

Motivation Profiles in L2: Exploring the Interplay of Intrinsic and Extrinsic Motivation: A Case Study of Senior Islamic High School in PPMIA Surakarta

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Abstrak: Penelitian ini menyelidiki dan mengeksplorasi interaksi multifaset antara motivasi intrinsik dan ekstrinsik dalam konteks pembelajaran bahasa kedua (L2) di kalangan siswa MA yang mempelajari bahasa Inggris sebagai bahasa asing di PPMIA Surakarta. Memotivasi siswa merupakan hal yang sangat penting dalam dunia pendidikan karena berkaitan dengan prestasi belajar siswa. Penelitian ini menggunakan metode kualitatif dimana peneliti dapat menggunakan dua alat pengumpulan data, yaitu; observasi, dan wawancara. Motivasi intrinsik siswa SMA dalam pembelajaran dan pemahaman bahasa Inggris merupakan hal yang sangat penting meskipun motivasi ekstrinsik mempunyai pengaruh terhadap pembelajaran bahasa Inggris. Faktor-faktor yang mempengaruhi motivasi intrinsik termasuk terkait dengan pemahaman mereka bahwa bahasa Inggris sangat penting untuk mencapai tujuan pendidikan tinggi dan keinginan mereka untuk menerapkan bahasa Inggris dalam percakapan sehari-hari, kenikmatan pengalaman belajar, lingkungan kelas yang positif dan mendukung. Meskipun motivasi ekstrinsik juga penting bagi siswa untuk menghargai pertumbuhan pribadi mereka, belajar bahasa Inggris berguna untuk mendapatkan pekerjaan yang baik, pentingnya nilai bagus dalam ujian, dan Satuan Tugas Bahasa (SATGAS BAHASA) juga memainkan peran penting sebagai motivator ekstrinsik untuk baik santri maupun institusi di salah satu pesantren modern Islam. Interaksi yang seimbang antara motivasi intrinsik dan ekstrinsik merupakan hal yang kompleks namun penting untuk keberhasilan pembelajaran bahasa. Penghargaan ekstrinsik pada awalnya dapat meningkatkan motivasi, namun minat intrinsik menopang komitmen jangka panjang dalam pembelajaran bahasa kedua.

Kata kunci: motivasi, motivasi intrinsik, motivasi ekstrinsik, pembelajaran bahasa kedua (L2)

Abstract: This study investigates and explores the multifaceted interplay between the intrinsic and extrinsic motivations in second language learning (L2) contexts among senior Islamic high school students (MA) learning English as a foreign language in one Islamic Boarding School in Surakarta. Since student achievement is correlated with motivation, it is important in an educational setting. This study employs a qualitative methodology, allowing the researcher to use interviews and observation as two methods of gathering data. Intrinsic motivation among high school students in English language learning and comprehension is the crucial thing although extrinsic motivation has an influence on learning English. Factors influencing intrinsic motivation included are related to their understanding that English is crucial for achieving higher educational goals and their desire to apply English in daily conversations, enjoyment of learning experiences, positive, and supportive classroom environment. Although extrinsic motivation is also essential for students to appreciate their personal growth gaining proficiency in English helps one find an acceptable employment opportunity, importance of good grades in exams, and the Language Task Force (SATGAS BAHASA) also plays a significant role as an extrinsic motivator for both students and the institution in one of Islamic modern boarding school. A balanced interplay between intrinsic and extrinsic motivation is complex but is essential for successful language learning. Extrinsic rewards can initially boost motivation, but intrinsic interest sustains long-term commitment in second language learning.

Keywords: Motivation, Intrinsic Motivation, Extrinsic Motivation, Second Language Learning (L2)

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INTRODUCTION

The study of motivation has been a central focus in the field of second language learning, as it plays a crucial role in determining the success and persistence of learners (Aswanto, 2021; Carreira et al., 2013; Saeed & Zyngier, 2012; Xie, 2011). Motivation is the driving force of someone to do something (Lai, 2011; Astuti 2013; Dörnyei 2001) and this tool has the potential to help teachers maintain students' engagement with the material being taught. Ensuring student motivation during the learning process is crucial. Some students might leave the class if educators ideas or techniques don't create an environment that is motivating (Rumberger, 2011). Therefore, one of the teachers' worries is how to create a highly motivated classroom. It is believed that students who are highly motivated will succeed more when learning a second language than those who are not (Saeed & Zyngier, 2012).

