



## Investigating Students Motivation as Autonomous Learners in English Language Acquisition: A Study on Politeknik Pelayaran Sulawesi Utara

Jeihn Novita C. Budiman<sup>1\*</sup>, Nindy N. Ganap<sup>1</sup>

North Sulawesi Marine Polytechnic, North Sulawesi, Indonesia

\* Corresponding Author. E-mail: [jeihnnovita@gmail.com](mailto:jeihnnovita@gmail.com), [ganapnindy@gmail.com](mailto:ganapnindy@gmail.com)

Receive: 27/12/2023

Accepted: 16/01/2024

Published: 01/03/2024

### Abstract:

*This research delves into the motivations propelling cadets at Politeknik Pelayaran Sulawesi Utara as autonomous learners in the realm of English language acquisition. Employing a comprehensive questionnaire, the study explores the intricate factors influencing students' commitment and enthusiasm for independent language mastery. Results indicate a pronounced inclination among cadets to adopt autonomy both within and beyond the traditional classroom, emphasizing a proactive approach to English language learning. Motivations identified encompass the intrinsic joy derived from engaging with English instruction, coupled with the obligation inherent in the maritime context where English proficiency is imperative. Further, this present study delves into the interplay between academic success and motivation, revealing a compelling desire for high grades as a driving force. External factors, including praise and punishment, also contribute to shaping the motivational landscape. Additionally, the research uncovers supporting elements such as clear learning objectives, a passion for language acquisition, conducive learning environments, stimulating teaching materials, active participation opportunities, and collaborative interactions with study partners. This comprehensive exploration provides valuable insights into the nuanced motivations of cadets at Politeknik Pelayaran Sulawesi Utara, offering a foundation for informed educational strategies and interventions tailored to foster an environment conducive to autonomous language learning.*

**Keywords:** *Driving Motivation, Autonomous Learning, English, Learning Engagement.*

### Introduction

Motivation serves as a formidable impetus with profound implications for the educational process. According to the insights of Yilmaz et al., (2023); Wen & Piao, (2020), learning motivation

embodies a potency, propulsive force, or instrumental mechanism fostering a robust willingness and inclination in learners to actively, creatively, effectively, innovatively, and pleasantly engage in the

process of knowledge acquisition. This pertains to transformative behavioral changes across cognitive, affective, and psychomotor domains. Evidently, a learner's capacity to attain optimal outcomes in the learning trajectory is contingent upon the vigor and desire underpinning their educational pursuits (Habeb Al-Obaydi et al., 2022). The positive outcomes elucidated by Hanafiah and Suhana emanate from consequential shifts in student learning behavior. Conversely, an autonomous learner assumes the mantle of responsibility for delineating their educational objectives, selecting content, determining pace, adopting learning methodologies, and monitoring progress, as well as evaluating learning outcomes (Oga-Baldwin & Fryer, 2020); (Pataranutaporn et al., 2022); (Mentang et al., 2022). This necessitates cognitive, behavioral, and attitudinal autonomy in the execution of their learning endeavors. In the realm of language acquisition, this definition assumes a more nuanced scope, where autonomous language learners are construed as individuals primarily focused on self-directed language learning.

Within the domain of acquiring a foreign or second language, proficiency in language skills assumes paramount importance for effective interaction and communication. As Wu et al., (2022); Rehman et al., (2014); Wullur et al., (2020) claimed that, the imperative for mastering these skills underscores the significance of autonomous learning in language acquisition. The onus falls on students to

proactively take the initiative in their learning endeavors, fostering a positive disposition conducive to favorable learning outcomes. Hu & McGeown, (2020); Mentang et al., (2022); Pu et al., (2021) posit that effective communication in language learning hinges upon adept deployment of language skills. Consequently, learners who flourish in autonomous learning environments characterized by interactive engagement are more adept at acquiring a diverse repertoire of language skills. In essence, autonomy in language learning facilitates a smoother and more successful acquisition of linguistic proficiency.

The context of Politeknik Pelayaran Sulawesi Utara further exemplifies the exigency of language proficiency, particularly in English, for students specializing in the maritime sector. This study aims to delve into the motivation of Politeknik Pelayaran Sulawesi Utara students to become autonomous learners. It seeks to unravel the origins of this motivation and examine how it manifests in the mastery of language skills, specifically in the pursuit of learning English as a foreign language. Therefore, motivation emerges as a linchpin in the educational process, delineating the trajectory of learners' commitment and engagement. The transition towards autonomy in learning, particularly in language acquisition, underscores the proactive role learners assume in steering their educational journey. The imperative for language proficiency in the maritime sector further accentuates the relevance

of autonomy in language learning for students at Politeknik Pelayaran Sulawesi Utara. This study endeavors to scrutinize the nuanced interplay between motivation and autonomous learning in shaping language proficiency outcomes among students in this specialized educational context.

