

REFERENCES

- Abun, D., & Magallanes, T. (2018). Academic self-regulation of STEM of senior high school students of divine word colleges in region I, Philippines and their academic performance. *Texila International Journal of Academic Research*, 5(1), 14–30. <https://doi.org/10.21522/tijar.2014.05.01.art003>
- Adams, W. C. (2015). Conducting semi-structured interviews. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of Practical Program Evaluation* (Fourth Edi, pp. 492–505).
- Ahmetović, E., Bećirović, S., & Dubravac, V. (2020). Motivation, anxiety and students' performance. *European Journal of Contemporary Education*, 9(2), 271–289. <https://doi.org/10.13187/ejced.2020.2.271>
- Akbar, A. S., & Hartati, E. (2020). Analyzing the introjected regulation towards students' learning achievement in English language education study program. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 7(2), 64–73. <https://doi.org/10.36706/jele.v7i2.12669>
- Alhojailan, M. I. (2012). Thematic analysis : A critical review of its process and evaluation. *WEI International European AcademicConference Proceedings*, 8–21.
- Alimuddin, N. (2015). *The students' interest and motivation in speaking English in the classroom interaction at the third semester of students' English education department of Muhammadiyah University of Makassar*. Muhammadiyah University of Makassar.
- Alizadeh, M. (2016). The impact of motivation on English language learning. *International Journal of Research in English Education*, 1(1), 11–15.
- Almoayidi, K. A. (2018). The effectiveness of using L1 in second language classrooms: A controversial issue. *Theory and Practice in Language Studies*, 8(4), 375–379. <https://doi.org/10.17507/tpls.0804.02>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Amrai, K., Motlagh, S. E., Zalani, H. A., & Parhon, H. (2011). The relationship between academic motivation and academic achievement students. *Procedia - Social and Behavioral Sciences*, 15, 399–402.

<https://doi.org/10.1016/j.sbspro.2011.03.111>

- Batubara, F., Derin, T., Putri, N. S., & Yudar, R. S. (2020). Five factors influencing the students' motivation to learn English as a foreign language: A closer look into montessori classroom environment. *REiLA: Journal of Research and Innovation in Language*, 2(2), 76–84. <https://doi.org/10.31849/reila.v2i2.3165>
- Berges-Puyó, J. G. (2018). Motivational factors in learning an L2: A study on intrinsic/extrinsic motivation, classroom materials and teachers' behaviors. *International Journal of Social Science and Education Research Studies*, 3(10), 2118–2125. <https://doi.org/10.55677/ijssers/v03i10y2023-20>
- Bhatti, A. B., Pathan, H., Ali Shah, S. W., Faryal, A., & Bhatti, A. (2018). Investigating the perceptions of L2 learners on language learning anxiety: A study of undergraduate students at Public Sector University, Sindh Pakistan. *Education and Linguistics Research*, 4(2), 94–103. <https://doi.org/10.5296/elr.v4i2.13861>
- Borah, M. (2021). Motivation in learning. *Journal of Critical Reviews*, 8(2), 550–552.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chen, K. C., & Jang, S. J. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behavior*, 26(4), 741–752. <https://doi.org/10.1016/j.chb.2010.01.011>
- Dincer, A., & Yesilyurt, S. (2017). Motivation to speak English: A self-determination theory perspective. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53, 1–25.
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Gomari, H., & Lucas, R. I. (2013). Foreign language learning motivation and anxiety among Iranian students in the Philippines. *Philippine ESL Journal*, 10, 148–178.
- Howard, J. L., Bureau, J., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science*, 16(6), 1300–1323. <https://doi.org/10.1177/1745691620966789>
- Idhaufi, N. L. M., & Ashari, Z. M. (2017). Relationship between motivation and

- teachers' teaching style among secondary school students' in Kulai. *Man in India*, 97(12), 299–307.
- Ihsan, M. D. (2016). Students' motivation in speaking English. *Journal of English Educators Society (JEES)*, 1(1), 31–48. <https://doi.org/https://doi.org/10.21070/jees.v1i1.147>
- Istianti, N. (2013). *The correlation between students' motivation in learning speaking and their speaking ability* [Syarif Hidayatullah State Islamic University Jakarta]. <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24663/3/NERFI-ISTIANTI-FITK.pdf>
- Kafryawan, W. (2019). The influence of motivation on EFL learners' speaking skills. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 612–619. <https://doi.org/10.34050/els-jish.v2i4.8846>
- Longhurst, R. (2003). Semi-structured interviews and focus groups. *Key Methods in Geography*, 3(2), 143–156.
- Lucas, R. I. G., Bernando, A. B. I., & Rojo-Laurilla, M. A. (2016). Amotivation in Filipino ESL learners: Exploring some correlates. *Porta Linguarum*, 26, 109–119. <https://doi.org/10.30827/digibug.53938>
- Macintyre, P. D., & Vincze, L. (2017). Positive and negative emotions underlie motivation for L2 learning. *Studies in Second Language Learning and Teaching*, 7(1), 61–88. <https://doi.org/10.14746/ssllt.2017.7.1.4>
- Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science*, 3(24), 230–235.
- Martina, F., Akbarjono, A., Friantary, H., & Sari, T. N. P. (2021). Investigating English students' motivation in speaking class during New Normal era. *Journal of English Education and Teaching*, 5(3), 436–452. <https://doi.org/10.33369/jeet.5.3.436-452>
- Maulana, F., Ikhsanudin, & Suhartono, L. (2020). Students' motivation to speak in a group discussion. *JEEP*, 1(1), 50–58. <https://doi.org/10.26418/jeep.v1i1.40025%0A>
- Menggo, S. (2018). English learning motivation and speaking ability. *Journal of Psychology and Instructions*, 2(2), 70. <https://doi.org/10.23887/jpai.v2i2.15979>
- Meşe, E., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in

