

## **Intrinsic and Extrinsic Motivation Found in Students' Written Reflection in Play Performance Course**

**Veronica Esti Nugrahani**

*Sanata Dharma University, Indonesia*

e-mail: veronicaesti@gmail.com

### **Abstract:**

*As other courses, motivation plays important role in Play Performance course. That motivation can be from the students themselves or other factors outside themselves. This study aimed to examine intrinsic and extrinsic motivation of students' learning in Play Performance course in English Language Education Study Program of Sanata Dharma University by analyzing their written reflection. There was one formulated research question: "To what extent is intrinsic and extrinsic motivation found in students' written reflection in Play Performance course?" In this study, document or content analysis was employed. The researcher analyzed 41 students' written reflection in Play Performance course to find the intrinsic and extrinsic motivation. The findings showed some types of both intrinsic and extrinsic motivation. For intrinsic motivation, there were 15 statements which expressed motivation of knowledge; 19 statements expressing motivation of accomplishment; and 38 statements expressed motivation of stimulation. Meanwhile, for extrinsic motivation, it was found 9 statements expressed motivation of external regulation; 1 statement expressed motivation of introjected regulation; and 2 statements of identified regulation.*

**Keywords:** *intrinsic and extrinsic motivation, Play Performance course, Self-Determination theory, written reflection*

## **1. INTRODUCTION**

Motivation is an essential aspect in students learning. It is because if there is no motivation, learning will be meaningless. Students' motivation influences their learning results (Wimolmas, n.d., p. 904). It might determine whether students have good result or they are failed. Therefore, motivation has important role in learning success. Motivation is a stimulant for achieving a specific target (Ng & Ng, 2015, p. 98). According to Ryan and Deci (2000a), motivation means movement.

To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who energized or activated toward an end is considered motivated (p. 54).

It can be drawn from the idea that someone who tends to make some actions, he or she is motivated. In fact, individuals who have incredible abilities will not be able to achieve long-term goals if they do not have sufficient motivation. Students' engagement in teaching-learning activity is a manifestation of motivation. Li (2013) states that the more students are engaged in the teaching-learning activity, the better they will succeed (p. 4).

Motivation has been widely considered; it comes from inside and outside factors of individuals. The inside factors are called intrinsic motivation, whereas the outside is extrinsic motivation. This idea is known as Self-Determination Theory by Deci and Ryan (1985). In this theory, they distinguish between different types of motivation based on the different reasons or goals that give rise to an action (Deci & Ryan, 2000a, p. 55). Intrinsic motivation "concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of satisfying one's curiosity" (Maftoon, Birjandi, & Ahmadi, 2013, p. 1632). Meanwhile, they define extrinsic motivation as "performing behavior as a means to an end, i.e., to receive some extrinsic reward (e.g. receiving good marks) or to avoid punishment" (p. 1632). Irvin, Meltzer, and Dukes (2007) state that intrinsic motivation comes from within and is associated with the joy or passion that the task gives the learner rather than any reward it brings. On the other hand, Gedera, Williams, and Wright (2015) argue that extrinsic motivation is something to do with external factors associated with the task such as assessment (p. 14).

There have been many studies conducted which are related to intrinsic and extrinsic motivation. A study by Vatankhah and Tanbakooei (2014) finds out that support from others influences EFL learners' both intrinsic and extrinsic motivation (p. 1917). It claims that those learners who are supported intrinsically and extrinsically are more motivated to learn English (Vatankhah & Tanbakooei, 2014, p. 1917). Moreover, Ng and Ng (2015) argue that L2 learners' motivation (intrinsic motivation) and the effect of perceived levels of teachers' commitment (extrinsic motivation) reconfirms that a teacher influences his/her learners' motivation (p. 30). Meanwhile, other study conducted by Waheed, Kaur, Ain, and Hussain (2015) explores the intrinsic and extrinsic features of Moodle learning management system. It reveals that both the intrinsic motivators (communication module features, course

content module features, and course delivery module features) and extrinsic motivator (assignment module feature) significantly influence the students' perceive learning effectiveness, which results in improve academic performance (p. 10).

