

CHAPTER I

INTRODUCTION

1.1 Research Background

Language learning achievement means that students successfully acquire and applies language skills in foreign language. Test results and measured proficiency levels and assessments for reading, writing, speaking and listening act as achievement indicators for EFL students. Gardner (2010) explains that language learning achievement depends on cognitive and affective factors because motivation serves as a significant factor which predicts learner success. The sociocultural theory according to Vygotsky (1978), learning achievement emerges from social interaction meaning that motivation along with social engagement notably impact achievement results. Alkhudiry (2022) mention, when using the sociocultural approach in learning a second language, students are encouraged to work together to increase their language skills. Consequently, language learning performance could be regarded as a complex phenomenon, which is a result of an active interaction between the inner motivation of the learners, their cognitive processes, and meaningful social interaction in the learning environment.

Language learning achievement showcases the level to which students master language abilities as well as their ability to advance their skills and use them in second or foreign language contexts. Language proficiency gets evaluated through standardized measurements combined with proficiency tests and evaluations of reading, writing, speaking, and listening skills. Learning achievement in an EFL requires more than correct speech because it demands communicative competence which enables effective language use during real-life interactions (Mantra et al., 2024). The success of language acquisition depends on

cognitive capabilities together with motivational factors along with emotional states and social involvement as Maru and Pajow (2021) explain. Language learners who feel motivated alongside showing low levels of anxiety achieve better results in their assignments. Students achieve higher success in using the target language when they learn in an environment which provides interactive classrooms and meaningful communication opportunities. In addition, Pratiwi et al., (2024) find that students with high motivation, whether intrinsic or extrinsic, tend to engage more in learning activities, which enhances their speaking.

According to Gardner (2010) students who learn languages experience two major influences on their achievement: cognitive processes and affective elements that motivation proves as the most critical factor for success. According to the Socio-Educational Model intrinsic motivation leads students to achieve greater results and persist longer with high engagement because they find interest in language learning. Language learning receives substantial motivation from external factors including educational awards and career options as well as social prestige yet these factors do not guarantee sustained long-term participation. The extent of learning anxiety plays a vital role in student achievement because high anxiety levels build psychological hindrances which block students from confidently speaking in their new language. According to Krashen's Affective Filter Hypothesis (1984) effective language input absorption happens when learners experience low anxiety and maintain high motivation which leads to better proficiency.

Language learning achievement under the Sociocultural Theory by Vygotsky (1978) occurs through collaborative learning and social interaction. According to his Zone of Proximal Development (ZPD) principal learners demonstrate superior outcomes by seeking help from knowledgeable sources

including teachers and peers. The act of taking part in group discussions along with role-playing activities and using language in real-life situations results in improved language abilities for students. Dörnyei and Kubanyiova (2021) indicates students develop enhanced motivation because of their mental image of how they will perform in the future as proficient speakers. Student motivation escalates when they develop a positive image of themselves as proficient English speakers which results in higher persistence and better achievement.

Learners achieve language progress according to Krashen's Input Hypothesis (1985) through comprehensible input that slightly exceeds their current proficiency level. The concepts of Scaffolding Theory prove compatible with this hypothesis through their shared principle that support structures alongside growing student control enhance their likelihood of developing fluent language abilities. The development of language proficiency benefits substantially from learning strategies that students administrate themselves including goal definition together with self-examination and reflective practice (Zimmerman, 2002). The active involvement of learners in their learning process leads them to achieve better proficiency throughout extended periods. Long-term language acquisition relies heavily on two factors: awareness of one's learning strategies known as metacognition and its enhancement for better language acquisition success.

Language learning achievement consists of multiple elements which stem from cognitive aspects together with emotional components and social elements. Students require both intrinsic and extrinsic motivation to persist with effort because anxiety functions as an important obstruction toward success (Zhou, 2025a). Social relationships with others and corresponding scaffolding practices along with usable input exposure powerfully affect how well students learn a

language. Educational strategies used by teachers improve student engagement through the knowledge of these growth factors while creating supportive learning spaces that help students overcome their obstacles.

The success of academic performance depends heavily on motivational factors particularly within the framework of language learning. Based on observation, the students at SMKS Praja Pandawa Bangli face substantial difficulties mastering EFL. The numerous attempts to enhance English learning results have not produced desirable outcomes as many students still perform inadequately. School assessment results from past tests show that most students fail to meet the expected standards in English proficiency. Twelve-graders at SMKS Praja Pandawa Bangli continue to struggle with learning English although they receive sufficient educational resources and follow prescribed curricula. Therefore, the students' psychological factors including their motivation and their anxiety likely led to their achievement challenges.

Teacher observations alongside student evaluations at SMKS Praja Pandawa Bangli show that certain learners show natural curiosity about learning English however most students depend on external factors such as grades and awards to dominate their motivation. The presence of learning anxiety creates obstacles for students when they perform speaking and writing tasks. Multiple students develop excessive anxiety and worry about mistakes that causes them to limit their classroom engagement and decreases their belief in their abilities. A complete research analysis of intrinsic motivation together with extrinsic motivation and learning anxiety effects on EFL achievement stands absent from this specific vocational school context.

Intrinsic motivation generates from personal interest and enjoyment and self-determination to produce positive learning outcomes (Singh et al., 2022). Individuals who self-motivate study because of the process itself develop extended focus along with stronger intellectual engagement. The magnitude to which intrinsic motivation affects EFL achievement across various educational settings needs additional research in vocational schools particularly (Chuane et al., 2023). The advancement of language skills relies heavily on extrinsic motivation which arises from outside influences including educational performance assessment and job prospects together with scholarship awards according to Gardner (2010). According to Zhang (2024) English proficiency in Indonesia serves as an instrumental factor for career advancement so many students show motivation to learn English.

Being intrinsically motivated implied higher interest and enjoyment related to learning EFL, and greater persistence of learning activities. Ryan and Deci (2017) opine that learners who learn with intentions of their interest are liable to experience satisfaction and autonomy hence enhancing fortress of the learner's fortress and general satisfactory academic achievements. Studies have shown that intrinsic motivation correlates positively with linguistic achievement, particularly in contexts where learners are encouraged to pursue personal aspirations and enjoy the learning process. This go in tandem with the socio-cultural theory that posited by Vygotsky where it is postulated that meaningful experience and affiliation boost learners' self- regulation out of interest.

On the other hand, extrinsic motivation, which is encouraged by such things as grades, scholarships, and job openings also has a big impact on EFL learning in Indonesia (Ma, 2023). Students use academic grades and scholarships and job

opportunities as motivational triggers to enhance their learning achievement due to Dörnyei and Kubanyiova (2021). With respect to motivation, Gardner further makes a clear-cut dividing line between integrative motivation, that is the desire to come to terms with the target culture, and integrative instrumentality, taking root, job opportunities and the like (Sevim, 2024). A study shows that reason or external motivation like scholarship offer and job opportunities for Indonesians are highly effective in encouraging Indonesians to learn languages (Zhang, 2024). But according to Xu et al., (2022) this approach may result in the development of only shallow involvement and can be counterproductive for intrinsic motivation, should these extrinsic incentives frame the whole purpose of learning.

Another learning anxiety is a crucial psycho-cognitive factor that affects EFL outcomes. In Krashen's Affective Filter Hypothesis, the suggestion ranged that high levels of anxiety give a barrier to the second language learning known as affective filter (Ivanova et al., 2022). Communicative anxiety, examination anxiety and anxiety of negative opinions have been described as strong impediments to language acquisition (Wang & Du, 2020). Research has produced similar findings: learning anxiety has a negative effect on English language achievement; students report that concern with criticism or with making a mistake prevents effective language use (Wen et al., 2021). Based on Samad et al. (2023) Indonesian students' state anxiety in oral communication tasks can cause them to disengage and have decreased motivation.

Intrinsic motivation, extrinsic motivation, and learning anxiety provide a model for predicting EFL achievement of Indonesian vocational students. Whereas intrinsic motivation involves direction towards the task itself, extrinsic motivation which offers referent rewards may help give the impetus to an academic

achievement. Nonetheless, learning anxiety can interfere with this structure and cause unequal performance (He & Nair, 2021). A concluded study showed that there was an inverse relationship between intrinsic motivation and anxiety levels and consequently academic performance (Chen, 2020). On the hand, Salehpour and Roohani (2020) mention that people who tend to focus on their extrinsic motivation and who experience anxiety, risk having low consistency in their performance.

