, and friendly environments. This affects students' motivation to study foreign languages (Riyanti, 2019). Students will find it simpler to concentrate on learning a foreign language if the environment is inviting and calm. Students' worries will be reduced as a result, and opportunities will arise to raise achievement (Ahmad Baaqeel, 2020). The setting of the classroom, the personalities of the teachers, and their impact on the particular student population are examples of external variables (Darmawati, 2022). Well-connected environment will actively contribute to the creation of curricula and instructional strategies, encouraging students to pursue foreign language studies. This is an important factor that aids students in achieving their goals for the future objectives and is a significant component in their success (Hein et al., 2021). Grammar is

taught contextually, learning objectives are facilitated, students' comprehension is assessed, and teachers are motivated (Nurbaiti et al., 2023).

For students to be successful in their academic activities, internal motivational factors such as enjoyment and a desire to learn foreign languages must be strong. It is an internal drive that a student uses to pursue his goals and excel in school (Wang et al., 2021). Intrinsic motivation, which comes from inside, will have a greater impact on a student's capacity to realize their objectives, passions, and interests (Darmawati, 2022). Learning a foreign language provides numerous advantages for one's future, particularly for younger people (Hidayatu Miqawati & Negeri Jember, 2023). Students who are highly motivated also tend to be highly confident, which can facilitate the achievement of learning objectives (Warmansyah & Nirwana, 2023).

These two observations have an effect on how students learn foreign languages since motivational levels affect learning potential (Ni'mah, 2020). The key means by which the nation's future success will be achieved is through the learning of foreign languages, and motivation is a student's primary motivator in the learning process in this quest (Ahmad Baaqeel, 2020). Extrinsic and internal factors both contribute to learning motivation, and the two are linked in this process (Asiyah, 2018). In this situation, it is clear that the motivation he needs to succeed is the drive or desire to learn in order to achieve something (Indriastuti, 2019). Extrinsic motivation is a drive that comes from a setting where a welcoming and supportive environment would make it simpler for the person to realize his aspirations (Sarwitri, 2022). In addition to extrinsic motivation, which stems from an environment where a comfortable and supportive environment will make it easier for the person to achieve his dreams, complex motivation emerges from within a student in order to achieve success, the need in learning to pursue ideals and expectations (Indriastuti, 2022). As a result, it can be said

that internal motivation refers to internal variables like interests, desires, and ambitions in attaining goals, while external motivation refers to inspiration that comes from outside, notably from the environment and how friends are also significant aspects (Darmawati, 2022).

The goal of this research is to uncover key thematic tendencies in student motivation in learning dialogues at SB Kampung Bharu in Kuala Lumpur, Malaysia, based on many studies about motivation in foreign language acquisition. We classify articles on why people learn foreign languages from a variety of journal sources using the descriptive-qualitative engine to analyze. It is believed that by summarizing the findings of the study that has been done on this subject, it would someday be able to assist academics and serve as an inspiration for them to do more in-depth research on the subject.

A mix methodology was employed by the researchers in the current study. Using mix methodology analysis with the application as an online tool, this study sought to understand the research on student motivation in learning foreign languages at SB Kampung Bharu Kuala Lumpur, Malaysia.

Motivation is one of the essential elements of learning. But motivation is frequently one of the factors that prevents pupils from succeeding in academic endeavors like learning a foreign language (Asiyah, 2018). Students who are adept at speaking in front of groups and who maintain emotional equilibrium are more driven to study a foreign language, which is influenced by emotional factors (Le, 2020). The four elements of motivation to attain the intended goals in order to succeed are objectives (Setyaningrum et al., 2023), wants (Yukiawati et al., 2021), and attempts to learn in attitudes (Sunardi, 2021). In order to meet the needs of students, participation in the process is also necessary, as doing so motivates them to pursue their aspirations (Zens, 2021). At this moment, motivation

provides learning opportunities as well as opportunities for interaction with the environment (Ainy & Pratama, 2020).

The process of learning languages is influenced by three elements: learning experiences, ideal personalities, fundamental ideas from the model as it is applied and studied, and motivation for spotting individual differences in each learner (Ahmad Baaqeel, 2020). English is widely used in civilizations with a diverse range of socioeconomic levels and origins due to its many advantages (Bon et al., 2022). To achieve learning objectives or aims, a range of extremely time-consuming tasks must be completed with sensitivity and persistence (Susiani et al., 2022). Confidence, contentment, attentiveness, and relevance are necessary in order to attain a number of goals and aims that would help learners reach their learning objectives (Publishing et al., 2022).

