



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Salami Mahmud
Assignment title: Untuk Umum
Submission title: Is it More Intrinsic or Extrinsic?The Motivation of Gayonese E...
File name: Article_JIP_Vol_11_No_1.pdf
File size: 406.51K
Page count: 25
Word count: 8,501
Character count: 47,435
Submission date: 26-Feb-2023 10:05PM (UTC+0700)
Submission ID: 2023225752



Is it More Intrinsic or Extrinsic? The Motivation of Gayonese EFL Students to Learn English

by Salami Mahmud

Submission date: 26-Feb-2023 10:05PM (UTC+0700)

Submission ID: 2023225752

File name: Article_JIP_Vol_11_No_1.pdf (406.51K)

Word count: 8501

Character count: 47435



IS IT MORE INTRINSIC OR EXTRINSIC? THE MOTIVATION OF GAYONESE EFL STUDENTS TO LEARN ENGLISH

²Salami Mahmud¹; Saiful Akmal²; Ariska Arias³

^{1,2,3}Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

¹Contributor Email: salami.mahmud@ar-raniry.ac.id

Received: July 08, 2022

Accepted: December 12, 2022

Published: January 30, 2023

Article Url: <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/816>

Abstract

Motivation is a crucial concept for being successful in learning. Highly motivated students will do their best in learning any subject. This quantitative study aimed to investigate the predominant type of motivation among Gayonese students and their level of motivation to study English at the Department of English Language Education, Universitas Islam Negeri Ar-Raniry Banda Aceh. The research samples were 33 students from batch 2014 to batch 2018 from the Department of English Language Education from Gayo highland Districts (Central Aceh, Gayo Lues, and Bener Meriah Districts). The random sampling technique was used to select participants with close-ended questionnaires as the data collection instrument. The results showed that the overall intrinsic motivation score was greater than the extrinsic one ($4.21 > 3.05$). As a result, the implication of this study requires teachers to boost students' extrinsic motivation to increase their academic achievement in studying English at the university.

Keywords: Motivation; Learning English; Gayonese Students; English Language Learners.



A. Introduction

In recent years, the study of English as a second language has advanced rapidly (Cook, 2016; Hilliker, 2022; Nguyen & Dang, 2020; Swain et al., 2015). The sheer number of people who speak English fluently demonstrates that the language is not only a means of communication but also a means of achieving success in various aspects of life, such as work, school, and leisure. For example, a career requires English proficiency to obtain a company's general manager position or other vital roles (DeKay, 2019). In education, English enables students to study abroad, earn a bachelor's degree, and pursue master's and doctoral degrees at international universities and, at the same time, enrich their sociocultural experiences with new friends (Alfayez & Hüttner, 2019).

The Indonesian educational curriculum includes English as one of the foreign languages (Riadi, 2019). Since the emergence of globalization, parents in Indonesia's big cities, such as Jakarta, Surabaya, and Medan, have demanded foreign language education for their children as early as kindergarten and primary schools (Akmal et al., 2021; Sulistiyo et al., 2020). In addition to several thousand schools that teach English and Indonesian as a second language, some even further promote English learning from home to a family environment for young learners (Susanty et al., 2021).

However, the increasing demand for English language teaching at Indonesian schools is inevitably accompanied by some obstacles to overcome. English is challenging for students with no prior knowledge, insufficient support, or low motivation (Purwati, 2020; Sundari, 2018). For example, a study by Abrar et al. (2018) revealed that students were frustrated to learn that their English was being disregarded, making them increasingly demotivated and anxious about learning English. These conditions worsen when learners' academic performance is at stake. If their English proficiency is adequate, their academic performance will improve (Dja'far et al., 2016). As soon as the teaching-learning process commences, they lose interest. Thus, motivation can substantially affect a language learner's ability to learn English. Dornyei (2001) stated, "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals".



Motivation is among the factors that can impact the teaching-learning process. According to Fidiastuti et al. (2021), students' motivation to learn directly impacts their learning outcomes. Correspondingly, Christiana (2009) believes that motivation is an essential aspect that plays a significant role in a student's ability to achieve many important academic goals. The most important factor affecting students' language learning success or failure is their motivation (Engin, 2009; McDonough, 1983; Rakhimova, 2021). Motivation is essential for second language learning, and it is crucial to understand what motivates students (Jabaliah et al., 2021; Oxford & Shearin, 1994; Rose et al., 2020). As a result, it is evident that student motivation directly develops their ability to learn English. Those more enthusiastic about learning English put in more effort, even if they perceive it to be complicated. In contrast, students will do nothing if they are not motivated, even if they believe the subject is relatively easy. Thus, it is assumed that the most considerable influence on students' success is their level of motivation in learning (Atmoko et al., 2022; Harmer, 2001).

From an educational psychology perspective, there are two main types of motivation in learning; intrinsic and extrinsic (Liu, 2020; Ryan & Deci, 2020). According to Ryan and Deci (2020), intrinsic motivation is essential since it demonstrates how people naturally desire to learn and adapt. Intrinsic motivation leading factor is taxonomically linked to internal aspirations and close personal control resulting in feeling enhancement (Malone & Lepper, 2021). The source of a person's motivation is internal rather than external, such as money or grades, because it arises from a natural satisfaction finding (Bailey et al., 2021). Students can be intrinsically motivated if they appreciate the task or feel a sense of success in finishing or simply working on it.

Instead, extrinsic motivation similarly impacts student education, resulting from external factors, such as learning environment, self-efficacy, educational facilities, and cross-cultural adjustment, including rewards and punishments (Harmer, 2001; Putri & Refnaldi, 2020; Sabboor Hussain et al., 2020). Extrinsic motivation does not prevent students from enjoying the learning process or completing a task, as its leading factor can be linked to enjoyment, too, including professional development (Pool et al., 2016). It



means that learners will continue to be motivated, even if the activity at hand is of little or no interest to them, as long as they anticipate some external rewards that provide them with pleasure, for example going abroad or experiencing new cultures, etc. Schunk said, “motivation can influence what, when, and how we learn (Pintrinch et al., 2008)”. Therefore, intrinsic and extrinsic motivation for learning allowed students to autonomously determine what they needed to learn, how much time they needed to spend on it, and what strategies worked best for them.