Play Performance is one of the compulsory courses in English Language Education, Sanata Dharma University. This course implements project-based learning as its teaching approach. Students have opportunity to engage with the language authentically. It demonstrates knowledge and skill in which students show evidence that they have mastered the standards and objectives of the project. Students have to apply all they had learned so that they think and do something new with their previous knowledge and skill. Here, they use their metacognitive skill. The students are divided into some groups to prepare a performance in the end of the semester. During the semester, the students work together as production and artistic groups. As in other courses, Play Performance students also need motivation as an important aspect in their learning process. Therefore, by using the theory of Self-Determination, this study aims to examine the extent of intrinsic and extrinsic motivation in Play Performance students learning. The research question in this study is "To what extent is intrinsic and extrinsic motivation found in students' written reflection in Play Performance course?"

## **2. REVIEW OF LITERATURE**

### **2.1 Motivation**

The term motivation is derived from the Latin word "movere" which means "to move" (Gedera, et al., 2015, p. 13). Many experts have their own words to define what motivation is. Broussard and Garrison (2004) define motivation as "the attribute that moves us to do or not to do something" (p. 106). Harmer (1991) considers motivation as the "internal drive" that pushes somebody to do something (p. 3). Motivation refers to "the reasons underlying behaviors" (Guay, et al., 2010, p. 712). Guthrie, Wigfield, Metsala, and Cox (1999) define motivation "in terms of characteristics of individuals, such as their goals, competence-related beliefs, and needs that influence their achievement and activities" (p. 233). In addition, Keller (1983) states that motivation "refers to the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect" (p. 389). According to Gardner (1985), motivation consists of three factors, namely the learners' efforts to learn, their desires to achieve this goal, and their favorable attitudes towards it. Parsons, Hinson, and Brown (2001) argue that motivation is an important component or factor in the learning process. This idea is in line with what Ushioda (n.d.) expresses. She states that "motivation is widely recognized as a variable of importance in human learning, reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning" (p. 31).

### **2.2 Self-Determination Theory**

The Self-Determination Theory is "a motivational theory that is rooted in the idea of intrinsic motivation which integrates multiple personal and social factors that shape and encourage students' engagement" (Li, 2013, p. 5). SDT's analysis is focused

primarily at the psychological level, and it differentiates types of motivation along a continuum from controlled to autonomous (Ryan & Deci, 2017, p. 3). In relation to motivation, SDT is especially different from other approaches because of its emphasis on the different sources and types of motivation that impact the quality and dynamics of behavior (Ryan & Deci, 2017, p. 14). Within SDT human motivation is considered in a differentiated way. People are not only more or less motivated, as most motivation theories have suggested. However, they can be motivated by intrinsic and by varied types of extrinsic motivations, often simultaneously (Ryan & Deci, 2017, p. 16).

According to this theory, intrinsic motivation involves people performing activity because “they find it interesting and feel spontaneous satisfaction in carrying it out” (Leal, Miranda, & Carmo, 2012, p. 163). In contrast, extrinsic motivation requires instrumentally between the activity and some separable consequences such as verbal and tangible rewards (Leal, et al., 2012, p. 163). Arnold (2000) states that intrinsic motivation refers to learning itself having its own reward, whereas extrinsic motivation refers to a desire to get a reward and avoid punishment (p. 14). Liu, Wang, Tan, Koh, and Ee (2009) define intrinsic motivation as “behavior that emanates fully from the self and is undertaken solely for its own sake or enjoyment” (p. 139). Meanwhile, they define extrinsic motivation as behavior that is controlled by external means, such as rewards or external authority (p. 139). The following table is the adaptation of the description of intrinsic and extrinsic motivation and the examples according to Noels, Pelletier, Clement, and Vallerand (2000, p. 61-62).

**Table 1. The Description of Intrinsic and Extrinsic Motivation**

<b>Motivation</b>		<b>Description and Example</b>
Intrinsic	Knowledge	Doing the activity for the feelings associated with exploring new ideas and acquiring knowledge. <i>E.g., For the satisfied feeling I get in finding out new things.</i>
	Accomplishment	Sensations related to attempting to master a task or achieve a goal. <i>E.g., For the satisfaction I feel when I am in the process of accomplishing difficult exercises in the second language.</i>
	Stimulation	Sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. <i>E.g., For the 'high' feeling that I experience while speaking in the second language.</i>
Extrinsic	External Regulation	The least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g., teacher's praise or parental confrontation). <i>E.g., Because I have the impression that it is</i>

