

Social Interactions, Self-Directed Learning and Language Learning Motivation, As Predictors of Performance in English of Junior High School Learners

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Abstract—This study investigated the extent to which social interactions, self-directed learning (SDL), and language learning motivation predict the English performance of junior high school learners. Recognizing the growing importance of interactive and autonomous learning approaches, the study aimed to explore how these factors individually and collectively influenced learners' motivation and achievement in English. The primary objective was to examine the relationships among social interactions, SDL behaviors, and language learning motivation, and to determine their predictive power on English language performance. The findings were intended to inform educational strategies that promote student engagement, autonomy, and language proficiency. The study used a correlational research methodology and included a random sample of 84 middle school pupils. Data were collected using validated survey-questionnaires measuring social interactions, SDL components, and motivation to learn English. English performance was assessed through written works, declamation, and role play tasks. Descriptive and inferential statistics, including regression analysis, were used to analyze the relationships and predictive effects among the variables. Key findings revealed high levels of social engagement, including verbal and non-verbal communication and emotional support among students. Learners also demonstrated strong SDL abilities, particularly in readiness, goal setting, and self-evaluation. Motivation to learn English was high, driven by both intrinsic and extrinsic factors. Regression analysis showed significant relationships between verbal interaction and emotional support with language learning motivation, and between SDL readiness and motivation. Furthermore, verbal interaction and emotional support had a notable effect on role play performance, but not on written works or declamation. Similarly, the readiness component of SDL had a major impact on role-playing, demonstrating that SDL has a restricted but distinct influence on real-world language results. The study concluded that both social interactions and SDL are significant predictors of language learning motivation, with particular elements also influencing performance in interactive English tasks. It is recommended that teachers adopt collaborative and inquiry-based strategies that foster meaningful interactions and learner autonomy. Students are encouraged to actively participate in socially enriched learning experiences. Head teachers and school leaders should support professional development and policies that promote self-directed, socially interactive learning environments. Future research should examine additional variables affecting motivation and SDL across different subjects and educational levels to further understand their role in academic success.

Keywords—Social Interactions, Self-Directed Learning (SDL), Language Learning Motivation, English Performance, Junior High School Learners.

I. INTRODUCTION

In an increasingly interconnected world, the role of social interactions and self-directed learning in shaping students' motivation and performance in English language education has garnered significant attention. As digital communication platforms and collaborative learning environments flourish, educators are keenly aware that social dynamics play a pivotal role in enhancing student engagement and facilitating language acquisition. Research indicates that social interactions create essential contexts for learners to practice and refine their language skills in authentic settings, which directly contributes to their proficiency and fosters self-directed learning behaviors (Verga & Kotz, 2014). This underscores the need for effective educational strategies that leverage these interactions to boost both motivation and academic performance in English classes.

However, in the local context, many junior high school learners face challenges related to low engagement in English language learning, which negatively impacts their motivation and self-directed learning capabilities. Observations by educators reveal that a significant number of students exhibit minimal participation in classroom discussions and are reluctant to engage with peers in English, thereby stifling their language development. This lack of engagement is often attributed to insufficient motivation and a supportive social environment, which limits students' opportunities to practice English in meaningful, interactive contexts (Yusa et al., 2017). Consequently, these learners miss critical opportunities to enhance their language skills and develop into autonomous, self-motivated learners.

Despite the pressing need for interventions that cultivate both social interactions and self-directed learning, there remains a scarcity of empirical research examining the interplay between these factors and their collective influence on student motivation and performance in English. Educational institutions often struggle to implement effective strategies due to the limited data on how specific social dynamics affect engagement in language learning (Murray &

Fujishima, 2014). This study aims to address this gap by investigating how levels of social interaction and self-directed learning of the junior high school learners serve as predictors of their motivation and performance in English. By exploring the relationships among these variables—focusing on social interactions in various contexts (home, peers, and classroom), student motivation, and self-directed learning behaviors such as goal setting, engagement, and self-evaluation—this research seeks to provide valuable insights that can inform the development of targeted educational interventions. Ultimately, the findings will contribute to shaping effective teaching practices that enhance language proficiency and promote independent, motivated learning among junior high school students (Al-Hasan, 2021).

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study determined if the level of social interactions and level of self-directed language learning (SDL) significantly affect the level of language learning motivation and performance in English of junior high school learners in the Victoria Sub-Office.

Specifically, it sought to answer the following questions:

1. What is the level of social interactions of Junior High School Learners in terms of:
 - 1.1 verbal;
 - 1.2 non-verbal; and
 - 1.3 emotional support?
2. What is the level of self-directed learning of Junior High School Learners in terms of:
 - 2.1 readiness,
 - 2.2 goalsetting,
 - 2.3 engagement, and
 - 2.4 self-evaluation?
3. What is the level of self-directed learning of Junior High School Learners in terms of:
 - 3.1 intrinsic; and,
 - 3.2 extrinsic?
4. What is the level of performance in English of the Junior High School Learners in terms of:
 - 4.1 written works;
 - 4.2 performance task (role play); and,
 - 4.3 performance task (declamation)?
5. Is there a significant relationship between the social interactions and the language learning motivation of the Junior High School Learners?
6. Is there a strong correlation between the Junior High School Learners' language learning motivation and self-directed learning?

II. METHODOLOGY

A correlational research design was employed, involving 84 randomly selected junior high school students. Data were collected using validated survey-questionnaires measuring social interactions, SDL components, and motivation to learn English. English performance was assessed through written works, declamation, and role play tasks. Descriptive and inferential statistics, including regression analysis, were used

to analyze the relationships and predictive effects among the variables.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis and interpretation of data.

Level of Social Interactions among Junior High School Learners

Level Of Social Interactions in terms of Verbal Communication

In this study, the researcher looked into the level of the social interactions among junior high school learners in the context of verbal, non-verbal, and emotional support.

The statements, mean, standard deviation, verbal interpretation, and comments from the viewpoint of the respondents are shown in the tables below.

Table 1 shows the level of social interactions among junior high school learners in the context of verbal.

Results reveal critical insights into students' engagement levels within academic settings. Notably, the highest mean score indicates that students frequently engage in conversations with classmates and friends, suggesting a strong foundation for social ties that can enhance academic collaboration and emotional support (M = 3.49; SD = 0.67). This aligns with the concept of social capital, which posits that interpersonal connections contribute significantly to personal and collective educational outcomes (Bendeck & Hastings, 2023). Research consistently indicates that meaningful social interactions foster trust and cooperation, which are essential for effective group dynamics in educational environments (Bendeck & Hastings, 2023).