A number of empirical studies have explored the connection between foreign language anxiety and motivation in various EFL settings. Adiwijaya (2021) studied how motivation and foreign language anxiety affected speaking performance in prospective English teachers and established that motivation positively influenced speaking achievement, but the effect of foreign language anxiety was negative. The study, conducted with the help of such tools as the Attitude/Motivation Test Battery (AMTB) and the Foreign Language Classroom Anxiety Scale (FLCAS), proved the relevance of psychological aspects of EFL learning. On the same note, Welesilassie and Nikolov (2022) research on motivation and anxiety among adult EFL learners in the L2 Motivational Self System found that externally motivated drives prevailed, and a strong ideal L2 self-minimized anxiety. Oksuz Zerey and Mujdeci (2023) also demonstrated that motivation has a positive impact on EFL writing success, but the effect of anxiety has a negative impact. Dillah, Nehe, and Siswanto (2024) discovered that there was a significant negative relationship between motivation and foreign language anxiety among junior high school students in Indonesia. On the whole, these studies suggest that motivation and anxiety are the intertwined concepts that are vital to the EFL learning results.

With such contributions, there are a number of research gaps. The majority of earlier studies concentrated on university or junior secondary students, participants in the Indonesian vocational high school students are not well represented in the empirical research. Moreover, motivation was commonly considered as one factor or it was analyzed in terms of other frameworks but never with Self-Determination Theory, which led to a low level of distinction between intrinsic and extrinsic motivation. More to the point, numerous studies focused on particular language skills or contrasted motivation and anxiety but did not research how these two motivators interact to affect general EFL learning performance. In order to fill these gaps, the current research seek to determine how intrinsic motivation, extrinsic motivation, and learning anxiety of students can affect EFL learning achievement in SMKS Praja Pandawa Bangli in the academic year 2025/2026. Based on the Self-Determination theory, this research is likely to offer context-specific empiric evidence that would be used to support the achievement of more effective English language teaching and learning in Indonesian vocational high schools.

The study explores the psychological implications of English achievement performance of SMKS Praja Pandawa Bangli students in an attempt to enable the teaching personnel to design effective support mechanisms to achieve better student performance. This study seeks to establish the effect of intrinsic motivation, extrinsic motivation, and learning anxiety on EFL learning among vocational school students. While prior studies were employed with relatively small samples, narrow populations or low statistical power, this present study uses a systematic regression analysis to assess these variables separately and in combination. The research incorporates theoretical viewpoints such as Self-Determination Theory,

Gardner's socio-educational model, and the emotional filter hypothesis to explain how the elements interact and effect language success. The result of this research also serve as a catalyst for designing efficient academic interventionist pedagogy that effectively meet the students' motivational and self-regulatory emotional needs in EFL classrooms and thus ultimately improve their learning experiences and achievement.

1.2 Research Problem

Learning English as a Foreign Language succeeds greatly because motivation plays a critical role for students in all EFL environments. The learning success of foreign languages by students shows influence from three psychological elements such as intrinsic motivation alongside extrinsic motivation and learning anxiety. Learning motivation at SMKS Praja Pandawa Bangli Vocational School correlates with better language abilities in students. Many research studies investigate the relation of motivation towards language acquisition yet researchers still lack insight into the separate effects and combination of intrinsic motivation alongside extrinsic motivation and learning anxiety on EFL achievement levels.

This investigation examines how intrinsic motivation and extrinsic motivation together with learning anxiety influence the EFL learning achievement of students. The research examines both the individual and combined effects between intrinsic motivation and extrinsic motivation for success in language learning as well as the impact of learning anxiety on student achievement. This study examines how students' performance in English learning develops when intrinsic and extrinsic motivation lines up with learning anxiety levels. The research findings produce important insights about how motivation along with anxiety affect

language achievement which suggests new approaches for assisting students in EFL education.

To address these gaps, this study aims to investigate the following research questions:

1. Does intrinsic motivation have a significant influence on students' EFL learning achievement Grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026?
2. Does extrinsic motivation have a significant influence on students' EFL learning achievement Grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026?
3. Does learning anxiety have a significant influence on students' EFL learning achievement Grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026?
4. Do intrinsic motivation, extrinsic motivation, and learning anxiety collectively have a significant influence on students' EFL learning achievement Grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026?

The study aims to enhance current understanding about motivation and anxiety in EFL learning by addressing the presented research questions. Findings from this research assist educational practitioners to create more efficient teaching techniques that improve student education quality and academic results.

1.3 Research Objective

Related to the research problem above, this study aims to investigate potential synergistic effects between students' intrinsic motivation and extrinsic

motivation and their learning anxiety to explain their EFL achievement. Based on classroom observations, individual effects of these factors were previously observed, but studies are required to understand their comprehensive influence on EFL success among Indonesian vocational school students. The study researches the combined effect of motivation types alongside anxiety to provide stronger comprehension of language learning performance modifications. A thorough analysis of these variables generates important findings which educators need to help students improve their learning potential by handling their challenges effectively.

The research examines which psychological factors including intrinsic motivation along with extrinsic motivation and learning anxiety determine the success in learning EFL. Student achievement in language learning depends heavily on these psychological factors based on intrinsic motivation as well as extrinsic motivation and learning anxiety. Researchers assess the individual influences together with collective effects of these variables among SMKS Praja Pandawa Bangli students. Results from this study generate knowledge which can help enhance educational teaching methods and construct effective learning settings. Specifically, this study aims to:

- 1.3.1 To analyze the influence of intrinsic motivation on the EFL students' learning achievement grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026.
- 1.3.2 To analyze the influence of extrinsic motivation on the EFL students' learning achievement of grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026.

- 1.3.3 To analyze the influence of learning anxiety on the EFL students' learning achievement of grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026.
- 1.3.4 To assess the combined influence of these variables on the EFL students' learning achievement of grade 10th, 11th, and 12th at SMKS Praja Pandawa Bangli in the academic year 2025/2026.

1.4 Limitation of the Study

A complete research analysis requires acknowledgment of its limitations to achieve correct interpretation of resultant data. This research investigates intrinsic motivation together with extrinsic motivation and learning anxiety as they relate to the EFL learning results at SMKS Praja Pandawa Bangli in the academic year 2025/2026. Some constraints exist which reduce both the overall validity and depth of collected data. The research examines only one group of vocational school students while other education environments would show different results. Students who report their data could let their personal biases and social preferences distort their answers and reduce data reliability. The study omits to investigate external components that affect motivation and anxiety such as teaching approaches and classroom dynamics together with students' pre-existing language familiarity. Student motivation and anxiety levels are measured in this study at a single point in time so temporal fluctuations in these factors remain unexamined. Although this research has certain boundaries it explores the connection between EFL learning motivation and anxiety with the goal of generating useful findings.

The research explores the three independent variables of intrinsic motivation along with extrinsic motivation and student anxiety in English learning.

The research analyzes the influence these three variables have on the learning process and outcomes of English language acquisition. The study defines intrinsic motivation as self-motivated drive which students experience independently from outside influences. People with intrinsic motivation learn since their positive feelings along with their desire to achieve personal milestones drive them to develop their abilities. The exterior factors which drive students toward learning fall under the category of extrinsic motivation whereas intrinsic motivation exists within students when they learn autonomously. The research seeks to determine how much intrinsic motivation together with extrinsic motivation enhances students' English proficiency.

The intrinsic motivational aspects examined in this research analyze three components which include learning independence (autonomy), mastery capabilities (competence) and supportive social relationships (relatedness) in education. The four types of extrinsic motivation regulations include external regulation (motivation resulting from external factors such as rewards or punishments) and introjected regulation (motivation driven by internal pressures like feeling guilty or shameful) as well as identified regulation (motivation developed when students understand the advantages of learning English) and integrated regulation (students' motivation that matches their personal ethics and targets). The research determines students' anxiety about English learning by analyzing three significant sources of stress which include communication apprehension and test anxiety along with fear of negative evaluation. The research findings offer essential knowledge about raising student motivation for learning English as well as decreasing their anxiety levels in the same subject.

1.5 Significance of the Study

The research introduces theoretical foundations that impact and practical results for English as a Foreign Language (EFL) education. Through research this theory enhances motivation theory especially Self-Determination Theory (SDT) by analyzing intrinsic-extrinsic motivation relationships in EFL learning. The analysis helps researchers comprehend learning anxiety as a vital factor that impacts language learning while improving educational psychological explanations of academic outcomes. The study reveals critical understanding of motivators and anxiety elements within non-Western educational settings specific to Indonesian vocational students. The research delivers applicable recommendations which help EFL instructors both develop student motivation and decrease linguistic anxiety in educational settings. Students gain multiple advantages from the study because it teaches them techniques to self-regulate while showing them effective ways to deal with stress. These findings enable policy makers to develop EFL curricula with built-in strategies for increasing motivation together with reducing anxiety which leads to better language learning outcomes. The research contributes to developing better educational methods and student performance results for EFL education.

