



Using Blended Learning to Increase Students' English Learning Motivation

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Abstract. The goal of this study was to look at students' motivation for English studying at Cendana Senior High School in Pekanbaru. The researchers utilized a descriptive quantitative technique. There were 113 pupils in third grade, divided into four classrooms. The researchers employed a purposive selection strategy to choose 30 pupils from this group. The researchers employed questionnaires to collect data. According to the study's results, the degree of blended-learning students' English learning motivation was 73,2%, indicating that the students were well motivated. In this study, the instrumental factor was found to be the most crucial component in students' motivation for English blended learning. Blended learning is fascinating to the instructor and students because it allows them to exercise English in several ways. Students can learn not only by seeing and hearing the instructor in front of the class on a chalkboard but also by the teacher's excitement and personal characteristics. Students may get more engaged in studying English through various techniques, and they may also exercise their knowledge through blended learning. There might be other explanations from films or music.

Keywords: *English Learning Motivation, Blended Learning*

Introduction

Motivation refers to a person's willingness to exert a significant amount of effort in order to achieve certain goals in a given scenario. According to Yulfi and Aalayina, (2021) Students' English performance and accomplishment will be influenced by motivation when learning English. Fachraini (2017) also stated that a person's motivation determines whether or not they succeed in learning English. According to Suryasa et al. (2017), pupils who are sufficiently motivated would become effective language learners with eventual language competency. Students who are motivated will get a better comprehension of English, but unmotivated students will struggle to reach their goals.

Motivation is vital for pupils since it is an aspect of education that the instructor must understand. It will be impossible to execute learning activities effectively for pupils who lack drive to study. Purnama et al (2019) state that when teachers understand their students' motivation, they will understand their students' interests. In addition, teachers may identify the optimal method and set it for teaching and learning. As a result, pupils will be more effective and engaged in their studies.

Several studies found that integrated learning increases students' enthusiasm to learn in relation to the learning paradigm. In the teaching-learning process, blended learning mixes face-to-face or offline sessions with an online gathering. According to Fauziah (2020), the blended learning technique increased student participation in class compared to traditional classrooms. Because of the utilization of blended learning, the activities in class will be diverse. Blended learning, according to Sulistiani and Sukirno (2016), can increase students' motivation and achievement. As a result, in this day and age, blended learning may be a viable

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option for instructors when it comes to teaching the learning process, particularly when it comes to teaching English.

The preliminary research revealed that when students were learning English in blended learning, they struggled to grasp the information because they had to adjust to a blended learning style that was different from their prior learning method. Second, students who participate in online meetings while studying English through blended learning are uninterested. Finally, when employing blended learning, students are unable to take their work seriously. The researchers discovered that while students were studying English via blended learning, their excitement differed between offline and online meetings. It was demonstrated that when the teacher asked the students to turn on their cameras, they had no reactions; nevertheless, when they participated they were more active in English learning activities during the offline meeting. As a result, it demonstrated that students' enthusiasm to study English in blended learning was poor. Aside from the explanation above, the researcher is interested in conducting a study to determine what kind of influence the blended learning model has on increasing the motivation to learn English for high school students in Pekanbaru, taking into account several factors such as students' involvement in learning English, students' desire to discover new things in learning, students' encouragement and needs in learning, the conduciveness of the learning environment and students' desire to get good grades.

When teachers use blended learning, students should be motivated to learn. The goal of this study, on the other hand, was to look at how students' motivation to learn English alters when blended learning is incorporated into the learning process. Using blended learning to increase student motivation during the English teaching-learning process (Sari, 2018) Sulistiani (2016) describes how to use blended learning to boost student learning motivation and accomplishment. There has been no prior study on the influence of blended learning on enhancing students' willingness to learn English by including a range of motivating factors.

Based on the study presented above, it can be concluded that the majority of prior studies only sought to establish how students desire to learn English.

