

Psychological Readiness of Intrinsic Motivation for the Second Language Learners

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Keywords:

Psychological readiness, intrinsic motivation, second language learners

ABSTRACT

This paper aims at answering on how intrinsic motivation has affected the second language learners and on why this intrinsic motivation has influenced the acquisition and the competence toward the language mastery. By applying a descriptive qualitative approach taken from 10 interviews to the third semester students of English Department of Islamic State University Salatiga, this paper also uses library research from papers to be analyzed and organized to set the conclusion. From the result, it is concluded that intrinsic motivation is the most dominant factor for the students to study foreign language, here English. Therefore, this motivation seems complicated when both the lecturer and the supporting environment were absence. Later, this motivation contributes to the competence owned by the students which is supported by the awareness to be more engaged and active in the language learning and acquisition process.

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1. INTRODUCTION

English as the global mean of communication is still a burden for the rest of the citizens who are not speaking the language. Learning a second language as a foreign language is a challenge for people who are not speaking the mentioned language. It is a process where the time duration is not limited. The inner situation of a language learner is also a crucial factor that cannot be neglected. It is about the readiness of the learners in absorbing a new situation to be coincidentally put in the human system. Therefore, human has been known as an adaptable and talented creature that can learn, observe, adapt, develop, and master a skill or knowledge. In other words, humans have limitless potential. Arifin in her research states that the process of obtaining second language (or foreign language (L2)) can be natural and social acquisition from the environment and from class. The learner's internal factors such as the role of the first language, motivation, and attitudes are also very important in determining the success of second language acquisition[1].

In learning the second language, age sometimes become a trigger factor. The more the age the more difficult a language is mastered. However, this statement is not scientifically proven. Again, Arifin states that age cannot be a benchmark for the success rate of mastering a second/foreign language other than mother tongue as long as the involved people have desire to use the foreign language or the second language for the purpose of integrating and socializing. Thus, the learners need needs a missing piece to be an unlimited creature. The missing piece is motivation. Because it relates to the learner's interest in and reason for learning the language, motivation has a significant impact on foreign language acquisition. Again, motivation is a psychological insistence for human in order to be conciously interested to achieve something, here a language aside of his mother tongue[2].

Learners **who** have little or no desire to study foreign language will put in less effort. Learners who have a greater desire and interest in learning foreign language will do more learning. It affects learners' predilections in second language acquisition. It is proved by the Attitudes and Motivation Test Battery (AMTB) by Gardner [3]. The scale of learners' motivation depends on their attitudes toward L2. They determine the depth of foreign language effects on their skill. We must know that motivation is more than orientation. Motivation is a complex construct involving orientation, attitudes, and effort. It means motivation can be influenced by learners' attitudes in the learning situation and the efforts they put into studying a second language. It is the same as what Ellis [4]states: "Motivation can affect the rate of learning and achievement."

There are several types of motivation, according to researchers. supporting data), both intrinsic and extrinsic motivation were mentioned as types of motivation. The two types of motivation are intertwined, with one type influencing the other either directly or indirectly. In foreign language acquisition mostly named as second language acquisition (SLA), learners'

attitudes are thought to be influenced in part by their own motivation. It is possible to draw the conclusion that intrinsic motivation is superior to external motivation. Knowing this is essential for SLA intrinsic motivation. Teachers and learners both benefit from knowing what influences learners' intrinsic motivation. When moving forward with L2 learning, it can be helpful to examine the understanding as well as the elements that foster and bolster intrinsic motivation. That is the location where we can determine the function of intrinsic motivation, particularly in learners of L2. In this paper, the scope of intrinsic motivation's role in L2 acquisition will be explained. How does intrinsic motivation affect learners in SLA? Why does it have roles that influence learner motivation?

In future, the golden goal of having competence on second/foreign language is to be able to get involved in the global communication where intercultural communication mostly takes place. There is no burden for Indonesian to be in a real intercultural communication setting where his language performance has turned into knowledge, motivation, and skills that turn out to be beneficial in facing challenges in the meant situation[5];[6]. Again, it is about on how to prepare the psychological readiness for the language learners to face the atmosphere whether it is predictable or unpredictable.

