

Students' Motivation in Learning English at Secondary School

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Abstract: *English is a second language taught from primary schools to secondary schools in Malaysian educational settings. Motivation is one of the important factors that determine the learners' success in second language acquisition. Thus, the objective of the study was to investigate the types of motivation and the factors that affect the students' motivation in English language learning among 55 secondary school students in Batu Pahat, Johor. The study used a mixed-method research design with a survey questions adapted from Clement, Dornyei and Noels (1994). There was also an interview session with one participant to elicit data on the instrumental or integrative motivation and the factors affecting the student's motivation. Furthermore, the interview aims to analyse the challenges faced by the student in learning English. The findings indicated that students are more instrumentally motivated than integratively motivated in learning English. In addition, results showed that school factor is the main factor affecting the students' motivation as compared to home factor whilst social media factor is another factor that has influenced the students' motivation towards learning the second language. This research also highlights that grammar and vocabulary which are the major problems encountered by the student when learning the target language.*

Keywords: intrinsic motivation, extrinsic motivation, school factors, home factors, English language learning

1. Introduction

Most researchers and experts have agreed that motivation is one of the key factors that influence the learners' success in learning a language. In Malaysia, English is a second language being taught at a very early age from primary schools to secondary schools for almost eleven years. Although language aptitude accounts for a significant portion of individual variability in language academic performances, motivational factors can outweigh the aptitude effect (Gardner & Lambert, 1972; Azar & Tanggaraju, 2020). Motivation is regarded as the most vital component in learning the English language. Intellectual ability, educational resources, and the function of the family are other factors. However, despite the fact that their individual functions cannot be overlooked, these elements do not appear to constitute the deciding factor (Purnama, Rahayu & Yugafiati, 2019).

Motivation to learn a language means one needs to have positive attitudes toward it which is a combination of effort and hunger (Achmad & Yusuf, 2016; Ulfa & Bania, 2019; Usman et al, 2016). In other words, motivation to learn a second language refers to how hard someone struggle to pick up the language to get the satisfaction upon completing the task (Rubrecht &

Ishikawa, 2012; Azar & Tanggaraju, 2020). This is to say, effort and motivation are closely related to each other. Although an individual may not be motivated, but the attempt towards achieving a specific goal will make the person feel motivated (Gardner et al., 1983). Smith, Davy and Rosenberg (2012) stated that motivation determines the success or failure in second language learning. Motivation can directly influence the frequency of using learning strategies. Learning motivation is another factor that make students improves their English ability (Strike & Egan, 1978). During the Covid-19 pandemic era, teachers realised that low motivation has affected their high school students' learning achievement. When the learners have good motivation, so the teacher finds it manageable to bring the learners to be successful in delving English (Purnama et al, 2019; Rahardjo and Pertiwi, 2020).

2. Background of Study

English enables students to interact with people from all over the world. Apart from that, becoming more proficient in English might boost someone's level of confidence. Hence, motivation and English learning go hand in hand. Depending on how motivated a person is, they can learn English well or unsuccessfully. However, English is a topic that some students find challenging and tough to study, but if a student has a strong will and hard work, he/she is determined to succeed in learning the language. Whilst, if a student has lack enthusiasm to learn it, he/she might assume that learning English is a boring and time-wasting. As a result, he/she will fail in the subject.

English is no longer seen as a foreign language to learn, but it has progressively become the medium of instruction in educational settings (Fadel & Rajab, 2017). Thus, it is useful to discover about how big the students motivation are and to know about their reason about it. Based on Alizadeth (2016), Rahardjo and Pertiwi (2020) without desire to learn, it is very difficult for learners to gain effective learning. Motivation can directly influence the frequency of using learning strategies. According to Rahardjo and Pertiwi (2020), the Covid-19 pandemic has significantly influenced on the motivation and the learning achievement of high school students. There are two kinds of motivation than can influence the learners, namely integrative motivation and instrumental motivation (Gardner & Lambert, 1972).

- 1) Integrative motivation consists of an interest with other cultures, a desire to communicate with locals who speak the target language, and favourable opinions toward these people and their way of life.
- 2) Instrumental motivation was the desire to learn the target language in order to attain a practical goal, such as to increase one's chances of looking for employment in the future.

At secondary level of education in Malaysian, English has been taught in schools as one of the important subjects for all the students to obtain good grades especially when they reach Form 5. English is one of the subjects in a national examination which is called the Malaysian Certificate of Education or Sijil Pelajaran Malaysia (SPM) that all Form 5 students in every secondary school have to sit for. Hence, the students ranging from Form 1 until Form 5 who have to learn English at secondary schools have different level of motivation in learning the language. The motivational aspects that are crucial for academic success, skill development, and using English in daily life are a concern for students who learn English and study it as a second language. Therefore, this study seek to examine the types of motivation the secondary school students had when learning English and the factors that motivate them in learning English at school and at home. This research also sought answers to the following research questions:

- 1) What are the students' motivation on learning English at school and at home?
- 2) What are the factors that motivate the students in learning English at school and at home?

