

Learning English as a Foreign Language in Indonesia: Senior High School Students' Motivation and Challenges

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ABSTRACT

Investigation on English foreign language learners' learning experiences has been discussed by a plethora of studies. The current study presents a survey on the learning motivation and challenges of Indonesian senior high school students. A cohort of approximately 64 students from a private senior high school in Indonesia was invited to participate in two questionnaires. Analysis of the students' responses showed that their English language learning motivations were affected by both internal and external motivational factors, which were put into four categories; motivation for knowledge, internal fulfilment regulation, motivation to challenge, and external utility regulation. In terms of the challenges, boredom and anxiety were experienced by the students; although the degrees of the challenges were not significant, the students showed some factors that could trigger their anxiety and boredom. These findings suggest English language teachers keep stimulating the students to enhance and sustain their motivations in learning English both externally and internally and directing them to enjoy their learning process through innovative learning resources and activities.

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1. INTRODUCTION

English foreign language (EFL) learners' experiences in learning have been investigated from different perspectives, such as young learners, early adolescent learners, and adolescent learners. Various aspects have been focused on in the investigation of the EFL learners' experiences, such as students' engagement (E. Akbari, Naderi, Simons, & Pilot, 2016), positive emotions, such as enjoyment (Li, 2020; Zhang & Tsung, 2021), negative emotions, such as boredom (Derakhshan, Kruk, Mehdizadeh, & Pawlak, 2021), anxiety (Liu & Zhang, 2008), autonomy (Chikwa, Al-damen, & Mathew, 2018; Ahmad & Razeq 2014), motivation (Bradford, 2007; Omar et al., 2021), challenges (Akbari, 2015; Hossain, 2018),

and language learning strategies (Hardan, 2013); (Anam & Stracke, 2016). All of those aspects significantly affect English language learners' learning experiences because they are interconnected to support the learners' English language proficiency.

Understanding what motivates students to learn English in the EFL context is one of the essential factors that need further investigation because it can contribute towards their success and failure in their language learning experiences (Omar et al., 2021). Research on students' motivation to learn English has been flourishing in different EFL settings (Bradford, 2007; F. X. Wang, 2008; Alberth, 2019; (Hidayati & Diana, 2019; Sun, Teo, & Wang, 2022). In Indonesia, the students' motivational orientation in learning English was investigated, and 168 students were involved in responding a questionnaire concerning their reasons for studying English (Bradford, 2007). The study revealed that the students showed positive support of all of the motivational orientations; employment, societal advancement and success placed the highest endorsement followed by other reasons; education, sociocultural, friendship-travel, further international study, media prestige, and English as a language Franca, while identification orientation (gender) received the weakest endorsement. In another study, the Indonesian university students' motivation to learn English was influenced by both intrinsic and extrinsic factors, such as personal goals, interests, self-confidence, and self-efficacy, although the intrinsic motivation was higher than the extrinsic one (Hidayati & Diana, 2019).

Furthermore, in Chinese EFL settings, F. X. Wang (2008) established a multidimensional construct of Chinese EFL students' motivations; "motivation for knowledge, motivation for the challenge, internal fulfilment regulation, and external utility regulation". In addition, Chinese students' motivation in learning English were found to be different in terms of their field of study; non-English major and English major. The non-English program students were identified as more means-oriented (learning English for working and social needs in a global context), while the English program students were more having additional integrative goals (learning English for more different motives, such as interest in the English culture that help them to sustain in their learning process (Sun et al., 2022). Moreover, in a Thai EFL context, undergraduate Thai students' motivations in learning English were also influence by internal and external factors; the students were motivated to learn English because it is a mandatory subject that they have to complete and another reason because of their positive past experience in learning the foreign language (Chanyoo, 2022). In this regards, one of the objectives of the current research is to investigate Indonesian high school students' motivation in learning English, in more specific is to identify what are both internal and motivational constructs that affect their motivation in learning English as a foreign language.

