INVESTIGATING INTRINSIC AND EXTRINSIC FACTORS INFLUENCING ENGLISH SELF-LEARNING MOTIVATION AMONG INDONESIAN UNIVERSITY STUDENTS

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ABSTRACTS

English has been widely known as a global lingua franca. By mastering English, it enables students to build good communication on a global scale and assists them to express their interests in many sectors such as economy, politics, culture, and education (Pennycook, 2025). These interests definitely influence students' motivation in studying English. Therefore, this research aimed to investigate the discourse of students' self-learning motivation in English by exploring both motivational factors, i.e., intrinsic and extrinsic factors. In doing this scientific work, the researchers applied Cresswell's (2016) convergent parallel mixed-method design that variedly provided both qualitative and quantitative data. With these various data, it helped the readers to comprehend the research explanation. The results demonstrated that both intrinsic and extrinsic factors have contributive aspects in maintaining students' motivation in English learning. For instance, for the intrinsic factors, 60% of students are motivated to study English to gain a job, while self-confidence development and the pursuit of gaining a good academic score are equally 20%. In addition, the extrinsic factors consist of several conditions, i.e., educational (i.e., provided material with 13.3% voters and technological devices (TD) as learning facilities with 73.3% voters) and social (family support with 13.3% voters) conditions. Although intrinsic factors (66.7%) exert a more significant influence than extrinsic factors (33.3%), it is undeniable that both substantially impact students' self-learning motivation in English. Therefore, by investigating both of these factors, the researchers expected that it would help the educators to design the effective teaching curriculum in the English course.

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INTRODUCTION

In English as a foreign language (EFL) teaching context, lecturers are not only obliged to deliver the material to students, but they are also in charge of planning and implementing effective teaching strategies that motivate learners to learn and enjoy the material. Effective Pedagogical strategies are essential for lecturers to maintain student engagement during material delivery. The implementation of proper strategies within the classroom environment can foster students' interest and enhance attentiveness to the presented content.

In this situation, the researchers use the word "proper strategies" because not all teaching can be applicable to motivate students to study. Hence, in strategizing the teaching method for material delivery, educators must be selective in investigating and classifying which factors could engage students to study English. Factors might be defined as conditions that influence students to actively study English, which are mainly classified into two types of factors, i.e., intrinsic and extrinsic factors (Wesenberg et al., 2025).

Intrinsic factors (IF), originating from within students, such as their interests, intelligence, and self-goals (Tseng, 2025), represent a crucial element in fostering the self-awareness study. In contrast, extrinsic factors (EF) encompass elements within the students' environment, including family, school, and neighborhood. Almayez et al. (2025) suggest that the synergy between these two factors significantly contributes to students' learning performance. To investigate the influence of these intrinsic and extrinsic factors on students' self-learning in English, this research draws upon established motivational theories.

According to Getie (2020), there are several factors that motivate students to learn English: a) personality factors, b) educational factors, and c) social factors. Personality factor is in line with the IF, which is based on students' selves in gaining the learning goals: understanding the learning material, being able to either communicate or read academic English text, and having the understanding to analyze the text. Getie (2020) presumes that students who are not able to have these learning goals might face several obstacles, such as lacking interest in the targeted language, lacking self-confidence, and having a high anxiety level. He further analyzes that these three personal obstacles are critical issues that might hamper students from studying. Thus, scholars state that these problematic obstacles should be resolved in order to help students to gain the learning goals (Bahous et al., 2011; Lamb, 2007; Margalit, 2004).

However, Getie (2020) continually states that if the above obstacles cannot be resolved, then it requires the external conditions/factors that motivate students (especially students with lower levels of learning performance) to study and enjoy the subject. The external condition can be categorized as educational factors and social factors. The term "educational factors" refers to 1) material that is learned and 2) learning facilities (Mardiani & Baharuddin, 2023). For the first point, it explains the language curriculum studied in the classroom that must be suitable for students' learning level, learning goals, and students' socio-cultural condition (Nation & Mecalister, 2010).