3. Statement of the Problem

Many school students still have difficulties to learn English as their second language such as difficulties to speak, to write and understand words and sentences in English. They struggle very hard to achieve good grades but sometimes they get low marks in their English subject. The students should get good support from the learning facilities, teachers and friends at school to be motivated to learn English. As a result, the students gain an enjoyable learning environment in acquiring the second language. The students also need to receive positive encouragement from the parents or family at home when learning the language. Parental involvement might affect to the students' motivation in learning the language. Musa (2012) emphasised that learners require sufficient support which are supportive and conducive learning situation as well as purposeful language experience in order to inculcate their interest in learning English. When the students are motivated, they are encouraged to learn English and thus perform better in their academic achievement. Thus, the study needs to be conducted to know the school students' motivation and the factors that motivate them in learning the target language so that the teaching and learning process in the classroom becomes effective and efficient.

4. Literature Review

Definition of Motivation

Motivation is one of the important features to perform certain activities in order to achieve goal or to attain a success. According to Kea (2008), motivation is the consequence of conscious and unconscious elements that drive and energise people to work continuously toward a predetermined objective. The importance of the desire, the reward of reaching the objective, and the expectations of others are a few examples of how these components can be regarded from both an internal and external perspective (Hong & Ganapathy, 2017). Hall (2017) claimed that motivation is essential in second language acquisition as it is a key factor in achieving and completing any activity among the learners.

In helping the learners to have the strength in a particular language, it is important to know their level of motivation as to assist the teachers in preparing suitable activity or approach in the classroom settings. In Malaysia, English is considered as a second language as it has been exposed to the child at a very early age. The process of learning English continues at primary and secondary schools, and they receive a formal English education for approximately eleven years (Kadir, Abdullah, Atim, Salleh, Bidin & Apandi, 2019).

Fachraini (2017) claimed that studying a foreign language requires motivation as an activator and encouragement for the students to put up the utmost effort. A student will put out their best effort to study English if they are motivated to do so. In contrast, a student who lacks motivation would either pay little attention to or show little interest in studying English. Motivation is regarded as a crucial component, together with capacity, for learning the target language successfully (Fachraini, 2017).

According to Maslow (1954) it would be insipid and uninteresting if the idea of motivation were seen as a straightforward concept. Apparently, there has been no agreement regarding the definition of motivation, thus the word motivation has been used as a general term, which

contains of numerous number of possible concepts. The complexity of motivation includes many components, as like the individual's drive, need for achievement and success, curiosity, and desire for stimulation and new experience (Rahardjo & Pertiwi, (2020).

The term of motivation is derived from the Latin, namely 'movere' that means to move the process whereby goal director activity is initiated and sustained (Lambert, 1972; Pintrich & Schunk, 2008; Fachraini, 2017). The word motivation is derived from word motive that means anything that encourages person to act to do something (Purwanto, 2011, p. 60). The idea of movement is reflected in common sense ideas about motivation as something that gets people going and keeps people moving. Lewis and Hill (1992) supported the idea in which motivation is the desire or willingness and enthusiasm to do something. Motivation is therefore indeed a complicated term to define, and many scholars have tried to provide a definition.

According to Harmer (2007), "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." (p. 28) Moreover, Dimyati and Mudjiono (1994, p. 75) stated that motivation is a mental encouragement that moves and leads human behaviour. Brown (2007) added, "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit" (p. 72). Experts and researchers have stressed that it is important to recognize the construction of motivation. Although students may be equally motivated, the source of their motivation may be different and of course, their success in learning will also be different.

Motivation is divided into two types; intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

Santrock (2004, p. 418) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. For example, a person studies English because he/she likes or enjoys learning English. In addition, Penny (1996, p. 280) defined that "Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it's cultural, political and ethic association."

It means that intrinsic motivation is desire which comes from within individual to try to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it.

2) Extrinsic Motivation

According to Penny (1996, p. 277), "Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks."

Besides, Harmer (2007, p. 8) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, extrinsic motivation is a type of motivation which appears from outside and gives some influences to a person like give incentives, social pressure and punishment. According to Gage and Berliner (1984, p. 441) this type of motivation comes from teacher, parents, and environment. According to Gardner and Lambert (1972) intrinsic motivation are divided into two categories. They are integrative motivation and instrumental motivation.

1) Integrative Motivation

Integrative motivation describes learners who want to learn the target language by making themselves joining into the culture of the second language group and become involved in social interchange in that group.

2) Instrumental Motivation

Instrumental are external factors that make the person do something and comes from an external source encouraging or fostering an individual to succeed. This type of motivation, are making learners to put efforts to learn a second language for some functional reasons such as to pass an examination, to get a better job, or to get a place at university.

