



**YEAR 6 PRIMARY SCHOOL STUDENTS' MOTIVATION AND PERCEPTION
TOWARDS LEARNING ENGLISH**

CELESTE TAN KIR NIE

20AAB04765

SUPERVISOR: DR. JOANNA TAN TJIN AI

UALZ 3023 - FYP2 REPORT

**SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FACULTY OF ARTS AND SOCIAL SCIENCE**

JUNE TRIMESTER 2023

ACKNOWLEDGEMENT

I would like to express my sincerest gratitude to my family and friends back home for the emotional and financial support they have provided me with throughout this journey. Although there were some hiccups throughout my studies, they have always been around to support and encouraged me through these hurdles. It was during these times that their presence made and impactful influence for me to persist.

I would also like to personally thank my supervisor and lecturer, Dr Joanna Tan Tjin Ai for providing me guidance in successfully completing this research report. Her constructive criticism and feedback allowed me to better navigate through my research with much motivation, and for that, I am truly grateful. No words of thanks can adequately express the depth of my appreciation and gratitude.

APPROVAL FORM

This research paper attached hereto, entitled “Year 6 Primary School Students’ Motivation And Perception Towards Learning English” prepared and submitted by “Celeste Tan Kir Nie” in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.



Supervisor

Supervisor’s name: Dr. Joanna Tan Tjin Ai

Date: 18/09/2023

ABSTRACT

English language holds extreme importance especially in today's modern society. Despite being a second language to many fellow Malaysian, the level of proficiency is still not satisfactory. Therefore, this study aimed to investigate the most common type of motivation, the motivational levels between genders and the students' perception towards English language activities in Year 6 primary school English as Second Language (ESL) classrooms as they are seen to be the main contributors towards effective language learning. The mixed method whereby online survey questionnaires and interviews was used for this study. The findings showed that the Year 6 students were more intrinsically motivated. Furthermore, unlike intrinsic motivation, only extrinsic motivation was influenced by gender. Although the students' perception towards ESL activities varied due to personal preferences, the findings showed that students generally gravitated towards interactive and communicative approaches during lessons. This study's findings beneficially contributes towards tailoring conducive learning activities by educators for successful language learning. Recommendations for future research within this field were proposed.

Keywords: motivation, intrinsic, extrinsic, second language (L2), perception on ESL activities

DECLARATION

I declare that the material contained in this paper is the end result of mine, Celeste Tan Kir Nie and that due acknowledgment has been given in the bibliography and references to ALL sources be they printed, electronic or personal.



Name: Celeste Tan Kir Nie
Student ID: 20AAB04765

Date: 18/09/2023

Table of Contents

ACKNOWLEDGEMENT.....	II
APPROVAL FORM.....	III
ABSTRACT.....	IV
DECLARATION.....	V
TABLE OF CONTENTS	VI
CHAPTER 1 INTRODUCTION.....	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	3
1.3 RESEARCH OBJECTIVES.....	5
1.4 RESEARCH QUESTIONS.....	5
1.5 HYPOTHESIS	5
1.6 SIGNIFICANCE OF STUDY	6
1.7 DEFINITION OF KEY TERMS	7
1.8 SCOPE AND LIMITATIONS OF STUDY	7
CHAPTER 2 LITERATURE REVIEW	9
2.1 MOTIVATION DEFINITION.....	9
2.2 IMPORTANCE OF TYPES OF MOTIVATION.....	9
2.3 MOTIVATION TEST.....	10
2.4 ESL CLASSROOM LEARNING	11
2.5 GENDER AFFECTING MOTIVATION.....	12
2.7 THEORETICAL FRAMEWORK	13
2.8 CONCEPTUAL FRAMEWORK.....	16
CHAPTER 3 METHODOLOGY.....	18
3.1 RESEARCH DESIGN	18
3.2 PARTICIPANTS	18
3.3 DATA COLLECTION	18

3.4 PROCEDURE	19
3.5 DATA ANALYSIS PROCEDURE.....	20
CHAPTER 4 FINDINGS	23
4.1 INTRODUCTION	23
4.2 DATA ANALYSIS	24
.....	26
4.3 CONCLUSION	32
CHAPTER 5 DISCUSSION AND CONCLUSION	33
5.1 INTRODUCTION	33
5.2 DISCUSSION.....	33
5.3 CONCLUSION	36
5.4 IMPLICATIONS.....	38
5.5 LIMITATIONS	39
5.6 RECOMMENDATIONS.....	40
REFERENCES.....	41
APPENDIX.....	49
APPENDIX A: QUESTIONNAIRE SURVEY FORM.....	49
APPENDIX B: INTERVIEW QUESTIONS	52
APPENDIX C: INTERVIEW TRANSCRIPT OF INTERVIEWEE 1	53
APPENDIX D: INTERVIEW TRANSCRIPT OF INTERVIEWEE 2	55
APPENDIX E: INTERVIEW TRANSCRIPT OF INTERVIEWEE 3.....	57
APPENDIX F: INTERVIEW TRANSCRIPT OF INTERVIEWEE 4.....	59

CHAPTER 1 INTRODUCTION

1.1 Introduction

Although learning one's own mother tongue is important in a multi-racial and multilingual country like Malaysia, it should be noted that the English language carries an extraordinary importance in Malaysia's education system. This fact not only deals with English being an international language for the means of communication but it also heavily relies upon the historical and educational ties Malaysia had with the former colonisation of Britain (Darmi & Albion, 2013). Consequently, this colonisation has changed the initial existence of Malaya's education system which was significantly rooted in religious teachings to a structured education system which favours and benefited the British in multiple aspects such as trading, agriculture, railroad construction, etc. (Ganesan et al., 2020). Hence, it is undoubtedly obvious that the English language is considered a compulsory subject in the education system and known to be a second language (L2) for many Malaysians (Lim, 2019).

It is crucial to note that the English language in Malaysia nowadays holds insignificant correlations towards the advantages of Britain like how it was in the past; however, it is not safe to assume that the language is of utmost unworthiness. According to Azalea (2020) and Hamzah (2018), it was stated that poor command of English directly affects the employment rate of fresh graduates in Malaysia. This statement alone can be further simplified as the "ripple effect" motion. Despite acknowledging that grades don't define a person's knowledge or intelligence, it is one of the most important aspects to consider when it comes to advancing in professions as they are considered as face value towards the students' abilities. Pairing the fact of English language being a medium for communication universally, this can translate to the idea that if an individual were to score well in the subject of English language, the individual

has more potential to be hired as they are seen to not only be exceptional in the international language which proves to be an asset to the company, but is also to be assumedly considered as responsible and hardworking which resulted in their fruitful achievements. Thus, solidifying that holding a high level of English language proficiency carries an extreme importance in today's modern society. Therefore, highlighting that the education system should take additional precaution in improving the level of English language mastery within fellow Malaysians, especially the younger generation as they are the pillars of our future.

As we go about understanding the under-achieving English language grades within Malaysian students, the major factors that influence the process of language learning must be first identified. Based on Akorbi (2022), the four main factors which contribute to language learning are learner's targeted language (TL) exposure, age, native language and motivation. In spite of the emphasis of how significant the English language contribution is towards the career paths of many youngsters, it was mentioned by the chairman of Pintar Foundation, Arshad Ayub that the deterioration of English language in many Malaysians is not caused by the lack of opportunity provided by the educational institution in Malaysia, but rather the lack of interest (Thiagarajan, 2018). Ergo, motivation can be seen as the most fundamental element to a successful language learning in Malaysian classroom settings. Additionally, motivation can also be considered as the most rational and controllable feature since the first three factors of language learning are partially (learner's TL exposure) or closely (learner's age and native language) uncontrollable within the education system.

Ever since the start of the fourth industrial revolution (IR 4.0), the Ministry of Education Malaysia (MoE) has made it their objective to implement the education 4.0 programme with the aim of producing more technologically advanced skill sets in both students and teachers to keep up with the times (Lawrence et al., 2019). Howbeit, due to the happening of the Covid-

19 pandemic, it has greatly shifted the dynamics of teaching and learning whereby classes were transitioning from physical to online, and back to its original state as everyone is approaching the new norm and is accustomed to the virus. Henceforth, the efforts of maintaining the motivation level of students for active learning is to be accounted as top priority. Motivation can be seen in two categories- the first being internal motivation (intrinsic) which roots from one's own personal will and interest; and the second, external motivation (extrinsic) which can be sourced from external factors within the realm of teaching and learning. As educators, it is within our duty to ensure that the students are highly engaged when learning takes place; therefore, accentuating the value of motivational activities within the class which can be achieved by a variation of methods such as gamification, visualisation, auditory and many more activities.

Correspondingly, this study aims to identify the types of motivation and the motivational level between genders amongst English as second language (ESL) students through a quantitative method. Furthermore, a qualitative method will be implemented to investigate the perception of students towards English language activities in ESL classrooms. By investigating these three aspects, it provides substantial advantages in effective English language learning which directly influences the rise of Malaysia's English language proficiency. This study will also provide a better understanding for ESL teachers in order to design activities that prevent low motivation during their English lessons.

1.2 Problem Statement

As per mentioned, the English language within Malaysia can be traced back from the first British colony in the 18th century (Pillai, 2022). Despite gaining independence and changing the use of English language to the current national language (Bahasa Malaysia) in the majority of public affairs, Malaysia's education system still retains English as a compulsory subject in

school settings (Pillai, 2022). This paired with civilization has enabled a wide population of people to accept that education is the key to success in today's modern world, therefore, resulting in many parents to send their children to preschool at a young age. Bearing this in mind, it is safe to assume that children in this day and age are exposed to English language as early as 4 to 6 years old in the education context (Rabiah et al., 2020).

Since many youngsters are attending schools and are exposing themselves to the TL, English, it goes to show that fellow Malaysians on an average have at least a minimum of 11 years of English language learning experience (considering if they only started their schooling at the age of 7 and has completed until SPM level) (Normazidah et al., 2012); this could suggest that the English proficiency in Malaysians should uphold a certain standard of acceptance. Additionally, according to Jamie (2021), it stated that Malaysia is ranked as the third best English proficiency Asian country in terms of English education in the world, howbeit, Xian (2022) has raised some concerns as it addresses the issue of English language proficiency deterioration in fellow Malaysians. Thus, this raises the question as to why the proficiency rate is on the decline despite being exposed to the language at an early age. In light of the four main factors influencing language learning, motivation seems to be to be the only cause for low proficiency rate amongst ESL students in Malaysian educational institutions as many studies suggest that students regard the subject as boring and are unaware of the importance of English language (Sim, 2020). Henceforth, highlighting that knowing the types of motivation, difference of motivational level between genders, alongside the perception of students towards English language activities in an ESL environment play an important role to counter this situation.

1.3 Research Objectives

The main objectives for this study are divided into three sections.

1. To investigate the students' level of motivation (intrinsic or extrinsic motivation) amongst ESL students.
2. To investigate the motivational levels between genders in ESL classrooms.
3. To investigate the students' perception towards English language activities in the ESL classrooms.

1.4 Research Questions

Therefore, the research questions for this study are:

1. What is the type of motivation commonly found among Year 6 primary school students in ESL classrooms?
2. Is there a difference between the motivational levels between male and female ESL Year 6 primary school students?
3. What are the perceptions of Year 6 primary school students towards the English language activities in ESL classrooms?

1.5 Hypothesis

This study implements two, two-tailed independent sample t-tests to investigate the relationship between genders (fixed variable) and the type of motivation (dependant variable).