Furthermore, there are two other critical types of motivation in learning English; instrumental motivation and integrative motivation, especially those proposed by Gardner and Lambert (1959); Al-Hoorie & MacIntyre (2019); Al-Ta’ani (2018); Aminlari & Mousavi (2018); Rozmatovna (2020). According to Chalak and Kassaian (2010), the desire to learn a language to get a better job or improve a career is instrumental motivation. The driving factor of instrumental motivation for students in learning is often related to willingness, self-determination, and future ambitions (Oga-Baldwin et al., 2017). On the other hand, integrative motivation is the desire to fit in with another culture and be accepted by another group due to the learner’s desire to converse with people and acquire knowledge of their culture and language (Khorsheed, 2021). What drives students or language learners to have this integrative motivation is linked to the social need and integration of the targeted language, where soft skills play an essential role (Alizadeh, 2016). Both instrumental and integrative motivation can significantly influence a learner’s enthusiasm for studying new and foreign languages.

Some previous research has analyzed students’ motivation as they examined various objects. The first previous study was conducted by Ghazali, Suppian, and Zaini (2022). They aimed to determine how issues surrounding the implementation of school-based assessments affected students’ motivation to learn in the Malaysian higher education setting. They surveyed 879 teachers using a questionnaire they developed following Daniel *Stufflebeam*’s CIPP evaluation technique. Using structural equation modelling (SEM) analysis, a two-step method including measurement and a structural model was employed



for the analysis. The result suggested that the teaching materials, personal needs, knowledge, and attitudes of teachers and the problems they experience could affect the motivation of students to learn. Teachers must immediately enhance their assessment knowledge and abilities to be updated on the most recent information on alternative assessments. The findings concluded that good teachers are committed to enhancing their knowledge and skills and overcoming obstacles, enhancing their practices to increase their students' motivation to study continuously.

Research has found that studies on EFL students' motivation in the Indonesian context are predominantly influenced by Western theorists (Setiyadi et al., 2019). Their quantitative study found that the western extrinsic and intrinsic motivational orientation seriously impacted Indonesian university students. The targeted participants believe that having an additional international motivation to extrinsic and intrinsic motivations is essential for them to study English at university.

Nailufar (2018) examined students' integrative and instrumental motivation at the Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh, in the Acehese context. She studied students' motivations to acquire their second languages in the English and Arabic departments. The study results were from a questionnaire survey given to 30 English and 30 Arabic majors. This study revealed that primary English students were more impacted by integrative motivation than instrumental motivation when choosing English as their major. Moreover, based on the questionnaire results, the undergraduates adhered more to integrative motivation than instrumental motivation when learning English. Likewise, the Arabic learners were primarily encouraged to learn Arabic through integrative motivation. They concluded that English and Arabic majors at UIN Ar-Raniry have comparable motivations for acquiring their selected L2 target language.

Later, a study demonstrated that EFL students at senior high schools claimed that extrinsic motivation significantly impacted their learning of English (Ulfa & Bania, 2019). They further reiterated that teachers' influences are very significant in learning English and asserted that their dominant intrinsic factor happened to be their own learning goals in studying English. This



finding opened the varying hypotheses about whether university students in Aceh also respond the same way as senior high school students, considering their differentiated challenges and obstacles. Thus, this study focuses on the Gayonese EFL students' motivation to learn English at the Faculty of Education and Teacher Training at UIN Ar-Raniry Banda Aceh. Although it is acknowledged that students in this study program come from diverse provinces across Indonesia and all districts in Aceh, the number of students from Gayo Lues, Central Aceh, and Bener Meriah districts (Gayo tribe in the highland areas of Aceh) has grown exponentially. In addition, this study is essential because closer scrutiny of Gayonese EFL students' motivation in Aceh to study English at the higher education level needs to be more studied and obscure. Prior studies focus more on the generic university student in Aceh (see, i.e., Achmad & Yusuf, 2016; Fachraini, 2017; Yusuf et al., 2020). To this end, this study aims to identify the motivation driving Gayonese students to study English at the Department of English Language Education at UIN Ar-Raniry Banda Aceh.

B. Method

This study used a survey research design with quantitative data. A survey is a research method whereby a researcher collects data from samples to describe the attitudes or opinions of the population (Creswell, 2003). The population is Gayonese students at the Department of English Language Education, Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh. The samples were 33 students from Gayo Lues, Central Aceh, and Bener Meriah districts spread between batches 2014 and 2018, selected with a random sampling technique. A questionnaire with close-ended questions was used to collect the data. The questionnaire was distributed using a Google form, asking about their intrinsic (internal) and extrinsic (external) motivation to learn English. The collected raw data were analyzed using frequency and percentage score procedures. The aforementioned statistical method is appropriate for this research. The mean of each question's response was used to examine the questionnaire results, whilst types and motivation levels were assessed using Likert scales. The following criteria were used to define the level of agreement or disagreement:



Table 1. Standard of mean

No.	Main Range	Label
1.	3.68-5.00	A high degree of motivation
2.	2.34-3.67	A moderate degree of motivation
3.	1.00-2.33	Low degree of motivation

Students were instructed to respond to the questions by selecting the appropriate categories:

Strongly agree	=	5	$\text{Mean} = \frac{\sum F}{N}$ $= \frac{\sum F}{33}$
Agree	=	4	
Neutral	=	3	
Disagree	=	2	
Strongly disagree	=	1	

C. Result and Discussion

The following table includes statements concerning intrinsic motivation, their average scores, and the acceptable level of motivation as a basis for interpretation and further explanation based on the questionnaire findings.