Theoretical Framework

Motivation in Learning English

Motivation in learning is the most important factor in engaging in learning activities, which means that without motivation, no one will engage in learning activities (Islam et al, 2018). According to Sardiman (2011, p.75), motivation in learning is the force inside students that poses a learning activity, ensuring the continuation of learning activities and providing direction on learning activities, so that the desired goals by the subject of study can be realized. According to Kong (2009), "motivation is an inner cause that pushes students forward in learning English with enthusiasm and willingness" in the context of learning English. As a result, pupils who are motivated will succeed in learning English since something motivates them to learn English and they will learn with enthusiasm.

As a result, motivation for learning English helps students learn with enthusiasm and interest in order to reach their learning objectives.

Types of Motivation

There are two different types of motivation: internal motivation and extrinsic motivation. Based on Brophy and Good (as cited in Asio et al., 2017), and Hamzah B. Uno (2004, p. 23), the researchers came up with the following indicators of the two forms of motivation: Intrinsic Motivation and Extrinsic Motivation.

The Concept of Blended Learning

Blended learning is the result of combining the phrases learning and blended. Incorporating traditional learning (face-to-face) with web-based online approaches (online teaching), or blended learning, as defined by Sharma (2011), is a process. By definition, blended learning is "the term most commonly used to refer to any combination of face-to-face

teaching with computer technology (online and offline activities)" (Tomlinson and Whittaker, as cited in Sari, Rahayu, Apriliandari, and Sulisworo, 2018, p.164). Blended learning is also described by Melbourne (2012) as mixing synchronous and asynchronous online learning with in-person instruction, mobility, and the internet. Additionally, Mohammed (2015) defines blended learning as learning that includes both a number of face-to-face and online class meetings. The researcher defines blended learning as a formal or informal educational program that mixes online digital media with conventional classroom approaches based on the definitions given above.

The Advantages of Blended Learning

These are some advantages of mixed learning, according to Al Fiky (2011, p. 24-26): (1) Increasing student participation and interaction, (2) Improving student performance and learning, (3) Encouraging student motivation and independence, (4) Increasing the results of student learning, (5) Lowering the price of paper and copies. Much research demonstrates that using blended learning increases student motivation during the teaching-learning process. Using a mixed learning strategy increases students' motivation to study (Sulistiyawati et al 2022). Sulistiani and Sukirno (2016) agreed that blended learning can promote students to increase their motivation and achievement. According to Tong et al (2022), Students' engagement involving teachers, academic success, and self-study capacity, As a result of blended learning, learning attitudes increased. Blended learning students have established themselves as engaged learners, which has improved their attention and results (Nyoman 2021). Additionally, Talis et al (2018) contend that including blended learning promotes student participation and accountability for their learning.

Material and Method

This study involved third-grade pupils from Cendana Senior High School in Pekanbaru. This was a descriptive quantitative study. According to Cohen et al. (2007), The purpose of descriptive studies are to characterize and grasp real-world circumstances or the current condition of events. According to Cresswell (2012), the quantitative approach investigates an idea by making restricted assumptions and collecting evidence to support or disprove the assumptions. This technique was chosen by the researchers because it is the best match for their investigation. The participants were all third-grade pupils from Cendana Senior High School in Pekanbaru. There were 113 pupils in all, divided into four courses. In this example, the researchers used a purposive selection strategy to choose only one class as the sample. Because they had already been exposed to the Blended-Learning paradigm in English class, the participants were chosen. According to Brophy and Good (quoted in Asio et al., 2017) and Hamzah B. Uno (2004, p.23), In blended learning, the researchers collected data on the following measures of students' English learning motivation: Students who actively participated in English learning activities, students who wanted to learn more about the lessons, students' encouragement and learning requirements, students' motivation to acquire outstanding marks, and students' sensation of activity. The researchers used Google Forms to collect data, which they then shared with the students in the Whatsapp group. Because it gives ordered, mainly numerical data, can be given without the researcher's presence, and is fairly simple to assess, the questionnaire is a common and effective method for collecting survey data. Wilson and McLean (1994), as referenced in Har et al. (2000, p. 245).

