

# STUDENTS' MOTIVATION IN LEARNING ENGLISH AT AN-NAJAH NATIONAL UNIVERSITY FROM THEIR POINTS OF VIEW

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## Abstract

The study aimed at identifying students' motivation in learning English at AN-Najah National University from their points of view. Analytical descriptive approach was used as it fits the aim of the study. To achieve the aims of the study, a questionnaire was developed and applied on a sample comprised of (67) male and female students of English major at An-Najah National University during the academic year 2021-2022.

The study shows that there is no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in students' responses on students' motivation in learning English at AN-Najah National University due to the accumulative average and gender variables. The results indicated that students' motivation level in learning English intrinsically was high in comparison with a moderate level of extrinsic motivation.

The study recommended the importance of students' motivation in learning English, as well as conducting further studies on motivating students to learning English in different regions in order to identify the needs and requirements that help them develop an effective strategies in stimulating students' motivation in college English learning.

**Key words:** Students' motivation, Learning English, AN-Najah National University.

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## Introduction

Motivation is an important factor in learning English language. That is, every human being needs something to trigger his/her motivation to achieve certain goals, and one of the things that helps students achieve this goals is the existence of motivation.

McDonough (1983) pointed out that students' motivation in learning language is one of the most important factors that affect their success or failure. Dornyei(2002) goes in line with McDonough (1983) that learner's eagerness, passion and perseverance are the basic components of their success or their failure.

From his part, Gardner (1985) stressed on the importance of motivation in learning that students should have a goal, a positive behavior and a desire to achieve the goal and attitude towards learning a language. Therefore, motivation can be defined as a set of internal and external factors that moves students forward to achieve their goals, needs and interests intrinsically or extrinsically.

Researches related to motivational stressed on both intrinsic and extrinsic motivation. Arnold(2000) stressed that students with intrinsic motivation might be driven by the internal desire to learn, and they do not have the needs for external outcomes or rewards. Accordingly, intrinsic motivation plays an important role in learning because students' motivation are natural and comes from learners spontaneous will and needs.

In addition, Lightbown and Spada (1999) indicated that teachers have less effects on students' intrinsic motivation because students are coming from different backgrounds, depend on themselves and the only way to motivate students is to make the classroom a supportive environment.

On the other hand, Brophy(2004) pointed out that extrinsic motivation varies between having students achieved short-term goals like having good grades, prizes or rewards from the teacher to long- term ones as having a scholarship, good job or gaining a social status. Therefore, motivating students according to Shaaban(2108) revolves around exposing learners during their college English classes to an interactive and an interesting topics. He maintains that careful planning and continuous follow-up would help learners achieve the desired learning outcomes in their intensive college English courses curricula. Dornyei (2005) explained that motivation includes three aspects. It refers to why people decide to do something, how hard they try to do it, and how much time they will spend on doing the task.

In terms of demotivating factors, Harmer (1991) stressed that physical condition of the classroom could be demotivating in language learning unless equipped with relaxed atmosphere. For example, if learners study in a large class with too many students, they

might lose their motivation towards learning a language and their motivation degree will be lowered.

The researcher has been teaching English for many years at AN-Najah National University. He noticed that the students' level of motivation were low; mainly, among English major students who are studying at An-Najah National University. For this reason, this study will be carried out to shed light on students' motivation level and what types of motivation that help them in learning English according to their perspectives. Thus, the study was conducted to provide some insights into how students' motivation in learning English affected their progress intrinsically or extrinsically in this regard. Thus, The following research questions addressed in this study.

### **Research Questions**

- 1- What is the degree of students' motivation in learning English at AN- Najah National University from their points of view?*
- 2- To what extent motivating students intrinsically help them in learning English at AN- Najah National University from their points of view?*
- 3- To what extent motivating students extrinsically help them in learning English at AN- Najah National University from their points of view?*
- 4- Are there any statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in students' motivation in learning English at AN-Najah National University due to gender?*
- 5- Are there any statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in students' motivation in learning English at AN-Najah National University due to accumulative average?*

### **Literature Review**

There have been a number of studies that conducted to investigate students' motivation in learning English in various contexts and situations.