1. Result

a. Intrinsic Motivation

Table 2. Intrinsic motivation

No.	Intrinsic Motivation Items	Scores	Mean	Level
1.	Learning English enables me to join in the activities of different cultural groups with greater freedom.	133	4.03	High
2.	I study English for professional reasons, career advancement, and employment chances. (Instrumental)	146	4.42	High
3.	I am studying English to enhance my English language skills.	149	4.51	High
4.	English education has made me more at ease with English speakers. (Integrative)	139	4.21	High
5.	I enjoy learning English by playing and singing music.	129	3.90	High
6.	I am learning English to improve my academic performance inside and outside the classroom.	138	4.18	High
7.	I am learning English because I intend to pursue my education abroad.	140	4.24	High
TOTAL			4.21	High



The answers to the questionnaire about the intrinsic motivation of Gayonese students to study English are shown in Table 2. The seven intrinsic motivation items listed in Table 2 above are derived from Fachraini's (2017) preceding study at the same university. However, with more general participants with a total score of 4.21, the respondents are highly intrinsically motivated. Each of the questionnaire's statements yielded a significantly higher score. In statement number 1, a question regarding integrative motivation obtained a score of 4.03, regarded as high. It reveals that most students strongly feel that learning English gives them greater freedom to participate in diverse ethnic groups' events. Hermayawati (2022) noticed that using a cultural language learning approach can help students actualize the freedom of learning program.

Table 3. Learning English enables me to join in the activities of different cultural groups with greater freedom

No.	Response	Frequency	Percentage
1.	Strongly Agree	10	30,3%
2.	Agree	16	48,5%
3.	Neutral	5	15,2%
4.	Disagree	1	3%
5.	Strongly Disagree	2	6,1%

The data found that most students (78.8 %) who learn English can participate voluntarily in the activities of different cultural units. This indicates that all students participate in English language study due to their intrinsic motivation. Then, 9.1% disagree that studying English tolerates greater participation in cultural group activities. This finding correlates to the work of Huang (2019), whereby cultural contextualization in English learning is central to motivating students, broadening their thinking and developing their creativity.

Table 4. Learning English for professional reasons, career advancement, and employment chances

No.	Response	Frequency	Percentage
1.	Strongly Agree	12	36,4%
2.	Agree	21	63,6%
3.	Neutral	0	0%
4.	Disagree	1	3%
5.	Strongly Disagree	0	0%



Statement 2 had a high score in the instrumental motivation area, showing that students strongly agree that studying English will enhance their career and employment chances. The data from table 4 below proves that 36.4% of respondents strongly agreed, and 63.6% agreed that studying English will benefit their professional careers and employment chances. On the other hand, only 3% think studying English will improve their professional career and employment chances. This may indicate that they are studying English due to an external incentive. Sarwar and Bhamani (2018) further attested to a similar result in which they revealed that by studying English, the provision of information on the career path and working opportunities is wide open.

Statement 3 reads: "I Learn English to Improve My English Language Skills", and Statement 4: "Learning English will make me more comfortable around English Speakers", respectively, received scores of 4.51 and 4.21 on average. Therefore, it is apparent that Gayonese students are highly motivated to study English to improve their language proficiency. Similarly, De Wilde, Brysbaert, and Eyckmans (2020) claim that language proficiency tests can improve out-of-school or out-of-classroom exposure.

13 Table 5. Learning English improve my language skills

No.	Response	Frequency	Percentage
1.	Strongly Agree	20	60,6%
2.	Agree	10	30,3%
3.	Neutral	3	9,1%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%

The table displays that 60.6% of respondents strongly agreed, and 30.3% agreed with the statement: "Study English to enhance my English language skills". However, 9.1 per cent decided on a neutral option. This may point out that they are intrinsically motivated, which will positively affect their learning because intrinsic drive originates from within the students. Therefore, they learn English based on intrinsic motivation rather than external factors. In this light, Ngo, Spooner-Lane, and Mergler (2017) attested that primary English students at university are intrinsically motivated to learn English, unlike their non-English major counterparts, who seem reluctant to learn it.



Table 6. Learning English allow me to be at ease with english speakers

No.	Response	Frequency	Percentage
1.	Strongly Agree	13	39,4%
2.	Agree	13	39,4%
3.	Neutral	6	18,2%
4.	Disagree	2	6,1%
5.	Strongly Disagree	0	0%

The data reveals that 39.4% of respondents strongly agreed, and 39.4% agreed that learning English will make them more comfortable speaking with English speakers. Nonetheless, 18.2% of respondents selected neutral, compared to 6.1% who disagreed with the statement. This could suggest that they have integrative motivation, which is the aspiration to utilize a second language in everyday practice. At the same time, Boonkit (2010) states that speaking with native English speakers for non-native students can boost their confidence, creativity and competence.

Table 7. Learning English to have fun by playing and singing music

No.	Response	Frequency	Percentage
1.	Strongly Agree	8	24,2%
2.	Agree	15	45,5%
3.	Neutral	6	18,2%
4.	Disagree	5	15,2%
5.	Strongly Disagree	0	3%

However, statement number 5, "i learn English to have fun by performing and singing music", received a score of 3.90. Compared to past scores, this is the lowest possible mark. The table also demonstrates that 24.2% of the respondents highly agreed, and 45.5% agreed to study English for entertainment. However, 18.2% voted for the neutral option, indicating that they disagreed with the statement. Thus, 15, 2 per cent, and 3 per cent of the respondents strongly disagreed that learning English through playing games and singing songs is enjoyable. Students learn foreign languages through playing games and singing songs to have fun and relax, as language must be first conveyed through sound (Akbar et al., 2018).

Table 8. Learning English help me achieve higher academic performance both insiden and outside the classroom

No.	Response	Frequency	Percentage
1.	Strongly Agree	10	30,3%
2.	Agree	16	48,5%
3.	Neutral	8	24,2%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%

The table reveals that 30,3 per cent of the respondents strongly agreed, and 48,5 per cent agreed that learning English is necessary for achieving outstanding performance inside and outside the classroom. Nevertheless, 24.2% of respondents chose neutral. Thus, students will attempt to achieve that objective. Hence, motivation is directly tied to the desire to achieve objectives (Henry, 2020).