## Review Literature

### *The Concept of Motivation*

Student motivation is a multifaceted and pivotal aspect of the educational landscape, encompassing the intricate interplay of psychological, social, and environmental factors that propel learners toward academic engagement and success (Wen & Piao, 2020); (de Burgh-Hirabe, 2019); (El-Soussi, 2021). Rooted in the intrinsic desire for knowledge, achievement, and personal growth, motivation serves as the driving force that energizes students to embark on their educational journey with enthusiasm and persistence. Intrinsic motivation, emanating from an individual's internal desires and interests, plays a pivotal role in fostering a genuine passion for learning (Shilova et al., 2020); (Habeab Al-Obaydi et al., 2022). When students find personal relevance and meaning in the subject matter, their curiosity is ignited, propelling them to explore, comprehend, and delve deeper into the intricacies of the content. Teachers and educators can nurture intrinsic motivation by designing curricula that resonate with students' interests, providing opportunities for autonomy, and acknowledging the significance of their contributions. Extrinsic motivation, on the

other hand, stems from external factors such as rewards, recognition, or avoidance of punishment (Manuas et al., 2022). While external incentives can prompt initial engagement, sustained motivation often requires a delicate balance between extrinsic and intrinsic elements. Educators need to recognize the importance of fostering a supportive environment that values effort, celebrates achievements, and offers constructive feedback to bolster students' self-esteem and confidence.

The social dimension of student motivation is underscored by the influence of peers, teachers, and the broader educational community. Positive interpersonal relationships, collaborative learning experiences, and a sense of belonging contribute significantly to a supportive social context that nurtures motivation (Dang & Chou, 2020). Peer encouragement, mentorship, and a classroom culture that fosters inclusivity and respect enhance students' motivation to actively participate in the learning process. Moreover, Langkelang, (2020); Yilmaz et al., (2023); Lin et al., (2017) claimed that the learning environment itself plays a pivotal role in shaping student motivation. Well-designed classrooms, access to resources, and the integration of technology can create a conducive atmosphere that stimulates curiosity and engagement. The alignment of educational goals and expectations with students' developmental levels and interests enhances the perceived relevance of academic pursuits, further fueling motivation. Recognizing the

dynamic nature of student motivation, educators are challenged to employ diverse instructional strategies, differentiate their approaches, and cultivate a holistic learning experience (King et al., 2019); (Rehman et al., 2014); (Wu et al., 2022). By fostering a supportive and empowering educational environment, educators can inspire students to navigate challenges, persevere in the face of difficulties, and cultivate a lifelong love for learning. Ultimately, student motivation stands as a cornerstone in the edifice of education, influencing not only academic achievement but also shaping individuals who are intrinsically driven to explore, discover, and contribute to the broader tapestry of knowledge.

### ***Between Autonomous Learners and English Learning***

The nexus between autonomous learners and English language acquisition encapsulates a dynamic interplay wherein learners assume an active and self-directed role in the process of mastering a second language. Autonomy in language learning refers to the capacity of learners to independently set goals, select content, determine the pace of learning, adopt diverse methodologies, and critically evaluate their progress (Wijaya, 2021). This concept gains particular salience in the context of learning English as a foreign language, where the ability to communicate effectively holds paramount importance. As mentioned by Jianfeng et al., (2018); Dewi, (2020);

Ghorbandordinejad & Ahmadabad, (2016) Autonomous learners, when engaged in the pursuit of English language proficiency, exhibit a heightened sense of responsibility for their own learning trajectory. This self-directed approach empowers individuals to tailor their learning experiences to align with their unique cognitive styles, preferences, and pace of assimilation. The autonomy paradigm in English learning is not confined to mere linguistic competence but extends to encompass the multifaceted dimensions of language acquisition, including sociocultural nuances and pragmatic language use.

One of the key advantages of autonomy in English language learning lies in its potential to cultivate a proactive and positive learning attitude. Learners who embrace autonomy are more likely to view challenges as opportunities for growth, fostering resilience and perseverance in the face of linguistic complexities (Tsaniah et al., 2020). The autonomy framework encourages learners to engage in reflective practices, enabling them to assess their strengths and areas for improvement, thus contributing to a continuous and personalized learning experience. Furthermore, autonomy in English language learning facilitates the development of effective communication skills. Language proficiency extends beyond rote memorization of vocabulary and grammatical rules; it involves the application of language skills in real-life communicative contexts (Jaelani & Adung, 2022). Autonomous learners, by actively participating in language-related activities,

conversations, and interactions, enhance their ability to comprehend, express, and negotiate meaning in English. This experiential approach aligns with the belief that effective communication is contingent upon practical language use rather than a mere theoretical understanding.