The hypothesis of these two sets of t-tests are as such:

1st Set:

H₀: There is no significant difference between males and females for intrinsic motivation

H_A: There is a significant difference between males and females for intrinsic motivation

2nd Set:

H₀: There is no significant difference between males and females for extrinsic motivation

H_A: There is a significant difference between males and females for extrinsic motivation

1.6 Significance of Study

This study aims to collect valuable data in accordance with the types of motivation, the difference in motivational level between genders, alongside the perception of English language activities within upper primary students (Standard 6) of Malaysian ESL classrooms. This study will be able to contribute towards a more coherent understanding whether the biological coding of gender influences motivation as there seem to be contradictions in this matter.

By focusing on the influential element (motivation) of language learning, the findings aim to benefit language teachers to enable better understanding of their students' needs which in turn, will provide better assistance for a more effective and productive language learning environment. This will then allow teachers to be mentally and physically prepared when conducting lessons as well as create and plan activities catered towards the students for language improvement. This inevitably enables second language learning (SLL) to be of high efficiency and will lead to an inclination of grades as it allows teachers to select the variety of learning styles which are best suited for students' learning process, hence solving the problem of language deterioration faced by the MoE. Correspondingly, this finding will also aid school administrators to plan better curriculum designs with proper guidance and equipment for both educators and students. By doing so, the institution will not only be able to achieve a good Cumulative Grade Point Average (CGPA) for the language but also produce students who are well equipped to face the world concerning the language. Additionally, students will also benefit from this study as they are able to recognise their learning style for their own self-development. Furthermore, this study will also be useful for English as foreign language (EFL)

educators since motivation is one of the most crucial and governable bases of all language learning processes.

1.7 Definition of Key Terms

Motivation is a psychological phenomenon that is influenced by satisfaction. It is defined as a condition which resonates from the desire for change of self or the environment which in return initiates, guides, and maintains goal-oriented behaviours; it is broken down into two types- intrinsic and extrinsic motivation (Souders, 2019b; Cherry, 2022a).

Intrinsic motivation also known as internal or integrative motivation is the motivation that is not influenced by the environment but rather one's own self. The desire for such motivation can be caused by curiosity or the active need to interact and control the surroundings. (Souders, 2019a; Cherry, 2022a).

However, extrinsic motivation or in other words external or instrumental motivation can be obviously understood as the desire of change that is a causal effect of external sources. Such sources can be from rewards, trophies, recognition and more; money is the most obvious source of this motivation for many adults.(Corporate Finance Institute, 2022).

1.8 Scope and Limitations of Study

The scope for this study is to understand why English proficiency in Malaysia is deteriorating by investigating the types of motivation, motivational differences between genders and the perception of English language activities of Standard 6 ESL students in Malaysian classrooms using a mixed method research design.

This study's potential limitation is that the study includes a small sample as it is only carried towards Standard 6 ESL students of a specific school in Kampar. Because of the small sample

and the school's location, this research may only be limited to a certain area and may not reflect the entire school population of the state and country.

The following potential limitation is acquiring the parents' consent of the students in the participation of the study as they are all under 18 years old and some parents may not be comfortable with their children being questioned without parental supervision.

CHAPTER 2 LITERATURE REVIEW

2.1 Motivation Definition

‘Motivation is a multifaceted concept that has been the subject of scholarly research in different academic areas and no single available theory has yet captured its total complexity.’ (Dörnyei, 2001 as cited in Nguyen, 2019). The meaning of motivation according to Dörnyei (2001), is an abstract and hypothetical concept that is used to explain the behaviours of people as it’s known to be the most basic aspect in the human mind; most researchers and scholars have determined that ‘motivation’ distinguishes successful and unsuccessful language learners as it reflects upon their enthusiasm, commitment and persistence in language learning (p.1). Thus, understanding why Sim (2020), Sorayyaei and Tanggaraju (2020), Ghazvini and Khajehpour (2011), Nguyen (2019), Thang et al. (2011) and many researchers refer motivation as one of the most important aspects to English language learning, be it in foreign language (FL) setting or second language setting (L2).

2.2 Importance of Types of Motivation

English proficiency is crucial in this modern world, however the proficiency rate amongst English learners is deteriorating, this inevitably will cause an issue for the upcoming future (ripple effect). Therefore, many researchers have taken it upon themselves to investigate the types of motivation found present within English language learners. Sim (2020), Thang et al. (2011) and Sorayyaei and Tanggaraju (2020) specifically mention this issue in the Malaysian setting whereas Ghazvini and Khajehpour (2011) and Nguyen (2019) in Iran and Vietnam respectively. In continuation , these researchers believe that to counter the problem of English language deterioration, quantitative research should be carried out to determine the types of motivation predominantly present within English language learning classrooms. Only by knowing which motivation is of the majority, then can educators determine the type of

approaches and activities to be used when conducting the lessons to prevent hindrance of acquiring the language (Sorayyaei and Tanggaraju, 2020). Additionally, Thang et al. (2011) and Sim (2020) revealed that on their thorough research, they have found out that students are more extrinsically motivated by their own personal desire to achieve good grades, attain opportunities to further their education and have the opportunity to a more stable career, howbeit, this type of motivation doesn't necessarily translate to better English performance; this consequently resulted them to be less driven to improve their English proficiency as they show less interest in attaining the language and are not committed to master it.

2.3 Motivation Test

Although there are many online quizzes and tests for determining the types of motivation, they have not been proven to be accurate nor effective as their validity and reliability has yet to be tested. Hence, Sim (2020), Sorayyaei and Tanggaraju (2020), Ghazvini and Khajehpour (2011), Nguyen (2019) and Thang et al. (2011) have in many ways adopted, adapted and modified the Gardner's Attitude/Motivation Test Battery (AMTB) for their instrumental tool when conducting their research. The reason as to why AMTB is highly sought is because AMTB is best suited to be used when investigating types of motivation in an English language learning classroom setting as it is specifically used in the context of determining motivation of language learners. This test was initially developed to investigate the motivation of English-speaking students learning French, however, many researchers have adapted it in English language learning students as it proves to have good reliability and validity since it underwent more than 20 years of research development (Gardner, 1985 as cited in Ghazvini & Khajehpour, 2011; Gardner, n.d).

The way in which Sim (2020), Sorayyaei and Tanggaraju (2020), Ghazvini and Khajehpour (2011), Nguyen (2019) and Thang et al. (2011) have modified their base of instrumental tool can be seen by the segregation of intrinsic motivation questions and extrinsic motivation

questions in sections. These researchers have also executed their study by distributing these questions in the forms of questionnaires.

2.4 ESL Classroom Learning

The classroom environment plays a huge role in effective language learning. In regards to Sim (2020) and Nguyen (2019), the perception of students in English language classrooms significantly influences the intrinsic motivation of language learning. As listed in the introduction, despite students' awareness of the language importance, students were still unmotivated to learn the language as they deem their learning environment to be lacklustre, henceforth affecting their drive to pursue in grasping the materials taught. Sim (2020) analysed that students would rather prefer a more student-centred learning environment whereby communicative and interactive approaches were emphasised on and activities that are more visually-oriented to be applied in class. It was also mentioned that textbook based lessons didn't allow the students to indulge themselves in what they were taught because they felt bored and believed it to be of no use in terms of gaining general knowledge or allowing teachers to share personal experience for deeper connectivity; therefore contributing as a barrier towards successful ESL learning. Nguyen (2019) stated that in order to at least solve the issues of decreasing proficiency, the learning process in the classroom carried out by educators should be highlighted as it also serves as one of the factors preventing the mastering of the language. "If the students lose the confidence in the teaching method of teachers, they will become demotivated." (Harmer, 1991 as cited in Nguyen, 2019); concluding that an educator's role in the classroom setting is pivotal. By understanding the perception of ESL classrooms, it not only serves beneficial for educators to apply various teaching-learning styles, it also helps curriculum designers and instructional designers to generate a more conducive motivation structure (Nguyen, 2019). Consequently, Nguyen (2019) has also stated that by acknowledging the most troubled skills that students face, it enables teachers to re-evaluate the teaching

methodology of the lesson in hopes that students will get more exposure to that skill for language improvement; ergo solving the decline rate of language proficiency.

2.5 Gender Affecting Motivation

Acknowledging that the MoE is trying its very best to achieve equity as stated in the Malaysian Education Blueprint 2013-2025, it should be noted that every gender has the opportunity for education. Although Nguyen (2019) has claimed that females are more intrinsically motivated than males, the differences were in a minute scale thus allowing it to be annulled, resulting in the conclusion that gender has no clear contributions towards motivation, the researcher also stated that. Additionally, Akram and Ghani (2013) has also declared this statement as their study revealed that gender does not influence the motivation of learning the English language. Howbeit, researchers Ghazvini and Khajehpour (2011) alongside Harthy (2017) differ this statement as they have concluded that females are more motivated in terms of language learning compared to their male counterparts. Ghazvini and Khajehpour (2011) stood by their statement that females are more skewed towards being intrinsically motivated rather than both whereas males are more extrinsically motivated. Additionally, Harthy (2017) specifically mentioned in his paper based on his research that females are generally more motivated as they combined both their intrinsic and extrinsic motivation when learning takes place; the males on the other hand tend to be more extrinsically motivated thus leading to the different attitudes during English learning.

2.7 Theoretical Framework

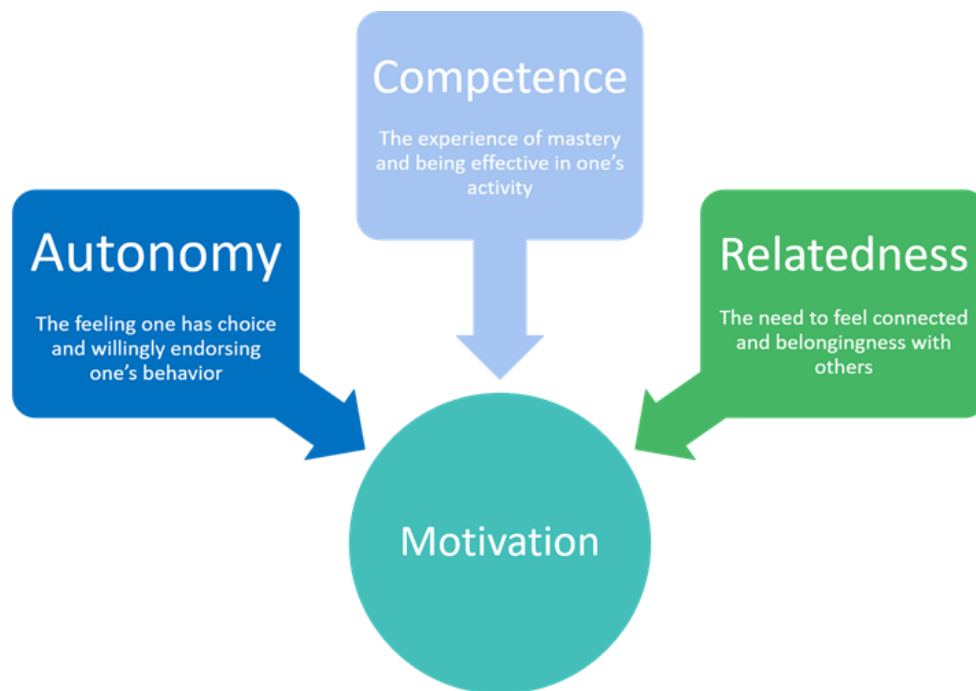


Figure 1: Self-Determination Theory

Self-Determination theory (SDT) by Edward Deci and Richard Ryan is one of the motivational theories that Nguyen (2019), Sim (2020) and Sorayyaei and Tanggaraju (2020) mentioned (Cherry, 2022b). It describes an individual's ability to manage their own life based on the choices they have made. According to Lopez-Garrido (2021), this is a macro theory that deals with human motivations and personality based on their inherent growth tendencies and innate psychological needs. It is said that if a person is self-determined, the person is more likely to be more in control compared to a non-self-determined person (a person who feels that their life is being controlled by others). In other words, "To be self-determined is to endorse one's actions with a full sense of choice and volition." (Salkind, 2008). There are three main components (basic needs) to this theory, they are autonomy, competence and relatedness. In short, autonomy is seen as the ability to self-govern and be independent (intrinsic and extrinsic), competence refers to the ability to understand or perform a certain detail or task found within the environment (intrinsic), and lastly, relatedness which is a term utilised to describe the ability

to form relationships with others that contributes to feeling belonged (extrinsic). Therefore, once an individual has fulfilled all the three main components, he is considered to be self-determined.