Indrayadi (2021) examined both intrinsic and extrinsic motivation regarding reading skills among Indonesian EFL students and reading motivation in general. A

questionnaire was developed and distributed on 85 junior students. Their responses show that extrinsic motivation was higher than intrinsic one due to the received incentives that students gain from their teachers in a form of appreciation, extra credits and motivation to read English texts.

Mahbuber (2021) investigated the factors and level of motivation that affected learning English among Aliya madrasah students in Bangladesh. The study also explored the main factors that make differences in learning English based on gender, parents' education level, and the influence of monthly family income on students' motivation. The 300 participants were selected through a simple random method from six Aliya madrasahs. The results showed that most of the students were extrinsically motivated for learning English than intrinsic motivation and their motivation level were high. The analysis also showed that there was a statistically significant difference in their motivation for learning English due to their parents' monthly family income, and their parents' education level.

Ahmetovic (2020) conducted a study to investigate how motivation and variables of gender, grade level and students' performance have been affected by classroom anxiety to speak English. The participants comprised 160 (middle and high school) students in Central Bosnia and Herzegovina schools. The findings showed that intrinsic motivation were associated negatively with anxiety of the classroom, whereas extrinsic motivation to learn foreign language regarding anxiety of the classroom were positive. The study also revealed that motivation and anxiety to speak English were affected by gender variable, and there was insignificant difference between the males' and females' motivation to speak English as a foreign language.

Malinauskas (2020) investigated the differences in academic motivation of the university students of whether being taught in classroom or online before COVID-19 pandemic and during it. Participants comprised 189 male and 197 female students; 194 of them were traditional students, and 192 of them were online students. The results revealed that students' intrinsic motivation scores were higher in online students than in students who attended traditional face-to-face classes.

HuyCuon(2019) investigated the types and levels of motivation in learning English language at Vietnam National University, Hanoi. The participants were 371 freshmen and sophomore students. The study also examined major factors that influence students' motivation such as gender, scholastic years, time spending in learning

English, and the role of parents in speaking English. The results show that the students who participated in the study were highly and more extrinsically motivated in learning English.

Salmee (2019) conducted a study to investigate the influence of using humor technique in ESL classroom on students' intrinsic motivation in learning English. The study was conducted on 70 students of University Teknologi MARA, (UiTM) in Malaysia. The results revealed that majority of the students strongly agree that humor is an effective teaching method in promoting their intrinsic motivation in learning second language.

Junhong (2018) conducted a study using under production-oriented approach (POA) on students' motivation in college English learning. The participants were 40 freshmen students in North China Electric Power University (NCEPU). The study shows that students were interested in learning English under using (POA) method and their intrinsic motivation have been developed significantly, whereas their extrinsic motivation declined. The findings also revealed the effectiveness of using (POA) approach in enhancing students' motivation in learning English at college.

Shabani (2017) conducted a study based on Gardner's (1985) socio-cultural model as one of the influential factor that affect learning languages. From his part, Dörnyie (2005) conducted another study to measure the effect of motivation on language learning. The study aimed at investigating if there was a correlation among cultural identity, intrinsic motivation and pronunciation knowledge of Iranian EFL learners at intermediate level. The findings show that there was no relation between cultural identity and pronunciation knowledge of the participants. At the same time, the results show that learners who were motivated intrinsically gained higher grades on the pronunciation test.

Sahin (2016) investigated the importance of learning English perceptions by using images and its effects on students' motivation. The study used metaphors as a technique to show how student's English perceptions were affected in learning English. The participants were 120 students from four different grades in Turkey's schools. The study revealed that students having positive English perception using metaphor gained higher motivation in comparison to the students having negative perceptions of learning English.

Kálmán(2015) conducted a study based on Attribution theory (Weiner, 1985) and self-determination theory (Deci & Ryan, 1985). The study aimed at investigating the learners' attributions and the relationship between students' attributions and the constructs of intrinsic and extrinsic motivation central to self-determination theory. The results of the study show that the students success in learning English attributed to their interests, efforts related to intrinsic motivation, whereas corporate culture associated with extrinsic motivation.

It goes without saying that most of the studies dealt with how to motivate students intrinsically or extrinsically. Most of these studies develop a questionnaire to measure the level and type of motivation that affects student' motivation in learning English. These studies indicated that many variables like gender, family support, educational level and interests play an important role in motivating students in learning English language. Some of these studies recommended conducting further researches and investigations on students' motivation in learning English in the future.

