

Exploring Students' Motivation in Learning English as a Foreign Language By the Seventh-Grade Student of SMP Nasrani 5 Medan

Esra Natalia Silaban¹, Lastri Wahyuni Manurung², Rina Octavia Simarmata³

^{1,2,3} English, Education Study Program, Faculty Of Teacher Training And Education, University Of HKBP Nommensen Medan

Email : esra.silaban@student.uhn.ac.id¹, lastri.manurung@uhn.ac.id²,
rinasimarmata@uhn.ac.id³

Abstract

This study aims to determine the motivation of students of SMP Kristen 5 Medan in learning English and the main factors of students in learning English. In this study the researcher used qualitative methods by collecting data using questionnaires and interviews, The sample that the researchers used was 50 students for questionnaires and 5 students for interviews from Christian Middle School 5 Medan. The results of research from collecting questionnaires and interviews are that 50% of students learn English because of motivation from within themselves, students learn English because they want to be fluent in English and they know that English is an international language and is very important to use at this time. In the current era of globalization, 30% of students are motivated by encouragement from school and encouragement from parents so some students learn because they are forced to only obey their parents' orders and do not want to be punished for not learning English, and 20% of students learn English semi-neutral. intention and motivational assistance from parents and motivation from school

Keywords: *Extrinsic Motivation, Intrinsic Motivation, Factor Motivation*

Abstrak

Penelitian ini bertujuan untuk mengetahui motivasi siswa SMP Kristen 5 Medan dalam belajar bahasa Inggris dan faktor utama siswa dalam belajar bahasa Inggris. dalam penelitian ini peneliti menggunakan metode kualitatif dengan mengumpulkan data menggunakan kuesioner dan wawancara, Sampel yang peneliti gunakan adalah 50 siswa untuk kuesioner dan 5 siswa untuk wawancara dari SMP Kristen 5 Medan. Hasil penelitian dari pengumpulan kuesioner dan wawancara adalah 50% siswa belajar bahasa Inggris karena motivasi dari dalam diri mereka sendiri, siswa belajar bahasa Inggris karena ingin fasih berbahasa Inggris dan mereka mengetahui bahwa bahasa Inggris adalah bahasa internasional dan sangat penting digunakan pada saat ini. Di era globalisasi saat ini, 30% siswa termotivasi oleh dorongan dari sekolah dan dorongan dari orang tua sehingga beberapa siswa belajar karena terpaksa hanya menuruti perintah orang tua dan tidak ingin dihukum karena tidak belajar bahasa Inggris, dan 20% siswa belajar bahasa Inggris secara semi-netral, yaitu niat dan bantuan motivasi dari orang tua dan motivasi dari sekolah.

Kata Kunci : *Motivasi Ekstrinsik, Motivasi Intrinsik, Faktor Motivasi*

INTRODUCTION

Proficiency in English as a second language is becoming increasingly important in today's globalized world. In Indonesia, English is a compulsory subject taught from elementary school to university. However, despite the emphasis on English education, many students still experience difficulties in mastering the language. This study aims to investigate

the motivation of seventh-grade students of SMP Nasrani 5 Medan in learning English as a foreign language.

According to Sutrisno (2017), motivation is a set of beliefs and principles that influence individuals to achieve certain goals based on their personal goals. From the above opinion shows that motivation is also an important factor in language acquisition as it impacts students' attitude, effort, and perseverance in mastering English. The researcher believes that learning English requires external encouragement, such as motivation from parents, to increase enthusiasm for the language. As the researcher experienced as an English student to make enthusiasm in learning the researcher needs external motivation such as encouragement from parents to encourage and explain the importance of English and as researchers see in students when conducting teaching campus programs so that students want to learn English, teachers need to provide motivation or encouragement on how important English and the benefits of English in globalization life. Several studies have also explored the correlation between students' motivation and their English proficiency. However, research on seventh-grade students' motivation in learning English as a foreign language in Indonesia is still rare, as many students experience difficulties with low English grades.

This study will use a qualitative method approach to investigate students' motivation in learning English as a foreign language. The study will involve 50 seventh-grade students from SMP Nasrani 5 Medan, and data will be collected through questionnaires and interviews. The questionnaire will be based on previous research on English motivation, while interviews will provide an in-depth understanding of student's motivation in learning English. The findings of this study will enhance the understanding of students' motivation in learning English as a foreign language in Indonesia. The research will also provide insight into the factors that influence students' motivation and the strategies that can be implemented to increase their motivation in learning English.

