

THE STUDENTS' MOTIVATION IN STUDYING ENGLISH AT SMPN 5 LEMBANG PINRANG

Indah Fitriani

Institut Agama Islam Negeri Parepare
indahfitriani_student@iainpare.ac.id

Kalsum

Institut Agama Islam Negeri Parepare
kalsum@iainpare.ac.id

Ahmed Sardi

STKIP Darud Da'wah wal Irsyad Pinrang
ahmedsardi@stkipddipinrang.ac.id

Abstract

The purpose of this research was to find out the kind of motivation is dominant in studying English at SMPN 5 Lembang. The research design of this study is descriptive quantitative by using survey. The population of this research was all of students' SMPN 5 Lembang, meanwhile the sample of this research was taken 39 persons purposevely. This data were collected by handing over questionnaires and analyzed by SPSS of Likert Scale. After the research had been conducted, it was found that intrinsic motivation has a score of 48% and extrinsic motivation has a score of 52%. After we got the score of intrinsic and extrinsic motivation. From the calculated of the students' score, the kind of motivation that is dominant in studying English is Extrinsic motivation. It is found that such motivation is one of the factors to support English learning process. Motivation in learning can be devided into two categories intrinsic and extrinsic motivation. The purposes of learning are tough to be achieved.

Keywords: Extrinsic Motivation, Intrinsic Motivation, Motivation, Studying English

INTRODUCTION

Language becomes the most important thing in human life. It has been a part of culture and interaction performed in dailies. Especially English language (Ermawati et al., 2021). Since English as an International language, people all over the world needed to learn English. Therefore, Indonesia as developing country requires its citizens to learn English as early as possible. Thus, learning English become an important subject from elementary school until university. In studying English that have some factors to support learning English which is one of the factors is motivation (Humaera et al., 2021).

In learning English, students are supported by some reasons. Every student has different reason. Firstly, students want to learn English because they want to get better jobs when they were graduated from the school and it will open our job prospects and increase our standard of living, because many big companies require people with English skills to perform their jobs (Nanning et al., 2024). Secondly, English gives the students easier access to communicate with

others around the world. For instance, nowadays students are using English through networks such as Facebook, Instagram, Twitter and many others to get in contact. In social network they can practice their English with another people in other countries. Thirdly, English is necessary to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important place, he or she will feel more comfortable. This reason will be a motivation that encourages them to learn English.

However, learning English cannot be separated with motivation. In other words, success or failure someone in learning English depends on students' motivation level. Some of students feel English is a difficult subject and hard to study, but students have high motivation, so that students will try to get success in learning English (Sardi et al., 2022). On the contrary, some of students feel English is a bored and waste time subject because students have low motivation in learning it. As a result, students were failing in this subject. Therefore, motivation is a key to get success in learning process. This is in line with Harmer's opinion. Harmer's opinion, that it seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success (Harmer, 2001).

Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. Harmer, stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task (Nurchalis et al., 2021).

On the other hand, extrinsic motivation the also other hand, influences extrinsic students learning. Harmer (2001) stated in that "Extrinsic motivation is the result of any number of outside factors". These outside factors include reward and punishment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest (Sardi et al., 2017).

In this study, this study was decided to be at SMPN 5 Lembang, Pinrang regency as the subject because the researcher interesting to know how the students' motivation in learning, especially English language. It is conducted to find the students' motivation in studying English, either student used intrinsic or extrinsic motivation. Regarding the previous studies related, this research proposed some new sights of the types of motivation investigated as well as the place or school with varied students' performance in the class (high and low motivation).

However, motivation is one of the most significant things in learning process. Without motivation, the purposes of learning are tough to be achieved. When learners have it in learning process, they win more understand with the materials, especially English.

METHOD

Design

The research design of this study is descriptive quantitative. The data were collected by using survey. In survey research, the researcher asked questions related to people beliefs, opinions, characteristics, and behaviour by sharing questionnaires to them.

Instruments

The instrument of this research is a questionnaire. The questionnaires are adoptable. It is adapted in a study conducted in 2012 (Reiss, 2012). In the matter of data collecting, an instrument is very important in the study, as it is an instrument that is a measuring instrument and will shed information about what we consider. Accurate information is obtained through valid and reliable instruments (Arikunto, 2013). Questionnaire is data collection technique that is done by giving a set of question or a written statement of the respondents to answer. and questionnaire were distributed to the students to fill in the answer. It is consisted of ten questions in which the question number 1-10 are the question to collect the information about intrinsic motivation and questions number 11-20. The students were asked to answer the question by choosing the categories (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

Data analysis

In this research, the researcher collected the data by using questionnaires Scala Likert type's questions (Sugiyono, 2012). This research is about the students' Motivation which was known as attitudinal information. Likert scale in response will give a number (strongly disagreed = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5) and these numbers are treated. To analyse the data, the writer applies the steps as follow:

1. Collecting the main data (item score/responses).
2. Arranging the collect score into the distribution of frequency of score table.
3. Calculating the data.
4. Interpreting the analysis result.
5. Drawing the conclusion.