Despite the importance of having high motivation in learning English, EFL learners have to be able to figure out their challenges in learning the language. The challenges could be affected by factors such as low motivation and confidence, anxiety, hesitancy, and lack of vocabulary mastery (Ying, Siang, & Mohamad, 2021). A survey study conducted by Liu & Zhang (2008) reported that anxiety was a challenge faced by Chinese English learners in their English lessons. Anxiety was predominantly experienced by EFL learners when performing a presentation task in front of people, such as teachers, peers, and native speakers ,which they found struggling in terms of using lexical words and grammatical structure (Y. Wang, Shen, & Yu, 2021). In Indonesia, anxiety in English language learning is also one of the EFL learners' challenges. Hidayati (2018) reported that Indonesian English language learners revealed a fairly high level of anxiety in their learning process, especially for female learners, who revealed more anxiety than male students. Hidayati (2018) also found that the students' anxiety was attributed to fear of negative assessment, using English verbally, and taking English tests. Some other studies have also investigated Indonesian students' anxiety that focused on English language skills, such as speaking (Said & Weda, 2018), listening (Chriswiyati & Subekti, 2022) , reading (Faruq, 2019) and writing (Mulyono, Liestyana, Warni, Suryoputro, & Ningsih, 2020). In this regard, investigating senior high school students' challenges in terms of anxiety is also researched, which aims to find out what factors affected the students' anxiety.

Another investigated challenge in this research related to the students' boredom in following their English learning process. Boredom is one of the negative emotional feelings that is commonly experienced by language learners, but it is still under-researched in comparison to other variables, for instance; anxiety, interest, or enjoyment (Pawlak, Kruk, Zawodniak, & Pasikowski, 2020). In the educational context, boredom is one of the negative emotions that can affect students' engagement with teachers and peers, motivation in learning, and also interest (Derakhshan et al., 2021). Hence, this present study is to explore what are the triggers of boredom in the English language teaching context. It is worth investigating to reveal what makes the students feel bored in their English language teaching process, so the teachers would be able to anticipate the sources of boredom in their classes and get more prepared to find innovative ways that can create enjoyment in English learning and also enhancement of the students' English skills.

Considering the aforementioned information, there is a paucity of follow-up research in Indonesia that investigated senior high school students' experiences in learning English in at EFL context by focusing on motivation and challenges (anxiety and boredom). This study was conducted to address this gap through questionnaire surveys that involved senior high school students from three different grades (10th, 11th, and 12th). This study is projected to provide important information for teachers at senior high school level to enhance or sustain the students' motivation in learning English, and lead them to anticipate some problems that can affect their English learning success. Furthermore, this study is also aimed to contribute to the existing literature in the circumstance of exploring senior high school students' experiences in learning English by emphasising on motivation and challenges through quantitative approach.

2. METHODS

This study worked on a quantitative approach aimed at exploring Indonesian senior high school students' experiences in learning English as a foreign language. The participants in this study consisted of a cohort of senior high school students from a private school in Indonesia. The total number of participants was approximately 64 students from three different grades; the 10th, 11th, and 12th. They were teenage students in the age range of 14-18 years old. They also had various lengths of experience in learning English. Table 1 describes more details about the participants:

Table 1
Background of the participants

Variables	Category	Number	Percentage
Gender	Female	64	98.46%
	Male	1	1.54%
Grade	The 10 th graders	19	29.23%
	The 11 th graders	13	20%
	The 12 th graders	33	50.77%
Age	14	1	1.54%
	15	15	23.08%
	16	16	24.62%
	17	31	47.69%
	18	2	3.08%
English Learning Experiences (a category in years)	3-5	18	28.13%
	6-8	18	28.13%
	9-12	19	29.69%
	>12	9	14.06%

The participants were encouraged to fill out online self-report questionnaires related to their motivation and challenges in learning English. Prior to those constructs, the questionnaires started with

a section collecting participants' demographic background (i.e. age, sex, grade, and periods of learning English). The participants were invited to identify their motivation and challenges in learning English. In terms of motivation in learning English, this study employed the "Intrinsic/Extrinsic Motivation Scale of English Learning (I/EMSCEL)" (F. X. Wang, 2008). The I/EMSCEL consisted of four motivational factors; motivation for knowledge, internal fulfilment regulation, motivation to challenge, and external utility regulation. In relation to the participants' challenges in learning English, this study focused on investigating their emotions in learning English. It is necessary to investigate whether the participants face issues in terms of boredom and anxiety in their English learning process. The "Boredom in Practical English Language Classes (BPELC)" questionnaire was administered to identify the participants' boredom in learning the language (Pawlak et al., 2020). The BPELC consisted of 23 statements which were categorised into two affecting factors of boredom; "(1) disengagement, monotony, and repetitiveness, and (2) lack of satisfaction and challenge". Regarding the participants' anxiety in learning English, foreign language learning anxiety scale was used (Horwitz, 1986). Descriptive analyses, including frequencies, means, and percentages, were performed to reveal the motivation and challenges experienced by the students. For details description of the instruments used in this study can be found in table 2:

Table 2
Data Collection Tools

Tools	Components	Number of Items	Scales
Intrinsic/Extrinsic Motivation Scale of English Learning (I/EMSCEL) Questionnaire	Motivation for knowledge Internal fulfilment regulation Motivation to Challenge External Utility regulation	21 Items	"5-Point Likert Scale (1 =Strongly disagree to 5= strongly agree)."
Boredom in Practical English Language Classes (BPELC) questionnaire	Disengagement, monotony, and repetitiveness. Lack of satisfaction and Challenge	23 Items	"5-Point Likert Scale (1 =Strongly disagree to 5= strongly agree)."
Foreign language learning anxiety scale		33 Items	"5-Point Likert Scale (1 =Strongly disagree to 5= strongly agree)."

