

**THE ROLE OF SOCIAL ENVIRONMENT FACTORS IN SHAPING
ENGLISH LEARNING MOTIVATION OF ENGLISH
EDUCATION STUDENTS AT STAIN MAJENE**



A Thesis

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State Islamic College of Majene

BY:

**ANAFIKA SARIATUL UMI
Reg. Number: 10256121001**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

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Researcher

Anafika Sariatul Umi
NIM: 10256121001

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ABSTRACT

Researcher : Anafika Sariatul Umi

Reg. Number : 10256121001

Title : The Role of Social Environment Factors in Shaping English Learning Motivation Of English Education At STAIN Majene

It is an established fact that the motivation of Tadris Bahasa Inggris (TBI) students at STAIN Majene to learn English tends to be low, with various social environment factors such as family, peers, campus, and digital media (Bronfenbrenner Theory, 2006) affecting their willingness to engage in learning. This study explores the role of these factors in shaping students' English learning motivation. Using a qualitative phenomenological approach, data were collected through in-depth interviews and documentation from 11 students of the 2023 cohort, and analysed following Miles and Huberman's interactive model. Findings indicate that the role of these social environment can both enhance and diminish motivation, as the same, those environment act as motivators, the same factors may also lead to procrastination, reduced effort, and disengagement. Therefore, these findings highlight the dual role of social environment factors in shaping students' learning motivation. As a result, parents should balance expectations with emotional support to sustain motivation, peers should foster collaborative learning, institutions need to provide structured programs such as English clubs, and ensure lecturers maintain consistent encouragement and clear guidance to enhance student motivation and learning outcomes, also students are encouraged to utilize digital media appropriately for language practice.

Keywords: *Motivation, Social Environment, Students, Family, Peers, Lecturers, Media.*

ABSTRAK

Peneliti : Anafika Sariatul Umi
NIM : 10256121001
Judul : *Peran Faktor Lingkungan Sosial dalam Membentuk Motivasi Belajar Bahasa Inggris Mahasiswa Pendidikan Bahasa Inggris di STAIN Majene*

Fakta menunjukkan bahwa motivasi mahasiswa Tadris Bahasa Inggris (TBI) di STAIN Majene untuk belajar Bahasa Inggris cenderung rendah, yang dipengaruhi oleh berbagai faktor lingkungan social seperti Keluarga, teman sebaya, kampus, dan digital media (Broffebrenner Theory, 2006). Penelitian ini bertujuan untuk mengeksplorasi peran faktor-faktor tersebut dalam membentuk motivasi belajar mahasiswa. Dengan menggunakan pendekatan fenomenologi kualitatif, data dikumpulkan melalui wawancara mendalam dan dokumentasi dari 11 mahasiswa angkatan 2023, kemudian dianalisis mengikuti model interaktif Miles dan Huberman. Temuan penelitian menunjukkan bahwa dukungan keluarga, hubungan dengan teman sebaya, lingkungan kampus, dan paparan media digital dapat meningkatkan maupun menurunkan motivasi. Meskipun faktor-faktor tersebut berperan sebagai pemotivasi, mereka juga dapat menyebabkan penundaan, berkurangnya usaha, dan keterlibatan yang rendah. Hasil ini menyoroti peran ganda faktor lingkungan sosial dalam memengaruhi motivasi belajar mahasiswa. Oleh karena itu, orang tua perlu menyeimbangkan ekspektasi dengan dukungan emosional untuk menjaga motivasi, teman sebaya dianjurkan untuk mendorong pembelajaran kolaboratif, institusi perlu menyediakan program terstruktur seperti klub Bahasa Inggris, dan dosen harus mempertahankan dorongan yang konsisten serta memberikan panduan yang jelas untuk meningkatkan motivasi dan hasil belajar mahasiswa. Selain itu, mahasiswa didorong untuk memanfaatkan media digital secara tepat dalam praktik berbahasa.

Kata kunci: *Motivasi, Lingkungan sosial, Mahasiswa TBI, Keluarga, Teman Sebaya, Dosen, Media*

CHAPTER I

INTRODUCTION

A. Research Background

In the current era of globalization, English language skills have become an important requirement for people in various parts of the world. According to Winaldo & Oktaviani (2022), English serves as an international communication tool used across multiple fields, including education, economics, technology, culture, and other aspects of our daily lives. This makes English a compulsory subject at various educational levels, particularly in non-English-speaking countries like Indonesia. This necessitates that students study and speak English, enabling them to access a broader range of information and compete effectively on a global scale. This is supported by Isadaud et al. (2022), who argue that integrating English into Indonesia's education curriculum is essential, as it equips students to compete on a global stage. However, despite its recognized importance, the overall English proficiency among Indonesian students has yet to meet expected standards.

In addition to the importance of English as an integral part of education, the proficiency level of Indonesian students remains relatively low. This is evidenced by the EF English Proficiency Index (EF EPI, 2023), which ranks Indonesia 79th out of 113 countries with a score of 469. Similarly, the Programme for International Student Assessment (OECD, 2022) results indicate that Indonesian students' performance and engagement in learning tend to fall below

the international average. This issue is caused by internal factors, such as low motivation, external factors, including ineffective teaching, unsupportive environments, and cultural aspects (Maruf et al., 2020). This finding is further supported by the research of Keumala et al. (2019) entitled "The Influence of Socio-Cultural and Educational Background on EFL Learners' Motivation," which emphasized that socio-cultural environments play a crucial role in shaping students' motivation to learn English. The study revealed that learners from social environments that lack support for English learning tend to have lower motivation and, consequently, lower proficiency levels.

Considering that motivation is one of the key internal factors influencing students' success in learning English, it is essential to understand how motivation functions and what factors affect it. Motivation plays a vital role in determining students' willingness to engage in language learning activities and to persist through challenges. This is supported by (Fachraini, 2017), who argues that motivation plays a crucial role in the process of learning English. In other words, the success of learning any subject, whether deemed difficult or easy, depends on the students' level of motivation. For this reason, motivation is regarded as a critical factor in achieving success in the learning process.

Motivation is a driving force or internal urge that encourages individuals to perform tasks effectively. In the educational context, motivation becomes a primary factor that determines the extent to which students engage in learning activities and persist in overcoming various challenges. Slavin (2012) defines motivation as an internal process that activates, guides, and maintains behavior

over time. One widely used theory for understanding motivation is the Self-Determination Theory (SDT), developed by Deci and Ryan. This theory categorizes motivation into two primary types: intrinsic and extrinsic. Intrinsic motivation arises from within the individual, driven by personal interest, enjoyment, or a sense of satisfaction in completing a task. In contrast, extrinsic motivation originates from external influences such as rewards, grades, social acceptance, or the desire to avoid punishment (Deci & Ryan, 2000). Moreover, this theory emphasizes the significant role of the social environment in shaping students' motivation. Although environmental factors are external, supportive social contexts, such as a positive classroom atmosphere, teachers who encourage autonomy, and peer support, can foster the development of intrinsic motivation. Conversely, a controlling and unsupportive environment may hinder intrinsic motivation, causing students to rely solely on extrinsic factors (Deci & Ryan, 2000).

One important external factor that significantly influences students' motivation is their social environment. This environment encompasses the interactions and relationships that students have with those around them, including family members, friends, teachers, and exposure to media and cultural values (Keumala et al., 2019). In the context of education, the social environment includes support from family, peer groups, classroom climate, teacher guidance, and media, all of which provide information and motivation for students. When students experience a positive and supportive social environment, they tend to develop a positive attitude towards learning and exhibit higher intrinsic

motivation. Conversely, an environment that lacks support or is negative can diminish students' enthusiasm and reduce their interest in learning English.

Based on preliminary informal discussions and personal observations within the Tadris Bahasa Inggris (TBI) program at STAIN Majene, it was observed that many students display fluctuating levels of motivation in attending English classes and participating in English-related activities. While some students are highly motivated due to personal interests, future career goals, and social encouragement, others view English as merely a compulsory subject rather than an individual or professional necessity.

To address this issue, the present study seeks to investigate how social environment factors, such as family support, peer influence, teacher encouragement, and exposure to learning media, shape the motivation of English students in learning English. Exploring these aspects is crucial for identifying effective strategies to enhance student engagement, participation, and achiev

Recognizing the importance of the social environment in influencing language learning motivation, this study is conducted to examine how social factors contribute to the motivation of the English students at STAIN Majene. The findings of this research are expected to offer valuable insights into the challenges and opportunities for enhancing students' motivation, as well as serve as a reference for lecturers and academic institutions in creating a more supportive and motivating academic atmosphere in English learning.

Given this background, the researcher is interested in conducting a study entitled: “The Role of Social Environment Factors in Shaping English Learning Motivation of English Education Students at STAIN Majene.”

B. Research Problem

Based on the background described earlier, the research problem in this study can be formulated as follows:

1. “How do social environment such as family, peers, campus, and digital media factors shape the motivation of Tadris Bahasa Inggris (TBI) students at STAIN Majene in learning English?”
2. Based on the research background presented above, the researcher identifies two main problems to be addressed in this study, as follows:

C. Objectives of The Research

Based on the problem formulation outlined above, the objective of this study is to explore the role of social environment such as family, peers, campus and digital media factors in shaping the motivation of TBI students at STAIN Majene in learning English.

D. Research Significances

1. Theoretical Significance

This research contributes to the development of pragmatics, particularly in understanding the speech act patterns that emerge in English as a Foreign Language (EFL) classroom interaction at an Islamic university. By directly examining how lecturers and students use various types of utterances, this research presents an empirical picture of how communicative intentions

are constructed, conveyed, and understood during the learning process. Referring to the speech act categories introduced by Searle (1979), namely representative, directive, commissive, expressive, and declarative, this study shows that language functions not only as a means of conveying material but also as a means of social interaction in the classroom. Furthermore, the results of this research also emphasize the importance of understanding the relationship between locutionary, illocutionary, and perlocutionary acts in the dynamics of classroom communication, particularly in examining how lecturers' speech act choices influence students' levels of participation, self-confidence, and understanding.

2. Practical Significance

a. For Students

The results of this study are anticipated to enhance students' awareness of the significance of the social environment in fostering motivation to learn English and to inspire them to cultivate a more positive and supportive learning atmosphere.

b. For Lecturers

This research can give teachers a comprehensive view of how the social environment affects students' learning motivation. This understanding enables them to create more effective learning strategies that cater to students' social circumstances.

c. For Others Researchers

This research can act as a reference for other researchers interested in exploring additional topics related to learning motivation, social environment, and English language learning.

E. Research Scope

Based on the problem formulation, this research focuses on explore the role of social environmental factors in students' motivation to learn English. The researcher limits the scope of the study to four primary aspects of the social environment: Family, peers, campus, and digital media. Essentially, these elements serve as the most proximate and directly influental factors on students' mot'vation. Furthermore, this study will explore how these four environmental factors in shape students' motivation to learn English as their majority either increasing motivation or decreasing motivation. Additionally, it also examine what students actually need to support their learning.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Studies

Based on previous research results, the researcher received some previous studies relevant to the research conducted in the case as follows:

The first study was conducted by Rahayu & Ugeng (2014) and is titled “The Effect of Watching English Program, Living Environment, and Parental Support on Students' English Learning Outcomes.” This study employs an ex post facto quantitative method to determine the effects of watching English programs, living environment, and parental support on student learning outcomes. The results showed that these three variables had a significant effect on English learning outcomes.

The second research was conducted by Djafar (2023) under the title “The Effect of Learning Environment on Student Motivation in Learning English at MTSN 2 Tidore.” This study employs a qualitative descriptive method aimed at analyzing the influence of the social environment, particularly the learning environment, on student motivation in learning English. The results demonstrated that the learning environment significantly affects students' motivation to learn English at MTSN 2 Tidore. Environmental factors, such as peer interaction, family support, and classroom atmosphere, play a crucial role in enhancing students' motivation to learn English.

The third research study by Pushpadewi et al. (2024) is titled “The Effect of Family Environment and School Environment on Student Learning

Motivation.” This study uses a correlational method to investigate the impact of both the family environment and the school environment, as well as their combined effect, on student learning motivation. The results indicate that, first, there is a positive and significant influence of the family environment on student learning motivation. Second, there is a negative and significant influence of the school environment on student learning motivation. Third, this study reveals that both the family environment and the school environment significantly influence student learning motivation at the same time.

The fourth research study was conducted by Afadah et al. (2024) titled “The Effect of Social Environment on Santri Learning Motivation at Pondok Pesantren Mukhtar Syafa'at Blokagung Banyuwangi” using a quantitative causality method. This study aims to analyze the influence of the social environment on student learning motivation at the Mukhtar Syafa'at 1 Putra Blokagung Islamic Boarding School in Banyuwangi. The results indicated that the social environment significantly influences student learning motivation, although the contribution is relatively low.