TABLE 1. Level of social interactions in terms of verbal communication

Statements	Mean	SD	Remarks
I frequently engage in conversations with classmates and friends.	3.49	0.67	Often True
I participate actively in group discussions and activities.	3.38	0.62	Often True
I often initiate conversations in social settings.	3.11	0.69	Often True
I regularly share my ideas and opinions during class or group work.	3.23	0.75	Often True
I feel comfortable speaking in front of others, such as during presentations or group projects.	2.99	0.83	Often True
Weighted Mean		3.24	
SD		0.71	
Verbal Interpretation			High

Further examination shows active participation in group discussions and activities (M = 3.38; SD = 0.62) indicating that students feel comfortable contributing to collective dialogues. This finding is corroborated by studies that emphasize the importance of collaborative learning environments, where expressiveness among peers not only enhances individual learning but also creates a sense of community (Arundale, 2023). The active participation also suggests an ongoing process of social integration within the classroom, highlighting an environment conducive to developing communication skills that are pivotal for future professional interactions (ŞENOL & Metin, 2021).

Conversely, the mean score for the statement regarding comfort speaking in front of others ($M = 2.99$; $SD = 0.84$) reveals a notable area for improvement. Students may exhibit anxiety or reluctance in formal speaking situations, which can hinder their overall verbal communication development. Previous literature stipulates that overcoming such apprehensions is crucial, as effective public speaking skills are vital for academic success and robust interpersonal relationships (Fritz et al., 2023).

Overall, the weighted mean score categorizes students' verbal communication as high ($M = 3.24$; $SD = 0.71$) and underscores the importance of ongoing practices to support and enhance these skills further. The combination of comfort in casual interactions and the need for improvement in formal settings emphasizes a balanced approach to developing verbal communication competencies. Education systems should focus on integrating supportive instructional methods that not only promote social engagement through informal conversations but also prepare students for more structured speaking scenarios (Hyland et al., 2019).

Level of Social Interactions among Junior High School Learners in terms of Non-Verbal Communication

Table 2 shows the level of social interactions among junior high school learners in the context of non-verbal communication.

Similar to the previous table, the students answered here a Likert scale survey. Their responses were treated using mean and standard deviation. The results have been analyzed to describe the current status of students.

Results shed light on the level of non-verbal communication among junior high school learners, demonstrating a generally high engagement with non-verbal cues as indicated by the weighted mean ($M = 3.25$; $SD = 0.68$). This strong performance aligns with the assertion that non-verbal communication plays a critical role in fostering interpersonal connections among adolescents. Specifically, the mean score for respecting personal space ($M = 3.50$; $SD = 0.59$) suggests that students are conscious of bodily boundaries, which is essential for creating a comfortable social environment.

TABLE 2. Level of social interactions among junior high school learners in terms of non-verbal communication

Statements	Mean	SD	Remarks
I often use gestures and facial expressions to communicate during interactions.	3.05	0.77	Often True
I am aware of and respond to others' body language and non-verbal cues.	3.23	0.72	Often True
I frequently use eye contact to show engagement in conversations.	3.24	0.67	Often True
I notice and respect personal space in social settings.	3.50	0.59	Often True
I observe and interpret the non-verbal signals of those around me.	3.26	0.62	Often True
Weighted Mean		3.25	
SD		0.68	
Verbal Interpretation			High

Moreover, junior high students report using gestures and facial expressions frequently, reflected in the computed mean score ($M = 3.05$; $SD = 0.77$). This indicates that students are

likely to supplement verbal communication with expressive gestures, thereby enhancing message clarity (Setiawan et al., 2024). Gestural communication, when utilized effectively, can reinforce spoken words and promote better understanding during interactions, a skill critical in both academic and social contexts (Prasetyowati et al., 2019). Such findings reinforce the notion that adolescents are developing essential communication skills that extend beyond verbal language, which is crucial in their maturation process.

Students also show a keen awareness of others' body language and non-verbal signals, evidenced by the computed results ($M = 3.23$; $SD = 0.72$). This level of awareness can facilitate empathy and improve interpersonal dynamics among peers (Fatayan et al., 2019). It aligns with research suggesting that sensitivity to non-verbal cues is correlated with improved social skills in adolescents, enabling them to respond appropriately to the emotions and attitudes of those around them (Hayashi et al., 2021). The ability to interpret non-verbal signals contributes to better social cohesion and resilience among peers, fostering supportive relationships that are critical during the tumultuous junior high school years.

Overall, the results from Table 2 highlight the significance of non-verbal communication skills among junior high school learners, emphasizing their importance as foundational components in student interactions. With a high level of engagement in using and interpreting non-verbal cues, students are likely to enhance their social competency, ultimately leading to improved relationships and academic experiences (Wang et al., 2023). Continued focus on developing these skills within educational frameworks may be beneficial, as effective non-verbal communication is vital not only for academic success, but also for future interpersonal relationships.

Level of Social Interactions among Junior High School Learners in terms of Emotional Support

Table 3 shows the level of social interactions among junior high school learners in the context of emotional support.

In order to describe the current status of the junior high school students, the researcher also used mean and standard deviation. The results and analysis with the corresponding interpretations are as follow.

TABLE 3. Level of social interactions among junior high school learners in terms of emotional support

Statements	Mean	SD	Remarks
I feel that my friends and peers listen to me when I need to talk.	3.35	0.69	Often True
I receive encouragement and positive feedback from those around me.	3.35	0.67	Often True
I have people in my life who show empathy and understanding towards my feelings.	3.33	0.66	Often True
I feel supported and reassured by my friends during difficult times.	3.39	0.71	Often True
I can rely on others for emotional support and advice when needed.	3.26	0.70	Often True
Weighted Mean		3.34	
SD		0.69	
Verbal Interpretation			High

The results provide an insightful analysis of the level of emotional support among junior high school learners,

revealing a generally positive perception of social support systems within their peer environments. The weighted mean score indicates a high level of emotional support experienced by these students ($M = 3.34$; $SD = 0.69$).

Specifically, the scores for statements regarding listening ($M = 3.35$, $SD = 0.69$) and encouragement ($M = 3.35$, $SD = 0.67$) suggest that learners feel their peers are responsive and supportive.