3. FINDINGS AND DISCUSSION

Findings

This section describes the findings related to a cohort of Indonesian senior high school students' motivation and challenges in learning English; anxiety and boredom.

3.1. Students' Motivation in Learning English

Based on the students' responses on the "Intrinsic/Extrinsic Motivation Scale of English Learning (I/EMSCEL)", the results are grouped into four motivational constructs; "motivation for knowledge, internal fulfilment regulation, motivation to challenge, and external utility regulation".

3.1.1 Motivation for Knowledge

Table 3 : Motivation for Knowledge

No	Motivation for Knowledge	Min.	Ma	Mean	Std Deviation	%					N
						SD	DA	N	A	SA	
1	S1	1.00	5.00	3.81	0.83	1.59%	1.59%	31.75%	44.44%	20.63%	63
2	S2	1.00	5.00	4.02	0.65	0%	3.17%	11.11%	66.67%	19.05%	63
3	S3	1.00	5.00	3.59	0.88	1.59%	4.76%	44.44%	31.75%	17.46%	63
4	S4	1.00	5.00	3.38	0.93	3.17%	12.70%	36.51%	38.10%	9.52%	63
5	S5	1.00	5.00	2.70	1.02	12.70%	26.98%	44.44%	9.52%	6.35%	63
6	S6	1.00	5.00	3.48	0.97	4.76%	9.52%	30.16%	44.44%	11.11%	63

Table 3 presents the details of the mean, standard deviations, and percentages of the students' motivation in learning English in terms of motivation for knowledge. The result indicated that the students' persistent when facing challenges in English learning was the top factor that influenced them in English learning ("I will persist when facing difficulties in English learning", M=4.02). Other leading factors that encouraged the students to enhance their English were interests ("I like learning English", M=3.81, "I like listening to English speech", M=3.59, "I work on my English assignments according to a planned schedule" M=3.48, and "I like reading English articles", M= 3.38). However, the students' self-confidence placed the least prominent factor in motivating them to enhance their English skills, particularly when comparing their English skills with other class members ("I feel more confident in English learning compared with my classmates", M=2.70).

3.1.2 Internal Fulfillment Regulation

Table 4. Internal Fulfilment Regulation

No	Internal Fulfillment Regulation	Min	Max	Mean	Std D.	%					N
						SD	D	N	A	SA	
1	S1	1.00	5.00	3.27	0.79	3.23%	8.06%	50.00%	35.48%	3.23%	62
2	S2	1.00	5.00	3.23	0.87	1.61%	16.13%	48.39%	25.81%	8.06%	62
3	S3	1.00	5.00	3.55	0.87	3.23%	3.23%	41.94%	38.71%	12.90%	62
4	S4	1.00	5.00	3.60	0.91	3.23%	4.84%	35.48%	41.94%	14.52%	62
5	S5	1.00	5.00	4.15	0.86	1.61%	3.23%	11.29%	46.77%	37.10%	62

Table 4 showed the details of mean, standard deviations, and percentages of internal fulfilment regulation as another construct that affected the Indonesian senior high school students' motivation to learn English. Internal fulfilment regulation refers to internal factors that motivate the students to

enhance their English competency. The results revealed the students' belief in the benefit of mastering English for their future job placed the most significant factor affecting their motivation in learning English ("English learning takes great advantage on the future work", $M=4.15$). The other factors related to the students' awareness on the significant roles of English for communication, getting an ideal job, and personal development also presented significant contributions towards the students' personal fulfilment regulation to enhance their English skills ("In order to get an ideal job in the future I study English diligently", $M=3.60$, "English is a very important tool for communication so I study it diligently", $M=3.55$, "I study English diligently for potential development in the future", $M=3.27$, "In order to know the recent development in my major, I study English diligently", $M=3.23$).