Several studies have shown a positive correlation between students' motivation and their English proficiency. Highly motivated students tend to have a good attitude toward learning English, exert more effort, and persevere in mastering the language. In contrast, less motivated students tend to have a negative attitude toward learning English, put in less effort, and give up easily. Therefore, the researcher aims to explore students' motivational factors in learning English, which have the following features.

METHOD

In this study, the researchers will use qualitative methods because they want to analyze, investigate, and study the phenomenon of students' motivation in learning English. the study will be conducted in SMP Nasrani 5 Medan with 13-14-year-old students. This means that there will be four observations in total for the two classes. Data will be collected qualitatively using observation diaries consisting of field notes. After that, a questionnaire will be sent to students to confirm the information obtained during the observation, and the author will send the questionnaire to students after learning and teaching.

Because this study aims to explore and analyze what motivates students to learn English, the researcher will collect a questionnaire that includes questions and interview about what motivates students and what factors act as a barrier to motivation. The questionnaire and interview will be given to all students who are part of the research sample.

The researchers presented the following data analysis techniques and procedure

First, researchers evaluated students' responses to the questionnaire using the following table.

The research tool is a questionnaire on students' motivation to learn English. This survey was assessed by a Likert assessment of fear. On this scale, students respond to motivational factors on a scale of 1-5, namely 1 = strongly agree, 2 = agree, 3 = Neutral, 4 = disagree, and 5 = strongly agree (Sugiyono, 2019). The questionnaire concerns respondents' opinions by answering the following choices based on the scale.

No	Option	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

After calculation, researchers convert the results into percentages using the following formula:

Analyzing data on students' basis to learn English, the authors use the following recipe from Ridhuan (2018):

$$P = \frac{F}{N} \times 100\%$$

There is :

P = Percentage.

F = frequent

N = number of samples

100% = constant value

Then the results of the questionnaire are expressed in the form of a table below.

No	Statement	SA(%)	A(%)	N(%)	D(%)	SD (%)
1.						
2.						
Total						

RESULT AND DISCUSSION

The data analyzed in this study were obtained from questionnaires and interviews.

The Common Factors that Hinder the Development of Students

Table 1. Data of Respondent

NO	NAME	SA	A	N	D	SD
1	AS	14%	47%	13%	20%	6%
2	EP	28%	33%	0%	33%	6%
3	RS	6%	40%	27%	20%	0%
4	PS	60%	27%	0%	13%	0%
5	RAS	47%	27%	13%	0%	13%
6	PAN	20%	27%	20%	20%	13%
7	JA	27%	20%	13%	20%	13%
8	FG	54%	33%	0%	13%	0%
9	DN	27%	46%	0%	6%	20%
10	WA	40%	13%	13%	6%	20%
11	GH	27%	33%	13%	13%	13%
12	NR	46%	33%	0%	6%	13%
13	JS	33%	27%	13%	20%	6%

14	SL	27%	33%	13%	13%	13%
15	CN	20%	40%	6%	20%	20%
16	RSA	40%	27%	6%	27%	0%
16	TM	27%	40%	20%	13%	0%
17	MP	27%	33%	13%	13%	13%
18	RP	27%	27%	6%	40%	0%
19	RK	33%	33%	6%	40%	27%
20	DE	0%	67%	20%	13%	0%
21	AN	0%	67%	20%	13%	0%
22	MA	0%	67%	20%	13%	0%
23	SI	0%	67%	20%	13%	0%
24	CH	0%	67%	20%	13%	0%
25	AL	0%	67%	20%	13%	0%
26	KS	0%	67%	20%	13%	0%
27	JG	0%	67%	20%	13%	0%
28	DP	0%	67%	20%	13%	0%
29	IN	0%	67%	20%	13%	0%
30	YES	0%	67%	20%	13%	0%
31	AR	0%	67%	20%	13%	0%
32	JY	0%	67%	20%	13%	0%
33	RPS	0%	67%	20%	13%	0%
34	MN	0%	67%	20%	13%	0%
45	GA	0%	67%	20%	13%	0%
36	GR	0%	67%	20%	13%	0%
37	JK	0%	67%	20%	13%	0%
38	NM	0%	67%	20%	13%	0%
39	RU	0%	67%	20%	13%	0%
40	AN	0%	67%	20%	13%	0%
41	RD	0%	67%	20%	13%	0%
42	PT	0%	67%	20%	13%	0%
43	BB	0%	67%	20%	13%	0%
44	RE	0%	67%	20%	13%	0%
45	RT	0%	67%	20%	13%	0%
46	AE	13%	40%	33%	6%	6%
47	YN	13%	40%	33%	6%	6%
48	DV	13%	40%	33%	6%	6%
49	MS	13%	40%	33%	6%	6%
50	AP	13%	40%	33%	6%	6%