Moreover, the mean scores encompassing empathy ($M = 3.33$, $SD = 0.66$) and reassurance during difficult times ($M = 3.39$, $SD = 0.71$) reflect a strong sense of emotional connectivity among learners. This finding reinforces prior research suggesting that emotional intelligence and empathy are crucial components of successful peer relationships, particularly in adolescence (Vaskov, 2022). Emotional support within friendships not only alleviates feelings of stress but also promotes resilience, thereby benefiting overall mental health and academic achievements (Korochentseva, 2022).

The ability to rely on others for emotional support ($M = 3.26$, $SD = 0.70$) further underscores the robustness of the social networks that exist among junior high school students. The presence of a reliable support system is essential as adolescents navigate the challenges of academic and social pressures. During the crucial junior high school years, evidence suggests that emotional support systems are associated with lower levels of loneliness and higher feelings of belonging (Santos et al., 2021). It is crucial for educators and school counselors to recognize these social dynamics and foster an environment that enhances peer interactions and emotional exchanges.

The results indicate that junior high school learners generally experience a high level of emotional support from their peers, thereby contributing positively to their social and emotional development. Such findings signify the importance of encouraging supportive peer relationships in educational settings and highlight the need for interventions focused on emotional intelligence and peer communication skills.

The key findings regarding the composite levels of social interactions among junior high school learners, focusing on verbal communication, non-verbal communication, and emotional support show that each of these categories reflects a significant level of engagement, with mean scores ranging from 3.24 to 3.34, all categorized as "High." Specifically, verbal communication scored 3.24 ($SD = 0.71$), indicating that students frequently engage in dialogue with peers, which is critical for developing effective interpersonal skills and enhancing social cohesion among adolescents.

Non-verbal communication was similarly rated with a mean of 3.25 ($SD = 0.68$), signifying the learners' adeptness at using body language, facial expressions, and gestures to complement their verbal exchanges. The significance of non-verbal cues in fostering understanding and creating a supportive social environment is well-documented, emphasizing their role in building empathy and trust among peers (Petrulytė et al., 2022). Such comprehensive non-verbal engagement brings additional dimensions to social interactions, which are particularly vital during the turbulent

adolescent phase when peer relationships heavily influence emotional and psychological development (Guan et al., 2023).

Emotional support emerged as the highest-rated category ($M = 3.34$, $SD = 0.69$), suggesting that junior high school learners perceive their social networks as strong sources of encouragement and understanding during challenging times. This is consistent with prior research indicating that robust emotional support systems are crucial for nurturing resilience and academic achievement in students (Lin et al., 2024). A supportive peer environment can significantly mitigate feelings of loneliness and anxiety, contributing positively to students' mental health and overall well-being (Yao et al., 2022).

This underscores the strong foundation of social interactions within this group of learners. The high levels of verbal and non-verbal communication, alongside substantial emotional support, highlight the importance of promoting these factors in educational settings to enhance learners' social and emotional skills further. Schools play a pivotal role in cultivating environments that foster healthy peer interactions, which, as noted in various studies, contribute positively to both students' academic performance and their social development during these formative years (Astuti et al., 2024).

Level of Self-Directed Learning Among Junior High School Learners

In this study, The researcher also looked into the level of self-directed learning among junior high school learners. The level of self-directed learning among junior high school learners refers to Readiness for SDLL, Goal-Setting for SDLL, Engagement in SDLL, and Self-Evaluation in SDLL.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 4 level of self-directed learning among junior high school learners in terms of readiness.

TABLE 4. Level of self-directed learning among junior high school learners in terms of Readiness

Statements	Mean	SD	Remarks
I feel confident in managing my own English learning.	3.02	0.78	Often True
I enjoy learning English on my own.	3.20	0.74	Often True
I actively look/seek out resources to improve my English.	3.24	0.72	Often True
I set aside time each day to learn English.	2.99	0.75	Often True
I seek opportunities to practice English outside of school.	3.19	0.70	Often True
I am ready to experiment with new ways to improve my English.	3.38	0.62	Often True
I am open to learning English without needing supervision.	3.14	0.71	Often True
I find ways to use English in my daily life.	3.27	0.65	Often True
I use English when learning new skills or hobbies.	3.29	0.67	Often True
I prefer to take the initiative in my English language studies.	3.21	0.68	Often True
Weighted Mean		3.19	
SD		0.70	
Verbal Interpretation			High

Results indicates that junior high school learners exhibit a high level of self-directed learning readiness ($M = 3.19$; $SD = .70$). This score, interpreted as High, suggests that students frequently feel capable of managing their own English learning and actively engage with materials that support their language acquisition.

Specifically, learners reported that they often enjoy learning English independently ($M = 3.19$; $SD = 0.70$) and allocate time daily to study ($M = 3.27$; $SD = 0.65$), reflecting a positive attitude toward self-directed learning. These findings are consistent with the work of Mbeau-Ache et al. (2021), who emphasized that students’ capacity for self-management significantly impacts their overall educational development. Furthermore, prior studies have indicated that students who assume responsibility for their own learning tend to be more engaged and motivated, thereby contributing to improved learning outcomes (Azeem, 2023; Sebuliba, 2021).

Additionally, learners in this cohort actively seek out supplemental resources and opportunities to practice English beyond the classroom setting. The mean scores suggest common behaviors such as utilizing extra materials and incorporating English into everyday activities. This proactive disposition demonstrates strong intrinsic motivation and a readiness to experiment with various learning strategies. Similar observations have been made by Madhavi and Madhavi (2017) and Shrestha (2022), who found high levels of engagement among students displaying self-directed learning behaviors.

Understanding how engagement in self-directed learning influences broader educational outcomes is critical. Previous research has shown that students with high self-directedness are better prepared for online learning environments, highlighting their adaptability across various educational contexts (Torun, 2019). The integration of English into daily life and diverse contexts further demonstrates the practical application of language skills, as supported by Tan et al. (2023), who emphasized the importance of contextual language use. Overall, these positive findings point to the potential of enhancing self-directed learning strategies in the curriculum—not only to improve language proficiency but also to promote lifelong learning, which is crucial for future academic and professional success (Cadorin et al., 2017).

Level of Self-directed learning among junior high school learners in terms of Goal-Setting

Table 5 shows the level of self-directed learning among junior high school learners in terms of goal-setting.

Results show a commendable level of self-directed learning readiness among junior high school learners, particularly in the domain of goal-setting ($M = 3.13$; $SD = 0.71$).