The investigation reinforces theoretical knowledge of motivation and learning anxiety in EFL settings through its development of Self-Determination Theory (SDT) and other existing motivation theories. The study investigates the simultaneous effects of internal and external motivational elements in language education by exploring the relationship between personal interest together with career targets and education-based accomplishments on second language mastery. Research indicates learning anxiety plays an essential role in both language comprehension and production processes thus establishing its importance as a main

psychological variable beyond being a secondary concern. The study combines affective variables into current educational psychology models which shows the effects of motivation alongside anxiety on learner results. This research presents an advanced interpretation of language acquisition because it evaluates how cultural contexts affect motivation and anxiety levels among Indonesian EFL students. The research adds to academic achievement studies by uncovering psychological elements which make language acquisition differ from subjects such as mathematics. Research directions regarding the complex link between motivation and anxiety in EFL achievement now benefit from this theoretical advancement which lead to improved targeted interventions in language education.

Research findings assist EFL teachers to know how motivation and anxiety shape their lesson preparation process. Teachers need to make appropriate use of extrinsic rewards in combination with methods that increase intrinsic motivation and establish positive classrooms focused on creating assessments that minimize student anxiety. Efficient language learning outcomes result from student self-regulation when they understand their motivation and anxiety according to this research. Leaders in educational policy can enhance EFL curricula through the implementation of programs mixing extrinsic and intrinsic motivation approaches alongside cultural material selection and enhancing teacher capabilities regarding psychological factors.

1.6 Definition of Key Terms

The key variables used in this study operationally define the variables of intrinsic motivation, extrinsic motivation, learning anxiety, and EFL learning achievement to be clear and consistent in measurement and analysis. The

respondents in this study include Grade 10th, 11th, and 12th students who are a representative of the whole population of SMKS Praja Pandawa Bangli, a vocational high school in Indonesia. The research is conducted in a semester with an even number of academic year 2025/2026 to determine the connection between the motivation and anxiety of students as they affect their English learning. The information about intrinsic and extrinsic motivation is gathered on the Intrinsic Motivation Inventory (IMI) by McAuley et al., (1989) and an Extrinsic Motivation Scale based on the Self-Determination Theory by Deci and Ryan (2000, 2017). The foreign language classroom anxiety scale (FLCAS) created by Horwitz, Horwitz, and Cope (1986) is used to obtain this information on learning anxiety. At the same time, the EFL learning achievement variable is quantified with the help of the documentation of English subject report scores obtained in the official semester records of teachers. All the questionnaires are translated to Bahasa Indonesia and administered in print form with the 5-point Likert scale under the supervision of the researcher and English teachers to maintain validity, understanding, and credible answers. The data gathered using these instruments in quantitative analysis are inputted in SPSS version 27 to identify the relationship between intrinsic motivation, extrinsic motivation and learning anxiety and EFL achievement as a predictor both between vocational high school students. The study notes down four fundamental terms along with their definitions below.

1.6.1 Intrinsic Motivation

The intrinsic motivation is a motivation that is generated internally among the tenth-, eleventh-, twelfth-grade students of SMKS Praja Pandawa Bangli which is expressed as the inner desire of the students to learn English because they enjoy

the process, it is meaningful, and makes them feel personally satisfied. Intrinsically motivated students are involved in learning English not due to the external forces and incentives, but due to the fact that the very process is something that brings them satisfaction and fulfillment. In this research, the intrinsic motivation is assessed by Intrinsic Motivation Inventory (IMI) modified upon Self-Determination Theory (SDT) by Deci and Ryan (2000a). The instrument is composed of four factors, including Interest/Enjoyment that contains the extent of delight and curiosity that students experience when learning English; Perceived Competence that comprises of their sense of capability regarding the ability to engage in the English learning processes successfully; Effort/Importance which incorporates the level of commitment and value they give to the English learning process and Perceived Choice that reflects how free they are to engage in the English learning process. In order to make sure that the questionnaire is clear and culturally appropriate, it is translated into the Bahasa Indonesian language and sent out electronically via Google Forms to Grade 10th, 11th, and 12th students. The responses are gathered under the supervision of the teacher and analyzed using SPSS version 27 to establish the degree to which intrinsic motivation affects the English as a Foreign language (EFL) learning achievement of students in SMKS Praja Pandawa Bangli.

1.6.2 Extrinsic Motivation

Extrinsic motivation refers to the motivation that is external to the tenth-, eleventh-, and twelfth-grade students of SMKS Praja Pandawa Bangli, which is their willingness to study English to receive external rewards or evade adverse consequences than from simply enjoying the learning process. Extra-motivated

students learn English to get good grades, parental approval, praise or as a preparation in their future professional life. Throughout this paper, the extrinsic motivation is assessed through a questionnaire that is based on the Extrinsic Motivation Scale within the context of the Self-Determination Theory (SDT) as developed by Deci and Ryan (2000). The instrument refers to four types of extrinsic regulation: External Regulation, which defines behavior based on rewards or punishment; Introjected Regulation, which defines what leads to motivation based on guilt or obligation; Identified Regulation, which defines what leads to awareness of the personal significance of learning English; and the Integrated Regulation, which defines how learning English can become integrated into the personal values and goals of the students. The questionnaire is translated into Bahasa Indonesia and piloted by two experts all the questionnaire items are validated and afterward piloted on reliability and comprehensibility and finally distributed electronically using Google Forms. The data obtained are statistically tested to comprehend the role played by external factors in determining the participation, persistence, and overall EFL learning performance among students at SMKS Praja Pandawa Bangli.

1.6.3 Learning Anxiety

The EFL learning anxiety is the mental stress of the tenth-, eleventh-, and twelfth-grade students at SMKS Praja Pandawa Bangli that entails emotional uneasiness, nervousness, and fear related to learning and speaking English as a foreign language. This anxiety is perceived as a negative affective determinant that can disrupt the concentration of the students, diminish their involvement in classes, and lower their performance in EFL courses. Learning anxiety in this study was assessed by foreign language classroom Anxiety Scale (FLCAS) by Horwitz,

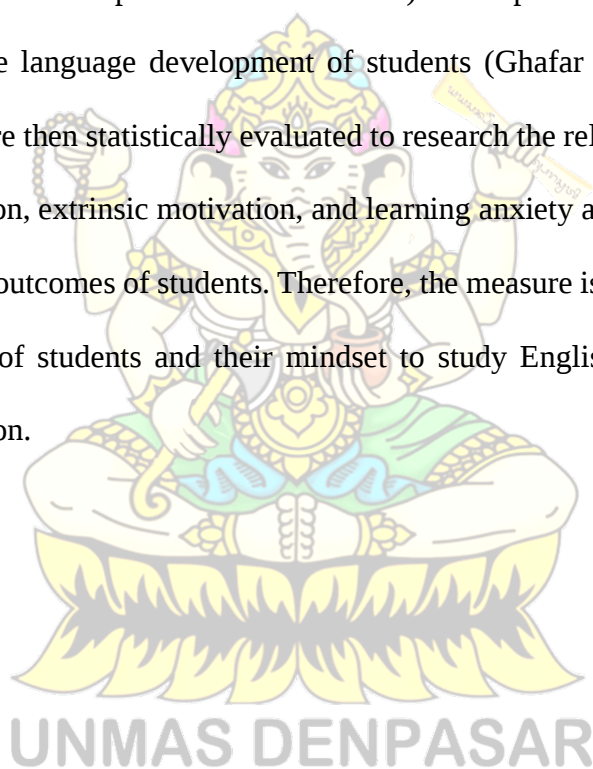
Horwitz, and Cope(1986a) which is composed of 33 statements rated on a five-point Likert scale. The scale discusses four key aspects: (1) communication apprehension, which is the fear or the hesitation to speak or communicate in English; (2) test anxiety, which is the nervousness of the students in the case of English quizzes or exams; (3) fear of negative evaluation, which indicates the anxiety in the case of the evaluation by teachers or classmates; (4) general anxiety in language learning, which illustrates the apprehension and stress of students in the language learning situations. The FLCAS tool is translated into the Bahasa Indonesia language and checked by two educational and linguistic professionals and piloted tested to check reliability and cultural appropriateness, after which it is made available online via Google Forms. The answers of the students are rated in line with the scale with a high score reflecting a high anxiety level with some items being negatively phrased so that they are reverse-scored to achieve a balanced interpretation. The obtained data indicate the degree of anxiety among each of the learners and the impact of these emotional constraints on their motivation, engagement and learning performance in SMKS Praja Pandawa Bangli, which is an EFL vocational setting.

