



Addis Ababa University
አዲስ አበባ ዩኒቨርሲቲ

SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!



ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES AND SOCIAL SCIENCE

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

**FACTORS AFFECTING STUDENT'S MOTIVATION IN ENGLISH
CLASSROOM: THE CASE OF KOKOFFE PRIMARY SCHOOL**

(GRADE 8 IN FOCUS)

By: Amenu Afeta

Advisor: Dr. Alamirew G/N (PhD)

A RESEARCH SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE FOR PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTERS OF ART IN ENGLISH

AUGUST, 2024

ADDISABABA, ETHIOPIA

DECLARATION

I hereby declare that this research entitled “**Factors affecting students’ motivation in English class room (in case of Kokoffe Primary School) Oromo, Ethiopia**” is my original work, done with the guidance of my advisor, has not been presented for any degree or otherwise in this or any other College, and all sources of materials used for the thesis have been fully acknowledged.

Amenu Afeta

Name

Signature August, 2024

CERTIFICATE

This is to certify that this research prepared by Amenu Afeta entitled to “**Factors affecting student’s motivation in English classroom (in case of Kokoffe Primary School) Oromia, Ethiopia**”and submitted in partial fulfillment of the requirement for Masters of Arts in English complies with the regulation of the university and meet the accepted standard with respect to originality and quality.

Singed by Examining Board:

Examiner 1: _____ Signature _____ Date _____

Examiner 2: _____ Signature _____ Date _____

Advisor: Dr. Alemirew (PhD) Signature _____ Date _____

ACKNOWLEDGEMENTS

First of all, Glory to the almighty God for His interminable help. Without its help this research can not be realized. I am grateful to my advisor, Dr. Alemirwe (PhD) for his committed, motivated and guidance me to successfully complete this research study. And also I would like to express my gratitude and love to my Family; with them I share all ups and downs of life and unlimited assistance, moral support and their continuous interest and dedication to support me all the time. My deepest gratitude also goes to academic and administrative staff members of the Kokoffe primary school and the students of Kokoffe primary school are selected for sample size by filling out and return the questionnaires' and those who cooperated with me in providing valuable information. My thanks also go to all academic staff members of the college of Humanities and social science too. Finally, I would like to express my deepest gratitude to my honorable friends and colleagues for their unreserved moral support and cooperation to conduct this study.

TABLE OF CONTENTS

Contents	Pages
ACKNOWLEDGEMENTS	i
LISTOFTABLES	v
<i>ABSTRACT</i>	vi
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Objective of the Study.....	4
1.3.1. General Objective.....	4
1.3.2. Specifics Objective.....	5
1.4. Research Questions	5
1.5. Significance of the Study	5
1.6. Scope of the Study	5
1.7. Limitation of the Study	6
1.8. Structure of the Study	6
1.9. Ethical Consideration	6
CHAPTER TWO	7
2. REVIEW OF RELATED LITERATURE	7
2.1. Definitions of Motivation.....	7
2.2. Advantage of Motivation in Learning English.....	8
2.3. Demotivation	8
2.4. The role of the Teacher.....	9
2.5. Theories of Motivation	10
2.5.1. Components of the Construct of Motivation.....	11
2.6. Factors Affecting Motivation in Learning English.....	13

2.6.1. Motivation and Foreign Language Learning	13
2.6.2. Emotions and Evolutionary Motivation.....	13
2.6.3. Socio Economic Background	14
2.6.4. Integrative and Instrument Motivation	14
2.6.5. Classroom Activity and Interaction	15
2.6.6. Teachers' Methods and Syllabus	15
2.7. Intrinsic Factors	15
2.7.1. Extrinsic Factors.....	16
2.8. Conceptions of Speaking and Fluency	20
2.8.1. English speaking	20
2.8.2. Speaking Fluency	22
2.9. Related Studies	23
CHAPTER THREE.....	26
3. RESEARCH DESIGN AND METHODOLOGY.....	26
3.1. Research Design.....	26
3.2. Population, Sample and Sampling Technique	26
3.2.1. Population Description	26
3.2.2. Sample Description.....	26
3.2.3. Sampling Technique	26
3.3. Data-gathering Instruments	27
3.3.1. Questionnaire for Students.....	27
3.3.2. Interview for Teachers	28
3.3. Data Analysis and Interpretation Techniques	28
CHAPTER FOUR.....	29
4. DATA ANALYSIS, FINDINGS, AND DISCUSSION	29
4.1 Findings	29
4.1.1. Intrinsic Factors of Motivation	30

4.1.2. Extrinsic Factors	32
4.2 Discussion	40
CHAPTER FIVE.....	42
5. CONCLUSION AND RECOMMENDATION	42
5.1. Conclusions	42
5.2. Recommendations	44
REFERENCES.....	46
APPENDICES.....	51

LISTOFTABLES

Table 1: Intrinsic factors of motivation.....	30
Table 2: Extrinsic factors regarding learning environment questionnaires' for students	32
Table 3: Extrinsic motivation concerning teacher components questionnaires' for students	34
Table 4.Extrinsic motivation related to parental factors questionnaires' for students.....	36

ABSTRACT

Learning a second language assists students in gaining achievements in academic areas. Motivation is one of the fundamental factors in learning a language, the feelings and excitement offered by extra enthusiasm for students to learn a English language in a better way. This study aimed at investigating factors affecting the motivation of grade 8 students towards learning English in Kokoffe primary School in Kokoffe town, Oromia, Ethiopia. In this study 91 sample students are randomly selected (50%) out of the total population (182) for the study. In order to gather data, a questionnaire was systematically prepared and designed. In the study process, these participants were given questionnaires which consisted of several statements related to the mentioned factors and the interview to get information. The collected data from the two instruments mentioned above were all analyzed afterward. This study showed that there were elements that motivate students towards English learning, Parental, environmental, teachers and intrinsic (personal) factors were examined. It is hoped that this research can be helpful for not only students but also teachers in learning and teaching English.

Keywords: Motivation of students in English; second language learning; intrinsic factors, extrinsic factors, Social context factors etc.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

As we know so far, English is one of the most commonly used languages in the world. Indeed, living in a very connected world requires more communication skills and as a bridge, it is used to connect trouble-free for you to connect with people, movies, music, culture, or whatever you want via English fluency. In Ethiopia the English language has been taught throughout all levels of education. In primary and secondary schooling, English has been taught for almost 11 years and when the students enter the tertiary level, they still learn English as a subject requirement before graduation. However, despite all of the exposure, the proficiency level of students is subpar. It is believed that everyone must work together to provide better outcomes for their children, especially parents. Santrock, (2003) emphasized that the processes of punishment, reinforcement and imitation allow children to inculcate certain behaviors. He explains that when a child is reinforced for an acceptable behavior, the child is likely to repeat it. Good parenting skills involve a lot of control management (D. Baumrind, 1991). The way parents try to control their children will eventually affect their development. It is assumed that the primary role of all parents is to influence, teach and control their children before they go to school. In the learning process, children first imitate their parents or caregivers such as maids who are normally close to them during that period.

Observation learning has a significant impact a child's learning language as children observe their parents' use of language at home through the television program that they watch or the reading material that they read. Family is the only place of learning where the basic framework of personality and development is established (R.B. Burns, 1985).

Especially for the students teachers of the English Language Department, the Faculty of Education and Teacher Training, English speaking fluency is indispensable. This is so because, firstly, they need to use English orally daily as a role model for their students. It is necessary for them to be competent in using English in order to be able to interact with students during the

teaching and learning. Secondly, they need to design classroom activities that supports to develop their fluency when using English orally.

However it is customary to observe that not all learners who study English, can speak fluently. This may be due to several factors, such as they have not enough knowledge of English, especially in speaking skill. This is why speakers need to prepare what to say and how to say it well to make

Listeners understand the meaning clearly (McMillan, 1987). Before expressing ideas, the speakers have to consider what they are going to talk. Another problem is that in some countries where English is not first or second language, learners are not frequently exposed to English usage (Muamaroh, 2013). As such, they cannot use it automatically in speaking.

Oral communication is an important part of the teaching of English as a foreign language. There are some studies that have been conducted in order to found out the impact between classroom activity and students' speaking fluency. (e.g., Tornqvist, 2008; Gudu, 2015; Shen, 2013; Tumova, 2002). Classroom activity and students' participation during learning process affected students' speaking fluency. As supported by Tornqvist (2008) during teaching speaking in English as a foreign language it is the great importance for the educators to decide that students' emotion, and have a great impact on foreign language learning. This means lecturer in classroom process could have influence students' speaking fluency directly.

In the Ethiopian context, English language used for different purposes in some areas like Ethiopian Telecommunication Corporation, Ministry of Culture and Tourism, and Ethiopian Airlines although it is in side to side the Amharic language. English is more of a foreign language than a second language in Ethiopia. This is mainly because English is so infrequently used in daily life outside the classroom and students do not have the opportunity to learn the language informally. The designation of English, as a second official language, of the country is, thus, according to Stoddart (1986), misleading. By providing an environment that supports a child's learning needs at home, parents are involved with their children's learning development. They are able to assist their children at home by using specific learning activities to reinforce the children's work.