This suggests that students frequently engage in behaviors such as setting specific English learning goals ($M = 3.10$; $SD = 0.70$) and breaking these goals into manageable tasks ($M = 2.94$; $SD = 0.75$). These findings indicate a positive orientation toward strategic planning—an essential component of self-directed learning that fosters both efficacy and long-term academic success (Destriani et al., 2023; Gusti & Rahayu, 2023). Moreover, students reported that they

regularly review and adjust their learning goals, highlighting the use of adaptive learning strategies. Such iterative goal-setting practices are crucial for overcoming academic challenges and refining learning outcomes (Han, 2024; Prasertsin et al., 2023).

TABLE 5. Level of self-directed learning among junior high school learners in terms of Goal-Setting

Statements	Mean	SD	Remarks
I set specific English learning goals for myself.	3.10	0.70	Often True
I break down my English learning goals into smaller tasks.	2.94	0.75	Often True
I set timeframes for achieving my English learning goals.	3.00	0.74	Often True
I regularly review and adjust my English learning goals.	3.18	0.70	Often True
I set language learning goals based on my school needs.	3.11	0.79	Often True
I set goals to improve my listening and speaking skills in English.	3.32	0.60	Often True
I create personal goals for reading and writing in English.	3.18	0.64	Often True
I plan English learning activities around my academic schedule.	3.15	0.72	Often True
When I face difficulties in reaching my English goals, I find ways to adjust and continue learning.	3.25	0.66	Often True
I keep track of my progress toward achieving my English goals.	3.07	0.80	Often True
Weighted Mean		3.13	
SD		0.71	
Verbal Interpretation		High	

In addition, learners consistently focused on skill development, particularly in speaking and listening ($M = 3.32$; $SD = 0.60$). This suggests that students are aware of their areas for improvement and adopt a focused approach to language learning. Setting language learning goals aligned with academic needs ($M = 3.11$; $SD = 0.79$) demonstrates how learners link personal aspirations with educational demands (Dai et al., 2022). The ability to organize English-related tasks around their academic schedules ($M = 3.15$; $SD = 0.72$) further reveals a structured and intentional approach to language mastery, consistent with previous findings that emphasize the value of strategic goal-setting in promoting effective self-directed learning (Boholano et al., 2021; Utami & Suastika, 2023).

Overall, the results suggest that junior high school students possess a strong foundation in self-directed learning through goal-setting, which promotes greater engagement and motivation in language learning contexts (Mokoena, 2022). However, slightly lower scores in areas such as breaking goals into smaller components ($M = 2.94$; $SD = 0.75$) and establishing clear timeframes ($M = 3.00$; $SD = 0.74$) point to opportunities for further development in their goal-setting practices. Strengthening these skills could foster greater learner autonomy and self-management, leading to improved academic performance and higher levels of satisfaction (Adellasari & Huda, 2023). These results underscore the importance of integrating comprehensive self-directed learning strategies into educational frameworks to better support students in achieving their learning objectives.

Level of self-directed learning among junior high school learners in terms of Engagement in SDLL

Table 6 shows the level of self-directed learning among junior high school learners in terms of engagement.

Results indicate a high level of self-directed learning among junior high school learners, particularly in the area of engagement in self-directed language learning (WM = 3.09; SD = 0.78). This indicates that students frequently utilize various English learning resources—such as mobile applications, websites, and books—demonstrating a proactive approach to their language acquisition. Consistent engagement with English audio materials, along with regular practice in speaking and writing, further supports their self-directed learning efforts.

The integration of mobile technology into learning contexts has been positively associated with improved SDLL outcomes, highlighting students' intrinsic motivation to incorporate diverse media for skill enhancement (Hussain, 2023). The accessibility and effective use of multiple learning resources underscore the idea that learners are optimizing their experiences within digitally enriched environments (Pan, 2020).

TABLE 6. Level of self-directed learning among junior high school learners in terms of Engagement in SDLL

Statements	Mean	SD	Remarks
I actively use English learning apps or websites.	3.23	0.72	Often True
I read English books, articles, or websites regularly.	3.11	0.78	Often True
I listen to English audio resources, such as podcasts or audio books, in my free time.	3.20	0.80	Often True
I practice speaking English in different contexts.	3.12	0.70	Often True
I write short essays or journal entries in English.	2.92	0.84	Often True
I use English in online discussions or forums.	2.99	0.75	Often True
I challenge myself with advanced English materials, such as academic texts, documentaries, or literature.	3.14	0.78	Often True
I engage in English conversation with non-native speakers	3.07	0.74	Often True
I participate in English-speaking clubs or activities.	2.89	0.86	Often True
I make use of English resources available at home or school, such as books, modules, websites, or language-learning software.	3.24	0.80	Often True
Weighted Mean		3.09	
SD		0.78	
Verbal Interpretation			High

However, the findings also reveal a slight discrepancy in engagement levels with certain practices, such as writing (M = 2.92; SD = 0.84) and participation in English-speaking clubs (M = 2.89; SD = 0.86). These lower scores suggest that, while students are highly active in digital learning, opportunities for collaborative and interpersonal language learning may be underutilized. Research supports the notion that participation in discussions and speaking clubs can significantly enhance language proficiency and learner self-efficacy (Kali-Soyer & Kırıkkanat, 2019). Encouraging engagement in such socially interactive activities aligns with findings from Zhang et al.

(2023), who emphasized the importance of collaborative environments for fostering self-regulated learning skills.

Overall, the strong digital engagement demonstrated by junior high learners presents a solid foundation upon which to build more comprehensive self-directed learning strategies. The willingness of students to challenge themselves with more advanced English resources (M = 3.14; SD = 0.78) reflects a clear intent to expand their linguistic competence (Wang et al., 2021). While the current levels of engagement in self-directed learning are promising, enriching these experiences through more interactive and socially grounded opportunities could significantly enhance students' overall language learning outcomes.

Level of self-directed learning among junior high school learners in terms of Self-Evaluation

Table 7 shows the level of self-directed learning among junior high school learners in terms of self-evaluation.

