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EXPLORING THE INTERPLAY BETWEEN LANGUAGE ATTITUDES AND ENGLISH LEARNING MOTIVATION IN AN INDONESIAN INTERNATIONAL SCHOOL

Marhamah[1]
Islamic University of Jakarta, Indonesia (marhamahsyarif2@gmail.com)

Dini Hidayati
Pancasakti University, Bekasi, Indonesia (dinisyarief@gmail.com)

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji sikap siswa terhadap bahasa Inggris serta menganalisis hubungan antara sikap bahasa dan motivasi belajar bahasa Inggris di sekolah internasional Indonesia. Hal ini dilatarbelakangi oleh meningkatnya peran bahasa Inggris sebagai lingua franca global dalam bidang pendidikan, teknologi, bisnis, dan komunikasi antarbudaya. Secara global, bahasa Inggris digunakan oleh lebih dari 1,5 miliar penutur sebagai bahasa pertama maupun kedua, dan menjadi bahasa dominan dalam publikasi ilmiah, dengan lebih dari 80% artikel jurnal internasional ditulis dalam bahasa Inggris. Kondisi ini menjadikan penguasaan bahasa Inggris sebagai kompetensi penting dalam pendidikan modern. Penelitian ini menggunakan desain penelitian metode campuran, mengintegrasikan pendekatan kuantitatif dan kualitatif untuk memperoleh pemahaman komprehensif tentang motivasi dan sikap bahasa siswa terhadap pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa siswa menunjukkan tingkat motivasi yang tinggi dalam belajar bahasa Inggris, dengan motivasi instrumental muncul sebagai orientasi dominan. Siswa terutama termotivasi oleh tujuan praktis dan berorientasi masa depan, termasuk mobilitas global, kemajuan pendidikan, perolehan pengetahuan, dan pengakuan sosial.

Keywords:
Interaction of attitudes; Language and motivation; Indonesian international schools

ABSTRACTS

This study aims to examine students' attitudes toward English and analyze the relationship between language attitudes and motivation to learn English in Indonesian international schools. This is motivated by the increasing role of English as a global lingua franca in education, technology, business, and intercultural communication. Globally, English is spoken by more than 1.5 billion speakers as a first or second language, and is the dominant language in scientific publications, with over 80% of international journal articles written in English. This condition makes English language proficiency a crucial competency in modern education. This study used a mixed-methods research design, integrating quantitative and qualitative approaches to gain

[1] Correspondence Author

a comprehensive understanding of students' motivation and language attitudes toward learning English. The results showed that students demonstrated a high level of motivation in learning English, with instrumental motivation emerging as the dominant orientation. Students were primarily motivated by practical and future-oriented goals, including global mobility, educational advancement, knowledge acquisition, and social recognition.

A. INTRODUCTION

Globally, English is spoken by more than 1.5 billion speakers, whether as a first language, a second language, or a foreign language. Furthermore, English is the dominant language in international scientific publications, with over 80% of international journal articles written in English (Vadivel et al. 2022). This demonstrates the strategic importance of English language proficiency in the academic and professional worlds. Students with good English skills tend to have broader access to global knowledge sources, technology, and opportunities for international mobility (Meadseena et al. 2023).

In Indonesia, the importance of English is increasingly recognized along with the growing demand for globally oriented education. One tangible manifestation of this development is the presence of international schools that use English as one of the primary languages of instruction (Poonpon et al. 2024). International schools provide a different learning environment than regular schools because students not only learn English as a subject but also use English in various academic and social activities. This environment has the potential to shape students' attitudes toward English and influence their motivation to learn the language (Pratiwi et al. 2020).

Student attitudes toward English are a crucial aspect of language learning. Language attitudes can reflect how students view English, whether it is useful, enjoyable, difficult, prestigious, or important for their future. A positive attitude toward English can encourage students to be more active, confident, and consistent in the learning process (Sitohang et al. 2023). Conversely, a negative attitude can become a psychological barrier that affects students' interest, participation, and learning success. Therefore, a study of students' language attitudes is necessary to understand how they interpret English in the context of international education in Indonesia (Herwiana and Laili 2021).

In the era of globalization, English has become increasingly important as a global lingua franca for education, technology, business, and intercultural communication. The growing dominance of English has reshaped educational practices worldwide, including in Indonesia, where English proficiency is increasingly associated with academic success, global mobility, and future career opportunities (Rose et al. 2021). Recent studies suggest that English is no longer perceived merely as a foreign language subject but as a valuable communicative resource that enables learners to participate in global knowledge exchange and transnational interaction (Budiman and Liu 2025).