2. METHOD

This paper is qualitative descriptive research and was constructed using library research methodology. 10 interviews to the third semester students of the Vocabulary class of English Department of Islamic State University Salatiga were conducted to know a deep information on the research theme. This paper compiles several papers on the subject of the paper, analyzes them, and is organized around their conclusions. Here, the researcher analyzed detail information from informants to capture the whole pictures of phenomenon happened in natural condition [7].

3. RESULTS AND DISCUSSION

As second language learning cannot be separated from the readiness of the learners in achieving the different language features, the psychological condition should be taken into consideration. Arifin points out that psychological aspect regarding to learning attitudes plays in determining learning achievement[8]. She adds that less-confidence, speech anxiety, and low self-esteem are almost common problem in second/foreign language classroom experienced by both the teachers/lecturers and the students [9]. Thus, motivation is very important part to be underlined to figure out the situation.

Ortega states that in understanding second language, motivation is a desire to initiate L2 learning and the effort employed to sustain it[10]. According to his statement, motivation does not refer only to a passion to learn

or master L2, but also an effort to keep the passion going. This is a common occurrence around the world, where people discuss the number of learners who are highly motivated versus those who have little or no motivation from the start of learning L2. Meanwhile, Ellis defined motivation as "a result of learners' need and desire to make the effort that learners put into learning L2"[4]. Learners require motivation when learning L2, and as a result, they develop an interest in deepening and improving their L2 learning abilities. They try to find the best way, strategy, and method to learn L2.

Motivation involves orientation, which is a reason to learn or do something in second-language learning. Gardner and Lambert [3] distinguished two major orientations: interrogative orientation, which refers to a desire to study the target language's cultures and behaviors, and instrumental orientation, which refers to a reason learners study the target language in order to get a high score, pass an examination, or find work. These orientations are totally different, where interrogative orientation can be claimed as learners' interest and instrumental orientation assumes L2 as a tool or conditional to getting a higher level of education or getting promoted. Again, Gardner [3] believed the highest and most facilitative form of motivation is what he called "integrative motivation," which is attained only when three conditions are met: (1) the antecedent of integrativeness itself is high; (2) motivation quantity (that is, the combined amount of effort, enjoyment, and investment) is also high; and (3) attitudes towards the learning situation (teachers, curriculum) are positive. Indeed, Gardner asserted that exceptionally successful learners who attain native-like competence are likely to be interactively motivated individuals [3].

Motivation constructs more than just orientation in L2 learning but also attitude and effort[4]. Beside the fact that orientation becomes a reason for how much effort learners put into L2 learning, learners' attitudes toward the learning situation (teacher and instructions) have an influence on motivation that can be measured by how much enjoyment learners report feeling when they are in L2 learning. There are a lot of factors that affect a learner's motivation to study L2. Factors influence learners' desire to learn L2. Clement et.al. had developed a theory based on the difference between extrinsic and intrinsic motivation. They also used self-determination theory, which states that people are motivated by both external and internal factors[11]. Based on the learner's factors, motivation is divided into two forms: extrinsic motivation and intrinsic motivation. Every motivation derives from different sources. Extrinsic motivation is related to the actions that are conducted to instrumentally end achievement (reward, compliment, punishment, threat, and grades), and intrinsic motivation is related to the learner's interest in participating in an activity because it is joyful (interest, joyful feeling). These motivations establish the learner's success or failure in L2 acquisition. The failure to achieve the acquisition can be interfered by the role of native language. Arifin states that during language communication,

native language can influence the target language acquisition. Interference refers to entering elements of certain language outside the understanding of other language e.g. put clause or phrases of Indonesia while a person is speaking deliberately in English[8]. It is a burden experienced by non-native speaker of certain language who studied second or foreign language.

Motivation constructs more than just orientation in L2 learning but also attitude and effort. Beside the fact that orientation becomes a reason for how much effort learners put into L2 learning, learners' attitudes toward the learning situation (teacher and instructions) have an influence on motivation that can be measured by how much enjoyment learners report feeling when they are in L2 learning. There are a lot of factors that affect a learner's motivation to study L2. Factors influence learners' desire to learn L2. Clement et.al. had developed a theory based on the difference between extrinsic and intrinsic motivation[11].