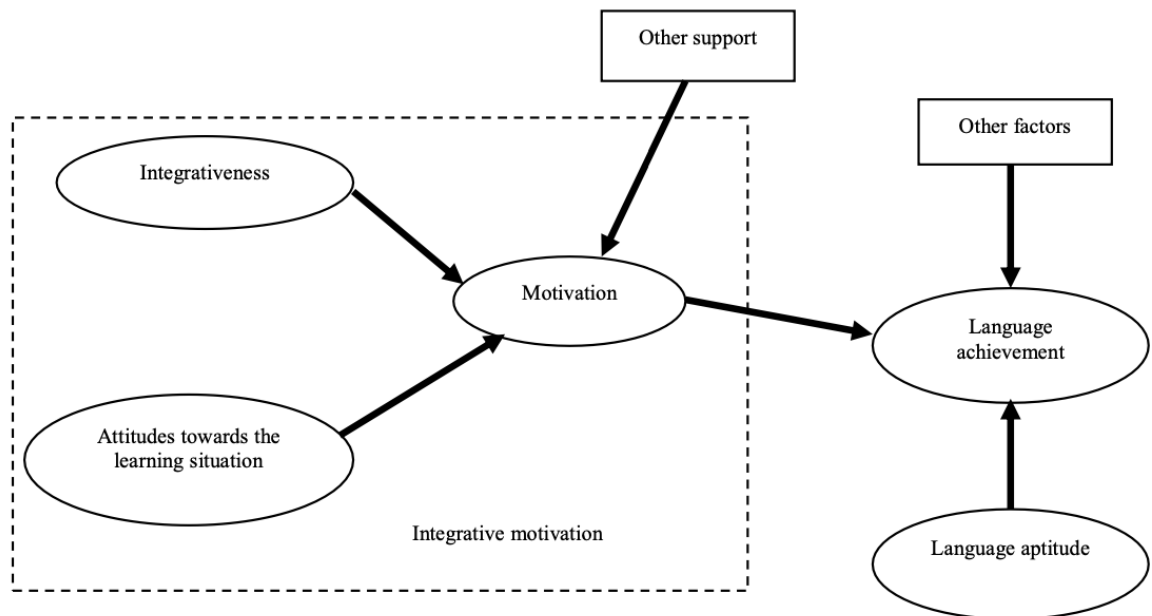


Figure 2: Derivation of Gardner’s Socio-Educational Model

Moving along, Gardner’s Motivation theory. Since English is known as a second language in Malaysia, researchers Harthy (2017), Sim (2020), Sorayyaei and Tanggaraju (2020), Nguyen (2019) and Thang et al. (2011) have touched on Gardner's Motivation theory in relation to their studies. This theory has been profoundly influential to the L2 motivation field for decades as this motivation theory was rooted from his research which was based in Canada studying the orientation of English and French speakers living closely (Ochsenfahrt, 2012). Due to the complexity of this model, researchers have mainly adapted part of the revised model or have extracted specific details to link with their paper on motivation. The general basic idea that they have derived could be seen in Figure 2 where they have mentioned that

integrative motivation comes from the combination of effort, desire and positive effect (integrativeness, attitudes towards the learning environment and motivation respectively). Integrativeness here refers to a genuine interest to learn L2 to form a closer bond with the community (Thang et al, 2011). Whereas instrumental motivation is described as “the practical value and advantages of learning a new language” which can be seen as the other factors (Nguyen, 2019).

2.8 Conceptual Framework

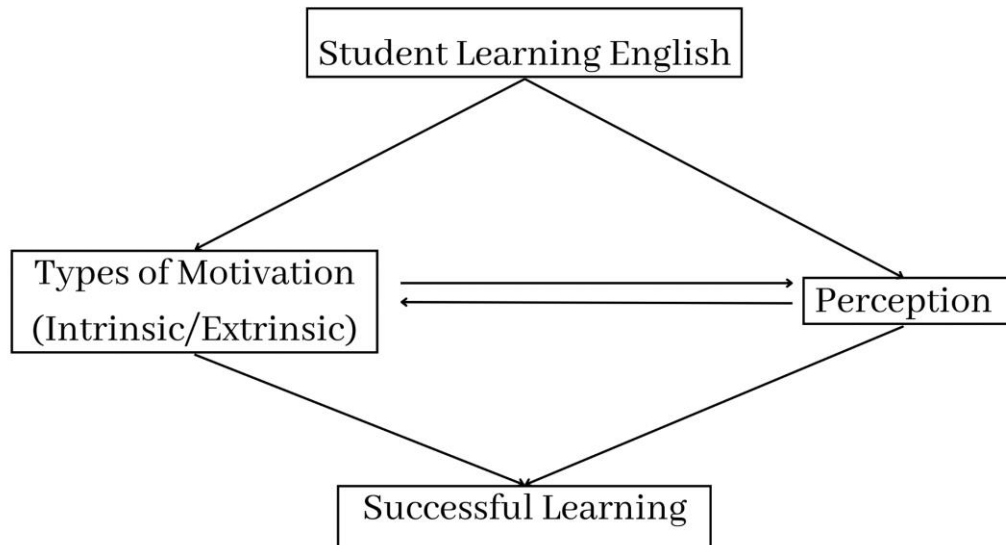


Figure 3: Conceptual Framework of Successful Language Learning

It has come to my observation that although there are several approaches out there such as the ‘Self-Determination Theory’, ‘Gardner’s Motivation Theory’, ‘Social Psychology Model’ and many more within the context of motivation, they all share the common concept of distinguishing motivation into two forms- intrinsic motivation and extrinsic motivation. The intrinsic motivation is seen as the internal factor that deals with an individual’s needs without external inducement or reward and is commonly associated with integrative orientation (Ackerman, 2022; Cebollero, 2014; Thang et al., 2011). When an individual is intrinsically motivated, there is a high likelihood that the individual would enjoy the language learning process; hence, resulting in the learner to explore more opportunities for their own personal development within the subject (Cebollero, 2014). On the other hand, extrinsic motivation is defined as the motivation that relies on external sources such as reward, grading system, awards, accolades and respect from peers (Ackerman, 2022).

Therefore, Figure 3 is my diagram that contributes to successful language learning in the brief adaptation and combination of the many available theoretical frameworks in the

context of this study. There are two main factors which play a part to 'Students Learning English', they are 'types of motivation' and 'perception'. These two factors are interrelated as they affect one and another. Types of motivation are distinguished into intrinsic and extrinsic motivation which are described in the above statements. Perception however, refers to ESL learners' perception towards the English language activities conducted in lessons. As per mentioned, many students are either unaware of the importance English plays in society or deem the language as a bore, thereby allowing them to give a negative connotation of the language (Sim, 2020); hence, emphasizing on the significance of activities conducted in lessons. These activities play a large contribution to the student's perception of the subject, thereby influencing the types of motivation found present within an individual. Once both of these factors are determined by the tutor, then can the activities be planned to create a better SLL environment which inevitably leads to more proficient ESL students, resulting in 'Successful Learning'.

CHAPTER 3 METHODOLOGY

3.1 Research Design

This study adopts a mixed method. The mixed method study consists of both quantitative and qualitative data collection via a series of questions in an online questionnaire format adapted from multiple researchers who based it on AMTB alongside interviews. After meticulously reviewing the journal articles, implementing a mixed method study proves to be highly efficient to capture an in-depth insight of ESL learning amongst Malaysian students as it is able to distinguish the basic details of gender and types of motivation found in students (quantitative) alongside their perception of English language activities in classes (qualitative).

3.2 Participants

The participants for this study consist of 60, 12 years old Year 6 level students as main participants and 10, 12 years old Year 6 level students as pilot-testers within the same school with regards to their parents' consent. The English proficiency of all the participants are of mixed language proficiency. Gender is recorded as it contributes to this study.

3.3 Data Collection

3.3.1 Instrument

There are two research instruments used to carry out this study, they are online questionnaire survey forms followed by interviews with participants.

3.3.1.1 Questionnaire

The online questionnaire survey form from Google Form comprised of three sections- the first section is in regard to the participant's demography alongside basic questions such as their class, spoken language at home and preferred ESL activities in class (Section A), the second and third sections, Section B and Section C respectively, contain a fixed number of questions (10 questions each) pertaining intrinsic motivation and extrinsic motivation in the format of a

Likert-scale ranging from 1 to 5. Scale 1 represents “Strongly Disagree”; 2 for “Disagree”; 3 for “Neutral”; 4 for “Agree”; and lastly, 5 for “Strongly Agree” was used. The participants were tasked to select their answers based on the represented statement.

3.3.1.2 Interview

The interviews were conducted after the submission of the survey forms. There was three subjective questions- Question 1 and Question 2 being structured and open-ended questions respectively, and Question 3 was a semi-structured question which is a further elaboration on one of the questions in Section A of the online questionnaire survey forms. All of the questions were adapted, modified and developed from Suryasa et al. (2017), Thang et al. (2011), Sim (2020); Kitjaroonchai (2013) and Miller (2018).

3.4 Procedure

A personal letter was sent to the school to obtain ethical clearance to carry out this study with the Year 6 students. After getting the approval, physical parental consent forms were then administered to the all the Year 6 ESL students for their parents to permit their children’s role as participants for this study. After two days, the parental consent forms were collected.

Before carrying out the actual distribution of the online questionnaire survey forms to the main participants, the forms were first tested on the additional 10 participants within the same school; bearing in mind that these 10 participants have already been permitted by their parents as pilot-testers. By doing so, I am able to test out the quality of the questions and ask for constructive criticisms or feedback from the participants. Upon receiving the feedback, relevant modifications were made to further improve the quality of the survey forms.

Once amendments were made to the survey forms, the corresponding class teachers added me in their WhatsApp class group chat for the online Google Form questionnaire link to be

administered to the participants. Participants were given a maximum of three days to complete the survey forms as ample time was required to thoroughly answer all of the questions without feeling like it's an additional burden to their study schedule. A reminder for the participants to complete the link shared was sent every day before the official form was closed. After closing the response, cross validation was carried out between the parental consent forms and the online responses; ensuring that only participants whose parents have agreed on their children's participation will be accepted while the remaining were discarded from the response record.

An online numbering generator was used to randomly select the four participants with regards to two males and females respectively for a Zoom online interview. Noting that the numbering was based on the Excel Spreadsheet provided in the Google Form Response. Once the four participants were selected, the interview time was discussed and arranged in the WhatsApp platform. The online interview sessions were then taken place according to the set schedule with the participants.

The answers of the four interviewees were individually recorded via the Zoom platform; then, transcriptions were done per the interviews based on the recording. The interviewees were given pseudonyms such as Interviewee 1, Interviewee 2, Interviewee 3 and Interviewee 4 for privacy purposes. Once the transcriptions were done, an analysis of all the data collected began.