Results and Discussion

Results

Describing how students' English learning motivation in blended learning was the objective of this research. The data was collected from the questionnaire. Questionnaire was administered on October 10, 2022 via google form. 30 students were as a sample for getting the data. Then, the researchers analyzed the data for getting the percentage of students' English learning motivation in blended learning. For each indicator consisted of 3 items of questions. The data can be seen as follows:

Table 1. Students who Actively Participate in English Study Activities

No	Respondent's answer	F	S	%	Mean	Category
1	Strongly Agree	8	40	26,67	3,83	High
	Agree	13	52	43,33		
	Neither Agree nor Disagree	5	15	16,67		
	Disagree	4	8	13,33		
	Strongly Disagree	0	0	0		
	Total	30	115	100,00		
2	Strongly Agree	7	35	23,33	3,87	High
	Agree	12	48	40		
	Neither Agree nor Disagree	11	33	36,67		
	Disagree	0	0	0		
	Strongly Disagree	0	0	0		
	Total	30	116	100,0		
3	Strongly Agree	5	25	16,67	3,53	High
	Agree	6	24	20		
	Neither Agree nor Disagree	19	57	63,33		
	Disagree	0	0	0		
	Strongly Disagree	0	0	0		
	Total	30	106	100		
Total Score					11,23	High

Based on the table above, it shows that the indicator of *students actively involved in the English learning activities*, included in high category, with a value 74,87% because it is in the 60-80% interval. From the information of the table above, those three items are in high category with the first item mean is 3.83. Second item has 3.87 mean, and the third has 3.53 mean. The average Mean of these three items is 11.23. It indicates that they are in high category.

Table 2. Students are Eager to Learn more about the Lessons

No	Respondent's answer	F	S	%	Mean	Category
4	Strongly Agree	8	40	26,67	3,77	High
	Agree	10	40	33,33		
	Neither Agree nor Disagree	9	27	30		
	Disagree	3	6	10		
	Strongly Disagree	0	0	0		
	Total	30	113	100,00		
5	Strongly Agree	16	80	53,33	4,4	Very high
	Agree	10	40	33,33		
	Neither Agree nor Disagree	4	12	13,33		
	Disagree	0	0	0		
	Strongly Disagree	0	0	0		
	Total	30	132	100,00		
6	Strongly Agree	7	35	23,33	3,9	High

Agree	13	52	43,33
Neither Agree nor Disagree	10	30	33,33
Disagree	0	0	0
Strongly Disagree	0	0	0
Total	30	117	100,00
Total Score			12,07 High

According to the table above, the data from *Students are eager to learn more about the lessons* shows that item four has 3.77 mean in the high category. Fifth item with 4.4 mean in very high category, and sixth item with 3.9 mean in high category. It means that students are eager to learn more about the lessons. It can seem from the average percentage with a value 80,44% because it is in the 60-80% interval.

Table 3. Students' Encouragement and Learning Needs

No	Respondent's answer	F	S	%	Mean	Category
7	Strongly Agree	10	50	33,33	4,13	Very high
	Agree	14	56	46,67		
	Neither Agree nor Disagree	6	18	20		
	Disagree	0	0	0		
	Strongly Disagree	0	0	0		
Total		30	124	100,00		
8	Strongly Agree	2	10	6,67	3,03	Average
	Agree	5	20	16,67		
	Neither Agree nor Disagree	16	48	53,33		
	Disagree	6	12	20		
	Strongly Disagree	1	1	3,33		
Total		30	91	100,00		
9	Strongly Agree	2	10	6,67	2,97	Average
	Agree	5	20	16,67		
	Neither Agree nor Disagree	14	42	46,67		
	Disagree	8	16	26,67		
	Strongly Disagree	1	1	3,33		
Total		30	89	100,00		
Total Score			10,13	High		

Based on the table at the previous page, it shows that *Students' encouragement and learning needs* has the data as follow: Seventh item shows 4.13 mean which means in very high category. Eighth item shows 3.03 mean which means in average category. Ninth item shows 2.97 mean which means in average category. The conclusion of Students' encouragement and learning needs is still in high category, with a value 67,56% because it is in the 60-80% interval.