In designing the appropriate curriculum model, some theorists suggest that teachers could employ a needs analysis approach (Nation & Mecalister, 2010) to identify students' lacks, determine the needs for covering the lacks, and conceptualize the goals of the curriculum itself. Teachers must ensure that the language curriculum design can minimize students' lacks (e.g., linguistic limitations) in learning English. For example, if students perceive a deficiency in English vocabulary as a barrier to effective communication, then teachers can mitigate this deficiency through vocabulary development-based learning activities (Mardiani & Baharuddin, 2023). To enhance vocabulary acquisition and motivation, scholars suggest incorporating engaging games (Cornillie et al., 2012; Nunan, 2011; Sarıçoban & Metin, 2000), integrating literature (Baharuddin et al., 2022), and employing English song (Sipe et al., 2024). Furthermore, the second external condition that surely encourages students to study is a social factor. Getie (2020) classifies social factors into two points, i.e., 1) parents and 2) communities. Ideally, parents' role should involve students' learning activity at home. In this context, to involve the parents into students' learning activity at home, Mifsud et al. (2021) recommend a learning approach called *a parent-child joint reading*, which is appropriate for the primary to secondary school learners who should still be accompanied by their parents.

In order to enrich and vary students' learning motivational discourse, Maslow's (1943) hierarchy of needs theory, Table 1, is considered to elaborate on. As has been widely known,

the hierarchy of needs consists of psychological needs (e.g., food, water, shelter, clothing, etc.), safety and security needs (e.g., employment, social ability, etc.), love and belonging (e.g., friendship, family, intimacy, sense of connection, etc.), self-esteem (e.g., confidence, achievement, etc.), and self-actualization (i.e., acceptance). By utilizing this theory of needs, it enables us to measure and indicate students' motives and interest in studying English (whether they do self-learning of English to achieve the basic level of hierarchy needs or for the top purpose).

Table 1
Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs	Categorizations
Self-Actualization	Self-fulfilment needs
Esteem Needs	Personal Needs
Belonging and Love Needs	
Safety and Security Needs	Basic Needs
Psychological Needs	

While intrinsic and extrinsic factors have been studied separately, there is limited research on how these factors interact or which factor has a more significant impact on students' motivation. Therefore, from the above two types of factors, the researchers intend to investigate English self-learning motivation experienced by the Indonesian higher education students through several related motivational issues such as logical reasons for studying English (related to intrinsic factors), learning facilities and environmental support for encouraging students to study English (related to extrinsic factors), and learning strategies for developing their self-learning motivation in learning English (related to both factors). To dive deeper, these three issues are investigated in several research questions (RQs):

    a. What are the intrinsic factors that motivate students to do self-learning of English?
    b. How do extrinsic factors motivate students to study English?
    c. Which factor (from IF or EF) has the largest influence on students' decisions to learn English?

By investigating these factors in motivating students to study English from the above RQs, the researchers expect that this research can offer insight for curriculum makers in constructing the effective teaching curriculum that can motivate students in studying English.

RESEARCH METHOD
Research Design

This research applied Cresswell's (2016) convergent parallel mixed-methods design. A convergent parallel mixed-methods design was chosen because it provided a comprehensive understanding of the multifaceted nature of self-learning motivation in English among Indonesian university students. Besides, it also enabled this research to synergize, compare, and combine factors that influence students' English self-learning motivation simultaneously. With this design, this research could variedly provide both qualitative and quantitative data for the readers. The quantitative data enabled the researchers to identify percentage of students' preference of English self-learning, agreement, level of anxiety, and its comparative percentage of factors that motivate them to do self-learning of English. On the other hand, qualitative data offered in-depth insights into students' experiences and reasons behind their motivation.

Participants

The participants of this research were 4th semester university students who study in the English education department at Universitas Sawerigading Makassar. The numbers of these students were 35. However, only 15 students were selected as research participants, 4 males and 11 females. To select these participants, the researchers utilized a convenience/accidental

sampling method. According to Golzar & Noor (2022), convenience sampling is a non-probability sampling method in which participants are selected based on their proximity and availability to the researchers. All these 15 participants were given questionnaires after having semester break (for 1 month). Besides, to keep their identity, each of them has pseudonyms (e.g., S1, S2, S3, S4, S5, S6, and S7). To be known, during their holiday in the semester break, the participants were previously instructed to keep studying English at their home. So even though the English class was not conducted by a campus institution, students still had to study English on their own.

