

Ways to Ignite the Motivation of English Language Learners at Secondary School Level

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Abstract

It is a fact that learning L2 or FL is a difficult task and plenty of students may lack the necessary motivation to learn English. This study was intended to explore the factors affecting students' motivation toward English language learning. This research study endeavors to identify the ways to ignite students' motivation toward English language learning. Utilizing a cross-sectional survey, a questionnaire based on motivational factors such as parental factors, classroom factors, anxiety, teachers' attitude, student's interest, teachers' feedback, peer support, desire to learn English, and social motivation was adopted to solicit the data. 300 secondary students randomly selected from 30 high schools participated. 297 questionnaires comprising 147 male and 150 female students were received and analyzed using SPSS. Inferential analysis showed that with some degree of variation, all factors were influencing students' motivation to learn the English language. It was suggested that students might involve parents, collaborate with friends, use visual aids, build confidence, seek positive feedback, cultivate interest, focus on comprehensive learning, and understand the social relevance of learning English. Teachers might encourage parental involvement, create a supportive and engaging classroom environment, provide specific positive feedback, and encourage healthy competition.

Keywords: *English language learning, motivational factors, secondary schools*

1. Introduction

English, the West Germanic language first spoken in early Middle Ages England, has become a global language. The worldwide influence of Britain and the United States of America has assisted the spread of modern English from the seven-century onward. Although it is not the language spoken by many people in the world yet, 53 countries have adopted it as their official language, and 400 million people are speakers of this language across the globe. Speaking English is valuable for communicating with English-speaking individuals since it is a globally spoken L2.

English has become an international business language; one must master it to join the international business community (Sneddon, 2003). As globalization accelerates and communication becomes increasingly prevalent, the significance of the English language has grown. The world's finest films, books, literature, and music are produced and published in English which used to provide learners with a greater appreciation of culture and entertainment opportunities. According to a source, the dominant language on the internet is English, with around 565 million daily users. More than fifty percent of the most visited websites are in English. As it is known that half the internet content is in English, it is very important to learn the English language. To read billions of pages of information regarding engineering and technology on the internet, students need to learn English otherwise, they will be unsuccessful in

doing a task (ELC, 2013). English communication skills have become fundamental important for the student at high school level for their career progression next at intermediate and onwards, because forthcoming is the field which used to integrate the rest of the world to materialize their dreams in terms of getting knowledge from books, publishing research, presentations written or oral, and paper presentation in the conferences or seminars (Konar, 2010). Therefore, secondary school students need to be fluent in English to grasp what they read. Reimer (2002) stated “The English communication skills are essential for those who aspires to carry out his/her professional practice in the global areas” (P.1).

2. Literature Review

Motivation is crucial in achieving proficiency in L2 or FL. A motive is a cause for doing or behaving in a specific way with passion or interest (Online Oxford Dictionary, 2013). Like I-Q, motivation is difficult to examine directly. The only way to determine someone's motive is through observing their conduct. Gardner and Lambert (1972) proposed that the motivation to learn L2 is distinct from the motivation to learn other subjects. They argued that L2 students should demonstrate a commitment to integrating into the community, speaking L2, and learning new skills like grammar and vocabulary. Motivation is a complex concept and understanding its various elements can help us appreciate how much we can influence it. Activating and maintaining student motivation is mostly the responsibility of teachers, who may foster it to varied degrees (Reilly, 2020). Internal and external stimuli motivate people to behave with interest in a particular way. Motivation is crucial in learning, particularly when learning a language (Kong, 2009), and a student's motivation level is key to their ability to learn and master L2. Motivation plays a vital role in the success of acquiring the English language (Brima & Abdelaty, 2023). According to Dornyei (2003), motivation is critical in determining language learners' performance and is essential to learning English as L2. It is widely believed that learners with high motivation levels will be more effective at learning a second or FL. Therefore, understanding the motivational factors is crucial for success. Parents' involvement, class environment, student interest, English class anxiety, teacher attitude, and other motivating elements among learners. The responsibilities of the teachers and their use of certain motivating tactics in classroom were investigated under the area of teacher attitude-related aspects. Family is where education first begins and there has been a significant focus on parents as a prominent social factor influencing on motivation and overall success Dornyei, Z. (2003).