Relationship Between Students' Motivation and Students' Quality of Speaking English

With the students interviewed at SMP Kristen 5 Medan, which is the number one question, many of the challenges that students face in learning English are difficult sentences and particular reading and writing methods that lead to a lack of enthusiasm for learning. English language learners suffer from low self-confidence, which leads to confusion, lack of intention and reduced desire to learn due to self-doubt, fear of learning tenses and grammar. For most students, the biggest challenge in learning English is the lack of practice partners or the fact that English is exceptionally difficult. Regarding question number 2, students' approach to overcome these difficulties involves actively learning English and seeking clarification of complex vocabulary by consulting dictionaries or contacting teachers and colleagues who are more familiar with the subject. In addition, students practice activities such as listening to music and watching movies with English dialogue to improve their speaking skills.

Regarding the third question, whether home and school affect students' motivation to learn, students' opinions vary. Some believe that the level of comfort at home and at school is different, while others argue that the right intention to learn English can overcome outside influences. Students said that at school they may hesitate to ask for help from teachers or peers due to confusion, while at home they enjoy freedom of expression, unlimited practice, and a non-intimidating English learning environment. Hearing about learning problems from siblings and parents is also less disturbing. In relation to question number four, the main factors influencing students' English learning varied. Some students find English a fun and important subject in this era of globalization, while others are motivated by external forces, such as an overseas-inspired desire to become an English YouTuber, or pressure from parents and education because English is a compulsory subject at school.

Question number five explores how teachers make lessons interesting to motivate students to learn English. According to the students, this aspect significantly affects their motivation. Immersive teaching methods such as humor, attractive images and compelling stories capture students' attention and increase their interest in learning English. Students emphasize the importance of teacher motivation and caring, as a helpful and understanding teacher creates an environment where students do not feel stressed or forced to learn English.

Data Analysis

In this section, the researcher calculates sample data from the survey results, after which the researcher analyzes the data using a Likert scale. According to Sugiyono (2014), the Likert scale measures the attitudes, opinions and perceptions of a person or a group of people about phenomena. Below are the range criteria based on research findings

- Number 0-19.99% = very less
- Number 20-39.99% = less
- Number 40-59.99% = Netral
- Number 60-79.99% = good
- Number 80%-100% = Very good

After analyzing the results of the interviews, the researcher described and finalized the responses of the participants.

Questionnaire Analysis

After analyzing the results of the survey, it can be seen that students learn English from several factors. Namely, 30% of students strongly agree that students are motivated to learn English because they want to understand English and want to talk with foreigners. Also, 68% of students agree that they study English because they want to speak English, while 2% of students disagree that they do not study English to speak English. Based on these results, the researcher claims that many students intend to learn English because of factors within themselves. In the second question, 4% of students strongly agree, 4% agree, 2% neutral, 84% disagree and 6% strongly disagree that they learn English because of parental compulsion. Based on the survey results, the researcher claims that more and more students do not learn English under parental compulsion, but are motivated by themselves. Some students are motivated to learn English by the encouragement of their parents, while others are motivated by the encouragement of their parents which comes between their motivation.

