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THE INFLUENCE OF COMMUNITY ON EFL STUDENTS' MOTIVATION IN LEARNING ENGLISH

Novita Diana¹, Jamaliah², Salsabila³, Diana Devi⁴

^{1, 2, 3, 4} Jabal Ghafur University, Indonesia

Novitadiana111@gmail.com¹, jamaliah@unigha.ac.id²,

salsabila090920@gmail.com³, devi@unigha.ac.id⁴

Abstract: This study investigated the influence of community on EFL students' motivation in learning English. Students' motivation was regarded as an essential factor in language learning success, yet it was strongly affected by external environments. This study describes how these three environments, such as family, school, and community shaped students' motivation, to identify their specific impacts, and to determine which factor had the most dominant influence. The research employed a qualitative case study design. Participants were thirty eleventh-grade students from Sukma Bangsa Pidie Senior High School. The data were analyzed descriptively using thematic analysis to identify patterns of influence that supported students' motivation. The findings revealed that family, school, and community each contributed differently to students' motivation. Family support mainly provided emotional encouragement, such as praise, parental guidance, and discussions about the importance of English. The school created structured academic reinforcement through engaging teaching methods, teachers' encouragement, and peer collaboration. Meanwhile, community factors including peers outside school, social recognition, and societal expectations shaped students' awareness of English as a tool for success. Among these three, the school environment appeared as the most dominant factor in sustaining students' motivation. In conclusion, this study showed that EFL students' motivation was the result of interconnected support from family, school, and community. It was suggested that families provide continuous encouragement, schools apply innovative and student-centered strategies, and communities offer authentic opportunities for practicing English.

Keywords: EFL motivation, family influence, school support, societal impact

INTRODUCTION

Language serves as an indispensable element in human existence, acting as a primary medium for communication, emotional expression, and information exchange. Beyond its basic communicative function, language reflects an individual's identity, cultural background, and lifestyle. In an increasingly interconnected world, individuals from diverse linguistic backgrounds inevitably rely on an international language to bridge communication barriers. English, as the premier global lingua franca, plays a vital role in facilitating seamless interactions across nations, with billions of people currently utilizing it worldwide (Dörnyei & Ushioda, 2021). Within modern globalized society, mastery of English is no longer merely an academic advantage but has evolved into a mandatory lifelong skill that individuals are expected to command fluently across various spaces and times to ensure future socioeconomic survival.

As English cements its dominance in global education, technology, and professional sectors, the ability to acquire and utilize the language effectively has gained paramount importance. This widespread global reliance creates a high societal expectation for learners to develop robust linguistic competence alongside a persistent willingness to engage in long-term language learning. However, successful English as a Foreign Language (EFL) acquisition is not solely a product of mechanical exposure or classroom instructional hours. Internal learner variables, particularly motivation, function as the primary engine determining language learning trajectories. Motivation directly dictates a learner's attitude, classroom engagement, physical effort, and psychological resilience; students with higher motivational drives consistently demonstrate active participation, sustain persistence during learning plateaus, and achieve superior academic proficiency (Alrabai, 2022; Ryan & Deci, 2020).

To systematically capture the architecture of language learning motivation, contemporary research heavily adopts the L2 Motivational Self-System (L2MSS) framework formulated by Dörnyei (2005, 2009). This socio-dynamic model conceptualizes motivation through the lens of self-concept and future-oriented identities, comprising three interconnected dimensions: the *Ideal L2 Self* (the internal vision of oneself as a fluent English speaker), the *Ought-to L2 Self* (the external attributes one believes they must possess to avoid negative outcomes or meet social obligations), and the *L2 Learning Experience* (the situated, executive motives tied to the immediate classroom climate, teacher, and curriculum). While the L2MSS framework successfully establishes that motivation is a fluid construct shaped by the interaction of internal visions and external pressures, its empirical application in outer-suburban or non-metropolitan EFL contexts remains heavily fragmented.