This global demand has contributed to the rapid growth of international schools in Indonesia, where English is frequently used as a medium of instruction. Compared with conventional schools, international schools provide more intensive linguistic exposure, allowing students to engage with English not only in classroom learning but also in daily communication (S. Lee et al. 2025). Such environments may shape students'

perceptions, attitudes, and motivational orientations toward English learning. In multilingual educational settings, learners' affective factors are often as important as linguistic competence in determining language learning success (Zhunussova 2021).

Among the affective variables influencing second language acquisition, motivation has consistently been identified as one of the strongest predictors of learning success. Although classical motivation theory proposed by Robert Gardner and Wallace Lambert (1972) distinguished motivation into instrumental and integrative orientations, recent perspectives view motivation as dynamic, context-dependent, and socially mediated (Sarkar et al. 2024). Instrumental motivation refers to practical goals such as obtaining better educational opportunities, employment, and socioeconomic advancement, whereas integrative motivation refers to learners' desire to connect with the target language community and culture. Expanding this perspective, Zoltán Dörnyei (2020) argues that language learning motivation is closely related to learners' future self-image, personal aspirations, and sustained engagement in the learning process (Turlo and Litvin 2024).

In addition to motivation, language attitude is another important factor shaping language learning behavior. Language attitude refers to learners' beliefs, feelings, and evaluative tendencies toward a language and its speakers (J. S. Lee and Drajati 2019). Positive attitudes toward English may enhance willingness to communicate, classroom participation, and long-term learning persistence, while negative attitudes may hinder engagement and achievement. Recent research has shown that positive attitudes toward English are strongly associated with increased confidence, greater learning enjoyment, and stronger communicative readiness in EFL contexts (Papi and Hiver 2020)

Previous studies have reported that motivation and language attitude are closely interconnected. Students who perceive English as meaningful, useful, and socially valuable tend to demonstrate stronger motivation and greater commitment to language learning (Bhatti and Aldubaikhi 2023). However, despite the increasing number of international schools in Indonesia, empirical research examining the relationship between language attitudes and English learning motivation within this specific context remains limited (Salah and Parapatics 2025).

Therefore, this study aims to investigate students' language attitudes toward English and examine how such attitudes relate to their motivation to learn English in an Indonesian international school context (Linda Astuti 2021). The findings are expected to contribute to a deeper understanding of affective dimensions in English language learning and provide pedagogical implications for English teachers working in multilingual educational environments (Ratnadewi et al. 2020).

Language functions as a fundamental medium of social interaction across diverse communicative contexts, including educational settings. In response to the growing importance of English in the global era, English language instruction has become increasingly prioritized within Indonesian education (Mardian and Anani Sarab 2025). The rising demand for English proficiency has also encouraged many parents to enroll their children in international schools, where English is commonly used as a primary language of instruction. This phenomenon reflects the growing perception of English as linguistic capital that supports academic achievement, global mobility, and future career opportunities (Prabjandee 2020).

Within international school settings, Indonesian students are typically exposed to English from the early years of formal education. Early exposure to a second language

is widely considered beneficial for language development, as prolonged interaction with the target language may facilitate stronger communicative competence over time. Recent studies suggest that sustained English exposure in bilingual or multilingual educational environments contributes not only to linguistic development but also to learners' confidence and communicative readiness (Bower 2019).

The success of second language acquisition is influenced by multiple cognitive, psychological, and sociocultural factors. Among these, motivation and language attitude have consistently been identified as two of the most influential affective variables. Motivation determines learners' willingness to initiate, sustain, and invest effort in language learning (Teimouri et al. 2019), while language attitude reflects learners' beliefs, emotions, and evaluative dispositions toward the target language and its speakers. Motivation in second language learning is dynamic and strongly shaped by learners' self-perception, future aspirations, and learning environment (Ye 2024).

Language attitude also plays a significant role in shaping language learning behavior. Learners who develop positive attitudes toward English are more likely to participate actively, communicate confidently, and maintain stronger engagement in learning activities (Li and Wei 2025). Conversely, negative attitudes may reduce willingness to communicate and hinder language development. Recent research in EFL contexts has shown that positive attitudes toward English correlate strongly with higher motivation, increased learning enjoyment, and better academic performance (Kirilenko 2024).