Instruments

In doing scientific research, instruments were important to use. Instruments equipped the researchers to collect the relevant data. In the context of this research, the researchers utilized an open-ended questionnaire instrument. Through this type of instrument, it explored the participants' responses when they write their answers on numbers of questionnaires. Besides, to gain the numerical data, the researchers also utilized the Likert/rating scale model from 1 (strongly disagree) to 4 (strongly agree). After deciding on the instrument used for collecting data, the researchers then strategized the technique. In this case, a digital survey platform called the Google Forms application was utilized. Through this application, the researchers could easily make questions and share them either through students' email or WhatsApp numbers. Besides, the researchers also employed highlighting techniques to indicate which factor from IF or EF engages students to study English independently. After gaining the data, each piece of qualitative data must be validated in order to avoid confirmation bias. Hence, in validating the data, the researchers committed to a peer-debriefing approach, which essentially discussed the data with several experts who are doctors of English language teaching (ELT) at Universitas Negeri Makassar. Through the peer-debriefing discussion, the researchers were assisted in identifying the misinterpretation data that can potentially be biased. In validating the data, the experts assessed several aspects, i.e., clarity and direction, presentation and organization of the data, adequacy of contents, and attainment of purpose.

Data Analysis

In order to analyze the data, the researchers used two approaches. For analyzing the qualitative data, the researchers employed Braun and Clarke's (2012) thematic analysis (TA) approach. On the other hand, for analyzing quantitative data, the researchers utilize a descriptive statistical approach. The first approach enabled us to independently label the data into several themes. Definitely, to generate the themes, several procedures should be followed: 1) Familiarizing the data: The researchers, in this step, must do in-depth reading (e.g., scanning, skimming, organizing, annotating, etc.) of participants' answers on the open-ended questionnaire. 2) Generate initial code: The researchers broke down the data into meaningful segments (coding) to capture the essence of each segment. 3) Search for themes: the researchers organized and identified the codes into several categories and searched for proper themes. 4) review themes: the researchers discussed the data extracts with validator experts to ensure that the data support the themes. 5) Naming themes: The researchers created a concise name. 6) Produce report: The researchers finally wrote the data findings in this report. Apart from TA, the descriptive statistical analysis approach was beneficial for its simplicity and ease of understanding in summarizing quantitative or numerical data. Its findings provided an objective and efficient data overview without requiring complex assumptions about a wider population.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
What Are the Intrinsic Factors that Motivate Students to Do Self-learning of English?

According to students' perception, they perceive that the IF plays a crucial role in motivating students to English self-learning. This IF consists of three variables, i.e., motivation to study English to gain jobs, to increase self-confidence, and to get high academic scores. The perspectives of all 15 participants on this variable differ significantly. 9 out of 15 or 60%, of students voted that they were motivated to study and develop their English proficiency because they want to gain jobs for their future.

Furthermore, 3 out of 15 or 20%, of students voted to study English for increasing their self-confidence, especially when expressing and communicating their ideas with their friends using English. The other 3 students (20%) voted for studying English for the aim of getting academic scores because most subject material in Makassar Sawerigading University's English department is written in English. Thus, by studying English in semester break, they maintain their proficiency and they are steady to follow the English material when the class is begun. The intrinsic factor data that motivate students to study can be seen in Table 2.

Table 2
The Intrinsic Factor that Motivates Students to Study

Components	Question: From the below IF, which one motivates you to study English?		
	To gain jobs	To increase Self-confidence	To get high academic scores
Numbers of Voters (15)	9	3	3
Percentages	60%	20%	20%
Male	2	1	1
Female	7	2	2

Table 2 demonstrates three indicators that intrinsically motivate students to self-learn English, i.e., to get a job, to increase self-confidence, and to get high academic scores. The "to gain jobs" indicator is the strongest percentage, receiving 9 out of 15 votes (60%), where both males and females consider "to gain jobs" as their primary motivation for studying English (7 female and 2 male). Furthermore, the "to increase self-confidence" and "to get high academic scores" indicators are equally important and received fewer votes from both genders, with relatively equal male and female contributions (20% of each indicator).