Table 9. Learning English to continue my education overseas

No.	Response	Frequency	Percentage
1.	Strongly Agree	14	42,2%
2.	Agree	14	42,2%
3.	Neutral	4	12,1%
4.	Disagree	1	3%
5.	Strongly Disagree	0	0%

Statement number 7, "I learn English because I want to continue my studies Overseas". It has an average score of 4.24. Based on these three declarations, Gayonese students are highly motivated to learn English since they have self-generated goals and intrinsic motivation. In such a context, Llanes (2019) maintains that learning English in an English-speaking country can give contextual experiences for EFL students to develop their language skills.

b. Extrinsic Motivation

Next is the table for Gayonese EFL students' extrinsic motivation in learning English at the Islamic university. The following items asked students to identify their extrinsic motivation in learning English.



Table 10. Extrinsic motivation

No.	Extrinsic Motivation	Scores	Mean	Level
1.	I study English because I want to do well in my examination	133	4.03	High
2.	I study English to please my family	101	3.06	Moderate
3.	I feel that no one is educated unless she/he is fluent in English	89	2.69	Moderate
4.	I feel happy about my lecturer's motivation when learning English	128	3.87	Moderate
5.	I learn English to get the prize/reward	89	2.69	Moderate
6.	I learn English because of my friend	83	2.51	Moderate
7.	I learn English to avoid punishment	64	1.93	Low
8.	I can learn English since the time to study, home support, and learning facilities are highly conducive to my success.	106	3.21	Moderate
TOTAL			3.05	Moderate

The total score for extrinsic motivation is 3,50, as shown in Table 2 above, which is 3.50, suggesting a moderate degree. It also implies that extrinsic, rather than intrinsic, factors have little effect on students' willingness to study English. The statement with the highest score, 133, and a mean of 4.03 was statement number one. It shows that English language testing for graduation requirements becomes one of the dominant external factors that motivate Gayonese students to study English. This could be seen as their expectation of rewards and punishments, such as passing tests and earning excellent marks.

Table 11. Learning English to do well in the examination

No.	Response	Frequency	Percentage
1.	Strongly Agree	2	6,1%
2.	Agree	19	57,6%
3.	Neutral	6	18,2%
4.	Disagree	6	18,2%
5.	Strongly Disagree	0	0%

Table 11 reveals that 6.1% highly agreed and 57.6% agreed to learn English to thrive in the final examination, including the bachelor thesis defence oral exam and English language proficiency test before graduation. The need to pass the English exit examination for students at the university



level is mandatory and might raise students' motivation to improve their language ability and proficiency (Wudthayagom, 2022). However, 18.2% chose neutral, whereas only 18.2% disagreed with the statement. This demonstrates that 63.7% of English learners are motivated by extrinsic factors.

Table 12. Learning English to please my family

No.	Response	Frequency	Percentage
1.	Strongly Agree	4	12,1%
2.	Agree	7	21,2%
3.	Neutral	11	33,3%
4.	Disagree	9	27,3%
5.	Strongly Disagree	2	6,1%

Students who are required to study English by their parents are described in Table 12. The facts in the table above show that some students agree with the statement. Aakahashi (2018) reveals that students started learning English because their parents told them to do so. This may specify that their extrinsic motive stimulates them to study English, even though others acquire English by intrinsic desire. Therefore, most respondents selected "neutral," i.e. (33.3%), designating that parents will be added to the reasons they learn English.

Table 13. Learning English to be considered more educated

No.	Response	Frequency	Percentage
1.	Strongly Agree	2	6,1%
2.	Agree	7	21,2%
3.	Neutral	7	21,2%
4.	Disagree	13	39,4%
5.	Strongly Disagree	4	12,1%

Table 13 reveals that 51.5% of respondents disagreed with the statement, while 27.3% concurred that only people are considered well-educated if they speak English fluently. Ratwatte's (2011) findings also voice the same thing, claiming that the so-called "educated" people are often described as having "a good command" of English. The remainder chose neutral at a rate of 21.2%. This demonstrates that several acquire English for intrinsic reasons or internal variables.



Table 14. Learning English because of the teachers' motivation

No.	Response	Frequency	Percentage
1.	Strongly Agree	9	27,3%
2.	Agree	12	36,4%
3.	Neutral	11	33,3%
4.	Disagree	1	3%
5.	Strongly Disagree	0	0%

Table 14 discloses that 27, 3 per cent of respondents strongly agreed, and 36, 4 per cent agreed that they were pleased with their teacher's motivation in their English classes. However, 33 3 of the respondents opted for the neutral option, while only 3% chose to disagree. Extrinsic encouragement from teachers explains why most of them decided to learn English. This data can shed light on teachers' strategies for motivating students to study English, as Bernaus, Wilson-Daily, and Gardner (2009) found in their research.

Table 15. Learning English to get the prize/ reward

No.	Response	Frequency	Percentage
1.	Strongly Agree	0	0%
2.	Agree	7	21,2%
3.	Neutral	9	27,3%
4.	Disagree	15	45,5%
5.	Strongly Disagree	4	12,1%

Table 16 reveals that 21 2% concurred that one could receive a reward for studying English. Students feel more motivated if teachers provide rewards in the teaching-learning process (Kharel, 2012; Saraswati et al., 2020). Though, 27.3 per cent chose neutral, compared to 45.5 per cent who decided to disagree and 12.1 per cent who opted to disagree strongly. This indicates that most are learning English due to intrinsic motivation, as they do not learn English to receive incentives or awards.

Table 16. Learning English because of friend

No.	Response	Frequency	Percentage
1.	Strongly Agree	2	6,1%
2.	Agree	2	6,1%
3.	Neutral	9	27,3%
4.	Disagree	16	48,5%
5.	Strongly Disagree	6	18,2%



A friend's invitation to learn English is shown in Table 17 of the questionnaire responses. The table reveals that most respondents (48.5%) disagree, and 18.2% strongly disagree. This can indicate that they are intrinsically motivated to study English because of their friends' motivation. Friends can provide updated schoolwork and peer group support and boost interpersonal characteristics (Levi-Belz, 2019; Thomas & Webber, 2001). There 27.3 per cent of respondents chose neutral. Then, only 6.1% of those who choose to agree and 6.1% of those who disagree vehemently hold these positions. This demonstrates that the offer of friends is not a factor in their motivation to study English.

