

Intrinsic and Extrinsic Motivation in English Language Learning: A Qualitative Case Study of English Literature Students at Universitas Kristen Cipta Wacana

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Article history

Received: 30 April 2025

Revised: 15 May 2025

Accepted: 05 June 2025

Keywords

Intrinsic motivation,
Extrinsic motivation, English
language acquisition,
English Literature students,
Student engagement

Abstract

The intrinsic and extrinsic motivational variables that affect students' English language acquisition in the English Literature program at Universitas Kristen Cipta Wacana are examined in this study. The study employs a qualitative case study technique to analyze individual, academic, and social variables that influence students' participation in English education. Semi-structured interviews and focus group conversations with 10 carefully chosen subjects were used to gather data. Thematic analysis showed that students' intrinsic motivation is frequently derived from their love of literature, personal pleasure in learning English, and aspiration for self-improvement. In the meanwhile, external incentives are influenced by academic demands, parental expectations, and professional ambitions. The research sheds light on the two roles of motivation in language acquisition and makes pedagogical recommendations for encouraging long-term learner involvement.

1. Introduction

One of the most important psychological elements influencing language learning success is motivation, which has long been understood. A learner's motivation in English as a Foreign Language (EFL) might influence not just their level of involvement but also how long they persevere in learning difficult linguistic patterns and cultural subtleties. A student's motivation influences their engagement with language learning resources, their participation in class discussions, and their perception of their future career path as a scholar or professional. Despite extensive research on motivation in general English as a Foreign Language (EFL) learning contexts, very little is known about the motivational dynamics of English Literature students, who learn English not only as a means of communication but also as a gateway to literary, historical, and cultural understanding (Sari & Wahyudin, 2023).

The English Literature curriculum at Universitas Kristen Cipta Wacana offers a unique educational setting where students are always immersed in literary texts, linguistic analysis, and cultural debates. These students read difficult literary works while also improving their English language skills, engaging with the language in both academic and creative ways. In this dual function of English, as both object and medium, students may be driven by a different combination of internal and external variables than in standard EFL or teacher education programs (Aulia & Mulyadi, 2022). Self-Determination Theory, which differentiates between intrinsic motivation (which is motivated by inner contentment, pleasure, and personal interest) and extrinsic motivation (which is motivated by external demands, rewards, or pressures), is the foundation of this work. Recent research indicates that intrinsic motivation is linked to long-term engagement and autonomy, whereas extrinsic motivation, while frequently required in organized academic environments, may not maintain learners over the long term (Alamer, 2021). These two forms of motivation are likely to cross in the case of English Literature students, as they may be motivated by the pursuit of good grades and future career possibilities, as well as by the pure pleasure of reading Shakespeare.

Even with the vast number of studies on language learning motivation, little attention has been given to how motivation works in literature-focused academic programs, particularly in Indonesia. The majority of current research focuses on English language learners in teacher training schools or general education, neglecting the particular experiences of literature students, whose interaction with English is based on aesthetics, interpretation, and cultural reflection (Lamb et al., 2020). Additionally, the impact of literary appreciation on students' intrinsic motivation is still mostly unstudied.

By looking at the interaction between literary participation and linguistic drive among English Literature students at Universitas Kristen Cipta Wacana, this study makes a unique contribution by focusing on a particular and underrepresented context. The study examines the dynamic interaction

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doi: <https://doi.org/10.71131>

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between intrinsic and extrinsic forces as felt by students in actual academic environments; it does not view motivation as a fixed or binary idea. In Indonesian higher education, it also offers a context-sensitive perspective on how culture, curriculum, and identity influence students' drive (Dörnyei, Henry, & Muir, 2020).

This study aims to investigate and characterize the intrinsic and extrinsic motivational variables that affect English language acquisition among students in the English Literature curriculum at Universitas Kristen Cipta Wacana. The study attempts to address the following questions via qualitative investigation:

1. What underlying reasons cause students of English literature to study the subject?
2. What outside variables affect their language acquisition?
3. In what way do these two forms of motivation combine to influence a student's learning environment?

The research is anticipated to ultimately aid in the creation of more sophisticated and successful instructional methods that acknowledge and address students' motivational needs—both personal and contextual—in literary-based language learning environments.