### **Research Methodology.**

This methodology deals with the sample and population of the study. It explores also the description of the instrument, its significance differences, procedures, variables and statistical analysis. The researcher used the descriptive analytical approach in this study because it fits its aims.

### **Participants.**

The participants of the study were all students of English major (freshman, sophomore, junior and senior) at An-Najah National University (Faculty of Humanities). These students belong to the undergraduate program of English language. They were enrolled during the academic year 2021-2022. A sample of 70 students was selected through simple random sample to fill out a questionnaire. The table below illustrates the sample distribution due to its variables.

**Table(1)**

**Sample distribution due to gender**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Male          | 33               | 49.3              |
| Female        | 34               | 50.7              |
| Total         | 67               | 100               |

**Table(2)**

**Sample distribution due to location**

| <b>Place</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------|-------------------|
| Village      | 32               | 47.8              |
| City         | 23               | 34.3              |
| Camp         | 12               | 17.9              |
| Total        | 67               | 100               |

**Table(3)**

**Sample distribution due to scholastic year**

| <b>Scholastic Year</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Freshman               | 5                | 7.5               |
| Sophomore              | 21               | 31.3              |
| Junior                 | 28               | 41.8              |
| Senior                 | 13               | 19.4              |
| Total                  | 67               | 100               |

**Table(4)**

**Sample distribution due to accumulative average**

| <b>accumulative average</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------|------------------|-------------------|
| Less than 2                 | 7                | 10.4              |
| From 2 to 2.5               | 20               | 29.9              |
| From 2.5 to 3.5             | 29               | 43.3              |
| More than 3.5               | 11               | 16.4              |
| Total                       | 67               | 100               |



## **Research Instrument**

The instrument for this study is a questionnaire with 20 different items. The 20 main items of the questionnaire were designed using a 5-point Likert scale which was developed by the researcher. It ranged from (1) strongly agree (2) agree (3) neutral (4) disagree (5) strongly disagree.. The 20 main items are statements used to gather information on participants' motivation in English learning as a foreign language (Part 1). The first 10 items demonstrate the intrinsic motivation (items 1-10), and the second 10 items (items 10-20) present the extrinsic motivation.

## **Validity.**

Validity was determined by experts in measurement and evaluation and referees in the field of education and teaching. The data were analyzed through descriptive statistics using SPSS.

## **Reliability.**

For the purposes of the reliability, the researcher will conduct an achievement test that will be applied and re-applied on the same sample, and use Pearson correlation coefficient between the groups, to make sure that reliability will be verified.

## **Data Collection and Analysis**

The questionnaire was distributed to the students during their English class with clear instructions and explanation for filling out the questionnaire from their English teachers. The questionnaire was then collected upon completion. Then the information on the questionnaire was put into an Excel file or SPSS file.

The data and information gathered from the questionnaire was summarized and analyzed by using statistical tools such as SPSS to answer research questions. A 5-point Likert scale was used to measure the level and type of students' motivation in learning.

## **The variables of the Study**

The study consisted of the following variables:



### Independent Variables

- Gender (male, female)
- Location( city, village, camp)
- Accumulative Average.

### Dependent Variables

It represents in answering the questionnaire items.

### Statistical Analysis

After collecting, coding and processing data in appropriate statistical ways, the researcher used the SPSS statistics, repetitions, means, standard deviations, Chronbach's Alpha, One-way ANOVA and two-sample independent t-test.

### Findings and Discussion

This study aims to investigate students' motivation in learning English at AN- Najah National University from their points of view. In order to achieve this aim, the researcher developed a questionnaire consisting of (20) items distributed on a sample of (67) students. The researcher used the mean range as a criteria to measure the level of students' motivation in learning English as shown on in table(1).

**Table(1)**

#### **Level of student's motivation in learning English**

| <b>Mean Range</b> | <b>Level of Motivation</b> |
|-------------------|----------------------------|
| More than 3.5     | High                       |
| From 2.5- 3.5     | Moderate                   |
| Less than 2.5     | Low                        |

To answer the first question of the study, "**What is the degree of students' motivation in learning English at AN- Najah National University from their points of view?**"

The findings of table (2) show the effects of the main domains on students' motivation.