Table 17. Learning English to avoid punishment

No.	Response	Frequency	Percentage
1.	Strongly Agree	0	0%
2.	Agree	2	6,1%
3.	Neutral	6	18,2%
4.	Disagree	13	39,4%
5.	Strongly Disagree	12	36,4%

Table 17 reveals that just 6.1% of respondents thought studying English to dodge punishment would help them perform better in the EFL classroom. In the eye of the students, punishment is often believed as a requirement that can lead to avoiding sanctions (Dini & Ishaq, 2020). In contrast, 18.2% opted for neutral, while 39.4% and 36.4% of those who chose to disagree strongly disagreed. This demonstrates that most of them study English for intrinsic motivation or internal motives, not to escape punishment.

Table 18. Learning English because the study time, home, and facilities are very supportive

No.	Response	Frequency	Percentage
1.	Strongly Agree	3	9,1%
2.	Agree	10	30,3%
3.	Neutral	12	36,4%
4.	Disagree	7	21,2%
5.	Strongly Disagree	1	3%

Table 18 reveals that 9.1% strongly agreed, and 30.3% agreed that the time to study, home support, and facilities made learning English easier. The quality of the facility, among others, plays an influential role in reassuring



students to enjoy their study time and to strive harder for better academic performance (Uline & Tschannen-Moran, 2008). However, 36.4% of respondents chose neutral, compared to 21.2% of those who opted not to agree, and 3% strongly disagreed. This indicates that most individuals learn English due to extrinsic motivation or external factors.

2. Discussion

The result showed that Gayonese students have good motivation, both intrinsic and extrinsic motivation, in learning English. Nevertheless, the intrinsic motivational level is higher than the extrinsic one. The total score for intrinsic motivation is 4.21 (High), while the total for extrinsic motivation is 3.05 (Moderate). It shows that most Gayonese students are intrinsically motivated, which means Gayonese students enjoy learning English because of their pleasure and desire. This motivation comes from individuals learning English to improve their skills, perceiving it as a fun and enjoyable activity, etc. These factors motivate them to attain their English-learning objective. In addition, in Table 2 on intrinsic motivation, the questions on instrumental motivation obtained higher mean scores, but integrative motivation earned lower scores. Even though the score for instrumental questions is higher than that for integrative, both scores are still high.

On the other hand, this finding contrasts with Nailufar's study (2018), which discovered that English and Arabic majors were primarily determined by integrative motivation instead of instrumental motivation. Equally important, the finding of this study was different from the one found by Ulfa and Bania (2019), as intrinsic motivation prevails over extrinsic motivation for Gayonese EFL students at the university level. This is partly due to the nature of the university teaching system in higher education, where students are more independent, problem-based and have greater autonomy in the teaching-learning process, as pointed out by Macaskill and Taylor (2010) and Henri, Morrell, and Scott (2018).

Furthermore, the findings demonstrate that Gayonese students were also inspired by the extrinsic motivation to learn English. Although intrinsic



motivation has a more excellent total score than extrinsic motivation, both have substantial scores. Extrinsic motivation is derived from external sources, such as the requirement to qualify for an exam, the anticipation of monetary prizes, the opportunity to meet and communicate with more diverse people, and the requirement of English for their profession. Extrinsic motivations for Gayonese students to learn English include obtaining good scores in examinations, receiving compliments from the lecturer, obtaining a better career, studying abroad, and making their parents proud by mastering English. This is similar to the study by Dwaik and Shehadeh (2010), who discovered that university students were dominantly influenced by extrinsic motivation. In the same light, Vatankhah and Tanbakooei (2014) revealed that compliments from others, such as parents, teachers and siblings, gain significant benefit during the process.

Implication

The present study suggests that intrinsic motivation is more agreeable for Gayonese EFL students when learning English. Therefore, students concentrate more on achieving their objectives and will follow the steps they have outlined from the beginning. Students need solid and vigorous intrinsic motivation to perform better in the EFL classroom. However, the findings of this study implied that the university administration must create a positive atmosphere to allow the intrinsic motivation to upsurge external drives. As the challenges to nurturing intrinsic motivation in EFL settings are multifaceted, one must reduce the expectation that students have immediate solutions to overcome those challenges. Everyone must stay focused to ensure that intrinsic motivation can gradually be instilled in students' metacognitive framework, improving the effectiveness of English language learning.

In this study, the dominant preference of intrinsic motivation toward English language learning among Gayonese EFL students is quite positive. First, the findings of this study can be used for further examination based on the existing and dynamic theories and literature canon. This is suitable if future researchers can consider a thorough review and theoretical update or expansion on the concept used in this study. As a result, the only good thing about



today's EFL learner understanding of motivation in language learning is that it can further explain how these two most used categorizations of motivation are compatible with the fast yet furious change in language education.

It is suggested that future studies include some less-mainstream categorizations of motivation in language learning. The twist will provide an extra stimulus for researchers to give insights into its implementation at different levels of EFL learners coming from diverse educational, social and cultural backgrounds. This study used a survey research design with a generalization technique. Particular, in-depth, and thorough qualitative insight is thus unavailable. In addition, although the sample provided in this study is quite rich, it does not constitute views from lecturers, faculty or department administrators of every ethnic and sub-ethnic in Acehese. Those would certainly be the limitation of the study and foster more attention to motivational aspects of language learning in particular areas and ethnic groups.

D. Conclusion

The findings of this study indicate that Gayonese students in the English Department are more enthused about learning English because they want to rather than because they are required to. Significant scores show that Gayonese students are intrinsically and extrinsically motivated. This present study benefits the lecturer, administrators and English instructors at the Department of English Language Education, Universitas Islam Negeri Ar-Raniry Banda Aceh, support their student's learning objectives and expectations, mainly due to the diminishing role of lecturers in recharging students' motivation at the university level.

