

## INVESTIGATING THE INFLUENCE OF COMMUNITY ON EFL STUDENTS' MOTIVATION IN LEARNING ENGLISH

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### ABSTRACT

*This study investigated the influence of family, school, and community on EFL students' motivation in learning English. Students' motivation was regarded as an essential factor in language learning success, yet it was strongly affected by external environments. The objectives of this study were to describe how these three environments shaped students' motivation, to identify their specific impacts, and to determine which factor had the most dominant influence. The research employed a qualitative case study design. Participants were thirty eleventh-grade students from Sukma Bangsa Pidie Senior High School. Data were collected through questionnaires and semi-structured interviews, which explored students' perspectives regarding the role of family, school, and community. The data were analyzed descriptively using thematic analysis to identify patterns of influence that supported students' motivation. The findings revealed that family, school, and community each contributed differently to students' motivation. Family support mainly provided emotional encouragement, such as praise, parental guidance, and discussions about the importance of English. School created structured academic reinforcement through engaging teaching methods, teachers' encouragement, and peer collaboration. Meanwhile, community factors including peers outside school, social recognition, and societal expectations shaped students' awareness of English as a tool for success. Among these three, the school environment appeared as the most dominant factor in sustaining students' motivation. In conclusion, this study showed that EFL students' motivation was the result of interconnected support from family, school, and community. It was suggested that families provide continuous encouragement, schools apply innovative and student-centered strategies, and communities offer authentic opportunities for practicing English.*

**Keywords :** EFL Motivation, Environmental Factors, Family Influence, School Support, Societal Impact

### 1. Introduction

Language is considered an essential element of human life, functioning as a medium for communication, emotional expression, and information exchange. It also reflects individuals' backgrounds, including attitudes, cultures, and lifestyles. Since people come from different linguistic backgrounds, an international language becomes necessary to facilitate communication. English, as the most widely used international language, plays an important role in enabling global interaction. Billions of people worldwide use English in various aspects of life, making it recognized as a global lingua franca (Uddiniyah & Silfia, 2019). Therefore, the

ability to communicate in English has become increasingly important in modern society. Motivation has long been acknowledged as one of the most influential factors in foreign language learning success (Gardner, 1985; Ushioda, 2020). Motivated learners tend to invest greater effort, persist through challenges, and apply effective strategies to improve language proficiency. Contemporary studies view motivation as a dynamic and context-dependent process rather than a fixed personal characteristic (Dörnyei & Ushioda, 2021).

To explain motivation in language learning, this study adopts the Self-System Model of Motivational Development (SSMMD) proposed by Dörnyei (2005, 2009). This framework conceptualizes motivation through learners' self-concept and consists of three dimensions: Ideal L2 Self, referring to learners' desired future identity as successful English users; Ought-to L2 Self, related to external expectations and obligations; and L2 Learning Experience, which concerns learners' immediate learning environment and educational experiences. The model is considered relevant in EFL contexts because students' motivation is shaped not only by internal aspirations but also by external environments. Previous studies showed that SSMMD effectively explains how EFL learners develop and maintain motivation in learning English (Kim & Kim, 2020; Safitri & Rohmah, 2022; Zhang, 2023). In Indonesia, where English is mainly learned in formal educational settings, family encouragement, school support, and societal expectations become important factors influencing students' motivational development. Motivation is especially important because it determines learners' engagement and persistence throughout their academic journey. Gardner (2010) emphasized that motivation is one of the strongest predictors of successful language acquisition. Similarly, Pink (2009) argued that motivation develops through autonomy, mastery, and purpose, allowing learners to connect language learning with personal meaning and future goals. Students may also be motivated by opportunities to access global information, communicate internationally, and participate in digital communities through social media and online platforms.

Research further demonstrated that stronger motivational intensity was associated with better language achievement and future aspirations. Students intending to pursue higher education abroad often showed stronger motivation and achieved better listening and reading performance (Mori & Gobel, 2021). Likewise, learners who dedicated more time to English learning generally exhibited higher motivation influenced by both internal goals and external opportunities such as employment and education (Li & Leung, 2020; Wang et al., 2021). Emotional and academic support from surrounding environments also contributed significantly to students' commitment to language learning (Zhang & Zhou, 2022). In this study, community influence is categorized into three interconnected domains: family, school, and society. These external environments are considered important contributors to students' extrinsic motivation in learning English.