Different experimental evidences have shown that some English language learners lose their interest and motivation during the English language learning process because of such factors as teacher related factors, classroom related factors, and student related factors (Dornyei & Murphey, 2003; Falout& Maruyama, 2004; Ayako, 2004; Falout & Falout, 2005; Kikuchi & Sakai, 2009). Although there have been significant studies exploring factors influencing students' motivation in English learning in the Vietnamese context, those studies focused on English majored students or K-12 students. There is a lack of meaningful studies that can provide valuable findings and be utilized to motivate and encourage English learning of non-English majored students. Psychologists believe that parents have an opportunity to reinforce their children's learning and to influence their general perception towards learning a language (R.B. Burns, 1985). The influence of teachers towards second language teaching within the classroom may affect a students' performance. Research has indicated that many traditional language teaching techniques are extremely ineffective (P. Lightbown and N. Spada, 2006). The use of explicit teaching in areas such as phonology, grammar and vocabulary, seem to be limited in helping learners to notice important inputs. (Martinez-Lage, 1997) mentions that multimedia presentations allow a greater and more effective learning process among learners. Early exposure to a second language also increases a child's capacity to learn. Most learners begin their acquisition process with a silent period in which they speak very little. Wong(R.M.H.Wong,2007), found that there is a positive correlation and direct relationship between the teacher and a students' English attainment.

1.2. Statement of the Problem

Indeed, living in a very connected world requires more communication skills and as a bridge, it challenge for someone to communicate with people, movies, music, culture, or whatever want via English fluency. Demotivation is the mindset that students in schools are losing their motivation or interest to learn English as time goes by 'Lack of school facilities', 'overemphasis on grammar', 'long passages' and 'expectancy to use grammatically correct English in the classroom' as strong sources of demotivation. Nevertheless, it would be a challenging task for students when English is more likely a foreign language with lots of differences in comparison with first language, result in demotivating and getting lost which is a worrying matter in motive determination. In order to address the above stated problems and challenges this study was

assessed and investigate the factors that influence students motivation to learn English and speak fluently.

Thus, the main focus of the study is concerned with the investigation and establishment of the factors affecting students' motivation towards learning English among primary school students. Because it believed that studying the factors might lead our students to facilitate themselves in different situations while learning English language. This also in turn helps them reach higher levels in different fields of the study. However, to do this, students of English language should have a motivation towards their learning. This research aims at investigating the factors affecting the motivation of students towards learning English in Kokoffe government primary school, found in East Wollega Zone, Oromia Region, Ethiopia. This study intends to conduct the research on grade 8 students. It is believed that students from this school seem to have motivation problem and less achievement towards learning English. As there searcher had been a student in that school for 7 years (2–8 grades), the learners seem to demonstrate the problem by how haphazardly they perform in their continuous assessment tasks, and the excuses they make for not doing their homework. Furthermore, most students do not seem to value the opportunity they get in school to practice English. They seem to prefer their own; first language (Afan Oromo), even during English periods.

In brief, the absence of willingness or what seemed to be motivation problem in the learning of English amongst the learners in Kokoffe primary School might be the result of the lack of crucial English language proficiency and achievement. Thus, this study intends to identify the factors affecting the motivation of students towards learning English language. And finally, intends to look for possible solutions for such problems.

1.3. Objective of the Study

1.3.1. General Objective

The aim of this study was to find out the factors affecting motivation of grade8 students towards learning English at Kokoffe primary school.

1.3.2. Specifics Objective

The specific objectives of this study are given as follows:

- ✓ To explore what motivate students in learning English classroom.
- ✓ To explore the extent to which students are motivated in learning English at Kokoffe primary school
- ✓ To investigate the factors that affect students' motivation in learning English at Kokoffe primary school.
- ✓ To examine what demotivate students in learning English classroom.

1.4. Research Questions

The study was proposed to answer the following research questions:

- 1 What is motivation in learning English classroom?
- 2 What are the possible factors that positively and negatively affect grade 8 students motivation towards learning English language?
- 3 To what extent does each identified factor exert an influence on students' motivation towards learning English?
- 4 What is demotivation in learning English classroom?

1.5. Significance of the Study

This study believes that all teachers, principals, Educational experts under the study might benefit from the findings which hope fully contribute for improving learning English. And also the finding might provide important information for principal, teacher, ware dedication and zonal education experts on how to motivate their students in learning English. Also the study hopefully provides some insight that could trigger the researchers to extend the study into a wider scope to make intervention based on the result of the study.

1.6. Scope of the Study

This study aimed at investigating on factors affecting the motivation of grade 8 students towards

learning English in Kokoffe primary School in Kokoffe town, Oromia, Ethiopia. Their English language teachers were involved in the study this study was addressed grade 8 students motivation and English language teachers were involved. The subject is focusing motivation for learning. Grade 8 students and their teachers were study participants involved in the study. In this study 91 sample students are randomly selected from grade 8 students. In this research two motivations factors intrinsic (personal) and extrinsic motivation factors are considered.

1.7. Limitation of the Study

Some of the challenges that encountered during the study were lack of cooperation among the subject of the study student and teacher focus group discussion is not conducted due to lack of time and political instability as gathering people is challenging, Parental or guardians (parent, teacher association) were not reached and also other primary and secondary school were not involved because of time and security.

1.8. Structure of the Study

This research contains 5 chapters which are organized as follows: - Chapter one provides introduction of the study, which highlights the background of study, statement of the problem, general and specific objectives of the study. Chapter two describes about the Motivations as well as background theory and literature review of previously conducted researches on this area of research. The two types of motivation factors are discussed in this chapter. Chapter three is about research design and methodology, population, sampling and sampling techniques were discussed. Also data gathering instruments are explained. Chapter four presents data analysis, Findings and discussions. In the last chapter, conclusions and recommendations of the research are presented. Finally, the references and appendices are presented at the end of the study.

1.9. Ethical Consideration

Approval request was submitted to the Kokoffe primary school to undertake the study. Informed consent was obtained from each study subject prior to the questionnaires' after the purpose of the study was explained to respondent. Confidentiality of the information was assured and privacy of the respondents was maintained. Information was provided that as procedure does not cause any harm to the study subject.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definitions of Motivation

As mentioned in Chapter 1, motivation could have been considered as one of outstanding terms in the process of linguistic learning because of its effects towards learning result. For this reason, several amount of research papers has been conducted and brought about that is mindsets and definitions of motivation, some of which were mentioned below. First of all, the term motivation is simply understood that is something encourages you to act. A definition excerpted from Cambridge Dictionary mentioned that “motivation is the need or reason for doing something”. More clearly, Boundless Psychology showed that “Motivation describes the wants or needs that direct behavior toward a goal. It is an urge to behave or act in a way that will satisfy certain conditions, such as wishes, desires, or goals”. S. Sibanda briefly defined “Motivation is the invisible hand that controls all the activities of humans and organisms” in 2015.

National Research Council(2001)wrote that “Motivation is a condition that activate sand sustains behavior toward a goal. It is critical to learning and achievement across the life span in both informal settings and formal learning environments”. For example, children who are motivated tend to be engaged, persist longer, have better learning outcomes, and perform better than other children on standardized achievement tests (Pintrich, 2003).

In fact, it cannot be that motivation contributes effectively and plays a vital role in learning English. Alizadeh (2016) stated “Motivation has a very important role in learning English as a foreign or second language successfully”. Besides, Nuridin (2019) also agreed that “It is undeniable that motivation plays key role in second or foreign language learning ”.Motivation makes the learning results better, they interact with each other. For this reason, “That there exist significant correlations between motivation and foreign language learning” was the results showed in the research of Bernaus (1995).

Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. As Huitt (2001) thought that paying attention to the importance of language will help learners improve the motivation to learn

even if they do not have enough intrinsic motivation. It can be stated that teacher's should be aware of significance of motivation in learners 'language learning and through some changes they can help learners increase their motivation. In short, motivation is one of the most important factors which influence language learners' success or failure in learning a language.

2.2. Advantage of Motivation in Learning English

Human beings, throughout a long length of historical periods, have made an attempt to take advantages of various methods of communication for the purpose of getting knowledge from other nations to preserve them for the next generations. Needless to say, a language is like an efficient tool in communication. Knowing English is really important because of their population in communication nowadays. However, to be better and better when we study this subject, motivation is a really significant element in the first step.

First of all, "motivation" is like a crucial element that cannot be replaced in life. Motivation is the reason before doing an action. Schmitz (2012) believed "Motivation is what makes us do the things we do". Any actions need it to be completed and become more successful. Therefore, Emily R. Lai (2011) stated "Motivation refers to reasons that underlie behavior that is characterized by willingness and volition". Zampas (2014) said "Without motivation in life, it's hard to strive for success and achieve internal happiness".

In learning English, Guthrie (1997), said that intrinsic motivation is a significant impact not only on reading comprehension but on the other aspects of reading such as reading breadth. According to Moskovsy and Alrabai (2009), instrumental motivation plays more important role. Similarly, "It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our students" was considered by Anjomshoa and Sadighi (2015). Considered by Anjomshoa and Sadighi (2015). In general, there is no doubt about the importance of "motivation" in learning English.

2.3. Demotivation

Demotivation is the mindset that students in schools are losing the motivation to learn English as time goes by. Demotivation can be described as a decrease or drop in level of motivation Bekleyen, (2012). If students did not get their motivation, it easily becomes demotivation and in

fact, the number of demotivated learners is increasing. Therefore, while motivation is a positive side in promoting English learning, demotivation is the opposite. Demotivation can be regarded as the negative counter part of motivation. Likewise, DE motives can be considered as the negative counterparts of motives. Moreover, a demotivated learner is someone who gets lost his interest for some reasons. The loss of interest can originate from different sources of demotivation. For instance, an unprepared teacher or an uninteresting textbook can act as a demotivation for students. However, not all researchers agree that demotivation is only external. Many researchers (e.g., Arai, 2004, Falout&Maruyama, 2004andSakai&Kikuchi, 2009) go on to expand Dörnyei's original definition to cover both external and internal factors (i.e., demotivates) which reduce or diminish the motivation to study English.