The writer determines the percentage of both intrinsic and extrinsic motivation (Kadir, 2015) by following formula:

$$P = F/N \times 100$$

Description: P = Percentage of intrinsic/extrinsic motivation

F = Frequency of intrinsic/extrinsic motivation

N = Total of score from questionnaire

FINDINGS AND DISCUSSION

A. Findings

The researcher distributed the questionnaire to the students in SMPN 5 Lembang Kab. Pinrang. The questionnaire was distributed to the students to know the dominant students' intrinsic motivation and the students' extrinsic motivation. In this research, the researcher takes a score for the students' intrinsic motivation by using 10 item questionnaire that was question number 1 up to number 10. For the students' extrinsic motivation by using 10 item questionnaire that was question number 11 up to number 20.

1. The Result from the Questionnaire of Students' Intrinsic Motivation

From the motivation of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' intrinsic motivation the table:

Table 1. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 1: I learn English in order to improve my English language skill)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	36	92%
2	Agree	4	3	8%
3	Neutral	3	0	
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 36 students' (92%) strongly agree, 3 students' (8%) agree, 0 students' Neutral, Disagree and Strongly. In this shows that most of students choose strongly agree is greater than the other.

Table 2. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 2: I feel confident when asked to speak in my English class)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	2	5%
2	Agree	4	14	36%

3	Neutral	3	15	38%
4	Disagree	2	5	13%
5	Strongly Disagree	1	3	8%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 2 students' (3%) strongly agree, 14 students' (36%) agree, 15 students' (38%) Neutral, 5 disagree (15%) and 3 students' (8%) Strongly disagree.

Table 3. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 3: English is very important part of the school program)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	28	72%
2	Agree	4	10	26%
3	Neutral	3	0	
4	Disagree	2	0	
5	Strongly Disagree	1	1	2%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 28 students' (72%) strongly agree, 10 students' (26%) agree, 0 students' Neutral and disagree, and 1 student's (2%) Strongly disagree.

Table 4. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 4: Learning English allows me to participate more freely in the activities of other cultural groups)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	16	41%
2	Agree	4	8	21%
3	Neutral	3	15	38%
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 16 students' (41%) strongly agree, 8 students' (21%) agree, 15 students' (38%) Neutral, 0 students' Disagree and Strongly disagree.

Table 5. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 5: I really enjoy learning class)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	20	51%
2	Agree	4	15	38%
3	Neutral	3	4	10%
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 20 students' (51%) strongly agree, 15 students' (38%) agree, 4 students' (10%) Neutral, 0 students' Disagree and Strongly disagree.

Table 6. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 6: My English teacher is a great source of inspiration to me)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	33	84%
2	Agree	4	6	15%
3	Neutral	3	0	
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 33 students' (84%) strongly agree, 6 students' (15%) agree, 0 students' Neutral, Disagree and Strongly disagree.

Table 7. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 7: I study English because it is something that I always want to do)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	16	41%
2	Agree	4	15	38%

3	Neutral	3	5	13%
4	Disagree	2	3	8%
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 16 students' (41%) strongly agree, 15 students' (38%) agree, 5 students' (13%) neutral, 3 students' (8%) disagree, and 0 students Strongly disagree.

Table 8. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 8: My English class is really waste of time)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	0	
2	Agree	4	0	
3	Neutral	3	1	2%
4	Disagree	2	9	23%
5	Strongly Disagree	1	29	74%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 1 students' (2%) Neutral, 9 students' (23%) disagree, 29 students' (74%) strongly disagree, and 0 students' Strongly agree and agree.

Table 9. The Result from the Questionnaire of Students' Intrinsic Motivation (Item 9: I like my English class so much: I look forward to learning more English in the future)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	33	85%
2	Agree	4	6	15%
3	Neutral	3	0	
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 33 students' (85%) strongly agree, 6 students' (15%) agree, 0 students' Neutral, Disagree and Strongly disagree.