Family plays a central role in supporting EFL students' motivation and academic achievement. Studies indicated that parental support positively affected students' resilience,

confidence, and academic performance (Cheraghian et al., 2023). Consistent emotional encouragement and academic involvement from parents improved students' motivation and learning outcomes (Zhang & Liu, 2022). Supportive home environments, communication with schools, and participation in English-related activities also contributed to language development (Halommi & Stevens, 2023). Furthermore, parental involvement promoted both intrinsic and extrinsic motivation while strengthening students' confidence and learning discipline (Shebani et al., 2025). However, challenges such as parents' limited English proficiency may reduce their ability to support children effectively, highlighting the need for schools to provide guidance and family engagement programs.

Schools also function as key environments that support English language learning. According to Vygotsky (1978), language develops through social interaction within educational contexts. Teachers therefore play important roles as facilitators who guide students' learning. Interactive teaching strategies such as discussions, simulations, and collaborative activities encourage students' active participation and language use (Gass & Selinker, 2008). Research found that engaging classroom experiences improved students' confidence, participation, and motivation (Alharbi, 2023; Torres & Nguyen, 2021). In addition, effective curriculum implementation and strong school-family collaboration contribute to more meaningful learning experiences (Epstein, 1995; Jamaliah, 2024).

Beyond family and school, society provides opportunities for authentic language exposure outside formal classrooms. Social capital theory emphasizes that community networks can serve as valuable resources for learning (Bourdieu, 1986). Participation in community activities, access to public learning facilities, and engagement with broader social environments support language practice and cultural understanding (Putnam, 2000). Modern societal influence has also expanded into digital spaces. Informal Digital Learning of English (IDLE), including social media, online games, and language applications, has been shown to increase learners' motivation and confidence in communication (Soyoof et al., 2023). The collaboration among family, school, and society creates a supportive environment that strengthens students' motivation and learning outcomes. Based on this perspective, the present study applies the Self-System Model of Motivational Development together with the concept of extrinsic motivation (Ryan & Deci, 2020) to investigate how these three external domains influence EFL students' motivation in learning English.

## **2. Methodology**

This section describes the methodological framework employed in this study. It outlines the research design, participants, instruments, data collection procedures, and data analysis techniques used to explore how family, school, and society influence EFL students' motivation in learning English.

### **2.1 Research Design**

This research was conducted using a case study approach, which is a form of qualitative research. Creswell (2014) defines qualitative research as an approach aimed at understanding human experiences and social phenomena through an in-depth exploration of participants' perspectives. Unlike quantitative methods, qualitative research focuses on capturing the complexity of individual cases rather than seeking generalizations. It involves the collection of rich, detailed data through open-ended questioning, allowing researchers to gain deep insights into specific contexts. Key characteristics of this approach include the researcher's active involvement in data collection, the use of thematic analysis, and the identification of patterns to interpret meaning. This method was particularly effective for exploring complex, context-bound issues that could not be easily measured numerically.

Qualitative research employs several techniques, such as interviews, focus groups, and observations. Interviews are often unstructured, with open-ended questions designed to allow flexibility and depth in participants' responses. In this study, the respondents were students from SMA Sukma Bangsa Pidie. The instruments used for data collection included a questionnaire and an interview guide. The data were gathered through both questionnaires and interviews, and subsequently analyzed using descriptive statistical analysis and thematic analysis to interpret the findings. In this study, the questionnaire was used to provide an overview of the influences of family, school, and society on students' motivation, while the interview served to explore these influences in greater depth and to identify the most dominant factor.

## 2.2 Participants

The research was conducted at SMA Sukma Bangsa Pidie, a senior high school with a total student population of 225 individuals. However, due to certain limitations, a sample of 30 eleventh-grade students was selected based on their academic rankings, with only top-performing students included as respondents. These 30 students were asked to complete a questionnaire, and from this group, 4 participants were further selected to participate in in-depth interview sessions.

The rationale behind selecting high-achieving students was to obtain more insightful and reflective responses regarding how external factors namely family, school, and society influenced their motivation to learn English as a Foreign Language (EFL). By focusing on academically successful students, the study aimed to uncover more nuanced motivational patterns and examine the effects of both direct and indirect social influences on their academic performance.

## 2.3 Instruments and Procedures

The research instruments used in this study consisted of a set of questionnaire and an interview guide. The primary objective was to explore the influence of community comprising family, school, and society on EFL students' motivation in learning English. This study employed a qualitative approach. According to Creswell (2014, p. 32), qualitative research was

designed to understand and interpret the meaning individuals or groups assigned to a social or human issue. It involves the analysis of verbal or written information obtained through observation, behavioral patterns, or recurring themes.