Intrinsic motivation is the reason why EFL learners should learn L2 because it is enjoyable and appealing. According to Hassan et al. [12], intrinsic motivation is the desire to engage in an activity due to its enjoyment and satisfaction. A comfortable L2 learning environment is referred to as intrinsic motivation. Ryan and Deci interpreted intrinsic motivation (IM) as a person's desire to spend energy on a specific activity out of interest [13]. Teachers cannot deny that learners' enthusiasm encourages them to learn second acquisition. Learners will make an effort to find enjoyable objects (a phrase, a movie, a song, etc.). By following their interests, learners pleurably study a second language without force. It is useful for learners' improvement on L2 and, moreover, in language skills. It resembles Ryan and Deci's theory that humans have a natural tendency to seek information, exercise and develop their ability or aptitude, seek challenge or new experiences, explore, and master knowledge; these are the characteristics of intrinsic motivation [13]. In short, intrinsic motivation considers actions such as plays, explorations, and curiosities as L2 learners' behaviours that do not need to be forced or threatened.

There are many researchers' theories of intrinsic motivation. According to Deci and Ryan [14], [13], and Raman et al. [15], the theoretical basis of IM is rooted in the principles of self-determination theory (SDT). Self-determination theory is a theory of human development and wellness with strong implications for education, as it focuses on forming and controlling motivation from the outside in the learning process. Self-determination theory focuses on learners' inherent motivation for learning and growing and how they can be supported. According to Bernard, intrinsic motivation is divided into three parts: for knowledge (the contentment of exploring and understanding recent and new things); for accomplishments (the contentment of mastering a task or field or attaining a purpose); and stimulation (the feeling of contentment and happiness) . This theory is also mentioned by Clement et al. [11], who insisted on dividing intrinsic motivation into three kinds as a sub-scale of self-

determination: a. knowledge (willingness and contentment to learn new things), accomplishment (contentment to achieve purposes), and stimulation (contentment to do or participate in activities).

Intrinsic motivation involves more than one component. The main components of intrinsic motivation are competence, self-determination, integration, and curiosity. Meanwhile, Deci and Ryan offer the core element of intrinsic motivation simulation as the basic psychological need for autonomy, competence, and relatedness [13]. Intrinsic motivation coverages of basic psychological needs precedes positive affect, which leads to intrinsic motivation and creativity. From the statements above, it can be concluded that intrinsic motivation is more than a desire to learn a second language because it involves feeling, emotion, self-development, and challenge.

As we know, motivation is complex. It involves factors that impact the intrinsic motivation experience. Although many factors influence the SLA process, research on major aspects of intrinsic motivation still requires extensive investigation. The link between intrinsic motivation and second language acquisition is inextricably linked. According to Zhang, there are two types of variables: internal factors and external factors. Intrinsic motivation is essential for inward factors connected with fulfilment, wisdom, interest, and joy. Each learner has distinctions in inside factors like character, inspiration, and demeanour. The distinction provides assurance to the educator when selecting learning techniques and procedures. Internal factors influence learners' mental components and responses to SLA. Intrinsic motivation motivates learners to engage in foreign language learning activities. Intrinsic motivation is one of the most necessary and essential variables that impacts foreign language learners' adroitness or language achievements [14].

Support from family and the environment also impacts learners' intrinsic motivation experiences. Children are encouraged and welcomed to participate in daily activities, and they are motivated to do so because they believe they have a place in their families and networks. According to Liu and Chen [16], their interest is persuaded, and their learning behaviour is supported by family and climate. For example, a young learner has an interest in English because he likes to watch videos of kids singing. His parents, who know about their child's interest, support him by downloading other song videos, providing internet access, and monitoring his improvement. However, with family support, the young learner maintains his interest in doing what he enjoys, motivating him to learn more about English. The improvement of skills and knowledge can be seen by the experience.

The passage of time impacts learners' motivation, followed by their age. As they get older, Liu and Chen [16] insist, learners gain more responsibility and want to establish their position in society, which is caused by the transition from childhood to adolescence and increases their motivation in SLA. It is critical to maintain and establish intrinsic motivation in L2 learning. This case includes the teacher's role in the teaching process. What teachers can

do is provide various chances or strategies to deepen their knowledge and facilitate them sharpening their personal characters. The teacher instructs and give feedback. The teacher introduces the subject, guides them through the learning process, and provides responses as feeds for their questions, thoughts, and tasks. The experience will motivate learners in L2 learning.