Additionally, factors in the surroundings that inspire English language learners were explored and examined. The techniques employed in teaching, the teacher's attitude, and appropriate guidance and counseling can directly influence a student's motivation to learn. In addition to parental and student-related variables, classroom characteristics can impact students' motivation. According to motivational viewpoints in FL learning, students' attitudes toward the new language are crucial for language acquisition (Dörnyei, 2003). Learners may claim they finally have a good attitude towards that language if inspired or motivated to study the new target language. Anxiety in English classes is another element that affects students' willingness to learn

the language (Huang et al., 2010; Jin, 2016; Martinović, & Sorić, 2018). Anxiety among L2 learners' results from a stressful environment, and this anxiety component has a detrimental impact on the acquisition and motivation of the L2. Language anxiety is a significant element in the decline in students' achievement and motivation (MacIntyre & Gregersen, 2012).

The inspiration to learn English as a L2 is primarily driven by recognizing that it is crucial for local and global success, it dominates in influential spheres, such as business, military, law, banking, media, medical and engineering (Mansoor, 2004). It is the language of teaching for any student that travels abroad for higher education, whether it be for business, medical, engineering technology or computer. All the universities and colleges that draw international students to higher education in Australia, the United States, Canada, Great Britain, New Zealand, and Singapore only offer courses in English. First and foremost, English is a tool that has a significant impact on students' academic lives. Although science subjects are primarily taught in English and good English communication skills are essential. Moreover, to keep students their expertise they must read a wide range of related books and notes. Therefore, students need to be fluent in English to grasp what they read. However, various factors influence their ability to learn the language, such as fear, low self-efficacy, socioeconomic status, parental factors, and gender. A teacher's motivation can also impact a student's learning motivation (Dörnyei, 2003). Therefore, speaking English is highly valued, and not possessing this skill can limit job prospects (Mansoor, 2004).

Motivation and English learning are directly proportional to each other are crucial in learning English (Yu et al., 2019; Reilly, 2020). This research explores the factors such as parents' involvement, classroom environment, English class anxiety, teacher attitude, student's interest in the English language, teacher feedback, peer support, desire to learn English, and social motivation. The research also focuses on measuring the effect of these factors on students' motivation toward English language learning.

3. Methodology

3.1. Participants

This study investigates how various factors related to English language learning influence secondary students' motivation toward learning English. The study follows a descriptive research design that utilizes a quantitative questionnaire to gather numerical data. Research tool was distributed to 300 (150 male and 150 female) randomly selected secondary students from 30 (15 boys and 15 girls) secondary schools. Preliminary screening was carried out and incomplete or problematic questionnaires were excluded. Therefore, a total of 297 (147 male and 150 female) questionnaires were analyzed.

3.2. Instrument

This study adopted a questionnaire on the various factors potentially affecting students' motivation toward English language learning (Ekiz & Kulmetov, 2016; Nguyen & Le, 2020; Nawaz ET AL., 2015; Horwitz et al., 1986). The questionnaire carried two sections; the first part aimed to gather demographic information, while the second part consisted of 41 items focused on nine factors that supposed to affect motivation in learning the English language, rated on a five-point Likert scale ranging from strongly agree to strongly disagree. 41 items were distributed in nine factors such as parental factors, classroom factors, English class anxiety, the attitude of teachers, student's interest in language learning, teacher feedback, peer support, desire to learn English and social motivation. Before administering the questionnaire, the researcher sought expert feedback and comments to establish its validity. The Cronbach alpha test was performed to see the reliability of the questionnaire. The alpha values have been reported in Table 1 which indicates good internal consistency among the items.

Table 1: Mean, SD, Pearson Correlation Coefficient and Cronbach alpha, of Variables

	Factors	Mean	SD	A	Motivation
1	Parental Factor	3.967	0.640	.704	0.204**
2	Classroom Factor	3.817	0.638	.605	0.161**
3	English Class Anxiety	3.393	0.789	.667	0.159**
4	Teachers' Attitude	4.055	0.559	.732	0.284**
5	Students' Interest	4.218	0.560	.711	0.603**
6	Teachers' Feedback	4.421	0.482	.694	0.670**
7	Peer Support	4.051	0.583	.760	0.373**
8	Desire To Learn	4.121	0.629	.687	0.337**
9	Social Motivation	3.989	0.673	.710	0.271**

The table shows that the high mean score for all variables, indicating that students perceive all motivational factors as significant for learning English. The alpha values of all factors range from .605 to .760, indicating slightly lower internal consistency for some variables. The table also shows the positive correlation coefficients between various factors and the motivation level of respondents to learn English. Student interest ($r=0.603$) and teacher feedback ($r=0.670$) correlate highly with motivation compared to all other factors. This indicates that students' interest in English language learning is associated with various aspects of the learning motivation and providing feedback to students does matter in enhancing their proficiency in English language learning.

