

CHAPTER I INTRODUCTION

This chapter discusses the background of the problem, research problems, research objectives, problem limitations and research benefits.

1.1 Context of The Research

The era of globalization has brought significant changes in various aspects of life, including education. Mastery of English is becoming an increasingly vital skill, not only for academic purposes but also to increase competitiveness in the world of work. The ability to speak English is now seen as an indicator of the readiness of the younger generation to face global challenges.

In the context of learning English as a second language in Indonesia, Madrasah Tsanawiyah (MTs) plays a strategic role as an institution that introduces English learning formally. MTs students, especially grade nine, face a double challenge: mastering English as a foreign language while preparing for the national exam.

Gardner and Lambert's (2001) motivation theory highlights the importance of understanding integrative and instrumental motivation in second language learning. Dörnyei (2009) further reveals that language learning motivation is closely related to learners' identity and their future aspirations. An in-depth understanding of these motivational dynamics is key in developing effective learning strategies.

Deci and Ryan (2002) in the book "Handbook of Self-Determination Research" state that intrinsic motivation is a person's natural tendency to assimilate, master, have spontaneous interests, and explore which is important for cognitive and social development, and is a major source of pleasure and vitality throughout life while extrinsic motivation Ryan and Deci (2002) define extrinsic motivation as a construct that arises when an activity is performed to achieve a separate result. Extrinsic motivation differs from intrinsic motivation which refers to doing an activity just to enjoy the activity itself, not its instrumental value.

According to Brown (2000), English as a foreign language (EFL) is a language learned in an environment where it is not widely used in everyday life. English is learned primarily in the classroom and is rarely used in communication outside the academic environment.

Richards & Schmidt (2010), English as a foreign language is a language learned by individuals living in a country where English is not the primary language. Its use is limited to specific situations such as education, business, or travel.

Harmer (2007), English as a foreign language is different from English as a second language (ESL). In the EFL context, learners have little or no opportunity to use English outside the classroom, whereas in the ESL context, learners can use it in everyday life.

According to Krashen (1982), foreign language learning such as English is more effective if done in an environment that supports communicative interaction. However, in EFL contexts, limited exposure to English can be a barrier to natural language acquisition.

Crystal (2003), English has become a global language, so although it is considered a foreign language in many countries, the need to learn it continues to increase due to its role in international communication, technology, and education.

Considering the complexity of the issue, research on students' motivation in learning English at MTs Miftahul Midad Lumajang is very important to be conducted. This research is expected to provide a comprehensive understanding of the factors that influence students' learning motivation and produce practical recommendations to improve the effectiveness of English language learning. The findings of this research can later contribute to the development of more adaptive and effective learning strategies, not only for MTs Miftahul Midad but also for similar educational institutions in Indonesia.

Through a systematic approach in examining students' English learning motivation, this research has the potential to provide valuable insights for the practice of English education at the MTs level. The results of the study can serve as a foundation for formulating learning policies and strategies that are more

responsive to the needs and challenges faced by students in learning English as a second language

Therefore, the author chose the title: *“The Students’ Motivation in Learning English as a Foreign Language on The Ninth Grade at MTs. Miftahul Midad Lumajang”*

1.2 Focus of The Research

- 1) How are the intrinsic motivations of ninth grade students in learning English described at MTs Miftahul Midad Lumajang?
- 2) How are the extrinsic motivations of ninth grade students in learning English described at MTs Miftahul Midad Lumajang?
- 3) How do the ninth grade students experience maintaining their motivation to learn English at MTs Miftahul Midad Lumajang?

1.3 Objectives of the Research

- 1) To describe the intrinsic motivations of ninth grade students in learning English at MTs Miftahul Midad Lumajang.
- 2) To describe the extrinsic motivations of ninth grade students in learning English at MTs Miftahul Midad Lumajang.
- 3) To explain the ninth grade students experience maintaining their motivation to learn English at MTs Miftahul Midad Lumajang.

1.4 Significance of the Research

Significance of the research consists of Theoretical Significance and Practical Significance.

1.4.1 Theoretical Significance

The results of this research are expected to contribute to the development of science, especially in the field of educational psychology and second language learning. This research can enrich the understanding of the complexity of English language learning motivation in the context of Islamic education in Indonesia, especially at the Madrasah Tsanawiyah level. The findings of this study can also

serve as a foundation for the development of language learning motivation theories that are more contextual to Indonesian socio-cultural conditions.

1.4.2 Practical Significance

The Practical significance of the research has benefits for The Teachers, Schools, Students and Researcher

1) Teachers

This research can provide an in-depth understanding of the dynamics of students' motivation in learning English. This understanding can assist teachers in developing learning approaches that are more responsive to students' needs and experiences. Teachers can utilize the results of this study to create a learning environment that is more supportive of students' motivation.

2) Schools

The findings of this research can be a material for reflection and consideration in the development of English language learning policies at MTs. Miftahul Midad Lumajang. Schools can utilize the results of the research to design support programs that are more in line with the needs of students in English language learning.

3) Students

Through participation in this research, students had the opportunity to reflect on their learning experiences and understand more about their own learning motivation. The results of the research can help students develop more effective strategies in maintaining their motivation to learn English.

4) The Researcher

This research provides an opportunity for the researcher to develop a deeper understanding of the complexity of motivation in second language learning. The experience of conducting this qualitative research can also improve the researcher's ability to understand and interpret the learning experience from the students' perspective.

1.5 Scope and Limitations of The Research

This study focuses on intrinsic and extrinsic motivation of the students in English subject at Madrasah Tsanawiyah Miftahul Midad Lumajang. This study obtained data from observations, and interviews and questionnaires.

1) Observations

Researchers can conduct direct observations in the classroom to see how the intrinsic and extrinsic motivations of the students learning English as a foreign language.

2) Interviews

Interviews with English teachers to find out their opinions on their intrinsic and extrinsic motivations of the students learning English as a foreign language.

3) Questionnaires

Questionnaires can also be given to students to find out their perceptions of their motivation maintenance in learning English as a foreign language.

1.6 Definitions of The Key Terms

Here are the definitions of key terms relevant to this study:

1) Students

Students are members of society who seek to develop their potential through the learning process available at certain paths, levels, and types of education. (Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System)

2) Motivation

Motivation is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose. (Hamzah B. Uno 2011)

3) Learning English

English language learning is a process of interaction between learners and educators and learning resources in a learning environment that involves providing assistance to learners in acquiring English language skills. (Tarigan, H.G. 2009)

4) Foreign Language

A foreign language is a language learned in an environment where it is not used as a natural language of daily communication and is usually learned only in the context of a formal classroom. (Brown 2001)

5) Intrinsic

Intrinsic motivation is motivation that comes from within a person without the need for external stimulation because within each individual there is already an urge to do something. (Sardiman A.M. 2012)

6) Extrinsic

Extrinsic motivation is motives that are active and function due to external stimuli or influences. (Sardiman A.M. 2012)

7) Globalization

Globalization is the process of international integration that occurs due to the exchange of worldviews, products, thoughts, and other aspects of culture caused by advances in transportation and telecommunications infrastructure. (Steger, Manfred B. 2017)

CHAPTER II

LITERATURE REVIEW

This chapter discusses Previous Studies, English Language, English as A foreign Language, Learning Motivations that explains about definition, function, types, Factors that Influence Learning Motivation and indicator of Learning Motivations.

2.1 Previous Studies

The first research was conducted by Idham Kholid (2017:12), with the title Motivation in Foreign Language Learning. This research uses Gardner's (1972:33) literature review method, about motivation is quite influential in studies in the field of foreign language teaching.

A longitudinal study conducted by Pratiwi and Mulyani (2023:58) in various MTs showed that student motivation tends to fluctuate during the study period, with the lowest point in the second semester of grade eight. This phenomenon is confirmed by Rahman and Setiyadi's (2021) research which found that geographical factors and school facilities affect students' motivation levels in learning English.

Nurhalimah (2020:27) in her research at MTs As-Salam Jakarta found a positive correlation between learning motivation and students' English achievement, emphasizing the importance of motivational aspects in successful learning.

At the East Java regional level, Rahman and Setiyadi's (2021) study revealed that geographical factors and the availability of learning facilities have a significant influence on MTs students' English learning motivation. This finding is reinforced by Widodo and Cahyani's (2023) study in three MTs in East Java which emphasizes the crucial role of teachers in building and maintaining student motivation through innovative learning approaches.