		<i>expected of me.</i>
	Introjected Regulation	Externally imposed rules that the student accepts as norms he/she should follow so as not to feel guilty (e.g., rules against playing truant). E.g., <i>Because I would feel guilty if I didn't know a second language.</i>
	Identified Regulation	The person engages in an activity because he/she highly values and identifies with the behavior, and sees its usefulness (e.g., learning a language which is necessary to pursue one's hobbies or interests). E.g., <i>Because I think it is good for my personal development.</i>

Source: Noels, Pelletier, Clement, and Vallerand (2000, p. 61-62)

Noels, et al., (2000) provide the description of intrinsic and extrinsic motivation. In intrinsic motivation there are three different source namely knowledge, accomplishment, and stimulation. Meanwhile, in extrinsic motivation there are external, introjected, and identified regulation (pp. 61-62).

### **2.3 Project-Based Learning**

According to Chiang and Lee (2016), Project-Based Learning or PBL is a teaching approach in which students respond to real-world question or challenges through an extended inquiry process (p. 709). Wong, et al., (2006) states that this approach “varies markedly from the traditional teacher-centred classroom and provides students with an “interdisciplinary, student-centred activity that is integrated with the real world issues and practice” (p. 2). In PBL, learners must assume responsibility for their own learning, the teachers' role is a guidance or facilitator (Barrows, 2002). Teachers provides resources, support, and advice to the students (Howard, 2002; Thomas, 2000). Moreover, teachers also provide the necessary skill training to enable their students to embark on their projects (Tan & Chapman, 2016, p. 36). Teachers guide their students with their proposals and plans, assisting them with employing the resources that they need to carry out their project, thus contributing to the learning process of the students as they make sense of their learning (Hassard, 2000). Many studies shows that project-based learning is an efficient teaching approach to enhance students' learning motivation and help students to engage into learning activities (Chiang & Lee, 2016, p. 709). It is because student motivation is stimulated in multiple ways in a PBL environment, such as group discussion, regular supervisor meetings and sharing leadership (Chiang & Lee, 2016, p. 709).

### **3. RESEARCH METHODOLOGY**

The researcher analyzed students' intrinsic and extrinsic motivation in Play Performance course. The analysis was based on their written reflection. The

researcher employed qualitative research method. In qualitative research, the data are collected in the form of words and pictures rather than numbers (Fraenkel, Wallen, & Hyun, 2015, p. 425). The collected data in this study were the intrinsic and extrinsic motivation found in students' written reflection. There are different types of qualitative research, one of them is document or content analysis. Ary, Jacobs, Razavieh, and Sorensen (2010) state that the data of document analysis can be from public records, textbooks, films, diaries, reports, or other documents. In this study, the researcher used students' written reflection in Play Performance course as the documents to be analyzed.

In gathering the data, the researcher employed three steps. First, the researcher read the students' written reflection carefully. At the same time, the researcher collected the intrinsic and extrinsic motivation statements which found in the reflection. After that, the researcher made tables which consisted of intrinsic or extrinsic types of motivation and students' name. Then, the researcher put the students' statements into the appropriate types.

To analyze the data, the researcher modified qualitative data analysis technique by Creswell (2014). There were four steps in this technique, namely organizing and preparing the data, coding all of the data, presenting the data, and making interpretation of the data. First of all, the researcher organized the data which would be analyzed. The data were intrinsic and extrinsic motivation statements in students' written reflection. The coding process began by reading the reflection. While reading the reflection, the researcher collected the motivation statements. This process was repeated three times to make sure all of the statements were collected. The data found were presented in tables and narration. Finally, the researcher interpreted the data by providing the excerpts of students' motivation statements.

#### **4. FINDINGS AND DISCUSSION**

After analyzing the written reflection of 41 students in Play Performance course, the researcher found some types of both intrinsic and extrinsic motivation. For intrinsic motivation, the researcher found 15 statements expressing motivation of knowledge; 19 statements expressed motivation of accomplishment; and 38 statements expressed motivation of stimulation. Meanwhile, for extrinsic motivation, it was found 9 statements expressed motivation of external regulation; 1 statement expressed motivation of introjected regulation; and 2 statements of identified regulation. These findings were presented in the table 2.