Based on the previous research, the researcher identified similarities and differences with other researchers.

Table. 2. 1. Table of Similarities and Differences Previous Related Studies

No.	Similarities	Differences
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1.	<p>These two studies both discuss environmental factors as one of the variables that affect student learning outcomes or motivation to learn English.</p>	<p>Faridawati Rahayu and Bambang Sugeng's research employed ex post facto quantitative methods, focusing on the influence of watching English programs, living environment, and parental support on student learning outcomes. At the same time, this research uses descriptive qualitative methods with a special focus on the role of the social environment on student learning motivation.</p>
2.	<p>The research conducted by Rasna Djafar shares similarities with this research, as both discuss the influence of the environment on student motivation for learning English. Both studies employed descriptive qualitative methods and aimed to analyze the extent to which the environment influences students' learning motivation in understanding English materials at school. In addition, both also place</p>	<p>The difference lies in the scope of the environment studied. Rasna Djafar's research focuses on the general learning environment at MTsN 2 Tidore without distinguishing specific environmental categories. Meanwhile, this study explicitly describe the role of the social environment, which encompasses the family environment, peer environment, media environment, and the learning environment (school) on student learning motivation at TBI</p>

	<p>the environment as one of the important factors in the learning process.</p>	<p>Students. In addition, the location and level of education studied differ, as Rasna Djsafar's research was conducted among MTs students. In contrast, this research was conducted at the campus level, which has a more diverse social environment and learning conditions.</p>
3.	<p>Research conducted by Maria Winda Puspadewi, Anton Subarno, and Subroto Rapih has similarities with this study, which both discuss the influence of the environment on student learning motivation. In particular, these two studies place environmental factors as one of the important elements that can influence students' enthusiasm for learning in the educational process. In addition, another similarity lies in the focus of the social environment variable, where their</p>	<p>There are some differences between the two studies. The research conducted by Maria Winda Puspadewi and colleagues employed quantitative methods with a correlational approach, whereas this study utilized descriptive qualitative methods. In terms of the scope of variables, their research only examined two aspects of the environment: the family environment and the school environment. This study, on the other hand, includes the family environment, peers, media, and the school environment. Additionally, their research results demonstrate a</p>

	<p>research highlights two aspects: the family environment and the school environment, which are also within the scope of this study.</p>	<p>positive and significant impact of the family environment on student learning motivation. In contrast, the influence of the school environment is negative and significant; however, this study is still in the analysis stage to determine how the four environments collectively affect student learning motivation at TBI Students of STAIN Majene. Another difference is in terms of the location and characteristics of the research subjects, which have not been mentioned explicitly in their research. In contrast, this study focuses on campus with a more complex social environment.</p>
4.	<p>Research conducted by Sherif Afadah, Mahmudah, and Nuranim Jauhariah has similarities with this study, which both discuss the influence of the social environment on learning motivation. Both position the</p>	<p>There are some differences between the two studies. Sherif Afadah and colleagues' research employed a quantitative approach using the causality method, whereas this study employed a qualitative descriptive method. In terms of research subjects,</p>

<p>social environment as an important factor in shaping the spirit and drive of individual learning. In addition, another similarity lies in the dependent variable studied, namely learning motivation, and both are trying to identify the contribution of the social environment to the learning process.</p>	<p>their research will conducted at Pondok Pesantren Muhtar Syafa'at Blokagung Banyuwangi, focusing on santri. In contrast, this research will conducted at TBI Students of STAIN Majene, targeting college school students with different social environments and learning motivation characteristics. In addition, their research focused only on the social environment in general, without categorizing it into family environment, school environment, and community environment, as applied in this study. The study's results indicate that the social environment has a relatively low impact on the learning motivation of students.</p>
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B. Some Pertinent Ideas

1. Learning Motivation

a. Definition of Motivation

Motivation is one of the most essential aspects in determining students' success in learning, particularly in language acquisition. It

encompasses not only willingness but also the internal and external forces that continuously drive an individual to engage in, persist in, and achieve specific learning goals. As stated by Slavin, (2012), motivation refers to an internal drive that initiates and sustains one's actions over time. However, this drive varies among learners, depending on their interests, the nature of the tasks they face, and the social environment surrounding them. Similarly, according to Deci & Ryan, (2000), motivation involves energy, direction, persistence, and goal achievement. It is fundamental in psychology as it drives biological, cognitive, and social processes. In daily life, it is important because it leads to outcomes, making it essential for teachers, leaders, and others to motivate people. Motivation arises from various factors such as personal interest, external pressure, or rewards. Learning motivation is an internal and external drive within an individual that fosters a learning spirit, ensures the continuity of learning activities, and provides direction to achieve desired goals. In line with this, Sardiman, (2018) states that learning motivation is the overall driving force within students that gives rise to learning activities, ensures their continuity, and guides these activities to achieve desired goals.

Some factors influencing learning motivation include individual, environmental, and learning approach factors applied in the educational environment (Uno, 2016). Finally, Filgona et al. (2020) state that motivation is a complex aspect of human psychology and behavior that affects how individuals choose to invest their time, the amount of energy

they exert in any given task, their thoughts and feelings about the task, and how long they persist with it.

According to the definitions proposed by these experts, it can be inferred that motivation is a dynamic and complex factor that originates from both within and outside the individual, influencing their behavior, enthusiasm for learning, and orientation toward achievement. In the context of English learning, motivation plays a vital role not only in initiating students' interest but also in sustaining their efforts to improve, despite the challenges they may encounter during the learning process.

b. Types of Motivation

Within the framework of Self-Determination Theory (SDT) proposed by Ryan & Deci, motivation is not merely divided into intrinsic and extrinsic types; rather, it is understood as existing on a continuum of autonomy. This continuum illustrates the extent to which an individual's actions are self-endorsed or influenced by external factors. Specifically, SDT emphasizes two broad categories of motivation—intrinsic motivation and extrinsic motivation—with various subtypes of extrinsic motivation classified according to how much they have been internalized by the individual.

1) Intrinsic Motivation

Intrinsic motivation refers to engaging in an activity purely for the inherent satisfaction and enjoyment that comes from the activity itself. It is regarded as the most autonomous form of motivation because the drive

originates entirely from within the individual, without any external pressure or reward. Learners who are intrinsically motivated to study English, for example, do so because they find the process engaging, interesting, or personally fulfilling rather than feeling driven by external outcomes. Ryan & Deci, (2017) explain that intrinsic motivation fosters deeper involvement, creativity, and persistence since learners perceive the activity as inherently rewarding.

2) Extrinsic Motivation

Extrinsic motivation, on the other hand, entails engaging in an activity to attain a specific outcome. However, SDT underscores that extrinsic motivation is not a single, fixed type but can be distinguished based on the level of internalization, the extent to which external values or regulations have been accepted and integrated by the individual. The subtypes are:

a) External Regulation

This represents the lowest level of autonomy in extrinsic motivation, where behavior is directly shaped by external demands or rewards. For instance, a student may study English purely to avoid punishment, earn teacher approval, or achieve a good grade.

b) Introjected Regulation

At this level, external pressures have been partially internalized but not completely accepted as personal values. Individuals may act to avoid feelings of guilt or anxiety, or to maintain their self-esteem. A learner

might engage in English learning because they feel obligated to, or because not doing so would leave them feeling inadequate.

c) Identified Regulation

Here, individuals acknowledge the personal significance and value of a behavior. Even though the activity itself may not be inherently enjoyable, it is pursued willingly because it serves a personally meaningful goal. For instance, students might study English because they recognize its importance for their future careers or opportunities abroad.

d) Integrated Regulation

This represents the most autonomous form of extrinsic motivation, where individuals fully integrate external values and regulations into their personal belief systems. Their behavior aligns with their sense of self. In this context, learners study English not only for practical reasons but also because it reflects their identity, values, and long-term aspirations.

Ryan & Deci, (2017) argue that as extrinsic motivation shifts from external to integrated regulation, behavior increasingly becomes self-determined, leading to greater engagement and persistence. In language learning contexts, fostering higher levels of internalization can significantly enhance students' motivation and learning outcomes.

c. Characteristic of Learning Motivation

Learning motivation encompasses several essential characteristics observable through students' attitudes and behaviors in the learning environment. Ormrod (2016) explains that one key characteristic of

motivated learners is their tendency to initiate and direct their own learning activities. Motivated students proactively seek information, ask questions, and participate in class discussions without needing prompts from the teacher. This demonstrates autonomy and personal agency in the learning process.

Eggen & Kauchak (2012) also emphasize that motivation influences the intensity and persistence of students' learning efforts. Motivated learners exert greater effort and continue pursuing their learning goals even when they encounter obstacles. This persistent behavior is essential for developing academic resilience and achieving long-term success.

Additionally, Ormrod (2016) states that learning motivation influences the quality of cognitive engagement. Motivated students typically employ more effective cognitive strategies, including elaboration, organization, and critical thinking, to process learning materials more thoroughly. This allows them to achieve better comprehension and retention of information.

Moreover, motivated learners are characterized by their emotional responses to learning tasks. According to Eggen & Kauchak (2012), students who are motivated often experience positive emotions such as interest, enjoyment, and curiosity during the learning process, thereby further enhancing their engagement and performance.

These characteristics—autonomous learning initiation, effort and persistence, cognitive engagement, and positive emotional responses—can be observed in classroom settings and serve as indicators of students' motivation levels.

d. Function of Learning Motivation

Motivation in the learning process serves several crucial functions that determine students' participation in academic activities and impact the quality of their learning outcomes. According to Wlodkowski (2008), motivation fulfills four essential functions: it establishes and clarifies the purpose of learning, initiates learning activities, sustains involvement throughout the learning process, and enhances performance by influencing the level of effort and persistence that learners demonstrate. Motivation is viewed as a psychological construct that mobilizes students to engage meaningfully with learning materials, enabling them to overcome barriers and persevere through challenges they may encounter in the educational environment.

Additionally, Ormrod (2016) explains that motivation in education is an internal process that arouses, directs, and sustains goal-directed behavior over time. It influences the activities students choose, the level of effort they invest, how long they persist when facing obstacles, and how actively they engage in learning opportunities. Furthermore, motivation shapes students' emotional responses to academic experiences, affecting their confidence, anxiety, and interest during the learning process.

e. Indicators of Learning Motivation

Indicators of learning motivation refer to observable behaviors, attitudes, and tendencies exhibited by students that reflect the presence and strength of their motivation in the learning process. These indicators allow teachers and researchers to evaluate students' learning motivation based on specific signs that occur during classroom activities.

According to Pintrich & Groot, (1990), there are three main indicators of learning motivation, namely, self-efficacy refers to students' beliefs in their capabilities to successfully complete specific academic tasks, Intrinsic value refers personal interest in and perceived importance of the learning activity, test anxiety refers to the level of stress or worry that students experience when confronted with academic evaluations, which can impact their motivation. These three indicators are crucial in assessing student motivation levels in learning activities and their approach to academic challenges.

In line with this, Uno (2016), one of the Indonesian education experts, proposes five indicators of learning motivation:

1. The desire to succeed is characterized by a strong will and determination to achieve excellent academic results.
2. Drive and need in learning: the presence of intrinsic motivation and the necessity to learn.
3. Hopes and ideals for the future encompass learning motivated by personal ambitions and career plans.

4. Appreciation in learning: students' belief that learning activities provide meaningful benefits.
5. A conducive learning environment: the impact of a supportive classroom and social atmosphere.

These indicators are crucial for assessing students' motivation and identifying effective strategies to enhance their enthusiasm and persistence in learning.

By combining both perspectives, we can conclude that indicators of learning motivation include students' confidence in their abilities, interest in the subject matter, emotional responses to academic pressure, personal goals, and the learning environment they encounter.

2. Social Environment

In the learning process, students are influenced by their social environment, an important external factor. This social environment plays a crucial role in shaping students' motivation to learn. Interactions within family, school, peers, and media settings can either enhance or diminish students' enthusiasm for learning. Support from peers, teachers, and family members is essential for fostering greater motivation in students throughout the learning process. Therefore, to understand how the social environment impacts students' learning motivation, it is vital to define and explore the indicators of the social environment itself.

- a. Definition of Social Environment

The social environment refers to the conditions surrounding an individual, including people or communities that interact with and influence the individual's development, both directly and indirectly. It encompasses a variety of conditions, relationships, and social contexts that shape an individual's development, behavior, and well-being. Bronfenbrenner (2006) described the social environment as a multilayered system containing several levels of influence, from immediate surroundings like family, peers, and school to broader environments such as community, culture, and society. These layers continuously interact with each other, affecting how individuals think, behave, and grow. Ryan & Deci (2017) further emphasized that the social environment plays a crucial role in shaping a person's motivation by supporting the fulfillment of basic psychological needs, including autonomy, competence, and relatedness. When these needs are met within a supportive social context, individuals are more likely to develop intrinsic motivation and actively engage in learning. Additionally, Cohen et al. (2012) highlighted that the social environment significantly impacts both mental and physical health by influencing stress levels and coping abilities. Therefore, the social environment contributes not only to an individual's overall well-being but also plays a vital role in shaping motivation and behavior, particularly within educational contexts such as learning English.