Both intrinsic and extrinsic motivation are connected. In this instance, the instructor serves as the second motivator. According to Hassan et al. [17] and Noor & Khan [18] learners' motivation to study L2 may be influenced by external factors (extrinsic motivation): peers, educators, and parents. The three social factors have a significant impact on a learner's intrinsic motivation to study L2.

However, intrinsic motivation can influence it and is stronger than extrinsic motivation. The teacher's role in increasing intrinsic motivation, which has an impact on extrinsic motivation and cannot be separated from the three fundamental psychological needs of autonomy, competence, and relatedness, is explained by Dunn [19]. In terms of autonomy, in L2 learning, giving learners options and instructions for assignments will encourage them to work on them in accordance with those options and instructions. Even though Michinov in Dunn [19] disagrees with the idea of giving gifts, providing learners with positive feedback and rewards will help them develop their L2 skills, even if they receive prizes. In addition, the test in web-based learning, particularly L2 learning, is the association among students and educators as a result of indirect collaborations. In L2 learning, learners will expect the teacher to respond to their actions.

Other researchers mentioned additional intrinsic motivation factors. Intrinsic motivation is formed by continuous factors within an activity. Larson and Rusk [20] categorized intrinsic motivation experience factors that are affected by the composition of bio-psychological elements into two categories: personal and long-term disposition factors.

3.1 Factors of interaction of continuous person-activity

Interaction in L2 learning can influence intrinsic motivation. Interaction in an activity is undeniable. This case focuses on the interaction between learners and activities and how learners respond due to L2 learning. Intrinsic motivation in activity engages a sense that it is possible to engage the brain deeply. Intrinsic motivation is shaped by conditions where activity involves novelty and a lot of sensory stimuli. It means intrinsic motivation stimulates learners' creativity in L2 learning by thinking about what they can do in a major they love.

The formation of activity in L2 learning influences learners' intrinsic motivation because only when they understand the purpose of the activity can they determine and choose further action (methods, techniques, strategies, guidelines) to achieve it. Learners also need to get feedback related to certain aspects of the activity that make them think it is joyful.

Intrinsic motivation promotes doing cognitive alternatives in order to reduce learners' boredom. A feeling of boredom sometimes appears during L2 learning. Larson and Rusk [20] insist it is caused by a reduced feeling of challenge because of the level of difficulty and frequency of doing activities. Each learner has a unique level of difficulty. There is a period when learners get anxious and demotivated because the difficulty of an activity exceeds their abilities. They need explanation and guidance to solve the difficulties and improve their skills. Another condition is that learners get the perception that the activity is a piece of cake for their skills. It is a reason they get bored and need instructions to increase their interest.

The frequency of doing an activity shapes a memory in the mind and body. It seems bodies and minds remember what should be done on the same activity with ease, but doing the same L2 learning activity several times makes learners think the activity is boring. To maintain learners' intrinsic motivation, it is important to increase the level of difficulty of the activity. Language learners require activities that include a progression of increasingly difficult challenges. This concept is one of the reasons why players enjoy games because they can continue to experience different levels of difficulty in each level of a game. By completing the more difficult EFL activities, learners develop their own skills. Learners who can manage themselves after overcoming adversity have experiences and knowledge that other learners may lack. They can frame their work to achieve the goal, or when they face greater difficulty, they can elaborate it into manageable parts. They can recall the cues and make the adjustment based on their experience when they get anxious or bored.

3.2 Factors of close long-term disposition

Factors influencing intrinsic motivation do not only come from recent interactions but also from long-term dispositions. These factors include psychological need, dispositional interest, and the relationship between the individual and the activity.

3.2.1 Psychological needs

The self-determination theory focuses on the human tendency or willingness to learn and grow, mastery, and connection with others, as well as the processes that require a supportive environment. Self-determination refers to three basic psychological needs, such as support for learning and mastery development, that contribute to intrinsic motivation. Ryan and Deci have mentioned the three basic psychological needs of autonomy, competence, and relatedness/connection [14], [13].