Similarly, Moleong (2017, p. 7) defines qualitative research as an approach aimed at exploring the experiences of research subjects, including their actions, motivations, perceptions, and behaviors. These findings were then presented descriptively through words and language, using naturalistic methods within a specific context to ensure depth and authenticity.

### 2.3.1 Questionnaire

According to Fowler (2014), a questionnaire was a data collection instrument used to obtain specific information from respondents. It consist of structured questions designed to examine particular attitudes, behaviors, or characteristics, thereby ensuring the consistency and reliability of research findings. In this study, a closed-ended questionnaire was utilized, allowing respondents to answer based on their knowledge, feelings, and perceptions regarding the influence of community on EFL students' motivation in learning English.

The researchers initially prepared 30 questions based on extrinsic motivation theories in order to gather relevant data from the respondents. A Likert scale was employed to collect ordinal data, using a five-point scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). This questionnaire comprised 30 multiple-choice items and was distributed to students at SMA Sukma Bangsa Pidie.

### 2.3.2 Interview

An interview is an interaction used to obtain information. An interviewer directs the development of the conversation and asks questions during the research interview, and the respondent answers the questions. In this study, researchers used semi-structured interviews: In semi-structured interviews, the interviewer planned to use an interview guide which contained 6 questions based on the Self-System Model of Motivational Development (Dörnyei, 2005, 2009). The questions were designed to explore participants' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience in relation to the roles of family, school, and society in shaping their motivation to learn English. Respondents answered in their own words, and follow-up questions were added as needed to gain deeper insights.

Following the data collection process, the researcher processed the interview data by first summarizing the responses and then analyzing them. This step ensured that the raw information was interpreted accurately and systematically, allowing the researcher to generate valid and meaningful findings that support the objectives of the study.

## 2.4 Data Collection

Data collection occurred over a two-week period. First, the questionnaires were distributed and collected, followed by interview scheduling with selected participants. The

researcher explained the purpose of the study to all participants and ensured ethical considerations such as voluntary participation, informed consent, and data confidentiality.

To maintain accuracy, interview sessions were transcribed verbatim, and field notes were taken during each session to capture non-verbal cues and emotional responses. This combination of written and verbal data helped enhance the richness of the dataset and improve the validity of the findings through triangulation.

## 2.5 Data Analysis

In this section, the researcher presented the results of the data analysis obtained from the instruments used in this study. The data were collected through questionnaires and interviews, which were designed to explore how family, school, and community influenced students' motivation in learning English. The analysis combined descriptive interpretation from the questionnaire responses with deeper insights from the interview data. By presenting both sets of findings, this section provided a comprehensive understanding of the extent and nature of external influences on EFL students' motivation. The following subsections discuss the results of the questionnaire first, followed by the interview findings.

### 2.5.1 Questionnaire Analysis

Kerlinger and Lee (2000) assert that data analysis was the process of collecting, modeling, and interpreting data using various statistical and logical techniques. This process involved not only organizing the data but also deeply understanding its meaning in order to draw valid and reliable conclusions. After all data from the questionnaires and interviews were collected, the researcher proceeded to the analysis phase.

The questionnaire responses were first compiled and organized into tables. The researcher then calculated frequencies and percentages to summarize the findings. This step allowed for a general overview of how participants responded to each item, enabling the identification of trends and patterns related to the research objectives. The results presented in pie chart form were carefully interpreted to explore how external factors such as family, school, and society influenced students' motivation in learning English.

Descriptive statistics were employed to analyze the questionnaire results. Responses were compiled, categorized, and tabulated to determine the frequency and percentage of answers in each category. The following formulas were used:

- Frequency ( $f$ ): the number of respondents choosing a specific answer
- Percentage ( $p$ ):

The percentage was calculated using the formula:

$$p = (f / N) \times 100\%$$

where  $f$  represents the frequency of a specific response, and  $N$  is the total number of respondents.

Where  $f$  = frequency and  $N$  = total number of respondents.

The results were then visualized using pie charts and bar graphs to illustrate motivational trends across the three environmental categories. This method enabled researchers to identify the most dominant external influences on students' learning drive.