According to Vaia, (2023), the social environment consists of several components, such as family, school, peers, media, norms, and culture. These components play a vital role in shaping individuals' attitudes, behaviors, and

motivation, particularly in the context of education. However, in this study, the researcher focuses on four primary components: family, school, peers, and media.

The selection of these components is based on the results of a preliminary observation conducted to TBI Student at STAIN Majene, where it was found that these four components had a more direct and significant influence on students' motivation to learn English. Meanwhile, the components of norms and culture were considered less relevant in this research context, as cultural norms and values did not strongly influence students' interest and enthusiasm for learning English at the observed site.

So, the social environment plays a fundamental role in shaping students' motivation to learn English. It consists of various interconnected elements, including family, school, peers, and media, which together create a supportive context for learning. These components influence how students perceive themselves, their capabilities, and their willingness to engage in the learning process. Theories from Bronfenbrenner, Ryan et al. demonstrate that the social environment not only influences motivation by fulfilling psychological needs but also impacts overall well-being, which is crucial for effective learning. Based on these perspectives and the focus of this study, family, school, peers, and media are identified as the most relevant components that directly affect students' motivation in the specific context of SMK 5 Majene.

b. Systems of Social Environment

According to Bronfenbrenner (2006), the social environment is organized into a series of nested systems that interact with one another, influencing an individual's development both directly and indirectly. These systems include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

- 1) The microsystem refers to the immediate environment in which the individual directly interacts. In the context of students, this includes family, peers, teachers, and the school environment. These interactions have a direct influence on students' learning motivation and behavior.
- 2) The mesosystem represents the interconnections among different microsystems. For example, the relationship between family and school, or the interaction between teachers and parents. A supportive relationship between these systems can strengthen students' engagement and positive attitude toward learning English.
- 3) The exosystem Broader settings that do not involve the learner directly yet exert indirect influence, such as parents' workplaces, institutional/department policies, and digital media ecosystems (e.g., social media feeds, online news, platform algorithms, and general internet exposure). These can affect motivation, by providing models, norms, or distractions, despite the learner not interacting with the institutions behind them.
- 4) The macrosystem encompasses cultural values, norms, and ideologies that influence students' perspectives. In this case, the perception of English as

an international language and its importance for future careers becomes part of the macrosystem that shapes students' interest and awareness in learning.

- 5) Lastly, The chronosystem refers to the dimension of time, including life transitions and socio-historical changes. For instance, the increasing role of digitalization and global communication affects how students perceive the importance of English. This system shows that environmental influences can change over time and impact learning development. In this study, emphasis is placed on microsystem components such as family, peers, school, and media, as these elements have the most direct influence on students' motivation to learn English.

Santrock (2018) defines the social environment as the dynamic and reciprocal relationship between individuals and the people around them, including family, peers, teachers, and the broader community. According to Santrock, the social environment plays a vital role in shaping an individual's emotional, behavioral, and cognitive development. He emphasizes that the quality of relationships within one's immediate social environment significantly affects motivation and learning outcomes. Supportive interactions from family members, positive peer relationships, and a conducive school atmosphere are crucial factors that can either enhance or hinder a student's academic motivation. Additionally, Santrock highlights the importance of media and social institutions in shaping students' learning behaviors and attitudes.

Ryan & Deci (2017), through their Self-Determination Theory, assert that the social environment plays a crucial role in determining whether an individual's basic psychological needs for autonomy, competence, and relatedness are satisfied. When these needs are supported within a positive social context, individuals are more likely to develop intrinsic motivation, a key factor in active and sustainable learning.

They emphasize that supportive relationships within family, peer groups, and educational settings can significantly enhance students' motivation. A social environment that fosters autonomy, encourages skill mastery, and provides emotional connections contributes to higher levels of motivation in academic settings, including language learning. Ryan and Deci's theory highlights how the surrounding social context either supports or undermines the motivational processes that drive learning. Thus, these indicators collectively create a complex social environment that significantly influences an individual's development and motivation to learn. Interactions within family, peers, school, and media form a dynamic system where support, communication, and social norms play essential roles. When these components offer positive and nurturing experiences, they foster increased motivation and engagement, especially in educational contexts. Therefore, understanding and optimizing these social environmental indicators is crucial for improving learners' outcomes.

3. The Relationship Between Social Environment and Motivation in Learning English

The social environment plays a crucial role in shaping students' motivation in academic contexts, particularly in learning a foreign language like English. According to Deci & Ryan (2000), the quality of social relationships and surrounding environments significantly determines the degree of one's intrinsic and extrinsic motivation. Supportive and positive social conditions can enhance students' sense of autonomy, competence, and relatedness, which are essential for sustaining motivation.

Bronfenbrenner (2006) explains that various layers of the social environment—such as family, peers, teachers, and community—interact to either support or hinder an individual's motivation. For instance, family encouragement and interest in students' learning progress positively affect their enthusiasm and persistence in learning English. Similarly, constructive peer interaction helps reduce learning anxiety and fosters a collaborative learning atmosphere, both of which are essential for language acquisition.

Wentzel (1998) also emphasized that teacher-student relationships and school climate are key factors in motivating students. When students perceive emotional support and positive expectations from teachers, they tend to be more engaged, confident, and enthusiastic in language learning tasks.

In summary, the relationship between the social environment and students' motivation is reciprocal. A positive social environment not only influences the level of students' motivation but also fosters a supportive atmosphere that encourages persistence, engagement, and achievement in learning English.

C. Conceptual Framework

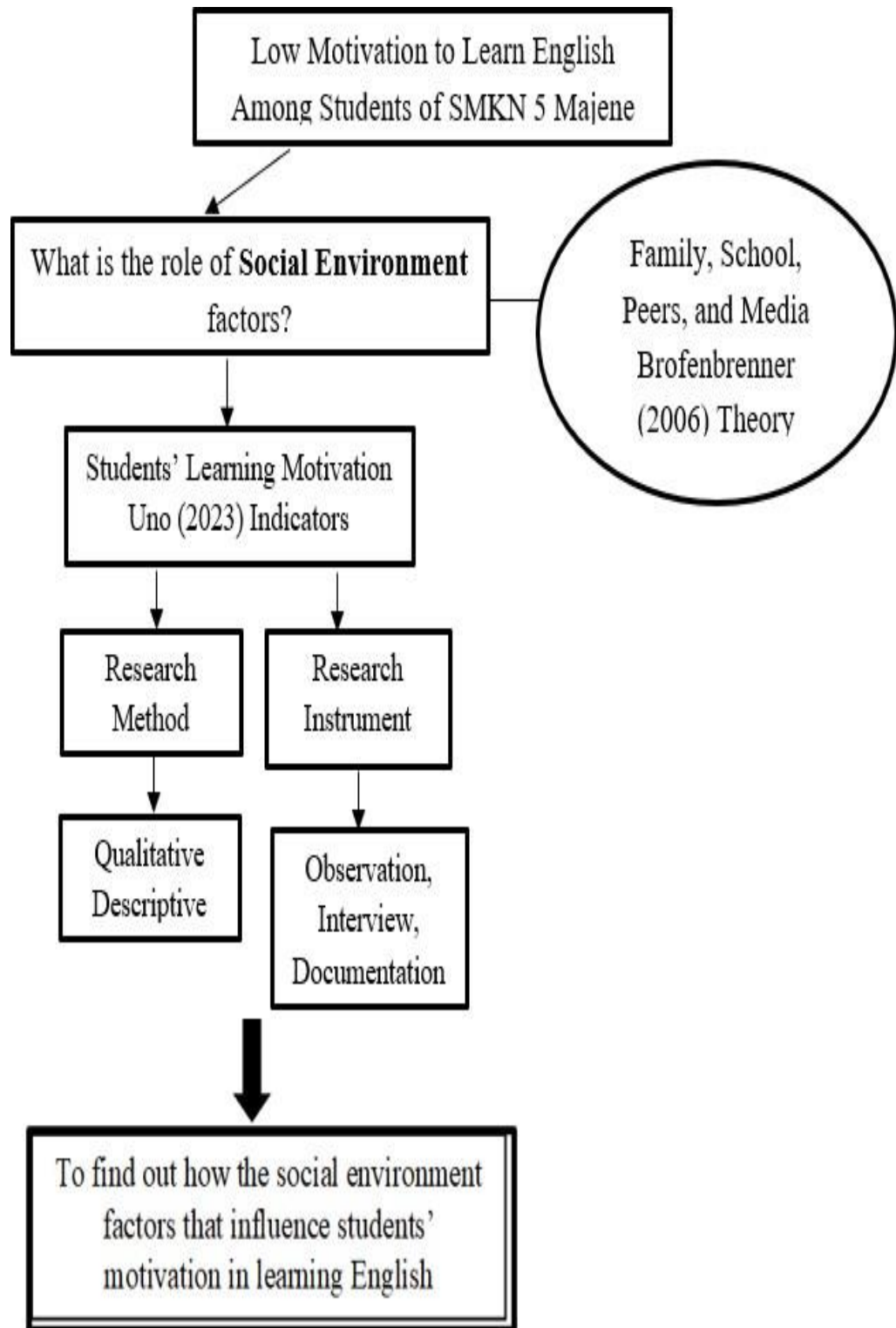


Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design and Approach

This study employs a qualitative phenomenological research design to explore students' experiences and perceptions regarding the role of social environmental factors in shaping their motivation to learn English. The focus is on how students experience of the role of family, teachers, peers, and digital media on their daily learning process, particularly concerning English subjects.

The phenomenological design is considered appropriate because it enables the researcher to describe students' experiences from their perspectives without delving deeply into personal psychological issues. As Creswell (2013) explains, phenomenological research aims to understand the meaning of lived experiences from the participants' viewpoints.

Through depth interviews, this study aims to gather rich descriptive data about how students perceive their learning environment and its connection to their motivation to learn. The qualitative approach also provides flexibility in exploring students' real-life situations within their social learning context.

B. Research Location

The research will be conducted at STAIN Majene, located on Jl. Jend. Ahmad Yani, Lingkungan Passarang, Totoli, Banggae District, Majene Regency, West Sulawesi, with the postal code 91415.

C. Research Subject

This study focuses solely on TBI students of STAIN Majene as the research subjects. The participants consist of all 11 students from the 2023 cohort. By including the entire population of the class, the researcher ensures that every student's perspective is represented, providing a comprehensive understanding of the social environment factors that influence their motivation to learn English (Sugiyono, 2019; Moleong, 2019).

D. Research Instruments

In this research, the researcher utilized several instruments to gather the necessary data. According to Sugiyono, (2017), research instruments are tools used by researchers to obtain valid and reliable data. The instruments used in this study were interview guides, and documents. The interview guide included 16 open-ended questions developed based on 6 indicators of learning motivation (e.g., Desire to succeed, drive and need in learning, hopes and ideal future, appreciation in learning, and conducive learning environment). Structured and semi-structured interviews were conducted with selected students to gain comprehensive insights into their motivation and the social environmental factors influencing it. The interview also explored students' perceptions of their peers, family support, teacher interaction, and school facilities as aspects of the social environment.

Documentation was used to collect supporting data, including interview photos, GPA value, chat with friend, learning app, and official documents related to students' learning activities.

E. Procedure for Collecting Data

The data collection procedure in this study consists of several systematic stages designed to ensure the validity and depth of the data. These stages include:

1. Interviews

Semi-structured and depth interviews were conducted with a purposive selection of students. The interviews aimed to explore students' lived experiences, their perceptions of the learning environment, and the impact of social factors, including family, peers, school atmosphere, and media, on shaping their motivation to learn English. Semi-structured interviews offer participants the flexibility to express their views freely while allowing the researcher to probe deeper (Moleong, 2021).

2. Documentation

To support the findings, the researcher reviewed relevant documents, including interview photos, GPA value, chat with friends, learning app, and official documents related to students' learning activities. Document analysis is valuable in qualitative research for providing additional evidence and context (Sugiyono, 2021).

By involving the entire population of the class, the study ensures that every student's perspective is represented, providing a comprehensive understanding of the social environment factors influencing their motivation to learn English. According to Sugiyono (2019), involving the entire population in qualitative research can provide richer and more complete data, particularly when the population size is small. This approach eliminates the need for purposive sampling or preliminary observations, as the research focuses on capturing the full

range of experiences within the class, consistent with the principles of total population sampling in qualitative studies (Moleong, 2019).