3.5 Data Analysis Procedure

Since Google Form was used to collect the quantitative data, "Spreadsheet Analysis" was used to investigate the students' motivational levels and the differences of these motivational levels between genders via the linked spreadsheet formatting. A "Thematic Analysis" was used to carry out the qualitative data analysis based on the interviews from the participants to investigate the students' perception towards the English language activities in ESL classrooms.

3.5.1 Students' Intrinsic and Extrinsic Motivational Levels

First and foremost, a column was added after the last question of Section B. It was labelled as "Intrinsic Sum". The SUM function was used in this column based on the data collected from the first to last question of Section B to calculate the total score of each participant's intrinsic motivation response. Consequently, the AVERAGE function was implemented on the last row of the same column to collect the average value of the Intrinsic Sum.

The same steps were repeated to calculate the extrinsic average value of the participants with regards to adding a column after the last question of Section C in the spreadsheet (Extrinsic Sum) and inputting the functions based on the collected data of Section C.

A new spreadsheet (Types of Motivational Level) was created to tabulate the students' average value of both the intrinsic and extrinsic motivational levels and comparisons were made after constructing a bar chart. This is to address the first research question.

3.5.2 Motivational Levels between Genders

The average scores of intrinsic sum and extrinsic sum according to gender were calculated using the AVERAGE function. These scores were then tabulated in a new spreadsheet (Intrinsic vs Extrinsic Motivation between Genders) and a bar graph was developed for comparisons.

Two-tailed independent t-tests were applied to determine the significant differences of the motivational levels between genders. Two sets of hypothesis based on the types of motivation were generated before calculating the p-value via the T.TEST function. This is to address the second research question.

3.5.3 Students' Perception towards English Language Activities in ESL Classrooms

As for the qualitative data analysis, the recorded and transcribed interviews were analysed in accordance with the thematic analysis method. Re-reading the transcriptions paired with

hearing the recordings was done for familiarization of the data collected from the four individuals.

Since Question 1 and Question 3 are structured and semi-structured, codes based on the structured options alongside the semi-structured answers were generated for easier thematic analysis. Question 2 underwent a thorough line-by-line reading whereby the similarities of the participants' answers were categorised. The common and recurring themes of the participants' answers were reviewed again and a simple mapping was done. The reviewing of the commonalities alongside the mapping was to ensure that analysed data contained no false repetitions and addresses to the third research question.

CHAPTER 4 FINDINGS

4.1 Introduction

This chapter presents the findings derived from both the online surveys and interviews. The results attained addresses the aspects of this study's research questions which are:

4. What is the type of motivation commonly found among Year 6 primary school students in ESL classrooms?
5. Is there a difference between the motivational levels between male and female ESL Year 6 primary school students?
6. What are the perceptions of Year 6 primary school students towards the English language activities in ESL classrooms?

The outcomes of the frequently encountered form of motivation among students, alongside the comparisons of motivational levels between genders, were exhibited using bar graphs. The p-values were mentioned to indicate the extent of meaningful distinctions between males and females. Data obtained from the students' perception towards the language activities carried out in ESL classrooms are in the form of diagrams.

4.2 Data Analysis

4.2.1 Intrinsic vs Extrinsic Motivation

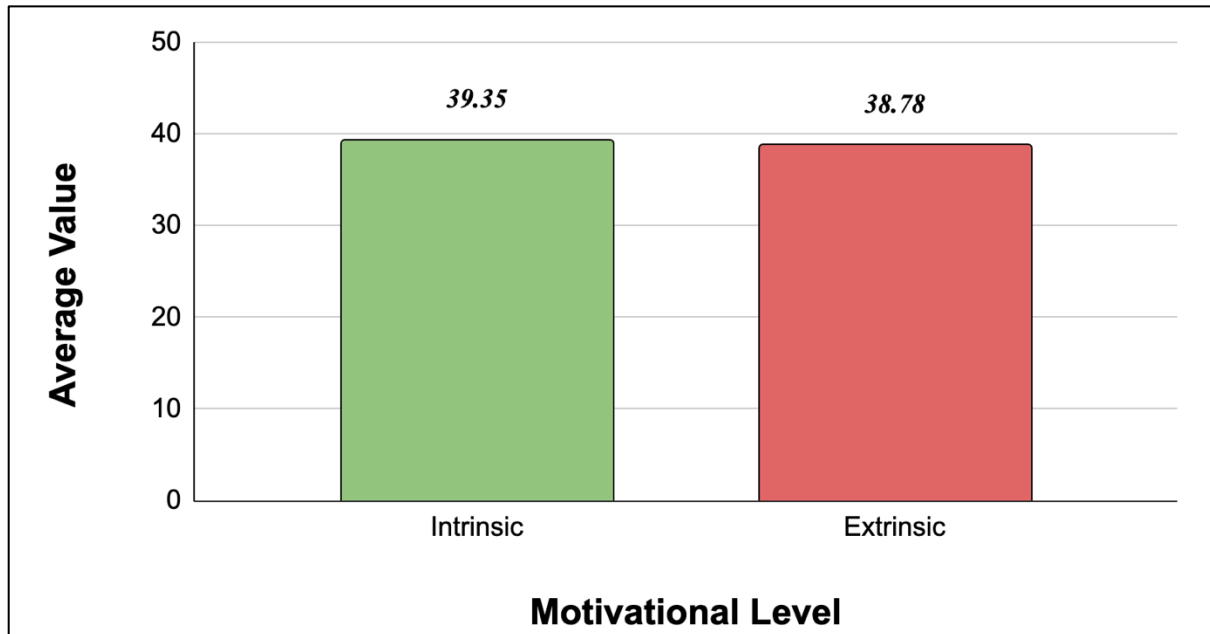


Figure 1: Intrinsic vs Extrinsic Motivation among Year 6 Primary School Students

Figure 1 represents the overall data collected from 33 female and 27 male Year 6 students based on the Section B and C, Likert Scale responses. The represented values are out of 50%. The deviation from the intrinsic motivation was just 0.57% higher than the extrinsic motivation. These statistics satisfy the study's first objective of which type of motivation Year 6 students predominantly have. Despite the slight decimal variation, the students were more intrinsically motivated in ESL classrooms.

4.2.2 Motivation Levels between Genders

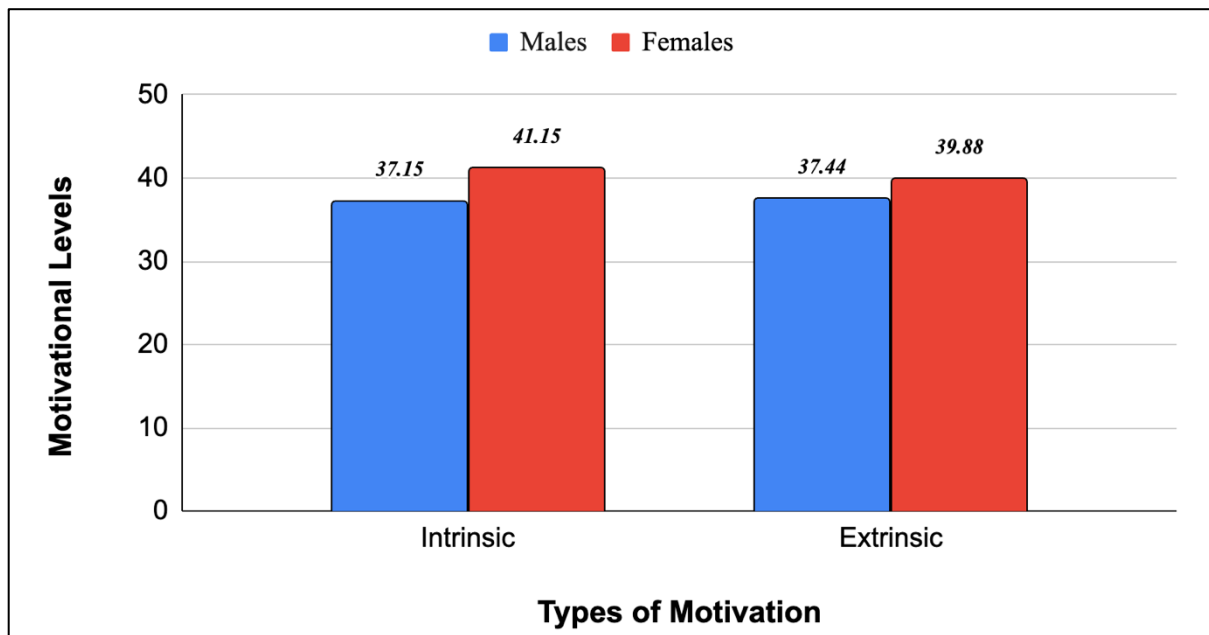


Figure 2: Intrinsic and Extrinsic Motivational Levels between Genders

Figure 2 depicts the motivational levels of the genders in the respective category. The complete values of each motivational level amounts to 50%. The females showed higher average levels in both of the motivations- intrinsic stood at 41.15% while extrinsic at 39.88%, compared to their male counterparts- intrinsic recorded at 37.15, whereas extrinsic at 37.44%. The intrinsic motivation between the genders portrayed more noticeable disparity (4.00%) than the extrinsic motivation (2.44%). However, the p-values based on their corresponding types of motivation (intrinsic: 0.023; extrinsic: 0.204) illustrates that the extrinsic motivation between genders exhibits higher significant differences as the decimals were substantially greater by 0.181 of the intrinsic motivation.

The p-value for extrinsic motivation, 0.204 also exceeds the probability value of 0.05 (α) connotating that it rejects the null hypothesis and accepts the alternative hypothesis which shows that there is a significant difference between males and females for extrinsic motivation. Since the p-value of intrinsic motivation (0.023) is less than α (0.05), it accepts the null

hypothesis of having no significant differences between males and females for intrinsic motivation. Therefore, addressing that there is a difference in extrinsic motivation between genders but little to no differences when it comes to intrinsic motivation; answering the second research question.

4.2.2 Students' Perception towards ESL Activities

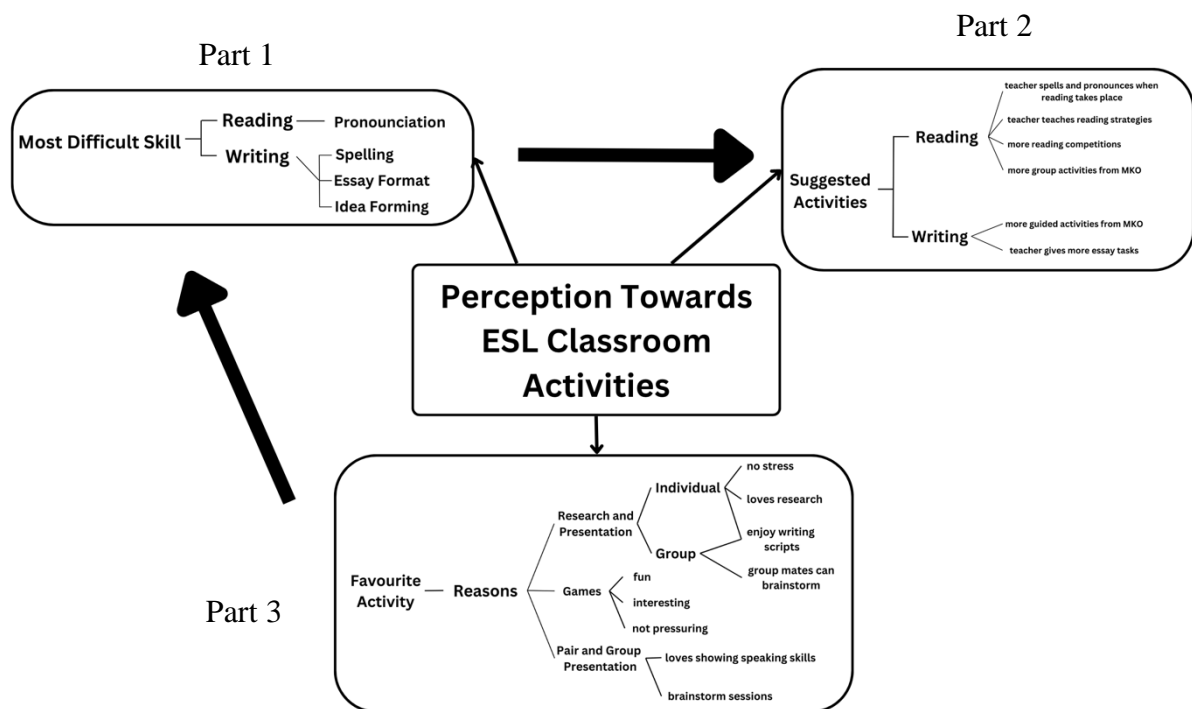


Figure 3: Perceptions Towards ESL Classroom Activities

Figure 3 illustrates the interviewees' perception towards ESL activities. As the interview consisted of three questions, the answers are categorically branched out in respects to the parts which addressed the questions. These parts are such- 'the most difficult language skills and their reasoning' (Part 1), 'suggested activities that helps improve in their corresponding skills' (Part 2) along with 'the interviewees' reasons for their selected favourite activity in class' (Part 3). Since Part 2 is an extension towards Part 1, they present a distinctive link between each other.