Fahrurrozi (2021:50) in his research identified that changes in learning methods can significantly affect students' learning motivation. Meanwhile,

Pratiwi'S (2022:28) found that ninth grade students often experience psychological pressure in learning English due to the demands of the national exam, which could potentially affect their learning motivations.

2.2 English Language

English is an international language that is widely used to communicate between nations. Therefore, English is considered important in the absorption and development of science and technology and cultural arts between nations. So English is a necessity for learners to be able to communicate in various situations in English.

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According to Crystal (2003:35), English is a Germanic language that originated in England and has developed into a global language. English is the most widely used language in the world, either as a mother tongue, second language, or foreign language.

According to Graddol (1997:22), English currently functions as a lingua franca or language of global communication. states that technological, economic, and cultural developments have pushed English to become the main language in international communication. This is also supported by Crystal (2003:17) who explains that English is used in various fields, such as business, diplomacy, and academics.

2.3 English as A Foreign Language

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from second language, a foreign language is a language that is not used as a means of communication in the particular country being taught. While a second language is the main language but one of the languages used in general relevant to the field of (second) language acquisition and learning, namely educational ethnography and ethnography of communication.

Dullay, Burt and Krashen (1998:78) believe that second/foreign language acquisition of children under the age of ten is much better than puberty-aged children. Therefore, the decision

of the Minister of Education and Culture is considered quite strategic and a step forward in the teaching of English in Indonesia. So far, English has been taught from the junior high school level and the results have not been satisfactory.

It was designated as the first foreign language in accordance with the decree of the Minister of Education and Culture No. 096/1967. The choice of English as the first foreign language in Indonesia among other foreign languages is based on several considerations that Indonesian cannot be used as a means of communication with the outside world. The fact that English is the language of international communication, the language of science, modern technology, trade, politics and is used in almost all fields, English should clearly be given the first priority to be learned in other foreign languages. The role of English will be achieved if the education system can take place properly, because education plays an important role in efforts to improve human resources (HR) that support the nation's ability.

2.4 Learning Motivation

2.4.1 Definition of Learning Motivation

According to Muhabbin Syah (2013:23), learning motivation is the overall driving force within students that causes learning activities and ensures the continuity of learning activities, so that the desired goals can be achieved. Based on the above opinion, it can be concluded that learning motivation is a series of driving forces that come from within and from outside to carry out learning activities so that it causes changes and the goals desired by students can be achieved. Meanwhile, according to Iskandar (2012:30), learning motivation is motivation that is applied in teaching and learning activities with the overall psychological drive in students that gives rise to learning activities, ensuring the continuity of learning in achieving a goal. Based on the above opinion, it can be understood that learning motivation is the driving force in students to carry out learning activities. Motivation grows because of the desire to be able to know and understand something and encourage and direct students' interest and learning so that they really learn.

According to Dimiyanti and Mudijono (2009), learning motivation is a mental force that encourages learning or a mental drive that drives and directs human behavior (learning behavior). The essence of learning motivation is internal and external encouragement in students who are learning to make changes in behavior.

According to Mc. Donald (2012:42), motivation is a change in energy in a person characterized by the emergence of “feeling” and preceded by a response to a goal. From the understanding put forward by Mc. Donald contains three important elements:

- a. That motivation initiates energy changes in every human individual. The development of motivation will bring some energy changes in the “neurophysiological” system in the human organism. Because it involves changes in human energy (although motivation arises from within humans), its appearance will involve human physical activities.
- b. Motivation is characterized by the emergence, feeling/feeling, affection of a person. In this case motivation is relevant to psychological, affectionate and emotional issues that can determine human behavior.
- c. Motivation will be stimulated because of a goal. So motivation in this case is actually a response to an action, namely the goal. Motivation does arise from within humans, but its emergence is due to being stimulated / encouraged by another element, in this case it is a goal. This goal will involve a matter of need.

2.4.2 Functions of Learning Motivation

According to Oemar Hamalik (2010:42) suggests that:

- a. Encourage the emergence of behavior or an action. This means that without motivation, no action will arise.
- b. Motivation functions as a guide. This means directing action towards achieving the desired goal.
- c. Motivation as a driver. The amount of motivation will determine the speed or slowness of a job.

Based on the function of motivation above, it can be understood that the function of learning motivation is as a driving force, direction and activator for students to carry out learning activities or activities properly. So that the desired goals will be achieved such as getting satisfactory learning results.

According to Nanang Hanafiah & Cucu Suhana (2012), it states that:

- a. Motivation is a driving tool for student behavior.
- b. Motivation is a tool to influence students' learning achievement.
- c. Motivation is a tool to provide direction towards achieving learning goals.

d. Motivation is a tool to build a more meaningful learning system.

Based on the above functions, it can be concluded that motivation has the most dominant function in the learning process. Without motivation the learning system will not run well and the desired learning objectives will not be achieved.

According to Rahman Abror (2012:54) suggests that:

- a. Arouse, invite students to learn.
- b. Hope what can be done after the end of the lesson.
- c. Intensive rewards for future achievements.
- d. Discipline uses rewards and punishments to control deviant behavior.

Based on the function of learning motivation above, it can be concluded that motivation is very important in the learning process activities, because good motivation in learning will make students motivated in learning.

2.4.3 Types of Learning Motivations

Ryan & Deci (2000:31) suggest that motivations is divided into three types namely intrinsic motivation and extrinsic motivation.

a. Intrinsic Motivation

Intrinsic motivation is a drive that arises from within an individual without external pressure, but because of interest or satisfaction in doing an activity. Someone does something because they feel interested, enjoy, or get satisfaction from the activity.

b. Extrinsic Motivation

Extrinsic motivation is the drive that arises due to external factors, such as rewards, punishments, or social pressure, that influence individual behavior. This motivation comes from external factors that encourage individuals to do something to get a reward or avoid punishment. Deci & Ryan divide extrinsic motivation into four levels based on the extent to which external controls influence individuals:

1. External Regulation

Individuals are motivated by external factors, such as rewards, praise, or threats of punishment.

2. Introjective Regulation

Individuals do something because they feel pressure from within, such as guilt or obligation.

3. Identification Regulation

Individuals begin to understand and accept the benefits of an activity, even though it initially comes from external factors.

4. Integration Regulation

This motivation almost resembles intrinsic motivation because individuals have fully internalized the value of the activity in their personal identity.

2.4.4 Factors that Influence Learning Motivation

Factors that Affect Learning Motivation According to Syah (2011:52) suggests that:

- a. Teachers play an important role in influencing student learning motivation through the teaching methods used in delivering subject matter. In certain lessons, the teacher must use a teaching method that is suitable for the material to be conveyed because this greatly affects one of the objectives of learning itself.
- b. Parents and family play a role in guiding, helping and directing children in overcoming difficulties that may be faced in learning.
- c. Community and learning environment in school-age children. The environment that greatly affects learning motivation is the influence of friends.

Based on the factors above, it can be concluded that the factors that influence learning motivation can be from around the student's environment, both in the school environment and the student's living environment. Where teachers, families and people around students live can be one of the factors that influence student learning motivation and a driving factor for students to be active in the learning process at school which will increase student learning motivation.

2.4.5 Principles of Learning Motivation

According to Oemar Hamalik (2013:53), it is stated that:

- a. Praise will be more effective than punishment.
- b. All students have psychological needs.
- c. Motivation that comes from within the individual will be more effective than motivation that is imposed from outside.

- d. It is necessary to monitor harmonious actions.
- e. Motivation is easy to spread or spread to others.
- f. A clear understanding of the goals will stimulate motivation.
- g. Self-imposed tasks will generate greater interest in doing them than tasks imposed by the teacher.
- h. External praise is sometimes necessary and effective enough to stimulate real interest.
- i. A variety of teaching techniques and processes will be effective in maintaining student interest.
- j. The benefits of interest already possessed by students are economic.
- k. Activities that will stimulate students' interests may be meaningless for students who are classified as clever.
- l. Great anxiety will cause learning difficulties.
- m. Weak anxiety and frustration can help learning, it can also be better.
- n. If the task is not too difficult and if it is not there, frustration quickly leads to regression.
- o. Each student has a different level of frustration tolerance.
- p. Group pressure (per group) is mostly more effective in motivation than pressure or coercion from adults.
- q. Great motivation is closely related

From the explanation above, it can be concluded that the principles of motivation can be said to be the interest of the lesson, as a teacher to motivate students to learn, pay attention to students' learning interests and creativity. And it is better to use lesson strategies using groups, so that lessons are more effective.