The findings of this present study for language learner improvement and behaviours further confirm the importance of intrinsic motivation. The conditions of a student's psychological state may be in the stark contrast between primary, secondary and university students learning English. On top of that, intrinsic motivation can inevitably be maintained by the consistent effort to provide better learning environments, reasonable rewards and punishment mechanisms, strong family and parental involvement, and quality student facilities.



Bibliography

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a Language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *The Qualitative Report*, 23(1), 129-145. <https://doi.org/10.46743/2160-3715/2018.3013>
- Achmad, D., & Yusuf, Y. Q. (2016). Exploring the Motivational Factors for learning english in Aceh. *Dirasat: Human and Social Sciences*, 43(5), 2223-2234. <https://doi.org/10.12816/0035117>
- Akbary, M., Shahriari, H., & Hosseini Fatemi, A. (2018). The Value of Song Lyrics for Teaching and Learning English Phrasal Verbs: A Corpus Investigation of Four Music Genres. *Innovation in Language Learning and Teaching*, 12(4), 344-356. <https://doi.org/10.1080/17501229.2016.1216121>
- Akmal, S., Masna, Y., & Nasution, L. A. (2021). Engaging to Nurturing: English Language Teaching Strategies and Constraints for Very Young Muslim Learners at Kindergarten in Aceh. *Jurnal Ilmiah Islam Futura*, 21(1), 46-62. <https://doi.org/10.22373/jiif.v0i0.5397>
- Al-Hoorie, A. H., & MacIntyre, P. D. (Eds.). (2019). *Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959)*. Multilingual Matters.
- Al-Ta'ani, M. H. (2018). Integrative and Instrumental Motivations for Learning English as a University Requirement Among Undergraduate Students at Al-Jazeera University/ Dubai. *International Journal of Learning and Development*, 8(4), 89-105. <https://doi.org/10.5296/ijld.v8i4.13940>
- Alfayez, H. M., & Hüttner, J. (2019). Women Students from Saudi Arabia in a Study Abroad Programme. *Study Abroad Research in Second Language Acquisition and International Education*, 4(2), 193-223. <https://doi.org/10.1075/sar.16009.alf>
- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education*, 1(1), 11-15. <https://doi.org/10.5430/ijhe.v2n4p123>
- Aminlari, S. K.-N. F., & Mousavi, H. S. (2018). An Investigation into Attitudes Towards Learning English and the Motivation Type (Integrative vs. Instrumental) in Iranian Students at Universiti Kebangsaan Malaysia. *International Journal of English Language & Translation Studies*, 6(3), 204-213.
- Atmoko, A., Machfudz, M., Mansur, R., & Costa, A. Da. (2022). Motivation Contribution to Religious Learning Behavior During the Covid Pandemic. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 41(1), 271-283. <https://doi.org/10.21831/cp.v41i1.43255>



- Bailey, D., Almusharraf, N., & Hatcher, R. (2021). Finding Satisfaction: Intrinsic Motivation for Synchronous and Asynchronous Communication in the Online Language Learning Context. *Education and Information Technologies*, 26(3), 2563–2583. <https://doi.org/10.1007/s10639-020-10369-z>
- Bernaus, M., Wilson-Daily, A. E., & Gardner, R. (2009). Teachers' Motivation, Classroom Strategy Use, Students' Motivation and Second Language Achievement. *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, 12(12), 25–36. <https://doi.org/10.30827/Digibug.31869>
- Boonkit, K. (2010). Enhancing the Development of Speaking Skills for Non-Native Speakers of English. *Procedia - Social and Behavioral Sciences*, 2(2), 1305–1309. <https://doi.org/10.1016/j.sbspro.2010.03.191>
- Chalak, A., & Kassaian, Z. (2010). Motivation and Attitudes of Iranian Undergraduate EFL Students Towards Learning English. *GEMA Online Journal of Language Studies*, 10(2), 37–56.
- Christiana, I. O. (2009). Influence of Motivation on Students' Academic Performance. *The Social Sciences*, 4(1), 30–36. <https://medwelljournals.com/abstract/?doi=sscience.2009.30.36>
- Cook, V. (2016). *Second Language Learning and Language Teaching* (5th ed.). Routledge.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). SAGE Publications.
- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English Through Out-Of-School Exposure. Which Levels of Language Proficiency are Attained and Which Types of Input are Important? *Bilingualism: Language and Cognition*, 23(1), 171–185. <https://doi.org/10.1017/S1366728918001062>
- DeKay, D. L. (2019). Latino English Language Learners' Career Development. *Career Planning & Adult Development Journal*, 34(4), 21–31.
- Dini, Z. I. F., & Ishaq, M. (2020). Analysis for the Provision of Appropriate Punishment Early Childhood. *Proceedings of the 6th International Conference on Education and Technology (ICET 2020)*. <https://doi.org/10.2991/assehr.k.201204.079>
- Dja'far, V. H., Cahyono, B. Y., & Bashtomi, Y. (2016). EFL Teachers' Perception of University Students' Motivation and ESP Learning Achievement. *Journal of Education and Practice*, 7(14), 28–37.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.