Second language learners come with a variety of reasons and desires for learning. Learners with different motivational profiles may respond differently to instruction (Dörnyei 2009, 445). These reasons can be broadly categorized into two main types: intrinsic motivation is the drive that comes from within a student to learn English, for example, from curiosity, interest, and a desire to grow, students find personal enjoyment, satisfaction, or interest in learning English. Moreover, extrinsic motivation is the drive that comes from outside the student to learn English. This motivation comes from external factors such as rewards, grades, or parental demands. Understanding these types and how they interact can be helpful for educators and researchers who want to support language learners. Motivation can be broadly categorized into two distinct types: intrinsic and extrinsic (Zhu, 2014). Intrinsic motivation refers to the internal drive to learn a language for personal growth, interest, or satisfaction, while extrinsic motivation is driven by external factors such as the desire for better grades, rewards, or social recognition (Daskalovska et al., 2012). The interplay between these two types of motivation can significantly impact an individual's second language learning journey.

Motivation profiles in second language, learning is crucial, as seen in various research studies. Arrosagaray et al. (2020) explored adult language learners' motivation in different settings, highlighting intrinsic and extrinsic motivation types and their impact on learning outcomes. Peng (2021) conducted an analysis of the motivational characteristics of Spanish majors in their first and second years, highlighting the significance of classroom learning and exposure to digital settings in influencing motivation.

Charpin (2019) focused on college students' intrinsic and extrinsic motivations in language studies within blended learning, stressing the significance of nurturing intrinsic motivation while leveraging external rewards to enhance learning experiences and academic performance. Ismoiljonov (2021) emphasized the necessity of foreign language learning in today's globalized world, highlighting its role in enhancing self-confidence and cultural understanding. These studies collectively underscore the multifaceted nature of

motivation in language learning and its profound impact on learners' experiences and outcomes.

Research on language learning motivation has a long history. In the current study, we adopt Dörnyei's L2MSS as the main framework through which to explore motivational influences, but also draw on other constructs to provide what we believe to be a more complete picture of the different aspects of motivation. The L2MSS proposes that the decision to pursue and sustain language learning might be underlined both by a vision of what the individual *wants* to achieve, and an individual's belief of what one *should* aspire to (Dörnyei, 2005).

Recently, researchers (Fansury et al., 2020; Kaharuddin & Hajeniati, 2020; Subakhtiasih & Putri, 2020) Amid the pandemic, there has been a growing interest in exploring digital learning platforms for English education. Kaharuddin and Hajeniati's (2020) study found that integrating technology into language classes directly impacted the motivation of English as a Foreign Language (EFL) learners. Specifically, high school students who exhibited positive attitudes toward digital learning platforms experienced strengthened motivation. Notably, over half of the students strongly agreed that using digital content during the Covid-19 pandemic enhanced their English learning (Fansury et al., 2020). Meanwhile, Subakhtiasih and Putri's (2020) Amid the pandemic, students exhibited greater intrinsic motivation than extrinsic motivation when learning English. They expressed a self-driven desire to enhance their English skills and willingly devoted their free time to language learning at home. Additionally, their satisfaction in comprehending other cultures, values, and perspectives fueled their voluntary pursuit of English proficiency.

Each type of motivation has been found to correlate significantly with students' English language proficiency. Based on the explanation above we can conclude that every student should have self-confidence and Fakhrudin (2021) among *Pesantren* students, motivation to learn English can be categorized into four types: 1. Instrumental Motivation: Students learn English for practical purposes, such as communication, career, advancement, or academic requirements; 2. Integrative Motivation: Students are motivated by a desire to connect with English-speaking communities, cultures, or people; 3. Extrinsic Motivation: External factors, such as rewards or pressure, drive students to study English; 4. Intrinsic Motivation: Students find personal enjoyment, satisfaction, or interest in learning English. Motivation, since they are expected to continue to a higher level of education as one of the goals of national education. Thus, the senior high school students are prepared to be in the university and develop science and technology. Most of books, references, and other sources, especially the use of the internet is available in English.