These two major motivation orientations for language learning were developed by Gardner and Lambert (1972), where integrative motivation is well-known with positive attitudes towards the target language group while instrumental orientation is directing to the functional reasons for learning a language. According to Harmer (2007) learning is a process of one's efforts to acquire a new behaviour change as a whole, as a result of his own experience in interaction with their environment. In simple terms of understanding learning as propounded by the above opinion, it can take an understanding of the nature of learning activity. Learning is a change that occurs within the individual.

Several studies were conducted to determine the intrinsic motivation and extrinsic motivation among students in Malaysia. One study conducted by Jefiza (2017) depicted that the extrinsic motivation towards learning English is higher among primary school students in Indonesia. Based on the results, there is a need to learn English for their future career, education and social interaction which are mainly related to outside factors. This is contradict with a study done by Azar and Tanggaraju (2020) in a private college in Selangor. Based on the findings, it revealed that the students' intrinsic motivation was higher than extrinsic motivation in learning English. The results also showed that the students' instrumental motivation was higher than the integrative motivation among the students. This is supported by a study in a Chinese private school in Penang where the results revealed that majority of the Form 4 students were instrumentally motivated even they had lack commitment in mastering the language (Hong & Ganapathy, 2017).

In contrast, a study by Kaadir et al. (2019) in a Technical University in Johor revealed otherwise in which the students were having high motivation in learning English and the students scored higher integrative motivation as compared to instrumental motivation. Another study by Yahya (2017) in a private university in Selangor also claimed that the students were integratively motivated to learn English as compared to instrumental motivation.

Home factors

Learning begins in the family at home. Based on Kapur (2018) home is referred to as the place from where the foundation of learning and education takes place. Parents, siblings, and other family members play a crucial role in encouraging a positive learning atmosphere within homes. For example, when students experience problems in certain subjects, then parents are responsible for providing help in a form of private tuitions or they themselves may teach their children. Besides, the other family members or the siblings may contribute to assist the child at home to enhance his or her understanding of the language task. Thus, parents and family members play a significant role in leading to operative growth and development of their children (Kudari, 2016).

So parents, as a noteworthy social-relevant element impacting the children's inspiration and the accomplishment, are given a lot of involvement in school education (Butler, 2015). Concentrating on parental inclusion in children's learning, Cheung and Pomerantz (2012) estimated that the children's parent-oriented motivation would clarify the positive after-effects of parental involvement and engagement on second language learning at secondary school level (Butler, 2015).

Home is referred to as the place from where the foundation of learning and education takes place. In order to produce good academic outcomes, it is vital for the parents, children and other family members to encourage a learning atmosphere within homes. For instance, when students experience problems in certain subjects, then parents are responsible for providing help. This help may be in the form of private tuitions or they themselves may teach their children. They make provision of technology and other learning materials at home to enhance the academic performance of their children. Parents play an important role in leading to operative growth and development of their children (Kudari, 2016)

Stott (1939) stated that pattern of child learning acquisition have promoted positive development. He found that adolescents who came from homes where they were acceptance, mutual confidence and compatibility between parents and children were resulted in high level of self-esteem. By providing an environment that supports a child's learning needs at home, parents are involved with their children's learning development (Rahman, Rajab, Wahab, Nor, Zakaria & Badli, 2017). They are able to assist their children at home by using specific learning activities to reinforce the children's work. Psychologists believe that parents have an opportunity to reinforce their children's learning and to influence their general perception towards learning a language (Burns, 1982).

In a family environment, every individual or learner requires attention from their parents to gain success in their learning performance. This parents' attention will determine a student's high learning achievement that can be demonstrated through compassion or giving advice (Lestari, 2020). From a study by Lestari (2020), it was found that there was a significant influence of learning motivation with the parental encouragement on students' English learning achievement in Jakarta.

Another study by Daniel, Halimi & AlShammari (2018), asserted that parental encouragement leads to higher levels of attitudes toward learning English among the Arab students. The parental encouragement is perceived as the most significant effects during the development of motivational intensity, desire to learn English, and attitude towards Arab learners of English.

School factors

Apart from parental factors, school factors with regards to classroom features or environmental factors and teachers at school also affect students' motivation. The classroom features refers to the physical conditions such as atmosphere, classroom size, order of desks, showing all kinds of visuals, useful materials which have significant influence on learning. Based on Seda and Zahitjan (2016), attempting to find solution for these problems will provide more friendly and motivated environment for both learners and teachers.

For the classroom features, the physical conditions such as lighting, atmosphere, order of desks, showing all kinds of visuals, useful materials have significant influence on learning. Also, if the classroom has many students and not enough light, it does not motivate students because it creates difficulty in studying due to disadvantageous.