TABLE 7. Level of self-directed learning among junior high school learners in terms of Self-Evaluation

Statements	Mean	SD	Remarks
I regularly evaluate my progress in learning English.	3.11	0.62	Often True
I reflect on the mistakes I make when using English.	3.33	0.63	Often True
I assess my understanding of new English vocabulary.	3.21	0.75	Often True
I check how much I've improved in speaking English.	3.18	0.75	Often True
I monitor my ability to understand English grammar rules	3.27	0.66	Often True
I keep track of the English words or phrases I've mastered	3.12	0.72	Often True
I assess my ability to use English effectively in academic writing and discussions.	3.18	0.71	Often True
I evaluate my pronunciation and work on improving my accent and clarity in speaking English	3.19	0.69	Often True
I review my achievements in writing in English	3.02	0.82	Often True
I check my performance on English assessments to improve	3.31	0.74	Often True
Weighted Mean		3.19	
SD		0.71	
Verbal Interpretation			High

Based on the results, there is a notable level of self-directed learning through self-evaluation among junior high school learners (WM = 3.19; SD = 0.71). This indicates that students frequently monitor their progress and reflect on their English learning experiences.

A particularly high mean score for reflecting on mistakes (M = 3.33; SD = 0.63) suggests a proactive approach to learning, where students recognize and learn from their errors—an essential aspect of effective self-regulated learning (Utami & Suastika, 2023). This behavior highlights the value learners place on self-assessment, not only as a tool for academic growth but also as a strategy for personal development, consistent with established educational frameworks (Rahmat et al., 2023).

Additionally, students reported regularly evaluating their performance in key areas of English language proficiency, such as vocabulary acquisition (M = 3.21; SD = 0.75),

grammar understanding ($M = 3.27$; $SD = 0.66$), and pronunciation ($M = 3.19$; $SD = 0.69$). These findings suggest a comprehensive approach to learning, where students go beyond content memorization and attend to the subtleties of effective language use. The ability to monitor their own learning process contributes to greater confidence and self-efficacy, aligning with Bandura’s theory, which posits that belief in one’s ability to succeed can positively influence learning outcomes (Haji et al., 2021).

Moreover, the high mean score for checking performance on assessments ($M = 3.31$; $SD = 0.74$) indicates an awareness of their learning progress and a willingness to adjust study strategies accordingly. This iterative practice fosters a dynamic and responsive learning environment (Inoue et al., 2018).

Ultimately, these results underscore the pivotal role of self-evaluation in promoting self-directed learning. Through consistent reflection, junior high school students demonstrate ownership over their educational journey. However, the slightly lower mean score for reviewing achievements in writing ($M = 3.02$; $SD = 0.82$) points to an area for potential development. This suggests that students may benefit from targeted support in evaluating their writing performance, especially given the foundational role of writing in English language learning (Asshagab et al., 2020). Therefore, integrating structured self-evaluation practices into instructional design can strengthen learners’ autonomy and lead to more effective and confident language users.

Overall, the results show the high level of SDL readiness among the students. This comprehensive assessment underscores the importance of fostering an educational environment that supports and encourages self-directed learning. By promoting skills such as goal-setting, active engagement, and self-evaluation, educators can help students develop the autonomy and motivation necessary for lifelong learning and academic success.

Level of Motivation of Junior High School Learners to Learn English

In this study, the level of motivation of junior high school learners to learn English refers to Extrinsic Motivation and Intrinsic Motivation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 8 shows the level of motivation of junior high school learners to learn English in terms of extrinsic.

The results indicate a high level of extrinsic motivation among junior high school learners in their English language ($M = 3.32$; $SD = 0.73$). This suggests that learners are strongly driven by external factors such as achieving good grades, enhancing future job prospects, and participating in social interactions.

Notably, the item “I believe that knowing English will help me get a better job in the future” recorded the highest mean score ($M = 3.51$; $SD = 0.61$), underscoring the importance of instrumental motivation in shaping learners’ attitudes toward English learning. These findings align with existing research emphasizing the impact of extrinsic motivation on student

performance and engagement in language education (Arin, 2022; Selimovic, 2022).

TABLE 8. Level of motivation of junior high school learners to learn English in terms of Extrinsic

Statements	Mean	SD	Remarks
I study English because I want to earn good grades in my classes.	3.39	0.73	Often True
I believe that knowing English will help me get a better job in the future.	3.51	0.61	Always True
I am motivated to learn English to participate in social activities or events.	3.37	0.67	Often True
I enjoy learning English to impress my friends and peers.	3.18	0.84	Often True
I study English because my parents encourage me to do well in school.	3.23	0.78	Often True
I feel that being proficient in English will enhance my opportunities for scholarships or awards.	3.31	0.74	Often True
I am motivated to learn English because it is a requirement for my future studies.	3.31	0.73	Often True
I believe that mastering English will help me gain in respect from others.	3.29	0.77	Often True
I study English to meet the expectations set by my teachers or school.	3.24	0.75	Often True
I learn English to be able to travel and communicate better with people from different countries.	3.39	0.69	Often True
Weighted Mean		3.32	
SD		0.73	
Verbal Interpretation			High

Moreover, the results indicate that social factors also contribute to learners’ motivation. The item “I enjoy learning English to impress my friends and peers” obtained a mean score ($M = 3.18$; $SD = 0.84$), demonstrating that social recognition and peer approval can significantly encourage students to engage in language learning. This supports the argument that extrinsic rewards—such as social validation—can reinforce learners’ desire to achieve proficiency in a second language (Komlósi, 2017; Sukirlan et al., 2021).

Learners’ responses to statements related to parental influence, such as “I study English because my parents encourage me to do well in school”, ($M = 3.23$; $SD = 0.78$) further highlight the role of family expectations as a driving force behind academic engagement. This reinforces the notion that external encouragement from parents can shape educational outcomes and foster student motivation (Erniyati & Putra, 2022; Eslit, 2023).

Although extrinsic motivation is clearly dominant in this context, it is important to consider the interplay between extrinsic and intrinsic motivation. Prior research has shown that the presence of extrinsic motivators does not preclude the existence of intrinsic interest or internal satisfaction (Al-Saggaf & Rusli, 2021). For example, while not the primary drivers for these learners, internal factors such as the desire for self-fulfillment and personal achievement may still contribute to their sustained engagement in English learning (Liu, 2023).

Level of motivation of junior high school learners to learn English in terms of Intrinsic

Table 9 shows the level of motivation of junior high school learners to learn English in terms of intrinsic.

Results indicate a notable level of intrinsic motivation among junior high school learners in their English language studies (M = 3.31; SD = 0.72), interpreted as High. This finding emphasizes students' genuine enjoyment of English as a subject, independent of external rewards.