Autonomy is a sense of ambition and possession in humans' actions. It encourages experiences of interest and value. Autonomy may not just refer to individualism or independence. Ryan and Deci [14] clarified that autonomy is a sense of willingness to participate in action, dependently or independently,

collectively or individually. Competence is a sense of mastery over well-structured environments that offer opportunities for growth, constructive criticism, and challenges. According to Larson and Rusk [20], their journal clarifies that Dweck & Leggett and Eccels & Roeser insist competence is needed as a basic source of motivation, achievement goals, and expectancy value. According to this statement, learners are more motivated when the L2 learning activity setting gives them opportunities to experience competence. The involvement and connection of learners in learning activities appears to be relatedness. We cannot deny that humans need connection with others as a basic need and cannot live without it. Connection tends to refer to learners' willingness to participate and incorporate with other people in L2 learning activities. Although these three basic needs can promote learners' motivation, with the wrong decision, they may become a reason for demotivation that can break learners' motivation and wellness in SLA.

Several factors affect learners' basic needs in SLA that we must consider. Ryan and Deci [13] insist that the support of family and teachers influences these basic physiological needs. The support has an intrinsic motivational tendency, which influences learners' attachment and willingness to learn L2.

We explain how autonomy-supportive teaching affects learners' basic needs in L2 learning. Controlling teachers apply more pressure than supportive teachers, which has an impact on volition in EFL teaching. In fact, teachers support student autonomy, attachment, and efforts. To give learners opportunities to develop their proclivity for and volition for improvement, autonomy-supportive teaching necessitates determination and good feedback. Autonomy-supportive teaching supports learners to make efforts for development until they achieve a satisfactory result. Autonomy-supportive behaviours provide various forms of learning activity that increase interest, confidence, attitude, and aptitude. Controlling and constraining teaching, on the other hand, puts more pressure on learners and results in apathy, fear, over-anxiety, low confidence, and a sense of avoiding challenges in L2 learning. Ryan and Deci [13] state self-determination theory and observe the connection between structured and controlling teaching, in which control emphasizes behaviours, attitudes, and achievement while structure emphasizes goal and expectation, direction, and feedback. The combination of autonomy-supportive and structured teaching increases intrinsic motivations, learning strategies, and reduces anxiety in learners.

3.2.2 Dispositional interest

Dispositional interest can be developed by short-term interest or situational interest. For example, a young child has interest in foreign language and deepens his knowledge about grammatical rules and linguistics major and through the time, he becomes a linguist. Larson and Rusk [20] clarify the development occurs because learners get opportunities to improve knowledge,

skills, and positive emotional association. For learners, both knowledge and skills are essential. Learning skills and knowledge lay the groundwork for learners' meaningful participation in EFL activities. As these two develop, learners are better able to control their curiosity, overcome obstacles in EFL activities, and anticipate their work's next steps. When learners associate positive feelings with the acquisition of knowledge and skills, their interest grows. In L2 learning, positive emotion refers to involvement memories associated with positive affect and meaning. In addition, it was sparked by anticipation of the EFL activity, a sense of curiosity regarding additional L2 topics, and a sense of enjoyment associated with gaining competence. When faced with challenges and frustration, positive emotion increases persistence. According to Hidi and Renninger (2006, in Larson and Rusk, 2011) [20], learners can retain long-term constructive work by recalling positive past experiences, such as perseverance through frustration and difficult boundaries. It explains learners' psyche keeps recollections of past sure encounters in SLA to oversee comparative and further difficulties, get expectation about EFL theme change, shape instinct and decide answer for critical thinking as well as to get nervousness and pleasure in same second.

3.2.3 Relationship between individual and activity

This connection involves the values, goals, objectives, and individual connections of L2 learning that have an impact on their participation, efforts, and experiences of intrinsic motivation. Learners who are developing their purpose can handle passionate engagement in L2 learning. The recommendation of a friend, completing a school assignment, or fulfilling a service requirement are just a few of the many reasons learners participate in L2 activities. They are more motivated to make a personal connection between the L2 activity and their values or goals because of their reasons. By participating in an activity, learners develop relationships with one another, share their perspectives and goals for the activity, and assess their competence. This procedure is in line with Ryan and Deci's [13] assertion regarding self-determination theory, which states that an activity becomes integrated into one's self.

3.2.4 Other factors: belief, expectation, and culture

Beside three basic psychological needs, dispositional connection, and relation between individual and activity, learners' belief, expectation from L2 learning, and culture give impacts for L2 learners in SLA. Learners' background and environment impact their perception about L2. It may be supportive or unsupportive. Yule [21] examined art major learners' intrinsic motivation in oral English learning and found some learners get demotivation because their perception that art and English are different majors, however they are aware English gives other chances in future. It shows profession major impacts constructing learners' perception on L2 learning.