The language acquisition process among learners mostly begins with a silent period in which they speak very little. Wong (2007) discovered that there is a positive correlation and direct relationship between the teacher and a students' English attainment. According to Combs (1965), a positive teacher is an essential element in creating a supportive classroom. A self-confident teacher normally displays classroom management behaviour that promotes positive pupils and motivates them towards learning. Teachers who dislike using English may inappropriately encourage non-directive behaviour and be easily diverted from their teaching tasks while being unconcerned with their students' performance.

Burns (1982) found that teachers who preferred student-centred methods of teaching were more likely to possess a more positive environment rather than traditional approaches. Rahman et al. (2016), added that the teachers would influence their students through their teaching philosophy. Some teachers restrict students' talking while others allow talking expression and even interpretation of emotions. Combs (1965) stated that, teachers who talk more provide less opportunity for their students to be motivated to talk and practice their tasks on their own.

Students learn new knowledge and information in their classroom with their friends. It is undeniable that the peers have impacted the student's learning process. Similar to the parental factor, students' peers also affect students' attitudes toward the language learning outcomes since students may like learning the language when their peers like it. Furthermore, students' previous learning experiences influence their present learning outcomes. When they were successful learners before, they would tend to learn the way of success for their later life. In addition, the knowledge from their past learning experiences is considered as the knowledgeable background from which they are able to continue studying at present and in the future. Students who have successful learning background can study well and achieve good academic excellence (Seda & Zahitjan, 2016).

5. Research Methods

This study was conducted in a mixed-method research design, using quantitative and qualitative approach. A total number of 55 upper secondary students had participated in the study, from Form 1 until Form 4 ranging from 13-16 years old from two secondary schools in Batu Pahat, Johor. These students have been studying English since primary school until secondary school which is approximately 10 years of learning experience.

The quantitative data was carried out using a questionnaire adapted from Clement, Dornyei and Noels (1994) that have ten (10) items on Likert Scale on students' intrinsic motivation and extrinsic motivation in learning English and seventeen (17) Likert Scale questions on factors that motivate the students to learn English. The questionnaire in the study consists of four parts. Part 1 is on the demographic data. These questions include the respondents' information such as gender, race, age and experience of learning English. As for Part 2, it consists of 2 sections with a total number of 10 items. Section 1 is asking the respondents on the intrinsic motivation (5 items) while Section 2 is asking on the extrinsic motivation (5 items). For Part 3, it has 2 sections with 17 items. Section 1 is asking the respondents on school factor that motivates the respondents to learn English (9 items) while Section 2 is asking on home factor that motivates them to learn English (8 items). School factors are including the classroom environment, teachers involvement and peers at school. Involvement from parents and siblings are related to home factors. In the survey, the students had to answer the questions on a 5-point Likert scale, with 1 representing "Strongly Disagree" and 5 representing "Strongly Agree". Lastly in Part 4,

it has one open-ended question asking the respondents on other factor that motivates them to learn the English language.

As for the qualitative data, an interview session was conducted between a researcher and one female student of a secondary school in Batu Pahat, Johor. She is in Form 4, a 14 years old girl, who is living in a city centre nearby the school area. The interview session started after she had completed the questionnaire. There were six (6) questions on intrinsic motivation; three questions on integrative motivation and three on instrumental motivation towards learning English as well as two open ended questions asking on the factors and challenges in learning English. This interview aims to determine on factors that motivate in learning the target language also challenges faced towards learning English. The student took 12-15 minutes to answer the semi-structured questions and data was analysed and discussed in the findings.

6. Findings and Discussion

Part 1 of the survey were the demographic details of the respondents. Majority of them were female (43 students) while male were 12 of them. Malay race was the highest number of respondents (33 students), followed by Chinese (20 students) and 2 Indian students. The findings obtained from Part 2 of the survey sought to answer to research question one that is to identify the students' motivation on learning English at school and at home.

Figure 1 displays the intrinsic motivation among secondary school students. 4 out of 5 items showed the higher score on intrinsic motivation towards learning English.

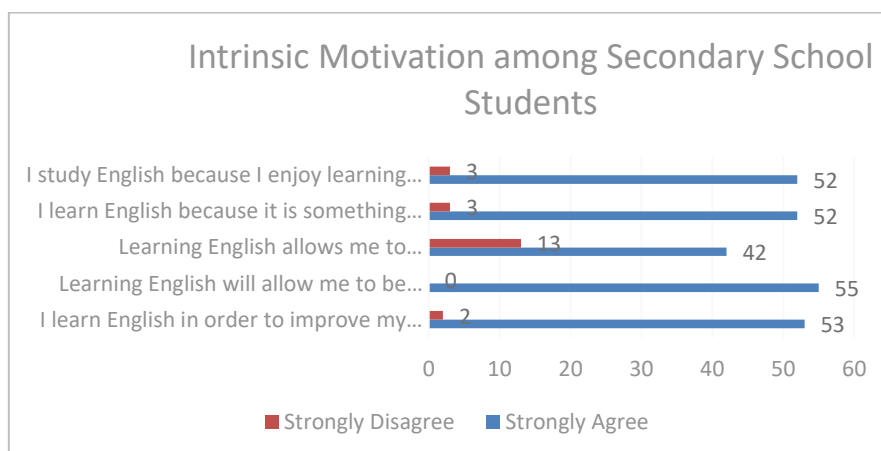


Figure 1: Intrinsic motivation among secondary school students.