In the context of Indonesian students, who are immersed in the shipping sector, mastery of English language skills is not only advantageous but often imperative. Autonomous learning becomes a strategic approach for these students as it allows them to tailor their language learning endeavors to the specific demands of their professional domain (Oga-Baldwin & Fryer, 2020). The ability to navigate maritime communication, understand international regulations, and engage in effective cross-cultural communication becomes integral to their roles as future professionals in the shipping industry. However, Rehman et al., (2014) said that the path to autonomy in English language learning is not without its challenges. Learners may encounter obstacles related to motivation, self-regulation, and access to resources. As (Ebadi & Amini, 2022); Ali et al., (2023); Nakata et al., (2020) suggest that educators play a pivotal role in supporting and scaffolding learners towards autonomy by fostering a conducive learning environment, offering guidance, and providing resources that facilitate independent learning. The concept of autonomous learners and English language learning represents a symbiotic synergy wherein learners actively shape their

linguistic proficiency. The autonomy paradigm empowers individuals to navigate the complexities of English language acquisition, fostering not only linguistic competence but also a broader set of skills essential for effective communication in diverse contexts. As Indonesian students embark on their journey towards autonomy in English learning, they are poised to emerge as proficient communicators equipped to navigate the intricacies of the globalized maritime industry

### Research Method

This study adopts a qualitative approach and utilizes a descriptive research design, aligning with Best & Kahn, (2006) assertion that descriptive research involves the methodical depiction and interpretation of the studied object in accordance with existing realities. The data collection process relies on an online questionnaire deployed through Google Forms, wherein the instrument is fashioned based on the 12 motivational principles delineated by Hanafiah & Suhana in (Jianfeng et al., 2018). Employing the Likert scale, the questionnaire serves as a meticulous tool to gauge students' motivation as autonomous learners in English language acquisition. The Likert scale encompasses five response categories Strongly Agree (SA), Agree (A), Doubt (D), Disagree (DA), and Strongly Disagree (SDA) for positive statements, affording a nuanced exploration of students' motivational nuances. This survey, disseminated among 20 students in

the Department of Marine Transportation Management at Politeknik Pelayaran Sulawesi Utara, was efficiently distributed via the WA group in early January. The immediate responses received on the same day of distribution underscore the students' prompt engagement with the questionnaire. Subsequent to data collection, the researchers, leveraging Microsoft Excel (MS Excel), will meticulously manage and analyze the acquired data. This analytical process will culminate in the calculation of respondents' scores, facilitating nuanced interpretations by the researchers themselves, thereby ensuring a comprehensive understanding of the intricate motivational dynamics at play among cadets in their autonomous English language learning journey.

### **Findings and Discussion**

The dynamic landscape of contemporary education underscores the paramount importance of student motivation as a driving force behind effective language acquisition. This study embarks on a comprehensive exploration, delving into the intricate dimensions of student motivation as autonomous learners engaged in the process of mastering the English language. With a specific focus on the student body at Politeknik Pelayaran Sulawesi Utara, an esteemed academic institution specializing in the maritime sector, the research aims to unravel the multifaceted factors that influence and shape the motivation of learners in their pursuit of English language

proficiency. Politeknik Pelayaran Sulawesi Utara, situated in the maritime hub, emphasizes the criticality of English language skills for its students who aspire to navigate the globalized landscape of the shipping industry. Proficiency in English is not merely advantageous but constitutes a requisite competency for future professionals in this specialized field. The study recognizes the distinctive nature of the educational context at Politeknik Pelayaran Sulawesi Utara, where students are not only learners but also prospective contributors to the maritime sector, where effective communication in English is integral.

The overarching goal of this research is to contribute nuanced insights into the intricate relationship between student motivation and autonomous learning strategies within the specific domain of English language acquisition. By undertaking an in-depth examination of the motivational drivers that underpin students' commitment and engagement, the study aspires to uncover the factors that either foster or impede their journey toward language proficiency. Understanding the unique motivational dynamics in the context of Politeknik Pelayaran Sulawesi Utara becomes imperative, as it offers a distinctive lens through which to view the intersection of autonomy and language learning in a specialized academic environment. The research is poised to shed light on the strategies employed by students to act as autonomous learners in their pursuit of English language mastery. Autonomy, as

conceptualized by Holec in Chiu et al., (2023); Liando et al., (2022); Moybeka et al., (2023), entails learners taking responsibility for setting goals, selecting content, determining the pace of learning, and evaluating outcomes. This research seeks to unravel how these dimensions of autonomy manifest in the specific context of language acquisition at Politeknik Pelayaran Sulawesi Utara. The study will explore whether students actively engage in self-directed learning, how they navigate challenges, and the extent to which their autonomous strategies contribute to language proficiency.

Furthermore, the investigation aims to identify the motivational factors that significantly impact the language learning experiences of students at Politeknik Pelayaran Sulawesi Utara. By understanding the sources of motivation, whether intrinsic or extrinsic, the study will provide valuable insights into the dynamics that fuel students' commitment to mastering English. Additionally, the research will consider the role of the learning environment, peers, and instructors in shaping motivational factors, recognizing the social dimensions that contribute to or hinder language learning autonomy. This study unfolds against the backdrop of an evolving educational landscape, recognizing the pivotal role of student motivation as autonomous learners in the intricate process of English language acquisition. By examining these dynamics within the unique context of Politeknik Pelayaran Sulawesi Utara, the research endeavors to offer valuable

contributions to the broader discourse on language learning and autonomy. As the findings emerge and the discussion unfolds, the aim is to provide actionable insights that can inform educational practices, curriculum development, and support mechanisms to enhance the English language learning experience for students in specialized institutions like Politeknik Pelayaran Sulawesi Utara. To answer research questions related to whether there is motivation to learn by cadets independently in learning English, how that motivation arises and why this motivation was appear, in this study the researcher used 20 questions in the questionnaire to find the answer. The following is a table of scores for the results of respondents' responses to distributed questionnaires.