#### 2.5.2 Qualitative Analysis (Interview)

Interview transcripts were analyzed using thematic analysis, a method widely used in qualitative studies to identify, organize, and interpret meaningful patterns in textual data (Braun & Clarke, 2006). The six phases followed were:

- a. Familiarization with the data, where researchers immerse themselves by reading and rereading the data to gain a deep understanding.
- b. Generating initial codes, which means identifying and labeling significant features of the data systematically.
- c. Searching for themes, where similar codes are grouped together to form overarching themes.
- d. Reviewing themes, which involves checking whether the themes work in relation to both the coded data and the full data set.
- e. Defining and naming themes, where each theme was refined and clearly described to capture its essence.
- f. Producing the report, which includes writing up the analysis and linking it to the research questions and existing literature.

Thematic analysis provides a systematic yet adaptable framework for interpreting qualitative data. By following its six phases from familiarizing with the data to producing a coherent report researchers can uncover meaningful insights and patterns that align with the study's objectives. This method not only enhanced the depth of analysis but also ensured that interpretations remain grounded in participants' actual experiences, making it highly suitable for exploring complex social or educational phenomena. The questionnaire data were analyzed using descriptive statistics to identify general trends, whereas the interview data were examined using thematic analysis to capture deeper insights into the participants' perspectives.

### 3. Result and Discussion.

This section presented the data which have been collected from questionnaires and interviews. It explained the results from the process of data analysis and data reduction. It described the results from what the researcher saw, heard and thought during the questionnaire distribution and the interview process. This chapter consisted of two parts such as Findings and Discussion.

This section outlines the qualitative results derived from the study entitled "Investigating the Influence of Community on EFL Students' Motivation in Learning English". The data were obtained through questionnaires and interviews involving 30 eleven-grade students from Sukma Bangsa Pidie Senior High School. The participants' narrative illustrate how various dimension of

their communities such as familial encouragement, school involvement, and societal expectations contribute meaningfully to their motivational development in learning English. These findings provide valuable insights into the ways environmental and interpersonal factors intersect to shape students' engagement and persistence in language learning.

### 3.1 Questionnaire Results

The questionnaire consisted of 30 Likert-scale items designed to assess students' perceptions of how their environment influenced their motivation to learn English. The findings provided valuable insights into students' motivational patterns across three main contexts: family, school, and society.

The results are summarized in Table 3.1:

Table 3.1: Summary of Questionnaire Results

Factors	SA	A	N	D	SD
Family	17	8	3	2	0
School	19	6	3	2	0
Society	18	7	4	1	0

The results revealed the following:

- Family Influence:** Out of 30 respondents, 17 (56.7%) strongly agreed that parental support, encouragement, and involvement in their learning process significantly enhanced their motivation. Students reported feeling more enthusiastic when parents praised their efforts or provided access to additional learning resources such as books, private courses, or online materials.

- School Influence:** A total of 19 students (63.3%) strongly agreed that schools, through teacher encouragement, interactive lessons, and peer support, had a meaningful impact on their motivation. Many respondents stated that their teachers' teaching styles, classroom engagement, and supportive feedback encouraged them to improve their English proficiency.

- Societal Influence:** Approximately 18 students (60%) agreed or strongly agreed that exposure to English through societal channels such as public figures, social media, or community expectations influenced their desire to learn English. They noted that observing successful individuals who use English in their careers inspired them to view English as a valuable tool for future opportunities.

Visual representations such as pie charts and frequency tables were used to summarize and interpret these findings. These data patterns indicate that while all three environmental factors were influential, students perceived family and school as the most consistent sources of motivation.

### 3.2 Interview Results

**Family:** More than half of the participants (approximately 53%) strongly agreed that parental involvement had a significant influence on their motivation. Students reported feeling more eager to study English when their parents praised their achievements, supported their learning by providing access to English courses or books, or regularly discussed the importance of mastering the language. Emotional reinforcements such as verbal encouragement, small rewards, and parental expectations were considered strong contributors to sustained motivation. These findings suggest that parental attitudes toward English, regardless of their own language proficiency, shaped students' enthusiasm and perseverance in language learning.

**School:** The school environment emerged as a powerful source of academic motivation, with around 64% of respondents strongly agreeing that teaching methods and teacher support played a crucial role in sustaining their interest. Students particularly appreciated teachers who used varied instructional techniques, told motivational stories, and encouraged active classroom participation. Moreover, the presence of extracurricular programs, English-speaking clubs, and collaborative peer learning further enhanced students' engagement. Schools not only provided structured academic support but also emotional safety, which contributed to students' overall confidence in using English.