Like motivated factors, demotivation can conclude internal and external factors such as learning environments, teacher's components, parental factors, social factors. 'Lack of school facilities', 'overemphasis on grammar', 'long passages' and 'expectancy to use grammatically correct English in the classroom' as strong sources of demotivation(Meshk at and Meskani,2012).Since the students are not required to use English language in their future studies, this long and tedious process of learning language make them feel tired. Their other courses related to their main fields of study also cause demotivation. Therefore, getting awareness of demotivation is able to help students minimize its influences.

If students can shed light on factors that make them demotivated and fix them, certainly, their learning results will be better and better. Even though, its crucial role in the learning process has been confirmed (Dörnyei and Ushioda, op.cit.)

2.4. The role of the Teacher

It goes without saying that the teacher is the corners one of any teaching -learning situation and its process. This the view held by so many researchers and educators (Al-Kaboody, 2013; Assalahi,2013;Bahous,Bacha,&Nabhani,2011;Brown,1994;Cook,2013;Davis,2003;Dörnyei,2001 ,2003;Lightbown&Spada,2006;Reeve&Jang,2006;Spolsky,1990;Williams&Burden,2002). And in order to make such a process a success, the teacher is to create the required amount of motivation that can make the teaching-learning process continue as much as possible. Nadeem (2013, p. 209) confirms that the teacher is supposed to "play a highly significant role in creating

motivation strategies” that can make the teaching practice motivational. The teacher has to be motivated to be able to create that required level of motivation. Gonzales (2010) explains that the idea of teachers a friend, a guide, an inspiration provider, a source of knowledge and role model is not new as it has been there for centuries. Koran (2015, p. 38) adds that “teachers are seen as the major determinant sources of motivation for language learners...and are, further, expected to enhance learners’ motivation for better language learning.” Al-Kaboody (2013, p.45) goes further to say that “teachers have a huge responsibility to initiate learners’ motivation and keep it alive throughout the learning process”. Teachers play a central role in motivating learners; therefore, we can conclude by saying that creating and consolidating motivation in class depends highly on the teacher.

Teachers are, with no doubt, the providers of motivation. This is because they are the people who feed the learners ‘minds with knowledge, skills and information. While parents raise their children biologically, teachers raise them mentally to become successful learners. It is stressed by Assalahi (2013, p. 1) that teachers have gained this high position “through in-service teacher education, college preparation” and the experiences gained from their field. This means teachers should be aware of observing motivation while teaching and subsequently to create awareness of learning and motivation for their learners.

2.5. Theories of Motivation

The social psychological, period focused on role of learners’ social contexts and social interactions. During the period (1959-1990) Gardner, (1985) introduced the socio-educational model. The model studies two factors of learning. Those are: ability and motivation. Learners who have higher level of ability will do better than the learner with lower level. Those learners are more oriented and more attentive towards language learning. They are eager to know about different materials and highly motivated to participate in language learning. Some learners have ability and high or low motivation. Ability and motivation both are related with formal and informal language learning contexts. Formal language learning happens through realization of language in classroom and informal language learning is learning through experience from everyday life, like learning from radio or television. Ability and motivation both are involved in formal learning contexts, but informal context would be more involved than ability. Educational setting and cultural contexts both are related to motivation but are not applicable for ability.

Cognitive prospective done with learner mental process that influences their motivation. Cognitive psychologists argued that, individuals' thought on their own ability, possibilities and limitations has an effect on motivation. Regarding this, self-determinations theory focused on the learners' intrinsic and extrinsic motivation. It is generally accepted that motivation is the most important part for learning a second language. Dorneyand Ushioda (2013), have discussed about motivations in a very descriptive way. From their prospective motivations drives from the latin verb, ' movera', which means to move'. Motivation influences perform action and make some choices. They describe motivation with two terms: direction and magnitude. They defined motivation more specifically with some points. They are the choice of a particular action, the persistence with it and the effort expended on it. In detail, motivation helps learner choice specific action. In that process motivation can work out learn the language. Learners should expand their best effort to attend to attain the goal. The three things can happen only if the learner has motivation or desire to learn.

2.5.1. Components of the Construct of Motivation

Like other scholars, Gardinner gives great importance to the subjects' orientation or integral motivation. In socio-educational model seeks to interrelate four aspects of language to learning: 1) the socio and cultural milieu grow up: 2) individual learner difference such us intelligence language attitude motivation anxiety.3) formal or informal learning context: 4) final learning outcomes, in short, the socio educational model is made up of:

1. Cultural beliefs: Gardinner points that language two (L2) learning takes place in specific cultural contexts. The subjects' beliefs has regards the relevance of language two (L2) learning, together with their attitude towards the community of L2 speakers exert an important influence on those subjects' identity' and on the results they obtain.
2. Individual learner differences: Gardinner, highlights the direct influence of four personal features on final performance in the L2. The differences are determined by the degree of:
 - A. Intelligence, which establishes the efficiency and rapidity with which subjects perform tasks in classes.
 - B. Language aptitude, it includes several verbal and cognitive capacities which facilitates learning. Such the capacity for phonetic codification, grammatical sensitivity,

memorization of linguistic elements, inductive capacity, verbal intelligence, auditory capacity, etc.

C. Motivation, which involves the subjects' degree of commitment to L2 acquisition. It integrates three basic components: desire to learn, effort towards a goal (L2 learning), greater or lesser satisfaction learning (affective components)

3. Learning contexts: formal: when L2 learning takes place in the classroom. Informal: it occurs in more spontaneous and natural situations where there is no formal instruction.

4. Outcomes linguistics: they refer to linguistic competence: knowledge of grammar, vocabulary, pronunciation etc.

- None linguistic competence: these involves the effective components that is the subjects' attitude and values
- Among other models which attempts to explain motivation in an educational contexts, Dornney's (1990) and 1994) is worthy of mention. In this model, the components of motivation are organized in three levels which are somehow related to L2 learning process(1994

1. Linguistic level. At this level, we find the reasons why the students are interested in the L2 and why study it and make an effort to learn it. Here, we should mention two sub systems:

- The sub system of integrative motivation:
- The sub system of instrumental motivation

2. Level related to the learner.it includes the learners' needs and beliefs, such as:

- needs achievement
- Self-confidence and security: anxiety, self-stem, casual attributions, self-efficiency etc.

3. Level related to the learning situation. Several factors are operative at this level:

- Motivating potential of the subject: interest, relevance, expectations, and satisfactions.

- Motivating potential of the teacher: personality, behavior, teaching styles...
- Group related motivational factors: group cohesiveness, class structure....

2.6. Factors Affecting Motivation in Learning English

There are two types of motivation: intrinsic motivation, or internal factors that motivate a person to learn. Then, there is extrinsic motivation, or external factors that engage the person in the process of learning English. Both types of motivation are important in learning English. Ryan and Deci (2000) posit their accepted distinction of motivation between “intrinsic” and “extrinsic” motivation. As in the classification, intrinsic motivation is an activity for its innate gratification without the thought of any consequence, while extrinsic motivation is understood like an activity in order to receive external rewards.

In the last few years, the topic of intrinsic and extrinsic motivation has raised a lot of interest in EFL learning (Oletić, 2014). Similarity, Nina (2014) also stated that “intrinsic or extrinsic motivation and the correlation between motivation and success in learning a foreign language have been examined”. Extrinsic motivation helps students become driven and competitive, while intrinsic motivation supports seeking knowledge for its own sake. Ultimately, fostering both types of motivation help students develop good study habits and an investment in learning. These factors are explained in the following section.

2.6.1. Motivation and Foreign Language Learning

Language learners can success by having their own goals and plan. Students can help themselves to achieve their goals by determining their own language requirements. Setting goals and having expectations leads to increase motivation which resultantly leads to a higher level of language competence

2.6.2. Emotions and Evolutionary Motivation

The past affects the behavior of the people who are motivated to do certain things. These evolutionary prospective suggests that the need to advance in some way or to preserve life is motivation for particular action or behaviors to occur. Similarly, emotions determine what action or actions may be necessary to achieve and end goal. If a person feels safe and content, he could

become oblivious (an aware) to his surroundings and become complacent (satisfied). There by, placing himself in danger, on the other hand, if he becomes fearful, he will be moved to engage in an entirely different set off behaviors, such as, withdraw in order not to incur him. The behaviors differ because the goal of anger and fear differ (Decars, 2010, P. 14).

2.6.3. Socio Economic Background

Most countries have many sub cultures; one of the most common ways of categorizing sub cultures involve socio economic status, socio economic status, refers to the categorization of people according to their economy, education and occupational characteristics. Educating students from lower socio economic background children in poverty often face problem at home and at school that compromises their learning.