The classroom teaching technique, friends, extracurricular activities, and other factors all support the objective of student competence by increasing interest in learning foreign languages (Bon et al., 2022). Raising student accomplishment in both academics and extracurricular activities is the main objective of increasing student motivation as a cognitive aspect, which will significantly help the student reach his goals (Susiani et al., 2022).

As a means of encouraging students to master the material they need to study in order to meet predefined goals, motivation plays a critical role in enhancing the learning process (Mutmainah, 2021). Students that are highly motivated to learn can achieve great success in the learning process. This is a major reason why student motivation is crucial to reaching the goals that will be attained during the learning process (Muhammad Sabiq Mohd Noor et al., 2020).

The motivation of teachers and students to prepare for and develop skills in the 21st century learning process is a crucial first step in developing and improving the existing

education in the nation. This is because motivation greatly benefits the quality of education as a tool or forum in the delivery of knowledge (Muhammad Sabiq Mohd Noor et al., 2020). In this instance, students who are highly motivated to learn are able to attain the best results in the learning process, which is adequate to motivate students to meet their learning objective (Mutmainah, 2021). The degrees of motivation for language-related beliefs and motivations were higher in students who were highly motivated (Bon & Mon, 2022).

METHOD

The research used a mixed method that combines quantitative and qualitative data obtained from questionnaires; the quantitative data is calculated and categorized using the presentation; the qualitative data is obtained from Miles and Huberman data analysis methods, which include 1) data reduction, 2) data display, and 3) conclusions or verification of the data.

The mixed-method was utilized in this study because it is a key strategy that not only measure the students' degree of motivation (the quantitative data), but also combined with the students' perception about the source of their motivation in learning a foreign languages, both internally from within and externally from outside, such as from school surroundings, family, friends, and others (qualitative data) (Ni'mah, 2020).

The children of Indonesian migrant workers in SB Kampung Bharu, Kuala Lumpur, Malaysia, were the subjects of this study. This research aims to ascertain the degree of student motivation for learning English and how students in SB Kampung Bharu, Kuala Lumpur, Malaysia, go about completing different English learning processes. The study's respondents are highly enthusiastic about language acquisition, which makes SB

Kampung Bharu's language learning process quite active.

This study is important because it investigates whether these migrant pupils' attendance at government-run non-formal schools where English language education is provided, will affect the degree to which kids are encouraged to acquire English or not. Since children in Indonesia exclusively attend schools established by the Indonesian government, and since Indonesia does not require formal schooling for foreigners as it does in other countries. Considering that the kids' mother tongue back home is Malay or Indonesian. Compared to the curriculum utilized in Indonesian schools, this one is less comprehensive. It was critical to comprehend the driving forces behind pupils' ambition to acquire English.

Among the students of SB Kampung Bharu in Kuala Lumpur, Malaysia, 25 students, ages 12 to 16, enrolled in grades V and VI, were selected as participants of the study using the direct random sampling method. The research employed multiple data collection techniques namely interviews performed via Google Form as the research instrument, which aims to find out the Indonesian workers' children in Malaysia motivation to visit government-established tutoring centers. The question in the interview asking about the reasons of the students to learn English language at SB Kampung Bharu in Kuala Lumpur, Malaysia. Another instrument used was questionnaire distributed to the students in order to gauge their interest in learning a foreign language. The interview tries to find out the number of factors that affect students' interest in learning a foreign language at the same time. Students' motivation to learn is aided by both internal and external variables, including their family, peers from different nations, and the learning environment.

The data gathered from the process were then analysed by using many procedures namely data reduction, data presentation, and conclusion or verification. By comparing the data with two sources and methodologies,

the triangulation procedure will be utilized to confirm the accuracy of the information (SIPARILAS, 2021). This approach was used to guarantee that students are motivated to meet learning goals.

The measurement method employed in qualitative data is a questionnaire with 5 questions. The survey takes the form of inquiries about why students at SB Kampung Bharu in Kuala Lumpur, Malaysia, are motivated to learn foreign languages.

Students are given this questionnaire to assess their motivation for learning foreign languages. This survey simultaneously investigates many elements that influence students' engagement in learning foreign languages. Both internal and external factors—such as the learning environment, the environment around the family environment, and peers from different origins who study at SB Kampung Bharu, Kuala Lumpur, Malaysia—help students become motivated when learning foreign languages.

By using a mix methodology to test students' motivation in learning foreign languages in this study. There are several steps taken by researchers to analyze the data.

The intended data analysis steps include: 1) data reduction, 2) data display, and 3) conclusions or verification of the data obtained. The validity of the data used using triangulation: 1) sources, and 2) methods (Mutmainah, 2021).