2.4.6 Indicators of Learning Motivation

The indicators put forward by Hamzah B. Uno (2011:67) are:

- a. The desire and desire to succeed.
- b. The existence of encouragement and needs in learning.
- c. The existence of future hopes and aspirations.
- d. The existence of appreciation in learning.
- e. The existence of interesting activities in learning.
- f. There is a conducive learning environment, so that it allows a student to learn well.

From the explanation above, it can be concluded that everyone can assess motivation in others. Every student must have a deep desire and purpose in learning.

According to Nana Sudjana (2009:28), suggests that:

- a. Students' interest and attention to the lesson.
- b. Student enthusiasm for doing their learning tasks.
- c. Responsibility in doing their learning tasks.
- d. The reaction shown by students to the stimulus given by the teacher.
- e. A sense of pleasure and satisfaction in doing the assigned tasks.

Based on the explanation above, it can be concluded that in order for students to have high motivation in lessons, students must have interest and also reactions, such as a sense of pleasure, listening to what the teacher says during the lesson, and doing assignments happily.

Based on the various opinions above, it can be concluded that indicators are needed as a reference for student learning motivation, one of which is an indicator consisting of desire, enthusiasm and need in learning.

CHAPTER III METHODOLOGY OF THE RESEARCH

This chapter provides a deeper understanding on the methodological procedure conducted in this research. This chapter is divided into sections including method and design of the research, place and the time of the research, data and data sources, technique of data collection, technique of data analysis.

3.1 Research Design

This study uses a qualitative approach with a descriptive method. According to Sugiyono (2019:32), qualitative research is research that aims to understand phenomena in depth through data collection in a natural context, with the researcher as the main instrument. This approach emphasizes meaning, interpretation, and in-depth understanding of the social situation being studied. The qualitative descriptive method was chosen because it is suitable for describing in detail the motivation of students in learning English without treating or manipulating certain variables.

Descriptive qualitative research allows researchers to explore reality as it is in the school environment, so that the data obtained is rich, in-depth, and contextual. Sugiyono (2019:34) asserts that qualitative research places the researcher as the main instrument directly involved in the data collection and analysis process, with the aim of understanding phenomena holistically. In this context, the research was conducted to capture students' intrinsic and extrinsic motivations in detail based on their real experiences in the classroom.

The reason for choosing a qualitative descriptive method is that the focus of this study is not only to measure students' motivation levels, but also to emphasize a deeper understanding of the factors that influence motivation. The researcher wants to provide a rich and comprehensive picture of the students' experiences, including the role of teachers, the learning environment, and individual factors that influence motivation. With this design, the researcher can reveal findings that are not only in the form of numbers or statistics, but also stories and interpretations that reflect real conditions.

In addition, this method was chosen because this study involved MTs students who have diverse backgrounds and learning experiences. The qualitative descriptive approach allows flexibility to explore broader information and interpret data based on the students' socio-cultural

context. According to Sugiyono (2019:34), this flexibility is very important so that researchers can adjust research instruments to the dynamics in the field and focus the analysis on themes that emerge from the data.

Thus, the selection of qualitative descriptive methods is highly relevant to answer research questions that emphasise a comprehensive understanding of the phenomenon of learning motivation. Researchers not only act as data collectors, but also as observers, analysts, and interpreters of field findings, so that the research results can contribute theoretically and practically to the development of English language learning in schools.

3.2 Research Location

The research location is Madrasah Tsanawiyah Miftahul Midad Lumajang, Jln. Musi No.17 Sumberejo, Sukodono, Lumajang. Madrasah Tsanawiyah Miftahul Midad is under the auspices of the Miftahul Midad Lumajang Foundation.

3.3 Research Subject

The subjects of this study were Year 9 students at MTs. Miftahul Midad Lumajang in the 2024/2025 academic year. The subjects were selected using purposive sampling, a technique for selecting data sources based on specific considerations Sugiyono (2019:40). This technique was chosen because the researcher wanted to obtain in-depth information from participants who were considered most relevant to the focus of the study, namely motivation in learning English. Grade IX was chosen because students at this level already had more extensive experience in learning English and were able to reflect on their learning process more maturely.

According to Sugiyono (2019:43), purposive sampling is used to select participants who can provide the richest information about the phenomenon being studied. In this study, English teachers were also involved as additional informants to provide a contextual perspective on student motivation in the classroom. Teachers were selected because they have direct interaction with students during learning, so they can provide data that enriches the analysis and strengthens the research findings.

Participants in this study were selected based on criteria such as active involvement in class, interest in learning English, and variation in academic achievement to obtain a picture of diverse student motivation. These considerations were taken so that researchers could explore the

factors that influence motivation more broadly.

The purposive sampling approach allowed researchers to focus on participants who had relevant experience with the research topic. In line with Sugiyono (2019:43) view, qualitative research does not focus on the number of participants, but on the depth of information obtained. Therefore, the number of participants was determined based on the need to achieve data saturation, which is the condition when the information obtained from participants begins to repeat itself and there are no new significant findings.

With a planned and academically-based selection of subjects, this study is expected to produce rich and comprehensive data on students' motivation in learning English. This strategy strengthens the validity of the findings because each participant is selected based on their direct relevance to the research objectives.

3.4 Data Collection Techniques

The data collection techniques in this study were developed based on a descriptive qualitative approach with the aim of obtaining in-depth and comprehensive information about students' motivation in learning English. According to Sugiyono (2019:34), in qualitative research, data collection is carried out naturally with the researcher as the main instrument, so that direct interaction with the research subjects is very important for understanding the phenomenon in depth. In this context, the researcher used three main techniques, namely interviews, observation, and questionnaires, to strengthen the findings and validate the data through method triangulation.

In-depth interviews were used to obtain data on students' perceptions, experiences, and motivation directly. Sugiyono (2019:36) refers to interviews as an effective method for gathering detailed information because they allow researchers to ask follow-up questions based on participants' answers. Interviews were conducted face-to-face with selected students and English teachers as supporting informants. The interview questions were structured in a semi-structured form, so that researchers could explore topics more flexibly while remaining focused on the research objectives.

Direct observation was conducted to observe student behaviour during the English language learning process. This observation technique aimed to obtain authentic data on student motivation based on their actual actions in the classroom. The observation was carried out using

a pre-prepared observation sheet so that the researcher could record teacher-student interactions, student engagement levels, and student responses to the material being taught. According to Sugiyono (2019:42), observation in qualitative research helps researchers obtain a complete picture of the context because it is carried out directly at the research location.

Questionnaires were used to supplement the data obtained through interviews and observations. This instrument contained written questions designed to measure students' intrinsic and extrinsic motivation tendencies. Questionnaires were chosen because they could reach more respondents in a relatively short time, while also providing simple quantitative data to support qualitative analysis. Sugiyono (2019:38) emphasised that the simultaneous use of various instruments could increase the accuracy of research results because each technique complemented the others.

By using a combination of interviews, observations, and questionnaires, researchers can triangulate methods to ensure data validity. This approach is in line with qualitative research principles that emphasize data validity through confirmation from various sources and techniques. The data collection process was carried out in stages, beginning with an introduction to the school context, classroom observations, questionnaire distribution, and in-depth interviews, so that researchers could gain a comprehensive understanding of student motivation.

3.5 Method of Data Analysis

Data analysis in this study was conducted using descriptive qualitative methods, referring to the Miles and Huberman analysis model cited by Sugiyono (2019:39). In qualitative research, data analysis is a process that occurs simultaneously from the beginning of data collection to the preparation of reports. Data is analyzed to find patterns, themes, and relationships that can explain the phenomenon of student learning motivation in depth. This analysis process involves three main steps, namely data reduction, data presentation, and conclusion drawing and verification.

Data reduction is the process of selecting, focusing, simplifying, and transforming raw data obtained in the field into more structured information. Data from interviews, observations, and questionnaires were selected and categorized according to the focus of the study, such as intrinsic motivation, extrinsic motivation, and influencing factors. According to Sugiyono (2019:41), data reduction is an important step in organizing information so that researchers can

focus their analysis on significant findings and ignore irrelevant data.

Data presentation is carried out by compiling reduced information into narratives, tables, or matrices for ease of understanding. In this study, data is presented primarily in the form of narrative descriptions supplemented with direct quotations from participants to provide clear context. Sugiyono (2019:43) states that data presentation in qualitative research makes it easier for researchers to see patterns, relationships between categories, and the phenomena being studied. Systematic data presentation helps readers understand student motivation comprehensively based on the results of observations and interviews.