The orientation of gaining jobs as a significant percentage of the IF is basically reasonable if it is related to the condition of Indonesia, where most corporations and even national institutions require those employees who are fluent in English interaction. Therefore, this situation automatically pushes students to increase their English proficiency. S1 confirms it as follows:

Excerpt 1. Gaining Job Orientation
"I study English very hard so in the future I can get a job that suits my English Education major such as being an English teacher. Or if not being a teacher, a job related to English." (S1)

From S1's statement above, it confirms that studying English is crucially important for getting a profession as an English teacher. However, if this student cannot reach their goal to be a teacher, then they at least can assess another job vacancy that requires English communicative skills. Besides, in the current situation, the corporation and national institution require a standard English competency test (e.g., TOEFL, IELTS, TOEP, etc.) for every fresh

graduate. Thus, to possess standard English competency, studying English very hard is the answer.

Furthermore, the identical proportion of the participants (20%) voted for both the variable "self-confidence" orientation and the "high academic score" orientation. Definitely, with English proficiency, students felt that they were more confident in front of the public when expressing their ideas in English, especially when doing English presentations in the classroom. With good English proficiency, students can impress their classmates and get their attention. This self-confidence orientation is expressed by S2. On the other hand, there is another perception expressed by S3 who voted to learn English for the "high academic score" orientation. Both of these statements are confirmed in the below quotations:

Excerpt 2. Self-confidence Orientation
"I'm learning English to feel more confident when I have to talk in class. Plus, I want to show off to my friends with my awesome English skills!" (S2).

Excerpt 3. High Academic Score Orientation
"I want to study English to get a higher academic score. With a high score of English, I expect that it will help me to apply for a scholarship for study abroad". (S3).

The above quotations indicate that the spirit of studying English very hard has various aims depending on students' interests.

Apart from the above variable of the IF that motivates students to study, another psychological condition that motivates them to do English self-learning is anxiety. As previously mentioned by Getie (2020), anxiety is also indicated as one of the IFs that can motivate a person to pursue their goal. In this context, the anxiety condition occurs when the English department students' English ability is insufficient to communicate or read English text.

There are two kinds of anxiety felt by students that motivate them to do self-learning of English. The first anxiety is related to inferiority when seeing their friends from non-English study programs who have better English skills than the English department students. The second anxiety refers to being worried when their English would not considerably improve after completing an English education program. These two anxious conditions push most students to keep studying either in the semester break or on holidays/weekends. In order to see students' level of anxiety, the researchers provide Tables 3 and 4.

Table 3
Students' Level of Anxiety When Seeing Non-English Department Students Have Better English Skills

Components	Question: As an English education student, do you agree that you are anxious when your friends (from non-English study programs) have better English skills than you?			
	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
Number of voters	2	2	5	6
Percentages	13,3%	13,3%	33,3%	40%
Male	1	1	1	1
Female	1	1	4	5

Table 4
Students' Level of Anxiety If Their English Will Not Improve After Finishing Their Study

Components	Question: Do you agree that you feel anxious if your English skills do not develop after completing a bachelor's program in English language education?			
	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
Number of voters	1	1	3	10
Percentages	6,7%	6,7%	20%	66,7%
Male	0	0	1	3
Female	1	1	2	7

Table 3 indicates students' feelings of anxiety when seeing other non-English-speaking students communicating proficiently in English. The levels of anxiety reported vary. It is evident from the numbers that there is a significant tendency to agree with the question presented in the third table. Overall, anxiety affects 73.3% of students (comprising 33.3% who 'Agree' and 40% who 'Strongly Agree'). Conversely, only 26.6% (13.3% who 'Disagree' and 13.3% who 'Strongly Disagree') do not report such anxiety. Female students are a major contributor to this anxiety, with 9 out of 11 female respondents either agreeing (2) or strongly agreeing (7).