**Table 1. Score of Respondents to the Questionnaire**

NO.	RESPONDENT	TOTAL	CATEGORY
1	R1	69	HIGH
2	R2	79	HIGH
3	R3	81	HIGH
4	R4	85	VERY HIGH
5	R5	81	HIGH
6	R6	74	HIGH
7	R7	93	VERY HIGH
8	R8	77	HIGH
9	R9	81	HIGH
10	R10	84	HIGH
11	R11	79	HIGH
12	R12	76	HIGH

NO.	RESPONDENT	TOTAL	CATEGORY
13	R13	78	HIGH
14	R14	81	HIGH
15	R15	80	HIGH
16	R16	95	VERY HIGH
17	R17	75	HIGH
18	R18	77	HIGH
19	R19	91	VERY HIGH
20	R20	70	HIGH
Average Score		80.3	HIGH

Table 1 provides the information about the total 21 cadets registered in the marine transportation management study program, there were 20 cadets (N = 20) who participated in filling out the questionnaire sent via a link to the WA group of the marine transportation management study program. The scores, ranging from 69 to 95, are indicative of the diverse motivational spectrum exhibited by the respondents. The cumulative average score, standing at 80.3, categorizes the overall motivation level as 'HIGH.' This categorization is established based on predefined thresholds that stratify the scores into qualitative categories. Individually, respondents R4, R7, R16, and R19 stand out with scores denoted as 'VERY HIGH,' signaling an exceptional degree of motivation as autonomous learners. These individuals, in particular, exhibit noteworthy commitment and enthusiasm toward their English language learning endeavors. Conversely, respondents with scores falling within the

'HIGH' category, ranging from 69 to 84, collectively demonstrate a commendable level of motivation. The distribution of scores indicates a generally positive and elevated motivational atmosphere among the respondents.

The 'HIGH' average score of 80.3 reflects a consistent and robust motivation level across the sampled population. This collective motivation is indicative of a positive trend in the respondents' willingness and desire to actively engage in autonomous learning practices for English language acquisition. The findings suggest a prevailing inclination among the respondents to assume responsibility for their learning, set goals, and navigate their language acquisition journey with a proactive mindset. While the table provides a quantitative snapshot of motivation levels, further analysis and interpretation should consider potential influencing factors. It would be beneficial to explore the specific aspects of autonomy that resonate with the respondents, the role of external motivators, and any observed patterns within the 'HIGH' and 'VERY HIGH' categories. Additionally, a qualitative exploration through interviews or open-ended survey questions could provide richer insights into the nuanced motivations that contribute to the observed scores. Table 1 serves as a valuable instrument for assessing and categorizing the motivational levels of respondents in the context of autonomous English language learning. The 'HIGH' average score underscores a positive motivational climate within the studied



population, offering a foundation for further discussion, analysis, and potential implications for educational practices. This means that the motivation to learn as autonomous learners in learning English among cadets at Politeknik Pelayaran Sulawesi Utara exists and categorized as high.

The subsequent discovery pertains to the emergence and underlying factors of motivation for autonomous learning in English among cadets at Politeknik Pelayaran Sulawesi Utara, elucidated in detail through the ensuing table. This finding endeavors to shed light on the mechanisms and reasons behind the cadets' motivation to engage in autonomous learning practices specifically geared towards English language acquisition. The forthcoming discussion will provide a comprehensive analysis, drawing insights from the tabulated data, to delineate the intricate dynamics influencing the cadets' self-directed learning journey. The focus extends beyond the numerical scores, delving into the qualitative aspects that contribute to the observed levels of motivation. By scrutinizing the patterns and nuances encapsulated in the table, a nuanced understanding of the cadets' motivations as autonomous learners in the realm of English language learning will be presented, offering valuable insights for both academia and educational practitioners.

**Table 2. Frequency Distribution and Percentage of Respondents' Responses**

NO	QUESTIONS	RESPONSES
----	-----------	-----------

		SA	A	D	DA	SD
1	Saya belajar bahasa Inggris secara mandiri ketika berada di dalam kelas	10 %	80 %	10 %	0%	0%
2	Saya belajar bahasa Inggris secara mandiri ketika berada di luar kelas	25 %	50 %	20 %	5%	0%
3	Saya mempelajari Bahasa Inggris karena saya senang mempelajarinya	25 %	70 %	5%	0%	0%
4	Saya mempelajari Bahasa Inggris karena bahasa Inggris adalah hal wajib di bidang pelayaran	55 %	45 %	0%	0%	0%
5	Saya mempelajari Bahasa Inggris karena saya merasa senang dengan pengajar dan teknik pengajarannya.	10 %	65 %	20 %	0%	5%
6	Saya mempelajari Bahasa Inggris karena saya ingin mendapatkan nilai yang baik	35 %	60 %	0%	5%	0%
7	Saya mempelajari bahasa Inggris karena memiliki pengalaman belajar yang baik di sekolah saya sebelumnya	15 %	35 %	45 %	5%	0%
8	Pujian dan penghargaan dari orang lain (pengajar, orang tua atau teman) membuat saya termotivasi untuk belajar bahasa Inggris	20 %	70 %	5%	0%	5%
9	Hukuman membuat saya termotivasi dalam belajar bahasa Inggris.	20 %	45 %	10 %	20%	5%
10	Melihat teman saya mempelajari bahasa Inggris secara mandiri, membuat saya juga termotivasi untuk belajar bahasa Inggris	45 %	55 %	0%	0%	0%
11	Saya memiliki tujuan yang jelas untuk belajar bahasa Inggris sehingga saya termotivasi untuk belajar secara mandiri.	20 %	70 %	10 %	0%	0%
12	Motivasi belajar bahasa Inggris secara mandiri saya terbangun ketika saya belajar dengan cara yang berbeda-beda	25 %	60 %	5%	10%	0%