From the diagram, a connection is drawn between the first aspect (Difficult Language Skill, Part 1) and second aspect (Suggested Activities, Part 2). This is because Part 2 is an extension towards Part 1. However, a connection is not made between the Part 2 and the third aspect (Favourite Activity, Part 3). Interestingly, a connection can be seen between Part 1 and Part 3. This could be inferred from the fact that teachers could generate activities that tailors towards the students' learning styles from their favourite activities to address the language skills they faced. The results of each aspect are further explained in the following.

4.2.2.1 Students' Most Challenging Language Skills (Part 1)

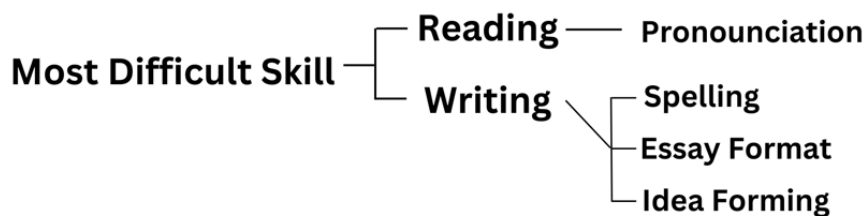


Figure 4: Most Difficult Skill

Based on the thorough analysis of the transcripts, the interviewees mentioned that reading and writing were the most challenging skills to learn during their English classes. The reason for reading skill being the most difficult was because of the words that they were unfamiliar with and had trouble pronouncing them. Interviewee 2 said, *“Uh... because I can’t really pronounce or read the words that I do not know.”*, and similarly Interviewee 3 said, *“Because I have some trouble pronouncing words.”*

Although Interviewee 1 and 4 agreed upon writing being the most challenging skill, their reasons differed. According to Interviewee 1, she emphasised that she did not have issues in forming sentences but when it came to essay and spelling, they were her biggest concerns, *“The most difficult language skill that I’ve.. I experience while learning English is probably*

writing because I find it hard making essays and some of the spelling.” On the other hand, Interviewee 4 had issues with idea formation where it usually took a long time. It caused him to be nervous especially when there was time allocated for this task. Further elaboration from this point included the difficulty of forming sentences, not just to writing but also during other tasks that requires his input in forming ideas- *“the problem is that the ideas because the ideas would take so long, for me, it would take so long”*.

4.2.2.2 Suggested Activities (Part 2)

Figure 5

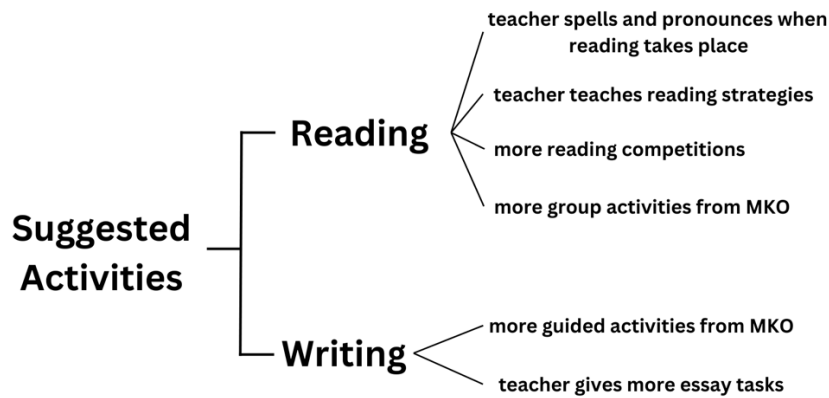


Figure 5 provides an overview of the recommendations made by the interviewees for enhancing the language skills that they found most challenging. Since both Interviewee 2 and 3 had troubles in pronouncing, four activities were listed to troubleshoot their reading skills; one of the activities was from Interviewee 2 while the remaining were from Interviewee 3. Interviewee 2 suggested that her teacher could improve in her reading skills (pronunciation) by spelling and pronouncing the unknown words when she fails to articulate. *“I prefer the teacher to do it on the spot”*, she highlighted after being asked when she would like the teacher to interfere while reading sessions were in progress. Consequently, Interviewee 3 had a different approach towards refining the same issues. He proposed that more reading competitions could be held in school, *“In my opinion, my teacher can carry out reading competitions”*. Additionally, the teacher could teach reading strategies in class and task the students with

reading group activities whereby students get to learn from each other. It is important to acknowledge that the groupings has to be of mixed abilities to ensure that students learn from more knowledgeable others who are students (MKO- a term used in one of Vygotsky's cognitive development theory referring to someone who has a better understanding or a higher ability level than the learner (McLeod, 2022)), *“The students that don't know how to read may ask the higher level students.”*

Interviewee 4 expressed the same concept as Interviewee 3 in regards with being guided by MKO to improve his writing skills. However, the MKO can include both teachers and peers. For instance, teachers can take proactive measures, such as seeking peer support for guidance in sentence formation when necessary. Interviewer asked, *“That means if she were to give a word and she were to ask you to come up to write the sentence, and you cannot come up, you want the teacher to ask the students help to create the sentence together with you.”* and the Interviewee 4 agreed with the statement. This collaborative support from his fellow classmates paired with the teachers' constructive criticism would foster a conducive learning environment in bettering his idea formation and help improve his writing skill. Subsequently, Interviewee 1 recommended the teachers to assign more essay writing tasks to counter her essay formatting skills as the school does not provide adequate opportunities for essay composition, *“The teacher can give us more essay writing because the school rarely gives us essays.”*

4.2.2.3 Reasoning for Selected Favourite Activity (Part 3)

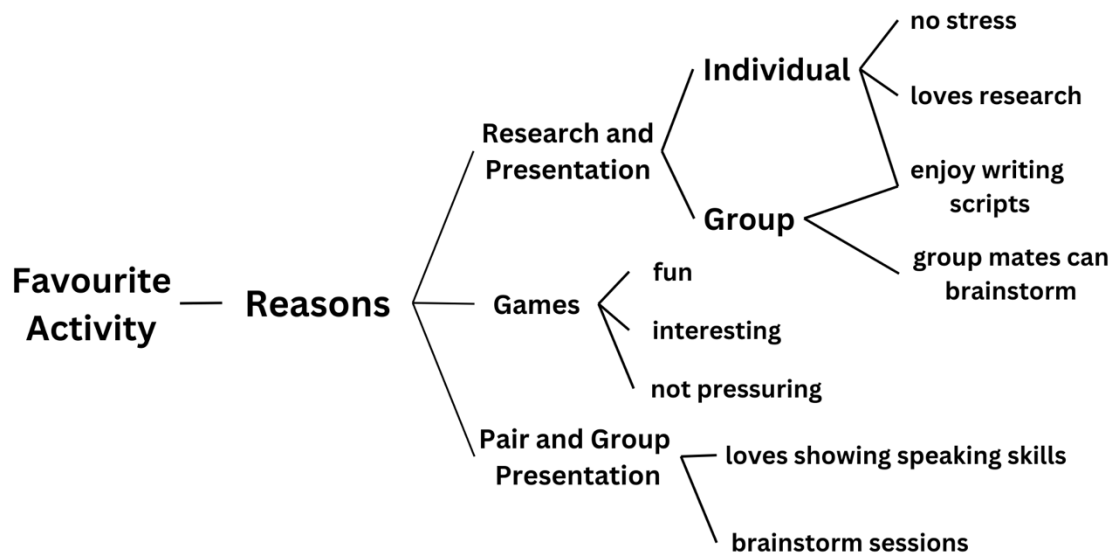


Figure 6: Favourite Activity

Figure 6 illustrates the interviewees’ favourite activities chosen in the online questionnaire forms alongside their reasonings. Both Interviewee 1 and 3 preferred “research and presentation” as their favourite activity during ESL classes whereas Interviewee 2 and 3 opted for “games” and “pair and group presentation” respectively.

Interviewee 1 and 3 agreed upon their selected activity (research and presentation) due to their enjoyment of writing scripts. However, despite selecting the same class activity, Interviewee 1 and 3 had different preferences on the activity management. According to Interviewee 1, she specifically stated that she would gravitate towards individual research and presentation activities compared to team works as she found it less stressful- *“If I do it alone, I’m the only one who has to do all the work. I don’t have to stress about everyone else not doing the work.”* Besides that, she also finds research to be *“fun and exciting”*. Interviewee 3 on the other hand would rather carry out this activity in groups because he likes the concept of brainstorming ideas during group discussion after research is done. He elaborated that research was pertinent in order for his groupmates to be more well versed when discussing and

presenting, *“I like to do research and presentation because everyone will know the relevant contents for group discussions. This way, everyone will know on what to talk about during the presentation.”*

In continuation, “games” was Interviewee 2’s favourite ESL class activity. It is clearly understood that games carry the connotation of fun learning. Interviewee 2 further explained that this activity went beyond interesting and fun because it also enables her to learn together with her friends which consequently establishes a less pressuring educational setting, *“I do not feel pressured when learning new things while playing games with my friends.”*

Last but not least, Interviewee 4’s favourite activity- “pair and group presentation”. In Interviewee 4’s perspective, he believes that his speaking skills is his strong suit hence the selection of “presentation”. Acknowledging that presentation can be carried out individually as well, Interviewee 4 would prefer conducting this activity as a pair or group work. His reasoning to this statement was because *“I have trouble for making ideas. If it is like pair, the person will make the ideas and I will speak.”*

4.3 Conclusion

In conclusion, the findings comprehensively addressed the research questions of this study. The results plainly outlined intrinsic motivation as most common type of motivation found, the influence of extrinsic motivation between genders and the standpoints of Year 6 ESL students based on the most difficult language skill, suggested activities alongside the participants' reasonings of their favourite ESL classroom activities.

CHAPTER 5 DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discusses the findings of the analysed data in the previous chapter according to the research questions. It also covers the implications, limitations and also future recommendations for this study.

5.2 Discussion

Discussion pertaining to the findings is organized according to this study's research questions:

Research Question 1: What are the types of motivation commonly found among Year 6 students in ESL classrooms?