Afterwards, Table 4 shows that a large majority of all participants (10 out of 15, or 66.7% of students, strongly agree, and 3 out of 15, or 20% of students) feel worried if their English ability is not progressively improving after graduating from the English department. These two tables of anxious feelings represent how important English is to master because they are acknowledged and labeled as English department students who are supposed to be fluent and proficient in English interaction.

How do Extrinsic Factors Motivate Students to Study English?

Students experience that the external condition also plays crucial factors that motivate and engage students to learn English on their own. These external conditions are varied, such as learning material, technological devices (TD), and community endorsement. The comparison of each condition can be seen in Table 5.

Table 5
The Comparison of The External Conditions That Motivates Students to Self-Learning of English

Components	Question: From the EF below, which one really motivates you to self-learning?		
	Provided Material	**Technological Devices**	**Community support**
Number of voters	2	11	2
Percentages	13,3%	73,3%	13,3%
Male	0	4	0
Female	2	7	2

The percentages of Table 5 clearly shows that "Technological Devices" is the highest indicator that extrinsically motivates students to self-learn in English, with 73.3% of the total votes (11 out of 15). Technological devices, according to the fourth table, are accounting for nearly three-quarters of all responses. On the other side, "provided material" and "community support" are equally less influential, each receiving only 13.3% of the votes and playing a very minor role as motivators for self-learning in this sample.

According to students' perception, the reason why they feel that TD has been assisting them to do self-learning of English is because technology (e.g., laptops, Androids, tablets, etc.),

connected with the internet, assists students to join virtual English courses on Zoom and download some applications that can help them to practice English at home. This perception can be seen in the S7's statement below:

Excerpt 4. Tech-Driven Self-Learning
"By using technology and internet connection, I can take online English courses on zoom and learn English on applications that I can download on my android's Play Store" (S7).

Besides utilizing TD for taking virtual English courses, some students also utilized technology for searching for some interesting books that are interesting to read in PDF format. In other words, students can enjoy reading PDF books using their Android because they can highlight some inspirational quotes that can build their character. S4 shares her experience while utilizing TD for her English self-learning. With her TD, she highlights a motivational quotation from James Clear's *Atomic Habits* book as a way to engage herself to study:

Excerpt 5. Digital Reading via Technological Devices
"During my self-learning of English, I like reading the Atomic Habits book written by James Clear. The quote that really sticks in my memory is 'Habits are the compound interest of self-improvement'. This quote motivates me to keep doing the best with positive habits". (S4).

From S4's statement, it is clearly understood that the existence of technology (Android) and internet connection has been crucially assisting students to practice their English reading skills. Because it provides students with numerous interesting books that can engage them to read and enjoy the book.

Other EF that motivates students to study English on their own are community support (CS) and provided material (PM) by their lecturer. Even though the percentages of both CS and PM are significantly lower than TD, nevertheless they are still effective and considered to engage students to study. CS can be like parents, romantic relationships, friends, and campus organizations, where PM is from the English subject syllabus provided by their lecturer before having semester break. Based on these two EF categories, the researchers provide S5's statement as a representation of CS and S6's statement for PM. S5 states that the most crucial CS during her English self-learning is from her beloved husband, where S6 states that with the material provided by the lecturer, he can read the material at their home. Both statements of S5 and S6 can be seen as follows:

Excerpt 6. Community Support
"My husband tends to motivate me while doing self-learning of English at home".
(S5).

Excerpt 7. Provided Material
"Every meeting, the lecturer provides us with varied English material. So, it motivates me to read and study it at home. By frequently repeating the material during holiday, I wish that it impacts my English improvement" (S6).

From all types of external conditions above, it can be summed up that external conditions surely motivate students to English self-learning. Even though the comparison of EF percentages is significantly different, students nevertheless feel that each condition is advantageous for the self-learning of English.

The Largest Influential Factor (Between Intrinsic and Extrinsic) on Students' Decisions to English Self-learning

After demonstrating the data of both IF and EF in the previous points, the researchers furthermore compare the largest influential factors between IF and EF that motivate students to study. The comparative data can be seen in Table 6.