The previous passage discussed motivation of students majoring in another country and in public school also a private school in general, and *pesantren* (Islamic boarding schools) in general. Here's how we can continue and incorporate the detail of this study specifically focuses one Senior Islamic High School student in one modern boarding school in Surakarta, Indonesia. Islamic boarding schools, known as *pesantren*,

have a distinctive atmosphere that emphasizes Islamic values, discipline and a 24-hour educational system, offers a fascinating context to examine student motivation. This has led to the development of unique English language programs in modern *pesantren*. The school's independent development of its English curriculum, designed to complement the existing *pesantren* curriculum, presents a valuable case study for understanding how such institutions approach English language education for senior Islamic high school students. This trend reflects the growing importance of English in today's world (Umar, 2022). By focusing on senior Islamic high school students, this research delves deeper into the specific experiences and motivations of this particular age group within a modern *pesantren* setting. The paper reflects on how intrinsic and extrinsic motivations relate to examines possible inter-relationships between these motivation and student achievement in English classes. . The purposes of this research are to explore one Senior Islamic High School students' intrinsic and extrinsic motivations and integrative orientations toward learning English as foreign languages in one of the modern boarding schools in Surakarta.

METHOD

This study followed qualitative method, the researcher conducted observation and interview in order to know the motivation and exploring the interplay of intrinsic and extrinsic motivation of senior Islamic high school students in one Islamic boarding school in Surakarta. The researcher's role during observation was that of a non-participant observer. The observation has done and in the form of video outside of the class (The researcher recorded and transcribed all conversations and observed actions in the classroom or out of the classroom).

The number of participants that involved in this research was 20 participants of Senior Islamic High School students selected from 10 students from first class and 10 students from secondary class by using random sampling approach, and 2 English teachers. All of them also participated in interview. Thus, the students and teacher were helpful in giving their participation. The data in this research were collected on March to April 2024 by using some stages: questionnaire and interview.

In this research, a questionnaire was employed to collect information via written responses. Generally, a questionnaire should be appealing, brief, and simple to complete. The questionnaire was derived from Gardner's Attitude and Motivation Test Battery (AMTB), as cited in Thang et al. (2011). It contained 38 closed-ended questions separated into four categories: positive perspectives (8 question), negative perspectives (10 question), intrinsic motivation (9 question), and extrinsic motivation (11 question). The questions were written in English and then translated into Indonesia to ensure proper comprehension. Likert scales served as the instrument for this questionnaire. Likert scales required an individual to respond to a series of statements by indicating whether he or she strongly agree (SA), agrees (A), disagrees (D) or strongly disagrees (SD). The writer adopted Likert scale into four categories: SA, A, D, SD. Each response was assigned a point value, and an individual's score was determined by adding the point values of all

the statements. 1 indicated SD, 2 = D, 3 = A, 4 = SA which score 3 and 4 indicated a positive attitude and score 1 and 2 indicated negative attitudes (Gay et.al., 2009).

Interviews with students were used to obtain data. Gay et al. (2009) define an interview as a planned exchange in which one person collects information from another. Genesee (quoted in Haris, 2007) stated that conducting an interview allows a researcher to explore participants for more information in their responses to interesting or noteworthy answers that emerge unexpectedly from the planned questions. The interviews were conducted with 2 teachers to determine the extent to which intrinsic or extrinsic factors influence student motivation in understanding English language learning. During the interviews, the researcher posed several questions, particularly to high school teachers, to obtain answers related to motivation and the students' level of preference in studying English. The interview was done by the students after students filled the questionnaire.

The data acquired in this study was divided into two types: quantitative and qualitative. The quantitative data from the questionnaire were evaluated in terms of percentage. In contrast, a content analysis method was employed to analyse the descriptive qualitative. During the analysis, the interviewees' responses to each question were transcribed. Following that, the replies were examined using themes linked to the study objectives.

FINDINGS AND DISCUSSIONS

Findings

This research finds out how intrinsic and extrinsic motivations relate to examines possible inter-relationships between the motivation and student achievement in English classes in a Senior Islamic High School students in one of modern boarding school in Surakarta. It contained 20 closed-ended questions separated into four categories: intrinsic motivation (10 question), and extrinsic motivation (11 question).

Intrinsic Motivation

Based on the result of the questionnaires, the following table presents 9 statements items about intrinsic motivation.