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1.6.4 EFL Learning Achievement

EFL learning achievement is the quantifiable result of English proficiency among tenth-, eleventh-, and twelfth-grade students of SMKS Praja Pandawa Bangli that includes assessing their ability to master the four basic language skills; listening, speaking, reading, and writing, under the English as a Foreign Language (EFL) program. This construct is the dependent variable that used in this study that is used to measure the degree to which students turn out to use linguistic knowledge

and communicative competence to solve classroom tasks and exams. The EFL achievement data are gathered using the official school records such as the day-to-day assessments, mid-term tests, and end semester tests that are officially recorded and legally retrieved with the consent of the school. These assessment scores are based on the Indonesian national curriculum guideline and are intended to show the students' progress and understanding as per the semester. Both formative evaluations (continuous classroom activities and involvement) and summative evaluations (final tests and performance outcomes) can help to have a more detailed perspective of the language development of students (Ghafar et al., 2025). The obtained scores are then statistically evaluated to research the relationship between intrinsic motivation, extrinsic motivation, and learning anxiety and their impact on the EFL learning outcomes of students. Therefore, the measure is a true measure of the performance of students and their mindset to study English in a vocational setting of education.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The main theories guiding this research which focus on EFL performance, are explained in this section. Having a good understanding of intrinsic and extrinsic motivation, language learning anxiety and the effects they have on language achievement is very important for explaining students' actions in EFL classes. It uses ideas from psychology and language science to review how motivation and emotions play a role in students' achievement in EFL teaching. In particular, it examines Gardner's Socio-Educational Model (2010) and Deci and Ryan's Self-Determination Theory (2000a, 2017) to show how intrinsic and extrinsic motivation work. It also studies the ideas of Horwitz, Horwitz and Cope (1986a) on Foreign Language Classroom Anxiety and Krashen's (1984) Affective Filter Hypothesis to understand the emotional challenges that foreign language learners have. Additionally, this section focuses on EFL learning achievement, how it is evaluated in schools and the role it plays in vocational education. As part of the study's aims, this literature review looks in detail at: intrinsic motivation in EFL Learning, extrinsic motivation in EFL Learning, EFL learning anxiety and EFL learning achievement. The four constructs underlie the exploration of their connections in the current study.

2.1.1 Intrinsic Motivation in EFL Learning

This type of motivation comes from the mind alone and makes people perform actions because they wish to, not because they hope to be awarded or

scolded for it. According to Deci and Ryan (1985; 2000), doing something they enjoy on its own is what motivates some individuals. In education, Fulfillment of basic psychological needs, mainly autonomy and competence, plays a major role in why individuals decide to learn new things (Rowicka & Postek, 2023). In line with cognitive psychology, handing out rewards and punishments to students limits their ability to become more motivated and creative from within (Abdallah, 2022). In this motivation, people are motivated by their own interest, freedom, and a true wish to do well and get better. It differs from extrinsic motivation, which is why a person does something for rewards other than the job at hand. It is important to understand intrinsic motivation when you want to make learning experiences that keep students engaged and help them learn better. Such motivation in language learning usually helps someone achieve more in the future and care more about speaking with others. It forms the base of behavior that motivates someone to learn longer and prompts them to think creatively.

According to Self-Determination Theory (SDT) developed by Deci and Ryan (2008), intrinsic motivation is considered the main type when compared to amotivation. In SDT, when people experience intrinsic motivation, they are fully self-reliant and involved in the learning process (Luria, 2022). The theory states that a person needs a sense of autonomy, competence, and relatedness to develop intrinsic motivation. Being autonomous means, you have control over what you do; competence describes believing you can be successful, and relatedness is the sense of having relationships with other people. When students' needs are cared for in class, they usually become motivated from within and keep learning for a longer period (Adhikari et al., 2025). This framework allows educators to evaluate the

school setting and the way they teach in the classroom. Supporting students' psychological needs allows teachers to form a supportive atmosphere where motivation comes easily. SDT is still one of the most used theories in motivation when studying student engagement and how it affects their school performance.

Being motivated from within is very important in the EFL learning process as it influences both students' level of engagement and how much effort they put in to learning the language. Students who are interested in learning English on their own usually like studying new vocabulary, talking with people, and exploring the different cultures connected with the language (Carreño, 2022). They focus on working hard rather than only listening to their teachers and most of the time, excel in everything they do. These learners might want to read English novels, catch up with English tv and movies, or look for chances to speak with people out of school. Taking on volunteer activities helps a person use the language more genuinely and become better at using it. It is clear from research that when people are intrinsically motivated, they often build their communicative and thinking skills (Khan, 2023). Some are in the field since they want to learn multiple languages, enjoy meeting people from other cultures, or for the joy of overcoming language difficulties. If students remember the goal, they retain more and learn better information over time.

To assess the participants' intrinsic motivation during this study, the researcher employed an adapted version of the Intrinsic Motivation Inventory (IMI). There are various parts in the IMI that represent the important parts of SDT, showing what affects students' motivation. In this study, the IMI was changed into Bahasa Indonesia and analyzed by two experts for correct meaning and suitable language. A group of students was included in a pilot study to test the study's

reliability and if it was easy to follow before sending it to a larger audience. Likert scales with ratings from “strongly disagree” to “strongly agree” were used by the students for their answers. The scores from the answers were used to find an average for each student’s level of intrinsic motivation. This instrument makes it possible for the researcher to numerically assess a concept that is usually classified as subjective and vague. It makes it possible to see how different motivational areas relate to success in English as a Foreign Language.

There are a number of aspects in intrinsic motivation and the key aspects are Interest/Enjoyment, Perceived Competence, Effort/Importance and Perceived Choice. Based on the instrument, Interest/Enjoyment is regarded as a direct measure of intrinsic motivation since it involves how enjoyable and satisfying the activity is to the learner. Perceived Competence is the sense of ability or even the confidence in doing a task and this enhances the student’s mastery. Effort / Importance is a scale that gauge the extent to which students are willing to put in effort as well as how important they view the learning activity. Perceived Choice gives the perception of autonomy that the students have when it comes to making decisions on whether they want to participate in the learning process. A combination of these four dimensions brings a clear illustration of the reasons why students are intrinsically motivated to learn English. Students are more motivated and are likely to perform better when they enjoy their lessons, feel capable, appreciate their effort, and they have the opportunity to learn on their own. Through the close analysis of each dimension, the instructors can determine that which of the components of intrinsic motivation works successfully and which should be improved, allowing them to devise the plan to increase intrinsic motivation of the students in English learning.

Putting importance on autonomy, giving genuine comments, offering ideal challenges, and fostering a positive classroom environment are some ways to boost intrinsic motivation. Teachers can offer learners in EFL classes various options in assignments, allow them to express themselves in speaking tasks, and help them pick reading materials they like. Boosting students' confidence involves providing goals that are not too tough and praising each little achievement. Children who take part in interesting activities like telling stories, playing roles, or enjoying educational games usually develop a positive attitude toward school. Moreover, teachers who create trust and pay attention to students' achievements can help remove loneliness. Such practices share many aspects with SDT and are found to enhance a person's intrinsic motivation. In this study, the factors are studied to give context to students' answers on the questionnaire and how they relate to their school achievements.

It has been established by many studies that intrinsic motivation helps people perform better in school. Motivated students usually work harder, think more about the topic, and learn in better ways compared to unmotivated ones (Oboladze & Pipia, 2024). In learning a new language, these students usually keep more vocabulary in their minds, learn to speak fluently, and become more accurate in grammar. They are ready to try new ways of speaking and writing and are not afraid to talk in the new language. Thanks to intrinsic motivation, students pay more attention to their own learning and start to manage it by themselves. Here, intrinsic motivation is predicted to help EFL achievement a lot, mainly because it is in line with what vocational students aim to do in the future (Q. Huang, 2023). Looking at

how rewards influence learning can help both educators and creators of curriculum decide how to inspire students from deeper within themselves.

It is important to instill intrinsic motivation in vocational schools, as English here is usually seen by students as something useful for their careers in the future. Learning English could help students in hospitality, tourism, or culinary programs provide customer service, speak with people from other countries, or learn from knowledge all over the world (Kenjayeva, 2023). After students understand these goals, they start to see importance in using English both in their studies and in their jobs. Still, some challenges for vocational students are their limited language immersion and having to pay more attention to technical training (Yildirim & Bal, 2023). That's why teachers should help students relate English learning to activities they use outside of school as well. In the study, intrinsic motivation is viewed as a state of mind that also depends on the career wishes, different lessons, and peer interactions of the participants. It means that teaching should take students' interests into account and not rely only on textbooks.