Mother Tongue Impacts Learners' Intrinsic Motivation for L2 Learning.

As we all know, mother tongue plays an important role in SLA. Different linguistics, language structure, and literatures make native learners has difficult in SLA. Learning L2 for a native speaker can be hard or effortless. It is caused by native language aspects; they are positive transfer (identify common feature structure between L1 and L2) and negative transfer (identify differences between both of L1 and L2). Liu and Chen [16] claim similar Chinese pronunciation facilitate Chinese learners to learn English as L2 but different structure, linguistics, and literature are hard to learn. Mother influences language thinking, expression, and culture.

Family support effects learners' perception of L2 and contributes more to learners' effort in L2 learning than the teacher does. However, teachers still have a role in L2 teaching. Noor and Khan [18] find both family support and teacher impact on learners' intrinsic motivation in SLA. In order to create a favourable environment in which learners can receive chances to participate in an activity, positive feedback, and bolster their confidence, both the family and the school play a crucial role.

The feature of Intrinsic Motivation of the Third Semester Students of English Department

Intrinsic motivation is a necessary encouragement to learn, understand, and develop learners' skills in L2 in foreign language learning. We must foster an environment conducive to conscious learning and improvement, which includes several aspects of intrinsic motivation. These students revealed similar projections as being formulated by Csikszentmihalyi (1975) of the experience of intrinsic motivation that must exist in learning, especially in SLA.

a. Feeling challenged

The first feature is feeling changed by activity. Humans have a natural desire to seek out and try new things, and curiosity plays an important role in this. Humans in their youth will attract something they think is fresh and different. Furthermore, as they grow older, they are drawn to long-term future goals or activities. At an advanced stage, experts solve complex challenges in their fields through intrinsic motivation, knowing that the challenge will become more difficult or complex. They focus on their fields; that does not mean they do not feel challenged, but they have different interests.

b. A sense of controlling over the activity

Confidence convinces our mind to state, "I am able to" or "we are able to." Confidence encourages foreign language learners to master L2 or other challenges. Although the confidence may be based on learners' previous experience, Csikszentmihalyi (1990) insists that the perception handles their

mind that the L2 be mastered by them or they can pass the challenges. Appropriate amount of self-doubt and worry is a part of optimism to deal with challenge. This sense can help language learners set their minds, face arising challenge, and determine and choose the proper way to deal with it in SLA.

c. Deep attention

When learners motivate on foreign language learning, their attentions focus on the task and they concentrate how to solve the challenge or to master L2. They cut off their attentions around them. They only pay attention to the challenge of L2 learning activities. This feature of intrinsic motivation reduces self-awareness of passing time. Larson [20] stated, “you change, you forget everything around you” that mean when learners do an activity in L2 learning, they change, and they concentrate on the activity over other activities. More deepen their attention in L2 learning, they are not conscious about time they spend.

d. High motivation

High motivation involves learners’ enthusiasm for SLA. It sets their minds that the activity is enjoyable and self-rewarding. It changes learners’ mindset about idea that a foreign language, or L2, is difficult to learn. Only when learners ‘attention is deep, their attract is high, they fully engage on activity, they will find out that it is easy and not too difficult. High motivation forms the view that the activity seems effortless, although the complexity of the activity increase.

Impact of Intrinsic Motivation for the Third Semester Students of English Department

The intrinsic motivation psychologically which then turns into a mental condition has been able to influence the students in the following parts:

a. Influence of intrinsic motivation on language anxiety

Learning a second language can help learners become less pessimistic and less bored by creating a welcoming environment. Dunn [19] makes sense of humour, and coordinated class exercises can diminish nervousness in L2 learning. Participating in activities that learners enjoy while learning a second language also boosts confidence and alleviates language anxiety. The language performance is mostly seen from the capacity of speaking. Here, psychological factors concerning on low self confidence, low self esteem, anxiety, less concentration and the like were common features while the students were performing the speech [8]. Yule [21] insists that with second learning, activities involving things that learners enjoy can reduce anxiety, boost English memory, and improve basic language skills.