On the third question, 18% of students strongly agreed, 76% agreed, 2% neutral, and 2% disagreed that they learn because teachers teach and teachers are creative when they teach. Based on the results of the study, the researchers say that the teacher's influence is also very important to motivate students. With the fourth question, 40% of students completely agree and 60% of students agree that learning English is an advantage for the future. Regarding question number five, 20% of students strongly agreed, 4% of students, 6% were neutral, 60% disagreed and 10% strongly disagreed that they are learning English because they want to continue their studies abroad. Regarding the sixth

question, 20% of students agree, 78% of students and 2% are neutral. Students learn English because they want to be successful in the future. Regarding the seventh question, 14% of others strongly agree, 68% of students, 10% are neutral, 2% of students disagree, and 6% of students strongly disagree that students are satisfied when they ask the teacher about the lessons. they don't understand. Regarding question number eight, 6% of the students strongly agree, 2% of the students, 64% of the students are neutral, 12% disagree and 16% of the students strongly disagree that they learn English only under the compulsion of the teacher . and avoid punishing the teacher. In ninth grade, 8% of students agreed, 70% were neutral, 16% disagreed, and 6% strongly disagreed that students' motivation decreases because they do not have time to study English. In question number 10, 6% of students strongly agree, 18% agree, 72% neutral, 4% disagree and 2% strongly disagree that they study English because it is a compulsory subject. 10% of students strongly agree, 82% agree, 2% neutral, 4% disagree and 2% strongly disagree about learning English because they want to read stories in English.

In question number 12, 4% of students strongly agree, 74% agree, 12% disagree and 10% strongly disagree that their English motivation decreases because they do not understand English. 13 students in the question, 4% strongly agree, 78% of students agree, 6% neutral, 8% disagree and 4% disagree. In the question of fourteen students, 10% of students strongly agree, 74% agree, 12% neutral, 2% disagree and 2% strongly disagree that they are motivated to learn English because they see that their friends can speak English. Finally, question number fifteen, 20% of students agree, 60% of students agree, 14% of students are neutral, and 6% of students strongly disagree that students are motivated because the teacher often praises students for learning English.

Interview Analysis

Table 2. Interview Analysis

No	Question	Response	Analysis by Describe
1	What was the biggest difficulty in learning English, and how did you overcome it?	<ol style="list-style-type: none"> 1. My biggest challenge is that the pronunciation in English is very difficult and the way I overcome it is by looking up in the dictionary how to pronounce English correctly. 2. My difficulties in speaking English are difficulty in pronunciation and not having friends to practice with. 3. The way English is read and written is different so I have trouble 	Most of the difficulties experienced by SMP Nasrani 5 Medan, namely sentences that are already understood and different ways of writing and reading make students not really like English lessons, and memorizing vocabulary is also difficult according to them.
2	How do you motivate yourself when you have difficulty learning	<ol style="list-style-type: none"> 1. I open the dictionary and look up the word in the dictionary and learn how to read it correctly or ask the teacher. 2. When I have difficulty with pronunciation, I will ask the 	When students experience difficulties when they do not know or do not understand reading English sentences, students

English?	teacher for sentences that are difficult for me to understand and take the time to practice. 3. Waiting for the teacher to re-explain or waiting for friends to ask the teacher.	will ask the teacher about the problems they experience when learning English, Students also use the English dictionary to find out how to read difficult sentences or ask students who are more proficient in English.
3 In your opinion, does the learning environment at home and at school affect your motivation to learn English?	<ol style="list-style-type: none">1. Yes, because the school and home environment is different so we know which is the most comfortable and suitable place to learn English. and the right place for us to practice our English.2. yes, because with motivation from parents and teachers, it is very necessary to make students motivated to learn English.3. yes, because school is more interesting because there are teachers to ask questions and friends to practice with while at home there is no one to learn English with.	According to students, the school and home environment also influence learning motivation, namely by encouraging or motivating students to be more passionate about learning or motivation from teachers can also make them more interested in learning English, Students also sometimes feel that school and home have their comfort in learning English.
4 Can you explain in your opinion, what are the main factors that influence your motivation in learning English?	<ol style="list-style-type: none">1. The main factor that influences my English is the encouragement and motivation of my parents so that I am enthusiastic and more confident in learning English.2. The main factor is from within myself because I feel English is very necessary and I like watching foreign movies I want to watch without reading subtitles.3. The main factor is my parents, namely the lack of motivation from parents so I am lazy to learn English.	The main factor that students experience when learning English is motivation from parents who are very helpful and make students more interested in learning English, students also feel that parents who are indifferent to students make them lazy and don't care about learning English and lack of motivation from school, namely, students do not know what English is.
5 Does a Fun English Teacher keep you motivated to learn English?	<ol style="list-style-type: none">1. YES, when the teacher makes English lessons with a song or with English jokes, it makes us more interested in learning English.2. The way the teacher makes	Many students stated that teachers who are creative in teaching such as making lessons in the form of pictures, songs,

Briefly explain.	the English lesson good so that I can easily understand it and can also learn the pronunciation well.	games, and other creatives make students motivated and interested in English
3.	Yes, when the teacher makes the English material more creative in the form of pictures, I like it and it's fun.	