In conclusion, intrinsic motivation is an internal process of a learner as a result of curiosity, enjoyment, and the personal interest to perform certain activity or activity that they want to improve themselves. In the context of the Self-Determination Theory, the underlying psychological rationale behind the acquisition of intrinsic motivation by learners can be explained by their fundamental needs of autonomy, competence, and relatedness. Intrinsic motivation in this research is characterized by four aspects of Intrinsic Motivation Inventory (IMI) which are Interest/Enjoyment, Perceived Competence, Effort/Importance and Perceived Choice. The perceived choice measures autonomy, whereas the perceived

competence is the confidence of the learners to master the language tasks. The first one is Interest/Enjoyment which describes the emotional satisfaction one feels when participating in meaningful and enjoyable learning, and the second is Effort/Importance which explains the eagerness of students to put in consistent energy in the areas they appreciate. Altogether, these aspects reflect that intrinsic motivation is not only about liking the task, but they also include the sense of competence, independence, and emotion. By fostering these needs in the classroom, the EFL teachers encourages greater motivation, greater engagement and more durable learning outcomes.

2.1.2 Extrinsic Motivation in EFL Learning

Extrinsic motivation in learning languages is caused by things that do not come from within the learner. An extrinsic motivator makes a person work on a task simply to gain rewards, avoid punishment, accomplish what is needed, or receive approval (Bandhu et al., 2024). Students working from extrinsic motivation focus on obtaining favorable reports, passing tests, impressing their instructors, satisfying their parents' wishes, and getting better jobs after they finish studying (Benites et al., 2025). For Deci and Ryan, this kind of motivation actually helps, as it is what inspires someone to put in the first effort and comply. Still, using extrinsic motivation often leads to quick results, but it may disappear once a person stops being rewarded. Still, where learning is mainly centered on results, exams, and qualifications, extrinsic motivation tends to control how students behave in EFL classrooms.

It is common to see extrinsic motivation in schools, when students aim to comply with set rules or want to be free from any harm. There are cases where EFL students focus on preparing for an exam only and not genuinely interested in speaking or writing in a foreign language (Shirvan et al., 2021). Similar to what stated before, learners could join class discussions or give in their assignments simply to impress their teacher or avoid punishment. As these people focus on results, they measure their success by results and not by their personal feelings. While extrinsic motivation leads to getting things done and following rules, it tends not to encourage people to take charge of their own efforts (Grabowski et al., 2021). If a school, for example SMKS Praja Pandawa Bangli, relies on standardized evaluation, extrinsic factors tend to guide the objectives, daily methods in class, and way of marking students. By awareness of how these motivations act, educators can make sure that their curriculum matches what students hope to achieve.

According to Gardner's Socio-Educational Model (1985), extrinsic motivation in language learning is explained by dividing motivation into integrative and instrumental orientations (Cao et al., 2023). Instrumental motivation is also called extrinsic motivation since it means people are motivated to learn a language to reach specific goals such as taking tests, finding employment, or succeeding at school. Unlike integrative motivation, instrumental motivation is mainly about using the target language for personal reasons and advancement. Gardner sees both motivations as important, but he observes that learning languages is usually treated as an aid for climbing the career ladder and doing well in school in formal classrooms. Many students in vocational learning think of English as a tool for growing their chances in hospitality or tourism workplaces. A teacher can plan

lessons that relate language abilities to the future jobs the students plan to pursue, making sure to leverage external reasons.

SDT articulated by Deci and Ryan (1985; 2000) explains extrinsic motivation as existing on a spectrum of various regulatory subtypes. At the beginning is external regulation, where rewards and avoidance of punishment is the main driver, then moving to integrated regulation, when what is desired from society also becomes important to a person's values and identity. In between these two styles are introjected regulation, pushed by a person's own internal demands, and identified regulation, where the person trusts their feelings and sees the worth in an activity. It claims that as learners take in and make useful new goals, they gain more motivation that comes from within. This development matters a lot in EFL classrooms since students begin by aiming for test success, and later realize how useful English is in their working world. SDT makes it clear that students should be supported in autonomy, competence, and relatedness to turn external factors into their own drive.

Gardner's and SDT's explanations of extrinsic motivation are quite different from each other. Gardner thinks that motivation stems from either 'instrumental' or 'integrative' purposes, while their main reasons for learning a language involve future or long-term aspects. However, SDT suggests that with support in schools, people might eventually feel self-motivated by the things that originally motivated them. Gardner's explanation fits why people want to study another language, while SDT helps explain how those reasons can develop as time passes. In vocational education, since the goals are easy to measure and quick to achieve, both models are helpful. According to Gardner, students initially work hard at job-related tasks

because of their strong motivation. SDT shows that, over time, this motivation can develop into something more important if it is properly guided by teachers. Therefore, teachers who use both models can notice and value the motivation of students, as well as what they learn.

It has been demonstrated that setting out clear, attainable goals and receiving feedback helps students learn language by using extrinsic encouragement. In EFL classrooms, students wishing to succeed in national exams or get scholarships may do well during objective test evaluations. Usually, they deliver their homework on time, do what is expected of them, and prepare regularly for upcoming classes. Even so, unless the motivation is fully grasped, it might not help with speaking the language or keeping the knowledge for a long time. To give an example, knowing grammar rules may help a student gain score, yet not perform well in social situations. This leads us to believe that extrinsic motivation is good for scoring well on tasks in the short run, yet it might not help students develop key skills for learning a language. It explores the way extrinsic motivation works for vocational learners and then examines if its presence along with intrinsic motivation and learning anxiety can successfully predict their general achievement in English, and not just certain scores in tests.

Extrinsic motivation is measured on a special scale that is constructed based on the Self-Determination Theory. The tool is designed to identify the four aspects of regulation, which include external, introjected, identified, and integrated. The questionnaire is checked and read by experts in Bahasa Indonesian and then it is later tested on a similar characteristic of students just to determine validity and reliability. The questions about the usage of English included; 1, I study English

because my teacher scold me if I don't (*Saya belajar Bahasa Inggris karena guru saya akan memarahi saya jika saya tidak belajar*); 2, I learn English to get good grades from my teacher (*Saya belajar Bahasa Inggris untuk mendapatkan nilai bagus dari guru*), and responses is between 1-5. Due to the systematic methodology, the researcher would be able to examine any type of extrinsic motivations and identify which ones is prominent in the registering students. The kind of the scale allow correlating the performance of the students on the scale with the achievement test scores. Consequently, researchers have the opportunity to examine the impact of extrinsic motivation independently and in addition to this, the interaction between extrinsic and intrinsic motivation and anxiety in explaining language learning results.

Since vocational school students are under pressure to succeed from the beginning, they can use extrinsic motivation. They are usually guided by the expectations of parents, the tests needed for certifications, and the conditions of the job market. English language is often regarded as a way for students in these programs to improve their qualifications for work or better serve guests. So, they might mainly get involved with the language because of external push. At the same time, vocational students are affected by high demands and strict schedules, in addition to less real-life use of the language during class. These circumstances may cause motivation to be forced on students unless teachers address how they learn. This research tries to determine how income, assignments, and tuition function in SMKS Praja Pandawa Bangli, leading to improved language skills. School elements and teaching techniques are also examined to find out if they help or hinder the process of students learning the core beliefs.

In summary, people are said to have extrinsic motivation for language learning when outside factors or incentives play a role, and this is most clearly explained by Gardner's Socio-Educational Model and Self-Determination Theory. According to Gardner, motivation comes from learners' instrumentally focused goals, however, SDT stresses that learners have to develop those goals as their own. Learners in EFL contexts, especially those studying career skills, may do their work zealously because of external reasons, but usually require more guidance to directly engage in the area. This research considers extrinsic motivation to be a main independent variable and measures it with a questionnaire that matches SDT. Through exploring how intrinsic motivation, learning anxiety, and EFL achievement are related to student motivation, the research aims to give a better overall view of this subject in Indonesian vocational education. Such knowledge helps teachers support curriculum goals as well as individual student growth when learning English.