**Society:** While societal influence appeared more indirect, its presence was still notable. Approximately 61.9% of students agreed or strongly agreed that societal expectations and recognition particularly through social media contributed to their motivation. Many students stated that they were inspired by public figures who successfully used English or by peers who gained positive feedback for their language skills online. Additionally, students perceived English proficiency as a gateway to career advancement and international opportunities, which further reinforced their desire to improve.

### 3.3 Discussion

This section discusses the research findings in relation to the Self-System Model of Motivational Development (Dörnyei, 2005, 2009) and previous studies on EFL students' motivation. The results obtained from questionnaires and interviews revealed how family, school, and community shaped students' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. By connecting the empirical findings with the theoretical framework, the discussion highlights the different ways external support systems contributed to students' motivation in learning English. Each environment played a distinctive role, yet their influences were interconnected and complemented one another. The following subsections elaborate on these findings by addressing each research question in detail.

•Family served as a primary emotional anchor for students. Supportive parenting behaviors such as encouraging feedback, investment in language resources, and goal-setting

discussions enhanced intrinsic motivation. This aligns with Ushioda (2020), who emphasized the importance of context-sensitive motivation supported by personal relationships.

- School emerged as the most structurally consistent motivational factor. Teachers not only provided knowledge but also shaped attitudes through their enthusiasm, empathy, and ability to create a positive learning environment. This finding echoes the work of Liu & Wang (2021), who found that teacher immediacy and student-teacher rapport significantly predict learner motivation in EFL settings. The role of peer interaction also supported collaborative learning, reinforcing behavioral motivation.

- Society, while more indirect, played a notable role in long-term goal-setting. The students' aspirations to gain social recognition, connect with global communities, or access future educational and career opportunities contributed to their motivation. However, societal impact varied based on context where in some communities, English was highly valued, while in others it was viewed with skepticism.

Overall, the findings suggest that the motivational ecosystem of EFL students is shaped through the continuous interaction between family, school, and society. However, family and school were found to have the most consistent and emotionally rooted influence, due to their daily presence and personalized engagement with learners. This layered support system reflects the need for coordinated efforts across all three contexts to foster sustainable and meaningful motivation among EFL learners. Future educational strategies should therefore involve not just curriculum design, but also family engagement programs and societal campaigns that elevate the value of English learning within broader cultural narratives. These combined efforts can ensure that students remain motivated, confident, and supported in their journey of mastering the English language. Therefore, it is essential for all stakeholders families, schools, and the broader community to collaborate in building an environment that fosters sustainable language motivation. The synergy among these three elements not only promotes students' academic growth but also cultivates a deeper, long-term engagement with English learning. This highlights the importance of holistic support in empowering EFL learners to thrive both inside and beyond the classroom.

#### **4. Conclusion and Suggestions**

##### **Conclusion**

This chapter presents the conclusion of the research based on the findings and discussion described in the previous chapters. The conclusion was drawn in alignment with the research objectives and questions, summarizing the key results regarding the influence of family, school, and society on students' motivation in learning English as a foreign language. Furthermore, this chapter also offers suggestions for educators, parents, and future researchers based on the outcomes of the study.

### 1. The Influence of Family, School, and Society on EFL Students' Motivation

The findings revealed that family, school, and society each played significant roles in shaping students' motivation to learn English. Among these, the school emerged as the most dominant environment, providing a range of positive experiences such as engaging teaching methods, constructive feedback, and encouraging classroom interactions. These elements reflected the L2 Learning Experience in the Self-System Model of Motivational Development (Dörnyei, 2005, 2009), which emphasizes how immediate learning environments influence motivation.

Family contributed mainly through emotional support, such as praise, encouragement, and guidance on future goals, helping students build a strong Ideal L2 Self. Meanwhile, societal factors, although less dominant, still influenced motivation by shaping aspirations, providing role models, and creating an awareness of the value of English for future opportunities elements associated with both the Ought-to L2 Self and the Ideal L2 Self.

### 2. Specific Impacts of Family, School, and Society on Motivation

The analysis of questionnaire items also revealed specific types of influences from each environment.

Family influence was evident in the emotional and moral encouragement that strengthened students' confidence and perseverance. For example, praise and encouragement (66.7%), parental support during difficulties (73.3%), and conversations about future goals (63.4%) all increased confidence and persistence. Parental efforts to monitor progress and provide rewards also helped shape positive learning behavior.