- Dwaik, R., & Shehadeh, A. (2010). Motivation Types Among EFL College Students: Insights from the Palestinian Context. *An-Najah University Journal for Research - B (Humanities)*, 24(1), 333–360.
- Engin, A. O. (2009). Second Language Learning Success and Motivation. *Social Behavior and Personality: An International Journal*, 37(8), 1035–1041. <https://doi.org/10.2224/sbp.2009.37.8.1035>
- Fachraini, S. (2017). An Analysis of Students' Motivation in Studying English. *Getsempena English Education Journal*, 4(1), 47–57.
- Fidiastuti, H. R., Lathifah, A. S., Amin, M., Utomo, Y., & Aldya, R. F. (2021). Improving Student's Motivation and Learning Outcomes Through Genetics e-Module. *Jurnal Ilmiah Peuradeun*, 9(1), 189–200. <https://doi.org/10.26811/peuradeun.v9i1.477>
- Gardner, R. C., & Lambert, W. E. (1959). Motivational Variables in Second-Language Acquisition. *Canadian Journal of Psychology/Revue Canadienne de Psychologie*, 13(4), 266–272. <https://doi.org/10.1037/h0083787>
- Ghazali, N. H. C. M., Suppian, Z., & Zaini, S. H. (2022). Factors Influencing Students' Motivation Towards Learning. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 41(1), 259–270. <https://doi.org/10.21831/cp.v41i1.45883>
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman Pearson Education.
- Henri, D. C., Morrell, L. J., & Scott, G. W. (2018). Student Perceptions of their Autonomy at University. *Higher Education*, 75(3), 507–516. <https://doi.org/10.1007/s10734-017-0152-y>
- Henry, A. (2020). Possible Selves and Personal Goals: What can we Learn from Episodic Future Thinking? *Eurasian Journal of Applied Linguistics*, 6(3), 479–498. <https://doi.org/10.32601/ejal.834659>
- Hermayawati, H. (2022). A actualization of the Freedom of Learning Program (FoLP) in Higher Education Using Cultural Language Learning Approach (CLLA). *Proceedings of Indonesia Focus*, 1(1), 7–15.
- Hilliker, S. M. (Ed.). (2022). *Second Language Teaching and Learning Through Virtual Exchange*. Walter de Gruyter.
- Huang, P. (2019). Textbook interaction: A Study of the Language and Cultural Contextualization of English Learning Textbooks. *Learning, Culture and Social Interaction*, 21(1), 87–99. <https://doi.org/10.1016/j.lcsi.2019.02.006>
- Jabaliah, J., Adlim, M., Syukri, M., & Evendi, E. (2021). Learning of Multimedia-Based Physics Concept Applications to Improve Students' Motivation



- and Science Process Skills. *Jurnal Ilmiah Peuradeun*, 9(3), 681–702. <https://doi.org/10.26811/peuradeun.v9i3.557>
- Kharel, Y. K. (2012). *Practice of Reward in the ELT Classroom* [Doctoral Dissertation, Tribhuvan University: Kirtipur, Kathmandu, Nepal]. <https://elibrary.tucl.edu.np/handle/123456789/1574>
- Khorsheed, R. (2021). Youth Culture and EFL Students' Development of Integrative Motivation. *Theory and Practice in Language Studies*, 11(4), 377–389. <https://doi.org/10.17507/tpls.1104.07>
- Levi-Belz, Y. (2019). With a Little Help from My Friends: A Follow-Up Study on the Contribution of Interpersonal Characteristics to Posttraumatic Growth Among Suicide-Loss Survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(8), 895–904. <https://doi.org/10.1037/tra0000456>
- Liu, I. F. (2020). The Impact of Extrinsic Motivation, Intrinsic Motivation, and Social Self-Efficacy on English Competition Participation Intentions of Pre-College Learners: Differences Between High School and Vocational Students in Taiwan. *Learning and motivation*, p. 72, 101675. <https://doi.org/10.1016/j.lmot.2020.101675>
- Llanes, À. (2019). Study Abroad as a Context for Learning English as an International Language: An Exploratory Study. In M. Howard (Ed.), *Study Abroad, Second Language Acquisition and Interculturality* (pp. 136–154). Multilingual Matters. <https://doi.org/10.21832/9781788924153-008>
- Macaskill, A., & Taylor, E. (2010). The Development of a Brief Measure of Learner Autonomy in University Students. *Studies in Higher Education*, 35(3), 351–359. <https://doi.org/10.1080/03075070903502703>
- Malone, T. W., & Lepper, M. R. (2021). *Making Learning Fun: A Taxonomy of Intrinsic Motivations for Learning*. In *Aptitude, Learning, and Instruction*. Routledge.
- McDonough, S. (1983). *Psychology in Foreign Language Teaching*. Cambridge University Press.
- Nailufar, Y. (2018). Analysis of Motivations to Study English and Arabic. *English Education Journal*, 9(2), 328–345. <http://jurnal.unsyiah.ac.id/EEJ/article/view/11552/9267>
- Ngo, H., Spooner-Lane, R., & Mergler, A. (2017). A Comparison of Motivation to Learn English Between English Major and Non-English Major Students In a Vietnamese University. *Innovation in Language Learning and Teaching*, 11(2), 188–202. <https://doi.org/10.1080/17501229.2015.1094076>



- Nguyen, C. D., & Dang, T. C. T. (2020). Second Language Teacher Education in Response to Local Needs: Preservice Teachers of English Learning to Teach Diverse Learners in Communities. *TESOL Quarterly*, 54(2), 404–435. <https://doi.org/10.1002/tesq.551>
- Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating Young Language Learners: A Longitudinal Model of Self-Determined Motivation in Elementary School Foreign Language Classes. *Contemporary Educational Psychology*, 49, 140–150. <https://doi.org/10.1016/j.cedpsych.2017.01.010>
- Oxford, R., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. *Modern Language Journal*, 78(1), 12 – 28.
- Pintrinch, P. R., Schunk, D. H., & Meece, J. L. (2008). *Motivation in Education: Theory, Research, and Applications*. Pearson Education.
- Pool, I. A., Poell, R. F., Berings, M. G., & Ten Cate, O. (2016). Motives and Activities for Continuing Professional Development: An Exploration of Their Relationships by Integrating Literature and Interview Data. *Nurse Education Today*, 38, 22–28. <https://doi.org/10.1016/j.nedt.2016.01.004>
- Purwati, D. (2020). Factors Supporting and Hindering the Learning of English as an Additional Language Experienced by a Female Indonesian Student. *Jurnal Sains Sosio Humaniora*, 4(1), 94–101. <https://doi.org/10.22437/jssh.v4i1.9773>
- Putri, N., & Refnaldi, R. (2020). Rewards and Punishments Given by the Teacher in Teaching English as a Foreign Language in the Indonesian Context. *Journal of English Language Teaching*, 9(1), 75–85. <https://doi.org/10.24036/jelt.v9i1.107819>
- Rakhimova, S. (2021). The Role of Motivation in Learning Foreign Language. *Mental Enlightenment Scientific-Methodological Journal*, 2021(4), 68–78.
- Ratwatte, H. (2011). 'Why Learn English? A Comparative Study of Popular Belief vs. Belief of Educated Masses. *Annual Academic Sessions, Open University of Sri Lanka*, pp. 195–199.
- Riadi, A. (2019). An Empirical Studies on Indonesian-English Curriculum Changes: Opportunities and Constraints in an Underdeveloped Region. *Indonesian TESOL Journal*, 1(2), 39–52. <https://doi.org/10.24256/itj.v1i2.835>
- Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2020). What Drives Success in English Medium Taught Courses? The Interplay Between Language Proficiency, Academic Skills, and Motivation. *Studies in Higher Education*, 45(11), 2149–2161. <https://doi.org/10.1080/03075079.2019.1590690>