2. Review Literature

2.1. The Concept of Motivation in Language Learning

One of the most crucial affective aspects of acquiring and mastering a second or foreign language is frequently thought to be motivation. It acts as the driving force behind language acquisition behavior, initiating, guiding, and sustaining it over time. Motivation is much more crucial in EFL (English as a Foreign Language) settings, where students may just be taught the target language in the classroom. Without enough motivation, even those with exceptional talent might have trouble staying in language acquisition activities (Dörnyei, Henry, & Muir, 2020). Recent studies have emphasized the dynamic and context-dependent nature of motivation, moving away from the notion that it is an unchanging trait. Motivation can be impacted by a variety of educational strategies, peer pressure, assessment approaches, and larger socioeconomic factors (Lamb et al. , 2020). This shift has led to a deeper understanding of motivation as a dynamic force that responds to both internal and external signals.

Dörnyei and colleagues (2020) were the first to introduce the notion of motivational currents, which are characterized by prolonged periods of intense participation in language learning driven by a distinct self-perception of oneself as a competent language user. For students in literature-based classes, in particular, these inspirational bursts are crucial because their emotional connection to texts and the development of their sense of self can affect the learning process. Therefore, in order to assist children in enhancing their language abilities, it is imperative to understand their motivations, regardless of whether they are driven by internal or external circumstances.

2.2 Intrinsic Motivation

Participating in an activity because of one's sincere interest, curiosity, and pleasure is what is meant by intrinsic motivation. Students who are naturally motivated to learn English do so because they enjoy the experience itself. They can feel joy in writing, reading, or speaking English, find joy in comprehending complicated sentences, or feel pride in their ability to express themselves in English (Sari & Wahyudin, 2023). This kind of motivation is frequently associated with in-depth learning techniques, in which students use critical thinking, creativity, and self-reflection. Students of English Literature are frequently driven by an intrinsic interest in literary works, an intrigue with other cultures, or a passion for storytelling. As an example, a student who reads English books outside of the classroom for enjoyment rather than for homework shows a high degree of intrinsic motivation.

Self-Determination Theory (SDT) states that intrinsic motivation thrives in situations where students feel autonomy, competency, and relatedness—three fundamental psychological needs (Alamer, 2021). If these demands are fulfilled, students are more inclined to participate willingly, experiment with new linguistic challenges, and maintain their learning over time without the need for external incentives.

Intrinsic motivation among literature students in Indonesia may also be related to identity formation. Indonesian students who picture themselves as future writers or global citizens, as Lamb et al. (2020) point out, frequently set personal objectives that extend outside the classroom, which increases their internal motivation to learn English.

2.3 Extrinsic Motivation

In contrast, external motivation happens when students learn a language in order to accomplish a particular outcome, such as meeting parental expectations, passing exams, or obtaining a scholarship, rather than for the sheer pleasure of the learning experience. Students with external motivation often learn English because they think they have to or because they expect future benefits, like job prospects or social standing (Aulia & Mulyadi, 2022). In the past, extrinsic motivation was seen as less effective than intrinsic motivation because it might not lead to significant learning or a long-term dedication. Recent research, nevertheless, has shown that external motivation exists on a continuum, and that some forms, such as identified regulation or integrated regulation, can be internalized by students, resulting in greater self-direction (Alamer, 2021). For example, a student could begin studying English in order to earn a degree, but later realize that it is crucial to their personal growth, aligning their external goals with their internal beliefs.

Students may be motivated by extrinsic factors in literature programs, such as wanting to meet academic requirements (like learning complex material in preparation for final exams), maintain their scholarships, or gain the abilities they need for a future career in teaching, tourism, or international commerce. In addition, Indonesia's cultural standards and family support networks have an impact on these outside factors (Sari & Wahyudin, 2023). It is crucial to understand how extrinsic motivators interact with a learner's sense of self. If external forces are perceived as supportive rather than oppressive, they might enhance learning outcomes. On the other hand, even if a student's performance is initially strong, their excitement may diminish if they feel forced.