3.1.3 Motivation to Challenge

Table 5. Motivation to Challenge

No	Motivation to Challenge	Min	Max	Mean	Std D.	%					N
						SD	DA	N	A	SA	
1	S1	1.00	5.00	2.86	1.04	7.94%	30.16%	38.10%	15.87%	7.94%	63
2	S2	1.00	5.00	3.59	0.94	3.17%	7.94%	30.16%	44.44%	14.29%	63
3	S3	1.00	5.00	3.83	0.94	0.00%	9.52%	25.40%	38.10%	26.98%	63
4	S4	1.00	5.00	4.14	1.02	3.17%	4.76%	12.70%	33.33%	46.03%	63
5	S5	1.00	5.00	3.59	0.88	3.17%	3.17%	39.68%	39.68%	14.29%	63
6	S6	1.00	5.00	3.89	1.07	6.35%	3.17%	15.87%	44.44%	30.16%	63

Table 5 showed the details of mean, standard deviations, and percentages of motivation to challenge as one of the constructs that affected the students' motivation in learning English as a foreign language. Motivation to challenge reflects to some barriers faced by the students in learning English that encouraged them to enhance their English skills. The findings depicted that challenging tasks in the students' learning process brought positive value for the students' English learning ("I like challenging to difficult tasks," $M=2.86$), and they felt excited when accomplished it ("I am excited when I have accomplished a difficult task in English learning," $M=4.14$). The students' excitement in completing the tasks affected their motivation in learning English. This idea showed the highest contribution among the other factors in motivation to challenge constructs. Followed by other challenges that also showed positive contribution towards the students' motivation in their learning. The students' difficulties to use English to other speakers did not demotivate them in their learning process, while it encouraged them to improve their performance ("It is very challenging to communicate with foreign speakers," $M=3.89$). Although watching English movies appeared as a challenge for the students, they claimed that this challenge also motivated them to enhance their English ("I like English movies," $M=3.83$). In terms of task completion, finishing English homework was also the students' challenge, but it is still valued to motivate them in their English learning ("I can finish my English homework actively," $M=3.59$).

3.1.4 External Utility Regulation

Table 6. External Utility Regulation

No	External Utility Regulation	Min	Max	Mean	Std. D.	%					N
						SD	SA	DA	N	A	
1	S1	1.00	5.00	2.16	1.14	35.48%	3.23%	32.26%	16.13%	12.90%	62
2	S2	1.00	5.00	2.16	0.83	22.95%	0.00%	42.62%	29.51%	4.92%	62
3	S3	1.00	5.00	3.44	1.03	4.84%	17.74%	8.06%	43.55%	25.81%	62
4	S4	1.00	5.00	2.58	0.94	12.90%	1.61%	33.87%	37.10%	14.52%	62

Table 6 shows the details of mean, standard deviations, and percentages of external utility regulation as one of the constructs that affected the students' motivation to learn English as a foreign language. External utility regulation is connected to some external factors that encourage the students in their English learning processes, such as appreciation from other people or getting rewards or acknowledgement. The data displayed that motivation to get a scholarship reached the highest mean among the other ideas ("English achievement is a crucial factor in getting a scholarship, so I study English diligently", $M=3.44$). Meanwhile, the other external factors, such as getting acknowledgement from teacher ("I study English hard for the praise of the teacher", $M= 2.16$), to pass English exams ("I study English only to pass my English exams", $M=2.16$), and to be accepted in the university ("I study English diligently merely to be accepted in a university", $M=2.58$) showed less prominent contributions towards the purpose of learning English to get a scholarship.

3.2. Challenges in Learning English

This study also investigated the Indonesian senior high school students' challenges in learning English by referring to their personal emotions; boredom and anxiety. By referring to the students' responses towards the "Boredom in Practical English Language Classes Questionnaire (BPELCQ)" and "Foreign language learning anxiety scale (FLLAS)," the results showed that the participants were prone to be bored and anxious in their English classes. A details explanation is presented in the following:

3.2.1. Boredom in English Language Learning

The finding revealed that a large number of the students had positive experienced in their English learning ("I get a kick out of most things I do in a language class," $M=3.56$, "I can usually find something interesting to do in my language classes," $M=3.55$, "It is easy for me to concentrate on the activities in my English language," $M=3.31$). However, some factors that could affect the students' boredom in their English learning were identified, they were grouped in two categories: firstly, disengagement, monotony, and repetitiveness; secondly, lack of satisfaction.