- Rozmatovna, A. O. (2020). The Influence of Integrative Motivation and Instrumental Motivation on Learning English as a Foreign Language. *Journal of Critical Reviews*, 7(12), 942-945. <https://doi.org/10.31838/jcr.07.12.164>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54-67. <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Saboor Hussain, M., Salam, A., & Farid, A. (2020). Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivational Factors for EFL and ESL Adult Learners. *International Journal of Applied Linguistics and English Literature*, 9(4), 15-28. <https://doi.org/10.7575/aiac.ijalel.v.9n.4p.15>
- Saraswati, N. M. S. D., Ratminingsih, N. M., & Utami, I. A. L. P. (2020). Students' and Teachers' Perception of Reward in Online English Teaching Context. *Journal of Education Research and Evaluation*, 4(3), 303-311. <https://doi.org/10.23887/jere.v4i3.27923>
- Sarwar, S., & Bhamani, S. (2018). Measuring School Support for Learning English as a Foreign Language Through SSELL. *Journal of Education and Educational Development*, 5(2), 194-210.
- Setiyadi, A. B., Mahpul, M., & Wicaksono, B. A. (2019). Exploring Motivational Orientations of English as Foreign Language (EFL) Learners: A Case Study in Indonesia. *South African Journal of Education*, 39(1), 1-12. <https://doi.org/10.15700/saje.v39n1a1500>
- Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. (2020). The Portrait of Primary School English in Indonesia: Policy recommendations. *Education 3-13*, 48(8), 945-959. <https://doi.org/10.1080/03004279.2019.1680721>
- Sundari, W. (2018). The Difficulties of Learning English for the Basic English Learners. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 2(1), 34-41.
- Susanty, L., Sholihah, H. I., Pramesworo, I. S., Telaumbanua, S., & Basir, A. (2021). Promoting English Learning from Home to Indonesian Families: An Alternative Approach to Learning Foreign Languages at an Early Age. *Linguistics and Culture Review*, 5(1), 203-216. <https://doi.org/10.21744/lingcure.v5n1.1310>



- Swain, M., Kinnear, P., & Steinman, L. (2015). *Sociocultural Theory in Second Language Education*. Multilingual Matters. <https://doi.org/10.21832/9781783093182>
- Takahashi, T. (2018). Motivation of Students for Learning English in Rwandan Schools. *Issues in Educational Research*, 28(1), 168–186.
- Thomas, W., & Webber, D. J. (2001). 'Because my Friends Are': The Impact of Peer Groups on the Intention to Stay on at Sixteen. *Research in Post-Compulsory Education*, 6(3), 339–354. <https://doi.org/10.1080/13596740100200113>
- Ulfa, M., & Bania, A. S. (2019). EFL Student's Motivation in Learning English in Langsa, Aceh. *Studies in English Language and Education*, 6(1), 163–170. <https://doi.org/10.24815/siele.v6i1.12860>
- Uline, C., & Tschannen-Moran, M. (2008). The Walls Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement. *Journal of Educational Administration*, 46(1), 55–73. <https://doi.org/10.1108/09578230810849817>
- 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. <https://doi.org/10.1016/j.sbspro.2014.03.622>
- Wudthayagorn, J. (2022). An Exploration of the English Exit Examination Policy in Thai Public Universities. *Language Assessment Quarterly*, 19(2), 107–123. <https://doi.org/10.1080/15434303.2021.1937174>
- Yusuf, Y. Q., Nailufar, Y., Harun, R. N. S. R., & Usman, B. (2020). University Students' Motivation in Learning Arabic and English as Foreign Languages in Aceh. *Langkawi: Journal of The Association for Arabic and English*, 6(2), 87–99. <https://doi.org/10.31332/lkw.v0i0.1981>



Is it More Intrinsic or Extrinsic? The Motivation of Gayonese EFL Students to Learn English

ORIGINALITY REPORT

11 %	11 %	5 %	6 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universiti Sains Islam Malaysia Student Paper	2 %
2	journal.scadindependent.org Internet Source	1 %
3	journal.ipm2kpe.or.id Internet Source	1 %
4	nsuworks.nova.edu Internet Source	1 %
5	baadalsg.inflibnet.ac.in Internet Source	1 %
6	Submitted to IAIN Purwokerto Student Paper	1 %
7	Submitted to UIN Ar-Raniry Student Paper	1 %
8	polaris.umuc.edu Internet Source	1 %
9	digilibadmin.unismuh.ac.id Internet Source	1 %
10	media.neliti.com Internet Source	

1 %

11 Submitted to Universiti Selangor
Student Paper

1 %

12 www.jurnal.unsyiah.ac.id
Internet Source

1 %

13 erepository.uonbi.ac.ke
Internet Source

<1 %

Exclude quotes On

Exclude matches < 25 words

Exclude bibliography On