A critical gap emerges when contrasting the expected ideal condition with the actual classroom reality in many Indonesian EFL settings. Ideally, because English is universally recognized as a mandatory asset for future educational and career mobility, secondary school students should possess highly sustained, self-determined motivation driven by a clear *Ideal L2 Self* and a supportive ecosystem. However, empirical realities frequently paint a darker picture. In many localized EFL contexts, students suffer from chronic motivational deficits, language anxiety, and passive classroom engagement, often viewing English as an intimidating, abstract examination subject rather than a functional tool for their future (Zhang & Liu, 2022). While traditional pedagogical research attempts to solve this crisis by focusing strictly on isolated classroom variables

(such as altering teaching methods or introducing digital tools), it repeatedly overlooks the broader sociological net that captures an adolescent's daily life.

This brings to light a major gap in the existing literature. Although previous studies have heavily investigated the individual components of the L2MSS framework, there is a distinct shortage of empirical research that examines how external environments—specifically the triad of **family, school, and society**—simultaneously interact to shape a student's internal motivational self-system. Most literature separates these domains, examining teacher support or parental involvement as isolated variables (Liu & Wang, 2021; Zheng et al., 2023). However, for an adolescent learner facing an increasingly competitive global landscape where English is mandatory, motivation does not develop in a vacuum. The family acts as the primary emotional anchor forming early learning attitudes; the school serves as the immediate instructional arena executing behavioral engagement; and the broader society provides the macro-level aspirations and modern digital validation that feed long-term career goals. Failing to study these three pillars simultaneously leaves an incomplete understanding of the EFL motivational ecosystem.

To address this empirical oversight, the new value of this research lies in its integrated ecological approach. By utilizing Dörnyei's L2MSS framework, this study explicitly analyzes how the synchronous influences of family, school, and society actively construct and sustain the *Ideal L2 Self*, *Ought-to L2 Self*, and *L2 Learning Experience* of eleventh-grade students at SMA Sukma Bangsa Pidie. Investigating this specific sub-district context offers fresh insights into how localized sociocultural dynamics and immediate community values either accelerate or hinder language internalization. Ultimately, this study moves beyond fragmented pedagogical critiques to provide a comprehensive, triadic framework demonstrating that safeguarding an adolescent's motivation to master a mandatory global language requires a collaborative, overlapping support system between households, educational institutions, and social environments.

LITERATURE REVIEW

Motivation in EFL Learning

Motivation has become one of the central issues in English as a Foreign Language (EFL) learning because it influences how learners initiate, maintain, and evaluate their learning process. In EFL contexts, where opportunities to use English outside the classroom may be limited, students' motivation becomes an important factor in sustaining language learning engagement and achievement. It has long been recognized as one of the most crucial elements influencing language learning success (Gardner, 1985; Ushioda, 2020). It determines the intensity of learners' engagement, their persistence in overcoming challenges, and the strategies they employ to achieve language proficiency. In recent decades, research in second and foreign language learning has shifted toward understanding motivation as a dynamic and context-dependent process rather than a fixed personal trait (Dörnyei & Ushioda, 2021).

Although originally developed in ESL contexts, the Self-System Model has been widely applied in EFL settings, including in Asia. Studies have shown that it effectively explains how learners in foreign language contexts develop and sustain their motivation when learning English (Kim & Kim, 2020; Safitri & Rohmah, 2022; Zhang, 2023). In the Indonesian EFL context, where English is primarily learned in school rather than used in

daily life, the model's emphasis on self-image and personal vision is particularly relevant. Learners often rely on a combination of family encouragement, school support, and societal expectations to form their Ideal L2 Self and Ought-to L2 Self.

In this study, the Self-System Model of Motivational Development serves as the main theoretical framework to analyze how family, school, and society influence EFL students' motivation. Each external factor can play a unique role: family may shape the Ideal L2 Self through emotional and material support; school can enhance the L2 Learning Experience through engaging pedagogy and feedback; and society may strengthen the Ought-to L2 Self by creating expectations about the value of English proficiency. By combining this framework with the concept of extrinsic motivation (Ryan & Deci, 2020), the research provides a comprehensive understanding of how external environments contribute to students' self-concept and sustained motivation in learning English.