Table 1. Intrinsic Motivation

NO	Descriptions	Strongl y Agree (SA)	Agree s (A)	Disagrees (D)	Strongly Disagrees (SD)
		4	3	2	1
1	I try to listen to the teacher during English class well	0%	40%	60%	0%
2	Studying English to improve my English abilities and skills	55%	40%	5%	0%
3	Learning English will make me more comfortable with English speakers	50%	40%	10%	0%
4	Learning English makes me more flexible in participating in group activities with other	45%	45%	5%	5%

	cultures in the world, developing self-value and thinking.				
5	Learning English can make me a better person.	30%	50%	15%	5%
6	I use my free time to study English.	5%	30%	60%	5%
7	I study English because I enjoy learning it and without compulsion	35%	50%	15%	0%
8	When I speak English, I am not afraid of making mistakes.	20%	25%	50%	5%
9	I will try to find effective ways to learn English.	35%	50%	10%	5%
10	I study English because I need it to continue my studies abroad	50%	20%	25%	5%

Table 1. above shows the result of a questionnaire related to English students' intrinsic motivation. The data from the table shows that students try to listen to the teacher during English class well (40%) and most of them are lack of give attention (60%) but they try to listen the teacher during English class well. This condition can be influenced by several factors, including those found in interviews with several students:

"Teachers must be more interactive in learning. The teacher not only explains in front of the class, but occasionally provides games related to learning to make the learning atmosphere more fun. (Interview Students Participant no.6)"

As seen in the observation, some students immediately ran away when the researcher attempted to ask about English vocabulary. Others provided minimal responses. When the researcher engaged them in English regarding their daily activities, some students hesitated or struggled to express themselves.

"Some strategies I usually use to motivate students include encouraging them to respond to questions and emphasizing that English is equally important as other subjects. (Interview Teacher. No. 12, 20/03/2024)"

Based on the qualitative data, the teacher being studied fosters a positive classroom environment by actively encouraging students to participate in answering questions. When discussing how to motivate students, the teacher not only emphasizes that making mistakes is normal in foreign language classes but also provides analogies or illustrations dealing to make their student to a relax state.

"By letting them know that making mistakes is natural in any foreign language class. So, I tell them to make mistakes, not to be afraid, and learn from those mistakes. That way, they'll progress (Interview Teacher. No. 14, 20/03/2024)."

In learning English the students still afraid of making mistakes when they speak English (50%), but they still believe and strongly agree that study English is important to improve their English abilities and skills (55%). Moreover, creating a positive and supportive classroom environment is crucial for effective teaching and learning. When teachers foster an atmosphere where students feel comfortable and safe, it can lead to better engagement, increased participation, and improved learning outcomes. It can be a part of factors that can increase students' intrinsic motivation in learning English of positive learning experiences and giving a sharpening knife illustration.

Making mistakes is like the process of sharpening a knife, and a sharp knife is much easier to cut with than a dull one (Interview Teacher. No. 16, 20/03/2024)."

Awareness of the benefits of English can also be the factors that can increase students' intrinsic motivation in learning English. Understanding that English is a global language that is important for international communication, education, and job opportunities. It can be seen in questionnaire that learning English makes me more flexible in participating in group activities with other cultures in the world, developing self-value and thinking (45% strongly agree) and (45% agree it). Realizing that learning English can help them achieve their personal goals. It can emerge in the teachers' sharing her experiences in their lives to the students.

"I also tell students that I am just like them; I am also learning. When I was a student like them, I realized that I wasn't good enough and needed to learn repeatedly to understand the material provided by the teacher. Learning English will be useful for them in the future. (Interview Teacher. No. 20, 20/03/2024)."

By teachers sharing their experiences with students, it is hoped that students will be more motivated to learn English. Have their self-confidence and ability, believing that they are capable of learning English, feeling comfortable and confident when using English.

Moreover, ways to increase students' intrinsic motivation in learning English such as use engaging and interactive learning methods: like use games, songs, videos, and other activities that make students enjoy learning. And also, with native speaker in learning English is method that students want, it can be seen in questionnaire (50%) strongly agree, and (40%) agree that learning English will make them more comfortable with English speakers. It can do by the teacher dealing with the strategy in applying learning method in teaching English.

"Usually, students feel happy when the learning activities reflect what they want. For example, using tablets or being in the computer lab related to IT, so they don't miss out (Interview Teacher. No. 24, 20/03/2024)." The teacher not only explains in front of the class, but occasionally provides games related to learning to make the learning atmosphere more fun. *(Interview Student, Participant no.6)" Debate and with native speaker. (Interview Student. Participant no.8)"*

The teacher gives the positive and supportive classroom atmosphere, enjoying learning new things and expanding their knowledge by using the ICT in their learning. Wanting to improve their communication skills, and also to be more successful in their studies and careers in the global era.