The item “Learning English allow me to be more at ease with English Speakers” scored the highest percentage. It was strongly agreed by all of the respondents which is 100%. The item on “I learn English in order to improve my English language skills” scored 96.36% which were 53 respondents. Two items “Learning English allows me to participate more freely in the activities of other cultural groups” and “I study English because I enjoyed learning it” recorded the same percentage which is 52 respondents that is equivalent to 94.54%. The overall score for intrinsic motivation among secondary school students is 254 which is equivalent to 92.36%.

The intrinsic motivation among the secondary students mostly due to the feeling of pleasure in learning the language and positive perception towards English, the concern on improving the language skills and the need to be able to communicate with the speakers of the language.

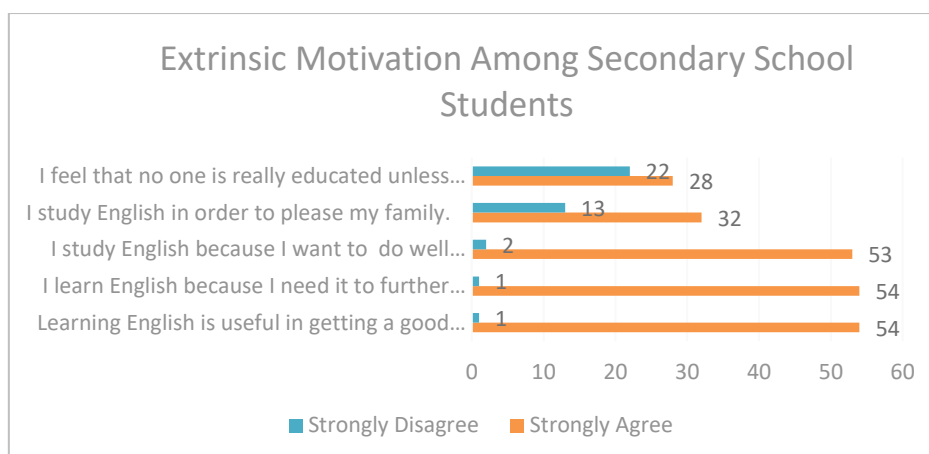


Figure 2: Extrinsic motivation among secondary school students.

Figure 2 shows the extrinsic motivation among secondary school students. From the data, 3 out of 5 items were strongly agreed by the respondents on extrinsic motivation towards learning English. The two items “Learning English is useful in getting a good job” and “I learn English because I need it to further my studies overseas” were both scored the highest percentage of 98.18% (54 respondents) while the item “I study English because I want to do well in my examination” were recorded the second highest which is 96.36% (53 respondents). The overall score for extrinsic motivation among secondary school students is 221 which is equivalent to 80.36%. The extrinsic motivation level among the students might be due to searching for a better job in the future, pursuing good education overseas and achieving good academic performance at school. Thus from the data gathered, it is evidenced that the intrinsic motivation among secondary school students’ motivation is higher than the extrinsic motivation with the percentage of 92.36% on intrinsic motivation as compared to extrinsic motivation which is 80.36%.

The data collected from Part 3 of the survey intended to answer research question two which is to determine whether school of home factor that motivate the students in learning English. Figure 6 portrays the school factors that affect the motivation of the secondary school students. Item 3, 6, 7 and 8 showed the respondents mostly agreed that school factors affecting their motivation towards learning English. 2 out of 4 items with higher score are mainly from teacher factors; “Teacher performs in a friendly manner in learning English in the classroom” with 55 respondents (100%) and “Teacher gives positive feedback when students accomplish something” with 54 respondents (98.18%). Other school factors are from friends that is “I can easily ask questions related to English to my friends when I need help” with 53 respondents (96.36%) and classroom environment that is “Pictures and materials in the classroom are helpful to learn English better” with 52 respondents (94.54%). The overall score on the Strongly Agree for School factors that affect the motivation among secondary school students is 415 which is equivalent to 83.83%.