**Table 10. The Result from the Questionnaire of Students' Intrinsic Motivation
 (Item 10: To be honest, I really have little interest I my English class)**

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	0	
2	Agree	4	3	8%
3	Neutral	3	3	8%
4	Disagree	2	6	15%
5	Strongly Disagree	1	27	69%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 3 students' (8%) agree, 3 students' (8%) neutral, 6 students' (15%) disagree, 27 students' (69%) strongly disagree, 0 students strongly agree.

The Result from the Questionnaire of Students' Extrinsic Motivation

From the motivation of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' extrinsic motivation the table:

Table 11. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 11: Learning English is useful in getting a good job)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	23	59%
2	Agree	4	14	36%
3	Neutral	3	2	5%
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 23 students' (59%) strongly agree, 14 students' (36%) agree, 2 students' (5%) Neutral, 0 students disagree and strongly disagree.

Table 12. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 12: I study English because I need it to further my studies overseas)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	33	85%
2	Agree	4	4	10%
3	Neutral	3	1	3%
4	Disagree	2	1	3%
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 33 students' (85%) strongly agree, 4 students' (10%) agree, 1 students' (3%) Neutral, 1 students' (3%) disagree and 0 students' strongly disagree.

Table 13. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 13: I study English because I want to well in my examination)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	31	79%
2	Agree	4	8	21%
3	Neutral	3	0	
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 31 students' (79%) strongly agree, 8 students' (21%) agree, 0 students' Neutral, disagree and strongly disagree.

Table 14. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 14: My parents encourage me to practice my English as much as possible)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	9	23%
2	Agree	4	10	26%
3	Neutral	3	16	41%
4	Disagree	2	2	5%

5	Strongly Disagree	1	2	5%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 9 students' (23%) strongly agree, 10 students' (26%) agree, 16 students' (41%) Neutral, 2 students' (5%) disagree and 2 students' (5%) strongly disagree.

Table 15. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 15: I study English in order to please my family)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	17	44%
2	Agree	4	18	46%
3	Neutral	3	4	10%
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 17 students' (44%) strongly agree, 18 students' (46%) agree, 4 students' (0%) Neutral, 0 students disagree and strongly disagree.

Table 16. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 16: Learning English is important because I will need it for my career)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	30	77%
2	Agree	4	7	18%
3	Neutral	3	2	5%
4	Disagree	2	0	
5	Strongly Disagree	1	0	
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 30 students' (77%) strongly agree, 7 students' (18%) agree, 2 students' (5%) Neutral, 0 students disagree and strongly disagree.

Table 17. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 17: My parents try to help me to learn English)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	1	3%
2	Agree	4	3	8%
3	Neutral	3	13	33%
4	Disagree	2	10	26%
5	Strongly Disagree	1	12	31%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 1 student's (3%) strongly agree, 3 students' (8%) agree, 13 students' (33%) Neutral, 10 students' (26%) disagree and 12 students' (31%) strongly disagree.

Table 18. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 18: Studying English is important because it will allow me to meet and converse with more and varied people)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	25	64%
2	Agree	4	9	23%
3	Neutral	3	2	5%
4	Disagree	2	1	3%
5	Strongly Disagree	1	2	5%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 25 students' (64%) strongly agree, 9 students' (23%) agree, 2 students' (5%) Neutral, 1 student's (3%) disagree and 2 students' (5%) strongly disagree.

Table 19. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 19: I feel that no one is really educated unless he is fluent in English language)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	1	3%
2	Agree	4	0	
3	Neutral	3	14	36%
4	Disagree	2	7	18%

5	Strongly Disagree	1	17	44%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 1 student's (3%) strongly agree, 0 students agree, 14 students' (36%) Neutral, 7 students' (18%) disagree and 17 students' (44%) strongly disagree.

Table 20. The Result from the Questionnaire of Students' Extrinsic Motivation (Item 20: I like to learn English to make me easier to understand reading materials in English)

No	Category	Score	Frequency	Percentage
1	Strongly Agree	5	35	90%
2	Agree	4	2	5%
3	Neutral	3	1	3%
4	Disagree	2	0	
5	Strongly Disagree	1	1	3%
Total			39	100%

Based on the table above, the writer analyzed that of the 39 respondents there were 35 students' (90%) strongly agree, 2 students' (5%) agree, 1 student's (3%) Neutral, 0 students disagree and 1 student's (3%) strongly disagree.

The researcher calculates the students' intrinsic motivation by including the total score from the questionnaire number 1-10 into the formula as follow:

$$P = \frac{1454}{3020} \times 100 = 48\%$$

The researcher calculates the students' extrinsic motivation by including the total score from the questionnaire number 11-20 into the formula as follow:

$$P = \frac{1566}{3020} \times 100 = 52\%$$



The figure 1. Percentage of Motivation

The figure 1 shows the result of intrinsic and extrinsic motivation in studying English. From these data above, it showed that intrinsic motivation has a score of 48% and extrinsic motivation has a score 52%.