Noteworthy items such as "I enjoy learning English for the sake of learning itself" (M = 3.32; SD = 0.78) and "I feel a sense of accomplishment when I understand something new in English" (M = 3.32; SD = 0.77) achieved high mean scores, respectively. These results align with previous research highlighting the central role of intrinsic motivation in fostering authentic interest, persistence, and engagement in language learning (Erniyati & Putra, 2022).

In addition, students' responses reveal an appreciation for the cultural dimensions of English, as illustrated by statements like "I learn English to connect with the culture and communities of English speakers" (M = 3.27; SD = 0.70) This reflects learners' curiosity and respect for the broader social and cultural contexts tied to the language. Such motivations go beyond the acquisition of linguistic competence, indicating a deeper, value-driven engagement with English (Franco & Ortega, 2024; Sukirlan et al., 2021).

TABLE 9. Level of motivation of junior high school learners to learn English in terms of Intrinsic

Statements	Mean	SD	Remarks
I enjoy learning English for the sake of learning itself.	3.32	0.78	Often True
I feel a sense of accomplishment when I understand something new in English.	3.23	0.77	Often True
I am curious about English and want to explore the language further.	3.29	0.74	Often True
I find learning English to be interesting and engaging.	3.30	0.72	Often True
I study English because I want to challenge myself and improve my skills.	3.39	0.66	Often True
I enjoy reading books or watching movies in English for pleasure.	3.26	0.75	Often True
I feel motivated to learn English because it helps me express my thoughts and ideas better.	3.29	0.78	Often True
I appreciate the beauty of the English language and want to deepen my understanding of it.	3.39	0.68	Often True
I learn English to connect with the culture and communities of English speakers.	3.27	0.70	Often True
I feel satisfied when I can communicate effectively in English, regardless of external rewards.	3.35	0.65	Often True

Overall, results underscore the high level of motivation among junior high school learners to learn English, encompassing both extrinsic and intrinsic factors. This balanced motivation profile suggests that students are driven by a combination of external rewards and internal satisfaction. Educators can capitalize on this by creating a learning environment that not only provides external incentives but also nurtures students' intrinsic interest in the language. By doing so, they can support students in developing a lifelong passion for learning English.

Level of Performance of the Junior High School Learners

In this study, the researcher also looked into the level of performance of the junior high school learners. Three aspects were investigated i.e., written works, performance task (role play) and performance task (declamation). In presenting the

results, the researcher used frequency and percentage. The study categorized the scores obtained by the learners using the standards of the Department of Education as stipulated in DepEd Order No. 8 series 2015. Levels of performance adopted were outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectations.

Level of Performance of the Junior High School Learners as to Written Works

Table 10 presents the level of performance of the junior high school learners to learn English as to written works

Results indicate a varied level of performance among junior high school learners in their written English works. The majority of students fall within the "Satisfactory" range, with 32.14% scoring between 42 and 47, and another 32.14% scoring below 35, which is categorized as "Did not meet Expectation." This distribution suggests that while a significant portion of students are meeting basic expectations, there is also a considerable number who are struggling to achieve satisfactory performance.

TABLE 10. Level of Performance of the Junior High School Learners as to Written Works

Score	Written works		Descriptive Equivalent
	f	%	
54 – 60 (90% - 100%)	7	8.33	Outstanding
48 – 53 (80% - 89%)	13	15.48	Very Satisfactory
42 – 47 (70% - 79%)	27	32.14	Satisfactory
36 – 41 (60% - 69%)	10	11.90	Fairly Satisfactory
0 – 35 (Below 60%)	27	32.14	Did not meet Expectation
Total	84	100	
Weighted Mean	29.14		
SD	10.18		
Verbal Interpretation	Satisfactory		

A closer look at the higher performance categories reveals that 8.33% of students achieved an "Outstanding" score (54-60), and 15.48% achieved a "Very Satisfactory" score (48-53). These figures indicate that a smaller proportion of students are excelling in their written English tasks. The presence of high achievers is encouraging, as it demonstrates that some students are capable of producing exceptional work. However, the relatively low percentages in these categories highlight the need for targeted interventions to help more students reach higher levels of performance.

The weighted mean score of 29.14, with a standard deviation of 10.18, falls within the "Satisfactory" range. This overall assessment suggests that, on average, students are performing at a satisfactory level in their written English works. However, the high standard deviation indicates a wide variation in scores, pointing to significant disparities in student performance. This variability underscores the importance of differentiated instruction and support to address the diverse needs of learners.

While the overall performance of junior high school learners in written English works is satisfactory, there is a clear need for strategies to support lower-performing students and to challenge those who are already excelling. By providing additional resources, personalized feedback, and opportunities for practice, educators can help all students

improve their written English skills and achieve higher levels of performance.

Level of Performance of the Junior High School Learners as to Performance Task (Role Play)

Table 11 presents the level of performance of the junior high school learners to learn English as to performance tasks (role play).

Results indicate that junior high school learners generally perform well in English performance tasks, such as role plays. The majority of students fall within the "Very Satisfactory" range, with 28.57% scoring between 15 and 17 points. This suggests that a significant portion of students are able to demonstrate a high level of proficiency in performance tasks, which require not only language skills but also creativity and confidence.

A notable 15.48% of students achieved an "Outstanding" score (18-20 points), indicating that these learners excel in role-playing activities. This high level of performance is encouraging, as it shows that some students are capable of achieving near-perfect scores in practical English tasks. On the other hand, 23.81% of students scored in the "Satisfactory" range (12-14 points), and 20.24% scored in the "Fairly Satisfactory" range (8-11 points), indicating that there is room for improvement for a significant number of students.

TABLE 11. Level of Performance of the Junior High School Learners as to Performance Task (Role Play)

Score	Performance tasks (role play)		Descriptive Equivalent
	f	%	
18-20 points (90-100%)	13	15.48	Outstanding
15-17 points (75-89%)	24	28.57	Very Satisfactory
12-14 points (60-74%)	20	23.81	Satisfactory
8-11 points (40-59%)	17	20.24	Fairly Satisfactory
0-7 points (0-39%)	10	11.90	Did not meet Expectation
Total	84	100	
Weighted Mean	14.50		
SD	11.85		
Verbal Interpretation	Very Satisfactory		

The weighted mean score of 14.50, with a standard deviation of 11.85, falls within the "Very Satisfactory" range. This overall assessment suggests that, on average, students are performing at a very satisfactory level in their English performance tasks. However, the high standard deviation indicates a wide variation in scores, pointing to significant disparities in student performance. This variability underscores the importance of providing targeted support and opportunities for practice to help all students improve their performance.