However, motivating young learners to engage meaningfully in English learning remains challenging, particularly when authentic exposure outside the classroom is limited. Students with restricted access to English-mediated interaction may struggle to recognize the practical value of learning English (Shamsi 2019). Therefore, understanding students' motivational orientation and language attitudes becomes essential for designing effective language learning environments. Examining these affective dimensions may provide valuable insights into how English learning can be better supported in international school contexts (Curiel 2023).

Based on this background, the objectives of this study are: (1) to investigate students' motivation toward learning English in an international school context, and (2) to explore students' language attitudes toward English within the same educational setting.

B. METHOD

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of students' motivation and language attitudes toward English learning (Mulili et al. 2025). Specifically, this study adopted a sequential explanatory design, in which quantitative data were collected and analyzed first, followed by qualitative data to provide deeper explanation and interpretation of the quantitative findings. Sequential explanatory design is particularly useful for explaining statistical results through participants' perspectives and experiences (Charli et al. 2022).

Next, a qualitative phase was conducted to deepen and strengthen the quantitative findings. Qualitative data were collected through semi-structured interviews with a number of respondents selected based on the results of the quantitative analysis, such as students with high, medium, and low motivation levels

(Inayat and Younas 2025). This technique enabled researchers to obtain richer information regarding the factors influencing students' attitudes and motivation in learning English, including their learning experiences, school environment, and their perceptions of using English in everyday life (Sharma et al. 2023).

The collected qualitative data were then analyzed through a process of data reduction, data presentation, and thematic conclusion drawing. The results of this analysis were used to provide a more in-depth explanation of the patterns found in the quantitative data, resulting in a more comprehensive and holistic understanding (Augustine et al. 2024). Thus, the combination of quantitative and qualitative data in this sequential explanatory design enabled researchers to not only identify relationships between variables but also to understand the reasons behind those relationships more deeply from the participants' perspectives (Zadro et al. 2023).

1 Participants

The participants of this study consisted of 41 eleventh-grade students enrolled in an Islamic international secondary school in Bekasi, West Java, Indonesia. The participants were selected because they were actively engaged in an English-mediated learning environment where English was regularly used in both classroom instruction and school communication.

2 Research Instruments

Two research instruments were employed to collect the data: a questionnaire and semi-structured interviews.

3. Questionnaire

The questionnaire was designed based on the motivational framework proposed by Zoltán Dörnyei (2001), focusing on two major dimensions of language learning motivation: instrumental motivation and integrative motivation. The questionnaire consisted of closed-ended statements measured using a five-point Likert scale ranging from strongly disagree to strongly agree. Respondents were asked to select responses that best represented their perceptions and experiences related to English learning.

4 Interview

To enrich and validate the quantitative findings, semi-structured interviews were conducted with selected participants. Interview participants were purposively selected based on their questionnaire responses to represent diverse motivational orientations and language attitudes, including students demonstrating both strong and weak motivation toward English learning. The interview sessions aimed to explore students' perceptions, experiences, and attitudes toward English in greater depth.

5. Data Analysis

Quantitative Data Analysis

Quantitative data obtained from the questionnaire were analyzed using IBM SPSS Statistics. Descriptive statistics, including frequencies, percentages, mean scores, and standard deviations, were calculated to identify students' motivation levels and response patterns. A five-point Likert scale was used to categorize motivation levels based on the following criteria:

Mean Range	Interpretation
3.68 – 5.00	High Motivation
2.34 – 3.67	Moderate Motivation
1.00 – 2.33	Low Motivation

6. Qualitative Data Analysis

Qualitative data obtained from the interviews were analyzed using descriptive qualitative analysis. The interview transcripts were examined to identify recurring themes and patterns related to students' language attitudes and motivational experiences. The qualitative findings were then used to complement and explain the quantitative results, enabling a more comprehensive interpretation of the data.

C. RESULT AND DISCUSSION

Demographic Profile

This section presents the demographic characteristics of the participants. The study involved 41 eleventh-grade students from a private international secondary school in Bekasi, West Java. As presented in Table 1, male students constituted the majority of respondents, accounting for 65.9% (n = 27), while female students represented 34.1% (n = 14). Although male participants slightly outnumbered female participants, both groups provided adequate representation for examining students' motivation and language attitudes toward English learning.