**Table 2. Findings of the Analysis**

<b>Motivation</b>		<b>Statement</b>
Intrinsic	Knowledge	15
	Accomplishment	19
	Stimulation	38
Extrinsic	External Regulation	9
	Introjected Regulation	1
	Identified Regulation	2

Based on the table, it could be seen that the amount of intrinsic motivation statements found in students' written reflection was higher than the amount of extrinsic motivation statements. In total, there were 72 intrinsic motivation statements whereas for extrinsic motivation there were only 12 statements. The researcher discussed the findings more specifically and provided the excerpt of the statements in the following sections.

#### **4.1 Intrinsic Motivation of Knowledge**

The first type of intrinsic motivation was knowledge. Individuals had this type of intrinsic motivation when they did the activities in order to explore new ideas and acquire knowledge (Noels, et al., 2000, p. 61). The following excerpts expressed the students' intrinsic motivation of knowledge. As shown in IM 22, the student considered that Play Performance course would help him/her in developing the competence of English language.

“Well, I think that this subject is very helpful to develop our competence in English language” (IM 22).

In IM 38, the student mentioned that from the story which was used in Play Performance course he/she could learn about sociolinguistic in Indonesia. It was because the story depicted society in that era.

“Besides, from this old story entitled *The Portrait of The Times*, I can learn about sociolinguistic long long time ago in Indonesia” (IM 38).

One of the students stated that in Play Performance course he/she could have depth understanding of Drama as could be seen in IM 49.

“It helps me to go through deeper in Drama” (IM 49).

There was another student who chose to be a member of make-up and costume division because he/she wanted to get knowledge about it as could be seen in IM 58.

“I chose the make-up and costume division because I think this division is in line with my passion and I can also get a lot of knowledge about make-up in the stage” (IM 58).

In IM 61, a student told that being a secretary was a new experience for him/her because he/she did not have any experience of it yet.

“It is really being my new experience because to be honest I do not have any track record for being a secretary. I challenge myself to explore more about something new” (IM 61).

A student also had a similar thought with the previous student in IM 61. As shown in IM 66, he/she mentioned that in Play Performance course he/she could learn various activities that he/she had never experienced before.

“In Play Performance class, I have learned lots of new activities and things that I have experienced and never experienced before” (IM 66).

There was student who stated that he/she got the new knowledge and improved his/her vocabulary when reading the script of the drama as could be seen in IM 63.

“When I read the script it means that I get the new knowledge and also improve my vocabulary, because honestly when I read that script I found so many new vocabulary that I do not know about that meaning and I try to find the meaning of that vocab in my online dictionary” (IM 63).

#### **4.2 Intrinsic Motivation of Accomplishment**

The second type of intrinsic motivation was accomplishment. This type referred to the sensations related to attempting to master a task or achieve a goal (Noels, et al., 2000, p. 61). Through the written reflection, the students expressed her motivation to be in Play Performance course in order to achieve the goal, which was the successfulness of the performance. In IM 2, a student mentioned that he/she had to do his/her best even though he/she should push him/herself and get out from the comfort zone.

“What I have learned in this course, I should do best with this performance, I need to push myself that sometimes I should get out from my comfort zone and I do it in this course” (IM 2).

Meanwhile, in IM 3, 18, and 29 three students who became the players told that they would give their best so that the performance could go well.

“It builds my motivation to be better than others. I should be responsible with my decision, I choose to become a one of players, and I should give the best. I must do the best, so I can give the best that I can” (IM 3).

“As a player, I should deserve the best performance, work together with other players, and also work together with artistic divisions and also production divisions. I realize that, later, maybe I do not have an extra time for my family, my parents, my friends, and also my assignments, but I should make this performance going well” (IM 18).

“I only get a small part but I still have to do my best about it. I should become Mr. Puspohadi in a great way. I should perform it with my best even it is only a small part” (IM 29).

Similarly, in IM 14, 24, and 69 the other three students stated that they also would give their best in order to make the performance successful. It showed that not only the players who wanted to give their best, but also the other students with different roles had the same thought.

“Even what I have done was wrong action, I promised to myself that I would do my best in this Play Performance class because I have had commitment at the beginning of the class” (IM 14).