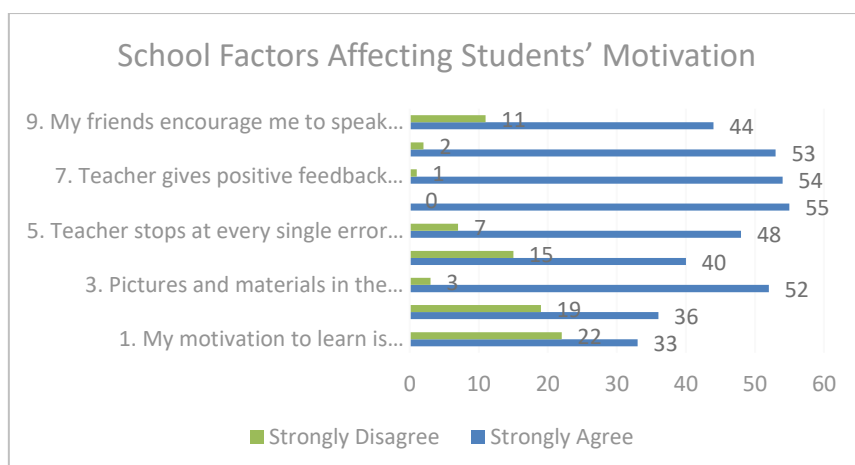


Figure 3: School factors affecting motivation among secondary school students.

On the other hand, Figure 4 portrays the home factors that affect the motivation of the secondary school students. Item 2 and 6 revealed the highest scores in which “My parents encourage me to practice my English as much as possible” scored 85.45% (47 respondents) while “My parents feel that I should continue studying English 92.72% (51 respondents). It can be said that parental involvement from home factor contributes to students’ motivation in learning English too. The overall score on the Strongly Agree for Home factors that affect the motivation among secondary school students is 268 which is equivalent to 60.9%.

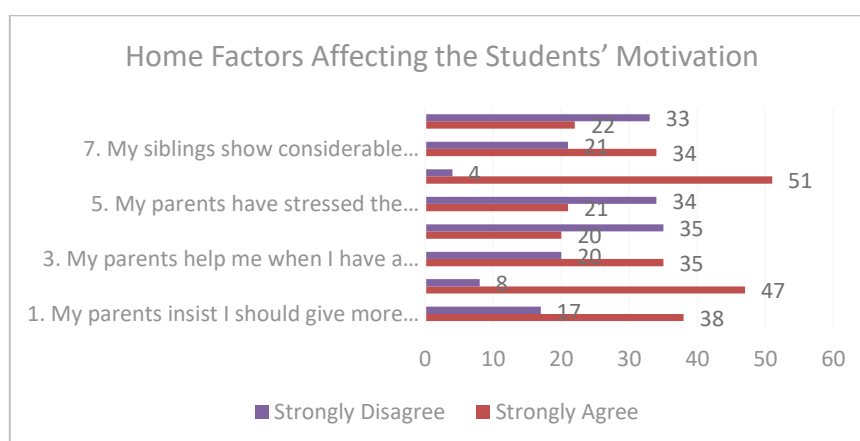


Figure 4: Home factors affecting motivation among secondary school students.

In Figure 4, 35 out of 55 respondents which is 63.64% strongly disagreed on item 4 “My parents speak English to me at home” whereas for item 5 “My parents have stressed the importance of English when I finish school” 34 of the respondents (61.81%) showed they strongly disagreed. It can be said that some parents still believe and think that English is a critical subject in which from the data, 21 respondents (36.37%) strongly agreed that their parents emphasised the importance of English language after finishing school. In addition, 20 out of 55 respondents (36.36%) strongly agreed that their parents speak English to them at home. Even there is a low percentage on parental involvement in speaking English at home with the children however, it can be inferred that parents influence on students at home may affect the students’ motivation towards learning the second language. This is supported by the results from an interview session with one respondent (Participant 1) in which she claimed that her parents speak English to her at home and always encourage her on the importance of learning English since she was a child until she is now fourteen years old. Thus, in order to compare the overall score or percentage for school factors and home factors, it has discovered that the main factor that

affects the secondary school students' motivation is school factors with 83.83% as compared to home factors which is 60.9%.

Data obtained from Part 4 of the questionnaire was used to answer one open-ended question on "What is another factor that motivates you in learning English language?" Based on the feedback, the other factors mentioned by the participants can be grouped into three reasons, which are social media factor, external factor (instrumental motivation) and culture and online network factor (integrative motivation) have increased their motivation to learn English.

Social media is an internet-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities. It gives users quick content of electronic communication like personal information, documents, videos, and photos. The use of TikTok, Facebook, YouTube and Instagram are the examples of social media applications. Social media factor is affiliated to personal motivation; a motivation that is related to one's own personal growth or fulfilment. Included in this are the students' preferences for particular pursuits like viewing movies, videos and reading English language books (Cooper & Fishman, 1977). Some of the respondents were able to describe their motives like watching dramas, videos, movies or listening to songs for learning a language as illustrated in the following direct quotes:

"watching a movie with english subtitle can improve our english language skill".