The participants showed that disengagement, monotony, and repetitiveness as some influential factors towards their boredom in English learning. Although a large number of participants admitted that they were involved actively in their English classes ("I actively participate in English classes," $M=3.59$), boredom could still be identified in their learning process. The students still required encouragement to keep going in their classes ("It takes more stimulation to get me going in English classes than most students from my group," $M=3.59$). Additionally, the students also claimed that

monotonous learning activities could also trigger their boredom ("It takes a lot of change and variety to keep me really satisfied during my English classes," M=3.56", "I would like to have more challenging things to do in my English classes," M=3.31,"If I am not doing something interesting/exciting during English classes, I feel tired and bored," M= 3.11. Last but not least, repetitive learning activities also led the students in boredom when they felt like doing the same activities all the time ("It seems that English classes are the same all the time; it is getting boring," M=2.22). In other words, disengagement, monotony and repetitiveness were found as triggers towards the students' boredom in the English language learning process, although the percentage of the factors varied. See Table 7 for more details:

Table 7. Disengagement, monotony and repetitiveness

No.	Disengagement, Monotony, and Repetitiveness	Min.	Max	Mean	Std D.	%					N
						SD	D	N	A	SA	
1	S1	1.00	5.00	2.38	0.82	10.94%	51.56%	26.56%	10.94%	0.00%	64
2	S2	1.00	5.00	3.59	0.93	1.56%	14.06%	20.31%	51.56%	12.50%	64
3	S3	1.00	5.00	2.06	0.90	26.56%	50.00%	15.63%	6.25%	1.56%	64
4	S4	1.00	5.00	2.62	0.93	9.52%	38.10%	36.51%	12.70%	3.17%	64
5	S5	1.00	5.00	2.77	1.06	10.94%	31.25%	34.38%	17.19%	6.25%	64
6	S6	1.00	5.00	3.11	1.08	7.81%	20.31%	34.38%	28.13%	9.38%	64
7	S7	1.00	5.00	3.56	0.98	1.56%	14.06%	28.13%	39.06%	17.19%	64
8	S8	1.00	5.00	2.22	0.87	17.19%	54.69%	18.75%	7.81%	1.56%	64
9	S9	1.00	5.00	3.31	0.88	1.56%	14.06%	45.31%	29.69%	9.38%	64
10	S10	1.00	5.00	2.30	0.90	17.19%	46.88%	26.56%	7.81%	1.56%	64
11	S11	1.00	5.00	1.89	0.83	32.81%	51.56%	10.94%	3.13%	1.56%	64
12	S12	1.00	5.00	3.59	1.08	4.76%	9.52%	30.16%	33.33%	22.22%	64
13	S13	1.00	5.00	1.95	0.82	28.13%	54.69%	12.50%	3.13%	1.56%	64
14	S14	1.00	5.00	2.44	0.95	14.06%		29.69%	9.38%	3.13%	64

Lack of satisfaction was found less prominent factor towards the students' boredom in their English language learning activities. This fact refers to the students responses. Many students claimed that they experienced meaningful language classes. This is supported by the students' claim that their English classes were fun and they felt success in all the tasks they did ("I always feel entertained in my English language classes," M= 3.48, "I can usually find something interesting to do in my language classes," M=3.55 ,"I get a kick out of most things I do in a language class," M= 3.56). Although negative emotions, such as feeling loose and repetitive tasks, were still faced by the students and prone to their lack of satisfaction in, which eventually caused boredom in learning ("I often find myself at loose ends in a language class," M=2.71, "I often have to do repetitive or monotonous things in my language classes," M=2.62), this condition alerts the teacher to keep

maintaining the students' satisfaction in learning through the end of the lesson and avoiding repetitive tasks. Providing more challenging tasks also appeared as a solution to avoid dissatisfaction in their learning and fade away the boredom ("I would like to have more challenging things to do in my English classes," M=3.31. See table 8 for more details:

Table 8 Lack of Satisfaction

No.	Lack of Satisfaction	Min	Max	Mean	Std. D	%					N
						SD	D	N	A	SA	
1	S1	1.00	5.00	2.71	1.00	11.11 %	30.16 %	39.68 %	14.29 %	4.7 6%	63
2	S2	1.00	5.00	1.98	0.81	25.40 %	57.14 %	12.70 %	3.17%	1.5 9%	63
3	S3	1.00	5.00	3.48	0.82	1.61%	6.45%	43.55 %	38.71 %	9.6 8%	63
4	S4	1.00	5.00	2.62	0.86	4.76%	46.03 %	34.92 %	11.11 %	3.1 7%	63
5	S5	1.00	5.00	3.56	0.77	1.59%	6.35%	33.33 %	52.38 %	6.3 5%	63
6	S6	1.00	5.00	2.18	0.91	24.19 %	41.94 %	27.42 %	4.84%	1.6 1%	62
7	S7	1.00	5.00	3.55	0.82	1.61%	4.84%	41.94 %	40.32 %	11. 29 %	62
8	S8	1.00	5.00	3.31	0.87	1.61%	12.90 %	48.39 %	27.42 %	9.6 8%	62
9	S9	1.00	5.00	3.52	1.02	3.28%	11.48 %	32.79 %	34.43 %	18. 03 %	61