2.6.4. Integrative and Instrument Motivation

Gardnner and Lambbret (1972) invented the framework for knowing about different type of motivation. They found two type of motivation; integrative and instrumental. Integrative motivation reflects learners' interest about the people and culture of a different language instrumental motivation happen for some reasons like , getting job, good result, bonus etc. in additional to that, Sayeedur Rahman (2005) proved in his journal that, instrumental motivation is the main motivational situation for the under graduate students to learn English as a foreign language in Bangladesh. Learners can have integrative or instrument motivation in them. It depends on situation, desire and attitude. Interactively motivated learners performs better and they have the strong desire for it. They learn for enjoyment and to satisfy their hunger of curiosity. Though researcher found that the role of motivation can be different for different learners, but all type of motivation have energy and reason for learning new language. Integrative motivation is related with particular culture and people. Interactively motivated learners are interested to learn a specific language because they want to know about people and culture of the language.” in socio- educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive, and behavioral components comprise four broad categories of variable, motivation, integrative ness, attitudes toward the learning situation, and language anxiety ‘‘ (Gardner, 2012). Factors influencing students' motivation.

2.6.5. Classroom Activity and Interaction

Oxford (1992) claims that attitude is closely related to idea of ‘cultural shock’. According to her analysis the affective states are associated with the source of anxiety’’ emotional regression, panic, anger, self-pity, indecisions , sadness, alienation, reduced personality’’. An anxiety negative affects performance in second language. in some cases an anxiety provide some of height simple correlation attitudes with achievement adequate class interaction ,in form of peer work, group presentation etc increases the confidence level to avoid language anxiety of EFL learner and can motivate them to use the foreign language to a great extent.

2.6.6. Teachers’ Methods and Syllabus

As Dornyei,(2001) assert that the most important demotivating factor to all to all age group were relating to the learning situation such as materials, teacher or teaching method and these factor had great effect on language acquisition and achievement. The first explicit attention to teacher role regarding learner’s motivational orientation given by Dornyei (1994). Teacher input in students motivational orientations has been considered implicitly since teacher are part of the ‘‘ classroom’’ and ‘syllabus’’ level. Thus understanding the students’ goal and motivation for learning English in addition to demotivating factors help the teacher educational police maker and curriculum planner to improve student’s proficiency. Training program for FL to learn how to motivate learner in an appropriate methodology is very important. An appropriate method of ELT should be based on socio cultural variable of learners. Language being skill based subject, ELT method must also provide scopes for skill training and skill getting

2.7. Intrinsic Factors

As mentioned above, motivation is generated by two main factors and intrinsic factor is one of them. Intrinsic motivation is a motivation in learning that is from an internal force such as the desire for more personal development in general or interests. Intrinsic motivations include personal interest in learning English and personal need to achieve a goal, such as a dream job and great opportunities.

There are a huge amount of mindsets about intrinsic factors that motivate students in learning mentioned by many researchers. Garner (1985) stated that intrinsic motivation was as the extent

to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. According to Kendra (2019), “Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you”. Intrinsic motivation is characteristic in the activities we perform for pure enjoyment or satisfaction. Indeed, Chiew Fen Ng and Poh Kiat Ng (2015) agreed in a same way that intrinsic motivation is the enjoyment of learning a second language for its own sake without any external pressure. For intrinsically motivated students, engaging in a learning task is an end all to itself, so they learn for reasons such as mastery, challenge, curiosity, and enjoyment or in other saying, students who are intrinsically motivated read for assignments, but also do so because they enjoy it and want to gain mastery of a subject.

Lucas and his colleagues (2010) investigated a study focusing on intrinsic motivation factors of 240 college freshmen within Metro Manila, Philippines. Results showed that freshmen are intrinsically motivated to learn English speaking skills via accomplishment and knowledge. This research also indicated that “students are intrinsically motivated to learn certain communicative skills depending on what type of intrinsic motivation they more or less use” (Lucas et al., 2010, p.16).

In conclusion, intrinsic motivation is an important topic in education. Certain studies carried out in the 1970s and 1980s showed that rewards can lead to a decrease in intrinsic motivation among people who are already doing something because of their own reasons (Brophy, 2004). Intrinsic elements can be from short-term goals (good grades, prizes from the teacher and parents, participation in competitions, etc.) to long-term ones (possibility of winning scholarships, better job opportunities, higher social status, etc.). Unlike extrinsically motivated behavior, it is freely chosen (Deci, & Ryan, 1985).

2.7.1. Extrinsic Factors

Extrinsic motivation is an important part of dichotomy of motivation (Ryan and Deci, 2000). Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual. An individual is extrinsically

motivated when the goals of actions undertaken go beyond those inherent in the activity itself. Therefore, these are activities an individual engages to an expected outcome rather than for one's sake (Valler and et al, 1992). While intrinsic motivation involves doing something because it is personally rewarding to you, extrinsic motivation involves doing something because you want to earn a reward or avoid punishment. On the other hand, those who are extrinsically motivated perform a certain action not because they truly enjoy it, but because of a reward that is available in their environment (To palov, 2011).

Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades as well. If students are not self-motivated, it can be denied that extrinsic elements of learning motivation really affect their leaning and play a crucial role to help them in getting interests.

2.7.1.1. Learning Environment

According to The Glossary of Educational Reform (2014), learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. It could be said that it is one of the factors that can motivate students in the process of studying.

Ekiz (2016) agreed that “Apart from parental and student-related factors, classroom features or environmental factors also affect students’ motivation”. An enjoyable and supportive classroom atmosphere will create motivation for studying better. With the same thought, Dorman, Aldridge, & Fraser, 2006 agreed that students learn better when they view the learning environment as positive and supportive. A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Bucholz & Sheffler, 2009). It also encourages student to express their ideas and thinking comfortably. Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009). Environmental factors really affect learners’ motivation in learning.

In contrast, if the classroom is too crowded and there is not enough light, it demotivates students, because it creates difficulty in studying due to troublesome conditions (Trong Tuan, 2012). Mac Intyre (1999) and Young (1999) strongly believed that students’ anxiety created by a tense classroom climate was one of the most potent factors that undermined learning effectiveness and

L2 motivation. From this viewpoint, it is uncomplicated to be proven one thing that if the learning atmosphere is not conducive to gain new knowledge or skills, it will be hard for learners to remain their interests. In conclusion, by making an advantageous environment with purposeful rules, students feel motivated to do the right thing and help one another.

2.7.1.2. Teacher's Components

Teachers play a pivotal role in promoting motivational qualities to their learners. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussions of the influence of teachers in the process of foreign language learning. Wong (2015) found that there is a positive correlation and direct relationship between the teacher and a students' English attainment.

Dornyei (2001) mentioned some teacher's factors affecting students' motivation such as appropriate teacher behavior, teacher's enthusiasm and good relationship with the students. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn (C.FenNgandP.KiatNg,2015). Besides, the teacher's attitude is also a great element affecting students because teacher enthusiasm served as appositive external catalyst facilitating student interest, and curiosity to learn(QinZhang,2014). In what showed, what keeps students motivated is a motivated teacher.

Neatly, Good and Brophy (1994) showed their ideas that 'The teacher should be a patient, encouraging person who supports students' learning efforts. Students should feel comfortable taking intellectual risks because they know that they will not be embarrassed or criticized if they make a mistake.

Moreover, teachers and their teaching methods also affect students' motivation. An interesting class is easier to draw students' attention. According to Bayraktar's research (2015), in order to create an effective teaching and learning atmosphere in a classroom, it has been achieved that teacher's effective use of methods, techniques, tools and materials irrelevant teaching field has an important effect on student motivation. Mendes (2003) also said that an effective classroom environment, which enhances the motivation of the students, should be sufficient for the teaching methods and techniques of the educators. By using exciting and unique teaching techniques

during training, the trainers better adapt the students to the lesson, which enables them to get the motivation for success (Bolkan and Good boy, 2010).

Therefore, teachers should vary the activities, tasks and materials because students are reassured by the existence of classroom routines that they can depend on. Thus, varying the activities, tasks and materials can help to avoid demotivation and increase students' interest level (Trong Tuan, op. cit.).

To sum up, some students can be self-motivated due to a natural love of learning. But even with the students who do not have this thing, a great teacher will make learning become fun and help them to reach their full potential.

2.7.1.3. Parental Factors

Family is the root affecting directly to human for all aspects in life. Garrett (1995) asserts in a speech at the Oklahoma Administrator's Conference that "the smallest school in America is the family", which illustrates the significant role that family has in education and motivation of students. It is, hence, quite reasonable to say that parental factor is one of things motivating children because parents are the first teachers of a student, and they take responsibility for their education. "Parents had substantial but varying influences on their children's motivation" (Yuko, 2014), that is because it depends on background and children's level.

Butler (2014) wrote in his research that "Parents, as a noteworthy social-relevant element impacting kids' inspiration and the accomplishment, have gotten considerable consideration in general education". Parents' participation in the education process significantly affects the motivation and academic achievement of the learner (Fan & Chen, 2001). Eccles and Harold (1993) found that "Parents tend to play decisive role in the motivational development of children and adolescents and shape children's early achievement related orientations and perceptions". Because parental encouragement is a positive source of motivation which supports for students' beliefs.

However, the impact of parents can be light and dark side to students. C. Daniel (2018) and his partners strongly believed that a positive active role would involve parents monitoring their child's progress in language learning, showing interest, and encouraging success, and a negative

active role would involve a range of discouraging behaviors, from openly belittling the importance of learning a second language to favoring other areas of learning over languages. The passive role concerns parents' attitudes to the second-language community.

To sum up, parental encouragement is perceived to play the most significant role during the development of motivational intensity, desire to learn English, and attitude toward learning English.