Table 6
The Influential Factors Comparison between Intrinsic and Extrinsic Factors
on Students' Decisions to English Self-learning

Components	Question: From both IF and EF, which is the most motivating factor for you to self-learning of English?	
	IF	EF
Numbers of voters	10	5
Percentages	66,7%	33,3%
Male	3	1
Female	7	4

Table 6 shows that IF is considered significantly more motivating than EF. 66.7% of students chose IF, compared to 33.3% for EF. Both male and female students show a clear preference (3 males and 7 females) for IF as the most motivating element for their self-learning. It is because of the anxiety and personal interest (either for the purpose of gaining job, self-confidence, or for academic purposes) that tend to drive them to keep learning English on their own. On the other hand, only 5 out of 15 students (33.3%) perceive that the external condition has significantly contributed to their English self-learning.

Discussion
Intrinsic Factors

According to findings, IFs tend to refer to students' personal interests (e.g., gaining a job, increasing self-confidence, and getting a good academic score) and psychological condition (i.e., anxiety). This IFs condition, if elaborated on Tseng's (2025) study, forcing students' self-awareness. In order to trigger students' self-awareness of learning English, it is advisable for them to enjoy reading material that connects to the importance of pursuing the basic needs of human life as studied by Maslow's hierarchy of needs.

For example, if "gaining jobs" is the primary goal for studying English, it is then advisable for students to keep practicing and develop their English proficiency (both receptive and productive skills) and enrich their knowledge that relates to the job they want. There is no doubt to state that English as a lingua franca has been globally used for communicating our interests. Pennycook (2025) moreover states that English as a powerful language around the world is beneficial to learn for those students who want to be entrepreneurs or businessmen. With English skills, it can maintain people's business or economy (whether micro, small, medium, or large-sized enterprises) through promotion and endorsement on social media with trendy and modern English style. In contrast, without mastering English proficiency, how can they socialize, promote, and endorse their product to the foreigners?

Therefore, English is the primary human capital to achieve their basic personal interest in the current global era. This interest is definitely related to Maslow's hierarchy of needs, i.e., safety and security needs (i.e., employment) and psychological needs (food, shelter, and clothing). Because with English, it uncovers lots of students' potentials that are beneficial to economic purposes and career development. Hence, mastering English enables students to reach their goal in the future. The beneficial illustration of English should be cultivated in students' thoughts in order to boost their self-motivation and awareness. When these two

elements—self-motivation and awareness of study—are synergistically combined, they create a powerful internal drive. We term this unique synergistic construct the *inner impulse.*

Furthermore, with English proficiency, students feel that they are highly confident to talk either with their lecturer or classmates. As can be seen in excerpt 2, students said that with English-speaking skills, he feels more confident in expressing his thoughts in the classroom. Besides, student in excerpt 3 also mentions that with good English communication, students are expected to get a great academic score (achievement). This personal interest is related to Maslow's self-esteem (i.e., confidence and achievement). Finally, students surely expect that with English mastery, they can be respected and acknowledged by the classroom community (lecturer and students) as successful students of English. This expectation leads them to achieve the top level of Maslow's hierarchy of needs, i.e., self-actualization (acceptance).

The researchers reiterate that in triggering students' inner impulse for English self-studying, they then have to grow their awareness of how important English is to possess. The consequence of not studying English, for English department students, impacts their anxiety. As mentioned earlier, according to Getie (2020), anxiety also refers to IF that can motivate students to study. If we look at table 4, 10 out of 15 students strongly agree that they are anxious if their English will not improve after graduating from their studies. Anxious feeling can be negative in self-learning, nevertheless it can, in fact, enable students to evaluate, assess, and reflect on the efficacy of their English language study. This anxiety-driven contemplation is a distinct metacognitive process, compelling learners to scrutinize progress and adjust strategies. To capture this unique phenomenon, we propose the term *reflective impulse.*

With a deep reflective impulse, it definitely motivates students to do self-correcting, study hard, and surpass their backwardness in English. In other words, reflective impulse assists students in familiarizing themselves with their English level (whether basic, intermediate, or advanced). So, if students reflect on their English study through self-assessment and they may experience some hesitancy when utilizing English in an academic forum, then this psychological condition motivates them to study. The self-studying itself reduces their anxious feelings when talking in English.