3.3. Data Analysis

Researchers used SPSS for data analysis. Descriptive statistics were performed to find out mean, standard deviation, and inferential statistic such t-test was used to determine gender difference while regression analysis was run to identify the influence of motivational factors on students to learn the English language

4. Results

4.1. Analysis of Gender difference with respect to Motivational Factors

Table 2: Gender difference and Motivational Factors

Factors	Gender	Mean	Sd	T	Df	Sig	Mean difference	Std. Error difference	LLCI	ULCI
Parent	M	19.37	3.09	-2.29	295	.020	-0.84	0.36	-1.57	-.120
	F	20.21	3.26							
Classroom	M	14.99	.566	-1.67	295	.095	-0.49	0.29	-1.07	0.08
	F	15.48	3.21							
Anxiety	M	13.09	3.00	-2.37	295	.018	-.858	0.361	-1.569	-.147
	F	13.95	3.21							
Teacher Attitude	M	19.84	2.79	-	295	.008	-.856	.322	-1.490	-.222
	F	20.70	2.75							
Students' Interest	M	20.68	2.88	-	295	.016	-.786	.324	-1.424	-.148
	F	21.46	2.69							
Teacher Feedback	M	17.244	1.93	-	295	.000	-.895	.214	-1.317	-.472
	F	18.140	1.76							
Peer Support	M	24.006	3.43	-	295	.173	-.553	.405	-1.351	.244
	F	24.560	3.55							
Desire To Learn	M	16.061	2.51	-	295	.003	-.845	.286	-1.410	-.280
	F	16.906	2.42							
Social Motivation	M	15.39	2.64	-	295	.000	-1.092	.307	-1.697	-.486
	F	16.48	2.64							

The study performed an independent sample t-test to assess how parental influence affected male and female students' motivation to learn English. The results indicated a significant difference [$t_{(295)} = -2.29, p=.020$], with the mean score for males ($M=19.37, SD=3.09$) being

lower than that of females ($M=20.21$, $SD=3.26$). The analysis showed that there were noteworthy disparities [$t_{(295)} = -1.67$, $p=.095$] in the values of English classroom, where the average score for males ($M=14.99$, $SD=.566$) was lower than that of females ($M=15.48$, $SD=3.21$). The analysis showed that there were noteworthy disparities [$t_{(295)} = -2.37$, $p=.018$] in the values of anxiety, where the average score for males ($M=13.09$, $SD=3.00$) was lower than that of females ($M=13.95$, $SD=3.21$).

The analysis showed that there were noteworthy disparities [$t_{(295)} = -2.659$, $p=.008$] in the values of teachers attitude, where the average score for males ($M=19.08$, $SD=2.793$) was lower than that of females ($M=20.70$, $SD=2.758$). The analysis showed that there were noteworthy disparities [$t_{(295)} = -2.427$, $p=.016$] in the values of student's interest, where the average score for males ($M=20.68$, $SD=2.88$) was lower than that of females ($M=21.46$, $SD=2.69$). The analysis for teachers' feedback revealed significant differences [$t_{(295)} = -4.170$, $p=.000$] in the values, where the average score for males ($M=17.244$, $SD=1.935$) was found to be lower than that of females ($M=18.140$, $SD=1.760$). The difference between the means (mean difference= $-.895$, 95% $CI = -1.317$ to $-.472$) was statistically significant. The analysis showed that there were noteworthy disparities [$t_{(295)} = -1.365$, $p=.173$] in the values of peer support, where the average score for males ($M=24.006$, $SD=3.431$) was lower than that of females ($M=24.560$, $SD=3.551$). For the English language desire of learning of male and female students, the findings indicated a significant difference [$t_{(295)} = -2.946$, $p=.003$], with males having a lower average score ($M=16.061$, $SD=2.519$) than females ($M=16.906$, $SD=2.425$). With reference to Social Motivation [$t_{(295)} = -3.552$, $p=.000$] males ($M=15.39$, $SD=2.649$) females ($M=16.48$, $SD=2.648$). Moreover, the difference in the means indicated that women had a high desire to learn English and were socially more motivated. The findings revealed that there were no statistically significant differences between classroom factors and the impact of peer-related factors on English language learning among male and female students.