2.8. Conceptions of Speaking and Fluency

2.8.1. English speaking

Speaking is a process of sharing thoughts and ideas with the other people orally. Speaking is not only about producing the words but also the use of language to relay meanings that other people can make sense of them (Cameron, 2001). As supported by Nunan (1991), speaking is one skill that require different abilities directly which often develop at different rates. Torky(2006) define speaking as a way to produce the sound that created signals to produce differential verbal responses in a listener. It related to the combining sounds systematically to create meaningful sentences, speakers and listeners exchanged the messages orally.

Moreover, speaking is one process to create a conversation with the other people. It can be questioned, answer, opinions, making request, and speech that delivered verbally. Speaking is the process of structuring the ideas verbally and non-verbal symbolism different contexts based on the aim of conversation (Chaney, 1998). From these definitions, it can be concluded that English speaking is the ability to convey messages that including ideas, thoughts, and feelings orally, its purpose is to create communication with the other people.

B) Characteristics of speaking

The speaker needs to avoid misunderstanding when conveying the messages to the listener, its purposes to make them messages delivered clearly. When the speakers want to speak fluently, they have to know the appropriate situation when start to make conversation (Harmer, 2007, p. 343). Luoma(2004) ,divided elements of speaking into five kinds: range, accuracy, fluency, interaction, and coherence. As supported by Mazouzi(2013), achievement of fluency and accuracy of students should be equivalence, because both of this elements help students to

develop their communicative ability. Fluency in speaking describes the speakers' skills to report the idea of speaker suddenly. It is the skill of speaker to speak understandably and create listeners' interest. Hedge (2000), argued that fluency is the speaker's competence to answer clearly by uniting between words and phrases, saying sound distinctly, and use of stress and tone.

Next characteristic inaccuracy, it needs to control the structure that speaker used. The function of accuracy shows the speaker's ability to choose the correct pattern of sentence based on conversation condition. Learners have to focus on appropriate and the comprehensiveness of language form that includes grammatical, structures, vocabulary, and pronunciation (Mazouzi, 2013).

C) Basic types of speaking

Brown (2003, p. 141) describes six categories of speaking skill area. Those six categories are as follows:

Imitative:- Kinds of speakers' speaking performance in their ability to produce good pronunciation, intonation, stress words, and focusing on some particular elements of language.

Intensive:- The students' speaking performance that is practicing some phonological and grammatical aspects of language. Usually teacher sets students in group works, for example in reading comprehension lesson. They will read in partner, reading information, reading articles, and many others.

Responsive:- This speaking is a part of replies to teacher or student-initiated questions or comments, giving instructions and directions in teaching and learning process.

Transactional (dialogue):- Transactional speaking goals are presenting and conveying the important information. For example, conversation in pair works, both of the speakers exchanging the new information.

Interactive (dialogue):- The aim of interpersonal speaking is to build the social relationship among the speaker with the others when explain idea and opinion. That performance includes interview, role play, discussions, debate and so on.

Extensive(monologue):-Teacher gives students extended monologues in the form of oral

reports, summaries, and storytelling and short speeches.

D) Function of speaking

There are many functions of speaking in human attitude. “The functions of speaking are classified into three; they are talk as interaction, talk as the transaction, and talk as performance. Each of these speech activities is quite distinction term of form and function and requires different teaching approaches (Richard, 2008).”

Talk as interaction:-Talk as interaction means conversation between two or more people in a while. They exchange their ide as, feelings, and many others. “Such exchanges may be either casual or more formal, depending on the circumstances (Richard, 2008: 22).” Based on Richard statement, talk as interaction goals are to create social function, show attitude of relationships, show value of conversation, etc.

Talk as transaction:-The speaker produces some words that result sentences are talk as transaction. Main goal of it is to make value of the information received and sent well between speaker and listener.

Talk as performance:-Talk as performance usually refers to someone who works as the public speakers, such as: teacher, lecturer, and motivator. They planned as well they can before reporting information to the audiences.

2.8.2. Speaking Fluency

Speaking English fluently is among the targets of learning a foreign language, such as English. Speaking fluency is the main point of communicative language teaching and learning process. Students who study English as a foreign language always put high priority on this skills. They are expected to be able to communicate with the other people in the real situation and condition orally. So they have to master speaking fluency because it is an important goal of speaking lesson. Fluency defines as an ability of the speaker to speak naturally without a doubt. Richards et al (2002: 204) described speaking fluency as “the features which give the speech the qualities of being natural and normal, including the native-like use of pausing, rhythm, intonation, stress, the rate of speaking, and use of interjections and interruptions.”

Speaking fluency skills were considered as delivering messages in normal speed without awkward words, exchanging the ideas clearly and understandable way, and the using of simple words that aims to make listener sunders and (Zhang,2009).Speaker reports the messages naturally in normal to create understandable of the listener. Skehan (2009)defined fluency as the ability to result from the speech at normal speed without pausing. Fluency is the comprehension and unity of delivering messages (Nation & Newton, 2009, p. 151).

2.9. Related Studies

In 2016, two researchers Seda Ekiz và Zahitjan Kulmetov conducted a study to find out “The Factors Affecting Learners Motivation in English Language Education”. It was investigated to deeply understand about the role of motivation and factors affecting students’ motivation in learning English like a foreign language as well. The two methods used were qualitative and quantitative with a survey on 40 freshmen, English pedagogy department in Uludağ University (Turkey).

The collected result showed that parents, teachers’ attitude and class ‘environment were three element staking the highest rate. It was obvious that learners felt more motivated in learning when they got the enthusiastic support from their parents.Moreover, getting a chance to study with active classmates made them feel more exciting, too.

Next, the study “Factors affecting motivation in learning language “was carried out by a PhD team in Malaysia Technology in 2017 with the aim of finding out elements which really influenced on learning motivation. The tool used was questionnaire and it was given to80 participants in Ekolah Menengah Kebangsaan Lepar Utara (the west coast of Malaysia), almost students there learned English as a second language. Due to the strong attempt, researchers pointed out 3crucial factors causing learning motivation in English. They included parental factors, teachers’ influences and students’ attitude towards their studying. Specifically, teacher was the element that took the greatest percentage of questionnaire.

Brown (2000) makes the point that both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of Getie, Cogent Education (2020), 7:1738184 <https://doi.org/10.1080/2331186X.2020.1738184>Page7of

37 international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country. Motivation is an important factor in Language achievement. For this reason, it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time, it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

Speaking is the way to express ideas, thoughts, and feelings orally. It is among the most important skills in English learning. However, other skills, such as listening, reading, and writing need to be taught all together (Oradee, 2012). This is understandable because in fact that in interaction we need to involve more than one skill, ranging from listening to the speaker reacting to what the speaker said and so forth. Even, fluency in speaking is a crucial component that need to pay attention by learners and teachers.

A classroom atmosphere in teaching and learning process created students' interest to join the class. Ligh bown& Spada(1999) described that the rewire two types of teachers 'teaching style in classroom process (1) the traditional instruction environment that aimed to focus on the target language(2)the communicative instruction environment this style purposed to emphasize the use of target language in daily conversation. This approach used to encourage students' habit in communicating English. Besides, communicative style also focused on grammar to make the conversation work (Lighbown & Spada, 1999).

Motivation is an important thing to encourage students itself. Motivation could be intrinsic and extrinsic. Students speaking fluency would increase if they have high motivation from both students itself and the people around them. Anna, (2002) "the increased emphasis on communication in the foreign language classroom a very challenging task for foreign language teachers is to get the pupils to take active part in conversations where they express themselves freely."

For all above evidence, it was seen that self – interests, learning environments, teacher's environment, parental factors and social factors were factors completely affecting students' motivation. There were various studies finding out motivated factors towards English learners.

However, no study investigated on the factors affecting motivation in learning English of grade 8 students at Kokoffe primary school had been conducted.

Dörnyei (1998, p. 118) believes that “motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second or foreign language learning. ”Inassimilable manner, Tuan(2012) confirms the role of motivation in language learning, and others (such as Rehman et al., 2014) reiterate that motivation is of immense importance in achieving the desired goals of language learning.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

In this chapter, the methodology adopted for the study is discussed. It is an explanatory method of the research that was adopted through which questionnaires and interviews used to answer the research questions of the study. As the main focus of the study is “Factors Affecting the motivation of Students towards Learning English” the research questions are answered through the fore mentioned data-gathering tools and the causal relation is shown then. That is why the research is an explanatory one. Besides, students’ report was concluded to give more information about this. This is a combination of quantitative and qualitative research.

3.2. Population, Sample and Sampling Technique

3.2.1. Population Description

The population of this study comprises 182 Kokoffe primary School Grade 8 students in Kokoffe town, found in East Wollega Zone, Oromia Region, Ethiopia. The main reason why this area selected is that the researcher was familiar with the respondents and they were expected to give relevant data for the study. They were given questionnaires and interview in order to get information about the aspects. This helped to provide the evidence that made this research more reliable and found out “the factors affecting motivation in learning English” of Kokoffe primary School Grade 8 students.

3.2.2. Sample Description

The samples of the study are Kokoffe primary School Grade 8 students and English language teachers. Out of the target, population that is 182 (consists of 85 female students and 97 male students); the researcher took 50% (91 students) for the sample of the study. Actually, the researcher as taken 50% from a total number of grade 8 students, but time constraints and financial problems restricted him as not to involve all population. Besides, all the English language teachers were taken as the subjects of the study.