NO	QUESTIONS	RESPONSES				
		SA	A	D	DA	SD
13	Saya lebih termotivasi jika belajar bahasa Inggris dengan metode/cara belajar yang sama.	5%	65%	15%	10%	5%
14	Bahan ajar / materi yang menarik membuat saya lebih termotivasi untuk belajar bahasa Inggris secara mandiri.	35%	60%	5%	0%	0%
15	Saya dapat mengembangkan potensi bahkan prestasi saya jika saya punya keinginan yang kuat untuk belajar bahasa Inggris secara mandiri	25%	70%	5%	0%	0%
16	Saya merasa bahwa keadaan emosi saya dapat menghambat berkembangnya motivasi belajar bahasa Inggris saya sebagai pembelajar mandiri	5%	65%	5%	25%	0%
17	Gairah yang timbul dari dalam diri saya mempengaruhi tinggi rendahnya motivasi yang tumbuh.	15%	65%	5%	15%	0%
18	Saya menjadi seorang pembelajar yang aktif berpartisipasi di dalam kelas karena saya punya motivasi untuk belajar bahasa Inggris secara mandiri	15%	60%	20%	5%	0%
19	Saya bebas memikirkan banyak ide dan mengaitkan serta menggunakan ide ide tersebut ketika saya belajar bahasa Inggris secara mandiri	25%	75%	0%	0%	0%
20	Suasana belajar yang menyenangkan membuat motivasi saya lebih berkembang	45%	55%	0%	0%	0%

Regarding autonomy in learning English as autonomous learners in question items 1 and 2, 18 cadets (90%) said that they became autonomous English learners when in class, and 15 cadets (75%) became

independent English language learners when they were outside the classroom. This means that the cadets have a strong impetus to become autonomous learners wherever they are. This is something positive in the foreign language learning process because the more often they are exposed to the target language, the more likely it is for someone to master the language skills.

In questions 3 to 7 regarding the reasons students learn English, it was found that out of a total of 20 respondents, 19 respondents (95%) had the same reasons for learning English, namely because they really enjoyed the lesson. Furthermore, there are other reasons that also affect their motivation to learn English, such as because mastery of English skills is mandatory in the field of shipping (100%), joy of teachers and teaching techniques (75%), desire to get good grades (95%), and previous pleasant experiences in learning English (50%). It cannot be denied that pleasure can be a driving force for someone to do something well. Pleasure in learning English is a much needed positive attitude. The emergence of this positive attitude can be an important starting point for the emergence of motivation or desire for someone to learn English as an independent learner. This means that in general, based on the results of research conducted at Politeknik Pelayaran Sulawesi Utara, cadets in the marine transportation management study program have great potential to become autonomous learners in learning English. In addition, the reason that mastery of

English in the shipping sector is mandatory. It is also the right reason considering that all instructions on the ship for the ship engineering study program and nautics as well as the port operation system for marine transportation management study programs generally use English. Because of this, it makes sense when viewed from the students' point of view in the field of shipping, liking English is a must. The next reason is related to students' enjoyment of English teachers. This can be in the form of fun with teacher performance, teaching style, teaching approaches or techniques. In this finding, it was found that teachers can also be one of the factors that influence the emergence of student learning motivation as autonomous learners. In the theory of the "autonomization" process (Little 1999), it is stated that teachers have an important influence on the learning process of autonomous learners. Here the teacher's role is to create and maintain an autonomous learning environment for learners to become more autonomous. Furthermore, the desire to get good grades is also the reason why student motivation as autonomous learners emerges. The satisfaction obtained when achieving good grades in learning in this case is important. It is like a thirst that must be satisfied immediately. Now, that thirst encourages a person to in any way do something to satisfy his thirst. This is a good thing as long as it is done in a positive way. Regarding the reason because these students have had memorable and interesting previous learning experiences, half of the

respondents chose a positive response but almost half of the rest chose doubts. This can mean that students have a tendency to link past learning experiences with previous learning experiences, which in this case is certainly a good learning experience. Meanwhile, for students who answered doubtful, there is a possibility that they will not have a good learning experience related to learning English.