2.1.3 EFL Learning Anxiety

Learners in EFL classes tend to experience EFL learning anxiety, which makes them feel anxious. Nervousness, fear, worry, and uneasiness are some of the feelings students have when required to work in English at school. It is widely agreed by professionals in applicable linguistics and psychology that students' performance and state of mind can be greatly influenced by the difficulty of learning a different language. Many times, this anxiety shows up in class when students are required to speak to the group, participate in oral presentations, do listening tests, or be concerned about their mistakes in front of other students. General academic

worries are not the same as EFL learning anxiety, since the latter is connected to the special challenges involved in learning another language. When someone is full of anxiety, they might find it difficult to contribute, feel nervous around peers, or keep a distance from others' questions and remarks. If left untreated, language anxiety might stop someone from developing important language skills and can lower their self-esteem. So, it is important to identify and understand this type of anxiety to assist learners with better and less stressful language learning.

Horwitz, Horwitz, and Cope (1986a) gave a basic framework for EFL learning anxiety by proposing Foreign Language Classroom Anxiety (FLCA). They claim that language anxiety develops in a special situation related to language, rather than showing up as a general type of academic anxiety. Communication apprehension, test anxiety, and fear of being negatively evaluated were the three main things they found in FLCA. Learners who have communication apprehension usually stay quiet when speaking in a new language since they believe they aren't up to the task. Having test anxiety is a common fear among language learners who worry about not doing well in tests. The main worry in this category is that someone may perceive a person negatively, like their teacher or friends. All of this can create a long-lasting emotional barrier that hampers students' ability to learn and handle English correctly. In addition, Horwitz and other researchers designed the Foreign Language Classroom Anxiety Scale (FLCAS) that is commonly used in research about language anxiety. Because of this tool, researchers and teachers can look for and assess anxiety levels in students, which makes it important for work like the current research.

In the same way, Krashen's Affective Filter Hypothesis is another useful theory, which is connected to his Monitor Model described in the 1980s and discussed again in 2013. From Krashen's point of view, a person's anxiety, motivation, and self-confidence act like a mental gate that decides whether or not language input can be processed. People with high anxiety find it hard to absorb and keep what they are taught, even when it is all clear and understandable to them. As a consequence, those who are anxious might not benefit from instruction and suitable teaching materials. Although Krashen's model highlights anxiety's effects on learning a language, it does not suggest a clear way to measure or tackle it in a classroom. Unlike Horwitz's model, the Affective Filter Hypothesis is large in scope and covers a number of theoretical points that are harder to use in studies of both classroom learning and test results. It also shows that ready emotional states play a big role in learning another language and that controlling students' anxiety should be a key part of teaching.

The reasons behind EFL learning anxiety are many and usually linked to each other. Some reasons could be fear when talking in front of others, bad feelings from earlier experiences, believing in their lack of talent, feeling judged by peers, or stress from teachers and exams. Trying to learn English is often very important in vocational schools, since it can greatly affect students' job opportunities. Anxiety manifests itself differently in students: some speak little during discussions, skip the opportunity to answer, and don't join group activities. Some people may have physical reactions such as sweating, a fast heart, or trembling when it's their turn to perform in class. Some psychological symptoms may show as excessive worries about language, a drive to be perfect or having negative feelings toward language

skills. Often, these kinds of reactions block the student's ability to use language, even if they know what to do or say. Therefore, anxiety both gets in the way of communicating and, in a hidden manner, can affect a person's learning of language, so attention should be given to it by educators and researchers.

It is shown again and again that having a lot of language anxiety holds back EFL achievement. Those who experience a lot of anxiety struggle with completing both talking and writing tasks because they find it difficult to share or understand the knowledge when anxious. Having anxiety makes it challenging for learners to remember, concentrate, and speak in a new language well. Consequently, people with anxiety issues may start to skip lessons or refuse to take part in speaking activities, and this reduces their opportunity to improve. In comparison, those who lack anxiety tend to finish assignments, use language correctly, and participate much more. In the study, learning anxiety is treated as a factor and help us learn whether it has a major effect on students' achievement levels in EFL. Knowing about this relationship aids in making strategies that assist learners in doing well in school and feeling happy.

In this study, the researcher uses a scale called Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) to measure how much EFL learning anxiety participants have. The instrument includes 33 questions in a five-point Likert scale, and evaluates four significant aspect: (1) Communication Apprehension - the fear of talking or interacting in English; (2) Test Anxiety - the anxiety and stress during tests; (3) Fear of Negative Evaluation - the fear of being judged by the teacher or the peer; and (4) General Anxiety in Language Learning - the feeling of anxiety in general on learning English. First, the FLCAS is translated

into Bahasa Indonesia and then review by two language education experts. After that, a group of similar characteristic students use the translated tool to check its dependability and relevance to the culture. Internal consistency is established as the Cronbach's alpha reliability of the scale is found to be more than 0.80. Among the statements included "I get anxious when my English teacher wants to call on me in class" and "I don't like it when I can't understand what my English teacher is speaking." Each student's anxiety level is measured by the total scores, and this information is analyzed with their language achievements in statistics. Thanks to being a validated questionnaire, this instrument can be used to study quantitative aspects of emotions connected to learning languages.

Students at SMKS Praja Pandawa Bangli are often required to study English since it is important for their professional future. So, an extra challenge is added, especially for those who feel they do not have enough practice with English outside of the classroom. The thought of failing assessments, not performing well in speaking, or not living up to the industry's expectations may cause a lot of stress. In addition, students in vocational courses may have lower self-esteem about their education, which makes them buffer to anxiety. Today, language anxiety regularly creates obstacles for people learning skills and getting ready for the workplace. For this reason, the current study considers the link between anxiety and how students perform in English in listening, speaking, reading, and writing. So, it provides examples of how lessons and assessments can be improved to comfort and help students in vocational training.

Knowing about learners' EFL learning anxiety can guide teaching in the classroom. It is important for teachers to make students feel comfortable enough to

give their answers and engage in various activities. This is possible by pairing students, encouraging them, considering their learning styles and refraining to frighten them by tests. Anxiety should be easy for teachers to notice, and they ought to use teaching methods that nurture independence and builds up students' confidence. Also, including anxiety-reducing methods like practicing mindfulness, fun games, and sharing constructive feedback can help students control their emotions. If a curriculum includes tasks that are helpful for students' career paths and are not too hard for them, it may address their fear of irrelevance or failure. The present study helps by indicating which anxiety aspects influence learning results the most, giving useful tips for EFL instructors in Indonesian vocational schools.

Overall, anxiety about learning EFL plays a big role in affecting students' English language abilities. Horwitz et al.'s (1986) theory and the FLCAS instrument are used in this study to understand and examine the variable of 'hygiene'. Although Krashen's Affective Filter Hypothesis explains how anxiety influences our brain, Horwitz's model gives specific guidelines for teachers by showing the role anxiety has in a classroom. This study looks at EFL learning anxiety as a separate variable together with both intrinsic and extrinsic motivation. Teachers try to find out how effective it is in improving students' results in reading, writing, speaking, and listening, both in class and in exams. In this way, the research gives valuable ideas for thinking about affective factors and includes advice for concrete improvements in learning English in vocational schools.

2.1.4 EFL Learning Achievement

EFL Learning Achievement means measuring a student's capacity to use English in various situations and abilities. Such areas are listening, speaking, reading, and writing, and these parts determine how well someone speaks English (J. Huang et al., 2022). Every skill contains several sub-skills; each of them needs different strategies in order to be mastered. To give examples, reading processes entail scanning, detailed interpretation and anticipation, whereas the main interests of listening relate to understanding the spoken word (Babayeva & Ildirimzade, 2024). To achieve in EFL, students should show their abilities in real-world interactions as well as in tests. Based on observation, in schools like SMKS Praja Pandawa Bangli, learning English is normally measured by using both formative and summative tests that check a student's language abilities and their participation in class. Assessments like these form the base for checking student progress and judging the success of education. Intrinsic motivation, extrinsic motivation, and learning anxiety are considered as independent psychological characteristics, since EFL learning achievement is the variable that is analyzed in the study. By working with official results, the research tries to give a true picture of how successful students are with language learning in vocational education.

In the context of this study, the EFL learning achievement data come from English teachers at SMKS Praja Pandawa Bangli and show students' performance during an academic semester. The teacher computes these scores by relying on diverse activities that take place in class. Some of these are ongoing tests, midterm and final exams, participating in group discussions, reading various texts, giving speeches, and writing tasks. In addition, students' punctuality with submitting their

English work, involvement in class, and behavior in English activities affect their score for the subject. The way assessment is carried out in this study supports the curriculum standards in Indonesia, which put importance on skills and combine academic and social factors. After the teaching-learning process, teachers tend to design and apply diagnostic, formative, and summative assessments in comprehension, attitude, and skill assessment of students (Shadri et al., 2023). Since vocational programs focus on practical language for work situations, the assessments give a clear indication of how ready the students are and how well they communicate (Yusop et al., 2022). As a result, the data includes more than information recall and highlights students' full participation in learning.