“Ya, here I want to give my best very very very best. Therefore, I have to deal with such things because an incredible performance cannot be achieved without hard working, we have to pay the price” (IM 24).

“I am just want to do the best for this play and make the audience feel excited because of the make-up and wardrobe is fixing in players and the characters of the players. I just want to do the best and be the best” (IM 69).

### **4.3 Intrinsic Motivation of Stimulation**

The third type of intrinsic motivation was stimulation. This type of intrinsic motivation related to motivation based on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement (Noels, et al., 2000, p. 61). As could be seen in IM 16, a student mentioned that he/she had a lot of courage to be in Play Performance course because he/she really wanted to take the course.

“For me, I have lot of courage and I really realized that I want to have this course in this semester” (IM 16).

Meanwhile, some students also expressed how excited they were to be in Play Performance class as stated in IM 26.

“I remember I was excited at that time because finally I faced this Play Performance class” (IM 26).

In IM 42, a student who preferred to study outside was very excited since the meeting would not be conducted inside a classroom.

“Honestly, I am so excited with this course, because this course in not being held inside the classroom, since I am a type of outside learning student, then we can wear t-shirt, and I love it!” (IM 42).

As mentioned in IM 47, a student felt so excited even at the first time he/she came to the class.

“When I came to this class for the first time, I felt so excited” (IM 47).

Besides the excitement, the students also felt happy to participate in Play Performance course' activities as mentioned in IM 59 and 68.

“The activities are actually fun and exciting, not merely rigid and tense” (IM 59).

“In the journey of Play Performance, I felt that I am really happy to deal with all activities such as practicing every week, meetings, and many others” (IM 68).

Even another student felt happy before the class meeting because he/she could join the course as stated in IM 62.

“I am so happy because I got the opportunity take this course. I feel so lucky because it will be a different play performance in this semester” (IM 62).

On the other hand, the students also expressed their extrinsic motivation through their written reflection. In general, externally motivated behaviors were “those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment” (Noels, et al., 2000, p. 61). Ryan and Deci (2000b), also argued that students who were extrinsically motivated focus on achieving some external rewards or targets without concerning his/her own beliefs and value. The following excerpts were some examples of students' extrinsic motivation based on the types.

#### **4.4 Extrinsic Motivation of External Regulation**

The first type of extrinsic motivation was external regulation in which individuals were willing to do certain activities because of external sources such as rewards or threats (Noels, et al., 2000, p. 62). However, in the written reflection this type of extrinsic motivation did not have relation to rewards or threats but mostly it dealt with the supports from others. As could be seen in EM 1, a player was given encouragement from the director. The director motivated him/her by saying that the performance would be successful.

“I once practiced with Emil in the Realino field, she motivated me for not giving up, this play will be success, if they players can give outstanding performances” (EM 1).

As shown in EM 3, a student felt motivated because he/she had some close friends who always supported him/her during the course.

“Emil and Aji, and the other members like Arsa, Yoz, Rhea and Gia, they always gives me support, besides they are my close friends” (EM 3).

Another student also thought that his/her friends really supported him/her so that he/she felt grateful and motivated as mentioned in EM 9.

“However, once again I am grateful, I have friends who support each other” (EM 9).

In EM 7, a student mentioned how other friends' spirit influenced his/her spirit as well. When he/she saw his/her friends full of spirits it made the spirits increased.

“I realized that I really did not have any skills in acting, but seeing the spirit of my friends made my spirit high” (EM 7).

A student had similar thought to the previous student who felt that other friends' spirit influenced him/herself. By seeing his/her friends worked hard and did their best, this student was encouraging to do the same as shown in EM 11.

“I see my friends are really working so hard and do their best for this play performance. It encourages me to do so and I will give my best, my very very best” (EM 11).

Meanwhile, there was student who felt motivated because of the lecturers' advice. He/she believed that the advice aimed to make him/herself better as stated in EM 2.

“I keep their advice in my mind, also Mr. Krisna and Miss Truly advice. I believe the purpose of their advice is to make me, myself better than before” (EM 2).