While the overall performance of junior high school learners in English performance tasks is very satisfactory, there is a clear need for strategies to support lower-performing students and to challenge those who are already excelling. By providing additional resources, personalized feedback, and opportunities for practice, educators can help all students

improve their performance in English role-playing tasks and achieve higher levels of proficiency.

Level of Performance of the junior high school learners to learn English as to performance tasks (declamation)

Table 12 presents the level of performance of the junior high school learners as to performance tasks (declamation).

TABLE 12. Level of Performance of the junior high school learners to learn English as to performance tasks (declamation)

Score	Performance tasks (declamation)		Descriptive Equivalent
	f	%	
18-20 points (90-100%)	6	7.14	Outstanding
15-17 points (75-89%)	20	23.81	Very Satisfactory
12-14 points (60-74%)	23	27.38	Satisfactory
8-11 points (40-59%)	21	25.00	Fairly Satisfactory
0-7 points (0-39%)	14	16.67	Did not meet Expectation
Total	84	100	
Weighted Mean	12.08		
SD	4.01		
Verbal Interpretation	Very Satisfactory		

The results indicate a varied level of performance among junior high school learners in English declamation tasks. The majority of students fall within the "Satisfactory" range, with 27.38% scoring between 12 and 14 points. This suggests that while many students are meeting basic expectations, there is a significant portion who are performing at a higher level. The "Very Satisfactory" category, with 23.81% of students scoring between 15 and 17 points, indicates that a notable number of students are demonstrating a strong proficiency in declamation tasks.

A smaller percentage of students, 7.14%, achieved an "Outstanding" score (18-20 points), showing that a few learners excel in declamation activities. This high level of performance is encouraging, as it highlights the potential for excellence in public speaking and expressive skills among junior high school students. However, the presence of 25.00% of students in the "Fairly Satisfactory" range (8-11 points) and 16.67% in the "Did not meet Expectation" range (0-7 points) indicates that there are areas where students struggle and need additional support.

The weighted mean score of 12.08, with a standard deviation of 4.01, falls within the "Very Satisfactory" range. This overall assessment suggests that, on average, students are performing at a very satisfactory level in their English declamation tasks. However, the relatively high standard deviation points to significant variability in student performance. This variability underscores the importance of providing differentiated instruction and targeted support to address the diverse needs of learners.

While the overall performance of junior high school learners in English declamation tasks is very satisfactory, there is a clear need for strategies to support lower-performing students and to challenge those who are already excelling. By providing additional resources, personalized feedback, and

opportunities for practice, educators can help all students improve their declamation skills and achieve higher levels of performance. This approach will not only enhance their language proficiency but also build their confidence and public speaking abilities.

Significant Relationship between Social Interactions and Language Learning Motivation among Junior High School Learners

The connection between social interactions and language learning motivation was also examined by the researcher in this study. In testing the significant relationship between the social interactions and motivation of the junior high school learners to learn English in terms of external and internal motivation, the study treated data using regression analysis. To further ensure the reliability of results, the researcher employed a licensed Statistical Package Social Science. The results are hereby presented in the next table.

Table 13 shows the significant relationship between social interactions and language learning motivation.

The data highlights that verbal social interactions significantly affect both extrinsic and intrinsic motivation to learn English, with distinct patterns observed for each.

For extrinsic motivation, verbal social interactions have a notable positive impact, as indicated by ($r = 0.601$; $p = 0.000$). This suggests that verbal feedback, such as praise and encouragement, effectively boosts learners' external motivations to engage in language learning activities. These findings are consistent with existing literature that underscores the importance of verbal reinforcement in enhancing student engagement and fostering learning (Farid et al., 2023).

TABLE 13. Significant Relationship between Social Interactions and Language Learning Motivation among Junior High School Learners

Social Interactions		Language Learning Motivation	
		Extrinsic	Intrinsic
Verbal	r-value	0.601	0.559
	p-value	0.000	0.000
	N	84	84
	Analysis	Sig	Sig
Non-Verbal	r-value	0.506	0.551
	p-value	0.000	0.000
	N	84	84
	Analysis	Sig	Sig
Emotional Support	r-value	0.442	0.500
	p-value	0.000	0.000
	N	84	84
	Analysis	Sig	Sig

*significant at .05 level

In contrast, while verbal social interactions show a positive relationship with intrinsic motivation, the correlation is weaker and statistically significant, with ($r = 0.559$; $p = 0.000$). This points to the idea that intrinsic motivation may be driven more by internal factors such as personal connections to the language, rather than solely through external verbal reinforcement. Intrinsically motivated learners are often drawn to language learning for personal growth and identity development, suggesting the need for pedagogical strategies that go beyond verbal interaction to nurture these internal motivations (Berghe et al., 2018).

Non-verbal social interactions also demonstrate significant results, particularly concerning intrinsic motivation. The correlation between non-verbal cues (such as facial expressions, gestures, and eye contact) and intrinsic motivation is positive and statistically significant, with ($r = 0.551$; $p = 0.000$). This indicates that non-verbal communication plays a vital role in fostering deeper engagement with language learning on a personal level. Non-verbal interactions, though not directly influencing extrinsic motivation, can contribute meaningfully to emotional resonance and learner confidence, aligning with research that emphasizes the impact of non-verbal cues in educational settings (Asgher et al., 2021).

Emotional support, however, appears to have a minimal effect on language learning motivation. The correlation for extrinsic motivation is negligible, with ($r = 0.442$; $p = 0.000$), and for intrinsic motivation, the correlation is also relatively weak ($r = 0.500$; $p = 0.000$). These results suggest that while emotional support is a critical element in general education, its direct influence on motivation in the context of language learning may be limited. This highlights the need for further investigation into how emotional support can be effectively integrated into language instruction, potentially fostering motivation more effectively by addressing specific learner needs and emotional dimensions (Berghe et al., 2018; Ioannou & Andreva, 2019).

Overall, the study underscores the complexity of how various forms of social interaction—verbal, non-verbal, and emotional support—affect language learning motivation. Verbal and non-verbal interactions play distinct yet complementary roles in shaping both extrinsic and intrinsic motivation, while emotional support may need more targeted integration to be effective in motivating language learners.

Significant Relationship Between Self-Directed Learning and Language Learning Motivation of the Junior High School Learners

The correlation between language learning motivation and self-directed learning was also investigated in this work.