In the question regarding whether praise has an effect on the growth of student motivation as autonomous learners in learning English, 18 people (90%) answered strongly agree and agree. This means that the feeling of being valued they get through praise is an influential thing in the emergence of motivation as autonomous learners. Meanwhile, on the other hand, punishment is also considered as one of the factors that causes their motivation to emerge as autonomous learners; that is, about 65% of students gave their responses. Although many students consider praise as a factor that causes motivation to emerge as autonomous learners within themselves, students who perceive punishment also exceed some of the respondents. What is possible here is where the students are educated. Sailing Polytechnic is a place of education where discipline of cadets is the main thing. Therefore, the education pattern applied is slightly different from the education pattern in ordinary polytechnics. This may affect it.

This research also proves that autonomous students' motivation can spread to other students. As many as 20

respondents out of a total of 20 respondents admitted that they felt motivated when they saw their friends learn English. In general, this can happen because of the competitive element among students; and if it does then it is more likely to have something to do with wanting to get good grades. This means that the competitive element arises when students have the desire to get good grades so that when they see their friends learning English autonomously, they automatically emerge the urge to do the same. Another speculation is the element of fun, where when students see their friends studying and enjoy learning, it will create interest to do the same thing.

On the other hand, it was also found that motivation as autonomous learners of students at Politeknik Pelayaran Sulawesi Utara was awakened when they had clear goals in learning English. 90% of students (N = 18) agreed and strongly agreed when this was included in the questionnaire question. A clear direction of learning keeps these students motivated. This means, if we want to be successful in learning something then the important thing is to set clear goals so that a learner can focus and be motivated to do well because he knows exactly what he is doing it for.

In the next question item regarding the use of learning methods or methods, it was found that 85% of students (N = 17) liked a varied way of learning and 70% (N = 14) liked a monotonous way of learning. This also means that there are approximately 70% (N = 14) who at the

same time their learning methods do not have an influence on their motivation, because they like various learning styles at the same time. In other words, whether it is a varied learning method or the same learning method, it does not really affect the motivation to learn English as an autonomous student learner at Politeknik Pelayaran Sulawesi Utara. Furthermore, regarding interesting teaching materials / materials, 19 students (95%) agree and even strongly agree that interesting teaching materials can make students more motivated to learn English autonomously. This means that teachers must be able to choose interesting teaching materials so that students at Politeknik Pelayaran Sulawesi Utara are motivated to learn English independently. Choosing the right teaching materials will motivate students as autonomous learners. Regarding the belief that a strong desire to learn autonomously affects the development of potential and even achievement, as many as 19 students (95%) agreed and even strongly agreed. Students believe that when they push themselves to learn English autonomously, their potential and even achievements are automatically pushed out. In the question about the passion that arises from within students, as many as 16 students (80%) agree and strongly agree that passion or desire from within students can affect motivation to learn as autonomous learners. In this case, the trust and passion that arise from within students. Both of these concerns the intrinsic motivation that arises from within the students

themselves. In other words, intrinsic motivation has a very positive influence on an autonomous learner.

Thus, when it comes to student emotions. From this study, it was found that 70% of students (N = 14) agreed and strongly agreed to say that their emotions were also very influential on the motivation to learn English as English learners. Feelings of sadness, joy, anger, disappointment and so on can have an impact on their motivation to learn as autonomous learners. In this case the two seem to be directly proportional. This means that when students feel positive emotions such as pleasure or happiness, the motivation to learn as autonomous learners is also pushed in a positive direction. Conversely, when students feel negative emotions when learning English, such as sadness, anger or disappointment, the students' motivation to learn as autonomous learners will also be pushed in a negative direction.

### **Conclusion**

Derived from the aforementioned findings and discourse, it can be inferred comprehensively that the motivation instilled in cadets at Politeknik Pelayaran Sulawesi Utara to undertake English language acquisition as autonomous learners is not only evident but can be classified as notably elevated. The impetus propelling these cadets towards autonomous English learning is multifaceted, rooted in a confluence of factors that contribute to a heightened commitment and enthusiasm for the

language. Foremost among the catalysts for this robust motivation is a genuine pleasure derived from both the pedagogical approach of the instructors and the intrinsic joy of engaging with the English language itself. The cultivation of an enjoyable learning atmosphere, where the pedagogical delivery aligns seamlessly with the cadets' preferences, emerges as a critical factor fueling their autonomous learning journey. This pleasure-centric approach is further bolstered by the recognition of English as an obligatory facet of their education, given their status as maritime students. The inherent obligation associated with being cadets in the maritime domain accentuates the necessity of English proficiency, acting as a driving force that propels them towards independent language mastery.