3.2.2. Anxiety in Learning English

Another language learning challenge that was investigated in this study related to senior high school students' anxiety in learning English. Anxiety in learning English is a personal emotion of language learners that will affect their performance in using the language. Overall, the students experienced anxiety in their language learning process, but in some of the statements in the language learning anxiety questionnaire, the students responded positively towards the statements, which can be identified from the Mean score of each statement in the questionnaire. The details explanations of those two groups were explained below:

Table 9 Anxiety in Learning English

No	Anxiety in Learning English	Min	Max	Mean	Std Deviation	N	%	%	%	%	%
							SD	D	N	A	SA
1	S1	1.00	5.00	3.22	1.26	64	10.94%	20.31%	21.88%	29.69%	17.19%
2	S2	1.00	5.00	2.77	1.01	64	9.38%	34.38%	29.69%	23.44%	3.13%
3	S3	1.00	5.00	2.63	1.10	64	18.75%	23.44%	40.63%	10.94%	6.25%
4	S4	1.00	5.00	3.16	1.11	64	6.25%	25.00%	26.56%	31.25%	10.94%
5	S5	1.00	5.00	3.81	0.98	64	4.69%	3.13%	21.88%	46.88%	23.44%
6	S6	1.00	5.00	2.53	0.97	64	12.50%	39.06%	35.94%	7.81%	4.69%
7	S7	1.00	5.00	3.34	1.03	64	4.69%	14.06%	37.50%	29.69%	14.06%
8	S8	1.00	5.00	3.20	0.87	64	4.69%	9.38%	53.13%	26.56%	6.25%
9	S9	1.00	5.00	3.50	1.00	64	1.56%	14.06%	35.94%	29.69%	18.75%
10	S10	1.00	5.00	3.50	1.08	64	6.25%	7.81%	34.38%	32.81%	18.75%
11	S11	1.00	5.00	3.20	1.02	64	7.81%	12.50%	39.06%	32.81%	7.81%
12	S12	1.00	5.00	2.81	1.03	64	10.94%	28.13%	32.81%	25.00%	3.13%
13	S13	1.00	5.00	2.92	1.18	64	10.94%	28.13%	31.25%	17.19%	12.50%
14	S14	1.00	5.00	2.89	1.06	64	6.25%	31.25%	42.19%	7.81%	12.50%
15	S15	1.00	5.00	3.45	1.12	64	4.69%	17.19%	25.00%	34.38%	18.75%
16	S16	1.00	5.00	3.31	0.88	64	1.56%	17.19%	35.94%	39.06%	6.25%
17	S17	1.00	5.00	2.06	0.91	63	30.16%	39.68%	25.40%	3.17%	1.59%
18	S18	1.00	5.00	3.03	1.00	64	7.81%	18.75%	42.19%	25.00%	6.25%
19	S19	1.00	5.00	2.80	1.09	64	14.06%	21.88%	42.19%	14.06%	7.81%
20	S20	1.00	5.00	2.78	1.12	64	15.63%	25.00%	29.69%	25.00%	4.69%
21	S21	1.00	5.00	2.34	1.02	64	21.88%	37.50%	28.13%	9.38%	3.13%
22	S22	1.00	5.00	3.65	1.04	63	4.76%	7.94%	25.40%	41.27%	20.63%
23	S23	1.00	5.00	3.39	1.08	64	6.25%	10.94%	37.50%	28.13%	17.19%
24	S24	1.00	5.00	2.92	0.92	64	4.69%	26.56%	46.88%	15.63%	6.25%
25	S25	1.00	5.00	3.17	1.04	64	4.69%	20.31%	40.63%	21.88%	12.50%
26	S26	1.00	5.00	2.70	0.96	64	7.81%	37.50%	35.94%	14.06%	4.69%

27	S27	1.00	5.00	2.89	1.03	64	7.81%	29.69%	34.38%	21.88%	6.25%
28	S28	1.00	5.00	3.24	0.85	63	1.59%	15.87%	46.03%	30.16%	6.35%
29	S29	1.00	5.00	3.03	0.93	64	6.25%	20.31%	40.63%	29.69%	3.13%
30	S30	1.00	5.00	2.77	1.00	64	10.94%	29.69%	32.81%	25.00%	1.56%
31	S31	1.00	5.00	3.03	1.13	64	7.81%	28.13%	28.13%	25.00%	10.94%
32	S32	1.00	5.00	3.48	0.97	64	4.69%	6.25%	39.06%	35.94%	14.06%
33	S33	1.00	5.00	3.19	1.13	64	9.38%	15.63%	34.38%	28.13%	12.50%