Data obtained from the online survey clearly indicated that the students were more intrinsically motivated. The total sum for intrinsic motivation was 2361 over 3000, whereas for the extrinsic motivation, it was 2327. This outcome was in support with the data from the Science stream participants of Thang et al. (2011). Nguyen (2019), Sim (2020), and Sorayyaei and Tanggaraju (2020) on the other hand, indicated an alternate finding whereby their findings showed that students were more extrinsically motivated. Only Ghazvini and Khajehpour (2011) mentioned that the participants were neither intrinsically or extrinsically motivated as there was no significant difference between both types of motivation.

According to the online survey, it was prominent that the Year 6 students displayed more 'self-interest' (intrinsic motivation) when learning the language as the answers 'agree' and 'strongly agree' within the Likert scale were selected by the majority- 70.0%, 76.6%, 81.6%, 83.3%, 75.0%, 76.6%, 70.0%, 61.6%, 58.3% and 81.6% respective to the arrangement

of the questions within Section B. The overall summary of the statements from Section B allowed a perceptive observation in which the students were not afraid to make blunders when learning English as it resonates from their internal drive. The results might trigger a domino effect, as quoted by Smith and Tagarelli (2003), where learners are more internally self-driven, allowing them to gain an edge and improve their language skills, enhancing in their English proficiency.

Research Question 2: Is there a difference between the motivational levels between Year 6 male and female ESL students?

In accordance to this study, Figure 2 demonstrates the levels of motivations found in respects to the genders. Although females showed higher percentages in both types of motivation, results from the independent T-test revealed that only extrinsic motivation was influenced by gender. Alternatively, there was no significance difference found in gender when it came to intrinsic motivation as the p-value(0.023) is less than 0.05. The results for gender affecting intrinsic motivation was on par with the study conducted by Nguyen (2019) whereby males and females showed no disparity in terms of intrinsic motivation. On the other hand, this study's findings greatly contradicted with a study done by Ghazvini and Khajepour (2011). Based on previous research, Ghazvini and Khajepour (2011) stated that females were more intrinsically motivated while the males were extrinsically motivated.

While research question 1 revealed that students generally displayed a self-interested approach (intrinsic motivation) to learning English, it raised the question of why females tend to exhibit a disparity in extrinsic motivation when compared to their male counterparts. The study conducted by Dreber et al. (2013) corroborates this statement with its findings, indicating that females can be just as competitive as their male counterparts. Moreover, Dreber et al. (2013) also suggested that males tend to exhibit an 'all or nothing' approach when it comes to

academic performance, where the concepts of pleasing others and amplifying one's ego become a binary outcome—either a success or a failure. This binary outcome can be generally summed within the statements of the online questionnaire's Section C.

Research Question 3: What are the perceptions of students towards the English language activities in ESL classrooms?

From the findings in Figure 3, there are three aspects pertaining to the students' perspectives. Data for this research question was obtained through interviews conducted with four students after the survey. They were selected based on a randomised online numbering generator in accordance with the arrangement within excel spreadsheet from the survey response. The two distinctive language skills Year 6 students have difficulty in were reading and writing (Part 1), this outcome unfortunately was incongruent with the results of Nguyen (2019)- where speaking and listening were considered the two most difficult language skills students faced. Through the analysis of the interviews, it can be highly understood that Year 6 students were more confident in their speaking skills and preferred to showcase their abilities in the form of oral presentations (mentioned by Interviewees 1, 3 and 4) with statements, "*I find it fun and exciting doing my research and writing my script*", "*I also enjoy writing scripts*" and "*I like to show to the teacher for my...of my... speaking skills.*" respectively; this further supports why the findings were different Nguyen (2019).

Part 2 in Figure 5 showcased the recommendations made by the participants in learning both skills. These suggested activities were mainly projected through an interactive method whereby more knowledgeable others (MKO) were the sole proprietors in aiding students to overcome their language learning obstacles. Among the six suggested activities, four of them emphasised that their language skills could be further improved by asking teachers and peers to guide during their learning pedagogy. This finding aligns with the research conducted by

Sim (2020), where participants similarly expressed a preference for communicative and interactive approaches especially with group discussions and teachers' immediate interference.

During the interviews, participants were also asked to provide their response to their chosen favourite activities in class (Figure 6). Although there were differences in activity management preferences as some may prefer to work individually while others in pairs or groups, it could be inferred that a majority of the interviewees agreed that oral presentations were the most anticipated activity in the ESL classroom as they have high confidence in their speaking abilities and would love to showcase it. Therefore, agreeing with Denies, Yashima & Janssen (2015) cited by Sim (2020) where classroom environment influences L2 learning; hence, educators could use this as an advantage in creating a comfortable learning environment which promotes motivation when English lessons are taught. This reinforces the connections between Part 1 and Part 3 of Figure 3, illustrating how teachers can address challenges in students' language skills by using preferred activities and tailoring them to address specific language skill issues.

5.3 Conclusion

This study employed a mixed-method research design that focused on collecting relevant information from by collecting data from 60 Year 6 ESL students through an online survey and interviews with 4 students. Discussion on the findings were ultimately made to further support the conclusions.

Based on previous research done from Sim (2020), Sorayyaei and Tanggaraju (2020), Ghazvini and Khajehpour (2011), Nguyen (2019) and Thang et al. (2011), there was no single theory which captured the complexity of motivation. However, researchers have reached a consensus that motivation plays a crucial role in language learning, as it directly influences

learners' enthusiasm, commitment, and persistence in the language acquisition process. According to Akorbi (2022), there are only four factors which contributes towards targeted language learning- learner's targeted language (TL) exposure, age, native language and motivation. Due to its governability, motivation empowers educators to redirect students' attention in a more effective manner, thereby facilitating the English learning process and promoting the enhancement of English proficiency.

Based on the literature review of this study, each researcher had a different say on the types of motivation found within their participants. Thang et al. (2011), Nguyen (2019), Sim (2020) and, Sorayyaei and Tanggaraju (2020) mentioned that their participants were more extrinsically motivated; howbeit, Ghazvini and Khajehpour (2011) begged to differ as they approached their findings into further details by stating that females were more intrinsically motivated than their male counterparts. Although these researchers had different outcomes, knowing the types of motivation seemingly portrays a large impact in learning the English language, thereby further emphasising on the importance of this study's first and second research questions. "If the students lose the confidence in the teaching method of teachers, they will become demotivated." (Harmer (1991) as cited in Nguyen (2019).) This greatly reiterated the significance of classroom activities for a conducive learning environment, hence the tremendous focus of the students' perspective of classroom activities in ESL learning, which aligns with the final objective of this study.

In conclusion, this study has determined the types of motivation commonly found, the type of motivation which is influenced by gender and the perspective of ESL classroom activities among Year 6 students. As the students gravitate towards self-motivation (intrinsic motivation) when learning the language, educators could carry out more self-honing approaches in class whereby students are offered more autonomy, self-reflective and constructive feedback activities to ensure motivation is kept at its optimum capacity when

learning takes place. In continuation, results from this study indicated that gender only affected extrinsic motivation. Females were more extrinsically motivated than males, showcasing that they may be more compliant to conform towards the expectations of others and are also more goal oriented than the male students based on the responses from Section C of the online survey. Last but not least, the students' perception towards ESL classroom activities. Learning through an interactive approach tends to be more impactful. Students would generally prefer a communicative approach where they learn from their peers to improve in their language competency.

5.4 Implications

Through the discussions of the findings, it is clearly understood that the implication of this study's conceptual framework is highly relevant to the contributions of effective language learning in the real world. As seen from **Research Question 3**, the interrelations between Part 1 and Part 3 enables educators to easily manipulate the classroom environment. By knowing the students' standpoints of ESL activities, teachers can cater towards their learners needs based their preferences, enabling teachers to redirect the students types of motivation from extrinsic to intrinsic; thus, enabling a ripple effect motion on the learners' self-betterment in English, addressing the overall deterioration rate of language proficiency within fellow Malaysians.

5.5 Limitations

Although the results of this study were successful in addressing the research questions, the limitations should be acknowledged.

First and foremost, the sample size for this study was considerably small and did not include all of the Year 6 ESL students. Through a conversation with the school principal, the total number of students within that standard was 86, however, only 60 students participated due to the lack of consent from the parents of the remaining students. Therefore, limiting and affecting the generalizability of the findings. Due to the small sample size, the findings of research question 1 and 2 may be skewed towards the favour of the female participants as the additional 6 females compared to the sum of male students affects 10% of the findings.

Furthermore, cultural factors may potentially influence the types of motivations within students. Based on this study, majority of the students were of the Malay background, hence, the findings may not be universally applicable to the other ethnic groups in Malaysia. Additionally, through the survey, it was presented that majority of the participants' first language is Malay, not English. Thereby, the lack of English language spoken outside of school. This limits the exposure to the language.

Lastly, parental involvement from the participants. Although it is important for the parents to sign off on the consent form to allow their children to participate, parental involvement of answering the online questions should be taken into account. This is because the participants are considerably young and may have to use their parents' phones when taking the online survey questions. As the questionnaires were distributed through an online link, the study cannot confirm that the answers selected were directly from the participants or through their parents.

5.6 Recommendations

Through this study, it was prominent that the students were more intrinsically motivated which proved to carry a positive connotation that English activities held beneficially influence the students' drive to learn the language. However, through **Chapter 5.5 Limitations**, the results indicated inaccuracies of generalization due to the small sample size. Therefore, it was advisable to expand the population for future research, ensuring the usage of a larger and equal amount of students from both genders to minimise the skewedness in the data.

Secondly, to reduce potential cultural factors that influence motivation of students, researchers could collaborate with multiple school districts that are more diversified in terms of racial background to produce a more well-rounded and generalised interpretation of the Malaysian population as a whole.

Consequently, despite reducing paper consumption of the collected quantitative data for this study, it was impertinent that to address the parental influence of the response of online survey questionnaires. Hence, this study advised that future researches should carry out the survey forms physically in a manner whereby students answer the questions on the spot. Through using this technique, researchers could ensure the authentic response of the participants.

Lastly, this study would also suggest the inclusion of both the teachers' and parents' perspectives on the students' language learning abilities for holistic assessment that regards the students performances during the conduction of research and also in real-life. Therefore, providing validity and reliability of the study's findings.