Mardiani and Baharuddin (2023) mention in the introduction point that to develop students' confidence in English mastery, students must reflect on their weaknesses that have been hampering them to optimize their English language skills. For instance, if students are not confident enough to develop their English proficiency due to a lack of vocabulary, then this lack can be resolved by letting them get involved in vocabulary development-based learning activities (Mardiani & Baharuddin, 2023), such as interactive games (Cornillie et al., 2012; Nunan, 2011; Sarıçoban & Metin, 2000), literary integration (Baharuddin et al., 2022), and English song use (Sipe et al., 2024), which can significantly enhance student engagement. The more students enjoy all these types of vocabulary development-based learning activities, the more they can obtain various vocabularies. Thus, by having a lot of vocabulary, it contributes to their learning performance that can make them more confident in orally expressing their thoughts.

Extrinsic Factor

In contrast to the previous factor, this EF factor refers to what Getie (2020) has classified, i.e., educational and social aspects. The finding of EF demonstrates the educational aspect consists of ELT material provided by the learners' lecturer and TD as a learning facility, where the social aspect refers to students' communities and families. Interestingly, Getie's research does not explore the existence of TD as a learning facility. This is contrary to the research finding that TD is a crucial educational aspect that motivates students to study. This can be seen in Table 5, where most students (11 out of 15 students, or 73.3%) vote for TD because it is enabling them to search for interesting information (on particular websites) to read. This

definitely indicates that with the existence of TD and internet connection, students' self-learning motivation as well as digital literacy competence is developed.

This indicates that technology has a critical role in developing students' learning enthusiasm for English self-learning (see excerpts 4 and 5). With their TD, students are facilitated with numerous applications that can be educational (e.g., Duolingo, PROGOS for testing English, Learna AI: English learning, etc.) and even entertaining (watching English movies on Netflix or listening to English BBC news, both of which practice students' listening sharpness). Besides, with the integration of TD in students' self-learning, students also can follow up the English material that is provided and instructed by their lecturer before having a holiday. By continually following the lecturer's material, students can be familiar with the further subject and they have schemata towards the subject.

However, although technological integration of English self-learning is beneficial, it can, on the other hand, destroy students' learning mood due to downloading unnecessary applications, i.e., games that are not educational. Hence, the integration of TD in self-learning of English should be monitored. To minimize this issue when integrating TD into students' self-learning activity, Mifsud et al.'s (2021) learning approach called *a parent-child joint reading* is applicable. This learning approach enables the parent to get involved in the student's learning activity at home. However, in a higher education context, the role of parent can be done by a particular person, such as a romantic partner (wife or husband; see excerpt 6) or best/close friend, as long as they provide a support system for the learners' self-learning activity (e.g., social support, emotional support, practical support, etc.). Family, as learning partners, can discuss subjects or any material that is related to the topic that students learn at university. For instance, in an English context, partner who have sufficient skills to communicate or a willingness to communicate in English will frequently invite the learners to discuss subjects or even any daily issues. This little discussion is expected to impact students' motivation to keep practicing their English skills.

The involvement of family, romantic partners, and close friends in assisting students' learning activity refers to the community support. Even though the community support is a small percentage in Table 5, it has a critical role in maintaining students' learning motivation. It is because the role of community support is not only helping students to comprehend the material but also monitoring and guiding what they learn. The researchers term this monitoring learning activity as "partner-involved English learning".

In an educational context, the partner here can be the role of the teacher or lecturer who can be assisting students in comprehending the material. Matthews and Liang (2021) perceive that teachers' role is a crucial element because they are responsible for assisting students in guiding them in the teaching material. Besides, according to Matthews and Liang's studies, students also like teachers who build a good relationship with all of their pupils by knowing their students' names. This indicates that a fundamental teaching method for teachers is recognizing their students' character and personality. If teachers observe that there is a problem in students' learning mood, they might call the student to discuss the issue and find a suitable solution together. Besides, Baharuddin et al. (2022) also emphasize that good teachers are those who know numerous things, not only about their fields but also about different subjects. Having a lot of knowledge is a good strategy to construct a comprehensive subject that discusses many variables.