RESULTS AND DISCUSSION

Results

This qualitative data research is presented to display variables in the research entered, not to test a hypothesis. It describes, explains, and researches something that is learned as it is in SB Kampung Bharu, Kuala Lumpur, Malaysia.

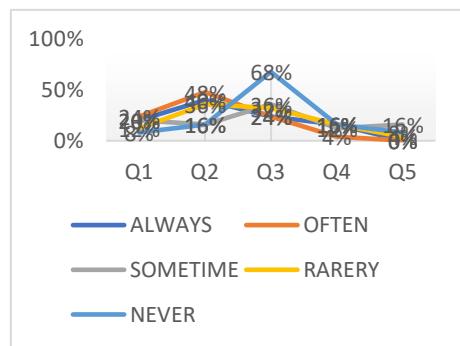


Figure 1: Student Responses

According to the information gathered, there is a percentage of pupils that want to learn other languages. the answer to the first question, which claims that there is a strong desire to learn other languages, is 20% always, commonly 24%, occasionally 20%, rarely 12%, and never 8%, based on the aforementioned facts. The data from the image shows that the average percentage of student motivation in learning a foreign language is very similar, with the highest average being at a level of 40%, indicating that the degree of motivation that students experience when learning a language is rather strong.

Based on questions about the language competency standards for pupils, which included the need to always get 40% always, 48% sometimes, 16% occasionally, 36% less frequently, and 16% never, The second percentage relates to the demands placed on students to acquire foreign languages, when doing so can yield gains of up to 48 percent. As a result, students must work harder and more diligently in order to advance their linguistic abilities, particularly in the area of foreign languages.

In response to the third question's findings, 24% of respondents indicated that their families always, 24% of the time, 36% of the time, and 68% of the time support their kids' language development. The family plays an active role in the development of foreign language learning, which accounts for 36%

of the family environment's contribution to language learning. Additionally, the typical daily family environment in which students interact with can easily improve students' language learning in the family environment to improve skills in reading, writing, and listening, which accounts for 36% of the family environment's contribution to language learning.

According to the results of the fourth question on activities requiring proficiency in foreign languages, which yielded a percentage of 16% usually, 4% frequently, 12% occasionally, 16% seldom, and 16% never, The percentage that learning a foreign language or English is sufficient and very important is related, and it offers an interesting fact where there are 68% that language learning is very interesting or learned by students wherever it is because this can support education or achieve future success and the aspirations of the younger generation.

According to the results of the fifth question, which is about studying a foreign language, pupils have not had access to suitable resources. Their responses were 0% always, 0% often, 16% occasionally, 4% seldom, and 8% never. This quantitative study demonstrates that it is related to students' desire to learn foreign languages when there is a need for them to speak those languages, a family environment that supports foreign language learning, where learning foreign languages is interesting, and where adequate facilities are provided to learn foreign languages.

According to this quantitative study, it is linked to students' desire to learn foreign languages when they have a personal need to do so, live in a family environment that encourages learning foreign languages, find learning foreign languages to be interesting, and have access to the necessary resources.

The chart table above shows that student motivation for learning foreign languages is quite high. It is clear from the table that students have a strong enough desire to learn

foreign languages, as shown by the chart, which shows that 40% of students have strong enough motivation for doing so. According to the statistics derived from the image, it is clear that the average student motivation rate for learning a foreign language is around 20%, with 40% being the highest average. This indicates that student motivation for language learning is therefore quite strong. Students must work harder and study more effectively in order to increase their proficiency in the second percentage, which is related to the needs of students in learning foreign languages and where learning a foreign language also yields large increases of up to 48 percent in learning.

Family participation in the development of foreign language learning, which accounts for 36% of family language learning, has a strategic value. The average home setting in which kids interact on a regular basis can easily improve their language learning to increase skills in reading, writing, and listening, which is 36% for the percentage of the family environment. Regarding the percentage that learning a foreign language or English is sufficient and very important, it's interesting to note that 68% of students worldwide find language learning to be very interesting or important because it can support their education or help them achieve their future goals and aspirations.

The most significant element of learning is motivation. To promote their potential, students can access and get a variety of materials in which they must learn English as a second language. These students can gain several advantages from learning foreign languages in many ways, one of which is increased confidence, which is very beneficial for pupils to raise their performance levels. Students require a lot of motivation for a variety of reasons, including driving them to action and maintaining their focus on learning objectives (Ahmad Baaqeel, 2020). A good emotional inner drive that originates from the individual might be perceived as motivation in order for students to be consistent in completing the

many tasks in question (Publishing et al., 2022).