3.1 Methods

In order to examine the intrinsic and extrinsic motivation of English literature students studying English at Universitas Kristen Cipta Wacana, this study employs a qualitative case study approach. Complex, subjective experiences like motivation are best studied using a qualitative approach since it gives the researcher access to participants' personal perspectives, contextual realities, and meaning-making mechanisms (Merriam & Tisdell, 2020; Creswell & Poth, 2018). A case study is described as a thorough investigation of a particular, restricted system that is frequently utilized to analyze occurrences in their actual environment (Yin, 2018). The "case" in this study pertains to a particular subset of students enrolled in the English Literature course at one university, who represent a unique setting in which literary involvement and language acquisition are closely related. The case's limited scope makes it possible to concentrate on studying motivational patterns in a well-defined academic and cultural environment.

The exploratory character of the research questions makes a case study approach the logical choice. The purpose of the research is to determine the causes and mechanisms of action of various motivational variables in a literary language learning environment. An in-depth case study that allows for the use of various data sources, such as interviews and focus groups, to guarantee thorough, triangulated results, is the ideal way to address these questions of how and why. The study uses an interpretivist paradigm, which sees reality as socially created and places a strong emphasis on comprehending the lived experiences of the participants. The research, which operates inside this framework, aims to produce context-specific knowledge that may be used to inform instructional practices in similar academic settings, rather than attempting to extrapolate results to larger groups.

In addition, this architecture aligns with the study's goal of investigating both intrinsic and extrinsic motivational dynamics, which are frequently fluid, contingent, and connected. Unlike quantitative approaches that attempt to fit these nuances into predetermined categories, a qualitative case study enables them to surface naturally through open-ended conversation (Malterud et al., 2016). In conclusion, the qualitative case study approach provides a solid methodological framework for analyzing the

motivational experiences of English Literature students as they negotiate the difficulties and rewards of learning English via literary study.

3.2 Participants

Ten undergraduate students in the English Literature course at Universitas Kristen Cipta Wacana made up the study participants. Purposive sampling, a widely used method in qualitative research for choosing people who have deep, relevant, and varied perspectives on the study's topic, was used to select these participants (Gentles et al., 2022). The decision to use purposive sampling was justified by the expectation that the participants would offer thorough and nuanced insights into their experiences of intrinsic and extrinsic motivation in learning the English language through a literature-based curriculum.

The following were among the inclusion criteria:

1. registered as full-time students of English Literature (at least in their second year).
2. Actively engaging in courses pertaining to English literature, prose, and poetry.
3. Ready to give informed consent and take part in interviews or focus groups.
4. Representing diversity in gender identity, academic success, and motivational background.

The chosen sample size of ten participants is consistent with the information power framework, which states that the more focused the research aim and the richer the individual cases, the fewer participants are required to produce valuable data (Kassavou & Sutton, 2021). Since the main goal of this work is to investigate sociocultural influences and internal motivational experiences, depth of data was given priority over breadth. Students with both intrinsic and extrinsic motivational orientations were purposefully chosen in order to guarantee diversity and transferability of insights. Some participants claimed to read English literature simply for pleasure, while others had more career-oriented or performance-driven learning motivations.

Prior to the start of the study, all subjects gave their written informed consent after being contacted voluntarily. To ensure confidentiality, pseudonyms were used to protect anonymity, and the university's institutional ethics committee granted ethical permission for the recruitment and participation of participants. By choosing individuals in this way, the researcher was able to gain in-depth, contextualized knowledge about motivational patterns in a particular academic context, which helped to improve our understanding of language learning motivation in literature-based university programs in Indonesia.

3.3 Data Collection

The two main approaches utilized for data collection in this qualitative case study were semi structured interviews and focus group discussions (FGDs). The purpose of these approaches was to allow the researcher to comprehend the participants' internal and external drive for learning English in a literature-based classroom environment. Semi-structured interviews, which allow researchers to investigate participants' perceptions and experiences while giving the freedom to ask additional questions based on individual answers, were the primary method of data collection. This approach is especially useful for identifying the cognitive, emotional, and personal components of motivation, which might not be captured by structured tools (Longhurst, 2020).

There were ten one-on-one interviews, one for each participant. Depending on the participants' availability and convenience, each session lasted between 45 and 60 minutes and took place in a tranquil and pleasant environment, either in person or via video call. To ensure the clarity and authenticity of the responses, the interviews were conducted in a combination of English and Bahasa Indonesia, depending on the language the participant preferred. Open-ended questions made up the interview guide, which was intended to investigate the motivation behind the participants' desire to acquire English, elements that contribute to the enjoyment or stress of learning English, their perspectives on literature as a tool for language acquisition, and how their learning drive is affected by grades, future career prospects, or family expectations. Prior informed consent was obtained before every interview was audio recorded, and the transcripts were later made verbatim. Transcriptions were anonymized for ethical protection and examined for correctness.