As a result, lecturers play a crucial role in language acquisition. As per the past specialists’ assertions, Ryan and Deci [14] and Liu and Chen [16]

concur that educators ought to make a wonderful environment where instructors can utilize various strategies, give potential learner open doors and include them in second language learning exercises by giving them space to spend thoughts and sentiments that cause them to feel esteemed and considered. Learners' desire to continue participating in activities related to learning a second language, their ability to think critically, their increased self-confidence, and their control over their language anxiety are all fueled by the opportunity to express ideas and the sensation of being.

b. Effect of intrinsic motivation on learners' creativity

Creativity is needed in SLA. It involved of constructing utterance, combining word, and determining structure of L2 structure. Creativity is related to how one challenge itself, how one imagines and how one creates something from the imagination, and sometimes produce inventory. It requires thought (they change and improve L2 to be more attractive and useful) and effort (they determine the methods and steps to create product of their thought). Although it is also perilous and failing, learners learn a solution to minimize mistake from failure. Rui and Yuan [22] insist cultivating learners' creativity creates many benefits and a long-term continuous effect that support learners become critical thinkers and risk-takers. It is mean that creativity is form of thought, efforts, and responsibility. This process happens because of learners' interest and volition to keep trying until they get a satisfied and accountable result, which refers to intrinsic motivation. However, Amabile (1998, in Rui and Yuan) [22] claim intrinsic motivation is central component of individuals that influence their creativity. It depends on variables and impacts of intrinsic motivation on learners' creativity is mediated by alternative cognitive. Ryan and Deci state autonomous-supportive teaching facilitate learners to be critical and explorative to improve their skills and abilities, indeed in L2 learning [13].

The Factual Function of Intrinsic Motivation for the Third Semester Students of English Department

It is a tangible feature experienced by the students when the intrinsic motivation is able to be important in some ways for their language acquisition and competence.

a. Assemble learners' awareness

The major function of intrinsic motivation is to mobilize conscious and deliberate learning and processes. Intrinsic motivation refers learners' interest to look for something and to participate an activity. Intrinsic motivation mobilizes learners' interest to learn second language, to take participation in activity of language learning unforcedly, to involve in the process actively, and to deepen comprehension of the second language learning. Learners are

motivated to seek and to face challenges of various human environment of second language acquisition and finally they develop their skills through the passing of time. Intrinsic motivation represents the evolution of a basic “seeking system” from our evolutionary forebearers, a natural system for exploring and chasing.

A lot of researches show that intrinsic motivation is related to learners’ performance improvements and learning, especially in second language acquisition. When learners attract on L2, learners seek information related to L2. They challenge themselves to think more strategically and structurally, find and determine an appropriate and creative solution, persist through difficulties, and learn more from their experience. Because of involvement of attention and motivation, they think more effective and efficient. Ryan and Deci mentioned intrinsic motivation is a basic psychological system that mobilizes engagement in important but challenging activities, including learning [14].

b. Sustain learners’ willingness to take parts of job.

Intrinsic motivation is not only use to mobilize learners but also to maintain it. Intrinsic motivation increases a person's interest in a job and ensures his or her active participation in the process because it is linked to a person's satisfaction and enjoyment in his or her own inner world. A person's positive feelings toward the idea of completing the work are a guarantee of characteristic inspiration. It changes how the mind processes information to make it easier to focus on the task at hand with high quality attention. It lets people pay close, sustained attention to work and learning moments. According to Liu and Chen state that intrinsic motivation is necessary for maintaining an individual's intention to continue participating in activities and boosting enthusiasm. This indicates that in order to continue participating in activities and learning a new language, intrinsic motivation is required [16].

4. CONCLUSION

Learners' experiences of joy, safety, and comfort during L2 learning are known as intrinsic motivation. When it comes to keeping an interest in studying L2, intrinsic motivation is referred to as a determinant. It is possible to say that intrinsic motivation is complicated because it involves not only the learners themselves but also the teacher and the environment. In this instance, there may be a connection between intrinsic and extrinsic motivation. We can address learners' attitudes and interests in L2 learning by understanding the factors that foster intrinsic motivation. Learners' abilities in SLA can be impacted by intrinsic motivation, particularly when it comes to skills and anxiety management during L2 study. In addition to encouraging learners to mobilize awareness in order to develop and continue participating in activities related to learning L2, intrinsic motivation has functions that emphasize that intrinsic motivation does not revolve around pleasure while learning L2.

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