"They use Google Docs, then work on assignments using technology or applications like Moodle or Quizizz (Interview Teacher. No. 26, 20/03/2024)."

Interest in the language, culture, or communication motivates learners intrinsically. Give students opportunities to use English in real-world situations will encourage them to communicate with native English speakers, and create projects and tasks that allow them to use English in their everyday lives.

Extrinsic Motivation

Table 2. Extrinsic Motivation

NO	Descriptions	Strongly Agree (SA)	Agrees (A)	Disagrees (D)	Strongly Disagrees (SD)
		4	3	2	1
1	Learning English is useful for getting a good job	60%	30%	10%	0%
2	Knowing English gives me a feeling of success in life	40%	40%	20%	0%
3	I study English because I want to get good grades in my exams	45%	30%	15%	10%
4	I learn English to please my family.	35%	25%	25%	15%
5	I feel no one is truly educated unless he is fluent in English	15%	10%	40%	35%
6	I was forced to run the LANGUAGE TASK FORCE program to ensure the language program ran smoothly	10%	30%	30%	30%
7	Other people will have a better opinion of me if I speak English.	15%	70%	5%	10%
8	The teacher's personality is important in teaching English	50%	40%	5%	5%
9	In English class, groups are very important to me.	25%	45%	15%	15%
10	The teacher's method really influenced me in learning English	50%	40%	10%	0%

Extrinsic motivation is the drive that comes from outside the student to learn English. This motivation comes from external factors such as rewards, grades, or parental demands and also punishment. There are many factors that can increase students' extrinsic motivation in learning English. It is a challenging task for teachers and policymakers in educational institutions to maintain a balance between intrinsic and extrinsic motivation in students' language learning.

"...And providing praise and rewards.... (Interview Teacher. No. 16, 20/03/2024)."

...Extrinsic rewards can initially boost motivation, but intrinsic interest is much better at sustaining commitment...(Interview Teacher. No. 30, 20/03/2024)."

Providing rewards or recognition to students for their progress in learning English also the important thing. Giving them praise and encouragement for their efforts and achievements can be a source of motivation in enhancing their curiosity in learning English especially for their examination. It can be seen in questionnaire (45%) they study English because they want to get good grades in their exams. Provide rewards that are relevant to students' interests and give them recognition for their efforts and achievements. Extrinsic rewards can initially boost motivation, but intrinsic interest is much better at sustaining commitment.

Related to negative consequences such as punishment or low grades, can motivate students to learn English more diligently. Punishment itself, it is known that encouragement that can also serve as problem-solving for teachers to emphasize English or Arabic language learning for students in one of Islamic modern boarding schools. In one of Islamic boarding school there is a team deployed to pioneer language education

called 'Language Task Force' (*Satgas Bahasa*). Encouraging curiosity and fostering language learning are crucial aspects of effective education.

"Certainly, it's incredibly helpful in facilitating students' language learning. At one of Islamic Boarding School, we have something called "SATGAS BAHASA", which is responsible for encouraging daily conversations in either English or Arabic among the students. This initiative is supported by all school units, including teachers, staff, laboratories, administration, and the student body (Interview Teacher. No. 32, 20/03/2024).." The language task force (*Satgas Bahasa*) is more activated so that students get used to speaking foreign languages. (Interview student. Participant no.14). Forced to run the LANGUAGE TASK FORCE (SATGAS BAHASA) program to ensure the language program run effectively. (Interview student. Participant no.20)".

They agree (30%) that the "Language Task Force" in one of modern boarding school plays a pivotal role in promoting language proficiency among students. By emphasizing language skills, teachers can empower learners to explore and engage with English and Arabic effectively. However, negative consequences should be used with caution in order to minimize students feel anxious and stressed. While extrinsic motivation can encourage students to begin learning English, it is intrinsic motivation that leads to long-term success. Combining both intrinsic and extrinsic motivation is essential in helping students realize their full potential in English language learning

Students really understand that English gives them a feeling of success in life (40%) strongly agree. And extrinsic motivation that influences students are also about learning English is useful for getting a good job (60%) strongly agree.