3.2.3. Sampling Technique

In this study a simple random sampling technique was used to select sample students for the questionnaire. There are 3 sections for Grade 8 students and he took thirty students from each 2 sections and thirty one students from one section. That is 60 students from 2 sections and thirty One students from one section which would be 91 students for the subjects of the study. David and Sutton (2009) acknowledge that in purposive sampling, the units are selected according to the researcher's own knowledge and opinion about which ones they think will be appropriate to the topic area.

3.3. Data-gathering Instruments

In this study questionnaires were used as the main data- gathering instrument because it is believed that relevant data could be collected from a large number of respondents, i.e. students of Grade 8 in this case. The reason why questionnaire was used in this study is that it's reasonably cheap, quick, and an efficient way obtaining large amounts of information from a resample of people. Besides, an interview for English teachers and focus group discussion for students are supplementary data-gathering instruments.

3.3.1. Questionnaire for Students

The questionnaires (21 questions) were used for gathering data in this study. The main reason that this instrument used is to gather relevant data from a large number of subjects. To identify factors affecting students' motivation towards learning English and to collect valuable information for the study, opinions that reflect the motivation of students were gathered by systematically and carefully adapted and prepared questionnaire. Basically, statements expressing a certain degree of positive or negative attitudes towards learning English as a foreign/second language have been used in similar studies despite of the fact that the present study focuses on factors affecting students' motivation towards learning English as a foreign language. For instance, this study systematically adapted questions from studies like, Getahun (1997), Medhanie (1986), Mohamed (2004) and Tursi (1970). To get reliable data, this study made efforts, just to make the questionnaire more comprehensive. Due to a shortage of time, convenience of analysis, and reduce confusion the study decided to use only close ended questions in the questionnaire. The 5-point Likert-type scales were used in the questionnaire for both negative and positive statements and learners were allowed to put a tick in one of the scales based on their opinions. Concerning the distribution of the questionnaire, good cooperation was

provided to the school administrator, English teachers and Grade 8 students. Then, the researcher contacted and introduced himself to the above individuals in the school. The objectives of the research and research questionnaire were told to them (cooperators). Lastly, the questionnaires were distributed to the selected respondents and the researcher himself administered the questionnaires. Respondents were encouraged to feel free to ask any question in relation to the questionnaire. They spent about 20 min to finish filling the questionnaire and the researcher himself collected the entire questionnaire.

3.3.2. Interview for Teachers

The second data-gathering tool is an interview. In this data-gathering tool, the study intended to use a semi-structured interview and only open-ended questions were incorporated. The subjects of the study in this tool were all grade 8 English language teachers.

3.3. Data Analysis and Interpretation Techniques

The data gathered from students and English teachers were analyzed by using quantitative and qualitative methods. As the study incorporated only those close-ended questions, the data gathered through questionnaire were organized, tabulated and analyzed quantitatively in the form of **frequency and percentage**. Whereas the data gathered through interviews were analyzed qualitatively because most questions are open-ended; and mainly used to triangulate the results of the students' responses to the questionnaires at different levels.

Teachers key informant interview Checklist

Key informant interview

Purposive sampling was used to select three teachers who are teaching English to the study participant grade 8 students. The teachers were selected due to their long years of experience in teaching English. Based on this, three teachers were selected as a key informant. The interview was conducted for 2 hours with each of them. The researcher interviewed three teachers guided by the checklists and took notes of the interview as it is sensitive to tape-record the interview due to security situation of the area. The interviewee name is not mentioned here, however, numbering is used and the interview is presented as follows.

CHAPTER FOUR

4. DATA ANALYSIS, FINDINGS, AND DISCUSSION

The data presented and analyzed in this section of the study are factors that affect students' motivation towards learning English reported by Grade 8 students and English language teachers. The data gathered from respondents through the questionnaire and interview was analyzed by using quantitative and qualitative methods. To identify factors affecting students' motivation towards learning English and the extent to which each identified factor exerts an influence on students' motivation were requested to put a tick under each statement; using a 5-point Likert Scale rating system as follows: Strongly Agree = 5, Agree = 4, No opinion = 3, Disagree = 2, Strongly Disagree = 1 and for negative statements. As the students who put a tick under the numbers 5 and 4 (Strongly Agree and Agree) confirmed students who have positive attitudes though the frequency differs, the total percentage of students who highly agreed.

On the other hand, the percentage of students who rated the alternatives "Strongly Disagree" and "Disagree" are summed up to show the students who have negative attitudes towards learning English as a foreign language is compared with the frequency of the other options. Finally, the percentage of those students who rated "No Opinion" are indicated separately, and used to demonstrate the above mentioned extremes. In addition to this, the mean and cumulative mean was calculated to identify which factor exerts an influence on the students' attitudes while learning English language.

4.1 Findings

The questionnaires were used in this study to get a lot of valuable and reliable information from participants. This section was believably significant to the research since it was conducted in an effort to get more insights into factors affecting students' motivation in learning English. This section was categorized into 4 small parts, corresponding to 4 prevalent elements stated in chapter 2 that motivated the participants from intrinsic factor and three of extrinsic elements, namely, teacher's components, learning environments and parental factors as well.

4.1.1. Intrinsic Factors of Motivation

Table 1: Intrinsic factors of motivation

Questionnaires' for students

Statements	Weight given for each choice						Total	Mean
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
1.You are interested in learning English	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Frequency	41	39	5	6	0	91	4.3	
Percentage (%)	45.06%	42.86%	5.5%	6.6%	0%			
2.You would like to travel Too many places around the world.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Frequency	40	42	7	0	2	91	4.29	
Percentage (%)	43.96%	46.15%	7.7%	0%	2.2%			
3. Your dream job requires good English competence.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Frequency	36	44	11	0	0	91	4.28	
Percentage (%)	39.56%	48.35%	12.1%	0%	0%			
4. You realize the importance of using English Fluently for your long-term goal in future	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Frequency	39	40	11	1	0	91	4.28	
Percentage (%)	42.86%	43.96%	12.1%	1.1%	0%			
5. Being good at English makes you proud of yourself	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Frequency	21	44	22	3	1	91	3.89	
Percentage (%)	23.08%	48.35%	24.2%	3.3%	1.1%			
6.You want to approach your favorite English products without fed-up	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Frequency	32	46	9	1	3	91	4.13	
Percentage (%)	35.17%	50.55%	9.89%	1.1%	3.3%			

Cumulative mean=4.21

As illustrated above, Table 1 embraced 6 statements in total that indicated the respondents' first intrinsic factors. To begin with, let's take a close look for statement 1, mean is 4.3. From this, it can be concluded that over 90% of students consisting of 45.6% (41/91) strongly agreed and

42.86% (39/91) agreed with the statement. The residual with 5.5% (5/91) had no idea, 6.6% (6/91) gave disagreement and no one chose strong disagreement. Hence, it came to the conclusion that Kokoffe grade 8 primary school students were motivated in learning English due to their intrinsic factors.

Moving to statement 2, there were 2.2% of participants (2/91) strongly disapproving the idea that students felt motivated to learn English because they would like to travel to many places around the world. For this statement the mean is 4.29, there were 43.96% of students (40/91) strongly agreeing, 46.15% (42/91) agreeing while 7 remainders (7.7%) did not take any side. For statement 3's result, 36 participants (39.56%) totally approved, 48.35% (44/91) of students gave approval and 12.1%, equivalent to 11 respondents showed hesitation. No one gave disagreement or strong disagreement. These two statements reflected the fact that traveling and getting dream jobber came attractive goals to motivate students. These made them have more dynamic and study English better.

In statement 4, more than 80% of students (42.86% (39/91) and 43.96% (40/91) combined) successively showed strong acceptance and assent to the opinion that realization about the importance of using English fluently for a long-term goal in the future cause for their motivation. The mean for this one is 4.28. The remainders 12.1%, (11/91) were caught in the middle. Still, there was 1 student (1.1%) giving objection.

Besides, only one student (1.1%) in statement 5 showed strong disagreement, 3.3% of students (3/91) with disapproval and 24.2% (22/91) in total having no comment on this statement. In contrast, the majority of students in grade eight (23.08% (21/91) "strongly agree" and 48.35% (44/91) "agree") affirmed that that they were motivated due to pride of being good at English.

Lastly, in statement 6, the proportion of participants expressing strong agreement with their favorite English products making dynamic was 35.17% (32/91), followed by 55.55% (46/91) of students agreeing with the statement. Nevertheless, 9 out of 91 participants (9.89%) were in neutral state and only one students gave disagreement (1.1%) and 3 students strong disagreement (3.3%). As a whole, from these 6 statements' results, it could be inferred that most of the students had motivation for learning English because of intrinsic factors. They embraced interests, traveling to many places around the world, dream jobs with required good English

competence, the importance of using English fluently for the long-term goal in the future, the pride of being good at English and the ability to approach English products without tiredness

4.1.2. Extrinsic Factors

4.1.2.1 Extrinsic Factors Regarding Learning Environment

Table 2: Extrinsic factors regarding learning environment questionnaires' for students

Statements	Weight given for each choice					Total	Mean
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
7. You have a chance to Study with many active friends.							
Frequency	20	48	19	4	0	91	3.92
Percentage (%)	22.0%	52.75%	20.88%	4.4%	0%		
8. The learning atmosphere make sit comfortable for you							
Frequency	19	51	15	5	1	91	3.88
Percentage (%)	20.88%	56.04%	16.48%	5.5%	1.1%		
9. You are able to be free to show your ideas that contribute to the lesson							
Frequency	13	49	24	1	4	91	3.73
Percentage (%)	14.29%	53.85%	26.4%	1.1%	4.4%		
10. Your classroom has Suitable bright ness and high-quality equipment.							
Frequency	13	8	65	3	2	91	3.3
Percentage (%)	14.29%	8.8%	71.43%	3.3%	2.2%		
11. Your workgroup Vibrantly discusses a topic together.							
Frequency	17	35	34	4	1	91	3.7
Percentage (%)	18.68%	38.46%	37.36%	4.4%	1.1%		

Cumulative mean=3.71

Table 2. Including 5 statements went on elaborating students' dynamic elements with learning environment. Starting with statement 7, 20 out of 91 participants (22.0%) strongly agreed and 48 others (52.75%) approved that having chance to study with many active friends made them feel

more motivated in an English class. The remaining consisted of 20.88% (19/91) hesitations and particularly 4 students showing disagreement (4.4%).