4.2. Regression Analysis of Motivational Factors

Table 3: Regression Results for Motivational Factor

		Sum of Squares	Df	Mean Square	F	Sig.	B	Std. Error	Beta	T	Sig.	R ²
Parental Factor	Regression	60.210	1	60.21	12.75	.000	14.612	.791		18.473	.000	.410
	Residual	1393.10	29	4.722		.141		.039	.204	3.571	.000	
	Total	1453.30	30									
Classroom Factor	Regression	37.84	1	37.84	7.88	.005	15.266	.771		19.804	.000	.026

	Residual	1415.47	295	4.798		.140	.050	.161	2.808	.005	
	Total	1453.32	296			.161 ^a					
English Class Anxiety	Regression	36.941	1	36.941	7.694	.006	15.877	.564	28.168	.000	.025
	Residual	1416.379	295	4.801		.113	.041	.159	2.774	.006	
	Total	1453.320	296								
Teacher Attitude	Regression	117.593	1	117.593	25.971	.000	12.843	.903	14.225	.000	.081
	Residual	1335.727	295	4.528		.225	.044	.284	5.096	.000	
	Total	1453.320	296								
Students' Interest	Regression	528.006	1	528.006	168.334	.000	7.400	.778	9.515	.000	.363
	Residual	925.314	295	3.137		.474	.037	.603	12.974	.000	
	Total	1453.320	296								
Teacher Feedback	Regression	652.483	1	652.483	240.352	.000	3.573	.897	3.983	.000	.449
	Residual	800.837	295	2.715		.781	.050	.670	15.503	.000	
	Total	1453.320	296								
Peer Support	Regression	202.349	1	202.349	47.717	.000	11.659	.840	13.885	.000	.139
	Residual	1250.971	295	4.241		.236	.034	.373	6.908	.000	
	Total	1453.320	296								
Desire to learn English	Regression	164.691	1	164.691	37.702	.000	12.489	.809	15.438	.000	.113
	Residual	1288.629	295	4.368		.298	.049	.337	6.140	.000	
	Total	1453.320	296								

Social Motivation	Regression	106.892	1	106.892	23.420	.000	13.853	.744	18.630	.000	.074
	Residual	1346.428	295	4.564		.223	.046	.271	4.839	.000	
	Total	1453.320	296								

a. Dependent variable: Motivation

Table 3 demonstrates that the parental factor explains 4.1% of the variance in students' motivation toward learning English language, as indicated by the R^2 value of 0.041. The ANOVA results indicate a significant relationship between parental involvement and students' motivation toward English language learning. Furthermore, the beta value of 0.204 suggests that a unit increase in the independent variable (parental factor) results in a 0.204-unit increase in the dependent variable. Therefore, an increase in parental involvement by one unit leads to a corresponding increase in students' motivation towards English language learning by 0.204. The table shows that the R^2 value is 0.026, indicating that the classroom factor explains 2.6% of the variance in students' motivation for learning English. The ANOVA results reveal a significant relationship between the classroom factor and students' motivation toward English language learning. Furthermore, the beta value of 0.161 indicates that a one-unit increase in the classroom factor will lead to a 0.161 unit increase in students' motivation toward English language learning. The R^2 value of 0.025 in Table 3 indicates that English class anxiety accounts for 2.5% of the variation in students' motivation toward English language learning. The beta value of 0.159 in the table signifies that a unit increase in English class anxiety will result in a 0.159-unit increase in students' motivation toward English language learning. The positive beta value implies a positive association between English class anxiety and students' motivation toward English language learning. Therefore, as English class anxiety increases by one level, students' motivation toward English language learning also increases by 0.159 levels. The R^2 value for teacher attitude is 0.081, which suggests that teacher attitude explains 8.1% of the variation in students' motivation toward English language learning. The beta value is 0.284, suggesting that a one-level increase in the attitude of teachers will lead to a 0.284-unit change in students' motivation toward English language learning. The results for students' interest reveal that the R^2 value is 0.363, representing that students' interest in the English language explains 36.3% of the variance in students' motivation for learning English. The table indicates that the beta value is 0.603, meaning that a one-level increase in the students' interest in the English language will lead to 0.603 unit change in the dependent variable. The R^2 value is 0.449, which implies that teacher feedback as an independent variable causes a 44.9% change in the dependent variable. The beta value in the table is 0.670, which means that a one-unit change in teacher feedback will bring about 0.670 units of change in students' motivation toward English language learning. The R^2 value is 0.139, which designates that the peer-related factors account for 13.9% of the variation in students' motivation toward English language learning. The table reveals that the beta value is 0.373, indicating that a one-level increase in the independent variable of peer-related factors will result in a 0.373 level increase in the dependent variable of students' motivation towards English