3.4 Discussions in focus groups (FGDs)

The researcher performed two focus group conversations, each with five participants, to supplement the data from the individual interviews and triangulate the findings. In contrast to one-on-one interviews, FGDs allow participants to interact, respond to one another's ideas, and expose insights that may not come out during such sessions (Doyle et al., 2019). The researcher utilized a semi structured discussion guide to lead each FGD, which lasted between 75 and 90 minutes. The subjects covered were shared experience in English Literature courses, peer effects on motivation, cultural and institutional assumptions about fluency in English, and The equilibrium between reading for fun and studying for school achievement. Participants were encouraged to share examples, challenge each other's opinions, and expand upon their experiences. In accordance with ethical norms, FGDs were audio-recorded and transcribed. The group setting's interactive dynamics helped corroborate the interview results and gave a more comprehensive picture of the cohort's motivational patterns.

3.5 Ethical Issues

Prior to data collection, participants received clear explanations about the study's goals, the nature of their participation, and the use of their data. Written informed consent was obtained. The university's Research Ethics Committee gave its ethical approval, and participants were assured of their right to withdraw from the study at any time, as well as their confidentiality and anonymity. In combination, these two data collecting techniques—interviews and FGDs—provided a solid, ethical, and insightful basis for comprehending students' motivational attitudes toward learning English via literature.

3.6 Methods for Data Analysis

The primary method for analyzing qualitative data from interviews and focus group conversations in this study was thematic analysis. Thematic analysis is a systematic and adaptable method for locating, arranging, and analysing patterns of meaning (themes) in qualitative data (Braun & Clarke, 2021). It is especially useful for investigating social realities and personal experiences pertaining to language learning motivation.

As suggested by Braun and Clarke (2019; 2021), the thematic analysis data was analysed using their six-phase approach.

➤ Familiarizing oneself with the data during Phase 1

After carefully and repeatedly reading each transcript, the researcher started by transcribing all audio recordings word for word. The first thoughts and impressions were recorded during this stage in order to capture early insights and responses to the data.

➤ Step 2: Creating the Initial Codes

The transcripts were methodically coded during the following step. This entailed selecting and classifying meaningful portions of the text pertaining to students' intrinsic and extrinsic motivations. Manual coding allowed for a more thorough immersion in the data. At this point, "personal enjoyment," "parental pressure," "academic goals," and "literature as inspiration" were just a few of the codes that began to surface.

➤ Step 3: Looking for Themes

Next, the codes were grouped into larger categories that mirrored common trends across participants. Possible topics were refined from these categories, including:

- Happiness from literary analysis and reading
- The fear of failing in school
- Motivation via Career Counselling
- family and cultural expectations

These themes were the major motivating factors behind students' language learning behaviour.

Reviewing Topics is the fourth stage.

The discovered themes were analysed in the context of both the coded data and the full dataset. Based on their relevance and cohesiveness, some themes were either deleted, combined, or improved upon. By repeating this procedure, the themes were made sure to properly represent both the participants' experiences and the study goals.

➤ Phase 5: Identifying and Naming Themes

Then, each topic was clearly defined, given a name, and backed by verbatim quotes from the participants to show the theme's meaning and diversity. Clarifying the contrasts between comparable or overlapping concepts and completing the thematic framework were the main goals of this stage.

➤ Phase 6: Generating the Report

The integration of the topics into the research report's Results and Discussion portion was the last step. This involved deciphering the meaning of the themes in relation to current theories, especially Self-determination Theory (SDT), as well as pertinent literature on language learning motivation.

Strategies used to increase the reliability of the study include:

Member verification: Several participants were asked to check the veracity of the researcher's interpretations and the transcription of their responses.

Peer debriefing: The coding and topic creation process was discussed with a fellow qualitative researcher.

Audit trail: Every thematic development step and coding choice was recorded to guarantee openness.

The researcher was able to represent the complexity and depth of the motivational experiences of English Literature students in an Indonesian higher education environment thanks to this methodical and organized approach to data analysis.