#### **4.5 Extrinsic Motivation of Introjected Regulation**

The second type of extrinsic motivation was introjected regulation. It was externally imposed rules that should be accepted to prevent feeling guilty and the individuals would felt the pressure (Noels, et al., 2000, p. 62). There was only one student who expressed this type of extrinsic motivation in his/her written reflection. In EM 6, he/she chose to be in Play Performance class since it was a compulsory course and whether he/she liked it or not, it should be taken.

“Actually, I choose this course because this course is obligate for my study and I must take this course” (EM 6).

#### **4.6 Extrinsic Motivation of Identified Regulation**

The third type of extrinsic motivation called identified regulation when “individuals invested energy in an activity because they have chosen to do so for personally relevant reasons and because of its importance for achieving a valued goal” (Noels, et al., 2000, p. 62). In EM 4, a student mentioned that even though it was still the half of the semester, he/she believed that the worth of this course would increase since there was a new concept of the performance.

“I know that I only cover half the journey to finish this course and the worth of this course can increase, especially with the new concept that we will do in this Play Performance” (EM 4).

As could be seen in EM 12, one of the students stated that the experiences of being Play Performance course students would be meaningful learning for his/her life.

“I believe that the process of being is more important because it affects the result. The result is not just the numerical mark but it is about the result of life. The result of how you make the greatest performance based on your job on your division and how your greatest performance can be the learning process of life” (EM 12).

From the findings, it could be seen that students in Play Performance course were both intrinsically and extrinsically motivated. Gardner (1985) stated that there were three factors of motivation, namely the learners' efforts to learn, their desires to achieve the goal, and their favorable attitudes towards it. Students in Play Performance course, of course, put their efforts during the teaching and learning activities. As shown in IM 63, when a student read the script he/she sometimes found some vocabulary that he/she did not know the meaning. To deal with it, he/she put an effort by looking for the meaning on the dictionary. It was a simple example of how the students put efforts in their leaning because they were motivated. Furthermore, the students also had strong desires to make the performance went well. It was mentioned in some excerpts, one of them was in IM 18. A student stated that he/she deserved the best performance so that he/she worked

hard together with other friends in order to achieve the goal, which was a good performance.

Regarding to the favorable attitudes towards Play Performance course, it was mentioned in EM 12 by one of the students. He/she believed that the process of preparing the performance would be a meaningful lesson in his/her life. Also, it was because Play Performance course used project-based learning as the teaching approach which gave students opportunity to respond real-world question or challenges through an extended inquiry process (Chiang & Lee, 2016, p. 709). Based on the written reflection in Play Performance course, the students were more intrinsically motivated rather than extrinsically. As M. Badeleh, Enayat, M. Badeleh, and Yanesari (2017) argued, students of higher educational degree tend to intrinsically motivated (p. 106). Students' statements in their written reflection expressed that they tended to have intrinsic motivation in Play Performance course.

## **5. CONCLUSION**

After examining the students' written reflection in Play Performance course, it was found some types of both intrinsic and extrinsic motivation. In total, there were 72 intrinsic motivation statements whereas for extrinsic motivation there were only 12 statements. For intrinsic motivation, the researcher found 15 statements expressed motivation of knowledge; 19 statements expressed motivation of accomplishment; and 38 statements expressed motivation of stimulation. Meanwhile, for extrinsic motivation, it was found 9 statements expressed motivation of external regulation; 1 statement expressed motivation of introjected regulation; and 2 statements of identified regulation. It showed that the students had more intrinsic motivation rather than extrinsic motivation.

Based on the study, motivational orientation of students is a significant factor and it should be considered in the teaching and learning activities. Since students of higher educational degree are more intrinsically motivated, lecturers should take their role in creating activities that can increase students' motivation. The activities should attract students' motivation intrinsically so that the students can obtain essential learning. Meanwhile, project-based learning is likely to make students more motivated in their learning activities. Therefore, it can be favorable for educators to use that teaching approach in other courses. Besides, the researcher also recommend future researchers to explore more about intrinsic and extrinsic motivation in order to enrich the knowledge about it. They might use other instruments for obtaining further and deeper data.

## **6. REFERENCES**

- Arnold, J. (2000). *Affect in language learning*. Cambridge: Cambridge University Press.
- Ary, D., L.C. Jacobs, A. Razavieh, & Sorensen, C. (2010). *Introduction to research in education* (8<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Badeleh, M., Enayat, M., Badeleh, M. & Yanesari, H. (2017). The Type and Reliable Predictors of Motivation: A Case of Iranian EAP Learners.