Table 8 depicts that a number of participants stated that their anxiety in English language learning rooted from their personal feeling when not able to understand what the teacher said or every single word used by their language teacher. This situation triggers nervousness among the students and lead to anxiety in their learning process ("I get nervous when I don't understand every word the language teacher says", M=3.03, "It frightens me when I don't understand what the teacher is saying in the foreign language,"M=3.16, "I get upset when I don't understand what the teacher is correcting", M=3.45). The students also felt anxiety when the teaching and learning process in the classroom not run as their phase ("Language class moves so quickly I worry about getting left behind", (M=3.17). The students' thought about other students are better learners also affected their anxiety ("I keep thinking that the other students are better at languages than I am", M=3.34, "I am afraid that the other students will laugh at me when I speak the foreign language", M=3.03). Lack of preparation before using or practising the language could also cause the students' anxiety ("It frightens me when I don't understand what the teacher is saying in the foreign language", M=3.51, "I get nervous when the language teacher asks questions which I haven't prepared in advance", M=3.48). The previous factor was also influenced by the students' anxiety of making mistakes or doing failure acts ("I worry about the consequences of failing my foreign language class", M=3.50). In addition, lack of confidence in using English also lead to anxiety ("I never feel quite sure of myself when I am speaking in my foreign language class", M=3.22).

Among all the sources of the students' anxiety in learning English, the students' positive vibes, such as experiencing ease in their language learning process, were still found by the students in the midst of their anxious feeling ("I am usually at ease during tests in my language class", M=3.20, "It wouldn't bother me at all to take more foreign language classes", M=3.81). Also, in terms of confidence ("I feel confident when I speak in foreign language class", M=3.03, "I don't understand why some people get so upset over foreign language classes", M=3.20, "I don't feel pressure to prepare very well for language class", M=3.65, "I would probably feel comfortable around native speakers of the foreign language", M=3.48). Furthermore, some participants also claimed that making mistakes were not something that could make them worry (M=2.77), this facts proved that they did not face serious anxiety in their language learning process. Although nervousness, overthinking, embracement could still be identified in their learning process.

Discussion

This research was led by two research questions related to Indonesian senior high school students' motivation and challenges in learning English as a foreign language. When it comes to the first research question on the students' motivation in learning English, the finding showed that the students' English language learning motivations were affected by both internal and external motivational factors which were put into four categories; "motivation for knowledge, internal fulfilment regulation, motivation to challenge, and external utility regulation". This finding echoed

the previous study that identified English learners' motivation in the Chinese EFL context (F. X. Wang, 2008). Motivation for knowledge refers to internal motivation factors that influence an English language learner's willingness to enhance his/her English skills through knowledge orientation. The participants in this study showed that their motivation to have knowledge and skills in English directed them to be persistent in their learning process, with the highest mean score were 4.02. Their persistence in learning was also nurtured by their interest in English, preference in listening to English speech, working on English assignments and also reading in English that reached 3.81, 3.59, 3.48, and 3.48 respectively. This finding exhibited that the students' attitudes towards English plays significant roles in motivating them in learning English. As stated by Taguchi et al., (2009) positive attitudes towards language learning will exhibit great efforts. In relation to internal fulfilment regulation, this construct also pertained to internal motivation that also emphasised on the language learners' attitudes. In this study, the students' beliefs in the importance of English as a tool for their future career reached its peak with mean score was 4.15, then followed by the significant roles of English for communication, and also personal development purposes. This finding reflected the assertion of a previous study in the Indonesian context that identified the students' orientation in learning English tagged as instrumental (Bradford, 2007).

Some other studies confirmed that the language learners' internal motivation has a vast impact towards their success in learning the language (Carreira, 2011; Jiao et al., 2022), although it could change by school level and gender (Lee & Kim, 2014). Furthermore, motivation to challenges is an external construct that also contributed to the students' motivation in English learning. It reflected the willingness of a language learner in this study to conquer challenges in their English learning process. In this research context, the challenges experienced by the students built their motivation in learning English. They found excitement when able to complete their difficult English tasks as stated by a large number of participants in this study. The mean score was 4.14. The other challenges, such as using English verbally and understanding English movies, triggered to improve their English. This finding established that challenging tasks in language learning had positive value to motivate the students in their language learning process. As stated by Chapman & Rich (2018), some components in learning process, such as scoring for assignments, doing assignments, and exams have a motivational influence. Last but not least, external utility regulation is also another external factor that also affected the students' motivation in learning English. This construct pertained to rewards received by the language learners in their learning process, such as attaining scholarship, passing English test, getting acknowledgement from other people, passing university entrance. Among all those factors, attaining scholarship achieved the highest mean score, 3.44, showing that a large number of the students were motivated in learning English aiming to get scholarship.