**Table (2)**

**Means, standard deviations related to the main domains of students' motivation in learning English from their perspectives.**

| No. | Item                 | Std. Deviation | Mean    | Estimation |
|-----|----------------------|----------------|---------|------------|
| 1.  | Intrinsic Motivation | 3.5134         | 0.44819 | High       |
| 2.  | Extrinsic Motivation | 3.3060         | 0.38450 | Moderate   |
| 3.  | Total Degree         | 3.4097         | 0.35667 | Moderate   |

It is clear from the data in the previous table that the degree of students' motivation in learning English at AN-Najah National University from their points of view vary between high and moderate, and the standard deviation of the intrinsic motivation equals (3.51) and the mean equal (0.44). The standard deviation of the second domain of the study "extrinsic motivation" reached (3.30) and the mean equal (0.38). whereas the total degree of standard deviation was (3.40); the means total reached (0.35). This value confirms that the degree of students' motivation in learning English at AN-Najah National University was moderate according to the scale of the study. To answer the second question of the study, **"To what extent motivating students intrinsically help them in learning English at AN- Najah National University from their points of view?"** The findings of table (3) show students' motivation in learning English intrinsically as the following.

**Table (3)**

**Means, standard deviations were used to measure students' motivation in learning English intrinsically from their perspectives.**

| No. | Item  | Std. Deviation | Mean  | Estimation |
|-----|---|----------------|-------|------------|
| 1.  | Studying English broaden my horizon and expand my knowledge about other cultures. | 4.22           | 0.885 | High       |
| 2.  | I learn English because it is a global language.                                  | 4.21           | 0.845 | High       |
| 3.  | Studying English improve my English language skills.                              | 4.16           | 0.828 | High       |
| 4.  | I learn English to become a fluent speaker.                                       | 4.15           | 0.909 | High       |
| 5.  | I am really interested in learning  | 4.13           | 0.869 | High       |

|                     |   |        |        |          |
|---------------------|---|--------|--------|----------|
|                     | English language  |        |        |          |
| 6.                  | I learn English to have access to information easily.             | 3.46   | 1.172  | Moderate |
| 7.                  | I learn English to improve my critical thinking.                  | 3.21   | 1.238  | Moderate |
| 8.                  | Studying English give me the chance to continue higher education. | 3.04   | 1.224  | Low      |
| 9.                  | When I speak English, I don't mind making mistakes.               | 2.31   | 1.209  | Low      |
| 10.                 | I learn English to improve my communication skills                | 2.22   | 1.277  | Moderate |
| <b>Total Degree</b> |   | 3.5134 | 3.5134 | High     |

It is clear from the data in table(3) that the degree of students' motivation in learning English intrinsically at AN-Najah National University from their points of view, vary between high and low, and the average means ranged from (4.22) to (2.22); whereas the total degree of motivating students intrinsically in learning English was high with a mean range equal(3.51). This indicates that the degree of students' motivation in learning English at AN-Najah National University was high according to the scale of the study.

To answer the third question of the study, **"To what extent motivating students extrinsically help them in learning English at AN- Najah National University from their points of view?"**

The findings of table (4) show the extent of students'motivation in learning English extrinsically as the following.

**Table (4)**

**Means, standard deviations were used to measure students' motivation in learning English extrinsically from their perspectives**

| No. | Item  | Std. Deviation | Mean  | Estimation |
|-----|---|----------------|-------|------------|
| 1.  | Studying English give me the chance to have a job.                        | 4.27           | 0.898 | High       |
| 2.  | Studying English give me the chance to participate in several activities. | 4.13           | 0.869 | High       |

|                     |   |        |         |          |
|---------------------|---|--------|---------|----------|
| 3.                  | learning English gives me a feeling of proud.           | 3.97   | 0.984   | High     |
| 4.                  | Learning English enable me to mix with different people | 3.81   | 0.839   | High     |
| 5.                  | My parents encourage me to learn English.               | 3.24   | 1.169   | Moderate |
| 6.                  | I learn English to get high mark.                       | 2.90   | 2.90    | Moderate |
| 7.                  | I learn English to travel abroad.                       | 2.79   | 1.213   | Moderate |
| 8.                  | I learn English to watch movies and listen to music.    | 2.70   | 1.101   | Moderate |
| 9.                  | I learn English to improve my writing skills.           | 2.22   | 1.277   | Low      |
| 10.                 | I learn English to avoid punishment in the classroom    | 2.21   | 0.978   | Low      |
| <b>Total Degree</b> |   | 3.3060 | 0.38450 | Moderate |

By looking at the data in table (4), it indicates that the degree of students' motivation in learning English extrinsically at AN-Najah National University from their points of view, vary between high and low, and the average means ranged from (4.27) to (2.21); whereas the total degree of students' motivation extrinsically in learning English was high with a mean range equal (3.30). This indicates that the degree of students' motivation in learning English at AN-Najah National University was moderate according to the scale of the study.