Conclusion drawing and verification are the final stages of data analysis, where researchers interpret the meaning of the data based on the patterns, categories, and themes that emerge. Preliminary conclusions are continuously verified during the research process to ensure that the findings are truly supported by valid data. Sugiyono (2019:45) emphasizes that the verification process is very important to avoid misinterpretation, so that every conclusion reached has a strong basis. Verification is carried out by comparing data from various sources and techniques, which is also part of research triangulation.

By implementing these steps, data analysis is not only descriptive but also reflective, as researchers are directly involved in the process of interpreting the meaning of data. This analysis model was chosen because it is in line with the objectives of qualitative research, which emphasizes a deep and holistic understanding of phenomena. Thus, the data analysis techniques used are able to provide a comprehensive picture of the intrinsic and extrinsic motivations of students in learning English at MTs. Miftahul Midad Lumajang.

3.6 Validity of Data

To ensure that the data obtained in this study is valid and reliable, the researcher tested the validity of the data using triangulation techniques. This testing is important because qualitative research is highly dependent on the accuracy of field data, thus requiring strategies to verify the accuracy of the information. Triangulation was chosen as the main step to reduce researcher bias, strengthen findings, and ensure that every conclusion drawn truly reflects the actual conditions. By applying triangulation, researchers can obtain a more comprehensive and thorough picture of students' motivation in learning English at MTs. Miftahul Midad Lumajang.

Triangulation is a technique for examining the validity of data by utilizing something

outside the data itself for the purposes of checking or comparison. According to Sugiyono (2019:46), triangulation is used to increase confidence in research findings by comparing information from various sources or data collection techniques. In this study, source triangulation and method triangulation were used.

Source triangulation was carried out by comparing information obtained from various parties, namely students and English teachers. Teachers were involved to provide additional perspectives on student motivation and behavior during the learning process, so that researchers could obtain a more comprehensive picture. With source triangulation, the data obtained can be confirmed to be more valid because it has been verified from different perspectives.

Method triangulation is carried out by using several data collection techniques simultaneously, namely interviews, observations, and questionnaires. The information obtained from these three techniques complements each other, as interviews provide an in-depth understanding of students' experiences and perceptions, observations reveal actual behavior in the classroom, and questionnaires help map general motivational trends. By combining several methods, researchers can reduce bias and strengthen their findings.

Through the application of triangulation of sources and methods, this study seeks to ensure that the data analyzed truly reflects the phenomena in the field. The accuracy of each piece of information obtained is verified through comparison between sources and techniques, so that the results of the study are scientifically accountable and provide a more complete picture of students' learning motivations.

In qualitative research, data validity is not measured by statistical tests, but through the concept of data validity to ensure that research findings are reliable and accountable. According to Sugiyono (2019:48), data validity in qualitative research can be tested using four main criteria, namely credibility, transferability, dependability, and conformability. The application of these four criteria aims to ensure that the data obtained truly reflects the reality in the field and is not biased.

Credibility relates to the extent to which research data can be trusted. To ensure credibility, researchers use source and method triangulation, which is comparing information obtained from students, teachers, and school documents using interviews, observations, and questionnaires. In addition, the researchers also cross-checked the data sources (member check) by presenting a summary of the findings to the participants to ensure that the data and

interpretations were consistent with their experiences. This step helped to reduce researcher bias and increase the accuracy of the findings.

Transferability relates to the extent to which research results can be used or compared in other similar contexts. Researchers strive to present a rich description of the school background, student characteristics, and the English learning process in detail. The presentation of this detailed information aims to enable readers to assess for themselves the suitability of the research results to similar situations or environments.

Dependability indicates the level of consistency of the findings. To ensure dependability, researchers compile complete records of all stages of the research, from planning, data collection, and use of instruments to the data analysis process. Thus, the research steps can be audited or retraced by other parties who wish to assess the quality of this research process.

Certainty refers to the objectivity of research results. To ensure certainty, researchers strive to present data as it is based on actual evidence. Every conclusion drawn is supported by data, such as direct quotations from interview results and observation notes. All research evidence is stored systematically so that it can be examined by interested parties. Thus, research findings can be confirmed to be sourced from data, not merely the opinions or assumptions of researchers.

By applying these four criteria, the data obtained in qualitative research can be said to be valid and accountable. This strategy also strengthens the validity of the findings, because each piece of information has gone through a layered examination process and reinforcement through triangulation, so that the research results truly reflect the motivation of students in learning English at MTs. Miftahul Midad Lumajang.

3.7 Research Procedures

- 1) Collected through several main methods such as:
 - a) In-depth Interviews: Using open-ended questions to explore participants' perspectives more broadly.
 - b) Participant Observation: Analyzing the behavior, interactions, and environment of research subjects.
 - c) Documentation: Using additional data such as field notes, archives, photographs, or relevant documents.

2) Data Analysis

Data will be analyzed through the stages of data reduction, data presentation, and drawing conclusions and verification. The analysis technique used can be thematic analysis or interactive models such as those developed by Miles and Huberman

3) Data Validation

To ensure the validity of the findings, data triangulation will be carried out by comparing results from various sources or different data collection methods.

4) Research Result

The research results will be in the form of a report that describes the findings in depth, with a rich and reflective description of the phenomenon being studied.

5) Problem Identification

Research begins by identifying relevant and in-depth problems to be studied. The problems chosen must be exploratory and allow for a deeper understanding of a particular phenomenon.

6) Determining the Focus and Objectives of the Research

The researcher will determine the focus of the case study and the research objectives to be achieved. This research will focus to help in limiting the scope of the study so that it remains focused.

7) Participant Selection

Participants will be selected purposively, namely based on certain criteria that are in accordance with the needs of the research. The snowball sampling technique can also be used if more relevant informants are needed.

CHAPTER IV
DATA PRESENTATION & ANALYSIS

4.1 Overview of Research Objects

4.1.1 General Profile of MTs Miftahul Midad Lumajang

School Name : MTs Miftahul Midad

Principal Name : Umar, M.Pd

Address: Jl. Musi No. 17, Sekarputih, Sumberejo, Sukodono, Lumajang
East Java

Phone No. : (0334)884267

NPSN : 69728095

Region : City

School Status : Private

School E-mail : admin@mtsmidadlumajang.sch.id

4.1.2 Vision and Mission of MTs Miftahul Midad Lumajang

Vision: INSAN JITU [Beautiful and Compassionate, Islamic Spirit, Tough and Superior]

Vision Indicator:

Tabell 4.1 Vision MTs Miftahul Midad

Vision	Indicator
Beautiful and Courteous	<ul style="list-style-type: none">- Beautiful and Polite in Dressing- Apply 5S (smile, greeting, greeting, courtesy) to Ustad/Ustdzah, fellow friends, and everyone.- Be polite in speaking both to friends and ustd / ustadzah and to everyone..

<p style="text-align: center;">Islamic Soul</p>	<ul style="list-style-type: none"> - Become a center for fostering and strengthening worship and Akhlaqul Karimah and faith based on Ahlussunnah Waljmaah; - Mastering the treasures of Islamic knowledge Applying Akhlakul karimah in everyday life. - Having a character in accordance with Islamic values - Building the character of the attitude of struggle and sincerity for students. - Accustoming at least 95% of students to pray in congregation - Equipping at least 95% of students to be able to read and write the Qur'an
<p style="text-align: center;">Resilient and Superior</p>	<ul style="list-style-type: none"> - Forming the spirit of independence and entrepreneurship of Learners who are ready to face the Era of Globalization with Iman and Taqwa character - excel in academic and non-academic achievements - The realization of a transparent, accountable, effective and participatory education system - Optimizing the learning process with a varied, innovative, and meaningful approach, including CTL and guidance and counseling services. - Increase the number of students accepted in favorite / superior Madrasahs by at least 75% of the number who graduate. - Developing discipline of all madrasah components (stake holders) to form a strong and sturdy personality as the basis for every activity and as an asset of the madrasah. - Increase the activity and creativity of students through the implementation of intra and extracurricular activities. - Able to place itself as a Madrasah that develops ICT-based education.