Table 1. Gender Distribution of Respondents

Gender	**Frequency**	**Percentage (%)**
Male Students	27	65.9
Female Students	14	34.1
Total	41	100

Motivation towards English learning

Table 2. The Data Display Questioner

No	Instrumental Motivation	Mean	Standard Deviation	Motivation Level
1	Using English mainly focus for assignments in the classroom and exams	3.58	0.86	Medium
2	Interested mixing Indonesian languae and English in communicating	3.12	1.04	Medium
3	interested in reading English textbooks but not other English texts such as newspapers and magazines	3.05	0.95	Medium
4	more interested learning English by social media	3.26	1.09	Medium
5	more interested in studying other languages than in learning English	3.34	1.15	Medium
6	Learning English is essential for travel.	4.47	0.61	High

7	Learning English is essential for me to become knowledgeable and talented.	4.36	0.66	High
8	Learning English is vital to me because it makes me a more educated person.	3.71	0.79	High
9	Learning English can help you.	4.08	0.89	High
10	Make others appreciate me by improving my English skills.	4.15	0.81	High
	Total	**3.71**	**0.89**	**High**

Quangtitative Data Finding : Students' Motivation toward English Learning

The findings indicate that students demonstrated a high level of instrumental motivation toward English learning, with an overall mean score of 3.71 (SD = 0.89). This suggests that students generally perceived English as an important resource for achieving academic, personal, and future professional goals. The high overall score indicates that English learning was primarily driven by practical and goal-oriented considerations rather than purely intrinsic interest.

Among all questionnaire items, statement 6, "Learning English is essential for travel," obtained the highest mean score (M = 4.47, SD = 0.61). This finding suggests that students strongly associated English proficiency with global mobility and international communication. In the context of globalization, students increasingly recognize English as an essential tool for accessing broader opportunities beyond local boundaries.

Similarly, statement 7, "Learning English is essential for me to become knowledgeable and talented," received a high mean score (M = 4.36, SD = 0.66). This indicates that students viewed English as an important medium for self-development and knowledge acquisition. Statement 10 also showed a high score (M = 4.15, SD = 0.81), suggesting that English proficiency was associated with social recognition and positive self-image. These findings imply that students considered English not only as a functional skill but also as a form of symbolic capital that enhances personal value and social prestige.

Furthermore, statement 9 (M = 4.08) and statement 8 (M = 3.71) reinforced the practical orientation of students' motivation, indicating that English was perceived as beneficial for future success and educational advancement. These findings support the instrumental motivation framework proposed by Robert Gardner and Wallace Lambert, which emphasizes the role of practical goals such as career opportunities, academic achievement, and social mobility in second language learning.

In contrast, several items related to everyday English engagement showed only moderate motivation levels. Statement 3, concerning interest in reading English texts beyond academic textbooks, had the lowest mean score (M = 3.05, SD = 0.95). Similarly, statement 2 on code-mixing during communication scored 3.12, while statement 4 on learning English through social media obtained 3.26. These moderate scores suggest that although students recognized the long-term importance of English, they were less actively engaged in informal or self-directed English learning practices outside structured educational settings.

Overall, the findings suggest that students' motivation toward English learning was predominantly instrumental in nature. Their motivation was strongly shaped by future-oriented aspirations, including global mobility, educational advancement, and social recognition. However, moderate engagement in everyday English practices indicates that while students valued English highly, the language had not yet become fully integrated into their daily learning habits.

Overall, the findings suggest that students possessed highly positive attitudes toward English. Positive language attitudes appeared to strengthen students' motivation, confidence, and willingness to communicate. These results indicate that students who perceive English as meaningful and beneficial are more likely to demonstrate stronger motivation toward English learning. Therefore, language attitude and motivation can be considered mutually reinforcing factors that contribute to successful language learning.

Qualitative Data Finding

Qualitative data obtained from semi-structured interviews were analysed using descriptive qualitative analysis. The interview transcripts were examined to identify recurring themes and patterns related to students' language attitudes and motivational experiences. The qualitative findings were used to complement the quantitative results, enabling deeper interpretation of students' motivation toward English learning.

The analysis revealed three major themes.

Theme 1: English as a Gateway to Future Opportunities

Most participants perceived English as an important tool for accessing future educational, professional, and global opportunities. Students frequently associated English proficiency with traveling abroad, pursuing higher education, and obtaining better career prospects. Several participants stated that English would increase their competitiveness in the global workforce and help them communicate internationally. These findings support the quantitative results, particularly the high score of statement 6 (M = 4.47), indicating that travel and future mobility strongly motivated students to learn English.