language learning, indicating that an increase in peer support by one level will lead to an increase in students' motivation towards English language learning by 0.373 levels. Table 3 also shows that the desire to learn English accounts for 11.3% of the variation in students' motivation toward English language learning, as designated by the R-square value of 0.113. The beta value of 0.337 in the table implies that a change in the independent variable, desire to learn English, by one level results in a change in the dependent variable, students' motivation towards English language learning, by 0.337 units. The positive beta value suggests a positive relationship between the desire to learn English and students' motivation towards English language learning. It means that an increase in the desire to learn English by one level increases students' motivation toward English language learning by 0.337 levels.

Table 3 finally shows that social motivation accounts for 7.4% of the variation in the dependent variable, as specified by the R^2 value of 0.074. The ANOVA results reveal a significant relationship between the two variables, which is lower than the significance level of 0.05. The table's beta value is also presented as 0.271, indicating that a one-level change in the independent variable (social motivation) will result in a 0.271 level change in the dependent variable (students' motivation towards English language learning). Moreover, the beta value is positive, suggesting a positive relationship between social motivation and students' motivation toward English language learning. In other words, a one-level increase in social motivation will result in a corresponding increase of 0.271 in students' motivation toward English language learning.

4.3. Multiple Regression Analysis of Motivational Factors

Table 4: *Multiple Regression of all Factors*

	<i>B</i>	Std. Error	Beta	<i>T</i>	<i>Sig</i>
(Constant)	-2.219	.980		-2.265	.024
Parental Factor	.004	.027	.006	.157	.875
Classroom Factor	-.010	.033	-.011	-.295	.768
English Class Anxiety	.042	.027	.060	1.575	.116
Attitude of Teacher	.024	.031	.031	.777	.438
Students Interest	.348	.031	.442	11.253	.000
Teacher Feedback	.613	.049	.526	12.628	.000
Peer Related Factor	.000	.026	.000	-.010	.992
Desire to Learn English	.021	.035	.023	.586	.558
Social Motivation	.006	.031	.008	.204	.839

$R^2 = .646$, $F = 58.260$, $Sig = .000$

a. Dependent Variable: Motivation

As indicated in Table 4, we can see that the R^2 value is 0.646, which tells that the independent variables, i.e., parental factor, classroom-related factor, English class anxiety, the

attitude of the teacher, students' interest to learn English, teacher feedback, peer-related factor, desire to learn English and social motivation causes 64.6% change in the dependent variable which is students' motivation towards English language learning. The regression analysis yielded several coefficients regarding the impact of various factors on students' motivation toward learning English, but two results are reportable.

The coefficient results show that for the independent variable of students' interest, the beta value is .442, indicating that one unit change in this variable will result in .442 unit change in the dependent variable (students' motivation towards English language learning). The beta value indicates a positive relationship between students' interest and motivation. When students' interest increases by one unit, their motivation towards learning English will also increase by .442 units. Similarly, for the teachers' feedback, the beta value is .526, indicating that one unit change in this variable will result in .526 unit change in the dependent variable. The beta value is also positive, indicating a positive relationship between feedback and motivation. It means when teachers' feedback increases by one unit, students' motivation towards learning English will increase by .526 units.