The Importance of Motivations For The Students

After understanding the concept of motivation in language learning, it is also necessary to examine why motivation plays a significant role in students' academic development. Motivation not only influences students' willingness to participate in learning activities but also determines the level of effort and persistence they demonstrate in achieving educational goals.

Learners are required to find effective ways to remain motivated and inspired throughout their academic journey. This involves setting clear and attainable goals, seeking support and guidance from mentors and peers, and maintaining active engagement with the learning material. Gardner (2010) states that motivation is not just one of the factors influencing language acquisition; it is the most essential one. Students with higher motivation tend to invest more time and effort, persist through difficulties, and adopt effective strategies, resulting in better language proficiency. Developing a strong support system, along with establishing effective study habits and strategies, was essential in helping students sustain their motivation and achieve academic success. In essence, the ability to stay motivated and focused is considered crucial for learners to reach their full potential and accomplish their educational goals (Sethi & Scales, 2020; Alrabai, 2022).

In the context of language learning, students are more likely to thrive when they are given the freedom to explore language creatively, feel a sense of progression, and connect learning with personal meaning. Some learners are motivated by the enjoyment of the learning experience itself, while others are driven by an integrative desire to connect with broader communities. These students pursue English not only for academic purposes but also for personal fulfillment, such as gaining satisfaction from learning, acquiring communication skills, and accessing global knowledge whether related to culture, current events, or international interaction through direct conversation or online platforms like Facebook, Twitter, Instagram, or email.

Moreover, a significant correlation was identified between learners' desire and motivational intensity, particularly among EFL students who intended to study abroad. The level of motivation and desire prior to departure was closely associated with their listening and reading proficiency in the English language (Mori & Gobel, 2021). Additionally, learners who devoted more time to studying English tended to exhibit higher motivational intensity, influenced either by personal aspirations or by external

factors such as the pursuit of higher education or job opportunities. These pressures led students to make considerable efforts in improving their English skills (Li & Leung, 2020; Wang et al., 2021).

Supporting this view, Zhang and Zhou (2022) found that students who received both emotional encouragement and academic support from family and teachers demonstrated stronger motivation and commitment in their EFL learning. The study emphasized the importance of integrating external support with students' internal goals to maximize language achievement.

External Factors Influencing Students' Motivation

Students' motivation in learning English is not solely determined by personal interest, individual goals, or internal psychological conditions. In language learning contexts, especially English as a Foreign Language (EFL), motivation is often influenced by various external environments that continuously interact with learners throughout their educational experiences. External influences can shape students' attitudes toward learning, affect their confidence, and determine the extent to which they remain engaged and persistent in developing language competence. Therefore, understanding motivation requires examining not only learners' internal characteristics but also the social contexts surrounding them.

Among the external environments that contribute significantly to students' motivational development are family, school, and society. These environments provide different forms of support, expectations, learning experiences, and opportunities that influence students in distinct ways. Family may contribute through emotional encouragement and academic guidance, schools through instructional practices and classroom interactions, while society through broader social values and opportunities for authentic language exposure. Since these external factors are interconnected, examining their individual contributions becomes essential to understand how students maintain and strengthen their motivation in learning English.

Family Support and Students' Motivation

A community is defined as a social unit marked by shared, socially significant characteristics such as geographic location, norms, culture, religion, values, customs, or identity. It refers to a group of individuals who live in a particular area, share common interests, or are connected through mutual history or social, economic, and political concerns. Al-Hoorie and MacIntyre (2019) explore how broader societal influences such as peer groups, media exposure, and public figures shape students' motivational outlook. They argue that modern motivation must be understood in context, where external cultural and technological factors increasingly interact with internal learner attitudes. Communities may exist in physical spaces, virtual platforms, or a combination of both, and they typically possess a sense of belonging, shared norms, and collective identity.