F. Technique of Data Analysis

The data collected from interviews and documentation were analyzed using qualitative descriptive analysis following the interactive model by Miles, Huberman, and Saldana (2014). According to them, qualitative data analysis involves three main stages:

1. Data Reduction

This process involves selecting, focusing, simplifying, abstracting, and transforming the raw data obtained from the field into a more manageable form. The researcher identifies important data related to students' motivation and the social environmental factors influencing it while removing irrelevant or unrelated information. This step sharpens the study's focus in line with the research objectives (Miles, Huberman, & Saldana, 2014).

2. Data Display

The next step is to present the organized data in the form of brief descriptions, narrative texts, tables, or matrices. The purpose is to facilitate pattern recognition, relationship identification, and drawing conclusions. Data display allows the researcher to see an overview of the findings and organize them according to the themes or categories that emerge during the analysis process (Miles et al., 2014).

3. Conclusion Drawing and Verification

In this final stage, conclusions are drawn based on the patterns, relationships, and themes identified in the data. The researcher continuously verifies and revisits these conclusions throughout the research process to ensure their accuracy and consistency with the data. Triangulation is also employed by comparing findings from observations, interviews, and document analysis to enhance the credibility and validity of the results (Miles et al., 2014; Sugiyono, 2019).

G. Data Validity Testing

To ensure the validity of the data, the researcher used triangulation technique. Triangulation is a technique for checking the validity of data by comparing data from different sources or methods (Sugiyono, 2019). This is supported by (Moleong, 2019), that triangulation as a technique for checking data validity by utilizing sources beyond the primary data for verification purposes. Thus, the triangulation techniques for testing the validity of the data used in this study are source triangulation and technique triangulation.

a. Technique Triangulation

The researcher collects similar data using multiple techniques, including interviews and documentation. This triangulation aims to ensure the validity of the data by comparing the findings from these different data collection methods.

b. Source Triangulation

The data will be obtained from various sources, including, interviews with selected students, and documentation in the form of activity photographs and school profile data. These three data sources will then be analyzed and compared

to examine the consistency of the information provided. If the results of the observations, interviews, and documentation indicate consistent and corroborating data, the information will be considered valid.

By applying these two triangulation techniques, it is expected that the data collected in this study will genuinely reflect the real conditions in the field and fulfill the validity criteria required in qualitative research.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of a study aimed at exploring the role of social environmental factors in shaping the motivation of Tadris Bahasa Inggris (TBI) students at STAIN Majene in learning English. The data were collected through in-depth interviews with 11 participants from the 2023 cohort, using a phenomenological approach. Supporting documentation was also used to enrich the data.

The data were analyzed using Miles and Huberman's (1994) interactive model, which involves three main stages: data reduction, data display, and conclusion drawing/verification. Interview transcripts were coded manually to identify recurring patterns and themes that reflected the participants' lived experiences. This model helped maintain a strong connection between the researcher and the data throughout the analysis process.

As a result, two categories were identified, such as motivated and unmotivated codes of the role from four social environment names family, peers, campus environment, and media digital exposure. These factors were selected because they represent different layers of Bronfenbrenner's ecological systems theory: the microsystem, which involves the immediate and direct interactions of the learners (family, peers, and school), and the exosystem, which includes external influences such as digital media exposure that indirectly affect learners' motivation. Digital media was chosen as the primary exosystem factors because

it plays a dominant role in shaping students' language learning attitudes in the modern area.

Each of these themes will be discussed in detail in the following sections, supported by selected participant quotes to reinforce the interpretation.

Table 3.1 Summary of social environment roles in students' English learning motivation

Category	Increasing Motivation	Decreasing Motivation
Family	<ol style="list-style-type: none"> 1. Familial Expectation Shaping academic trajectory 2. Parental Appreciation as positive reinforcement 	Family Reduce Students' Motivation
Peers	<ol style="list-style-type: none"> 1. Peers' interactive encouragement boosting motivation in learning 2. Peers support fostering a collaborative learning environment 	Social Media Distraction from learning
Campus	<ol style="list-style-type: none"> 1. Lecturers' verbal encouragement boosted 	<ol style="list-style-type: none"> 1. Lack of Communication with

	<p style="text-align: center;">students' motivation</p> <p style="text-align: center;">2. Appreciation made students feel valued</p> <p style="text-align: center;">3. Supportive classroom made students feel comfortable to learn</p>	<p style="text-align: center;">Lecturer</p> <p style="text-align: center;">2. Lecturer Unsupportive behavior lowering students' motivation</p> <p style="text-align: center;">3. Unmotivating Lecturer teaching approach</p>
Media	Media exposure sparked students interest in learning	Social Media Distraction from learning

1. The role of Family in shaping students' English learning motivation

The findings indicate that the role of family can shape students' motivation in both positive and negative ways. On the positive side, three main factors were identified: parental expectations, appreciation, and wishes. Parental expectations, such as the hope that students will master English for better career opportunities, provided students with a sense of purpose in their learning journey. Appreciation from parents, through verbal praise or recognition of academic achievements was also enhance students' confidence and enthusiasm in learning.

Furthermore, parents' personal wishes for their children to become proficient in English served as a long-term motivational driver.

Conversely, certain family-related conditions were found to reduce motivation. Frequent non-academic demands from family members often distracted students from their study plans, leading them to postpone learning activities and eventually lose interest. In some cases, this repeated interruption created a habit of procrastination, making students less consistent in engaging with English learning tasks.

a. Familial Expectation Shaping academic trajectory

One of the main factors that shape students' motivation to continue studying even though they feel lazy comes from their parents' expectations. This hope becomes a strong psychological impulse, especially when the decision to study English Education does not come from personal desire, but rather from parental choice. Participants described that family expectations appeared in various forms, ranging from career aspirations, the desire to study close to home, to direct direction from older siblings.

EXTRACT 1

"My parents. I can see how much they're hoping for me. Back then, it actually wasn't my wish to enter the English Education program. It was my parents' choice, so i just didn't want to disappoint them." (8th Respondent).

The above quote indicates that a sense of responsibility not to disappoint their parents serves as the main reason students remain committed to their studies.

Although they may not have had an initial interest in their chosen program, parental expectations act as a significant driving force.

EXTRACT 2

"Because they said, there are many jobs nowadays that can speak English. So if someone can speak English, they don't have to be a teacher. They can work in a company or at the airport." (8th Respondent).

This statement was also reiterating their parents' perspective. The parents' expectations shaped the belief that English proficiency opens up broad career opportunities, not limited to teaching professions. Therefore, the parents convinced their child that choosing English Education as a major was a strategic step for their future. This belief also reinforced the student's motivation to keep learning, even when faced with laziness or a lack of interest in the major.

EXTRACT 3

"First, they were very disappointed, because from elementary school to senior high school the field I was engaged in and really loved was mathematics, and I always joined math olympiads. So, they expected me to continue my education in mathematics. But since the university that offered mathematics was far away, I was not allowed to live in a boarding house. That's why I chose STAIN Majene, specifically the English Education Department, as another option. Actually, at first, I didn't agree with choosing English either. But I also didn't want to study far away because I would feel lazy. I once thought about transferring, but my parents always told me, 'just stay, don't move,' so in the end I remained." (2nd Respondent).

The participant stated that their parents were initially disappointed with the chosen major, as they had expected the participant to continue in mathematics, a field where the participant had excelled since school years. However, due to the distance of the university offering mathematics and the parents' disapproval of living away from home, the participant chose to study English Education at STAIN Majene instead. Although the participant was not initially interested in English and had considered transferring, parental restrictions and encouragement to stay eventually led them to remain in the program.

EXTRACT 4

“This major was actually chosen by my older sibling. When I was still in senior high school, my sibling told me that if I go to university, I must take English, it has to be English, so I followed my sibling.” (5th Respondent)

This statement shows that the participant's decision was not entirely based on personal interest, but was also strongly influenced by family members. Besides parental expectations, the older sibling's insistence on choosing English further shaped the participant's educational path. This indicates that family influence played a significant role in the participant's decision-making process, limiting the participant's autonomy in choosing a major.

b. Parental appreciation as positive reinforcement

One recurring idea across participants' responses was the importance of parental appreciation. Participants emphasized that their parents played a key role in motivating them to persist in their learning journey, particularly in improving

their language skills. For several participants, the aspiration to make their parents proud served as a strong internal source of motivation. One participant stated:

EXTRACT 1

"But so far, this semester i've been open with my mom, but my mom... if, for example, I say that my grades have started to improve, it's like a form of appreciation, saying, "Alhamdulillah, Nak., improve your English even more." (1st Respondent).

The statement "So far, this semester i've been open with my mother" indicates that in previous semesters, the participant's communication with her mother was not as open as it is now. This suggests that in the earlier phases of university, the participant might have had low motivation to learn English, which correlated with a lack of open family communication.

However, a positive change occurred this semester. The communication with her mother became more open, and her mother's positive response, such as "*Alhamdulillah nak, improve your English even more*", served as a form of external reinforcement, strengthening the participant's intrinsic motivation. This support appears to have contributed to the improvement of her GPA, including her English performance, from semester to semester as shown in the participant's academic transcript (*See appendix*).

Alongside this positive reinforcement, the participant also expressed a strong emotional drive rooted in the desire not to disappoint those who have placed their hopes on her. The encouragement from family and lecturers

motivated her not only to improve but also to maintain her commitment to learning English. As the participant shared:

EXTRACT 2

"If i've received appreciation from my family and lecturers, I'm afraid of disappointing them, so i have to stay enthusiastic about learning English."

This statement reflects how the participant's motivation is fueled by the fear of disappointing important people in her life, which in turn pushes her to stay diligent and persistent in her studies.

EXTRACT 3

"Yes, from my parents, I usually tell my parents when I get grades like this. Alhamdulillah, Mengguru tongang bandoo." (8th Respondents).

This statement reflects the emotional bond between the student and her parents, particularly how parental appreciation can strengthen a student's motivation. The phrase "*megguru tongang bando o*" (Mandar language), which means "it turns out you really studied well," expresses recognition and pride from the parents, making the student feel valued and acknowledged for her efforts.

Although praise is not always given explicitly, even subtle forms of appreciation from parents are perceived as meaningful. Such moments contribute to the student's sense of self-worth and reinforce their determination to keep learning.

c. Family reduce students learning motivation

EXTRACT 1

"My environment is not supportive, especially for studying, at home, you

might want to study all the time, just like your parents or older siblings who order you around, so you become lazy about studying. ... Homework, like this, this, this. Procrastination and laziness at the end.” (7th Respondent).

The respondent stated that their home environment is also not supportive for studying, especially when it comes to doing assignments. Whenever they try to focus on learning at home, they are often interrupted by their parents or older siblings who assign them household chores or keep asking them to do things. As a result, their motivation to study decreases, and they tend to feel lazy or unmotivated to study or complete school tasks.

Beside that, participant 2 give statement that illustrates how comments from the family environment, although intended to motivate, can actually have a negative impact on learning motivation, especially at the initial stage. Remarks such as “why not 100?” when receiving a high score like 95, evoke feelings of inadequacy and lower the participant’s self-esteem.

EXTRACT 2

“If I get 95, sometimes my parent say, ‘Ugh, why not 100?’ they usually say that, sis. But sometimes I feel motivated to study harder. At first, of course, I feel down. Then I reflect that my grades have to be high. Sometimes I feel enthusiastic, but other times it makes me feel down.” (2nd Respondents).

Nevertheless, the participant also acknowledged that such comments can sometimes serve as encouragement to study harder. However, the initial emotional

response of disappointment and feeling down shows that high expectations from the social environment can be demotivating before they are reinterpreted as motivation to improve oneself.

There is a complex internal conflict, where the participant strives to meet others' expectations of achieving high scores, but at the same time feels burdened by the pressure. This reveals that the family environment plays a significant role in shaping students' learning motivation, yet its influence can be dual-sided: both motivating and inhibiting, depending on how comments and expectations are delivered and how individuals interpret them.

2. The role of Peers in shaping students' English learning motivation

The findings reveal that peers hold a significant role in increasing and decreasing motivation. On the positive side, interactive encouragement and Peers support fostering a collaborative learning environment, such as motivating each other to complete assignments or practice speaking was found to enhance students' confidence and persistence in learning.

However, the presence of unsupportive peers was reported to reduce motivation. Some students experienced discouragement when peers showed a lack of interest in learning English or made dismissive remarks about the subject. Such attitudes occasionally created an environment where learning English was seen as unnecessary, leading to reduced enthusiasm and participation.

a. Peers interactive encouragement boosting motivation in learning

The findings of this study reveal that friends can act as strong motivators, even when they themselves are not pursuing formal education. One participant

described how the support from a close friend played a vital role in maintaining motivation to continue learning English. As Participant 1 expressed:

EXTRACT 1

“For me, it’s all about friends, support comes from friends. I have a friend who didn’t go to college, but she always encourages me to stay motivated to learn English. Even though she didn’t go to college, she still keeps motivating me. She says things like, ‘If you become successful, you’ll get to teach like this, you might even find a foreign partner.’ So I’m always motivated by my own friend.” (1st Respondent).