"English drama is my motivates while I learning English language"

"The thing that motivates me while I was learning English is I can watch English's movies without the subtitles and I can also speak English with other people without stuttering and I'm proud of myself if"

"watching movies. Yes, I like watching English cartoons, so I am motivated to learn English. when watch film the actor and actress speak in english fluently where motivated me to speak in english"

"There is something else that motivated me to learn English, which is to understand more words and sentences from my favourite movie and books".

"In my opinion, as someone who has learned english as their first language, I find the English language in terms of storybooks and literature so liberating. Its such as escape when you understand how to communicate with most people out of the country too. English is known as an international language and I highly encourage my friends to speak more too. Speaking also helps alot when it comes to English, you get to hear your mistakes and correct them. The language itself is beautiful and to understand it is amazing. To people who arent fluent in it, or are insecure about speaking, can always try with the little things, such as; reading simple books, and speaking english with close friends or family. I feel that we need to encourage more english speakers. I love the language".

"I learn English because I want to understand it. In middle school, my English is so bad that I always get D on my exam. I didn't understand everything at all. I didn't even interest in speaking or reading in English. After that covid-19 cases and mco, I started to get interested in kpop. When they speak in Hangul, I can read the English subtitles below. I learned English from that to understand what they are talking about. Day by day, I started to get interested in English, and I copy every single word in Hangul and translate it to English. For me, it's very helpful to

improve my English. Besides, I also tried to read some English book such as novel or short stories. I read and try to understand every single word. After I entered TIGS school, I saw many seniors speaking with each other. It's wow me. It's make me want to speaking with my friends too. The teacher is also very good at teaching, I can understand what she was talking about. I finally get a good results in highschool. But I also need to improve more. All thanks to Allah SWT to make it easier for me to learn English. Also, thank you for making this."

"Short videos in tiktok improve my understanding and thinking skills in English."

"I feel motivated when I listen to english song"

The second factor expressed by the respondents on their motivation is determined by external factor which make an individual to do something that is encouraging or fostering him/her to gain success. The instrumental motivation is the result of any number of outside factors such as passing an examination, getting good occupation, or pursuing education at university level. Based on the responses, the students' motivator to study the English language was mostly attributed to outside factor which is shown in the participants' responses as listed below:

"I motivated when all my family and my friends give support to me when I try to speak in English".

"Seeing people can speak english well than me make me want to improve my english more".

"Can find better job and communicate with people all over the world more easily".

"English is important when I go to some competitions community to communicate".

"study oversea".

"I can be more confident when talking fluent english".

"English can help me to find a good job in future for my friends and my family"

The third factor, according to the respondents, is that they are motivated to learn English because of culture and online network factor. They want to be a part of the other culture and to communicate and make online friends from other countries. They wanted to have good online network with people around the globe. Some of the respondents believed that this integrative factor also has an effect on their motivation to learn English. These responses are illustrated below:

"I want to communicate with my online friends from different countries".

"I want to talk with my international friends in English fluently so that one day I can marry british or us".

"After I heard my online friend spoke made me motivated to learn it more so I could speak with her fluently".

"I want to speak English fluently with other country people which is my online friend. It made thing easier for them to understand me".

Interview results

Based on the interview session conducted on one participant (Participant 1), it has been ascertained that home factor is the factor that motivates her to learn English. Living in an urban city and growing up with English, this participant was one of the respondents who strongly agreed to Item 4 from the survey that “My parents speak English to me at home”. Her parents taught her English since small and English is spoken at home as their native language. The direct quotes from Participant 1 are shown below:

“Referring back to one of my answers are actually, is I had mentioned that my father had taught me English before I learn my native language which is Malay.”

As to gain feedback on the types of intrinsic motivation, Participant 1 had more affirmative answers on Instrumental Motivation as compared the Integrative motivation. The responses on the different types of motivation were displayed in Table 1 below.

Table 1: Feedback on Instrumental and Integrative motivation by Participant 1.

Questions	Responses from Participant 1	Motivation
Do you think being proficient in English can lead to more success and achievements in life? Why? (Instrumental)	Yes I believe being proficient in English can lead to more success and achievements in life because when you are in different countries per se and you're trying to learn for example a course in a university.	Affirmative
Do you think learning English will help you to be an open minded and sociable person like native speakers? Why? (Integrative)	No, I don't think so. In my opinion learning make you sociable but not make you an open-minded.	Negative
Do you think learning English will earn you a better job in the future? Why? (Instrumental)	Referring back to one of my answers previously yes, in my opinion learning English will earn you a better job in the future.	Affirmative
Do you think learning English will enable you to appreciate English arts and literature? Why? (Integrative)	In my opinion I absolutely love the English language. I find the old book and poetry really soothing comments of the year, no matter what it says but learning English and understanding the English arts and literature it's a form of release like release of stress.	Affirmative
Do you read English texts like newspapers, novel and magazine, other than English text book? Why? (Instrumental)	Yes, cause I love reading a book that I owned which is called Shakespeare's Works.	Affirmative
Do you learn English so that you can understand English movies, pop music, novel and etc? Why? (Integrative)	Yes, I would say my father would have taught me English so that I could understand English movies, pop music and novel.	Affirmative

From Table 1 above, most of the responses given by Participant 1 showed that she was instrumentally motivated which is 100% positive answers while integratively motivated is 66.67% in learning the language. In addition, based on the results as expressed in the direct quotes below, it has been discovered that type of motivation that Participant 1 had is instrumental motivation.