Among the various factors influencing students' academic achievement, motivation derived from family support is considered highly significant and often serves as a key reason for the variation in students' learning outcomes. Several studies have highlighted the role of family in fostering academic resilience. For example, Cheraghian et al. (2023) found that parental support had a notable impact on students' academic resilience, with expectations and active coping strategies serving as mediating

factors in this relationship. In the context of English as a Foreign Language (EFL) learning, parental involvement plays a vital role in shaping students' motivation and academic success.

Recent research continues to highlight the importance of family involvement in supporting students' academic success, particularly in language learning. Zhang and Liu (2022) found that consistent emotional and academic support from parents significantly enhanced EFL students' motivation, self-confidence, and academic performance. Their findings suggest that family support acts as a foundational factor in building students' resilience and persistence throughout their educational journey.

Here, provide an adequate background to show the gap between the expected and actual condition, supported by the latest theories and studies relevant to the problem, and the new value of research which is innovation. The section headings are arranged by Numbers, bold and 11,5 pt Book Antiqua, single spacing. Paragraphs shall be single-spaced with indent.

Here, provide an adequate background to show the gap between the expected and actual condition, supported by the latest theories and studies relevant to the problem, and the new value of research which is innovation. The section headings are arranged by Numbers, bold and 11,5 pt Book Antiqua, single spacing. Paragraphs shall be single-spaced with indent. Halommi and Stevens (2023) emphasized that parental support particularly through home-based learning assistance and communication with schools was strongly associated with the improvement of students' English language proficiency. This form of support included creating a conducive learning environment at home, actively engaging in children's academic activities, and providing consistent emotional encouragement. By prioritizing their children's education, parents were able to foster the development of effective communication skills. Furthermore, parental involvement positively influenced students' attitudes toward learning English, which subsequently led to better academic performance.

School Environment and Students' Motivation

Beside that, Schools play a vital role as formal institutions that provide structured environments and essential resources for English language learning. Vygotsky (1978) emphasizes that social interaction within educational settings is critical for language development, as language acquisition occurs through engagement with supportive social contexts. In this regard, teachers function as facilitators who guide and support students in reaching their full potential.

Gass and Selinker (2008) highlight the significance of interactive teaching strategies such as group discussions, role-playing, and simulations that encourage students to actively participate in the learning process. These methods enable students to use English in real-time communication, thereby enhancing their speaking and listening skills while also building their confidence in expressing ideas in a foreign language.

Society and Students' Motivation

Additionally, Society plays an essential role in supporting students' English language learning, particularly through the provision of opportunities and resources outside formal educational settings. Bourdieu's (1986) theory of social capital suggests that social networks within a community serve as valuable resources that enrich students' learning experiences. Social interactions in the broader society enable students

to practice English in real-life situations, which not only enhance their speaking skills but also expand their cultural awareness. Active and engaged people in public spaces provide opportunities for students to interact with native English speakers, participate in language clubs, and join cultural exchange programs. These experiential activities contribute significantly to students' language development in informal contexts, while also fostering a deeper understanding of the cultural aspects tied to the English language. These activities created spaces where students could build social connections and practice English more confidently and naturally. In this way, society functions not only as an external support system but also as a complementary learning environment that reinforces formal education.

In addition to these traditional forms of community support, modern society also extends into digital environments. As highlighted by Soyoo et al. (2023), informal digital learning of English (IDLE) through social media, online games, and language learning apps significantly enhances learners' motivation, self-efficacy, and willingness to communicate. This demonstrates that societal influence in the context of English learning is no longer limited to physical settings but now includes virtual communities that offer accessible and engaging language exposure.

METHOD

This study employed a qualitative research design using a case study approach to obtain an in-depth understanding of how external environments influence EFL students' motivation in learning English. According to Creswell (2012), qualitative research aims to explore and interpret human experiences, perceptions, and social phenomena within their natural contexts. The case study approach was considered appropriate because it allowed the researchers to investigate students' motivational experiences comprehensively and to understand how different social environments contribute to the development of language learning motivation.