Additionally, the desire for academic success plays a pivotal role in galvanizing motivation. The prospect of obtaining commendable grades becomes a compelling motivator, akin to a thirst for achievement that propels these students towards rigorous and self-directed language learning. Moreover, external factors such as praise and punishment are acknowledged as significant influencers shaping the motivational landscape. Positive reinforcement, expressed through praise, acts as a catalyst that fortifies the cadets' commitment to autonomous learning. Conversely, the prospect of punitive measures, though less prominently acknowledged, holds sway over a portion of the cadet population, introducing a nuanced dimension to the

motivational paradigm. The emergence of this elevated motivation is further nuanced by an array of supporting elements that intricately contribute to its manifestation. Clear learning objectives, a fervent passion for language acquisition, a conducive learning atmosphere, stimulating teaching materials, active participation opportunities, and collaborative exploration with study partners collectively form the bedrock of an environment conducive to autonomous language learning. Furthermore, the emotional spectrum experienced by students, ranging from enthusiasm to apprehension, emerges as a dynamic influencer, underscoring the complex interplay of affective factors in shaping the cadets' motivation to learn English independently. In essence, the findings from this study offer a rich tapestry of insights into the motivations of cadets at Politeknik Pelayaran Sulawesi Utara as autonomous learners in English language acquisition. The holistic understanding derived from both quantitative and qualitative analyses provides a foundation for informed educational practices and interventions. These insights can guide educators, curriculum developers, and policymakers in tailoring approaches that leverage the intrinsic and extrinsic motivations identified in this study, thereby fostering a more conducive and effective learning environment for maritime students aiming to excel in English language proficiency.

## References

- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. Q. (2023). Impact of ChatGPT on Learning Motivation: *Journal of English Studies in Arabia Felix*, 2(1), 41–49. <https://doi.org/10.56540/JESAF.V2I1.51>
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). New Delhi: PHI Learning Private Ltd.
- Chiu, T. K. F., Moorhouse, B. L., Chai, C. S., & Ismailov, M. (2023). Teacher support and student motivation to learn with Artificial Intelligence (AI) based chatbot. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2023.2172044>
- Dang, V. T., & Chou, Y. C. (2020). Extrinsic motivation, workplace learning, employer trust, self-efficacy and cross-cultural adjustment: An empirical study of Vietnamese laborers in Taiwan. *Personnel Review*, 49(6), 1232–1253. <https://doi.org/10.1108/PR-10-2018-0427>
- de Burgh-Hirabe, R. (2019). Motivation to learn Japanese as a foreign language in an English speaking country: An exploratory case study in New Zealand. *System*, 80, 95–106. <https://doi.org/10.1016/J.SYSTEM.2018.11.001>
- Dewi, K. M. S. (2020). The Effect of Project Based Learning and Learner Autonomy on Students' Speaking Skills. *Journal of Education Research and Evaluation*, 4(1), 82–89.

- <https://doi.org/10.23887/JERE.V4I1.21251>
- Ebadi, S., & Amini, A. (2022). Examining the roles of social presence and human-likeness on Iranian EFL learners' motivation using artificial intelligence technology: a case of CSIEC chatbot. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2022.2096638>
- El-Soussi, A. (2021). Teachers' perspectives on motivational challenges and strategies in L2 classes at higher education institutions in the UAE. *The Journal of Asia TEFL*, 18(2), 57–75.
- Ghorbandordinejad, F., & Ahmadabad, R. M. (2016). Examination of the Relationship Between Autonomy and English Achievement as Mediated by Foreign Language Classroom Anxiety. *Journal of Psycholinguistic Research*, 45, 739–752. <https://doi.org/10.1007/s10936-015-9371-5>
- Habeb Al-Obaydi, L., Tawafak, R. M., Rashad Ali Bin-Hady, W., Yüce, E., & Nashruddin STKIP Muhammadiyah Barru, N. (2022). Music as a Motivational Factor in Second Language Acquisition: Cross-cultural Insights from Iraq, Turkey, Oman, Yemen, and Indonesia. *ResearchSquare*. <https://doi.org/10.21203/RS.3.RS-1814886/V1>
- Hu, X., & McGeown, S. (2020). Exploring the relationship between foreign language motivation and achievement among primary school students learning English in China. *System*, 89, 102199. <https://doi.org/10.1016/J.SYSTEM.2020.102199>
- Jaelani, A., & Adung, N. (2022). The Use of Mobile-Assisted Language Learning to Promote Learner Autonomy in The EFL Speaking Context. *JEE (Journal of English Education)*, 8(1), 68–84. <https://doi.org/10.30606/JEE.V8I1.1284>
- Jianfeng, C., Raj, G. S., & Ai, J. T. T. (2018). The Correlations among Learning Motivation, Autonomy and Language Proficiency in Chinese EFL Context. *LEARN Journal: Language Education and Acquisition Research Network*, 11(1), 1–14. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/135861>
- King, R. B., Yeung, S. S. S., & Cai, Y. (2019). Personal investment theory: A multifaceted framework to understand second and foreign language motivation. *System*, 86, 102123. <https://doi.org/10.1016/J.SYSTEM.2019.102123>
- Langkelang, Y. M. (2020). Motivation For Learning Speaking Skills Using Video Blog (Vlogging) Based On Project Learning Students Of The Indonesian Language And Literature Education Department At Nusa Cendana University: A Phenomenology Approach. *Ijlecr - International Journal Of Language Education And Culture Review*, 6(2), 168–183. <https://doi.org/10.21009/IJLECR.062.18>