4. Results and Discussion

The purpose of this research was to examine the internal and external motivational elements that affect students of English literature in their acquisition of the English language. Thematic analysis of focus group discussions and semistructured interviews revealed four key themes that capture the multifaceted and interconnected character of student motivation. Among them are:

- Identity Involvement and Personal Enjoyment (Intrinsic Motivation)
- Academic Expectations and Instrumental Objectives (Extrinsic Motivation)
- The Impact of Literary Material on Language Engagement
- Striking a Balance Between Inner Wants and External Expectations

Below, each of these topics is further developed, with quotations from participants and interpretations based on pertinent motivational theory and current research.

4.1 Intrinsic Motivation: Personal Enjoyment and Identity Engagement

Personal enjoyment was one of the most evident and recurring topics that came out of both interviews and focus group sessions as a factor in students' desire to study English. Students' enjoyment of literature was frequently linked to their growing sense of self and identity as English Literature students, as well as their emotional bond with the works.

A. Emotional Engagement and a Love for Learning

Many participants spoke of the inherent joy of learning English, particularly via reading literature. Their participation was based on genuine curiosity, aesthetic appreciation, and emotional connection rather than just being academic or practical. Learning English wasn't a chore for these students, but rather an experience that inspired curiosity and enthusiasm.

"I feel liberated when I read English books. I have a different perspective of the world. I get so engrossed in the plot at times that I lose sight of the fact that I'm learning." (Participant 3)

"It feels rewarding—like I have entered their world—when I comprehend a poem or a character's emotion in English." (Participant 6)

This kind of drive is consistent with intrinsic motivation, in which students participate in an activity for its own sake, rather than for outside results (Deci & Ryan, 2020). According to Alamer and Lee (2022), this type of motivation encourages greater cognitive participation, perseverance, and innovation in language acquisition.

B. English as a Component of Identity Development

Additionally, many participants claimed that English, particularly literary English, had become a crucial component of their self-perception, academic identity, and even goals. For example, they started to see themselves as developing authors, poets, or thinkers who could express themselves in the English language, rather than simply students completing a requirement.

"Reading English literature gives me the language and imagination I need to express myself, and I hope to one day become a writer." (Participant 8)

"It makes me happy when I can express myself in English. It feels like I'm growing into the person I want to be." (Participant 4)

This is consistent with the idea of motivational vision and identity put out in second language acquisition theory (Dörnyei & Henry, 2022), which suggests that learners are motivated by a future self-image that includes proficiency, fluency, and meaningful language use. English transforms into more than just a skill; it becomes a reflection of their identity and aspirations.

C. The Importance of Freedom and Choice

The ability to read English literature at their own pace was a key element in boosting individual pleasure and identity-driven drive. Moments in which students were able to select their reading material or analyze texts at will were cited as the most encouraging.

"I felt most driven when I selected my own book for an assignment. I chose a fantasy book I adored and wanted to comprehend every single word." (Participant 1)

According to Self-Determination Theory, autonomy is a fundamental psychological requirement for maintaining intrinsic motivation. When pupils feel ownership over their learning, their motivation becomes more internalized and lasting (Ryan & Deci, 2020).

D. Backing Research and Implications

The conclusions in this theme corroborate recent research on English language instruction. According to Alamer (2021), intrinsic motivation is greatly increased in literature-rich environments when students' basic psychological needs (autonomy, competence, relatedness) are satisfied. Hakemulder & Kuijpers (2023) also discovered that literary texts can foster empathy, reflection, and emotional involvement, all of which promote identity-driven language learning.

These findings imply that including literary investigation into English learning in the Indonesian setting is not just culturally beneficial but also pedagogically successful in keeping students engaged. Allowing pupils to choose, reflect, and be creative may result in more significant learning results.

Subtheme	Description	Theoretical Link
The Joy of Emotion	English literature inspires pleasure, immersion, and curiosity.	Internal Motivation (SDT)
Identity Involvement	Students start to integrate English into their sense of self, both academically and personally.	Inspiration Vision (Dörnyei, Henry)
Freedom of Choice and Independence	Students are more motivated when they choose or connect with course content on a personal level.	Fundamental Psychological Needs Theory
Relevance to Culture	English literature offers a cultural and emotional link.	Theory of Literary Engagement

4.2 Instrumental Goals and Academic Pressure (Extrinsic Motivation)

The strong presence of extrinsic drive among students, notably in the form of academic pressure and instrumental goals, was another important trend that the data revealed. Even if some students showed an intrinsic interest in learning English, the majority said they were mainly driven by extrinsic rewards or responsibilities.