From the table, it can be seen that students of Nasrani 5 Medan Junior High School have some difficulties when learning English, such as a lack of confidence, the complexity of English learning, and differences in pronunciation and writing styles. These challenges discourage some students from showing interest in learning English. To address these issues, students at Nasrani 5 Medan Junior High School seek assistance from teachers and peers to overcome their difficulties in learning English. They actively engage in practices such as searching for applications to enhance their English skills, consistent practice, reading, and repeating complex vocabulary to improve understanding.

According to some students, the learning environment at home and school influences their motivation to learn. While some believe that home and school surroundings affect their comfort levels differently, others hold the view that genuine intent to learn from the heart diminishes the impact of these factors. Some students feel that the school setting hinders them from openly seeking help from teachers or peers, while the home environment allows them to freely express themselves and practice without fear or embarrassment. They can also approach older siblings and parents for guidance with English learning difficulties. Numerous students expressed that innovative teaching approaches, such as incorporating visual aids, songs, games, and other creative techniques, play a pivotal role in boosting their motivation and interest in learning English. According to students, exploring how teachers make lessons interesting is essential to motivating students to learn English. Students believe that this approach can also boost their motivation, as teaching with humour, captivating visuals, and engaging stories captures their attention and sparks their interest in learning English. Students emphasize that motivation from teachers, along with teachers who genuinely care about their students, plays a crucial role in preventing students from feeling pressured or obligated while learning English.

FINDING AND DISCUSSION

The results of the study were analyzed based on a survey given to 50 respondents on the perceptions of students at SMP Nasran 5 Medan on student learning motivation. In the interview, the researcher analyzed the structured interview technique consisting of 5 questions and distributed it to 10 participants. The interview results are analyzed sentence by sentence, followed by an explanation of each category of questions.

Perception Of Students

To find out the motivational factors of students to learn English, the researchers used a questionnaire to investigate which factors influenced the motivation of students. In the study, the researcher presented 15 statements to 50 students, which were distributed to all seventh grade students at SMP Christian 5 Medan.

Table 3. Result of the Questionnaire from each statement

No	Result	Percentage
1	Students who strongly agree with each statement in the questionnaire	13%
2	Students who agree with each statement in the questionnaire	50%
3	Neutral students will answer the questionnaire	17%
4	Students who disagree with the statement in the questionnaire	14%
5	Students who strongly disagree with each statement in the questionnaire	7%
Total		100%

From the table, it can be observed that the obtained results are as follows for the students of SMP Nasrani 5 Medan: 13% of students strongly agree with each statement in the questionnaire, 50% of students agree with each statement in the questionnaire, 17% are neutral in their response to the questionnaire, 14% of students disagree with the statements in the questionnaire, and 7% of students strongly disagree with each statement in the questionnaire.

The discussion in this section is to answer the research questions stated in Chapter I. There are two research questions

1. After filling out the questionnaire, the researchers conducted interviews with students of SMP Nasrani 5 Medan to answer question number one. Half of the grade 7 students have the motivation to learn English due to factors from within themselves or intrinsic factors. These factors include feeling that English is important in the current era of globalization, being motivated to become preferred artists like YouTubers who speak with foreigners in English, finding the lessons interesting when the teacher speaks English fluently, and wanting to be like the teacher. However, some grade 7 students are motivated to learn English because of external factors or extrinsic factors, such as encouragement or coercion from parents and teachers. Some grade 7 students find English very difficult to learn due to the different ways of reading and writing, which leads to their dislike of learning the language. Consequently, some students learn English solely due to coercion from parents and teachers, as they fear getting bad grades or facing punishment for not attending English lessons. On the other hand, some grade 7 students are motivated due to both extrinsic and intrinsic factors, seeking encouragement from outside while also being motivated from within themselves to learn English. Based on the above results, the researcher concludes that the main or most motivating factor for grade 7 students to learn English at SMP Nasrani 5 Medan is intrinsic factors, with half of the students learning English because of their intention.
2. The results of the questionnaire to answer question number two reveal the relationship between students' motivation and students' English speaking quality. Students who have intrinsic factors, namely motivation from within themselves without coercion, genuinely enjoy learning English with a positive attitude, put in hard effort, and never give up until they succeed. In contrast, students of SMP Nasrani 5 Medan who were interviewed by researchers and have intrinsic motivation are more fluent in English, and their English grades are higher. On the other hand, students with extrinsic motivation exhibit the opposite pattern, with lower English grades and less fluency in English. These results demonstrate the importance of English motivation and its impact on the quality of students' English proficiency. Students with intrinsic motivation are more active and