For statement 8, only 5 students (5.5%) with strong dissent and 1.1% (1/91) gave objection because comfortable learning 'atmosphere did not give motivation for them. Conversely, 76.37% was the combined percentage in which 20.88% (19/91) participants completely consented and 56.04% (51/91) showed agreement with the statement. This meant huge of participants agreed that they were motivated because they got to learn in an English class with relaxing atmosphere. And the rest of students 15/91 (16.48%) had no idea about this statement.

Moving on to statement 9 and 10, it was arranged when the majority of respondents 14.29% (13/91) in these two sentences strongly agreed. In statement 9, there was only one participant (1.1%) and 4 participants (4.4%) disapproving and strongly disapproving with the supposition that "You are able to be free to show your ideas that contribute to the lesson", respectively. Nonetheless, 53.85% (49/91) agreed with this statement. Down to statement 10, just more than 5%, successively 3.3% (3/91) and 2.2% (2/91) of students entirely dissented and strongly assented that sentences beginning with "it has the suitable brightness and high-quality equipment" were motivational factor of learning environment. At the same time, 8.8% of grade 8 students (8/91) gave agreement. For the last statement in the table (numbered 11), when asking the participants about the idea "You feel more motivated in an English class when your work group vibrantly discuss topics together", the researcher came to know that once again, over 50% of his classmates consented to the supposition mentioned above (the combination of 18.68% (17/91) strong agreements and 38.46% (35/91) agreements). Meanwhile, there were 37.36% of participants (34/91) who showed hesitation and 7 respondents, in which 4.4% (4/91) and only one of them (1.1%) did not agree and strongly disagree, alternately.

All in all, it could be implied that learning environment was one of the main factor of students' motivation. Specifically, a learning environment that students had active friends to study with, an enjoyable atmosphere and freedom. These were extremely ideal for grade 8 students to show off their abilities possible.

4.1.2.2 Extrinsic Motivation Concerning Teacher Components

Table 3: Extrinsic motivation concerning teacher components questionnaires' for students

Statements	Weight given for each choice					Total	Mean
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
12. Your teacher presents in a friendly manner	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Frequency	34	48	5	1	3	91	4.19
Percentage (%)	37.36%	52.75%	5.5%	1.1%	3.3%		
13. Your teacher uses Creative and appropriate teaching methods	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Frequency	31	39	19	2	0	91	4.1
Percentage (%)	34.07%	42.86%	20.88%	2.2%	0%		
14. Your teacher helps you Correct your mistakes carefully	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Frequency	23	48	17	3	0	91	4.0
Percentage (%)	25.28%	52.75%	18.68%	3.3%	0%		
15. Your teacher provides authentic and useful materials for teaching	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Frequency	23	41	24	2	1	91	3.91
Percentage (%)	25.28%	45.06%	26.37%	2.2%	1.1%		
16. Your teacher draws your Attention in enjoyable tasks.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Frequency	20	25	37	5	4	91	3.58
Percentage (%)	21.98%	27.47%	40.66%	5.5%	4.4%		
17. Your teacher is enthusiastic, dedicated towards students	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Frequency	26	41	20	3	1	91	3.97
Percentage (%)	28.57%	45.06%	22.0%	3.3%	1.1%		

Cumulative Mean=3.96

Observing the above table, it was recognizable that teacher components affected students' motivation in multiform ways. In statement 12, more than one-thirds of participants (37.36% (34/91) "strongly agree" and 52.75% (48/91) "agree") acknowledged that sentences with teacher presenting in a friendly manner gave students more motivation. However, 5 respondents (5.5%)

did not take any side and there was one student, equivalent to 1.1%, disagreeing with the statement. For statement 13's result, there were 2 students (2.2%) giving objection and the ones staying in the middle were up to 20.88% (19/91). In contrast, 31 students, making up (34.07%) and 39 remainders (42.86%) strongly approved and approved the statement, successively. Forth treason, the conclusion could be drawn that using creation and appropriate teaching method was necessary to draw student's attention. Because it could make the lecture become interesting and therefore, it motivated students to learn in English classes.

About statement 14, findings also show that 25.28% of the participants (23/91) strongly agreed in general that teacher's help in correcting mistakes carefully was motivating for them. With "agree" section, there were more than a half of participants ticking on it, making up 52.75% (48/91). 17 students (18.68%) did not choose any sides. In contrast, only 3.3% of the participants (3/91) disagreed with this statement.

More than one-thirds of the participants selecting "agree" (45.06%, 41/91) were motivated because their teacher provided authentic and useful materials for teaching in statement 15. In addition, 23 students had strong agreement, reaching 25.28% and there were 24 respondents (26.37%) hesitating to answer. Just 2.2% (2/91) and 1.1% (1/91) of the participants disapproved and strongly disapproved with this statement, respectively. Continuing with the last two statements, namely statement 16 and statement 17. In the former, the proportion of the ones picking "strongly agree" was 21.98% (20/91) and 27.47% (25/91) was the percentage of students showing their agreement. Along with them, there were 37 participants (40.66%) having no opinions and only 5 respondents (5.5%) disagreed. Besides, only seven students strongly approved with the statement. This manifested the fact that students could feel more excited if their teacher had enjoyable task instead of boring one. As for the latter, it could be deduced that approximately 75% of students (28.57% (26/91) strongly agreed and 45.06% (41/91) agreed) confirmed that they had more power to study due to an enthusiastic and dedicated teacher. In addition, there were 20 students (22%) ticking on the column of "no idea" and three remainders (3.3%) choosing "disagree". As a result of these two statements, it was easily visible that teachers' positive personalities and interesting exercises during lessons is one of the best strategies to increase students' motivation.

4.1.2.3 Extrinsic Motivation Related to Parental Factors

Table 4.Extrinsic motivation related to parental factors questionaries' for students

Statements	Weight given for each choice						Total	Mean
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
18. Your parents encourage You to learn English as much as possible								
Frequency	24	49	15	3	0	91	4.03	
Percentage (%)	26.37%	53.85%	16.5%	3.3%	0%			
19. Your parents say that English is needed for your future job.								
Frequency	31	45	9	3	3	91	4.1	
Percentage (%)	34.07%	49.45%	9.9%	3.3%	3.3%			
20. Your parents will be Proud of you if you are good at English.								
Frequency	39	39	13	0	0	91	4.29	
Percentage (%)	42.86%	42.86%	14.29%	0%	0%			
21. Your parents always support you when you have Encountered every difficulty in learning English.								
Frequency	30	37	21	2	1	91	4.02	
Percentage (%)	32.97%	40.66%	23.08%	2.2%	1.1%			

Cumulative Mean=4.11

Continuing with students' problems related to part of speech, table 4 consisted of 4 statements. First of all, for the statement 18, having particularly 24 students (26.37%) utterly approved and 49/91 (53.85%) of students gave agreement toward the fact that their parents encouraged them to learn English as much as possible. The remaining was made up of 16.5% (15/91) and just 3.3% (3/91) of students having no idea and disapproving this statement, listed in succession.

The next one was statement 19 whose results revealed that approval was given by more than two-thirds of respondents. To be more specific, 34.07% (31/91) gave strong agreement and 49.45% (45/91) showed their concurrence. On the contrary, 9 students, corresponding to 9.9% stayed hesitated. The residual of disagreement and strong disagreement got the same result with

3.3% (3/91). Through the findings from this statement, it led to the conclusion that parents saying that English was needed for future jobs motivating their children to study this subject.

Now turning to the last two statements in the table, which are statement 20 and statement 21. In the former, no student disagreed with “Your parents will be proud of you if you are good at English”. In contrast, there were 39 students (42.86%) giving strong agreement, along with the concurrence of also 39 students (42.86%). As for the latter, the one giving disagreement and strong disagreement was only one student (1.1%); however, the ones having no ideas were relatively more than with (21/91) students (23.08%) compared to 14.29% (13/91) in the previous statement. Besides, 30 participants (32.97%) strongly agreed and 37 remainders (40.66%) assented to the statement. Thus, it could be noticed that parental factors played an important role in learning English and almost all of the students were more motivated when their parents supported and encouraged them to learn English.

Teacher understanding student motivation to learn English

Teacher 1 said responded that he understands motivation of students to English when they are active and regular presence in English class; answer when the teacher asks them. The motivated student discusses with their peers about English education, speak, listen, write and read English in English class room. They regularly do their home and class room tests and quizzes and master English vocabularies and grams of their 8 grade levels. Their grade achievement is kept higher among their class students.