A. Academic Expectations and Performance-Driven Education

Several respondents said that their desire to learn English grew stronger at periods of academic stress, such as when they were getting ready for tests, finishing assignments, or meeting deadlines. In these instances, learning English was viewed as a necessity rather than a personal preference.

When there is an exam, I tend to study more seriously. I don't have the same drive without it. "
(Participant 1)

"Sometimes I read because I have to, not because I want to. I'm afraid of getting low grades. " (Participant 5)

In accordance with Self-determination Theory (SDT), this kind of motivation aligns with introjected regulation, a form of regulated motivation in which students are motivated by internal impulses like guilt, fear of failure, or the desire to maintain selfworth (Ryan & Deci, 2020). Alamer (2021) contends that students who are only driven by achievement standards are more prone to stress and decreased participation over time.

B. Future-Oriented Career Goals and Aspirations

The practical usefulness of English for future objectives was another frequently mentioned driving force. Students believed that fluency in English was essential for getting scholarships, progressing in the workplace, or exploring global possibilities.

"My parents always told me that having a good command of English would help me get a better job. Therefore, I treat it seriously." (Participant 9)

"I want to eventually work for a multinational corporation, so I'm studying English. " (Participant 4)

This is consistent with identified regulation, a form of extrinsic motivation in which students internalize the value of an activity and see it as personally relevant, even if the activity itself is not naturally pleasurable (Deci & Ryan, 2020). Although still extrinsic, this kind of motivation typically promotes more persistence and self-regulation than purely external drivers (Alamer & Lee, 2022).

C. Societal Pressure and Parental Expectations

In addition, a lot of students mentioned how family expectations had a big impact on their desire. The drive to be seen as "intelligent" or successful by their family or community was a major motivating element, particularly in communities with collectivist ideals that place a high priority on social roles and family pride.

"I selected this major because my parents recommended me to. I feel accountable to live up to their expectations. " (Participant 7)

"Those around me respect those who speak English well. That motivates me to get better. " (Participant 10)

This type of drive demonstrates external regulation, the most regulated type of extrinsic motivation, where behaviour is influenced by the want to earn rewards or avoid punishment (Ryan & Deci, 2020). Parental influence can be a significant factor in language learning in Asian cultures, but it must be tempered with emotional support and learner autonomy to prevent undesirable psychological consequences, according to Wang and Guan (2023).

D. Theoretical Implications and Agreement with Current Research

The data from this theme reveal that extrinsic motivation—whether it takes the form of grades, careers, or parental acceptance—is still a key component of English language acquisition, particularly in university settings. While traditionally seen as less desirable than intrinsic motivation, recent perspectives suggest that extrinsic motivators can become effective drivers of sustained effort when they are internalized (Ryan & Deci, 2020; Dörnyei & Henry, 2022).

The learners in this study frequently moved throughout the motivation continuum, demonstrating the fluid and contextual aspect of learner motivation. Students may change from an external obligation to a personally valued goal, especially when they are given the chance to think about and relate to their future goals.

Subtheme	Description	Motivation Type
Academic Stress	Exam stress, deadlines, and grade expectations all contribute to motivation.	Introjected rules
Career Aspirations	English seen as a means to get scholarships and work.	Recognized Regulation
Social and Parental Impact	Students driven by family pride or social standing	External oversight
Possible Internalization	Over time, external motives can turn into self-motivated objectives.	SDT's Motivation Continuum

4.3 Influence of Literary Exposure on Motivation

The significant impact of literary content—novels, poetry, drama, and literary criticism—in influencing and improving students' drive to study English was a noteworthy and unique finding from this study. Literature's emotional, cognitive, and creative aspects were regularly named as reasons why people engage in and maintain an interest in language acquisition.

A. Strong Emotional Resonance and High Level of Interaction

Participants frequently stated that reading literary works elicited emotional responses that strengthened their dedication to learning and speaking English. A sense of emotional investment in the learning process was frequently brought about by stories, characters, and themes that sparked curiosity, empathy, or introspection.