Bloom's Revised Taxonomy, introduced by Anderson and Krathwohl (2001) is applied to better outline and classify EFL learning achievement. Using this framework, cognitive learning is organized into six different ranks called Remember, Understand, Apply, Analyze, Evaluate, and Create (Nurmatova & Altun, 2023). Studying these levels reveals how deep and complex a student's thoughts are, and they have a direct effect on English language tasks. Recognizing new vocabulary simply requires recall, but to write an argumentative essay, students have to creatively combine several ideas. Bloom's taxonomy makes it easier for teachers to design work and tests that suit various learning objectives (Marta et al., 2024). In vocational schools in Indonesia, such as SMKS Praja Pandawa Bangli, this taxonomy helps teachers to structure language activities to improve particular cognitive abilities, so it works well as a way to track results. Thanks to the taxonomy, the study can accurately analyze the English skills of students from many different levels.

Bloom's Revised Taxonomy is relevant to Indonesian classrooms as it matches the guidelines in the national curriculum (Sukirman & Linse, 2024). The taxonomy becomes important when assessing cognitive, affective and psychomotor domains in teaching contents to make it relevant to curriculum requirements (Pratama, 2024). Lesson plans and assessments are created by teachers based on the similar concepts found in the Taxonomy. It is vital in vocational schools where Higher Order Thinking Skills (HOTS)-based learning should be performed to ensure that graduates are ready to operate in the challenging working environment (Rachmawati et al., 2023). The taxonomy serves to improve higher-order thinking skills such as studying texts or formulating professional answers, both important for getting ready for a job. So, the study guides its explanation of scores by using Bloom's taxonomy as its theoretical basis. It makes it possible for the researcher to link teacher assessments to levels of mental ability and find similar performance trends. It also provides educational professionals with a clear approach to improving lessons and making them more suited to students' needs, mainly in the vocational sector.

Even though the Common European Framework of Reference for Languages (CEFR) is frequently used across the world to compare language skills, it is still not widely applied when assessing EFL students in vocational colleges in Indonesia. Although CEFR is regarded as the powerful instrument of curriculum guidance, assessment, and material development (Miqawati et al., 2023), its implementation in Indonesia is hindered by a number of issues. They are the necessity of adaptation to the local needs and cultural setting, as well as those linked to educational establishments, educators, and the framework itself (Robbani et al.,

2023). Although it is being used all over the world, CEFR is not commonly utilized in Indonesian vocational colleges, and it is frequently used and referred to solely studies of standardized approaches to English tests but not as a concept in the education sphere (Novawan et al., 2023).

CEFR organizes language ability into six levels (A1 to C2) that are based on a person's ability to communicate (Prajapati, 2022). It can help create equal standards for language tests and compare people's skills from various countries (Amrenova & Rakhymova, 2024). However, CEFR is usually meant for placement and testing purposes in different countries (Wright, 2022). Alternatively, Bloom's Revised Taxonomy is more useful and specific for teachers when planning and reviewing tasks done in the classroom. Though CEFR is majorly about external assessment, Bloom's taxonomy is about how learning materials and tests can be customized from within. This study recognizes CEFR as a global standard, yet it considers Bloom's taxonomy to be more relevant because it supports the practices used in the Indonesian school and is already strongly connected to its curriculum.

As well as reviewing a student's grade in EFL, educators should also look at how their learning affects areas such as thinking and feelings. Listening and reading improve students' knowledge and thinking abilities (Baki, 2025; Purnamaningwulan, 2022), while writing and speaking tasks encourage them to discuss ideas in a real way (Li & Zhang, 2021; Milliner & Dimoski, 2024). As they go up Bloom's levels, students gain better skills at using, assessing, and creating information in English (Ravichandran & Virgin B, 2024). At the same time, their belief and readiness to use the language improve, mainly when the classroom helps meet their psychological requirements. Studying how things like motivation and

anxiety relate to cognitive development is the key focus of this research. So, to be successful in EFL, students use language skills and are involved in lessons. The fact that two similar students have different outcomes because of their inner and learning-related experiences explains why complexity matters.

In this research, achievements in English learning are considered the result influenced by intrinsic motivation, extrinsic motivation, and learning anxiety. These factors are meant to give reasons behind the variations in students' skills across languages. While intrinsic motivation encourages students to think harder and experiment in their learning, carrying out tasks and studying for exams may mostly come from extrinsic motivation. At the same time, anxiety when learning can make it hard for people to take part and perform well (Zhou, 2025a). The researchers are interested in seeing which emotional and motivational states are most closely tied to students' achievements. Teachers must be aware of this information to help students' minds get prepared for learning new things. The data included in this study show that internal factors play a direct role in the results observed in students' education.

The EFL achievement scores reviewed in this study are obtained directly from what is recorded in students' academic records and showed teachers' assessments over a semester. Such scores depend on several performance aspects like speaking tasks, hearing activities, vocabulary understanding exercises, and writing skills. In applying the standards use in the national curriculum, teachers made use of standards both for mind and for behavior. To provide a basis for statistics in the research, the scores are shown numerically on the familiar scale used in Indonesian secondary education. All of the data are changed before being

analyzed so that students' identities are protected. Because it measures students' performance and how they use learning materials, the scoring system is a dependable gauge of their achievements. Since the scores reflect all of a student's performance, they give a clear view of what that student can do in English.

EFL learning achievement shows how much students can do in regard to English language skills, as seen in their test results and classroom activities. It requires being able to understand speech and written materials, express what students think, and finish written tasks well. For this analysis, outcome achievement is determined by teacher scores that follow Bloom's Revised Taxonomy, which is an accurate way to assess educational outcomes. Statistics from SMKS Praja Pandawa Bangli are taken and employed as the dependent variable in a multiple regression model to assess the influence of psychology on students' language abilities. Using this approach, the study shows why and how motivation and anxiety play a part in students' performance. As a result, teaching methods can be improved, new curriculum plans can be made, and student help is enhanced in vocational training.

2.2 Empirical Review

The review focuses on studying and analyzing prior studies that explore intrinsic and extrinsic motivation, language learning anxiety and EFL learning achievement. Research reports suggest that students do best in language learning when motivated by what interests them, rather than by rewards or punishment. At the same moment, facing anxieties while learning foreign languages has a negative effect on learners' confidence and success when communicating orally and

listening. A number of studies have used the Foreign Language Classroom Anxiety Scale (FLCAS) and surveys linked to Self-Determination Theory to test for these variables. This area of the course discusses how all these factors combine and influence the performance of EFL learners in various school settings. It points out that there are not enough studies focusing on how people's motivation and anxiety combine in Indonesian vocational schools. Reviewing these empirical findings forms the main basis for the present study and makes it necessary to repeat them at SMKS Praja Pandawa Bangli.

Adiwijaya (2021), in his study entitled "The Impact of Motivation and Foreign Language Anxiety on Speaking Performance of Prospective English Teachers", discusses motivation and anxiety independently and how the combination of the two impacts how people speak a new language. In total, the study included 67 students from a Speaking I course. Researchers used mixed methods and tested students with the AMTB, the FLCAS and a performance exam. It was shown that motivation improved speaking achievement, but anxiety in the foreign language had a negative impact on how well people could speak. When looked at side by side, both variables appeared to be responsible for roughly 9% of the changes in speaking scores and the regression equation using these variables is $Y = 81.026 + 0.029(\text{AMTB}) - 0.082(\text{FLCAS})$.

The authors used well-designed questionnaires and analysis methods such as regression analysis to examine connections between psychological and performance measures. One problem is that both intrinsic and extrinsic motives are viewed similarly and only speaking skill is considered in EFL results. Since university students were chosen for the sample, its value for other learners is

undefined. While Adiwijaya studied motivation and anxiety as a unique unit, the current study separates types of motivation and assesses overall achievement in languages for vocational high school students.

Similarly, Welesilassie and Nikolov (2022) study entitled “Relationships between Motivation and Anxiety in Adult EFL Learners at an Ethiopian University” explore how motivation and anxiety are related among 65 university students in Ethiopia based on the L2MSS framework. This study analyzed learners’ desired ideal ways of using the L2, the standards they feel they should follow, their experiences learning the language, inner efforts and negative anxiety. They discovered that motivation and anxiety levels for the students were modest and the ought-to L2 self-ranked highest which points to external motivation dominating. Furthermore, the more positive someone’s ideal L2 self was, the stronger the learning experience and the weaker the debilitating anxiety. The ought-to self was not linked at a significant level with either type of anxiety.