The study was conducted at SMA Sukma Bangsa Pidie. The population consisted of 225 students. Participants were selected to provide information relevant to the objectives of the study and to capture students' experiences regarding the influence of family, school, and society on their motivation to learn English.

The instruments used for data collection included a self-developed questionnaire and an interview guide. The questionnaire was designed by the researchers based on the theoretical framework of motivation in EFL learning, particularly the Self-System Model of Motivational Development proposed by Dörnyei (2005, 2009), and supported by previous studies discussing external influences on students' language learning motivation. The questionnaire consisted of 30 items that explored students' perceptions of motivational support from three main dimensions: family, school, and society. These items were developed to identify how each environment contributed to students' engagement, persistence, and attitudes toward English learning.

In addition, an interview guide was developed to gain more comprehensive information regarding students' personal experiences and perceptions that could not be fully captured through questionnaire responses. The interview questions were constructed based on the research objectives and conceptual framework to obtain richer explanations regarding the influence of external environments on students' motivation.

Data were collected through questionnaire distribution and semi-structured interviews. The collected data were analyzed using descriptive and thematic approaches

according to the type of data obtained. Questionnaire responses were analyzed descriptively to identify patterns and describe students' perceptions regarding the influence of family, school, and society on their motivation in learning English. Meanwhile, interview data were analyzed through thematic analysis by identifying recurring ideas, organizing responses into meaningful categories, and interpreting students' experiences based on the research objectives. The findings from both instruments were then integrated to provide a comprehensive understanding of the external factors influencing EFL students' motivation and to determine the most dominant factor among family, school, and society.

FINDINGS AND DISCUSSION

The Influence of Family, School, and Community on EFL Students' Motivation

This section presents the findings and discussion based on the data collected through questionnaires and interviews. The analysis aims to examine how external environments influence EFL students' motivation in learning English. To provide a systematic interpretation, the findings are organized according to each research question and supported by relevant theories and previous studies.

How External Environments Influence EFL Students' Motivation

The first research question explores the influence of external environments on students' motivation in learning English. The findings were obtained from questionnaire responses collected from 30 eleventh-grade students at SMA Sukma Bangsa Pidie. The questionnaire consisted of 30 Likert-scale items developed to measure students' perceptions regarding motivational support from three external dimensions: family, school, and society. The results indicate that students generally perceived external environments as having a positive influence on their motivation to learn English. Family, school, and society contributed differently to students' motivational development; however, family and school appeared to provide more consistent support compared to broader societal influences. The results are summarized in Table 1.

Table 1: The influence of external environment on students' motivation

Factors	SA	A	N	D	SD
Family	17	8	3	2	0
School	19	6	3	2	0
Society	18	7	4	1	0

Based on Table 4.1, school emerged as the strongest external factor influencing students' motivation, followed by society and family.

Family Influence

The findings showed that 17 students (56.7%) strongly agreed that parental support and involvement positively affected their motivation to learn English. Students explained that emotional encouragement, appreciation of achievement, and access to learning resources increased their willingness to engage in language learning activities. These findings indicate that family support contributes to students' confidence and persistence in maintaining learning motivation.

School Influence

School was identified as the most dominant factor, with 19 students (63.3%) strongly agreeing that teachers, classroom environments, and peer interaction significantly influenced their motivation. Students emphasized that interactive teaching approaches, constructive feedback, and supportive classroom atmospheres encouraged them to participate more actively and improve their English ability. These findings suggest that school environments create conditions that strengthen students' engagement and sustain motivation.

Society Influence

Societal influence was also perceived positively, with 18 students (60%) agreeing or strongly agreeing that external social environments contributed to their motivation. Students reported that social media exposure, successful public figures, and expectations regarding future educational and career opportunities encouraged them to value English learning more seriously. Although societal influence appeared less direct, it contributed to shaping students' long-term learning goals and aspirations.

Overall, the findings demonstrate that students' motivation in learning English was influenced through interactions among family, school, and society. However, family and school appeared to provide more immediate and continuous support due to their closer involvement in students' daily learning experiences.