"I wept as I read an English short tale. For the first time, I understood how much literature could make me experience. (Participant 6)

"I want to know precisely what the words mean when I connect with a character's emotions. I start using the dictionary at that point without anyone telling me to. (Participant 2)

These instances of emotional connection are important because they turn language acquisition from a mechanical exercise into a meaningful personal experience. Hakemulder and Kuijpers (2023) assert that becoming emotionally invested in fictional characters enhances moral contemplation and motivational depth, which in turn motivates students to participate more actively and wholeheartedly.

B. Real-world Language Usage Setting

Literary works provide numerous, contextualized instances of language use, particularly in how feelings, ideas, and social interactions are expressed. Students stated that literature helped them view English as a live language, rather than merely as a collection of grammatical norms or terms.

"Reading a play gives me a sense of how people really talk and think; it's unlike textbook English. " (Participant 3)

This agrees with the study by Jacobs and Willems (2020), who highlighted that literature encourages embodied simulation, in which readers use the second language to mentally replicate situations. This level of emotional and mental immersion facilitates long-term language retention and more thorough cognitive processing.

C. Inspiration via Interpretation and Imagination

For many students, understanding metaphors, symbolism, and character psychology in English texts was both intellectually engaging and empowering. They felt a sense of ownership over their education because they were able to critically or creatively engage with a text.

"Reading a poem in English makes me feel intelligent. It's challenging, but I feel satisfied when I get it. " (Participant 7)

"Occasionally, I pen fanfiction inspired by English novels. It helps me improve my English writing. " (Participant 9)

These illustrations show how literature fosters both the analytical and creative aspects of motivation. Reading literary works requires interpretation, imagination, and occasionally even acting, as opposed to just sitting back and taking it all in. Intrinsic and internalized external motivation are both supported by this multidimensional input (Dörnyei & Henry, 2022).

D. Literature as a Reflection of Cultural Connections and Identity Confirmation

Through reading literature, several students stated that they either began to see themselves in the stories or came to realize universal human experiences that made English feel more relatable. As an example, the emotional conflicts were recognizable, even when the story's environment or culture was unfamiliar.

Despite the book's English origins, I identified with the protagonist. It gave me a sense of belonging. (Participant 5)

This feeling of cultural and personal connection enhances learners' intrinsic drive and participation since they believe their voices and identities are valued in the English-speaking community. Recent studies back up the notion that learners are more motivated when they can emotionally and culturally relate to English-language material (Brantmeier, 2021; Alamer & Lee, 2022).

Subtheme	Description	Motivation Type
Motivation Type Description Subtheme	Literary works elicit emotional reactions that facilitate more profound learning.	Internal Drive
Real-World Language Exposure	Actual language patterns and real-world context are found in literature.	Extrinsic, internalized
Imagination and Interpretation	Analysis and creativity increase self-efficacy and ownership of learning.	Recognized Regulation
Reflection of Identity and Culture	Students relate to universal concepts, which promotes relevance and connection.	Integrated Motivation

4. 4 Striking a Balance Between Internal Wants and External Needs

One important conclusion of this study is that students do not view intrinsic and extrinsic motives as separate. Rather, they frequently negotiate a complicated balance between their inner aspirations—like a love of literature and self-expression—and outside pressures, such as grades, job opportunities, and familial expectations. The multifaceted and context-dependent aspect of motivation for language learning is seen in this balancing act.

A. Negotiating Institutional Expectations with Personal Interests

Between what they truly like about learning English and what is expected of them in the academic environment, several participants said they felt tension. Students, for instance, stated that although they liked creative writing or independent reading, they frequently had to put their attention on finishing tasks or studying for tests that were not necessarily related to their interests.

"The majority of our assignments are analytical essays, even though I love reading poetry and composing my own texts in English. I sometimes have to set my preferences aside." (Participant 3)

"I still have to consider deadlines and grades, even if I love learning. " Pleasure alone is insufficient. " (Participant 6)

This tension illustrates the struggle between regulated and independent forms of motivation. Ryan and Deci (2020) suggest that if schools don't offer ways for students to incorporate their individual aims into organized learning routes, these conflicts might have an impact on student engagement.

B. Strategic Motivation: Choosing between Sources

According to participants, their motivational focus frequently changed depending on their current circumstances and goals. When they had control over their learning, such as choosing texts or subjects, some students relied more on intrinsic motivation, while others turned on extrinsic motivation under parental supervision or time constraints.