persistent in their learning, while students with extrinsic motivation tend to be lazier and less engaged in learning English. Therefore, improving the quality of students' English relies on fostering intrinsic motivation to encourage active and dedicated learning.

CONCLUSION

After analysing the results of the questionnaires and interviews conducted at SMP Nasrani 5 Medan, the researcher found several findings related to the problem formulation presented in chapter one.

1. One important finding relates to students' motivation in learning English. Many students experience difficulties when reading English sentences due to the difference in reading and writing skills. This challenge often prompts them to seek motivation from various sources, such as asking teachers for help, referring to dictionaries or seeking help from more proficient friends. In addition, a significant number of students are motivated by having competent English teachers who prepare interesting lessons that maintain students' interest and prevent boredom during English learning. Motivation also arises from the school environment and external factors such as parental encouragement and praise from teachers. Based on these findings, the researcher argues that 50% of students at SMP Kristen 5 Medan show intrinsic motivation, which is driven by their personal intention and desire to learn English, without any external coercion. Furthermore, 30% of students get their motivation from external sources, while 20% of students show a neutral motivation pattern, which is influenced by a combination of intrinsic and extrinsic factors.
2. Another important finding was the correlation between students' motivation and their English proficiency. Students who have intrinsic motivation, which is driven by their internal desire to learn, show genuine enthusiasm when conducting interviews, a positive attitude, strong determination, and an unwavering commitment to succeed. Students at SMP Nasrani 5 Medan who participated in the interviews and showed intrinsic motivation tended to excel and be more enthusiastic when answering interviews regarding English. In contrast, extrinsically motivated students tended to perform less effectively in English, with lower grades and lower fluency. These findings underscore the important role of motivation in shaping students' English proficiency. Those with intrinsic motivation are more proactive and persistent in their learning efforts, while those who rely on extrinsic motivation tend to show less engagement and dedication to mastering English. Therefore, improving students' English proficiency relies on cultivating intrinsic motivation to encourage active and dedicated learning.

REFERENCES

- Am, S. (2015). Interaction and motivation to learn to teach. *Jakarta: Raja GrafindoPersada* .
- Crystal, D. (2013). *English as a global language*. Cambridge University Press.
- Danang, S. (2017). Theory, Questionnaires, and Human Resources Data Analysis (Research Practice). *Yogyakarta: CAPS* , 11 .
- Elliot, A. J., & Dweck, C. S. (2017). Handbook of competence and motivation: Second edition. Guilford Publications.
- Muhibbin, S. (2002). Educational Psychology with a New Approach. *Bandung: PT Youth Rosdakarya* .
- Noels, K. A. (2001). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. *Language learning*, 51(1), 107-144.
- Prihartanta, W. (2015). Motivational theories. *Adabiya Journal* , 1 (83), 1-14.
- Prihartanta, W. (2015). Teori-teorimotivasi. *JurnalAdabiya*, 1(83), 1-14.
- Rahmat, H., & Jannatin, M. (2018). Hubungan Gaya Mengajar Guru Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris. *El Midad*, 10(2), 98-111.

- Rehman, A., & Haider, K. (2013). The impact of motivation on learning of secondary school students in Karachi: An analytical study. *Educational Research International*, 2(2), 139-147.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman Dictionary of language teaching and applied linguistics*. Routledge.
- Riduwan, MBA (2010). Methods and techniques of compiling a thesis. *Bandung: Alfabeta*.
- Rustamov, I. (2022). TEACHING ENGLISH AS A FOREIGN LANGUAGE. *Журналиностранных языков и лингвистики*, 4(4).
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.