References

- Ackerman, C. E., MA. (2022, July 17). *Self-Determination Theory of Motivation: Why Intrinsic Motivation Matters*. PositivePsychology.Com.
<https://positivepsychology.com/self-determination-theory/#what-self-determination>
- Akorbi. (2022, February 9). *Top 4 factors that influence language learning in children*. Akorbi. <https://akorbi.com/language-learning-in-children-top-4-factors-for-success/>
- Akram, M., & Ghani, M. (2013, March). *Gender and language learning motivation*. Research Gate. Retrieved from
https://www.researchgate.net/publication/341164307_GENDER_AND_LANGUAGE_LEARNING_MOTIVATION
- Azalea, A. (2020, June 18). *Emphasising the importance of learning English*. The Malaysian Reserve. [https://themalaysianreserve.com/2020/06/18/emphasising-the-importance-of-learning-english/#:%7E:text=According%20to%20the%20annual%20Education,and%20the%20Philippines%20\(60.14\)](https://themalaysianreserve.com/2020/06/18/emphasising-the-importance-of-learning-english/#:%7E:text=According%20to%20the%20annual%20Education,and%20the%20Philippines%20(60.14))
- Balicog, J. A. (2021). *Motivational influences of proficient students in English: implications for teaching and learning*. International Journal of Sciences: Basic and Applied Research (IJSBAR), 58(2), 167–181.
<https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/10312>
- Cebollero, C. (2014, April 23). *2 types of motivation explained*. EMS1.
<https://www.ems1.com/ems-management/articles/2-types-of-motivation-explained-6HNgKoJGBA3YYAR9/>
- Cherry, K. (2022a, August 10). *The psychology of what motivates us*. Verywell Mind.
<https://www.verywellmind.com/what-is-motivation-2795378>

- Cherry, K. (2022b, November 8). *What is self-determination theory?* Verywell Mind. <https://www.verywellmind.com/what-is-self-determination-theory-2795387>
- Chilingaryan, K. (2015). *Motivation in language learning*. SGEM International Multidisciplinary Scientific Conferences on SOCIAL SCIENCES and ARTS Proceedings. doi: <https://doi.org/10.5593/sgemsocial2015/b12/s3.085>
- Corporate Finance Institute Team. (2022, October 17). *Extrinsic motivation*. Corporate Finance Institute. <https://corporatefinanceinstitute.com/resources/wealth-management/extrinsic-motivation/>
- Darmi, R., & Albion, P. R. (2013, July). *English language in Malaysia's system: it's existence and implication*. Research Gate. https://www.researchgate.net/publication/279867616_ENGLISH_LANGUAGE_IN_MALAYSIAN_EDUCATION_SYSTEM_ITS_EXISTENCE_AND_IMPLICATION
- Dilshad, M., Munaza, N., & Zia, A. (2019). *Impact of students' motivation for learning English on their achievement at secondary level*. Pakistan Journal of Social Sciences (PJSS), 39(3), 689–696. https://www.researchgate.net/publication/338775823_Impact_of_Students%27_Motivation_for_Learning_English_on_their_Achievement_at_Secondary_Level
- Dreber, A., von Essen, E., & Ranehill, E. (2014). Gender and competition in adolescence: task matters. *Experimental Economics*, 17(1), 154-172.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- D'Silva, V. (2019, October 19). *Challenges in students' mastery of English*. New Straits Times. <https://www.nst.com.my/news/nation/2019/10/531486/challenges-students-mastery-english>

- Ganesan, S., Khairi, A., Nadarajan, T., & Zulkufli, M. (2020, March 1). *Development of British Colonial Education in Malaya, 1816 – 1957*. *International Journal of Education*, 8(2), 10–15. doi: <https://doi.org/10.34293/education.v8i2.2072>
- Gardner, R. C. (n.d.). *The attitude/motivation test battery: technical report (1985)*. University of Western Ontario. <https://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf>
- Ghazvini, S. D., & Khajehpour, M. (2011). *Attitudes and motivation in learning English as second language in high school students*. *Procedia - Social and Behavioral Sciences*, 15, 1209–1213. doi: <https://doi.org/10.1016/j.sbspro.2011.03.264>
- Hamzah, F. (2018, October 16). *Poor command of English—reason graduates fail at job interviews*. School of Graduate Studies. https://sgs.upm.edu.my/news/poor_command_of_englishreason_graduates_fail_at_job_interviews-45281
- Harchy, S. R. A. (2017). English language motivation between gender and cultures. *Journal of Educational and Social Research*, 7(2), 123–132. <https://doi.org/10.5901/jesr.2017.v7n2p123>
- Jamie. (2021, November 28). *Malaysia ranks 3rd best Asian country in English proficiency, 28th best In the world!*. World of Buzz. <https://worldofbuzz.com/study-malaysia-ranks-3rd-best-asian-country-in-english-proficiency-28th-best-in-the-world/>
- Khasinah, S. (2014, May). *Factors influencing second language acquisition*. *English Journal*, 1(2), 256–269. doi: <https://doi.org/10.22373/ej.v1i2.187>
- Kitjaroonchai, N. (2013). *Motivation toward English language learning of students in secondary and high schools in Education Service Area Office 4, Saraburi Province*,

Thailand. International Journal of Language and Linguistics, 1(1), 22. doi:
<https://doi.org/10.11648/j.ijll.20130101.14>

Lai, H. Y. T. (2013). *The motivation of learners of English as a foreign language revisited*. International Education Studies, 6(10), 90–101. doi:
<https://doi.org/10.5539/ies.v6n10p90>

Lawrence, R., Lim, F. C., & Haslinda, A. (2019). International Journal of Innovative Technology and Exploring Engineering (IJITEE). In *strengths and weaknesses of Education 4.0 in the higher education institution* (2S3 ed., Vol. 9). <https://www.ijitee.org/wp-content/uploads/papers/v9i2s3/B11221292S319.pdf>

Lim, I. (2019, December 6). *English proficiency survey puts Malaysia as 'high' but still below Singapore*. Malay Mail.
<https://www.malaymail.com/news/malaysia/2019/12/06/english-proficiency-survey-puts-malaysia-as-high-but-still-below-singapore/1816644>

Lopez-Garrido, G. (2021, January 4). *Self-determination theory and motivation*. Simply Psychology. <https://www.simplypsychology.org/self-determination-theory.html>

Maguire, M., & Delahunt, B. (2017). *View of doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars*. PKP Publishing Services.
<https://ojs.aishe.org/index.php/aishe-j/article/view/335/553>

Mcleod, S. (2022, November 3). *Simply psychology*. Simply Psychology.
<https://www.simplypsychology.org/vygotsky.html>

Miller, H. (2018, May). *A study of ESL students' perceptions and performance in one-on-one and paired oral tests*. The Repository at St. Cloud State.
https://repository.stcloudstate.edu/engl_etds/131/?utm_source=repository.stcloudstate.edu%2Fengl_etds%2F131&utm_medium=PDF&utm_campaign=PDFCoverPages

- Nguyen, H. C. (2019). *Motivation in learning English language: a case study at Vietnam National University, Hanoi*. The European Journal of Educational Sciences, 06(01). doi: <https://doi.org/10.19044/ejes.v6no1a4>
- Normazidah, C. M., Koo, Y. L., & Hazita, A. (2012, January). *Exploring English language learning and teaching In Malaysia*. GEMA OnlineTM Journal of Language Studies, 12(1), 35–49.
https://www.researchgate.net/publication/287006835_Exploring_English_Language_Learning_And_Teaching_In_Malaysia
- Ochsenfahrt, K. (2012, May 25). *Motivation as a factor in second language acquisition*. GRIN. <https://www.grin.com/document/194731>
- Othman, F. H. M. A., & Shuqair, K. M. (2013). *The impact of motivation on English language learning in the Gulf States*. International Journal of Higher Education, 2(4). doi: <https://doi.org/10.5430/ijhe.v2n4p123>
- Pillai, S. (2022, January 10). *Introduction to Malaysian English*. Oxford English Dictionary. <https://public.oed.com/blog/introduction-to-malaysian-english/>
- Rabiah, T. A. M. S., Maskanah, L. M., Ainul, A. M. Z., Biase, B. M., & Kawaguchi, S. (2020, December 11). *Towards a New Framework of English Language Learning in Malaysian Preschool*. Southeast Asia Early Childhood Journal, 9(2), 144–154. <https://files.eric.ed.gov/fulltext/EJ1288819.pdf>
- Salkind, N. J. (2008). *Encyclopedia of Educational Psychology* (1st ed.). SAGE Publications, Inc.

- Santos-Longhurst, A. (2019, February 11). *Intrinsic motivation: how to pick up healthy motivation techniques*. Healthline. <https://www.healthline.com/health/intrinsic-motivation>
- Sepora, T. T. M., & Sepideh, M. J. (202,December). *Motivation, its types, and its impacts in language learning*. *International Journal of Business and Social Science*, 3(24), 230–235.
https://ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf
- Sim, K. P. (2020, July 8). *Students' Motivation in Learning English as a Second Language at Secondary School Level*. http://woulibrary.wou.edu.my/theses-project/MED2020_KPSIM.pdf
- Smith, G. S., & Tagarelli, K. T. (2023). What motivates you to learn a second language? *Mango Languages*. <https://mangolanguages.com/resources-articles/what-motivates-you-to-learn-a-second-language/#:~:text=For%20example%2C%20you%20might%20be,in%20with%20a%20certain%20culture>
- Sorayyaei, A., & Tanggaraju, D. (2020). *Motivation in second language acquisition among learners in Malaysia*. *Studies in English Language and Education*, 7(2), 323–333. doi: <https://doi.org/10.24815/siele.v7i2.16506>
- Souders, B. (2019a, November 5). *The vital importance and benefits of motivation*. *Positive Psychology*. <https://positivepsychology.com/benefits-motivation/>
- Souders, B. (2019b, November 5). *What is motivation? A psychologist explains*. *Positive Psychology*. <https://positivepsychology.com/what-is-motivation/>

Study Malaysia. (2015, February 28). *Learning of English In Malaysia*. StudyMalaysia.Com. <https://www.studymalaysia.com/education/english-in-malaysia/learning-of-english-in-malaysia#:~:text=The%20English%20language%20has%20been,first%20language%20of%20the%20house>

Suryasa, I. W., Prayoga, I. G. P. A., & Werdistira, I. W. A. (2017). *An analysis of students' motivation toward English learning as second language among students in Pritchard English Academy (PEACE)*. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 43. doi: <https://doi.org/10.21744/ijssh.v1i2.36>

Tai, J. (2020, October 19). *Do college grades predict future success?* Forbes. <https://www.forbes.com/sites/theyec/2020/10/19/do-college-grades-predict-future-success/?sh=6e2987695af6>

Thang, S. M., Thing, S. L., & Nurjanah, M. J. (2011, January). *Attitudes and motivation of Malaysian secondary students towards learning English as a second language: a case study*. *3L: The Southeast Asian Journal of English Language Studies*, 17(1), 40–54. https://www.researchgate.net/publication/265431287_Attitudes_and_Motivation_of_Malaysian_Secondary_Students_towards_learning_English_as_a_Second_Language_A_Case_Study

Thiagarajan, T. (2018, November 23). *Malaysian students have poor English because they're not interested in learning*. World of Buzz. <https://worldofbuzz.com/malaysian-students-have-poor-english-because-theyre-not-interested-in-learning/>

University of Rochester Medical Center. (n.d.). *Self-determination theory*. <https://www.urmc.rochester.edu/community-health/patient-care/self-determination-theory.aspx>

Vasanthi, R. (2022, March 3). *Speaking in English is also important*. The SUN Daily. <https://www.thesundaily.my/opinion/speaking-in-english-is-also-important-EI8912215>

Xian, L. J. (2022, March 30). *Address declining English proficiency among Malaysians, says Syed Saddiq*. The Star. <https://www.thestar.com.my/news/nation/2022/03/30/address-declining-english-proficiency-among-malaysians-says-syed-saddiq>

Appendix

Appendix A: Questionnaire Survey Form

This questionnaire survey form comprises three sections, and you are required to answer all the questions.

Section A (Demographic Information)

Please ‘/’ your answers.

1. Gender:

- Male
 Female

2. Race:

- Chinese
 Indian
 Malay
 Others

If others, please state: _____

3. Language(s) spoken at home:

- Chinese (Mandarin)
 Tamil
 Malay
 English

Others: _____

4. What kinds of activities do you like most during class activities?

- Individual work
 Pair work
 Small group work/ discussion
 Individual presentations
 Pair/ group presentations
 Research and presentation
 Games

Section B (Intrinsic Motivation)

Directions: Please circle the number that best expresses you for each statement. There are no right or wrong answers. Scale 1 represents “Strongly Disagree”; 2 for “Disagree”; 3 for “Neutral”; 4 for “Agree”; and lastly, 5 for “Strongly Agree”.