With regards to the students' challenges in learning English in Indonesia, this study investigated the students' boredom and anxiety in their English learning process. As presented in the previous section, both boredom and anxiety were experienced by the students; although the degrees of the challenges were not significant, the students showed some factors that could trigger the challenges. It is interesting to know that the participants in this study predominantly stated that they had meaningful English learning experiences which reflected that boredom was less experienced by most of them. In terms of boredom, some factors were identified to prone the students' boredom, they are; "disengagement, monotony and repetitiveness, and lack of satisfaction". These factors were relevant with the previous study that identified two facets of boredom; reactive and indicative of disaffection (Pawlak et al., 2020). Reactivity was exhibited through the students' need for more stimulation in learning to engage them, and more various learning activities to avoid monotonously and repetitiveness, while indicative of disaffection could be affected by negative emotions, such as feeling loose and frustrated with the learning activities. The findings alert English language teachers to be able to anticipate those factors to avoid boredom in their English courses. It is worth noting the importance of performing engaging learning settings through creative learning activities that can stimulate the students to be active learners through technology integration which has been

recommended by many scholars, such as (Yogi, 2013; Hakeem Barzani, Aslam, & Aslam, 2021; Niu, 2021).

In terms of anxiety in English language teaching, the participants' anxiety was influenced by their attitudes, such as nervousness, lack of confidence, over thinking. The participants got nervous when they could not fully comprehend the information presented in English, particularly when it is delivered by their English teacher. Lack of confidence also appeared when the students felt that the teaching and learning activities did not run as their phase. This condition makes them feel inferior compared to the other students. Additionally, the students also felt a lack of confidence when they think that others would put them down or mock at them when making mistakes in using the language. Furthermore, the students felt anxious of making mistakes because they worried on the consequences of failing in performing the language tasks. Despite facing some negative emotions that grew anxiety in English language learning, the students still could find enjoyment in their learning process, such as experiencing ease in learning, not being afraid to make mistakes, and being happy in preparing for their language learning.

4. CONCLUSION

This study has revealed some motivational factors and challenges experienced by a group of senior high school students in one of the Indonesian high school settings. The students' motivations in learning English as a foreign language were affected by four motivational constructs; "motivation for knowledge, internal fulfillment regulation, motivation to challenge, and external fulfillment regulation". Among the four motivational constructs, internal fulfillment regulation, specifically related to the students' motivation to achieve a better job in the future, reached the highest peak (M=4.15), followed by motivation to challenge; the challenges faced by the students in their English learning brought excitement and motivated to enhance their English (M=4.14), also motivation to knowledge that shaped the students to be persistent in learning English also vastly contributed towards their motivation (M=3.81), and external fulfillment regulation that related to attaining scholarship showed immense influence towards the language learners' motivation in learning English (M=3.44). In relation to challenges in learning English, the students did not face significant challenges in terms of boredom and anxiety. However, some factors that could be prone the students' boredom and anxiety were found in this study. The students could be prone to boredom in their language learning process because of two factors reactive and indicative disaffection. Reactive factors related to disengagement, monotony and repetitiveness, while indicative disaffection, pertained to the students' emotion in following the lessons, such as getting the lost or frustrated feeling. Furthermore, some factors that could triggered the students' anxious were identified, such as nervousness, lack of confidence, over thinking. Nevertheless, enjoyment in following language learning could help the students to fade away their anxiety, such as build their own self-confidence, tolerating mistakes, and create comfortable learning environment.

Since this study was conducted in a small group of high school students in Indonesia, the findings in this study might not effective to be generalised in a large context of senior high school students in Indonesia, but it can be used as resources for English teachers in facilitating the English language learners to reach their learning objectives by identifying their students' motivation in learning the language. In addition, the language teachers could get meaningful insight into some factors that can probe boredom and anxiety in their language teaching and learning process. However, a more comprehensive study that employs mixed methods approaches, and involves more participants from different school backgrounds in Indonesian will enrich the literature regarding the students' motivation and challenges in learning English in, which eventually will enhance English language teaching programs.

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