5. Discussions

Based on the survey results, parental support and encouragement are crucial factors in promoting English language proficiency among students. This finding is consistent with previous studies highlighting parents' important role in supporting their children's language development (Kim & Elder, 2018). In particular, the finding that the most common response was that parents promote and support their children's English language practice highlights the importance of creating a supportive environment for language learning. This finding aligns with previous research that has found that parental involvement and support can positively impact students' academic achievement (Fan & Chen, 2001; Rahman et al., 2017). The fact that a significant number of participants also acknowledged their parents' emphasis on the importance of English after finishing school is also noteworthy. This finding endorses that when parents know the value of English proficiency as a skill that can help their children in their personal lives and future careers. This finding highlights the importance of English language skills in this ever-changing globalized world (Byram, 2018). This finding agrees with previous research highlighting the contextual and cultural factors that can impact parental attitudes toward English language learning (Li, 2018). Overall, the research results suggest that parental encouragement and support are important factors in promoting English language learning and proficiency among students.

It was observed that there was a significant variation in the level of motivation displayed by male and female students toward learning English. Furthermore, there was a positive relationship between parental involvement and students' motivation toward English language learning, so it can be said that when parental involvement increases, student motivation will also increase to a specific level. Li (2018) and Ali and Ahmed (2019) found that parental involvement positively impacted children's English language learning in China and Pakistan, respectively.

Ahmad, and Haron (2020) also found that parental involvement had a stronger effect on female students' language learning than male students in Malaysia.

The study found no significant variation in the motivation levels of male and female students toward learning English with respect to the classroom factor. It means the classroom factor has the same motivational effect on male and female learners while learning English. It is also indicated that a positive relationship exists between classroom factor and students' motivation toward English language learning. A previous study demonstrated that female students from Sweden perform better on English language tests and receive higher final grades than their male counterparts (Skolverket, 2020). In terms of gender differences, Kim (2018) found that regarding classroom factors, there was no noteworthy distinction observed in motivation levels between male and female students. This was supported by the findings of Abdallah and Mahadi (2019), who found no gender differences in the impact of classroom factors on English language learning motivation among university students in Jordan.

The impact of English class anxiety on students' motivation toward English language learning was significant for male students and female learners. The mean score of female learners was higher than that of male learners, indicating a notable difference between the two groups. A correlation was observed between the anxiety students experienced in their English classes and their level of motivation toward learning the English language. Some previous studies showed similar results: female students had greater English class anxiety than male students (Martinović & Sorić, 2018). Jin (2016) found that students with higher levels of English class anxiety had lower speaking and writing proficiency levels in English. Regarding gender differences, studies have found that female students generally report higher levels of anxiety and lower levels of motivation toward English language learning than male students. In a study conducted by Yu et al. (2019), it was discovered that female Chinese university students displayed greater anxiety in English classes and lower motivation toward learning the English language than their male counterparts. Contrary to this finding, Awan et al. (2010) found that female students were less anxious about learning EFL than male students.

The analysis also found that females were more affected by the attitude of teachers than males. Furthermore, the research also indicated a positive relationship between the attitude of teachers and students' motivation toward English language learning. The studies pinched the same results that teachers' positive attitudes toward English language learning increase learners' motivation to learn the English language (Dörnyei, 2008; Ekiz & Kulmetov, 2016; Rahman et al., 2017). Additionally, the finding that most students wish to speak English fluently highlights the importance of oral communication skills in language learning (Brown, 2007).

A study found that teacher feedback significantly impacted the motivation of both male and female students to learn English, with female students being more responsive. The study also discovered a positive correlation between teacher feedback and students' motivation to learn English. Past research on gender differences in motivation for English language learning revealed both similarities and differences. Similarities were found in the positive effects of scaffolding feedback and teacher praise on the motivation of both male and female students. On

the other hand, there were differences as teacher feedback could decrease students' motivation towards learning the English language. (Lou and Noels, 2020; Guo and Wei, 2019). The survey results suggest positive teacher feedback and acknowledgment are crucial in motivating students to improve their English language skills. This finding is consistent with previous research highlighting the importance of feedback in promoting student motivation and achievement (Shute, 2008).