The statement illustrates how a friend, despite not continuing formal education, can still actively inspire and encourage personal growth. The friend serves as a kind of “mirror,” helping the participant reflect on their potential and envision a better future, even imagining possibilities such as meeting a foreign partner through improved language skills.

Furthermore, the participant’s motivation appears to be shaped not only by encouragement but also by a sense of responsibility toward the friendship. This suggests that their drive is not entirely intrinsic. Participant 1 continued:

EXTRACT 2

“I feel like I don’t want to disappoint my friend, because we’ve been friends for more than six years. How could I let them down now? They have high expectations of me. In my circle, I’m the only one who goes to college, while the others didn’t, and yet they’re the ones who keep motivating me.”

This reflects a form of extrinsic motivation a desire to meet the expectations of others rather than acting purely out of internal drive. The participant feels emotionally accountable to their friends, recognizing that their academic journey holds symbolic meaning within the group.

However, this study found that the presence of supportive friends plays a crucial role in sustaining motivation to learn. One significant form of support that emerged was interactive encouragement, a type of motivation offered actively and responsively, especially when participants were feeling at their lowest points. Participants described how this kind of support was not generic or superficial, but deeply contextual and emotionally attuned to their academic struggles. Friends provided encouragement not only through presence, but also by reminding participants of their long-term goals and identities. As expressed by Participant 1:

EXTRACT 3

"Yes, I was always motivated. For example, when I was at a low point or felt like giving up, feeling tired of the campus environment, tired of assignments, tired of everything, the pressure from university... my friend would always say, 'Your dream is to become a lecturer, right? So why would you give up so easily?'"

This statement illustrates that the friend did not simply offer surface-level encouragement, but instead helped anchor the participant to their personal aspirations. This emotional anchoring helped the participant manage negative emotions and regain motivation. It reflects how motivation is not purely internal but can be co-constructed through meaningful interpersonal relationships.

Beyond verbal accounts during the interview, interactive encouragement was also visible in documented personal conversations. Although many of these digital conversations were lost due to damage to the participant's phone, one screenshot was successfully shown, which captures an empathetic response from a close friend. This conversation serves as additional supporting data (see Appendix A.1).

In the chat, the participant texted:

“Alhamdulillah, I’m okay, even though I feel like I’m drifting this semester.”

The friend responded:

“What do you mean by drifting? Want to talk? It’s been a while since we really caught up.”

This exchange demonstrates how the friend opened up space for emotional expression without rushing to offer solutions. Instead, they offered presence, empathy, and a willingness to listen. Despite the limited documentation, the participant explained that these kinds of messages were a regular part of the support they received throughout university.

Thus, the findings reveal that interactive encouragement is not limited to face-to-face interactions. It also takes place through digital communication that carries emotional weight. Friends act not only as sources of motivation but also as emotional anchors who remind participants of their purpose and potential through genuine, caring interaction.

b. Peers support fostering a collaborative learning environment

EXTRACT 1

“As for my friends, they are very helpful. Actually, what makes me feel comfortable in TBI are my friends, they are really kind and always give fast responses. For example, if I arrive late to class and miss some explanations, I immediately ask them and they explain it to me. Sometimes, even before I ask, they ask me first and explain right away.” (10th Respondent).

This indicates that peer support played an important role in shaping the participant’s positive experience in the English Education Department. Although the participant initially had doubts about the major, the supportive attitude of classmates helped create a sense of belonging and comfort. Such collaborative peer interactions not only reduced academic difficulties but also motivated the participant to persist in the program.

EXTRACT 2

“They play an important role, because without friends I would not feel motivated to study in class, and we also encourage each other in class.”
(6th Respondent).

This highlights the significance of peer relationships in maintaining the participant’s motivation and engagement in learning. Friends were not only a source of academic support but also emotional encouragement, creating a collaborative classroom atmosphere. Such peer influence became a crucial factor that helped the participant adapt and remain motivated in the English Education program, despite initial doubts about the major.

c. Lack of peer support for English use

EXTRACT 1

“Sometimes when I speak English, I feel like they say, ‘Sok Inggris’ I just stop using English. It feels like they don’t support me.” (2nd Respondent).

This statement illustrates the participant’s perception of lacking support from peers when attempting to use English. The dismissive attitude of friends makes the participant feel that their social environment does not encourage their efforts to learn and practice English. As a result, the participant becomes less motivated and tends to avoid using English in that social setting.

This highlights the importance of having a supportive peer environment to sustain learning motivation. Without such support, even if the desire to learn exists, an unsupportive social atmosphere can hinder the continuation of the learning process.

3. The role of campus environment in shaping English learning motivation

The findings indicate that the campus environment, particularly the role of lecturers and classroom dynamics, can influence students’ motivation in both positive and negative ways. On the positive side, lecturer verbal encouragement, such as giving motivational words during or after class, helped students feel valued and supported in their learning process. Recognition and appreciation from lecturers, whether through direct praise, public acknowledgment, or positive feedback on assignments, also boosted students’ confidence and willingness to participate actively. Additionally, a supportive classroom environment, characterized by a comfortable atmosphere, adequate learning facilities, and

resources that enable interactive learning, was found to increase students' engagement and enjoyment in learning English.

Conversely, certain aspects of the campus environment were found to reduce motivation. Lack of communication with lecturers, whether due to limited availability or minimal interaction outside class, sometimes left students feeling disconnected and less guided in their learning. The presence of unsupportive lecturers, where participants perceived a lack of encouragement or support, also contributed to a decline in students' motivation and overall interest in the subject.

a. Lecturers' verbal encouragement boosted students' motivation

Motivational support from lecturers also played a significant role in sustaining participants' academic drive. Although the delivery was sometimes stern or expressed in a raised tone, participants perceived the messages as emotionally impactful and deeply motivating. Participant 1 shared the following experience:

EXTRACT 1

“There were lecturers who consistently motivated us, one of them is Ma'am Rina. Even though her tone is often high, her motivational words really touched my heart. I feel afraid of disappointing her, because she's already put so much effort into motivating us. It's like, if the words have already entered my ears, why wouldn't i apply them?” (1st Respondent)

This statement illustrates that verbal encouragement from lecturers goes beyond reminders or advice, it triggers emotional responses and a sense of

responsibility. The desire not to disappoint the lecturer becomes a strong external motivator for students to keep trying.

She also mentioned another lecturer who was particularly attentive to students' mental health. In this case, the participant expressed a clear preference for a direct and assertive communication style over soft-spoken but emotionally hurtful language.

EXTRACT 2

“Sir Idul really pays attention to our mental health. I used to have a ‘fragile’ mind, but now I feel stronger, mentally tough. Even though his tone can sound harsh, I actually prefer that. I don’t like when someone speaks gently but their words hurt inside. His tone may be rough, but his words push me forward.” (1st Respondent).

This shows that the participant did not appreciate passive or subtly hurtful feedback. Instead, she found more value in direct and firm communication, even if it sounded rough. For her, such honesty felt more empowering and supportive. This highlights that the effectiveness of verbal encouragement is not only about the message itself, but also about the delivery style, especially when it aligns with the student's personal coping preferences.

EXTRACT 3

“They played a significant role because I loved the TBI lecturers — they always motivated us and never judged or said anything that hurt our feelings. Not even once. They always gave us encouragement before the lesson started. And it really meant a lot to us.” (2nd Respondent).

This statement highlights how verbal encouragement from lecturers plays a crucial role in fostering student motivation. Lecturers who refrain from judgment and avoid emotionally hurtful comments create a psychologically safe learning environment. The consistent motivational remarks given before lessons serve as a form of positive reinforcement that strengthens the emotional connection between lecturers and students. This indicates that empathetic attitudes and verbal support from lecturers significantly contribute to maintaining students' comfort, confidence, and enthusiasm in class participation.

b. Lecturers Appreciation made students feel valued

The participant expressed that receiving motivation and appreciation from lecturers is essential for maintaining comfort and enthusiasm in learning.

EXTRACT 1

"When it comes to lecturers, I always want to be motivated and appreciated, I want to feel noticed, because their role is so important in keeping us motivated. It creates a comfortable classroom atmosphere, not one where they walk in and immediately judge us." (1st Respondent).

For the participant, a supportive and non-judgmental environment helps foster a stronger sense of motivation and personal value in the learning process.

EXTRACT 2

"Usually, our lecturers asked us to present and then gave us feedback. The feedback was encouraging, like saying 'Oh yes, it's already better than before,' and that really motivated me to work even harder." (1st Respondent)

The student perceived the lecturer's role as active and supportive during the learning process, especially through presentation tasks followed by constructive feedback. The recognition of students' improvement, expressed in a positive way, encouraged them to stay motivated and work even harder. This highlights the importance of positive reinforcement in fostering students' learning motivation.

c. Supportive classroom made students feel comfortable to learn

EXTRACT 1

“Yes, in my opinion it's very, quite supportive. The classroom atmosphere is quite comfortable, the lecturer is open and always gives motivation, like that, kak. So the atmosphere is quite supportive, especially in the TPD class where there are ACs and fans, so learning becomes more enjoyable.” (6th Respondent).

The student felt that the classroom environment was quite supportive for the learning process, both physically and psychologically. Facilities like air conditioners and fans, along with the lecturer's openness and constant motivation, created an enjoyable learning atmosphere. This kind of supportive environment positively contributes to students' enthusiasm for learning.

EXTRACT 2

“At the campus, since my mobile data usually runs out at my dorm and I often go to campus to use the Wi-Fi, I think it really supports me a lot.” (10th Respondent).

The student reported that since their mobile data often runs out at their dormitory, they frequently use the campus Wi-Fi. According to them, this facility greatly supports their learning activities, allowing uninterrupted access to educational materials and videos.

d. Lack of communication with lecturer

EXTRACT 1

“If it comes down to what, from the lecturer, maybe it's like when I'm giving the material, the instructions are unclear, especially when it's a project assignment, is it to go to school or interview the community, and the instructions are unclear and the results are also maybe wrong because of this lack, because I don't ask the lecturer enough. But if the results are also obtained from the lecturer, it's like according to the lecturer it's not appropriate and it's like saying, this is it? Oh my gosh, it's still wrong, so it's like saying, aih lazy, then lazy.” (7th Respondent).

The respondent shared several factors that decrease their learning motivation, particularly those related to the lecturer. They stated that sometimes the instructions given by the lecturer are unclear, especially for project-based assignments such as school visits or community interviews. As a result, their work outcomes are often unsatisfactory, which they also attribute to their own lack of initiative in seeking clarification. Moreover, the respondent felt discouraged when receiving negative remarks from the lecturer about their work, such as “Is this all?” or “Oh my, still wrong,” which led them to feel unmotivated and unwilling

to continue. This indicates that unclear communication and unsupportive feedback from lecturers can have a direct negative impact on students' learning motivation.

EXTRACT 2

“Usually, lecturers only inform us about not coming to campus when we arrive, and they don’t notify us in advance. Sometimes the notification comes late in the evening. When we come to campus at the scheduled time, it turns out they’ve gone to Makassar or somewhere else.” (8th Respondent).

The student says that sometimes lecturers only inform them of their absence or class cancellations at the last minute. For instance, they may come to campus expecting the class to take place, only to find out that the lecturer has gone to Makassar or elsewhere. This indicates a lack of timely communication and can cause confusion or inconvenience for students.

e. Lecturer Unsopportive behavior lowering students’ motivation

EXTRACT 1

“There's a regular lecturer, sis, who hmm gives a new assignment with a deadline of a few hours, but the explanation is not clear enough. Even if it's a little, even if it's two minutes late, the assignment will be handed in but it's usually like, oh, it's already been done, but the network isn't good, it can't be done because it's like two minutes past the deadline, but it's forgotten. Even though I joined the zoom. Even if the assignment is two minutes late, I forgot.” (3rd Respondent).

The respondent felt that the lecturer was unsupportive in the learning process. Assignments were given with very tight deadlines and lacked clear instructions. Even when the respondent submitted the assignment just two minutes late due to network issues, despite having attended the class, the lecturer still marked them absent. This reflects a lack of empathy and flexibility from the lecturer toward students' situations.

f. Unmotivating lecturer teaching approach

EXTRACT 1

“Like the way they teach, there are some lecturers who only explain the assignment, then if they don't understand then they say to ask their friends. That's normal... My advice is if you don't understand, explain it until you understand, don't judge straight away. They say why you can't, why you can't. That's all.”