For instance, in teaching literary studies, it is better for the educators to motivate their students' reading activity in the class by linking the literary material with related subjects such as philosophy (to discuss the essence of literary art), sociology (to elaborate on the social conditions, e.g., cultural background, readers, and publishers, that influence the author to compose his or her literary story), public policy (to perceive how the state intervenes with the author about what should be written and should not), and political ideology (to analyze how

ideology forms the author's stylistics when composing a story) (Baharuddin, 2023). Through this teaching method of literary reading activity, students definitely will be fully motivated to understand literature because their smart teacher provides many insights for them. Thus, students are not only knowing the topic of the reading material but also several aspects of theory analysis.
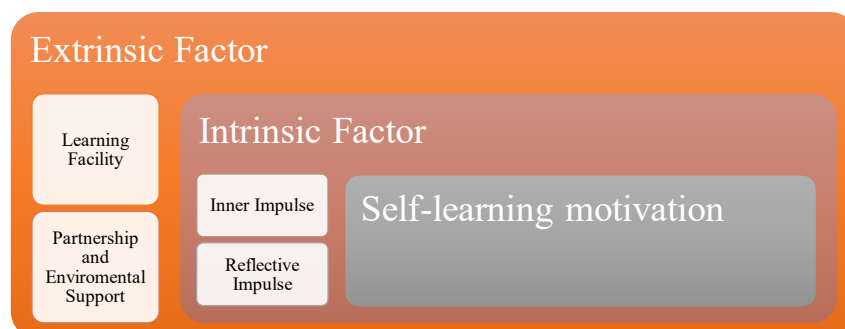

Figure 1. Self-learning Motivation Scheme

CONCLUSION

The researchers have discussed both intrinsic and extrinsic factors that both have contributive aspects in maintaining students' motivation in English learning. Even though the data in Table 6 demonstrate that IF is the largest percentage (66.7%) rather than EF (33.3%), nevertheless, the researchers reiterate that both of them maintain students' learning motivation in doing self-learning of English. From the discussion of IF, it can be learned that inner impulse and reflective impulse are indispensable for motivating students to do self-learning. The former impulse occurred when the material touched or was at least in line with students' personal interests. Where the latter impulse is the way students do self-assessment of their English level for surpassing their lack of English. Definitely, with the persistence of both these impulses during their English self-learning, it then engages students to keep studying English. Furthermore, the EF also must be considerably perceived as an additional aspect that can motivate students to independent English learning. In the discussion, it is explained that TD, as a learning facility, must be integrated and facilitated for students. Besides, the existence of a learning partner, as a community support, should be considered. From these factors, the researchers sum up that these two factors should not be diametrically opposed to each other. Indeed, these factors are inseparable in motivating students to study (see Figure 1).

Thus, if curriculum makers desire to construct an effective teaching curriculum (or syllabus), they must firstly design material that connects to the current demands of the job market so students are prepared for employment. Moreover, it is advisable for lecturers to also create an enjoyable instructional model that improves students' self-confidence (e.g., through class group discussions, musical drama performances, or speeches, etc.). Such interesting teaching material and models will motivate students to enjoy English, consequently affecting their academic performance. Secondly, to significantly enhance students' motivation, extrinsic factors are also considerable to be employed. In this case, the educators must integrate TD into their English learning activity. Integrating TD can transform the conventional learning environment into a digital or e-learning environment (e.g., implementing mobile-assisted language learning, computer-assisted language learning, etc.), which is beneficial due to providing students sources of references from Google Scholar, ScienceDirect, and Library Genesis. All these references are discussable with their partners. From the above explanation, the researchers recommend that readers and future researchers conduct several in-depth studies on the following self-motivation topics: 1) To what extent technological devices influence students to study English, 2) How educators can design material that connects to the current

demands of the job market, and 3) Strategical method of integrating drama performance in motivating students to study and increasing their self-confidence.

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