The use of an organized theoretical model (L2MSS) and reliable instruments to study several psychological aspects is considered a strength of this study. A major weakness is that unlike other assessments, the study relied only on what learners recall themselves without using direct measurements. In addition, the study did not rely on Self-Determination Theory which gives a better separation between intrinsic and extrinsic motivation and its results are uniquely meant for university students rather than students in vocational settings. Unlike this present study, Welesilassie and Nikolov only focus on motivation and anxiety and do not study how the two interact or influence achievement in vocational schools in Indonesia.

Recently, Öksüz Zerey and Müjdecı (2023) in their study titled “Interrelations Among Tertiary EFL Students’ Foreign Language Writing Motivation, Anxiety, and Achievement”, carried out a study using 117 first-year English major students from a Turkish state university. Researchers used the Writing Motivation Scale, the Second Language Writing Anxiety Inventory (SLWAI) and tasks where students had to write samples. Researchers found that having good self-confidence and being in a motivated state was good for writing performance, but having feelings of anxiety about writing was not. Findings showed that having a mastery goal helped, though performance-avoidance goals increased anxiety. It carefully studies how language learners’ feelings influence their writing in EFL and it measures their levels with trustworthy instruments.

It is acceptable for the study to use valid instruments, have a significant sample and break down motivation into three components. Yet, this approach only teaches writing, so it’s difficult to use it for other language skills such as speaking and listening. Crucially, the study didn’t split motivation based on type (intrinsic vs. extrinsic) and was limited to classroom participants from the university level. One innovation of this study is that it looks at emotions within a performance framework. Yet, the newer study extends this work by considering a broader list of language skills and involving vocational students and studies motivation separately using Self-Determination Theory.

In a different study, the researchers Dillah, Nehe and Siswanto (2024) looked into how much motivation impacts student anxiety in English learning by completing a study called “The Correlation Between Students’ Motivation and Their Foreign Language Anxiety Among EFL Learners”. The study surveyed 34

students in the eighth grade at an Indonesian junior high school. Using FLCAS and a motivation scale originating from SDT, the investigators found there was a significant, but very low, negative correlation between the two ($r = -0.365$, $p < 0.05$). In general, those students with more motivation experienced fear and worry less during language lessons. The study adds value to existing research by proving that motivation can reduce anxiety and shows that both influence learning in EFL environments. Using SDT as the main theory for motivation gives a clear way to learn about students' engagement and emotional management in language classes.

A major benefit of this research is that it uses approaches like the FLCAS and SDT-based motivation scale, both of which have a positive reputation globally. It adds useful information on Indonesia, since this area is not well covered in literature on EFL. Several problems have been identified as well. Because the sample studied was very small and consisted only of students from the same background, it made it less likely to be applied to other people. In addition, it failed to tell apart intrinsic motivation from extrinsic motivation, although SDT was involved, making the motivational analysis less detailed. The study also did not directly measure if students could apply what they learned from EFL classes, only looking at how the variables affected students' minds. Furthermore, prior research had participants from junior secondary schools, while here the participants are from vocational high schools, who could show different learning styles, goals and anxious levels. Instead, the current research looks at how intrinsic, extrinsic motivation and learning anxiety together influence EFL achievement in Indonesian vocational education.

Although motivational and anxiety factors have been widely established in EFL learning research, very little emphasis has been placed on the interplay between intrinsic, extrinsic motivations and learning anxiety in determining EFL achievement. Most studies in the review applied to students at universities, mainly evaluating students' writing or speaking skills. Besides, various studies did not properly explore how different kinds of motivation work and so missed the subtle aspects of Self-Determination Theory. Since there are few studies on Indonesian vocational students, it is especially worrying as they have their own special learning goals, restricted by stress and may worry about the language in their work environments.

As some gaps in the research have been found, the current study is aimed at the investigation of the impact of intrinsic motivation, extrinsic motivation, and learning anxiety on EFL learning achievement among Indonesian vocational students. The aim of the research is to obtain a more evident and more detailed idea about the psychological factors that affect the performance of English by students with the help of the application of the principles of the Self-Determination Theory in the situation of vocational learning. Moreover, it has practical implications to language teaching and assessment as it focuses on emotional and motivation requirements of vocational learners. Thus, instead of trying to come up with new theories or approaches, the proposed study is supposed to reinforce the empirical findings in the area of EFL education and provide contextual information that can be used to enhance the teaching practices and involvement of learners in vocational schools in Indonesia.

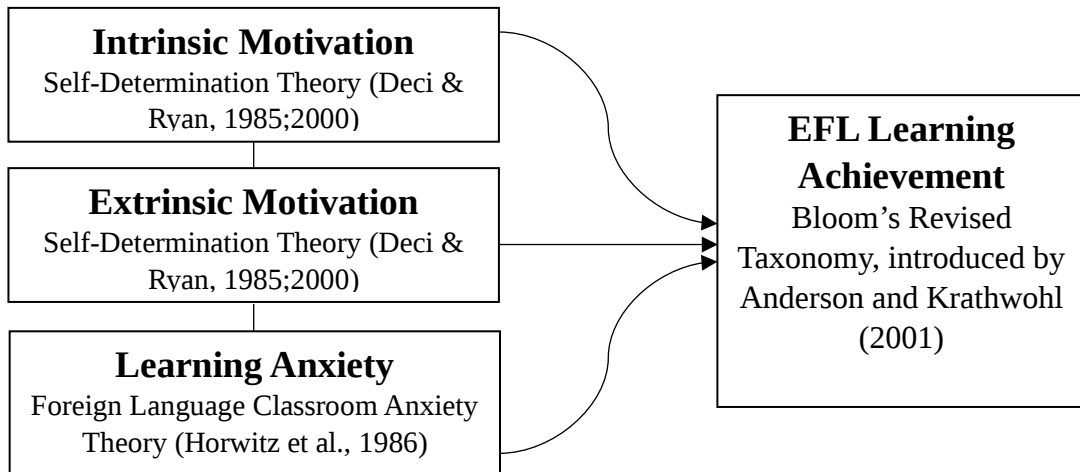
2.3 Theoretical Framework

Researchers based this study on models from educational psychology and applied linguistics that show how learners' mental and emotional states affect their English as a Foreign Language (EFL) performance. Researchers examine three main factors: intrinsic motivation, extrinsic motivation and learning anxiety, since they have a big impact on EFL students' academic achievements. In vocational education, the differences in learning goals, pressures and emotions among students are especially noticeable, so these variables are quite significant. The framework used in research helps choose research questions, design tools to collect data and interpret what the outcomes mean. This study uses the foundation formed by Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000a), Foreign Language Classroom Anxiety Theory (Horwitz et al., 1986) and Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). Using the theories, this study attempts to explain, measure and determine the role of various constructs in learning a new language. This study is designed to study both separate effects and the way motivation, anxiety and achievement affect each other.

Having examined existing theories, the study relies on Self-Determination Theory (SDT) developed by Deci and Ryan which classifies motivation by how autonomous and internal people feel. The theory says that intrinsic motivation happens when students are determined by what they enjoy, find interesting or are curious about. Within this context, extrinsic motivation means people learn with the goal of seeing good grades, gaining acknowledgement or getting well-placed in a career. According to SDT, extrinsic motivation includes external, introjected, identified and integrated regulation, arranged in order of how much each is

internalized. It also emphasizes that people learn best when they feel like they have control over their choices, can do challenging tasks and relate well with their learning environment. A set of questions from the IMI and a modified Extrinsic Motivation Scale based on what experts have recommended are used in this research and both were tested before use. They are built to learn about students' personal enthusiasm for learning, confidence in English skills and feelings about their learning environment which helps us to evaluate how various forms of motivation affect their learning success.

This study employs the Foreign Language Classroom Anxiety Theory, as proposed by Horwitz, Horwitz and Cope in their 1986 publication. It explains language anxiety as an anxiety linked just to learning and using another language for a specific reason. It covers three important aspects: communication apprehension, test anxiety and anxiety about being judged negatively by others. In Indonesia's vocational field, these dimensions are important since students are measured through spoken activities, written exams and class engagement. The study evaluates these points by applying the widely applied and validated Foreign Language Classroom Anxiety Scale (FLCAS). To assess EFL learning achievement, actual scores are studied, while indicators from Bloom's Revised Taxonomy are used to test them. This classification puts remembering and understanding at the lowest level and analyzing and creating at the highest level, linked to the work students must perform during listening, speaking, reading and writing. Considering all these aspects at once allows a clear and organized analysis of the ways psychological variables interact with learning in vocational schools.



Graph 2. 1 Theoretical Framework: The Influence of Intrinsic Motivation, Extrinsic Motivation, and Anxiety on EFL Learning Achievement