	<ul style="list-style-type: none"> - Preserving regional culture through regional language mulok with an indicator of 85% of students being able to speak Javanese according to the existing context. - Equipping 100% of students to be able to access positive information from the internet. - Able to compete with graduates of the same level to continue / be accepted at a higher education level. - Able to think actively, creatively and problem solving skills
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To realize this, the school determines the strategic steps stated in the following mission;

Madrasah Mission

1. To become a center for fostering and strengthening worship, Akhlaqul Karimah and faith based on Ahlussunnah Waljamaah.

- a. Embodying honest, trustworthy and polite attitudes and behaviors,
- b. Realizing a culture of akhlakul karimah,
- c. Realizing madrasah outcomes that are qualified in religious understanding,
- d. Realizing an environment conducive to the practice of Islamic teachings,
- e. Realizing awareness and appreciation in the practice of Islamic teachings.
- f. To familiarize oneself with ubudiyah as a reflection of Islamic propagation.
- g. Instilling the Ahlussunnah Wal Jamaah belief to ward off radicalism in religion and the state.

2. Forming the spirit of independence and entrepreneurship of Learners who are ready to face the Era of Globalization with Iman and Taqwa character.

- a. Realizing Learners who are competent in the field of Entrepreneurship.
- b. Realizing differentiated learning.
- c. Realizing education with a global outlook.
- d. Prepare facilities and infrastructure that support the realization of independence and entrepreneurship of Learners.

3. Excellence in academic and non-academic achievements

- a. Provide coaching for the development of students' interests and talents
- b. Coaching the achievement of Learners in accordance with National standards

- c. Excellence in the acquisition of AMBK results.
 - d. Become a center for the development of life skills components.
 - e. Equipping at least 95% of students to be able to read and write the Qur'an
 - f. Equipping 100% of students to be able to access positive information from the internet.
- 4. *The realization of a transparent, accountable, effective and participatory education system***
- a. Realizing the average affective score of students above the KKM
 - b. Able to place itself as a Madrasah that implements an independent curriculum.
 - c. Increase the activity and creativity of students through the implementation of intra and extracurricular activities.
- 5. *Realizing a healthy, clean and beautiful and modern madrasah environment;***
- a. Performing as a clean and beautiful madrasa
 - b. The realization of an organized and green madrasah environment
 - c. Equipping 100% of students to be able to access positive information from the internet
 - d. Optimizing the learning process with a differentiated approach.
 - e. Optimizing cooperative relationships with various parties to jointly realize education that is in accordance with the demands of the times

4.2 Data Presentation and Analysis

This study aims to describe the motivation of grade IX students of MTs Miftahul Midad Lumajang in learning English as a foreign language. Data were obtained through direct observation in the classroom, in-depth interviews with students and English teachers, and questionnaires based on learning motivation indicators. The data were analyzed descriptively qualitatively through the stages of data reduction, data presentation, and conclusion drawing based on thematic patterns. The analysis was conducted carefully to capture the meaning contained in each student response, while understanding the factors that encourage and maintain motivation to learn English.

4.2.1 Students' Intrinsic Motivations in Learning English

Based on observations made during several English language learning meetings in class IX MTs. Miftahul Midad Lumajang, it was found that some students showed strong and consistent characteristics of intrinsic motivation. This can be seen from their behavior which shows active involvement in every learning activity, both when the teacher conveys material, gives practice questions, and during group discussions. Students with this motivation seem to show high interest in learning, characterized by seriousness in paying attention to the teacher's explanation, noting important points independently, and taking the initiative to complete tasks without having to be reminded. Even when the classroom atmosphere is less conducive, they maintain their focus and are not distracted by the surrounding environment. They also tend to stay on task even when there is no promise of extra marks or sanctions.

Follow-up observations showed that students with intrinsic motivation tend to have high learning initiatives outside of formal lesson time. Some students were seen actively opening digital dictionaries when they found new unfamiliar vocabulary, recording the vocabulary in their personal books, and trying to make example sentences independently. In group discussions, these students are often the main drivers of the discussion, divide the tasks well, and even try to explain the material to their friends in their own way. This initiative comes not because they are ordered by the teacher, but as a form of inner drive to understand the material thoroughly.

The grade IX English teacher, Ustadzah KD, also shared her observations regarding students' motivation to learn that comes from within. In an interview, she said:

"There are some students who from the beginning of the lesson have shown readiness. They bring their own additional notes, diligently ask questions, and often discuss even when the lesson is over. I see that it is not because they are chasing grades, but because they like it and want to be able to do it." (Interview Result, 13 May 2025).

"Ada beberapa siswa yang dari awal pelajaran sudah menunjukkan kesiapan. Mereka membawa catatan tambahan sendiri, rajin bertanya, dan sering berdiskusi bahkan ketika pelajaran sudah selesai. Saya lihat itu bukan karena mereka kejar nilai, tapi memang karena suka dan ingin bisa." (Hasil Wawancara, 13 Mei 2025).

This statement confirms that teachers see a difference between students who learn because of personal interest and those who learn because they have to. Intrinsically

motivated students are more diligent, independent and consistent in their engagement. They show seriousness in following the learning process, and relate what they learn to personal goals or values that are meaningful in their lives.

An interview conducted with a student with the initials MN also clarified the picture of this intrinsic motivation. He stated:

"I like learning English because I want to understand the meaning of the songs I listen to. If I can understand without opening the translator, I feel proud of myself." (Interview Result, 13 May 2025).

"Saya senang belajar Bahasa Inggris karena saya pengen ngerti arti lagu-lagu yang saya dengerin. Kalau saya bisa ngerti tanpa buka translate, saya ngerasa bangga sama diri saya sendiri." (Hasil Wawancara, 13 Mei 2025).

From this statement, it can be seen that MN has a strong personal goal in learning English, which is to understand the content of the music she likes. She does not consider the learning process as a burden or task, but rather as a fun and proud experience. He does not cite grades, praise or coercion as his reasons for learning, but rather the personal satisfaction of being able to understand without help.

Another student, MM, gave a different reason but still showed motivation from within. He said:

"If I can answer English questions without looking at the book, it's like winning. I feel really successful." (Interview Result, 13 May 2025).

"Kalau saya bisa jawab soal Bahasa Inggris tanpa lihat buku, itu kayak menang. Saya ngerasa berhasil banget." (Hasil Wawancara, 13 Mei 2025).

In his statement, MM equates learning success with personal victory, which indicates the emotional value of the learning process. He feels satisfied because he can overcome challenges without help, which means he views the learning process as a means of proving his abilities. MM does not study to get high grades, but to feel the satisfaction of understanding something difficult. This is in line with the concept of intrinsic motivation as the drive to develop personal competence.

Meanwhile, AWY explained that she often practices her English skills in the dormitory independently. She said:

"I like to try to speak English by myself. Sometimes I watch films and imitate the speech. If I can understand, I'm really happy." (Interview Result, 13 May 2025).

“Saya suka nyoba ngomong Bahasa Inggris sendiri. Kadang saya nonton film terus tiru-tiru ucapannya. Kalau bisa ngerti, saya seneng banget.” (Hasil Wawancara, 13 Mei 2025).

She even recorded vocabulary from songs and films in her notebook, and made a small poster of English phrases that she put up in her room. She does not do these activities because of teacher's assignments, but as a personal habit that she enjoys. AWY feels that English makes her feel confident and modern. This shows that her motivation to learn grew from an interest and enjoyment of English itself, not from an academic imperative.

In the qualitatively analyzed open-ended questionnaire results, many students wrote that they felt interested in English because it was challenging and fun to learn. They expressed a high level of curiosity about foreign cultures, and felt proud when they were able to understand English conversations or texts. Some students mentioned that they were happy to be able to understand song lyrics, articles, or the content of dialogue in movies without having to translate the whole thing. Such explanations indicate that students enjoy the learning process because they find the material relevant and meaningful. They are not only orientated towards learning outcomes in the form of grades, but more on the learning process itself.

In other responses, students also wrote that they are used to organizing their own study schedules, such as watching English videos, taking notes on vocabulary, and making practice questions from the internet. Some mentioned that they used to listen to English learning podcasts or audios while doing activities at home. These learning strategies come from personal initiatives, not from teacher instructions or compulsory assignments. These students feel that learning English gives them satisfaction and is part of their self-development. They study because they want to be better, not because they are facing a test or because they are pressurized by parents or teachers.

Furthermore, students also shared that they felt disappointed or dissatisfied if they could not answer English questions even though there was no punishment from the teacher. One student wrote that she felt bad about herself if she failed to understand the material, and it encouraged her to study harder. These feelings show that their standard of success is no longer grades or praise, but personal understanding and achievement. When students are able to evaluate themselves independently and make learning a necessity, it can be said that intrinsic motivation has been strongly embedded. This supports the theories of Sardiman and

Ryan & Deci, that students who have intrinsic motivation will be more persistent, consistent, and tend to learn deeply and sustainably.