Table 4. Students Urged to Get Good Grades

No	Respondent's answer	F	S	%	Mean	Category
10	Strongly Agree	6	30	20	3,53	High
	Agree	9	36	30		
	Neither Agree nor Disagree	11	33	36,67		

	Disagree	3	6	10		
	Strongly Disagree	1	1	3,33		
	Total	30	106	100		
	Strongly Agree	11	55	36,67		
	Agree	16	64	53,33		
11	Neither Agree nor Disagree	3	9	10	4,27	Very high
	Strongly Disagree	0	0	0		
	Disagree	0	0	0		
	Total	30	128	100,00		
	Strongly Agree	7	35	23,33		
	Agree	12	42	40		
12	Neither Agree nor Disagree	8	24	26,67	3,57	High
	Disagree	3	6	10		
	Strongly Disagree	0	0	0		
	Total	30	107	100		
	Total Score				11,37	High

The table above shows the data about *Students urged to get good grade*. From the data, the researcher found that tenth item has 3.53 mean in high category. Eleventh item has 4.27 mean which means this item in very high category. The twelfth item has 3.57 mean which means this item in high category. From that data, the researcher could say that Students urged to get good grades is in high category with a value 75,8% because it is in the 60-80% interval.

Table 5. An Interesting Activity for Learning

No	Respondent's answer	F	S	%	Mean	Category
	Strongly Agree	3	15	10		
	Agree	13	52	43,33		
13	Neither Agree nor Disagree	11	33	36,67	3,47	High
	Disagree	1	2	3,33		
	Strongly Disagree	2	2	6,67		
	Total	30	104	100		
	Strongly Agree	2	10	6,67		
	Agree	10	40	33,33		
14	Neither Agree nor Disagree	13	39	43,33	3,23	High
	Disagree	3	6	10		
	Strongly Disagree	2	2	6,67		
	Total	30	97	100,00		
	Strongly Agree	1	5	3,33		
	Agree	5	20	16,67		
15	Neither Agree nor Disagree	14	42	46,67	2,83	Average
	Disagree	8	16	26,67		
	Strongly Disagree	2	2	6,67		
	Total	30	85	100,00		
	Total Score				9,53	High

The data above shows data about *An interesting activity for learning*. In this indicator, the researcher found that thirteenth item has 3.47 mean which means in high category. Fourteenth item shows 3.23 mean which means it also in high category. Fifteenth item gave 2.83 mean which means it just in average category. This indicator shows that *An interesting activity for learning* has high category with with a value 63,56% because it is in the 60-80% interval.

Table 6. Conducive Learning Environment

No	Respondent's answer	F	S	%	Mean	Category
16	Strongly Agree	6	30	20	3,63	High
	Agree	9	36	30		
	Neither Agree nor Disagree	13	39	43,33		
	Disagree	2	4	6,67		
	Strongly Disagree	0	0	0		
Total		30	109	100		
17	Strongly Agree	9	45	30	4,07	Very high
	Agree	15	60	50		
	Neither Agree nor Disagree	5	15	16,67		
	Disagree	1	2	3,33		
	Strongly Agree	0	0	0		
Total		30	122	100		
18	Strongly Agree	6	30	20	3,67	High
	Agree	11	44	36,67		
	Neither Agree nor Disagree	11	33	36,67		
	Disagree	1	2	3,33		
	Strongly Disagree	1	1	3,33		
Total		30	110	100		
Total Score					11,37	High

The table above talks about *Conducive learning environment* while using blended learning. From the data the researcher obtained that sixteenth item has 3.63 mean with high category. Seventeenth item has 4.07 mean with very high category. Lastly, eighteenth item has 3.67 mean with in high category. From these data, it shows that *Conducive learning environment* gave high category with a value 75,78% because it is in the 60-80% interval.