Internal motivation enables students to actively engage in their education, which improves student achievement and helps students learn more languages (Wicaksono et al., 2020). Academic accomplishment and student success in learning foreign languages are both significantly influenced by internal motivation (Susiani et al., 2022). Student motivation and various learning outcomes are influenced by internal factors, particularly while learning a foreign language (Ainy & Pratama, 2020). It is very powerful and has a significant effect on learning to motivate students to perceive this as a strength (Publishing et al., 2022). Students that are highly motivated might be quite innovative when they are learning a language (Sekar Pramesty et al., 2022).

A welcoming setting, plenty of opportunity for pupils to succeed, a comfortable learning environment, and other external factors can all help motivate regular students to study foreign languages. The desire of students to learn foreign languages is greatly influenced by their social surroundings (Riyanti, 2019). If the setting is encouraging, welcoming, and quiet, students will find it easier to focus on learning a foreign language, which will lower their anxiety and create an opportunity to boost accomplishment (Ahmad Baaqeel, 2020). External influences include things like teacher personality and classroom environments, which have an impact on the student population (Darmawati, 2022). The development of curricula and instructional techniques will be actively influenced by a well-connected external world, which will motivate students to pursue foreign language study. This is a crucial element of their success and will help students in accomplishing their long-term objectives (Hein et al., 2021).

Disscussion

This study includes the data and data analysis from an investigation into the motivational perceptions of students learning

foreign languages in SB Kampung Bharu, Kuala Lumpur, Malaysia. This study includes the data and data analysis from an investigation into the motivational perceptions of students learning foreign languages in SB Kampung Bharu, Kuala Lumpur, Malaysia (Mea, 2019)

In foreign language learning students have a high enough motivation to learn a foreign language where they have a desire or desire to master a foreign language which is a special need to support their learning process in this case listening, reading, writing, listening skills and other skills needed by students to master foreign language learning where students have confidence in the learning process will Succeed when they can master this which will build trust in students so that students are motivated to learn foreign language learning (Prasetyo & Sofyan, 2020).

An educator can give or boost student motivation for learning foreign languages, especially by giving enough praise. In order to enhance students' motivation to learn foreign languages, educators can utilize an approach in which they show praise to them when they achieve proficiency in a number of areas, such as reading, writing, or listening (Yu & Zhenghui, 2019). A high adequate level of confidence is required to successfully master language acquisition, particularly in raising student motivation in learning foreign languages, which can provide powerful and sufficient encouragement for pupils (SIPARILAS, 2021). Language is a crucial instrument for communication since it allows people to communicate with one other (Darmawati, 2022). This study demonstrates a pretty strong trend in student motivation to learn English, which might serve as a motivator or primary factor in the learning process. Both internal and external motivation can be traced back to each student's individual self. The family environment, friends, and other circumstances are examples of external factors, which are influences that originate from outside the student. In order to achieve

the main goals or objectives in the student learning process and enlighten the lives of the nation and state, both internal and external motivation must play a proactive role.

CONCLUSION

Based on analysis of the learning outcomes of students in grades VI and V at SB Kampung Bharu in Kuala Lumpur, Malaysia, it can be said that there are several indicators that fall into the categories of high, quite high, medium, low, and less in terms of obtaining student motivation in learning foreign languages. The student learning activities conducted by SB Kampung Bharu pupils in foreign language instruction in Kuala Lumpur, Malaysia, are highly intriguing. According to the first question's findings, the following percentage of students are motivated to learn foreign languages: It may be deduced from the percentage of pupils who desired to have a high enough motivation in learning foreign languages at SB Kampung Bharu Kuala Lumpur, Malaysia, it can be inferred from the presentation that the woman has a strong motivation to learn foreign language in SB Kampung Bharu Kuala Lumpur, Malaysia.

The second result shows that students have quite high needs for learning foreign languages, with results showing that they are 24% always, 48% often, 24% occasionally, and 4% rarely motivated to learn foreign languages. The third result shows that students do have some degree of motivation for learning foreign languages, with results showing that they are 24% always, 48% frequently, and 24% occasionally, language is 20% usually, 16% frequently, 36% occasionally, 12% seldom, and 16% never. In this case, it may be inferred that SB Kampung Bharu in Kuala Lumpur, Malaysia, has data on a community analysis that shows student are being discriminated against when learning a foreign language.

As a result, it can be seen that the percentage made by the students in the course of learning English as a second language is very high, with a percentage rate of approximately 12% always, 36% often, 32% occasionally, 16% rarely, and 4% never for the course itself. Additionally, the percentage made by the students in the course of learning English as a second language receives facilities that are extremely helpful in order to support. In particular, there is a fairly high indicator produced where students have a fairly high interest and motivation to learn foreign languages both internally and externally, so that students can succeed their English language learning process with the support of this motivation.

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