4.2.2 Students' Extrinsic Motivations in Learning English

In learning English in class IX MTs. Miftahul Midad Lumajang, there are students who show motivation to learn due to external encouragement, or commonly referred to as extrinsic motivation. Based on observations, the researcher noted that students' enthusiasm for learning increased significantly when the teacher conveyed that certain activities would affect their report card grades, participation in competitions, or would get prizes. Students who previously seemed less active became more enthusiastic about answering questions, completing assignments on time, and trying to stand out in front of teachers and friends. They show high perseverance when learning activities are accompanied by rewards, but tend to decrease their enthusiasm when no incentives are given. This behavior indicates that their motivation stems from the desire to get something that is outside the learning activity itself.

Observations also show that students become more competitive when the teacher gives recognition in front of the class, such as praise or extra marks for active students. When one student managed to answer well and received praise from the teacher, several other students showed increased participation in the following moments. These students are motivated by a desire for attention or social position before the teacher and classmates. Their activeness is more prominent when learning is accompanied by an open grading system, quizzes with prizes, or announcements of assignment results. This shows that learning for some students is not yet a personal need, but is still considered as a tool to achieve external rewards or recognition.

The English teacher, Mrs. KD, also confirmed that many students exhibit learning behavior driven by external influences. She stated:

"Usually, if I say that the value of this assignment will be included in the report card, many are immediately excited. But if I just say this is for practice only, the response is rather weak." (Interview Result, 13 May 2025).

"Biasanya kalau saya bilang nilai tugas ini akan dimasukkan ke rapor, langsung banyak yang semangat. Tapi kalau saya cuma bilang ini untuk latihan saja, responsnya agak lemah." (Hasil Wawancara, 13 Mei 2025).

He also added that when he gives awards such as extra marks or the opportunity to join competitions, students are more enthusiastic and even compete with each other. This shows

that the teacher's role as an incentivize can significantly affect students' learning motivation. In this case, motivation does not come from within the student, but because of external encouragement, such as grades, prizes, and teacher approval.

Interviews with several students reinforced these observational findings. Student with the initials FR stated:

"I study English so that I get good grades. If I get bad grades, my parents will scold me." (Interview Result, 13 May 2025).

"Saya belajar Bahasa Inggris supaya nilai saya bagus. Soalnya kalau nilai jelek bisa dimarahi orang tua." (Hasil Wawancara, 13 Mei 2025).

This statement illustrates that pressure from parents is the main factor that encourages him to study. In this case, learning activities are not driven by interest in the subject matter, but because of the desire to avoid negative consequences from outside.

Another student, MMF, said that he was motivated to be active in English lessons when the teacher incentivized him with extra marks. He said:

"If the teacher gives extra marks for those who are active, I am eager to answer. But if not, it's just normal." (Interview Result, 13 May 2025).

"Kalau gurunya kasih nilai tambah buat yang aktif, saya semangat jawab. Tapi kalau enggak, ya biasa aja." (Hasil Wawancara, 13 Mei 2025).

MMF recognizes that his learning motivation is highly dependent on the presence or absence of external incentives. This shows that his motivation is not yet stable or independent. He still learns because of the lure of rewards that come from outside, not because he likes English lessons or feels the need to master them personally.

Student NN also said that she learnt English more vigorously when she was appointed to represent the school in a competition. She said:

"I actually just like English lessons. But when I was appointed to participate in the competition, I became eager to learn so I wouldn't be embarrassed when I performed." (Interview Result, 13 May 2025).

"Saya sebenarnya biasa aja sama pelajaran Bahasa Inggris. Tapi waktu ditunjuk ikut lomba, saya jadi semangat belajar biar nggak malu pas tampil."

NN's statement shows a form of extrinsic motivation related to social responsibility and self-image. She learns not because she wants to understand the lesson, but because she wants to

perform well in public and maintain the good name of the school. This falls into the category of introjected regulation, where individuals learn because of external emotional pressures, such as shame, prestige, or social acceptance.

The questionnaire results also showed that many students explained that the reason for learning English was because of grades, parental expectations, or pressure from the environment. In the open answers, students wrote reasons such as ‘to get high grades’, ‘to avoid being scolded by parents’. They did not mention much about the pleasure of learning English, but emphasized more on the results and impact of the learning activities. This reinforces that their motivation is still instrumental and dependent on the presence of external factors.

Some students in the questionnaire wrote that they only feel excited to learn if the class atmosphere is pleasant, there is a ranking system, or when the teacher mentions that the learning results will be announced openly. They feel encouraged if there are rivals or challenges, especially those related to grades and reputation in the class. However, when there are no assessment targets or competitions, they admit to losing motivation. This shows that their motivation is fluctuating and unstable, and is determined by the incentive structure in the learning environment.

Some students also admitted that they felt pressured to learn English because of their parents' expectations. Some wrote that their parents emphasize the importance of English because they want their children to be able to work abroad or continue their education to a higher level. This kind of pressure can be an effective initial motivation, but if it is not accompanied by awareness and pleasure in learning, it is feared that it will weaken long-term motivation. Teachers need to understand this condition and find ways to redirect external motivation into internal motivation through learning approaches that are more meaningful and relevant to students.

4.2.3 Student Experience in Maintaining Motivations to Learn English

In the English learning process in class IX MTs. Miftahul Midad Lumajang, the researcher observed students' efforts to maintain their enthusiasm and consistency in learning despite being in a learning situation that is not always ideal. Some students seemed to have consistent learning habits, such as always arriving on time, bringing extra books,

taking notes independently, and not being easily distracted by distractions in the classroom. Even when the teacher does not give assignments or assessments, they still do the exercises or re-read the previous material.

Furthermore, students who are able to maintain their motivation are seen to utilize time outside of class hours to continue learning English. They actively participate in extracurricular activities such as English Club, access online learning media, and discuss with peers who are considered more advanced. Even in group discussion activities, these students tend to take an important role, become the main idea generator, or become the spokesperson of the group. This shows that their enthusiasm for learning is not only maintained in the classroom, but also carries over outside the formal learning space. They learn not just for a momentary need, but as part of a sustainable learning lifestyle. This confirms that maintaining learning motivation is not just a matter of initial enthusiasm, but also about building regular and meaningful habits.

In one of the observation sessions, the researcher noted that a student continued to complete the group assignment despite his friends' inactivity. He was seen working on other friends' parts without complaining, then presenting them confidently in front of the class. Even though the teacher did not give him additional marks, the student still seemed satisfied with his personal achievement. This kind of attitude is a reflection of a self-regulated learner, which is a student who learns based on personal needs and goals, and does not depend on the reward system.

The results of interviews with several students corroborate the observation findings that students have their own experiences and strategies to maintain their learning motivation. One student, MRI, said that she maintains her enthusiasm for learning by combining learning and entertainment. She said:

"When I am bored of studying, I watch films with English subtitles. So while having fun, I also keep learning." (Interview Result, 13 May 2025).

"Kalau saya lagi bosan belajar, saya nonton film pakai subtitle Bahasa Inggris. Jadi sambil senang-senang juga tetap belajar." (Hasil Wawancara, 13 Mei 2025).

This strategy shows that the student endeavors to stay connected to the learning material without rigidly imposing herself. He chooses a flexible approach that suits his personal interests to maintain his enthusiasm for learning.

Another student, MI, revealed that she usually re-learns the material that has been taught by re-reading the LKS book or notebook. She said:

"I usually repeat the lessons by myself in the dormitory. I read slowly, then try to make new sentences from the vocabulary taught by the teacher." (Interview result, 13 May 2025).

"Saya biasanya ulangi materi pelajaran sendiri di asrama. Saya baca pelan-pelan, terus coba bikin kalimat baru dari kosa kata yang diajarkan guru." (Hasil Wawancara, 13 Mei 2025).

MI also said that when she feels bored, she invites her close friends to study together or ask each other questions about English. This method not only makes the learning process more fun, but also helps her stay motivated even though there is no homework from the teacher. This strategy is an example of how learning enthusiasm can be maintained through healthy social collaboration.

Student DI explained that he has a unique way of memorizing vocabulary, which is by writing the words and meanings on small pieces of paper and sticking them on the walls of the house, especially in places that he often passes by. She said:

"I write new words and then stick them on the wall near the dining table or near the bed. So I see them often and eventually memorise them myself." (Interview Result, 13 May 2025).