The respondent expressed dissatisfaction with some lecturers' teaching styles. Instead of explaining the material clearly, some lecturers would only assign tasks and expect students to understand on their own. When students don't understand, they are told to ask their peers instead. The respondent suggests that lecturers should make sure students understand the material fully before judging or questioning their ability to comprehend it.

4. The role of digital media exposure in shaping students' English learning motivation

a. Media exposure sparked students interest in learning

Exposure to social media platforms such as TikTok and Instagram contributed to the participant's motivation to learn English, particularly in speaking skills. Short videos featuring speaking exercises, news reading, or other educational content inspired the participant to continually develop her language ability.

EXTRACT 1

“Social media maybe TikTok and IG. On TikTok, there are videos that come up, like speaking practice, learning to speak English by reading news. And there's this TikToker named Zelyne, I learn from her, from every content she posts.” (1st Respondent).

EXTRACT 2

“TikTok. Because recently I've been opening TikTok more often. Well, educational videos and also watching TikTokers who are fluent in English, like Zelyna, make me think, “Wow, I want to be like that too,” or “Oh, that's really cool.” (7th Respondent).

One of the participants also highlighted the importance of digital media as an alternative learning environment. The participant shared:

EXTRACT 3

“I really enjoy this, kak. It's like finding online friends who are good at English, because I feel like if I only study at campus, I can't really improve. Especially since people in my surroundings also don't speak English.” (2nd Respondent).

This statement reflects how, when immediate environments, such as family and campus, are perceived as insufficiently supportive, students may turn to digital platforms as alternative sources of motivation. This behavior illustrates the influence of media digital exposure, which in this context can be categorized as part of the exosystem within Bronfenbrenner's Ecological Systems Theory.

Although digital media is not part of the student's direct social environment, it plays a significant role in shaping learning motivation by connecting learners with more supportive, English-speaking communities online.

EXTRACT 4

"YouTube. I've studied videos that can help me learn grammar, listening, and pronunciation. I also like watching Barney the dinosaur, sis... I like Barney's videos, they're easy to understand." (5th Respondent).

The respondent mentioned that YouTube has been a helpful learning platform, especially for improving grammar, listening, and pronunciation. They also expressed a fondness for watching Barney the Dinosaur videos, which they find simple and easy to understand. This indicates that educational videos with familiar characters and fun approaches are effective in supporting English learning, particularly for learners who prefer enjoyable and visually-auditory learning methods.

b. Social Media Distraction from learning

Some participants mention that although they have the intention to study, their attention is often diverted by social media use. This indicates a challenge in self-regulation, which affects students' consistency in learning.

EXTRACT 1

“It seems like it's from myself, because I'm distracted by my cellphone which requires me to scroll through TikTok.”(2nd Respondent).

EXTRACT 2

“I often plan to study, but I get distracted by social media.” (11th Respondent).

The respondent realized that one of the main causes of their lack of motivation and focus in learning comes from themselves. They admitted to being frequently distracted by social media, especially TikTok, which leads them to keep scrolling and eventually forget about their study responsibilities.

5. Need program for language practice

Beyond classroom instruction, students express the need for structured programs to support daily language practice, especially for memorization and speaking.

EXTRACT 1

“What holds me back is that there's no study club for things like reciting memorized material. For example, I want to recite vocabulary I've memorized. If it's just memorizing without reciting, I feel lazy. I really wish there was a daily place for that.” (1st Respondent).

This highlights the lack of organized support systems for regular language practice. Without a consistent space or routine, students may struggle to stay motivated and reinforce what they've learned. The absence of such programs limits opportunities for active language use.

EXTRACT 2

“In my opinion, to increase motivation, activities specifically focused on English could be organized. Activities that are fun and enjoyable, such as study tours or similar events, might help students become more motivated. At least, that's what I understood from the lecturer.” (3rd Respondent).

Based on an interview with one of the students, students' motivation to learn English can be enhanced through activities specifically focused on English. The student suggested that such activities should be enjoyable and interactive, such as study tours or other out-of-class activities that allow students to practice English directly. This approach is considered capable of increasing students' interest in learning and promoting greater engagement in the learning process.

B. Discussion

In this section, the researcher connects previous studies and relevant theories with the findings obtained through research instruments, namely interviews and documentation. The discussion focuses on the role of support from four social environments in shaping the English learning motivation of TBI students at STAIN Majene, namely family, peers, school, and media. This section also explores various factors that may negatively impact or decrease students' learning motivation.

The role of family in shaping students' motivation to study is crucial, especially when the choice of study is not entirely based on personal interest but also influenced by parental expectations and hopes. According to the Theory of Planned Behavior by Ajzen (1991), subjective norms or social pressures from the family can affect students' intentions and behaviors in continuing their studies,

even when faced with challenges such as laziness or lack of interest in their chosen major.

In line with this, the Self-Determination Theory (Ryan & Deci, 2017/2018) highlights the importance of social support, including parental appreciation and positive communication, in fulfilling basic psychological needs such as competence and relatedness. Recognition and encouragement from the family act as external reinforcements that strengthen students' intrinsic motivation, making them more enthusiastic and committed in their learning process.

Research by Lazurenko et al. (2022) reinforces the family's role as a significant source of emotional and social support for students' academic achievement. They assert that active family involvement and realistic expectations serve as primary drivers of learning motivation. This is further supported by findings from Dinda, et al. (2025), who demonstrate that a supportive family environment, characterized by good communication and emotional care, creates a conducive learning atmosphere and strengthens students' enthusiasm for learning.

By integrating these theories and empirical findings, it can be understood that family support functions not only as an external pressure but also enhances students' internal motivation. The combination of family social norms and the fulfillment of basic psychological needs becomes a fundamental foundation for building strong learning commitment, especially when the major choice is not driven by personal interest.

However, the family also exerts a negative impact on students' motivation. The participant revealed that their home environment is not supportive of their academic efforts, particularly in relation to completing assignments. They described how family members, such as parents and older siblings, frequently assign household chores or constantly request their help with various tasks, which interrupts their focus on studying.

These repeated demands create distractions and increase the participant's feelings of laziness and procrastination toward their schoolwork. The lack of a conducive home environment and the pressure to fulfill family responsibilities negatively affect their motivation to learn.

This finding aligns with Bronfenbrenner's ecological theory, which emphasizes the influence of the microsystem, including family, on an individual's development and learning experiences. A home environment that does not facilitate or prioritize study time can hinder students' academic motivation and performance.

Furthermore, this situation reflects the challenge of balancing multiple roles and responsibilities, which can lead to role conflict and stress, thereby reducing students' focus and drive. To support students' learning motivation, it is crucial for families to create a supportive and understanding environment that allows adequate time and space for academic activities.

In conclusion, family demands and an unsupportive home environment can significantly reduce students' motivation and ability to concentrate on their

studies. Encouraging family members to recognize and accommodate students' academic needs may improve students' engagement and success.

Furthermore, in the role of peers, the researcher found that peer relationships play a crucial role in maintaining and enhancing students' motivation to learn English. This role is manifested in two main forms. These findings emphasize that learning motivation is not solely derived from internal factors, but is also shaped through meaningful social interactions. Supportive friends not only provide emotional comfort but also act as reminders of students' academic goals and help strengthen their confidence in facing learning challenges.

This finding can be analyzed through Social Motivational Theory (Wentzel, 2010), which states that positive social relationships, such as support from peers, significantly contribute to the formation of academic goals and student engagement. Such support fosters prosocial motivation and a sense of responsibility for one's own success. This is reinforced by the updated version of the Achievement Goal Theory (Urduan & Kaplan, 2020), which explains that a supportive social environment, including constructive peer encouragement, helps shape positive goal orientations focused on self-development rather than negative comparison. Together, these theories highlight the importance of social quality in promoting healthy and sustainable academic motivation.

In the context of interactive encouragement, participants described how their friends often became a source of strength during moments of stress or academic discouragement. These friends helped them reconnect with their long-term aspirations, such as the desire to become lecturers. This aligns with the

findings of Najmi et al. (2023), who reported that peer support significantly enhances students' learning motivation and engagement. The immediate social environment (microsystem) thus has a direct influence on the continuity of the learning process.

Meanwhile, constructive comparison also served as a motivating force. Observing others' academic achievements did not lead to feelings of inferiority, but rather triggered a sense of drive and possibility. This reflects the presence of a growth mindset, as introduced by Dweck, when combined with social learning perspectives. Supporting this, Hong et al. (2022) found that healthy social comparison, when embedded in a positive and supportive peer environment, reduces learning anxiety and boosts academic self-confidence. Therefore, peer support holds significant potential in strengthening both students' emotional resilience and academic motivation.

Despite these positive influences, the role of peers also presented negative impacts for example The participant described the significant impact of peer influence on their English language learning motivation, particularly emphasizing the importance of practice in developing language skills. Despite an initial agreement among friends to practice English together, the participant observed that this commitment rarely translated into consistent practice. This lack of active engagement from peers created a non-supportive environment that hindered the participant's ability to improve their English proficiency.

The respondent further explained that the limited presence of English speakers on campus contributed to the scarcity of opportunities for language

practice. Additionally, when they attempted to speak English, they sometimes faced negative reactions from peers, who perceived their use of English as showing off or being pretentious. Such social discouragement discouraged the participant from using the language openly, thereby reducing their motivation and opportunities for meaningful practice.

This finding underscores the crucial role of the peer microsystem in Bronfenbrenner's ecological framework, which significantly shapes students' learning experiences and motivation. The absence of a supportive peer environment diminishes the social reinforcement necessary for sustained language practice and development.

Moreover, from the lens of social motivation theories, positive peer interaction and encouragement are essential for fostering intrinsic motivation in language learning. When peers are unsupportive or dismissive, learners may experience social anxiety or reluctance to engage, negatively impacting their progress.

Consequently, the participant expressed a preference for seeking out online communities where English is actively spoken and practiced, highlighting the importance of finding alternative supportive environments to compensate for the lack of encouragement in their immediate social context.

In conclusion, unmotivated peer influence and a lack of supportive language practice environments can significantly impede students' motivation and opportunities to develop English proficiency. Creating or facilitating access to

positive, practice-oriented peer groups is vital to enhancing learners' language development.

Apart from the role of peers, the campus environment emerged as another important aspect, especially the verbal encouragement provided by lecturers. This aligns with Uno's (2016) theory of extrinsic motivation, which posits that external support from significant figures such as lecturers can act as a powerful catalyst for students to persevere through academic challenges. In this context, extrinsic motivation initially derived from external encouragement can be internalized into a more personal and enduring commitment to succeed.

One participant shared that although their lecturer often spoke in a firm or raised tone, the motivational messages delivered had a strong emotional impact. The student felt a sense of responsibility not to disappoint the lecturer, who consistently demonstrated dedication to encouraging the class. This reflects the internalization process described in Self-Determination Theory (Deci & Ryan, 2000), where external motivators like verbal praise and support can foster intrinsic motivation if conveyed in ways that satisfy students' basic psychological needs.

Furthermore, the communication style used by lecturers was found to be as important as the content of the motivational message. Some participants expressed a preference for a direct and firm communication style over gentle but emotionally hurtful language.

In this regard, firm communication, when coupled with empathy, offers students clarity, structure, and emotional security during the learning process. Such a style signals high expectations and trust from lecturers, which students

perceive as support rather than intimidation. This finding aligns with the study by Schrodts et al. (2009), which found that lecturer credibility mediates the relationship between prosocial communication behaviors (such as clarity, confirmation, and relational closeness) and student learning outcomes. Lecturers who communicate clearly and consistently tend to be perceived as more credible, which enhances students' motivation and engagement.

Moreover, according to Entwistle et al. (2015), realistic and explicitly communicated lecturer expectations contribute to increased students' self-efficacy, academic resilience, and positive attitudes toward learning challenges. Thus, firm yet supportive communication helps students set clear academic goals and develop strategies to achieve them (Schrodts et al., 2009; Entwistle et al., 2015).

These findings can also be interpreted through the lens of Socially Shared Regulation of Learning, which emphasizes that learning regulation is a socially mediated process involving emotional and cognitive support from the learning environment. Lecturers who provide firm but respectful guidance help students manage academic pressure and emotional responses more effectively, especially when students perceive the lecturer as a supportive authority figure (Järvelä et al., 2021).

Conversely, communication that is gentle yet laced with subtle criticism or passive-aggressive undertones can create emotional ambiguity, potentially undermining students' self-confidence and increasing academic stress. Several participants reported feeling more hurt by seemingly gentle but implicitly negative

remarks than by open and honest firm feedback. Therefore, the effectiveness of verbal encouragement depends not only on the message content but also heavily on the delivery style and its alignment with students' individual communication preferences.