“Well growing up my father taught me English so that it would be easier for me to understand different cultures and different languages and different societies in the world. This is because

it can help us communicate better with people who are foreign in our country, foreigners who came visit or when we go travelling around the world. I feel like it makes communication much clearer between two parties.”

From the interview results below, social media is another factor that increases her motivation to learn English as Participant 1 responded:

“I would lean in my opinion more towards social factors because when you’re in this new generation when everything is surrounded by technology. You wanna catch up with new things, in terms of entertainment and social factors can be a lot surrounding that. For example people go TikTok nowadays to find funny videos, cat videos or people talking their English or anything. Sometimes I get motivated by that, to expand my knowledge, to expand my vocabulary and finally understands some difficult terms more or less the same. Even I don’t use in my writing or I don’t use them daily, but knowing the words and the definitions behind it can be really really helpful that, it motivates me a lot. But sometimes it is because of another factor as well. I wanna be the best. In my English class I want to be the best, I want to score all A’s. But it’s a lot due to social factors.”

Additionally, the participant also claimed that due to outside factor which is on instrumental motivation to obtain good result in examination when Participant 1 said *“But sometimes it is because of another factor as well. I wanna be the best. In my English class I want to be the best, I want to score all A’s.”* as stated above.

Apart from that, in the interview when the researcher asked Participant 1, “What are your problems (such as writing, speaking, grammar, etc) or challenges that will affect your motivation toward English language learning?”, below is her responses in direct quotes:

“One of the problems that I faced in my opinion would be the usage of tenses. My grammar, my speaking is quite fluent. Yes, sometimes I get stuck I apologize for that but majority of the time it would be the use of tenses. Sometimes the writing, the speaking you would want to use a certain term but you need to figure out how to form new sentence before you use it. Like for example the words eat, eaten and ate. That’s one. And another example would be read, read and read which is the same spelling but different enunciation, different intonation and different pronunciation. It’s all, it’s more or less thinking about how you would wanna phrase it like ‘I eat breakfast this morning’; ‘this morning I had eaten breakfast this morning’. It is always words that you wanna use between if it’s simple tense, present tense or etcetera. Yes, sometimes you can get confusing, it will decrease your motivation like by a bit but again sometimes it can be just confusing. Not only that, sometimes in my opinion, I would like to expand my vocabulary, vocabulary can be very confusing especially when you are learning a new word or learning a new term because you try to grasp the definition behind it because knowing the English language has which is about if I am not mistaken, correct me if I am wrong yes about 130 000 something, I can’t remember, words in the English language in the Oxford dictionary.. it’s a lot”

Based on the feedback, the main challenge faced by Participant 1 is Grammar which is focusing more on the use of tenses. She mentioned that when she was confused on which tenses to use when making sentences and as a result, it will decrease her motivation. Another problem she faced when learning English is due to lack of vocabulary as there are too many new words and terms found while learning the second language.

7. Conclusion

Intrinsic motivation is a type of motivation that was derived from inside of the students. The secondary school students in Batu Pahat, Johor are mostly having intrinsic motivation when learning English as a second language due to feeling enjoy in learning the language, positive thoughts towards English, the need to improve the language skills and the concern to communicate with English speakers. Regarding the factor chosen by the students which affects their motivation is school factors which are from the teachers, classroom environment and peers at school as compared to home factors. However, based on the findings from an interview session with one student, home factor in which the parental involvement affects the English learning motivation among the informant. Besides, it was revealed that another factor that affects the students' motivation in learning the second language is social media factor, followed by outside factor (instrumental) and culture and online network factor (integrative). The results of the interview with the informants also proved that she is instrumentally motivated to learn English and the main challenge that she faced when learning English is on Grammar especially on the tenses followed by lacking of vocabulary.

To sum up, teachers should make an effort to change their teaching methods and use different teaching strategies in order to capture their students' attention and facilitate effective learning, as teachers are the primary motivators of students learning a second language. Students also will be highly motivated and more successful in learning the target language if they receive supportive feedback from their school, their homes, and social media. Finally, the role of parents to support their children's learning is crucial because they have more opportunity to offer advice on how to acquire a language. This research study has its limitations in terms of collecting the qualitative data as only one student involved in the interview session. Hence, the findings of this study can be further followed up by a research using a larger sample size and consider taking all schools in Batu Pahat, Johor from other various locations as the participants involved in the study.

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