The calculation showed that intrinsic motivation has a score of 48% and extrinsic motivation has a score of 52%. From the calculated of the students' score the kind of motivation that is dominant in studying English is Extrinsic motivation.

B. Discussion

The discussion was about motivation kind which is dominant in studying English. based in the research findings, several points can be discussed. The overall results reveal that the students 'dominant motivation in studying English is Extrinsic Motivation in studying English at SMPN 5 Lembang Kab. Pinrang.

1. Intrinsic Motivation

Based on the presentation of the data above, most of the students' answer strongly agree and agree in the statement from the questionnaires. It was providing the obvious information that most of the students' have good motivation in studying English by their intrinsic motivation which relates to a study conducted by Sardi et al (2022). The intrinsic motivation means that they are motivated in engaging to go through the learning process because they have the internal motivation to do something for their own sake. Harmer (2001) stated that intrinsic motivation comes from within the individual. It is showed that some of the Students' in SMPN 5 Lembang motivated by the enjoyment of the learning process or desire to make them feel better. The students' want to study English because it gives them pleasure and develops a particular skill.

There some reason why the students' have intrinsic motivation in studying English such as students' want to learn English because they want to improve their English language skills, they learn English because English is important part of the school program, they learn English because it something that they always want to do, they learn English will more freely participate in the activities or other cultural groups, and they study English because they enjoy to learn English in the class.

Then, from the calculation of students' intrinsic motivation, it is found that the percentage that 48% for students' intrinsic motivation. It was express that students' of SMPN 5 Lembang have enough intrinsic motivation.

2. Extrinsic Motivation

From the presentation of the data, it provides the information that there is external factor that motivated the students' in studying English. The extrinsic motivation is the kind of motivation which comes from outside the individual and may be influenced by some factors such as the attitude of society, family and peers. The extrinsic motivation comes from outside the individual. Alderman and it is stated that extrinsic motivation occurs when students participate in activity for reason other than themselves (Baeti, 2020) and (Kalsum et al., 2022). For example, the offering of incentives for successful task performance such as the drive from the parents, teacher, environment, award, reward and punishment as well. It showed that most of the students' in SMPN 5 Lembang Kab. Pinrang motivated by their extrinsic motivation. They want to meet and converse with more and varied people, and they need English for their career.

There are some factors that influence the students' extrinsic motivation. Students' in SMPN 5 Lembang motivated to study English because they need to get a good job, they want to get a good score in examination, they want to continue their study overseas, they want to learn English because make them easier to understand the materials in English, students want to meet and converse with more and varied people, and they need English for their career.

From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 52% for extrinsic motivation. It showed that score students' of SMPN 5 Lembang Kab. Pinrang have good extrinsic motivation in studying English. Regarding the explanation above about intrinsic and extrinsic motivation, it is clearly showed that students' in SMPN 5 Lembang Kab. Pinrang have higher extrinsic motivation in studying English than intrinsic motivation. It means that they are study English because they need to get a job, need to get a good score in examination, learn English to make the easier to understand materials in English, and need to meet and converse with more and varied people.

From the finding showed that the students' in SMPN 5 Lembang have high extrinsic motivation in studying English. This is good for the teacher and students in teaching and learning process. Because, motivation is the one of important thing which affects students' attitude and achievement. In this finding, the students have good motivation, so it will be useful for the teacher to bring the students' to be successful in studying English. The SMPN 5 Lembang students are driven to learn English because they have objectives. These objectives include the need to perform well on exams, the desire to learn English because it makes the material easier to understand, the desire to land a good job, and the possibility of pursuing further education abroad. It is advised, therefore, to offer engaging instructional materials to promote student participation in class. Additionally, in order to maintain consistent student enthusiasm, supporting resources such as technological platforms and materials development should be introduced in the classroom.

CONCLUSION

Based on the findings of the study, the researcher gave a conclusion that students intrinsic motivation, From the calculations the questionnaire, the researcher found that students' intrinsic motivation to study with a score 48%. This score gives the information that some students' of SMPN 5 Lembang have good enough intrinsic motivation in studying English. The students' motivated to improve their English language skills is that they enjoy studying English in class, they study English because it is something that they always want to do. And Students' extrinsic motivation, From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 52%. It showed that students' of SMPN 5 Lembang have good extrinsic motivation in studying English. The students' in SMPN 5 Lembang are motivated to study English because of their goals, such as students require to get a good score in examination, students like studying English because makes it easier for them to understand the English materials, they want to get a good job, and they may want to continue their studies overseas. However, it is suggested to provide some interesting learning design to encourage the learners in the classroom interaction. Also, the supported facilities like materials development and technological platform should be presented in the class in order to have stable learners' motivation.