- International Journal of English Language & Translation Studies*, 5(1), 101-110.
- Broussard, S. C., & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.
- Chiang, C.L., & Lee, H. (2016). The effect of project-based learning on learning motivation and problem-solving ability of vocational high school students. *International Journal of Information and Education Technology*, 6(9), 709-712
- Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Gedera, D., Williams, J., & Wright, N. (2015). Identifying Factors Influencing Students' Motivation and Engagement in Online Courses. In Koh, C. (Ed.), *Motivation, leadership, and curriculum design: Engaging the net generation and 21<sup>st</sup> century learners* (pp. 13-22). New York: Springer.
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735.
- Guthrie, J. T., Wigfield, A., Metsala, J. L., & Cox, K. E. (1999). Motivational and cognitive predictors of text comprehension and reading amount. *Scientific Studies of Reading*, 3(3), 231-256. doi:10.1207/s1532799xssr0303\_3
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Hassard, J. (2000). *Science as inquiry*. Hoboken, NJ: Pearson Learning.
- Howard, J. (2002). Technology-enhanced project-based learning in teacher education: Addressing the goals of transfer. *Journal of Technology and Teacher Education*, 10(3), 343–364.
- Irvin, J. L., Meltzer, J., & Dukes, M. S. (2007). Taking action on adolescent literacy: An implementation guide for school leaders. <http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx>. Accessed 5 October, 2017.
- Keller, J. M. (1983). Motivational design and instruction. In C. M. Reigeluth (ed.), *Instructional design theories and models: An overview of their current status*. Hillsdale, NJ: Lawrence Erlbaum Associates, 386-433.
- Leal, E.A., Miranda, G.J., & Carmo, C.R.S. (2012). Self-determination theory: An analysis of student motivation in an accounting degree program. *R. Cont. Fin.-USP*, 24 (62), 162-173.
- Li, Danqing, "Facilitation Motivation: Implementing Problem-Based Learning into the Science Classroom" (2013). *Education and Human Development Master's Theses*. Paper 299.

- Liu, W.C., Wang, C.K.J, Tan, O.S., Koh, C., & Ee, J. (2009). A self-determination approach to understand students' motivation in project work. *Learning and Individual Differences, 19*, 139-145.
- Ng, C.F., & Ng, P.K. (2015). A review of intrinsic and extrinsic motivations of ESL learners. *International Conference on Culture, Languages, and Literature*, Kuala Lumpur, Malaysia, 9-10 June 2015.
- Parsons, R., Hinson, S., Brown, D. (2001). *Educational psychology: practitioner – researcher models of teaching*. University of Virginia: Wadsworth Thomson Learning.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54–67
- Ryan, R. M., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.
- Ryan, R.M., & Deci, E.L. (2017). *Self-determination theory: Basic psychological needs in motivation development, and wellness*. New York: The Guilford Press.
- Tan, J.C.L., & Chapman, A. (2016). *Project-based learning for academically-able students*. Boston: Sense Publisher.
- Thomas, J. W. (2000). *A review of research on project-based learning*. Retrieved on October 6, 2017, from <http://www.autodesk.com/foundation>
- Ushioda, E. (n.d.). Motivation, autonomy and metacognition: Exploring their interactions. In Lasagabaster, D., Doiz, A., & Sierra, J.M. (Eds.), *Motivation and foreign language learning: From theory to practice* (pp. 31-49). Amsterdam: John Benjamins Publishing Company.
- Vatankhah, M., & Tanbakooei, N. (2014). The role of social support on intrinsic and extrinsic motivation among Iranian EFL learners. *Procedia: Social and Behavioral Sciences, 98*, 1912-1918.
- Waheed, M., Kaur, K., Ain, N., & Hussain, N. (2015). Perceived learning outcomes from Moodle: An empirical study of intrinsic and extrinsic motivating factors. *Information Development, 1-13*.
- Wong, A. F. L., Quek, C. L., Divaharan, S., Liu, W. C., Peer, J., & Williams, M. D. (2006). Singapore students' and teachers' perceptions of computer-supported project work classroom learning environments. *Journal of Research on Technology in Education, 38*(4), 449–479.