One student stated:

"I think English is very important, especially if I go abroad because I need to communicate with foreign people."."

This finding suggests that students' motivation was strongly future-oriented and largely driven by practical benefits.

Theme 2: English Enhances Confidence and Social Recognition

Another recurring theme concerned self-confidence and social value. Many students reported feeling more confident when they were able to communicate in English. They perceived English proficiency as a marker of competence, intelligence, and personal achievement. Students also believed that speaking English improved how others perceived them socially.

One participant explained:

"When I can speak English well, I feel more confident, especially when talking to teachers or new people."

This finding aligns with the quantitative data showing high scores in statement 10 (M = 4.15), suggesting that social recognition contributed to students' motivation.

English was therefore viewed not only as a communication tool but also as a source of self-esteem and personal identity.

Theme 3: Informal Digital Exposure Strengthens Motivation

The third theme highlighted the role of digital media in supporting English learning. Many students reported engaging with English outside the classroom through songs, films, online games, YouTube videos, and social media. These informal learning experiences increased their exposure to authentic English and helped them improve vocabulary and listening comprehension.

One student stated:

"I often learn English from movies, music, and social media because it feels more enjoyable than learning only from textbooks."

Although quantitative findings showed moderate motivation in social-media-based learning (M = 3.26), interview data revealed that digital exposure still played a meaningful supporting role. Students appeared to prefer enjoyable and contextual learning experiences that connected English with their daily lives.

Overall, the qualitative findings confirmed that students' motivation toward English learning was predominantly instrumental. English was primarily perceived as a valuable resource for future success, confidence building, and global communication.

Discussion

The level of student motivation in learning English is in the high category

Research findings indicate that students' motivation to learn English is high. This generally indicates that students have a strong drive to engage in the English learning process, both inside and outside the classroom. This high level of motivation is evident not only in students' willingness to actively participate in learning but also in their desire to continuously improve their English skills.

Students' motivation is predominantly instrumental. This is reflected in their orientation, which tends to view English as a means to achieve practical goals in their future lives. English is understood not solely as an academic subject, but as a strategic skill with high utility in supporting social and academic mobility.

In this context, students indicated that English proficiency is closely related to opportunities to pursue higher education, including access to international educational institutions or study programs that use English as the language of instruction. Furthermore, English is seen as a crucial asset for entering the increasingly competitive global workforce, where foreign language proficiency is a key requirement in various professional sectors.

Furthermore, students' instrumental motivation is also influenced by an awareness of the importance of English in acquiring information and knowledge from global sources. The abundance of scientific literature, academic references, and technological developments that use English encourages students to use this language as a primary tool for broadening their horizons. Furthermore, social recognition also plays a role, as English proficiency is often seen as an indicator of prestige and intelligence in both social and academic settings.

It's understandable that students' motivation to learn English doesn't emerge randomly, but rather is formed from a combination of practical needs, academic demands, and hopes for a better future. The dominance of instrumental motivation indicates that students have a clear orientation toward the tangible benefits of English,

positioning learning English as a vital long-term investment for their personal development.

Practical needs are one of the primary drivers of motivation to learn English. In the context of globalization, English serves as an international communication tool, enabling individuals to access information, technology, and knowledge from various global sources. Students recognize that mastery of English provides tangible benefits, such as ease of understanding international-based learning materials, the use of digital technology, and the ability to communicate with the global community. This awareness of practical benefits then strengthens students' internal drive to study English more seriously and sustainably.

In addition to practical needs, academic demands also contribute significantly to shaping student motivation. In school settings, English is often a compulsory subject and the language of instruction in various learning activities, particularly in international schools. This creates a situation where students not only learn English as knowledge but also use it as a tool to understand other materials. Academic pressures in the form of assignments, exams, presentations, and classroom interactions encourage students to continuously improve their English skills to optimally participate in the learning process.

Student motivation in learning English is a construct formed through the interaction of real needs, academic pressure, and future aspirations. The dominance of instrumental motivation indicates that students have a sufficiently high awareness of the utility of English, so that learning English is no longer viewed merely as an obligation but as a long-term investment essential for self-development and readiness to face future global challenges.