"I read things I enjoy in English when I have free time. However, my attitude shifts throughout the midterms as I merely study in order to pass. (Participant 2)

"I pursue my interests if there is no pressure. I labor for the score if there is a deadline. " (Participant 9)

This is a representation of the fluidity of motivation discussed in Alamer & Lee (2022), wherein students switch between intrinsic and extrinsic drives depending on their learning environment, emotional condition, and outside pressures.

C. The Emotional Toll of Maintaining a Constant Balance

The ongoing necessity to strike a balance between one's desires and expectations caused emotional distress for some participants. For example, when concentrating on activities that they found enjoyable, students expressed feelings of guilt about not giving priority to their academic responsibilities.

"When I write creatively instead of doing my homework, I feel bad. However, creative writing is what makes me enjoy English. " (Participant 5)

This kind of emotional conflict highlights the necessity of institutional tactics to foster motivational alignment, making sure that academic and personal objectives are presented as complementary rather than opposing. When educational environments recognize students' interests, motivation becomes more integrated and sustainable (Deci & Ryan, 2020).

D. Integrating Motivation as a Developmental Process

Fortunately, some participants said that as they gained knowledge and maturity, they were able to harmonize their inner wants with outside objectives. They came to view academic activities as essential

steps towards realizing long-term personal aspirations, such as teaching English or becoming a bilingual writer.

“I just obeyed the regulations at first. However, I can see that using academic English will help me produce better articles in the future.” (Participant 7)

According to Self-Determination Theory, this integrated regulatory process is the highest form of extrinsic motivation, in which external needs are completely in line with the learner's values and identity (Deci & Ryan, 2020; Wang & Guan, 2023).

Subtheme	Description	Related Motivation Type
The Conflict Between Duty and Passion	The conflict between one's own interests and one's academic needs	Independent vs. Controlled
Moving the Motivational Focus	Depending on the context, students switch between extrinsic and intrinsic resources.	Contextual Inspiration
Guilt and Emotional Tension	Guilt when putting one's own goals ahead of external expectations.	Internalized Conflict
Objectives and Goals Integration	Having long-term consistency between one's academic and life objectives.	Regulations Integration

5. Conclusion

This qualitative case study looked at the dynamic interaction between intrinsic and extrinsic motivation in the English language learning experiences of English Literature students at Universitas Kristen Cipta Wacana. The results demonstrate that student motivation operates on a continuum, with students switching between social expectations, career objectives, academic pressure, and personal interests.

The students demonstrated their intrinsic drive by their emotional delight, identity engagement, and aesthetic appreciation for English literary works. In addition to being a means of instruction, literature was a means of self-expression and self-improvement. At the same time, external motivation manifested through instrumental objectives like academic achievement, parental expectations, and career-focused education.

Significantly, numerous pupils showed a developing capacity to balance external demands with their inner ambitions, resulting in more long-lasting and self-regulated learning. This integration is essential for long-term participation, particularly in language programs that need both linguistic proficiency and cultural literary awareness.

Overall, this research supports the importance of comprehending students' motivational profiles—in both intrinsic and extrinsic domains—in order to build English learning environments that are more compassionate, successful, and responsive.

5.1 Recommendations

The following suggestions for those involved in language instruction are made in light of the results:

1. For Curriculum Planners and Lecturers:

Increase intrinsic motivation by including more student choice in the selection of texts and assignment formats. Develop assignments that integrate academic activities with students' individual and creative interests, such as interpretive essays, project-based literature assignments, or creative writing.

Offer reflective environments (such as class debates or journal writing) to help students deal with the emotional and identity-related aspects of literature study.

2. For Policymakers and Institutions:

Literature should be understood for its emotional and cultural worth as a means of language interaction rather than only for its material.

Create courses that strike a balance between academic rigor and learner-centered flexibility, fostering both achievement and enthusiasm.

Provide support services such as academic counseling and motivational seminars that address the emotional stress of managing internal and external pressures.

3. For Upcoming Researchers:

Research the longitudinal progression of motivation during the academic experience.

Investigate the factors driving disparities in motivation across gender, background, and language competency.

Think about how digital and multimedia literary forms (such as podcasts, audiobooks, and interactive narrative) affect motivation in today's educational environments.

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