School influence was reflected in academic and behavioral growth, driven by interactive teaching, active participation, and supportive classroom environments that enhanced students' enjoyment of learning English. Creative teaching methods improved comprehension (96.6%), while encouraging classroom participation and providing challenging assignments helped foster independence and initiative. Statements related to teacher feedback, discussions, and student-teacher interactions were strongly supported, demonstrating how essential classroom dynamics were in sustaining motivation.

Society contributed by inspiring students to recognize English as a valuable skill, linking it to career aspirations and broader life goals. Societal expectations and media exposure made students more aware of the role of English in the modern world. Items related to role models (86.7%), social appreciation (63.4%), and career-related aspirations (96.6%) demonstrated how social interaction and community values encouraged students to improve their English as part of a broader life goal. Thus, while each environment contributed differently, all three supported motivation in meaningful ways emotionally (family), behaviorally (school), and cognitively (society).

### 3. The Most Dominant Environmental Influence for EFL Students' Motivation

Interview findings provided deeper insight into which environment had the most significant impact on students' motivation. All four respondents consistently mentioned that the school environment played the most dominant role. They described how creative and enjoyable teaching styles, encouragement from teachers, and class competition helped them stay engaged. One respondent stated, "My teacher explains the material in a fun way, so I want to learn more."

The family environment was also influential, especially in terms of emotional support. Students mentioned receiving motivation through praise, encouragement, and conversations about the importance of English for their future. For example, a student said, "My parents always support me when I feel tired of studying English."

Society, while mentioned less frequently, still played a role. Students felt encouraged when they saw peers using English online or when they noticed how public figures gained success through English proficiency. However, the impact of society was more indirect and sometimes depended on students' own initiative. From the interview data, it was evident that the school environment played the most prominent role in sustaining students' motivation. Teachers' engaging approaches, classroom competitions, and supportive interactions encouraged active participation, directly enhancing the L2 Learning Experience. Family remained an important source of emotional reinforcement, fostering the Ideal L2 Self, while societal influence though less frequent helped shape students' future visions and strengthened their Ought-to L2 Self.

Overall, the findings demonstrate that students' motivation was the result of a dynamic interaction between internal self-concept and external environmental support. The Self-System Model of Motivational Development effectively explains how the three environments family, school, and society worked together to support EFL learners' sustained interest and progress in learning English.

#### Suggestions:

In light of the conclusions drawn from this study, several recommendations were presented to strengthen the motivation of EFL students in learning English, particularly through the roles of family, school, and society.

Firstly, Families are encouraged to provide continuous emotional support and a positive learning atmosphere at home. Consistent praise, encouragement, and conversations about future goals can help students visualize their Ideal L2 Self. In addition, parents can foster opportunities for English use in daily life, such as watching English media together or engaging in simple conversations in English.

Secondly, Teachers should design lessons that are dynamic, engaging, and connected to real-life situations to enhance the L2 Learning Experience. Using creative activities, collaborative projects, and authentic communication tasks can help students feel more invested in their

learning process. Feedback should be constructive and encouraging, helping students build confidence and sustain motivation.

Thirdly, Schools should invest in teacher training programs that promote innovative, student-centered teaching approaches. A supportive school culture that values participation, creativity, and achievement can significantly strengthen both the Ideal L2 Self and the L2 Learning Experience.

Fourthly, Creating safe and supportive peer environments can encourage students to practice English without fear of making mistakes. Peer collaboration and encouragement can positively influence the L2 Learning Experience by making learning more enjoyable and less intimidating.

Fifthly, the broader society was expected to help shape the Ought-to L2 Self by recognizing and rewarding students' English learning efforts. Public recognition, social media appreciation, and showcasing role models who succeed through English can motivate students to view proficiency as a valuable and attainable goal.

Sixthly, digital platforms and media content should be utilized more effectively as motivational tools. This aligns with the L2 Learning Experience by making learning accessible, enjoyable, and relevant to students' interests. Exposure to English through videos, online communities and tools, or youth-led content could inspire learners by making the language more relatable and accessible. This was supported by Sagita, Jamaliah, and Balqis (2021), who found that the use of digital tools, such as Google Translate, plays a significant role in enhancing students' interest and engagement in English learning.

Lastly, Future research could explore the Self-System Model further by involving a broader range of participants and examining additional factors such as socioeconomic background, cultural influences, or emerging digital trends. Using mixed methods could also provide deeper insights into how the three components of the Self-System interact with various external factors in shaping EFL learners' motivation.

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