- online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 12. <https://dergipark.org.tr/en/pub/jetol/issue/60134/817680>
- Moghaddam, M. S. (2019). Elaboration on foreign language anxiety in L2 speaking: A study of Iranian EFL learners. *International Journal of Foreign Language Teaching & Research*, 7(26), 137–156.
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50(1), 57–85. <https://doi.org/10.1111/0023-8333.00111>
- Noviana, S. (2019). *The correlation between students' motivation in learning speaking and speaking ability*. IKIP PGRI Bojonegoro.
- Nunan, D. (1999). *Second language teaching and learning*. Heinle Publishers.
- Núñez, J. L., & León, J. (2015). Autonomy support in the classroom: A review from self-determination theory. *European Psychologist*, 20(4), 275–283. <https://doi.org/10.1027/1016-9040/a000234>
- Parrish, A., & Vernon, J. (2022). Measuring motivation in English schools: The appeal of Self-Determination Theory. *Journal for the Psychology of Language Learning*, 4(1), 1–17. <https://doi.org/10.52598/jpll/4/1/6>
- Putra, A. S. (2017). The correlation between motivation and speaking ability. *Journal of English Language Education and Literature*, 2(1), 36–57.
- Rahardjo, A., & Pertiwi, S. (2020). Learning motivation and students' achievement in learning English: A case study at secondary school students in the Covid-19 pandemic situation. *JELITA: Journal of English Language Teaching and Literature*, 1(2), 2721–1916.
- Rakhmanina, L., & Kusumaningrum, D. (2017). The effectiveness of video blogging in teaching speaking viewed from students' learning motivation. *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5)*, 5, 27–34. <http://ejournal.unp.ac.id/index.php/selt/article/view/7980>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future

- directions. *Contemporary Educational Psychology*, *61*, 1–11.
<https://doi.org/10.1016/j.cedpsych.2020.101860>
- Septiari, E. D., & Omar, A. (2022). Examining the impacts of travellers' intrinsic motivation in social media travel sharing behaviour in Indonesia. *Journal of Tourism, Hospitality and Culinary Arts (JTHCA)*, *14*(2), 168–182.
<https://ir.uitm.edu.my/id/eprint/68375/%0Ahttps://ir.uitm.edu.my/id/eprint/68375/1/68375.pdf>
- Suryasa, I. W., Prayoga, I. G. P. A., & Werdistira, I. W. A. (2017). An analysis of students' motivation toward English learning as second language among students in Pritchard English Academy (PEACE). *International Journal of Social Sciences and Humanities (IJSSH)*, *1*(2), 43–50.
<https://doi.org/10.21744/ijssh.v1i2.36>
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, *3*(2), 8–23.
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, *52*(4), 1003–1017.
<https://doi.org/https://doi.org/10.1177/0013164492052004025>
- Vansteenkiste, M., Aelterman, N., De Muynck, G. J., Haerens, L., Patall, E., & Reeve, J. (2018). Fostering personal meaning and self-relevance: A self-determination theory perspective on internalization. *The Journal of Experimental Education*, *86*(1), 30–49.
<https://doi.org/10.1080/00220973.2017.1381067>
- Wang, C. K. J., Liu, W. C., Nie, Y., Chye, Y. L. S., Lim, B. S. C., Liem, G. A., Tay, E. G., Hong, Y. Y., & Chiu, C. Y. (2017). Latent profile analysis of students' motivation and outcomes in mathematics: an organismic integration theory perspective. *Heliyon*, *3*(5), 1–18.
<https://doi.org/10.1016/j.heliyon.2017.e00308>
- Wilson, J. T. S. (2006). *Anxiety in learning English as a foreign language: Its associations with student variables, with overall proficiency, and with performance on an oral test* [Editorial de la Universidad de Granada].
<http://hdl.handle.net/10481/1074>
- Yin, R. K. (2003). *Case study research: Design and methods* (K. Wiley, S. Robinson, & G. Dickens (eds.); Third). SAGE Publications.

https://iwansuharyanto.files.wordpress.com/2013/04/robert_k-_yin_case_study_research_design_and_mebookfi-org.pdf

Yin, X. (2021). The interplay of EFL students' enjoyment, hope, pride and self-regulation. *Frontiers in Psychology*, *12*, 1–7. <https://doi.org/10.3389/fpsyg.2021.803476>

Yushaa, N. S. M., Khuzzan, S. M. S., & Hanid, M. (2021). Gamification elements and its impact on students. *Journal of Technology and Operations Management*, *16*(2), 62–75. <https://doi.org/10.32890/jtom2021.16.2.6>

Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan*, *5*(1), 1–6.