Interplay Between Intrinsic and Extrinsic Motivation:

A balanced interplay between intrinsic and extrinsic motivation is essential for success. Extrinsic rewards can initially boost motivation, but intrinsic interest sustains long-term commitment. Overemphasis on extrinsic factors may hinder genuine enjoyment of language learning like said in Fakhruddin (2021) among *Pesantren* students. Observing the interplay in classrooms reveals fascinating dynamics related to language motivation. For instance, a student who initially learns English for academic grades (extrinsic motivation) may gradually develop a genuine interest in English literature (intrinsic motivation) over time.

Extracurricular language programs play a significant role in enhancing both intrinsic and extrinsic motivation. Activities such as language clubs, cultural events, and language immersion trips contribute to students' overall motivation. Additionally, teachers play a crucial role in fostering intrinsic motivation by maintaining a positive attitude toward language learning and showing genuine interest in their child's progress. Subakthiasih and Putri's (2020) also said in their study, that the students expressed a self-driven desire to enhance their English skills and willingly devoted their free time to language learning at *pesantren*.

Kaharuddin and Hejeniaty's (2020) said that integrating technology into language classes directly impacted the motivation. In this study, technology, while providing engaging language resources, should be balanced to prevent excessive reliance, which

might shift motivation from intrinsic to extrinsic. Social media can connect learners to authentic language use and cultural contexts in order to improve their communication skills, and also to be more successful in their studies and careers in the global era.

Extrinsic rewards can initially boost motivation, but intrinsic interest is much better at sustaining commitment. Provide rewards that are relevant to students' interests and give them recognition for their efforts and achievements.

Negative consequences such as punishment or low grades, can motivate students to learn English more diligently, but it should be used with caution in order to minimize students feel anxious and stressed. Proficiency levels also impact motivation: beginners may rely more on extrinsic factors, while advanced learners often find intrinsic enjoyment in language use.

To enhance this interplay, educators should balance structured language instruction with opportunities for creative expression, emphasizing effort and progress over grades. Tailoring teaching strategies, use engaging, and interactive learning methods are important to accommodate diverse motivations and using a variety of materials can further engage both intrinsic and extrinsic aspects of language learning.

The interplay between intrinsic and extrinsic motivation is complex but crucial for successful language learning. Educators and policymakers must recognize the dynamic nature of learners' motivation profiles and create environments that foster both types of motivation. By integrating motivational interventions, we can enhance language persistence, engagement, and ultimately, learners' achievement in second language contexts.

Researchers have identified different "motivation profiles" based on the combination of intrinsic and extrinsic motivation that a learner possesses. Here are some common profiles: High Intrinsic / Low Extrinsic: Learners who are primarily driven by internal desires and enjoyment of the language learning process. High Extrinsic / Low Intrinsic: Learners who are motivated by external factors but may lack the internal drive to persist through challenges. Balanced: Learners who are motivated by a combination of internal and external factors. While there's no single "ideal" profile, research suggests that a strong intrinsic motivation is often linked to greater success in language learning. Learners with a balanced profile can also be successful, as extrinsic factors can provide initial motivation to start learning, while intrinsic factors can help them stay engaged in the long run.

In summary, understanding the delicate balance between intrinsic and extrinsic motivation empowers educators to create impactful language learning experiences. Let us continue exploring innovative ways to motivate language learners and unlock their full potential.

CONCLUSION

Education is crucial in today's globalized world, especially as science advances rapidly, making higher education essential for skill enhancement. Personal growth, including language proficiency, is vital, with English being a must-learn language due to

its global prominence. In Indonesia, English is taught from elementary school through university, and proficiency in the language is critical for understanding important literary works. Islamic boarding schools (pesantren) play a significant role in language acquisition by providing a unique environment where students develop strong bonds with teachers while emphasizing core values. A simple research study found that intrinsic motivation among high school students is key to English language learning, although extrinsic motivation also plays a role. Factors influencing intrinsic motivation include the understanding that English is essential for achieving educational goals and applying it in daily life. Extrinsic motivation, such as the importance of good grades and the role of the Language Task Force (SATGAS BAHASA) in one modern Islamic boarding school, also contributes to students' enthusiasm for language learning. Future research could explore motivation profiles across different high schools or track motivation levels and their impact on language learning over time.

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