Table 14 shows the significant effect between self-directed learning and language learning motivation among junior high school learners

The analysis reveals varied relationships between the different components of self-directed learning and both extrinsic and intrinsic motivation.

Readiness for self-directed learning shows a strong positive correlation with both extrinsic and intrinsic motivation. For extrinsic motivation, the relationship is statistically significant ($r = 0.622$; $p = 0.000$), while for intrinsic motivation, the relationship is also significant ($r = 0.722$; $p = 0.000$). These results indicate that when learners are ready to engage in self-directed learning, they are more likely to be motivated externally, driven by grades or rewards, as well as intrinsically, due to personal interest or satisfaction in the learning process. This aligns with previous research, such as Zhao and Shang (2022), which suggests that readiness fosters learners' autonomous engagement with language learning, particularly through internal motivation.

TABLE 14. Significant Relationship Between Self-Directed Learning and Language Learning Motivation among Junior High School Learners

Self-Directed Learning		Language Learning Motivation	
		Extrinsic	Intrinsic
Readiness	r-value	0.622	0.722
	p-value	0.000	0.000
	N	84	84
	Analysis	Sig	Sig
Goal Setting	r-value	0.581	0.660
	p-value	0.000	0.000
	N	84	84
	Analysis	Sig	Sig
Engagement	r-value	0.649	0.704
	p-value	0.000	0.000
	N	84	84
	Analysis	Sig	Sig
Self-Evaluation	r-value	0.721	0.832
	p-value	0.000	0.000
	N	84	84
	Analysis	Sig	Sig

*significant at .05 level

On the other hand, Goal Setting, as a component of self-directed learning, does not show significant effects on motivation. The correlation for extrinsic motivation ($r = 0.581$; $p = 0.000$) and intrinsic motivation ($r = 0.660$; $p = 0.000$) are both significant, but this is likely due to the goal-setting process being integrated with other elements rather than being a standalone factor. The failure of goal setting to directly influence motivation suggests that simply setting goals may not be enough to engage learners. This finding aligns with Gania et al. (2023), who noted the inconsistent effects of goal-setting strategies on motivational outcomes.

Engagement, another key element of self-directed learning, shows a more nuanced relationship with motivation. For extrinsic motivation, the correlation is positive ($r = 0.649$; $p = 0.000$), suggesting that engagement may slightly enhance external motivation. However, the relationship with intrinsic motivation is weaker and not statistically significant ($r = 0.704$; $p = 0.000$). These mixed results suggest that engagement alone, without further contextual factors such as feedback and self-efficacy, may not significantly influence intrinsic motivation. This finding suggests the importance of a more holistic approach to engagement, one that incorporates both emotional and cognitive dimensions (Puntularb et al., 2021; Tekkol & Demirel, 2018).

Finally, Self-Evaluation stands out as the most influential predictor of both extrinsic and intrinsic motivation. With high beta coefficients (extrinsic: $r = 0.721$; $p = 0.000$; intrinsic: $r = 0.832$; $p = 0.000$), self-evaluation significantly enhances both types of motivation. This highlights the value of self-reflection in the learning process, as it allows learners to assess their progress, identify strengths, and pinpoint areas for improvement. This process appears to support both extrinsic motivations (e.g., the desire to achieve tangible outcomes) and intrinsic motivations (e.g., personal satisfaction from learning). These findings are consistent with Panagiotidis (2018) and Wolverson et al. (2020), who emphasize the role of self-regulation and reflective practices in enhancing learner motivation.

While not all components of self-directed learning significantly influence motivation, the results indicate that

readiness and self-evaluation are particularly influential. These components promote learner autonomy and engagement, both of which are critical for fostering sustained motivation. For teachers, these findings suggest the importance of integrating self-reflective practices and fostering readiness within the curriculum to enhance student motivation, particularly in English language learning. By prioritizing these aspects, teachers can help learners become more self-directed and intrinsically motivated participants in their educational journeys.

IV. CONCLUSION AND RECOMMENDATIONS

This study investigated the relationship between junior high school learners' social interactions, engagement in self-directed learning, and language learning motivation as predictors of their performance in English. The statistical analyses provided insights into whether these factors significantly influence students' motivation and academic outcomes, allowing for the evaluation of the study's null hypotheses.

Null Hypothesis 1: There is no significant relationship between social interactions and language learning motivation among junior high school learners.

The null hypothesis is rejected. The study found significant relationships between certain aspects of social interactions—specifically verbal interaction and emotional support—and learners' language learning motivation. This implies that social interactions contribute meaningfully to motivating junior high school learners in their English language learning.

Null Hypothesis 2: There is no significant relationship between self-directed learning and language learning motivation among junior high school learners.

The null hypothesis is rejected. Findings show that components of self-directed learning, such as readiness and goal-setting, significantly correlate with language learning motivation. This indicates that learners who are more self-directed tend to be more motivated in learning English.

Null Hypothesis 3: There is no significant effect between social interactions and performance in English of the junior high school learners.

The null hypothesis is partially rejected. While social interactions showed no significant effect on written works and declamation performance, verbal interaction and emotional support significantly affected role play performance. This suggests that social interaction matters more in collaborative or expressive tasks like role play than in individual or formal language tasks.

Null Hypothesis 4: There is no significant effect between self-directed learning and performance in English of the junior high school learners.

The null hypothesis is mostly retained, with an exception. Only the readiness component of self-directed learning had a significant effect on role play performance. All other components and tasks showed no significant effects. Therefore, self-directed learning does not consistently influence English performance across different assessment types.

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance the role of social interactions and self-directed learning (SDL) in improving students' motivation and performance in English:

Teachers may integrate interactive and collaborative learning strategies that promote meaningful social interactions and self-directed learning, such as peer-assisted learning, group discussions, and inquiry-based activities, to enhance students' motivation and performance in English.

Students may actively engage in social learning experiences and recognize how their interactions with peers, teachers, and family influence their motivation and learning habits, allowing them to take ownership of their academic progress and enhance their English proficiency.

Head teachers may design professional development programs that equip English teachers with strategies to foster self-directed learning through social interactions, ensuring that students develop autonomy and motivation in language learning.

School heads may implement policies and programs that encourage collaborative and self-directed learning, fostering a supportive environment where students, teachers, and parents work together to improve academic outcomes in English.

Future researchers may explore other factors influencing students' self-directed learning and motivation, extending the study to different subjects and educational levels to provide a broader perspective on the role of social interactions in academic achievement.

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