Beyond communication style, a judgment-free classroom environment was identified as critical. Participants valued lecturers who consistently offered motivation without resorting to destructive criticism, creating a psychologically safe space for learning. Motivational statements given before or after class sessions, even if simple, were perceived as meaningful support. This can be understood as a form of positive reinforcement, enhancing students' confidence and willingness to participate actively.

Within the framework of Self-Determination Theory, verbal encouragement delivered empathetically and consistently fulfills students' basic psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2020). When students feel valued and supported, they are more likely to develop intrinsic motivation, positively influencing their academic success and mental well-being.

In summary, this study confirms that verbal encouragement from lecturers, whether conveyed through firm or empathetic styles, functions as meaningful social scaffolding in the learning process. Lecturers who adapt their communication to students' needs not only support academic achievement but also foster emotional resilience and sustained internal motivation.

Beyond verbal encouragement, recognition from lecturers also served as a strong motivational driver for students. The findings of this study reveal that recognition and appreciation from lecturers play a central role in maintaining students' comfort, motivation, and enthusiasm throughout the learning process. Students emphasized the emotional importance of feeling noticed and valued by their lecturers, which significantly enriches their classroom experience and increases their engagement.

One participant expressed that receiving motivation and acknowledgment from lecturers made them feel respected and valued. A classroom atmosphere free from judgmental attitudes fostered a psychologically safe and comfortable space, which in turn enhanced their personal motivation. This aligns with the Social Support Theory (House, 1981), which suggests that emotional support from significant social figures, such as lecturers, positively impacts individuals' psychological well-being and performance.

Another participant highlighted the importance of constructive feedback during activities like presentations. Lecturer recognition of progress, delivered through encouraging phrases such as "this is already much better than before," was perceived as highly motivating. This corresponds with findings from Hattie and Timperley (2007), who emphasize that clear, specific, and constructive feedback acts as effective positive reinforcement to improve learning outcomes. Feedback focused on individual progress and effort fosters greater motivation and nurtures students' sense of competence.

Moreover, personalized and constructive recognition supports students' psychological needs for competence and relatedness within the learning context, as outlined in the Basic Psychological Needs Theory (Deci & Ryan, 2017). Recent studies by Jang et al. (2016) further demonstrate that lecturer support in the form of recognition and positive feedback significantly enhances academic motivation and student well-being.

Overall, consistent recognition and appreciation from lecturers are more than mere gestures; they function as powerful motivational tools that help create a psychologically supportive learning environment. Lecturers who consistently provide positive feedback and avoid judgmental behaviors cultivate a space where students feel empowered to actively participate, improve their performance, and take pride in their academic progress (Wentzel, 2010; Jang et al., 2016; Hattie & Timperley, 2007).

Apart from recognition, a supportive classroom environment further contributed to creating positive learning experiences. The findings of this study indicate that a comfortable and supportive classroom environment significantly enhances students' learning enthusiasm and emotional well-being. One participant expressed that the classroom atmosphere was pleasant, supported by lecturers who were open and consistently motivating. Additionally, physical facilities such as air conditioning and fans contributed positively to creating a more conducive and enjoyable learning experience.

From the perspective of Bronfenbrenner's ecological theory, this aspect falls within the microsystem, where direct interactions between students, lecturers,

and the physical environment shape daily learning experiences. A classroom that is physically comfortable and emotionally supportive fosters an environment conducive to academic engagement and personal development.

An open and non-restrictive classroom atmosphere allows students to freely express themselves, actively participate in discussions, and receive feedback without fear or discomfort. This dynamic supports the formation of a learning climate that is safe, respectful, and motivating. According to Self-Determination Theory and supporting research (Deci & Ryan, 2000; Jang et al., 2016), such an environment fulfills students' basic psychological needs for relatedness and competence, which are crucial for sustaining intrinsic motivation.

Moreover, studies by Naibaho et al. (2012) found that positive lecturer-student relationships and a clean campus environment significantly influence students' learning motivation. Research by Fadillahsyah and Hasanuddin (2023) also demonstrated that a supportive learning environment, both physically and socially, enhances students' interest, concentration, and persistence in academic activities.

Thus, physical comfort combined with emotional encouragement from lecturers is not merely an addition but a fundamental basis for fostering meaningful student engagement. When students feel supported through adequate facilities and positive interpersonal interactions, they tend to participate more actively and maintain strong learning motivation.

In conclusion, a supportive classroom environment, comprising physical comfort and positive communication, plays a vital role in shaping a productive

and enjoyable learning experience. Lecturers who create a safe, motivating, and well-equipped learning space contribute significantly to students' academic perseverance and emotional resilience.

While the classroom environment was generally supportive, insufficient communication with lecturers still posed a challenge for students. The findings under this subtheme reveal that ineffective communication between lecturers and students can significantly undermine students' learning motivation. The participant reported that instructions provided for project-based assignments, such as school visits or community interviews, were often unclear, leading to unsatisfactory outcomes from both student and lecturer perspectives.

Interestingly, the participant acknowledged their own hesitation in seeking clarification as a contributing factor. However, this was aggravated by lecturers' unhelpful responses. Remarks like "Is this all?" or "Oh my, still wrong," were perceived as discouraging and non-constructive. These comments fostered feelings of demotivation, lethargy, and reluctance to continue the task or learning process.

From the viewpoint of Bronfenbrenner's ecological theory, lecturers belong to students' microsystem and profoundly shape daily learning experiences. When communication is ineffective, it erects a barrier to learning and diminishes students' engagement and motivation.

Supportive and clear communication is crucial in educational contexts. In fact, studies show that teachers' verbal and nonverbal communication styles significantly influence student motivation. Megawati and Hartono (2020) found

that questioning strategies and encouraging facial expressions were among the most motivating forms of communication in English lessons. Moreover, research by Almardhiyyah et al. (2025) in a vocational school context demonstrated that poor communication adversely affects students' interest and participation in learning exponent topics.

Therefore, unclear instructions combined with unsupportive feedback can directly erode students' motivation. It is essential for lecturers to adopt communication approaches that are clear, empathetic, and responsive, thereby fostering a supportive environment in which students feel encouraged and confident in their learning journey.

Apart from the issue of limited communication, the presence of unsupportive lecturers was also identified as a demotivating factor. The participant's experience underscores how an unsupportive attitude from lecturers can sharply undermine students' motivation and engagement in learning. The participant recounted being assigned tasks with very tight deadlines but given insufficient explanation, leading to confusion and hasty completion without clear direction.

Moreover, an incident where the participant submitted an assignment two minutes late due to technical difficulties and was penalized as absent highlighted the lecturer's rigidity and lack of empathy, particularly critical in online learning contexts where students frequently face connectivity issues.

From the perspective of Bronfenbrenner's ecological systems theory, lecturers reside in the microsystem, directly influencing students' day-to-day

academic experiences. When lecturer communication lacks flexibility and support, it erects barriers to motivation and engagement.

Research evidence strongly supports the importance of socio-emotional competence and empathetic communication in educational contexts. For example, a meta-analysis by Gebre et al. (2025) found a significant positive relationship between teachers' socio-emotional competence (SEC) and student engagement, emphasizing the importance of emotional investment in teaching. Similarly, Shao et al. (2025) demonstrated that teacher support enhances learning engagement through mediation of students' self-efficacy and psychological resilience.

In conclusion, when lecturers enforce strict rules without acknowledging students' real-life constraints, they risk undermining learners' motivation and engagement. Establishing communication grounded in empathy, clarity, and flexibility aligned with characteristics of socio-emotional competence is essential to foster a supportive and motivating educational environment.

Apart from the lack of support, the way certain lecturers delivered their lessons was also a source of dissatisfaction among students. The participant expressed dissatisfaction with certain lecturers' teaching methods, particularly those who tend to merely assign tasks without providing thorough explanations or ensuring students fully understand the material. Instead of offering clear guidance, these lecturers expect students to independently grasp the content or seek help from their peers.

This approach can create obstacles in the learning process, as students may feel unsupported and left to navigate difficulties alone. The participant

emphasized the importance of lecturers taking responsibility to explain concepts comprehensively and patiently, rather than quickly judging students' comprehension or abilities. Such premature judgment, characterized by questioning why students cannot understand, may lead to feelings of discouragement and inadequacy.

From the perspective of Bronfenbrenner's ecological theory, lecturers are part of the immediate learning environment (microsystem) and thus hold significant influence over students' academic experiences. When teaching approaches lack clarity and empathy, students' motivation and confidence are likely to decline.

Furthermore, Self-Determination Theory (Deci & Ryan, 2000) highlights the need for students to feel competent and supported. Effective teaching approaches that ensure understanding before evaluating students can fulfill these psychological needs, fostering intrinsic motivation and engagement.

In conclusion, lecturers' teaching approaches that prioritize clear explanation and supportive interaction are crucial for facilitating meaningful learning. Avoiding judgment and fostering understanding can enhance students' confidence and motivation to learn.

Outside the academic setting, media exposure emerged as another influential factor. Findings from this study indicate that exposure to digital media, particularly social media platforms such as TikTok, Instagram, and YouTube, plays a significant role in motivating students' English language learning. Participants reported that engaging with English-language content on these

platforms not only improved their language skills but also fostered their desire to be part of a global English-speaking community.

One participant mentioned frequently encountering short TikTok videos featuring speaking practice, news reading, and other educational content. These videos, especially those created by specific influencers like Zelyne, served as accessible and relatable learning models. This suggests that social media content can provide authentic language input in a casual and entertaining format, making language learning feel more natural and relevant to students' daily lives.

Another participant shared their experience using YouTube to improve grammar, listening, and pronunciation skills. They also expressed a preference for videos featuring familiar and entertaining characters, such as Barney the Dinosaur, as the content was easy to follow and enjoyable. This highlights the effectiveness of visual and auditory learning materials, especially when delivered in a fun and non-intimidating way.

These findings align with Bandura's (1977) social learning theory, which emphasizes that individuals learn not only through direct instruction but also by observing and imitating others. In this context, digital influencers, educational content creators, and familiar media figures act as informal role models who shape learners' behavior and motivation. Furthermore, students' engagement with global English content reflects a need to belong and be part of a broader, often international, community where English is the dominant language of communication.

Recent research in Indonesia also supports these findings. For example, Rahmawati et al. (2024) demonstrated that social media enhances English learning motivation through interactive and culturally relevant content. Dewi and Prasetyo (2023) found that TikTok use increases students' motivation to learn arts and positively impacts their overall learning process. Additionally, Mulyana et al (2025) revealed that Instagram plays a significant role in strengthening university students' English learning motivation through social interaction and appealing visual content.

Overall, exposure to social media platforms such as TikTok, Instagram, and YouTube not only provides authentic language input but also strong motivational support rooted in students' social needs to connect and feel accepted within a broader learning community. The informal, engaging, and easily accessible nature of online content enables learners to develop their English skills in a relevant, effective, and socially meaningful way.

Yet, it is important to note that media exposure was not always beneficial, as it also introduced the risk of social media distraction. The participant acknowledged that a significant factor contributing to their lack of motivation and reduced focus on learning originates from themselves. Specifically, they admitted to being frequently distracted by social media platforms, particularly TikTok, which leads to prolonged scrolling and neglect of study responsibilities.

This self-recognition highlights an important internal challenge in the learning process: while social media can serve as a source of motivation and educational content, it can also act as a major distraction. The pervasive and

engaging nature of social media platforms can easily divert students' attention away from academic tasks, undermining their concentration and productivity.

From the perspective of self-regulation theories, students' ability to manage their attention and control impulses is crucial for maintaining motivation and academic success. Distraction caused by frequent social media use can weaken self-regulatory capacity, leading to procrastination and reduced engagement in learning activities.

Moreover, this finding suggests that interventions aimed at improving students' time management and digital literacy, such as setting boundaries for social media use or cultivating mindful usage habits, may be beneficial in minimizing distractions and enhancing learning motivation.

In conclusion, while social media offers valuable resources for language learning, its distracting potential poses a significant challenge. Students' awareness of this issue is a positive step towards developing strategies to balance social media use with academic responsibilities.

Therefore, it became clear that a consistent and organized language practice program was needed. Beyond formal classroom instruction, the participant expressed a clear need for structured programs that facilitate regular language practice, particularly for activities such as memorization and oral recitation. The participant emphasized that the absence of a dedicated study club or daily practice space for reciting memorized vocabulary and materials contributes to decreased motivation and engagement.

This insight reveals a gap in the current educational support system: without organized and consistent opportunities for active language use, students may struggle to maintain the discipline required for effective language acquisition. The lack of such programs restricts students' ability to reinforce their learning, practice speaking skills, and build confidence.

From the perspective of Vygotsky's Sociocultural Theory (1978), language development is deeply rooted in social interaction and the mediation provided by more capable peers or mentors. Structured programs such as study clubs or daily recitation sessions would create an environment where learners engage in collaborative dialogue, scaffolding each other's progress and extending their Zone of Proximal Development (ZPD).