- Liando, N. V. F., Rorimpandey, R. S., Kumayas, T. A., & Tatipang, D. P. (2022). International Students' Motivation and Self-Confidence in Learning Indonesian. *Hong Kong Journal of Social Sciences*, 60. <http://www.hkjoss.com/index.php/journal/article/view/613>
- Lin, C. H., Zhang, Y., & Zheng, B. (2017). The roles of learning strategies and motivation in online language learning: A structural equation modeling analysis. *Computers & Education*, 113, 75–85. <https://doi.org/10.1016/J.COMPEDU.2017.05.014>
- Manuas, M. J., Tatipang, D. P., & Pratasik, G. (2022). Reading Motivation Of Tenth Grade Students At Sma Advent Unklab Airmadidi. *Journal of English Culture, Language, Literature and Education*, 10(1), 226–238. <https://doi.org/10.53682/ECLUE.V10I1.4402>
- Mentang, D. I. K., Tuna, J. R., & Liando, N. (2022). The Analysis Of Students' Motivation In English Online Learning. *JoTELL : Journal of Teaching English, Linguistics, and Literature*, 1(4), 550–564. <https://doi.org/10.36582/JOTELL.V1I4.3870>
- Moybeka, A. M. S., Syariatn, N., Tatipang, D. P., Mushthoza, D. A., Putu, N., Dewi, J. L., & Tineh, S. (2023). Artificial Intelligence and English Classroom: The Implications of AI Toward EFL Students' Motivation. *Edumaspul: Jurnal Pendidikan*, 7(2), 2444–2454. <https://doi.org/10.33487/EDUMASPUL.V7I2.6669>
- Nakata, Y., Nitta, R., & Tsuda, A. (2020). Understanding motivation and classroom modes of regulation in collaborative learning: an exploratory study. <https://doi.org/10.1080/17501229.2020.1846040>, 16(1), 14–28. <https://doi.org/10.1080/17501229.2020.1846040>
- Oga-Baldwin, W. L. Q., & Fryer, L. K. (2020). Profiles of language learning motivation: Are new and own languages different? *Learning and Individual Differences*, 79, 101852. <https://doi.org/10.1016/J.LINDIF.2020.101852>
- Pataranutaporn, P., Leong, J., Danry, V., Lawson, A. P., Maes, P., & Sra, M. (2022). AI-Generated Virtual Instructors Based on Liked or Admired People Can Improve Motivation and Foster Positive Emotions for Learning. *Proceedings - Frontiers in Education Conference, FIE*, 2022-October. <https://doi.org/10.1109/FIE56618.2022.9962478>
- Pu, S., Ahmad, N. A., Khambari, M. N. M., Yap, N. K., & Ahrari, S. (2021). Improvement of Pre-Service Teachers' Practical Knowledge and Motivation about Artificial Intelligence through a Service-learning-based Module in Guizhou, China: A Quasi-Experimental Study. *Asian Journal of University Education*,



- 17(3), 203–219.  
<https://doi.org/10.24191/AJUE.V17I3.14499>
- Rehman, A., Bilal, H. A., Sheikh, A., Bibi, N., & Nawaz, A. (2014). The Role of Motivation in Learning English Language for Pakistani Learners. *International Journal of Humanities and Social Science*, 4(1). [www.ijhssnet.com](http://www.ijhssnet.com)
- Shilova, L., Masterskikh, S., Mensh, E., & Zemlyanova, M. (2020). Learning English language in primary school: Motivational factors and their role in management strategies. *International Journal of Educational Management*, 34(9), 1475–1489. <https://doi.org/10.1108/IJEM-03-2019-0115/FULL/XML>
- Tsaniah, S. M., Nurhudaya, & Budiman, N. (2020). Sociodrama to Develop Emotional Autonomy of the Adolescents. *Proceedings of the International Conference on Educational Psychology and Pedagogy - "Diversity in Education" (ICEPP 2019)*, 241–245. <https://doi.org/10.2991/ASSEHR.K.20.0130.123>
- Wen, X., & Piao, M. (2020). Motivational profiles and learning experience across Chinese language proficiency levels. *System*, 90, 102216. <https://doi.org/10.1016/J.SYSTEM.20.102216>
- Wijaya, K. F. (2021). Collaborative And Problem-Based Learning In Promoting Indonesian Efl Learners' Learning Autonomy. *Polyglot: Jurnal Ilmiah*, 17(2), 191–211. <https://doi.org/10.19166/PJI.V17I2.3590>
- Wu, C. H., Liu, C. H., & Huang, Y. M. (2022). The exploration of continuous learning intention in STEAM education through attitude, motivation, and cognitive load. *International Journal of STEM Education*, 9(1), 1–22. <https://doi.org/10.1186/S40594-022-00346-Y/FIGURES/8>
- Wullur, A. E. J., Liando, N. V. F., & Rorimpandey, R. (2020). Improving Students' Motivation In Studying English Using Audio-Lingual Method. *JELLT (Journal of English Language and Literature Teaching)*, 5(1), 19–30. <https://doi.org/10.53682/JELLT.V5I1.6832>
- Yilmaz, R., Yilmaz, K., & Gizem, F. (2023). The effect of generative artificial intelligence (AI)-based tool use on students' computational thinking skills, programming self-efficacy and motivation. *Computers and Education: Artificial Intelligence*, 4, 100147. <https://doi.org/10.1016/J.CAEAI.2023.100147>