To answer the fourth question of the study, "**Are there any statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the students' motivation in learning English at AN-Najah National University due to gender?**"

The findings of table (5) show that the independent samples T-test used for revealing the differences instudents' motivation in learning English at AN-Najah National University **due to gender**.

**Table (5)**

|                             | Female (n=34) |        | Male (n=33) |        | T value | *Sig |
|-----------------------------|---------------|--------|-------------|--------|---------|------|
|                             |               |        |             |        |         |      |
| <b>Extrinsic Motivation</b> | 0.42887       | 3.5029 | 0.47370     | 3.5242 | 193     | 0.84 |
| <b>Intrinsic Motivation</b> | 0.35076       | 3.3000 | 0.42187     | 3.3121 | 0.128   | 0.89 |
| <b>Total</b>                | 0.32462       | 3.4015 | 0.39187     | 3.4182 | 0.190   | 0.85 |

**\*Significant at ( $\alpha \leq 0.05$ )**

Table(5) shows that there is no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the average responses on students' motivation in learning English at AN-Najah National University due to gender. The results also show that the value of the level of significance ( $\alpha \leq 0.05$ ) reached (0.55) which is more than (0.05), which confirms that there is no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) due to gender.

To answer the fifth question of the study, "**Are there any statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the students' motivation in learning English at AN-Najah National University due to the accumulative average?**"

The researcher used one-way ANOVA in table(6) to show the results **due to the accumulative average.**

**Table(6)**

**Results of one-way ANOVA for the difference of students' responses on students' motivation in learning English at AN-Najah National University due to the accumulative average**

|                             | Source of variation | Sum of Squares | Degrees of freedom | Mean Square | F value | Sig   |
|-----------------------------|---------------------|----------------|--------------------|-------------|---------|-------|
| <b>Extrinsic Motivation</b> | Between Groups      | 1.532          | 3                  | 0.511       | 2.744   | 0.050 |
|                             | Within Groups       | 11.726         | 63                 | 0.186       |         |       |
|                             | <b>Total</b>        | 13.258         | 66                 |             |         |       |
| <b>Intrinsic Motivation</b> | Between Groups      | .604           | 3                  | 0.201       | 1.387   | 0.255 |
|                             | Within Groups       | 9.153          | 63                 | 0.145       |         |       |
|                             | <b>Total</b>        | 9.758          | 66                 |             |         |       |
| <b>Total</b>                | Between Groups      | .873           | 3                  | 0.291       | 2.437   | 0.073 |
|                             | Within Groups       | 7.523          | 63                 | 0.119       |         |       |
|                             | <b>Total</b>        | 8.396          | 66                 |             |         |       |

**\*Significant at ( $\alpha \leq 0.05$ )**

Table(6) shows that there is no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the average responses on students' motivation in learning English at AN-Najah National University due to the accumulative average. The results also show that the value of the level of significance ( $\alpha \leq 0.05$ ) reached (0.07) which is more than (0.05), which confirms that there is no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) due to gender.

In conclusion, this study was conducted to shed light on students' motivation in learning English among English major students at AN-Najah National University from their perspectives and give ample information about the level and types of motivation. The study also show that major factors and variables might affect students level of

motivation and their desires to learn English. The results show that students can be affected intrinsically or extrinsically in learning English due to certain variables.

### Recommendations

Based on the results of the study, the researcher suggests a number of recommendations as the following:

1. Intrinsic and extrinsic motivation play an important role in students' English learning.
2. Students should improve their critical thinking skills by learning English and participating in several activities.
3. Students should continue to learn English since it is an international language.
4. Students should continue to learn English language as it facilitates the process of accessing information.
5. Learning English helps students develop their language skills.
6. Conducting more researches and studies on the topic of students' motivation in learning English locally and internationally.

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