Research supports this notion. For instance, Alrabai (2016) found that structured peer-interaction activities significantly improve learners' speaking confidence and reduce language anxiety. Similarly, Kim and Lee (2019) demonstrated that regular, community-based language practice enhances vocabulary retention and communicative competence in EFL contexts.

In conclusion, the establishment of structured language practice programs, such as study clubs or daily recitation sessions, is vital to complement classroom learning. Such initiatives would provide consistent reinforcement, foster peer collaboration, and accelerate students' overall language proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore the role of social environment in shaping the English learning motivation of Tadris Bahasa Inggris (TBI) students at STAIN Majene. Using a qualitative phenomenological approach and data analysis techniques from Miles and Huberman, the researcher examined the lived experiences of 11 TBI students from the 2023 cohort through in-depth interviews and documentation.

The findings indicate that students' motivation to learn is not solely determined by internal factors, but is strongly influenced by support from their immediate social environment. Specifically, four key components of the social environment, family, peers, school (lecturers and classroom), and medi emerged as interconnected forces that shape and sustain students' motivation to learn English.

Family support plays a significant role, particularly through parental expectations and emotional appreciation. Parental expectations act as strong extrinsic motivators that drive students to continue their academic pursuits, even in the absence of strong intrinsic interest. Meanwhile, verbal appreciation, even when subtly expressed, boosts students' confidence and encourages persistence. This dual function of expectation and appreciation reflects a balanced form of support that nurtures both external pressure and emotional encouragement.

Peers function as both mirrors and motivators. Friends provide not only emotional encouragement but also opportunities for social comparison that trigger motivation. Instead of generating feelings of inferiority, such comparisons often inspire students to strive for improvement, especially when framed within a supportive and non-competitive environment. Digital interactions with friends also play a meaningful role in reinforcing students' emotional resilience and long-term learning goals.

The school environment, especially support from lecturers and classroom atmosphere, acts as a catalyst for motivation. Lecturers who provide consistent verbal encouragement, offer constructive feedback, and maintain a judgment-free learning space significantly enhance students' sense of competence, relatedness, and academic engagement. Whether expressed sternly or empathetically, motivational messages from lecturers help students persist through academic challenges and foster personal growth.

Digital media such as TikTok, Instagram, and YouTube also contribute to students' language learning motivation, especially in enhancing speaking and listening skills. Educational and entertaining content serves as a supplementary learning resource outside the classroom. However, some participants also acknowledged the distracting nature of these platforms when used excessively, highlighting the need for self-regulation in media consumption.

These findings support Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes the critical influence of microsystems, such as family, peers, and school, and exosystem namely media, in shaping individual

development. The study also aligns with Uno's motivation theory (2016) and Self-Determination Theory (Deci & Ryan, 1985, 2000), which underscore the importance of fulfilling psychological needs such as competence, autonomy, and relatedness in maintaining motivation.

In conclusion, the motivation of TBI students at STAIN Majene to learn English is shaped through a complex interplay between internal drive and external social influences. To promote sustained language learning motivation, educational stakeholders should consider strategies that involve families, strengthen peer support systems, create emotionally safe classrooms, and integrate media literacy.

This study is limited by the relatively homogenous background of its participants, who came from the same class cohort. Future research is recommended to involve more diverse participant groups and employ broader data triangulation techniques to gain deeper and more generalizable insights.

B. Suggestion

Based on the findings and limitations of this study, the following suggestions are proposed for both practical application and future research:

1. Practical Suggestion

a. For Students

TBI students are encouraged to actively seek supportive environments, both offline and online, that foster the use of English in daily interactions. Minimizing distractions, such as excessive use of social media, and building consistent peer practice groups can help enhance motivation and language proficiency.

b. For Parents

Parents are encouraged to balance their expectations with appreciation and emotional support. While many students are motivated by the desire to fulfill their parents' hopes, consistent encouragement and recognition of progress play a crucial role in sustaining their motivation and academic confidence.

c. For Peers

Peers are encouraged to foster a supportive and collaborative learning environment by engaging in group study sessions, sharing resources, and providing constructive feedback to help sustain motivation and improve language skills.

d. For the Institution (STAIN Majene)

STAIN Majene is encouraged to establish structured programs such as English study clubs or peer mentoring. Lecturers should maintain consistent verbal encouragement, avoid judgmental feedback, provide clear instructions, especially for project-based tasks, and create opportunities for daily English practice through small group discussions or peer feedback sessions to improve student motivation and learning outcomes.

e. For Future Researchers

This study faced certain limitations, particularly in scheduling interviews with participants, which led to a mix of data collection methods (some conducted via Zoom, others in person). Future researchers are encouraged to allow more time and flexibility for data collection to ensure

richer and more consistent qualitative data. Moreover, future studies could, involve a more diverse group of participants from different academic years, regions, or backgrounds to gain broader insights, explore other factors within the social environment, such as cultural influences, gender roles, or socio-economic background, which may also shape language learning motivation, employ mixed-method or longitudinal research designs to provide more comprehensive and in-depth understanding of motivation over time.

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Appendix 1. Students' Interview Guideline

INTERVIEW DRAFT FOR STUDENTS (*DRAF WAWANCARA UNTUK MAHASISWA*)

A. Desire to Succeed

1. Apa yang ingin Anda capai dari belajar Bahasa Inggris?
2. Perasaan saat berhasil memahami materi/hasil bagus?

B. Drive and Need in Learning

1. Seberapa penting Bahasa Inggris untuk masa depan?
2. Alasan tetap belajar meski kadang malas.

C. Hopes and Ideals for the Future

1. Impian/tujuan lewat Bahasa Inggris?
2. Target khusus sebelum lulus?

D. Appreciation in Learning

1. Pernah dapat apresiasi? Dampaknya?
2. Kalau tidak diapresiasi, gimana perasaannya?

E. Conducive Learning Environment

1. Lingkungan kampus mendukung belajar? Kenapa?
2. Faktor apa yang bantu atau hambat motivasi?

F. Microsystem

1. Bagaimana respon keluarga terhadap pilihan jurusan Anda?
2. Siapa orang terdekat (keluarga, teman, atau dosen) yang paling berperan dalam memotivasi Anda belajar Bahasa Inggris?
3. Bagaimana peran teman-teman kampus dalam semangat belajar Anda?
4. Bagaimana sikap dosen selama ini terhadap Anda saat belajar Bahasa Inggris? Ada dosen favorit yang paling memotivasi? Kenapa?

G. Mesosystem

1. Apakah hubungan antara dosen dan teman-teman memengaruhi motivasi belajar Anda? Bisa beri contohnya?
2. Bagaimana tanggapan keluarga Anda terhadap pertemanan Anda di kampus?

H. Exosystem

1. Pernahkah program kampus, organisasi, atau kebijakan fakultas memengaruhi motivasi Anda?
2. Media sosial atau platform online apa yang paling berpengaruh ke motivasi Anda belajar Bahasa Inggris? Kenapa?

I. Macrosystem

1. Bagaimana pandangan masyarakat di sekitar Anda tentang pentingnya Bahasa Inggris?
2. Apakah pandangan itu memengaruhi semangat Anda?

J. Chronosystem

1. Bagaimana perubahan motivasi Anda sejak awal kuliah sampai sekarang?
2. Saat pertama kali daftar di STAIN Majene, Tadris Bahasa Inggris itu pilihan jurusan pertama kamu atau pilihan kedua? Kenapa memilihnya begitu?
3. Adakah pengalaman pribadi yang pernah bikin motivasi Anda naik atau turun?

CLOSING QUESTION

Menurut Anda, apa yang bisa kampus atau dosen lakukan untuk meningkatkan motivasi mahasiswa TBI belajar Bahasa Inggris?"

Appendix 3. Students' Interview Result

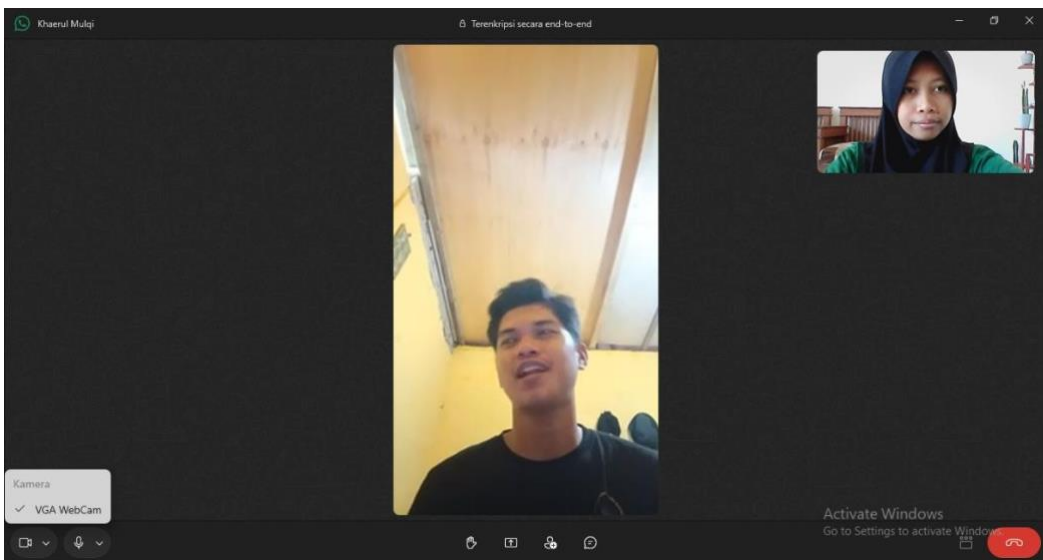
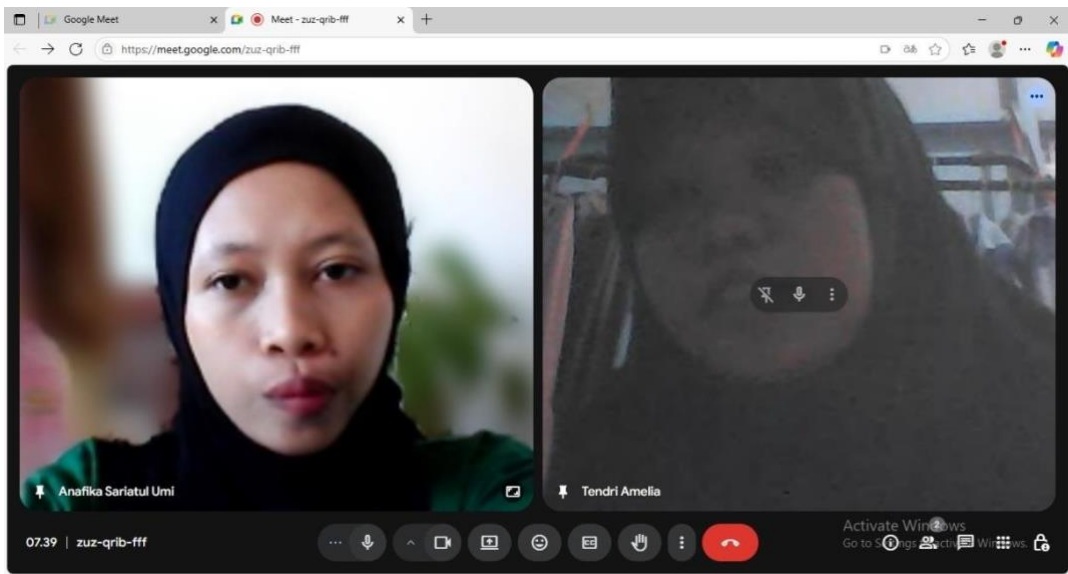
Appendix 4. Supporting Documentations











CURRICULUM VITAE



The author's name is Anafika Sariatul Umi and usually called Fika. She was born in Mamuju on August 13, 2003. She is the second child/daughter of spouses Yaeman Adi. S and Narmi Firana. The author lives in Lengke Village, Mamuju Regency, Kalukku District, West Sulawesi Province.

The writer began her education elementary school education at SD Inpres Lengke from 2009-2015. Afterward, the writer took her junior high school education at SMPN 2 Kalukku in 2015–2018. Then, the author continued her study at MA DDI Lombang-Lombang and graduated in 2021.

In the same year, the researcher continued her tertiary education at the State Islamic College of Majene (STAIN Majene) through SPAN-PTKIN and was accepted as a student in the Education and Teacher Training Department in the English Education Study Program. The author conducted the research in order to complete the final project as a requirement to obtain a Bachelor of Education (S.Pd) degree in the English Education Study Program, Tarbiyah and Teacher Training Department at the State Islamic College (STAIN) of Majene under the title “The Role of Social Environment Factors in Shaping English Learning Motivation Of English Edycation Students At STAIN Majene”.