The study found no significant impact of peer-related factors on the motivation of male and female students to learn English. There was no significant difference in mean scores between male and female learners. However, a positive relationship was observed between peer-related factors and students' motivation toward learning English, indicating that as peer-related factors increase to a certain level, students' motivation to learn English also increases to a specific level. Previous research revealed similar results as compared to present research that there is a significant relationship between the help of their friend with English language learning (Ekiz & Kulmetov, 2016; Rahman et al., 2017; Batubara et al., 2020). Peer-related factors, such as peer support and peer pressure, have been examined concerning students' motivation to learn English. According to Bai et al. (2019) research, students' motivation to learn English was positively affected by peer support. Similarly, Choi and Jang (2022) found that peer support and positive peer interaction were positively related to students' English language learning motivation. Regarding gender differences, studies have found mixed results. For example, a study by Huang (2010) found that learners reported higher levels of teachers and peer support. The survey results suggest that peer support and inspiration are important in promoting English language learning among students.

It was concluded in the research that the desire of students to learn English was directly proportional to their motivation toward English language learning. It was also revealed in the research that the females' desire to learn English was more than males' students. Moreover, the relationship between the desire to learn English and students' motivation towards English language learning was positive. Another study showed similar results, supporting the present study's findings that learning with interest can enhance students' motivation to learn English better than learning without interest (Hussin et al., 2001). Reilly (2020) discovered that the most important methods EFL teachers can use to increase students' motivation to learn are by implementing strategies that increase students' interest and sense of success. Liu (2020) also found a positive correlation between students' intrinsic motivation to learn English and their desire to learn the language. Furthermore, studies have indicated that female students generally exhibit a higher level of desire to learn English compared to their male counterparts. The survey results suggest that many participants strongly value English language proficiency and have a desire to learn the language to a high degree. The finding that many participants would study English nonstop if given the chance and wish to learn it so well that it will come naturally to them also suggests a high level of motivation and dedication towards language learning. This finding is consistent with previous research that has emphasized the importance of learner motivation in achieving language proficiency (Ushioda & Dornyei, 2013).

It was indicated in the research that the impact of social motivation on students' motivation toward English language learning was significant for males and females. There was a significant difference between males and females, as the mean score for males is lower than for females. Furthermore, the male students were less motivated than female learners due to social motivation. The research also showed a positive relationship between social motivation and students' motivation towards learning English. The results of other studies also showed a similar relationship between social motivation and students' motivation toward learning English (Kareema,2016). Tavakoli and Skehan (2005) found that social motivation strongly predicted English language learning motivation among Iranian EFL learners. Gu and Johnson (1996) found that male Chinese students reported lower levels of social motivation toward English language learning than female students. The researcher's conclusion is that students are motivated to improve their English language learning by a combination of intrinsic and extrinsic factors. The interpretation drawn from the study is that both types of factors are highly significant for students who aim to enhance their English proficiency.

6. Conclusion

It was concluded that parents strongly support their children's English language practice and believe they should continue studying it. Enhancing parental involvement positively affects students' motivation toward English language learning up to a certain level. It was also concluded that working with friends to improve English skills was highly valued. The study concludes a high prevalence of anxiety and lack of confidence among students in English classes which significantly impacts students' motivation to learn English, particularly for female students. The teachers' attitude toward teaching English significantly impacts students' motivation, particularly for females. Additionally, a positive relationship existed between the teacher's attitude and students' motivation toward English language learning. Both male and female students were significantly motivated to learn English due to their interest in the language, with female students showing a higher level of interest. Teacher feedback positively impacted students' motivation to learn English, with a stronger association observed among female learners. The study found that peer support positively impacts English language learning. However, the effect of peer-related factors on motivation was insignificant for male and female students.

The desire of students to learn English was found to be directly proportional to their motivation toward English language learning. Additionally, females showed a greater desire to learn English than males, and a positive relationship was observed between students' desire to learn English and their motivation towards English language learning. In conclusion, the results demonstrate a strong correlation between social motivation and English language learning. Gender differences existed, with male students showing lower motivation than female students, due to social factors. The findings suggest the need for targeted interventions to address these issues and enhance students' language learning experiences. These findings emphasize the importance of parents and friends for providing support and teachers for providing positive

feedback to students, particularly in the context of language learning, as it can significantly enhance their motivation and engagement in the classroom.

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