Specific Influences of Family, School, and Society on EFL Students' Motivation

The second research question explores the specific ways in which family, school, and society influence students' motivation in learning English. Unlike the previous section that identified the overall influence of external environments, this section focuses on explaining how each environment contributes to students' motivational development through different forms of support, expectations, and learning experiences.

Family influence on Students' Motivation

The findings showed that family support positively influenced students' motivation through emotional encouragement, academic assistance, and parental expectations. Approximately 56.7% of students strongly agreed that parental involvement increased their motivation to learn English. Students reported that praise, encouragement, and support in providing learning facilities such as books, internet access, and additional courses made them more enthusiastic and confident in maintaining their learning process.

School Influence on Students' Motivation

School emerged as the strongest external influence, with 63.3% of students strongly agreeing that teachers and classroom environments significantly affected their motivation. Students highlighted that interactive teaching methods, teacher encouragement, supportive feedback, and peer interaction increased their participation and strengthened their interest in English learning.

Society Influence on Students' Motivation

Societal influence was also perceived positively, with approximately 60% of students agreeing that social environments contributed to their motivation. Students explained that exposure to English through social media, public figures, and future career expectations encouraged them to value English proficiency and become more engaged in independent learning activities.

Overall, the findings indicate that family mainly strengthened emotional motivation, school enhanced learning engagement, and society contributed to long-term aspirations and broader learning perspectives.

External Environment that Has the Most Dominant Influence on EFL Students' Motivation

The third research question aims to identify which external environment, family, school, or society had the most dominant influence on students' motivation in learning English. To answer this question, interview data were analyzed to explore students' experiences and perceptions regarding how each environment shaped their learning motivation.

Family as a Source of Emotional Support

Interview findings revealed that family played an important role in developing students' motivation through emotional encouragement, parental expectations, and learning support. Several participants explained that encouragement from parents increased their confidence and motivated them to continue improving their English ability. Students also reported that family support became more meaningful when parents showed appreciation for learning progress and provided opportunities to access educational resources. These findings suggest that family contributed to the formation of positive learning attitudes and strengthened students' willingness to remain engaged in English learning.

School as the Most Dominant Influence

Among all external environments, school emerged as the most dominant factor influencing students' motivation. Participants frequently emphasized the importance of teachers' teaching approaches, classroom atmosphere, and interactions with peers in shaping their learning experiences. Students expressed that supportive teachers, interactive classroom activities, and positive feedback encouraged greater participation and increased their confidence in using English. In addition, extracurricular activities and collaborative learning opportunities created environments that strengthened students' interest and persistence. These findings indicate that school provided the most direct and consistent motivational support because students experienced it continuously in their daily learning activities.

Society as a Supporting Influence

Societal influence was identified as an additional motivational source that shaped students' long-term aspirations. Participants explained that social media exposure, successful public figures, and expectations regarding future education and employment encouraged them to view English proficiency as an important skill. However, compared to family and school, societal influence appeared less immediate because students experienced it indirectly through broader social interactions and public perceptions.

Overall, the interview findings indicate that although family, school, and society all contributed to students' motivation, school emerged as the most dominant influence due to its continuous interaction with students and its direct involvement in learning experiences. Family functioned as emotional reinforcement, while society strengthened students' future-oriented motivation. These findings demonstrate that students' motivation developed through the interaction of multiple environments rather than a single external factor.

The findings obtained from both questionnaires and interviews demonstrated that students' motivation in learning English was influenced through the interaction of family, school, and society. These findings support Dörnyei's Self-System Model of Motivational Development (2005, 2009), which explains that learners' motivation develops through the relationship between self-perception, learning experiences, and external expectations (Azizi et al., 2020; By, 2019). In this study, family, school, and society contributed differently to shaping students' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience.