"Saya tulis kata-kata baru terus tempel di tembok dekat meja makan atau dekat tempat tidur. Jadi sering lihat dan lama-lama hafal sendiri." (Hasil Wawancara, 13 Mei 2025).

This strategy is a form of visual learning that is done consciously. DI also said that he often repeats practice questions from the book and matches his own answers without waiting for correction from the teacher. This shows that DI has established a self-learning system based on personal experiences and routines that keep him connected with English materials continuously.

An interview with the English teacher, Mrs KD, also supports this finding. She said that there are some students who are able to maintain their motivation in an independent and sustainable way. She stated:

"I have noticed that students who like English usually have their own way of learning. Some bring their own extra books, some practice speaking with their friends during breaks. They don't need to be told all the time." (Interview, 7 June 2025).

"Saya perhatikan, siswa yang suka Bahasa Inggris biasanya punya cara sendiri untuk belajar. Ada yang bawa buku tambahan sendiri, ada yang latihan speaking sama temannya waktu istirahat. Mereka nggak perlu disuruh-suruh terus." (Wawancara, 7 Juni 2025).

From this statement, it can be seen that the teacher also recognizes the characteristics of students who study out of personal awareness. Teachers see that maintaining motivation to learn is not merely because of orders, but because students have control over their learning process.

The questionnaire results analyzed descriptively qualitatively also support the observation and interview data. In the open-response column, many students wrote that they have personal ways to maintain their enthusiasm for learning. Some mentioned that they set daily targets, such as memorizing five new vocabulary words or writing one English sentence every day. Others wrote that they feel motivated when they see their own progress, for example when they can answer questions that they couldn't before. This shows that students have developed a personal feedback system that encourages them to keep learning. When learning motivation is based on personal progress, it tends to be more durable than motivation that relies on external influences.

In addition, some students explained that they maintain motivation by finding a comfortable learning atmosphere. These small things show that students try to create learning conditions that suit their individual styles. They realize that maintaining the spirit of learning is not only about the content of the material, but also about how they manage themselves, their time, and the environment. This is a form of self-awareness and self-management, two important aspects of effective independent learning.

Interestingly, some students also mentioned that they form small informal study groups with friends who share similar interests. They meet after school to study together or discuss practice questions. Some students even wrote that they encourage each other and share study tips. These social strategies show that maintaining learning motivation also involves healthy and supportive interactions. In this context, peers become one of the sources of positive learning energy, which strengthens the determination to stay enthusiastic despite challenges or boredom.

4.3 Discussion of the Findings

This research reveals the various forms of motivation that drive Grade IX students in learning English. Each motivation appears through behaviors that are repeated and form a

certain pattern in their daily learning activities. The findings presented below are the results of observations of students' behavioral tendencies in the classroom and in the context of their learning activities outside the classroom. Based on these trends, the findings are classified into three categories: intrinsic motivation, extrinsic motivation, and students' experiences in maintaining learning motivation.

4.3.1 Students' Intrinsic Motivations in Learning English

Some students showed enthusiasm for learning that grew from a sense of satisfaction when they understood English material independently. They enjoyed the thinking process when trying to answer practice questions and felt happy when they succeeded in constructing sentences, even simple ones. This sense of achievement seemed sufficient to motivate them, even without praise or rewards from others. When faced with challenges, they seemed even more enthusiastic and felt challenged to try. This behavior shows that learning is not a burden for them, but rather an enjoyable process. This finding is in line with Fitriana's research (2020), which emphasizes that inner satisfaction and pride in one's achievements can be the main drivers of learning motivation, so that students can be consistently motivated without external pressure.

There is also a habit among students that shows their motivation to learn comes from a personal desire to understand more. Some students routinely write down the vocabulary and meanings of every new word they encounter, then write them down in a special book. These notes are not made as an assignment, but on their own initiative, and are often reread without being told to do so. Some even stick these notes on the walls of their homes so they can be seen every day. Things like this are part of a strategy that grows out of a personal desire to develop. This behavior reflects motivation driven by curiosity and an awareness of the need to master the material independently. Wulandari's research (2021) also confirms that a high level of interest in a subject can encourage students to develop their own learning strategies, so that habits such as taking notes and reviewing material independently become characteristics of strong intrinsic motivations.

Some students also showed high engagement during the learning process. They paid close attention to the teacher's explanations, asked questions when they did not understand, and answered questions without fear of being wrong. They did not appear to be studying for

the sake of grades, but because they genuinely wanted to know and be able to do things. This enthusiasm reflects that their presence in class was not merely a formality, but part of their desire to develop their abilities. This situation shows that there is motivation that grows from an interest in the learning process itself. This finding is supported by Rahmawati's research (2019), who found that intrinsic motivation often encourages students to participate actively in class, even when they do not receive immediate rewards.

There are students who enjoy exploring their own abilities without relying too much on others. They try to form their own sentences, match the meaning of words based on context, and compare their answers with those in the book. When they find mistakes, they seem interested in correcting them and do not show frustration. This behavior indicates a tendency to grow independently. For them, learning is a process of discovery, not merely copying or imitating. Thus, there is a clear motivation to face challenges and develop a sense of competence. Fitriana's research (2020) also confirms that independent learning is an important indicator of intrinsic motivation, which helps students develop adaptive strategies when encountering difficulties.

In addition, there are also students who study not because of the lesson schedule, but because they feel that English is an interesting subject that needs to be mastered. They say that they want to be able to speak and understand the lyrics of songs or reading texts in English. This kind of motivation does not come from outside, but from their imagination and personal hopes for the future. They believe that learning English will open up many opportunities, and that is what keeps them motivated even though not all the material is easy to understand. This shows that their motivation stems from personal enjoyment of the material and its relevance to their individual interests. These findings are in line with the results of Wulandari's research (2021), which highlights that an interest in English that stems from hobbies or personal interests can be a major trigger for student perseverance, even in challenging learning conditions.

There is also a quiet habit that reflects strong motivation. Some students like to scribble English words in their books or on their desks, trying to combine words into sentences, even if they are not yet perfect. This behavior is sometimes not seen as an effort to learn, but rather as the most honest form of exploration. They are not afraid of making mistakes because they are not being tested, and it is precisely in this relaxed atmosphere that their

motivation becomes clear. Awareness of the importance of repetition and simple habits becomes an important part of the spirit of learning that grows from within. These findings are consistent with Rahmawati's research (2019), which states that the formation of relaxed but consistent learning habits can help students maintain their interest in learning and improve long-term understanding.

In addition to self-awareness and personal interest, students' intrinsic motivation is also shaped by the inner satisfaction they feel when they successfully understand material that was previously considered difficult. Students feel proud when they are able to answer questions or complete tasks correctly, even if they do not always get the highest marks. This sense of satisfaction triggers enthusiasm to continue trying and honing their skills without having to wait for external encouragement. This positive habit shows that some students have developed a pattern of continuous independent learning, which is an important asset for achieving academic success. These findings reinforce the results of Fitriana's (2020) and Wulandari's (2021) research, which both show that intrinsic motivation derived from personal satisfaction can shape learning perseverance and encourage students to develop their foreign language skills continuously.

4.3.2 Students' Extrinsic Motivations in Learning English

Extrinsic motivation is evident in students who study because of encouragement from their teachers. Some students mentioned that they feel more enthusiastic when their teachers praise them for successfully completing exercises or answering questions correctly. Simple praise from teachers, such as saying 'Good' or 'Great', motivates them to keep trying and not give up easily. This behavior confirms that recognition from others is still a source of learning motivation for some students. This finding is in line with Rahman's research (2019) which explains that teacher support and verbal appreciation have a significant influence on increasing student learning motivation, especially in subjects that are considered difficult.

In addition to encouragement from teachers, there are also students who are motivated to learn English because they want to get high marks. They try to complete their assignments on time and study harder when exams are approaching, with the aim of getting good results. This kind of motivation shows that academic achievement is one of the benchmarks they consider important. Students see marks as a form of reward for their efforts, so it is not

uncommon for them to feel stressed if their learning outcomes do not meet their expectations. Putri's (2020:71) research in this thesis also found that the grading system at school often becomes a determining factor in shaping students' motivation to learn, so that many students use grades as a measure of success and an incentive to study harder.