Positive attitudes towards English are correlated with increased motivation to learn

Students' positive attitudes toward English are significantly related to their increased motivation to learn. In general, students with a positive view of English tend to demonstrate higher levels of motivation to learn, both in terms of classroom engagement, persistence in learning, and willingness to develop language skills independently outside of formal learning activities.

This positive attitude is reflected in how students perceive English as important, relevant, and strategically valuable in their lives. English is no longer viewed merely as a subject to be learned to meet academic demands, but is now understood as a global communication tool that opens access to various future opportunities. Students with positive attitudes generally perceive that mastery of English will provide educational benefits, such as easier access to international learning resources, opportunities to participate in student exchange programs, and the possibility of continuing their studies abroad. Furthermore, English is also seen as a crucial skill in an increasingly competitive and globally oriented workplace.

The quantitative analysis revealed a fairly strong correlation between language attitudes and student learning motivation, with a correlation value of $r = 0.67$. This value indicates that the relationship between the two variables is in the moderate to strong category, meaning that changes in students' language attitudes have the potential to be followed by similar changes in their learning motivation. Furthermore, the coefficient of determination analysis indicates that language attitudes contribute approximately

44.8% to the variation in student learning motivation, while the remaining 55.2% is influenced by other factors such as family environment, learning methods, previous learning experiences, and social support in the school environment.

Furthermore, the analysis by category also shows a consistent pattern. Seventy-eight percent of students with positive attitudes toward English are in the high motivation category, while only 22% of students with less positive attitudes demonstrate high motivation. These data reinforce the finding that positive attitudes are a key driving factor in increasing motivation to learn English. Conversely, students with less positive attitudes tend to exhibit lower motivation, characterized by less active participation in learning, low confidence in using English, and a tendency to avoid activities involving the language.

The qualitative findings also supported the quantitative results. Students with positive attitudes toward English expressed greater motivation because they viewed English as a vital necessity in the global era. They recognized that English proficiency not only impacts academic achievement but also serves as a key asset for international competition. Some students even stated that they felt proud and confident when able to use English in everyday conversations and academic presentations. This created a strong internal drive that led to more consistent learning.

Conversely, students with less positive attitudes tended to report difficulty understanding English language structure, lacked confidence in speaking, and considered English a challenging subject. This situation created psychological barriers that resulted in decreased motivation to learn. In some cases, students learned English solely because of school demands, rather than because of their own inner drive. This suggests that negative attitudes can be a significant inhibiting factor in the language learning process.

Furthermore, these findings also indicate that the international school environment plays a crucial role in shaping students' positive attitudes. Intensive exposure to English through academic activities, social interactions, and the use of English as the language of instruction contribute to the formation of positive perceptions in students. This environment indirectly strengthens students' motivation to learn because they see the direct relevance of English language skills to their daily activities at school.

Thus, it can be concluded that a positive attitude toward English is not only related to students' cognitive perceptions but also has a tangible impact on increasing their learning motivation. The more positive students' attitudes toward English, the higher their motivation to continuously learn, practice, and develop their language skills. Conversely, negative attitudes tend to correlate with low motivation, which can ultimately impact the overall success of English learning.

CONCLUSION

This study investigated students' motivation toward English learning and their language attitudes within an international school context. The findings revealed that students demonstrated a high level of motivation in learning English, with instrumental motivation emerging as the dominant orientation. Students were primarily motivated by practical and future-oriented goals, including global mobility, educational advancement, knowledge acquisition, and social recognition. This finding aligns with the Self-Determination Theory proposed by Richard Ryan and Edward Deci (2020),

which suggests that learners' motivation is strongly influenced by both intrinsic and extrinsic factors. In this study, students' motivation was predominantly shaped by extrinsic factors, particularly future opportunities, academic advancement, and social recognition. In this study, students perceived English not merely as an academic subject but as a valuable resource that could support future success and broader global participation. This indicates that students' motivation was strongly shaped by the perceived practical value of English in the era of globalization. In addition, the study found that students demonstrated positive language attitudes toward English. Most participants perceived English as a valuable language that enhanced their confidence, communication skills, and access to global interaction. Overall, the findings suggest that motivation and language attitude are mutually reinforcing constructs in English language learning. Students with more positive attitudes toward English tended to demonstrate stronger motivation and greater willingness to participate in learning activities. Therefore, English teachers are encouraged to create supportive, interactive, and meaningful learning environments that strengthen positive attitudes, increase authentic language exposure, and sustain students' motivation both inside and outside the classroom.

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