The questionnaire findings showed that school emerged as the strongest external influence, followed by society and family. Interview findings further reinforced this pattern by revealing that students perceived teachers, classroom experiences, and school interactions as the most immediate sources of motivation. These findings align with Liu and Wang (2021), who emphasized that teacher support and positive student-teacher relationships significantly predict learner motivation in EFL contexts. Consistent with Ushioda (2020), motivation was found to be strongly connected to learners' social environments and interpersonal experiences rather than functioning as an isolated psychological factor. Furthermore, Syafinaz et al. (2024) underscored that a conducive and supportive learning environment, particularly driven by positive teacher and peer interactions, serves as a vital facilitator for sustaining student engagement and learning behavior.

Family was identified as an important source of emotional and motivational reinforcement. Students reported that parental encouragement, appreciation of achievement, and support for learning resources strengthened their confidence and persistence in learning English. This finding supports Ryan and Deci (2020), who argued that supportive social environments contribute to stronger internalization of motivation and sustained learner engagement. Similarly, recent studies by Zhang and Liu (2022) highlighted that family involvement positively affects students' self-confidence and academic motivation in language learning contexts. In the L2MSS framework, parental expectations and family dynamics are deeply intertwined with the development of the Ought-to L2 Self, where students feel a sense of responsibility to meet the expectations of significant others (By, 2019).

School appeared to provide the most consistent and direct motivational influence because students interacted with educational environments on a daily basis. Interactive teaching approaches, teacher enthusiasm, supportive feedback, and collaborative classroom experiences increased students' willingness to participate in English learning activities. These findings are consistent with contemporary EFL studies emphasizing that meaningful classroom experiences enhance students' motivation and long-term engagement (Alrabai, 2022). This immediate environment heavily shapes the *L2 Learning Experience* component of Dörnyei's theory, proving that situational classroom factors can override more distant motivators (Syafinaz et al., 2024).

Although societal influence appeared less direct compared to family and school, it remained important in shaping students' future-oriented motivation. Social media exposure, public figures, digital learning environments, and broader social expectations encouraged students to perceive English proficiency as valuable for future educational and career opportunities. This finding supports Soyoo et al. (2023), who explained that informal digital learning environments contribute positively to learners' motivation, self-efficacy, and willingness to communicate. Societal expectations and digital integration directly feed into the *Ideal L2 Self*, where students build a vision of their future selves as fluent English speakers within a globalized society (Mansoor, 2026). When students recognize that language skills fulfill both personal criteria and broader societal expectations, their acceptance and drive to master the language significantly intensify (Mansoor, 2026).

In summary, the findings suggest that students' motivation developed through a dynamic interaction among family, school, and society rather than through a single external factor. Family contributed emotional reinforcement, school provided structured learning experiences, and society strengthened long-term aspirations. Therefore, supporting EFL students' motivation requires collaborative efforts among families, educational institutions, and broader social environments to create sustainable and meaningful language learning experiences.

5. CONCLUSION

This study analyzed how family, school, and society shape EFL students' motivation to learn English among eleventh-grade students at SMA Sukma Bangsa Pidie. The findings showed that all three environments contributed meaningfully but in different ways: school emerged as the most dominant influence, offering the most immediate and consistent motivational support through engaging teaching methods, constructive feedback, and positive classroom interactions; family provided emotional reinforcement through praise, encouragement, and guidance that helped strengthen students' *Ideal L2 Self*; and society, while less direct, shaped students' long-term aspirations by fostering awareness of English as a valuable skill for the future. These findings support Dörnyei's Self-System Model of Motivational Development, illustrating how the *Ideal L2 Self*, *Ought-to L2 Self*, and *L2 Learning Experience* are jointly constructed through overlapping, interconnected support systems rather than through any single external factor.

These findings suggest that sustaining EFL students' motivation requires collaborative engagement among families, schools, and communities, with schools playing a particularly central role in shaping day-to-day learning experiences. As this study was conducted as a qualitative case study with a relatively small sample of thirty students from a single school, its findings may not be generalizable to other educational contexts; future research involving larger and more diverse samples, or comparative studies across multiple schools and regions, would help verify and extend these findings and further clarify how the interplay of family, school, and community shapes EFL motivation in different sociocultural settings.

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