In addition, parental support also plays a major role in shaping students' extrinsic motivation. Some students admitted that they received encouragement from their parents to master English in order to have better opportunities in the future. Their parents often reminded them of the importance of studying and praised them when they showed progress. Family support, both in the form of verbal motivation and learning facilities, is a factor that strengthens students' enthusiasm in facing challenging lessons. Lestari's research (2021) also highlights the role of the family as an important external factor that can shape positive attitudes towards foreign language learning, especially among secondary school students.

Not only from teachers and parents, students' extrinsic motivation is also influenced by their peers. Some students feel more enthusiastic about learning when they see their friends mastering the material more quickly. The desire to compete in a healthy way motivates them not to fall behind and to continue improving their abilities. This shows that the social environment at school can significantly influence students' enthusiasm for learning. This finding is supported by Nugroho's research (2019), which explains that social interactions in the classroom can create a healthy competitive climate, which in turn can increase students' motivation to learn more actively.

In addition to social and family factors, school facilities also drive students' extrinsic motivation. Some students admit that they are more enthusiastic about learning when teachers use interesting learning media, such as pictures, vocabulary cards, or other teaching aids. The use of these media provides a more enjoyable learning experience and helps students understand the material better. Putri's research (2020) also confirms that a variety of learning media can be a factor that increases student engagement in the classroom, especially in subjects that require language skills.

Extrinsic motivation is also evident in students' expectations for their future. Some students admit that they study English diligently because they believe that this skill will open up more opportunities to continue their education or get a better job. They realize that foreign language proficiency is an important asset in the world of work and higher

education. This shows that external factors in the form of future expectations play a major role in encouraging them to study consistently. Rahman's research (2019) also shows that long-term goals, such as career aspirations, can be an effective source of extrinsic motivation for secondary school students.

In general, these findings indicate that the extrinsic motivation of students at MTs. Miftahul Midad Lumajang is shaped by various factors, such as teacher and parental support, academic assessment, social environment, learning facilities, and future expectations. All of these factors complement each other and form a complex motivation system. Previous studies discussed in this thesis, such as those by Putri's (2020) and Lestari's research (2021), also reinforce the understanding that external factors play an important role in shaping students' learning behavior, especially when their intrinsic motivation has not yet developed optimally.

4.3.3 Students' Experiences of Maintaining Motivations in English Language Learning

The findings indicate that some students' motivation to learn is influenced by a combination of intrinsic and extrinsic factors. They learn because of personal interest, but are also driven by rewards or assessments from teachers and parents. For example, there are students who like English because they feel challenged to master it, but they are also motivated by praise from teachers when they answer questions correctly. This combination creates a stronger pattern of motivation because students have both internal drive and external support. Fitriana's research (2020) research in this thesis also confirms that a balance between intrinsic and extrinsic motivation can increase students' resilience in facing learning challenges, as the two reinforce each other and form more stable self-confidence.

This combination of motivations is also evident in students who study because of their future goals and aspirations, but they do not turn a blind eye to their grades or exam results. There are students who dream of continuing their higher education and realize the importance of English as a foundation for their future, but they still consider grades to be an indicator of achievement that must be maintained. This type of motivation shows that students are able to utilize external factors to support their internal motivation. Rahman's research (2019) confirms that students' long-term aspirations can be strengthened by an

appropriate reward and evaluation system, so that both motivational factors can work together.

In addition, some students showed motivation to learn that stemmed from personal interests, such as liking English songs or films, but this motivation was strengthened by the learning facilities available at school. The learning media used by teachers became an additional trigger for them to deepen their interest. These findings indicate that learning does not only depend on innate interest but also on a supportive environment. Putri's research (2020), which is discussed in this thesis, also underlines the importance of learning facility support in fostering and developing student interest, so that learning motivation is not merely temporary.

On the other hand, there are students who develop independent learning habits but still need guidance from teachers to ensure their understanding is correct. They try to read and write new vocabulary regularly, but still ask their teachers or peers to confirm its correctness. This reflects strong intrinsic motivation, but they still value external roles in the learning process. These findings are consistent with Wulandari's research (2021), which highlights that students' independent learning habits are often combined with teacher feedback, which serves to strengthen confidence while correcting learning errors.

In general, the combination of intrinsic and extrinsic motivation appears to be a dominant factor in shaping the learning enthusiasm of students at MTs. Miftahul Midad Lumajang. The combination of personal interest, aspirations, teacher influence, family support, and school facilities creates a more stable and sustainable pattern of motivation. Previous research by Fitriana's (2020) and Rahman's research (2019), also supports this conclusion by showing that the combination of these two types of motivation has a significant impact on students' academic achievement, especially in subjects that require language skills and perseverance in learning.

Some students also indicated that their motivation was shaped by social interaction and emotional support from their surroundings. They felt more confident when their peers encouraged them or helped explain difficult material. Feeling accepted and appreciated by their friends made them more enthusiastic about learning, even when they encountered difficulties. This situation shows that students' intrinsic motivation can develop more optimally when reinforced by supportive social factors. Nugroho's research (2019), also

explains that peer group support plays an important role in fostering students' confidence, encouraging them to actively participate and not be afraid to try new things in class.

CHAPTER V CLOSING

5.1 Conclusion

Based on the results of the research on the motivation of grade IX students at MTs. Miftahul Midad Lumajang in learning English as a foreign language, it can be concluded that students' learning motivation has various forms and characteristics, including intrinsic motivation, extrinsic motivation, as well as their experiences and strategies in maintaining their enthusiasm for learning. These three aspects are interconnected and form dynamic and contextual characteristics of learning motivation, according to students' social, psychological and learning environment conditions.

Firstly, students' intrinsic motivation is reflected in the internal drive to understand English due to interest, enjoyment and curiosity. Students learn because they feel satisfied when they are able to understand readings, listen to songs, or write simple sentences in English. They also enjoy the learning process itself, even without external pressure or reward. This shows that learning motivation has grown from personal awareness, which in Ryan & Deci's theory is referred to as autonomous regulation.

Secondly, extrinsic motivation was also found to be significant in students. Many students study because they want to get high grades, avoid reprimands from teachers or parents, or for social recognition. This type of motivation encourages students to be active in learning, but it tends to be situational and easily changes when external incentives are not available. Even so, extrinsic motivation still plays a role in shaping study habits, especially when it is directed to become a more internalized motivation.

Thirdly, students' experiences in maintaining learning motivation show that they have a fairly developed awareness and independent strategies. Students create their own ways of learning such as noting down vocabulary, rereading material, discussing with friends, or sticking important notes at home. These activities are done without coercion, and reflect self-regulated

learning. This process shows that students not only follow the formal learning system, but also actively build motivation and learning habits based on personal experience and reflection.

Overall, students' learning motivation is formed from a combination of internal and external factors, influenced by the school environment, family and themselves. The findings reinforce the theory of learning motivation in constructivist and humanistic approaches and illustrate that building learning motivation is not the sole task of students, but a shared responsibility between teachers, schools and the social environment.

5.2 Suggestions

Based on the research results and conclusions obtained, the researcher provides several suggestions addressed to related parties so that they can be used as input and consideration in increasing motivation to learn English at the MTs level.

1. For English Teachers:

Teachers are expected to better understand the variations in student motivation, both from within and from outside. Teachers can design learning activities that not only emphasize academic value, but also relate the material to students' daily lives. Providing space for students to explore their interests, as well as recognizing small efforts made by students will help strengthen intrinsic motivation. On the other hand, rewards or challenges can still be used proportionally as a constructive reinforcement of extrinsic motivation.

2. For students:

Students are expected to be able to recognize their own sources of learning motivation, and develop appropriate strategies to maintain their enthusiasm for learning, especially in dealing with difficult material or when experiencing boredom. Getting used to self-study, taking notes, repeating material, or discussing with friends are simple steps that are very useful. Students are also advised to not only study because of grades or pressure, but also out of awareness of the importance of English in their future lives.

3. For Schools and Education Managers:

Schools can create a learning climate that supports the growth of student motivation, both internally and externally. Strengthening students' learning character through tutoring, mentoring, or student study groups can be one way to maintain motivation. Schools are also advised to not only focus on evaluation results, but also pay attention to students' daily learning processes and behavior.

4. For Future Researchers:

This study has limitations in the scope of location and does not include variations of other levels of education. Therefore, future researchers are advised to expand the research subjects at different levels, or examine differences in learning motivation between male and female students. In addition, research with a mixed method approach is also recommended in order to strengthen the validity and depth of the findings.