Table 7. Recapitulation of Questionnaire Data

Item Number	Options	Mean Score (\bar{x})
1		3,83
2		3,87
3	Strongly Agree	3,53
4	Agree	3,77
5	Neither Agree nor Disagree	4,4
6	Disagree	3,9
7	Strongly Disagree	4,13
8		3,03

9	2,97
10	3,53
11	4,27
12	3,57
13	3,47
14	3,23
15	3,47
16	3,63
17	4,07
18	3,67
Total	66,34

After all, based on the data collected from six categories the researcher could conclude that students' English learning motivation is in high category with a value of 73.2%, as it falls between the 60-80% range. From those indicators, *Students are eager to learn more about the lessons* is in highest value among them all with 80,44% and follow with *Students urged to get good grades in the second place* with value 75.8%.

Discussion

The debate was created to explore students' motivation for English learning in blended learning for each indicator. Three types of students actively participate in English learning activities. This indicator obtained a high grade, suggesting that students were actively participated when learning English through blended learning. The findings of this indicator supported Talis et al. (2018)'s claim that introducing blended learning increases student engagement and accountability for their learning. Students sought to find out things linked to the three lessons. It is shown in the table.2 This indication received a high score category, indicating that students had the desire to locate items connected to the course while learning English in blended learning. Tong et al. endorse this indication. (2022) Students' contact with the teacher, academic accomplishment, self-study ability, and learning attitudes can all benefit from blended learning.

Three factors comprise students' encouragement and learning requirements. It is shown in the table.3. This indication had a high score category, indicating that students were inspired to learn and had learning requirements in blended learning. One of the benefits of blended learning, according to Al Fiky (2011), is the development of autonomous learners and the motivation of learners. These factors come from within the students themselves especially in blended learning. In other word, the students learn without any coercion from others. Three objects are given to students who are encouraged to earn good marks. It is shown in the table.4. This indication received a high score category, indicating that students are motivated to achieve excellent marks while studying English through blended learning. The findings support Nyoman's (2021) hypothesis that students positioned themselves as active learners in blended learning, increasing their attention and learning outcomes. These include the extrinsic factors of motivation. They are motivated to learn by using blended learning to get good marks.

Three components make up interesting learning exercises. It is shown in the table.5. This indicator had a high category, indicating that students in blended learning are interested and motivated in learning activities. The findings supported Slameto's (2015) notion that engaging activities might aid the teaching-learning process and drive pupils to learn. By providing the interesting learning exercises in blended learning, the students feel enjoy and have motivation in learning. A suitable learning environment consists of three components. It is shown in the table.6. This indicator received a good rating, indicating that students in

blended learning have a positive learning environment and are engaged. The findings supported Surya's (2004) idea that a happy atmosphere might increase the learning process and make it more effective. These also include the extrinsic factors of motivation to increase students' achievement. By providing the conducive learning environment is able to spur students' achievement in learning process.

Based on the numbers presented above, in integrated learning, all indications of students' English learning motivation obtained an acceptable rating. It was shown that while studying English through blended learning, the majority of students are motivated. Based on the computation of the questionnaire students' English motivation in blended learning, the study revealed that students had motivation while studying English in blended learning. Students' English learning enthusiasm was excellent in blended learning at Cendana Senior Excellent School Pekanbaru. The instrumental element was shown to be the most important component in students' motivation for English blended learning in this study (Wimolmas, 2013). The teacher and pupils felt that blended learning is exciting because it allows them to practice English in a variety of ways. The students may also learn not just by seeing and listening to the teacher in front of the class on a chalkboard, but also by the teacher's enthusiasm and personal features. The students may get more interested in studying English through a variety of methods, and they may also practice their knowledge through blended learning. There may also be more explanations from films or songs.

Conclusion

Based on what has been said and the data supplied, it is feasible to conclude that the study found that students' excitement about studying English Cendana Senior High School Pekanbaru had a high level of integrated learning with a percentage of 73.2%. The first sign, students engaged in English learning activities actively, was at 78.8%; the second, students desiring to learn about the courses, was at 78.8%, The third indication, encouragement and learning requirements of students to learn independently were at 67.56%; the fourth, students' ambition to acquire excellent marks, was at 75.8%; and the fifth, exciting activity in learning, was at 63.56%.

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