1.	I wish I were fluent in English.	1	2	3	4	5
2.	I want to learn about other cultures and understand the world better.	1	2	3	4	5
3.	Learning English is good for self-development.	1	2	3	4	5
4.	Learning English will allow me to communicate with more people.	1	2	3	4	5
5.	Learning English will enable me to better understand and appreciate English literature (stories, novels, poems etc.).	1	2	3	4	5
6.	I learn English because it is something that I always enjoy.	1	2	3	4	5
7.	I feel more confident in learning English.	1	2	3	4	5
8.	When I speak English, I don't mind making mistakes.	1	2	3	4	5
9.	When someone speaks English to me, I tend to be nervous.	1	2	3	4	5
10.	Learning English helps me integrate more easily into English speaking communities.	1	2	3	4	5

Section C (Extrinsic Motivation)

Directions: Please circle the number that best expresses you for each statement. There are no right or wrong answers. Scale 1 represents “Strongly Disagree”; 2 for “Disagree”; 3 for “Neutral”; 4 for “Agree”; and lastly, 5 for “Strongly Agree”.

1.	Studying English is important because I will need it for my career.	1	2	3	4	5
2.	I learn English because I need it to further my studies overseas.	1	2	3	4	5
3.	I study English because I want to do well in my examinations.	1	2	3	4	5
4.	I learn English because I can contribute more to society.	1	2	3	4	5
5.	Learning English is important for me because other people will respect me more if I am good in English.	1	2	3	4	5
6.	I study English to please my family.	1	2	3	4	5
7.	I learn English because it's a compulsory subject.	1	2	3	4	5
8.	I learn English so I am not behind my friends.	1	2	3	4	5
9.	Learning English helps me to get an ideal job.	1	2	3	4	5
10.	Learning English helps me search for materials and information in English more effortlessly.	1	2	3	4	5

Appendix B: Interview Questions

1. **What is the most difficult language skill that you experience while learning English? Why?**

2. **In your opinion, what activities can your teacher carry out to help you improve in learning this skill?**

3. **In your own words, could you elaborate more on the selection of class activities you have chosen?**

Appendix C: Interview Transcript of Interviewee 1

- Interviewer : Good afternoon, I am Celeste, you may address me as Cel. Our interview today will be on your perception towards English as second language classrooms. Please do note that this interview is recorded. So before we start, could you please introduce your name?
- Interviewee 1 : Hi! I'm (Interviewee 1's full name). You can address me as Interviewee 1.
- Interviewer : Alright Interviewee 1, this interview consists of 3 questions. There is no right or wrong answer. These questions are solely based on your opinion. So, shall we start?
- Interviewee 1 : Yeah, we can start.
- Interviewer : Okay. So, for our first question, Interviewee 1, can you please tell me what is the most difficult language skill that you experience while learning English?
- Interviewee 1 : The most difficult language skill that I've.. I experience while learning English is probably writing because I find it hard making essays and some of the spelling.
- Interviewer : So you have problems with spellings and writing essays. Is it just essay format, or essay in general, as in sentences?
- Interviewee 1 : Essay format.
- Interviewer : Essay format. Okay. And spelling, is it?
- Interviewee 1 : Yes.
- Interviewer : Okay. So the second question is that, in your opinion, what activities can your teacher do to help improve in your writing skills in terms of essay format and spelling?
- Interviewee 1 : The teacher can give us more essay writing because the school rarely gives us essays. And the teacher can also give us more spelling bee competitions.
- Interviewer : Alright, okay! So in your own words, could you elaborate more on the class activity which you've chosen, which is "research and presentation" when you filled up the survey form as the most favourable activity?

Interviewee 1 : I.....

Interviewer : Do you need me to repeat myself?

Interviewee 1 : Yes, please.

Interviewer : Okay, so in your own words, could you elaborate more on the class activity you have chosen, which is “research and presentation” compared to the other activities?

Interviewee 1 : I chose “research and presentation” because I find it fun and exciting doing my research and writing my script all by myself.

Interviewer : So you enjoy writing scripts, is that right?

Interviewee 1 : Yes, that is correct.

Interviewer : And you prefer to do alone? May I know why?

Interviewee 1 : If I do it alone, I’m the only one who has to do all the work. I don’t have to stress about everyone else not doing the work.

Interviewer : Okay. Alright. That is all for our interview Interviewee 1. Thank you so much for your time.

Appendix D: Interview Transcript of Interviewee 2

- Interviewer : Good afternoon, I am Celeste, you may address me as Cel. Our interview today will be on your perception towards English as second language classrooms. Please do note that this interview is recorded. Before we start, could you please introduce your name?
- Interviewee 2 : My name is (Interviewee 2's full name) but you can call me Interviewee 2.
- Interviewer : Alright Interviewee 2, this interview consists of 3 questions. There is no right or wrong answer. These questions are solely based on your opinion. Shall we start?
- Interviewee 2 : Sure.
- Interviewer : Okay, Interviewee 2. Can you please tell me what is the most difficult language skill that you experience while learning English? There are four- reading, writing, listening and speaking.
- Interviewee 2 : Uh... I prefer reading.
- Interviewer : You think that reading is the most difficult language skill that you encountered?
- Interviewee 2 : Yes.
- Interviewer : Can you please explain to me why?
- Interviewee 2 : Uh... because I can't really pronounce or read the words that I do not know.
- Interviewer : Alright. So what I am trying to understand is that when you're reading, if you do not know the words or how to spell it, you have difficulties in pronouncing the words, correct?
- Interviewee 2 : Yes.
- Interviewer : Okay. So in your opinion, what kind of activities can your teacher carry out to help improve in your reading skill?

Interviewee 2 : Uh... I find it helpful for the teacher to spell and pronounce the words that I do not know how to read for better reading.

Interviewer : So do you prefer your teacher to do it on the spot or once all the sentences have been read.

Interviewee 2 : I prefer the teacher to do it on the spot.

Interviewer : Okay, Interviewee 2. The last question would be, “in your own words, could you please elaborate more on the class activity that you have chosen, which is ‘games’ as the most favourable activity?”

Interviewee 2 : Because games are fun and interesting, I do not feel pressured when learning new things while playing games with my friends.

Interviewer : Alright, so, is there anything else you would like to add on?

Interviewee 2 : No.

Interviewer : Alright, Interviewee 2. That is all for our interview. Thank you for participating. Bye!

Interviewee 2 : Bye!

Appendix E: Interview Transcript of Interviewee 3

- Interviewer : Good morning, I am Celeste, you may address me as Cel. Our interview today will be on your perception towards English as second language, ESL classrooms. Please do note that this interview is recorded. Before we start, could you please introduce your name?
- Interviewee 3 : Good morning. My name is (Interviewee 3's full name). You may address me as Interviewee 3.
- Interviewer : Alright Interviewee 3, this interview consists of 3 questions. There is no right or wrong answer. These questions are solely based on your opinion. Ss, shall we start?
- Interviewee 3 : Yes.
- Interviewer : Okay, Interviewee 3. Can you please tell me what is the most difficult language skill that experience while learning English?
- Interviewee 3 : Hmm...The most difficult language skill that experience while learning English is most probably reading.
- Interviewer : Can you tell me why?
- Interviewee 3 : Because I have some trouble pronouncing words.
- Interviewer : Okay. So in your opinion, , what activities can your teacher carry out to help improve in your reading skill?
- Interviewee 3 : In my opinion, my teacher can carry out reading competitions, teaching students reading strategies and group activities.
- Interviewer : Can you explain to me more about group activities?
- Interviewee 3 : The teacher will put certain amount of students in a group and give them a certain book. The students that don't know how to read may ask the higher level students.
- Interviewer : So these higher level students are within the group itself, right?

Interviewee 3 : *Head nods*

Interviewer : Okay! So in your own words, could you elaborate more on the class activity which you've chosen, which is "research and presentation" as the most favourable activity?

Interviewee 3 : This class activity is really fun. I also enjoy writing scripts. I like to do research and presentation because everyone will know the relevant contents for group discussions. This way, everyone will know on what to talk about during the presentation.

Interviewer : Alright, Interviewee 3. I think that is all for my questions. Is there anything else you would like to add?

Interviewee 3 : I don't think so.

Interviewer : So if that's the case, thank you for your time and I hope you have a great weekend! Bye!

Interviewee 3 : You too! Bye!

Appendix F: Interview Transcript of Interviewee 4

- Interviewer : Good afternoon, I am Celeste, you may address me as Cel. Our interview today will be on your perception towards English as second language, ESL classrooms. Please do note that this interview is recorded. Before we start, could you please introduce your name?
- Interviewee 4 : Hello! My name is (Interviewee 4's full name), and you can call me Interviewee 4.
- Interviewer : Alright Interviewee 4, this interview consists of 3 questions. There is no right or wrong answer. These questions are solely based on your opinion. Shall we start?
- Interviewee 4 : Yep.
- Interviewer : Okay, Interviewee 4. Can you please tell me what is the most difficult language skill that you experience while learning English?
- Interviewee 4 : It...Okay, for me, it is writing because when teacher write like a few words on the board and then you must write a essay or a sentence with that. And the problem is that the ideas because the ideas would take so long, for me, it would take so long. And there's always a time limit.
- Interviewer : So you get nervous because you have the for the ideas in such a short time. Am I right?
- Interviewee 4 : Yes.
- Interviewer : Okay, so in your opinion, what kind of activities can your teacher carry out to help you improve in those skills?
- Interviewee 4 : Okay, so the teacher can write four words on the board or more. And everybody must write one sentence on the board.
- Interviewer : Okay.
- Interviewee 4 : Okay, example. It's my turn, so I would go, and there's always a time limit. If I am taking so long, like taking so long, the teacher would give few ideas and if I created a sentence. And...If I created a sentence, the teacher will see if it's correct or not. If it's not correct, the teacher will

tell “it’s not correct” and where in the sentence it’s not correct. And the teacher will tell on how to improve.

Interviewer : Okay, so...um.. to sum that up, you would rather the teacher ask you to write down the sentences. That means if she were to give a word and she were to ask you to come up to write the sentence, and you cannot come up, you want the teacher to ask the students help to create the sentence together with you. Am I right?

Interviewee 4 : Yep.

Interviewer : So once the students have created the sentences together with you, then the teacher will only correct your sentences. Correct?

Interviewee 4 : Yep.

Interviewer : You would prefer to do this in a classroom setting where everybody is helping you, not just you and the teacher alone. Correct?

Interviewee 4 : Yep.

Interviewer : Okay, I understand. So for our last question, Interviewee 4. Could you please explain to me more on why you chose ‘pair or group presentation’ for the most favourable class activity?

Interviewee 4 : Okay, I like pair and group presentation because I like to show to the teacher for my...of my... speaking skills.

Interviewer : Okay, you like pair and group presentation because you like to show speaking skills. Is there any other reason as to why it’s pair or group and not individual presentation?

Interviewee 4 : Um... Okay, the first one is the ideas. The person...okay...For me, I have...I have trouble for making ideas. If it is like pair, the person will make the ideas and I will speak...yeah.

Interviewer : Okay, so you prefer to be in a pair or group work because you do not think as fast or create ideas as fast, so you would like other people to share their opinions so that you can interpret it better and create the presentation so you can show your speaking skills. Am I right?

Interviewee 4 : Yep.

Interviewer : Okay, is there anything else you would like to add or is there anything that I've said wrongly that you would like to correct me?

Interviewee 4 : Nope.

Interviewer : Okay, so that is all then. Am I right?

Interviewee 4 : Yep.

Interviewer : Okay, Interviewee 4. Thank you for your time. Thank you for tis interview. I hope you have a great day, bye!

Interviewee 4 : Bye!