ACKNOWLEDGEMENT

This study is definitely written by some helpful supports to closed colleagues, stakeholders, and institutions. We address a special thank to the dean of Tarbiyah Faculty and Head of English Study Program at IAIN Parepare. Also, We appreciate the LPPM of IAIN Parepare which provided and supported until the process of this research finally come to end.

REFERENCES

- Arikunto, S. (2013). *Dasar-Dasar Evaluasi Pendidikan*. Bumi Aksara (PT Bumi Aksara).
- Aswad, M., & Sardi, A. (2023). The Discourse Analysis of Diction Effects on Teachers Used in Teaching English as a Foreign Language. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 2647-2654.
- Baeti, A. N. (2020). An analysis of student difficulties in understanging reading English texts (Doctoral dissertation, Universitas Muhammadiyah Purwekorto).
- Ermawati, E., Nurchalis, N. F., & Sardi, A. (2021). Online EFL Teaching and Learning: Different skills, Different Challenges. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(1), 495–505.
<https://doi.org/10.24256/ideas.v8i2.1660>
- Harmer, J. (2008). How to teach English (Vol. 62, No. 3, pp. 313-316). Oxford University Press.
- Humaera, I., Sardi, A., Akbal, F. A., Syahban Amir, A., Hasyim, R., & Noni, N. (2021). *EFL Students' Entrepreneurial Tendencies: Is It a Misdirected Issue? 1(1)*.
<https://doi.org/10.35877/454RI.eduline001>
- Humaera, I., Sardi, A., Akbal, F. A., Amir, A. S., Hasyim, R., & Noni, N. (2023). EFL Students' Entrepreneurial Tendencies: Is It a Misdirected Issue?. *EduLine: Journal of Education and Learning Innovation*, 3(3), 444-453.
- Kalsum, K., Rauf, F. A., & Sardi, A. (2022). Implementation of Reading-Log to Increase Students' Interest on Literacy at Islamic Boarding School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1887-1898.
- Nanning, N., Latif, I., Nasrinda, P., & Sardi, A. (2024). Augmented Reality in 4D Flashcard: The Effects in Teaching Speaking Skill. *JELITA*, 5(1), 166-179.
- Nurchalis, N. F., Ermawati, E., Sardi, A., & Nursabra, N. (2021). Language Laboratory to Overcome the Barrier of Classroom English Learning: Does it Exist and Is it Used in Islamic Schools of Majene? *Elsya : Journal of English Language Studies*, 3(3), 183–194. <https://doi.org/10.31849/elsya.v3i3.6824>

- Nurchalis, N. F., Ermawati, E., Sardi, A., & Nursabra, N. (2021). Language Laboratory to Overcome the Barrier of Classroom English Learning: Does it Exist and Is it Used in Islamic Schools of Majene?. *Elsya: Journal of English Language Studies*, 3(3), 183-194.
- Reiss, S. (2012). Intrinsic and extrinsic motivation. *Teaching of psychology*, 39(2), 152-156.
- Sardi, A., Atmowardoyo, H., & Weda, S. (2017). The Distinct Types of Diction Used by the EFL Teachers in the Classroom Interaction. *International Journal of Science and Research*, 6(3), 1061–1066. <https://doi.org/10.21275/ART20171558>
- Sardi, A., Haryanto, A., & Weda, S. (2017). The Distinct types of diction used by the efl teachers in the classroom interaction. *International Journal Of Science and Research (IJSR)*, 6(3), 1061-1066.
- Sardi, A., Surahmat, Z., & Nur, S. (2022). The Washback of Intensive TOEFL Training Program (ITTP) on Student's Learning Motivation. *ELS-JISH: Journal on Interdisciplinary Studies in Humanities* *Journal on Interdisciplinary Studies in Humanities*, 5(4), 593–597. <https://doi.org/https://doi.org/10.34050/elsjish.v5i4.24570>
- Sardi, A., Kalsum, K., Rauf, W., & Hasyim, S. (2023). Enhancing Students' Writing Skills through the Implementation of the Seven Nucleus Approach in Teaching Tenses. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, 6(1), 39-47.
- Sugiyono. (2012). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.