Teacher 2 understand student motivation when student are regularly fulfilling what their teachers order and have a good behavior in the class, be attentive when the teacher is teaching in the class room

Teacher 3 said I the students are motivated when regularly attend class and discussing with students about English and expressing their interest to learn by asking and answering question in their class room and when they answer different English questions in their textbooks.

Teachers knowledge what motivates 8 grade students to Learn English

Teacher 1 said there are several factors in and out of class to motivate students to attend English. Students are motivated when they are heard by their teachers and encouraged to ask questions

what they haven't understood. If the teachers understand their students and clearly explain what they have asked. If the teacher don't harass students and interact with them politely, when the teacher prepare self to teach student and understand their level of learning English

Teacher 2 mentioned that teachers and peer motivate students to work on their English by speaking without fear and have confidence to practice with their teacher and peers in school and at neighborhood.

Teacher 3 stated students are motivated in classroom atmosphere when they are equally treated with other students, the teacher supports them to ask and the students are not feeling shame and have self-confidence to participate in the class.

Teacher knowledge about whether grades 8 students are motivated or not to learn English

Teacher 1 said, Yes I do, they are motivated when knowing learning English is one of their subject which they have to pass to join the next grade 9. Some of the students are regularly interacting with their teachers and friends using English.

Teacher 2 saidyes students are motivated, because they are continuing their education without dropping out. Many students are motivated to equally learn all subjects. Some are interested to learn English while others are motivated to learn math.

Teacher 3 mentioned, it is known they are motivated. They know the student with good English ability get highest rank. They compete to become competitive and get highest rank

Teachers knowledge about the factors demotivating grade 8 students in Learning English

Teacher 1said the students are demotivated when teachers are not giving them the chance to ask question on what they haven't understood. When the teachers are not clearly presenting them as they are not prepared. The teachers harassing the student and insulting them when they are not properly reading or getting less mark. They are demotivated when they don't have textbooks adequate education materials.

Teacher 2said the students are demotivated when they don't know the meaning of words and grammar and get less mark. Students are demotivated by the classroom conditions when there is no adequate light in the class room and the room is congested.

Teacher 3 mentioned those students are demotivated when parents and families are not supporting them in education materials and get adequate food. Students are demotivated when they are forced to be absent and miss English classes.

The way teachers motivate 8 grade students to learn English

Teacher 1 said he asks the students to know their reading, writing, speaking and listening gaps. The teacher invites them to ask him about their difficulties to learn English. He appreciates their performance and support them specifically to practice learning vocabularies, meanings of what they learn and English grammars.

Teacher 2 said he is motivating students with highest rank to keep their rank and repeaters to improve their grade by supporting them understand what is challenging them.

Teacher 3 mentioned that he understand their family and personal back ground. he asks the students whether they are interested in English class and improve their English speaking, listening, writing reading skills.

What other teachers and student do to motivate grade 8 students to Learn English

Teacher 1 said: teachers have their own means to motivate their students to learn English. Some teachers make continuous follow-up and analyze the improvement of their students English exam result. Based on this, the teachers tell their students improvement and express their appreciation to their students. Some teachers tell their student about the importance of English competence for the future success in their employment

Teacher 2 mentioned that teachers motivate students by identifying those with low self-esteem, to develop self-confidence by working hard and improving their performance.

Teacher 3 said students support each other by explaining what others don't understand what the student comprehends in the class room. Teachers also support student by individually making follow up and explaining the English lessons difficult for the students to learn

Teachers' recommendation for motivating student in English class

Teacher 1 said, students and teachers have something to do to motivate students. Students have

to have a good conduct and disciplined to regularly attend English class, regularly ask questions and answer. Teachers have to be also trained on how to motivate students in encourage students to attend their English class

Teacher 2 has recommended students have to work with their peers by creating classroom that make competition among students. Students have to ask and compete with each other. This helps them to be motivated and learn English more.

Teacher 3 has recommended the students regularly practicing English writing, reading, speaking and listening skills in and out of the class. The parents have to also encourage peers working together in their neighborhood. The teacher as to have good conduct to support student and work together in and out of school.

4.2 Discussion

The aim of this study was to investigate factors affecting motivation of students towards learning English at Kokoffe primary school. The study revealed that factors affected learner's motivation directly from intrinsic and extrinsic factors, in which learning environment, a good teacher and parents were external.

To begin with, it was positive sign that participant sin dictated that they were motivated themselves to wards learning English by intrinsic factors. More specifically, they showed their high agreement when they said that traveling, job opportunities and abilities of using English fluently were reasons for them. Almost of respondents wanted to get English competence for getting higher achievements. They realized that English played a vital role and they needed to enhance their English skills day by day.

The present study showed that parental factors played an important role in learning English and almost all of the students were more motivated when their parents support and encourage them to learn English. Moreover, most of the students were more motivated when their parents stressed the importance of English for the future job. For the teacher's factors, approximately 90% of the participating students admitted that they got more motivated when teachers used authentic, useful material sand had creative teaching methods related to why they were involved in an activity and its goal. Teachers' friendly behavior during lessons was one of the best strategies to

increase students' motivation. Additionally, helping dedicatedly all students in the English lessons was important to create students' motivation at the highest possible level. Finally, regarding the in-classroom factors, most students seemed to be more motivated when they got to work with their active friends. Another important finding was that many of the participants were demotivated when the class was crowded, noisy and has heating problems because they wanted to study in comfortable environment. Besides, students would be more motivated to study if they were free to give their opinions for contributing the lessons. Therefore, it was concluded that learning environment affected learners' motivation in learning English.

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATION

5.1. Conclusions

After conducting this research by analyzing the important information collected from Kokoffe primary school, the researcher finally found out that there were factors affecting motivation of students towards learning English at this school relating to intrinsic motivation, learning environment, parental elements and teacher components.

As indicated in chapter 4, students were motivated in learning English due to intrinsic factor (personal factor). They realized the importance of learning English and they had a desire to learn English (I am interested in learning English) to obtain the English proficiency. It could help them to get their dream jobs in the future and develop personal interests which required English competence such as traveling abroad, accessing to entertainment products in English.

For teacher components, it was found that teachers had influence on a students' motivation. A teacher with positive personalities, namely, kindness, creativity, enthusiasm, thoroughness in both teaching method and manner could attract students' attention. Thanks to that, teaching and learning could have a better result.

As mentioned in table (2) learning environment was one of the factors that affected learner's motivation. Students could have inspiration to study well if they got to study with many active friends, feel comfortable and be free to express ideas with no fear. Besides, a well-equipped classroom with suitable light, temperature and sound would bring secured feeling for students, so they were motivated to study better.

Finally, the given result proved that parents played a vital role in motivating their children for English learning. All of the learners have had some expectations from their parents while they are learning English. Therefore, supports, encouragement and precious advice by parents for learning English helped them to become motivated learners.

Teachers understand motivation of students to English when they are active and regular presence in English class. student are motivated when they discuss with their peers about speaking, listen,

write and read English in the class room, do their homework and tests and quizzes and master English vocabularies and grammars, their grade achievement higher student motivation is known when they are regularly fulfilling what their teachers order and have a good behavior. Students' motivation is known when regularly attend class and discussing with students about English and expressing their interest to learn by asking and answering question.

Teachers mentioned that several factors that include students are motivated when they are heard by their teachers and, the teachers clearly explain what they have asked, don't harass students, when the teacher prepares self to teach student. Teachers and peer motivate students to work on their English by speaking without fear and have confidence. Students are motivated in classroom atmosphere when they are equally treated with other students.

Teachers said students are motivated when know learning English is one of their subject which they have to pass to join the next grade 9. Students 'motivations are known by continuing their education without dropping out, equally learn all subjects and interested to learn English. Teacher knows the student with good English ability get highest rank, become competitive and get highest rank.

According to the teachers key informant, students are demotivated when teachers are not giving them the chance to ask question, when teachers are not prepared, harass the student and insulting, when students get less mark or don't have textbooks adequate education materials. Students are demotivated when they don't know the meaning of words and gummars. Students are demotivated when there is no adequate light in the class room and the room is congested, when parents and families are not supporting them in education materials and get adequate food, forced to be absent and Miss English classes.

Teachers motivate students by making them know their reading, writing, speaking and listening gaps. The teacher motivates students by inviting them to ask about their difficulties to learn English. Teachers appreciate students' performance and support them specifically to practice vocabularies and English grammars. Teachers motivate students keep their highest rank to keep and repeaters to improve their grade. The teachers ask the students whether they are interested in English class and improve their English speaking, listening, and writing reading skills.

Teacher said they have their own means to motivate their students. Some teachers make

continuous follow-up and analyze the improvement of their students exam result. The other teachers appreciate their students while some teachers tell their student about the benefit of having English competence for the future success. Teachers motivate students with low self-esteem, to develop self-confidence. Students support each other by explaining what others don't understand. Teachers also support student by explaining the English lessons for the students who have learning English difficulties.

5.2. Recommendations

The following recommendations have been made based on the results of the study: Grade 8 students have positive attitudes towards the learning of English as a foreign language; they know the status and importance of English. Therefore, English language should continue as a medium of instruction in the primary school. As students do not have motivational problems, another study should be investigated concerning their English problems.

In response to questions on the students' motivation towards their English teachers, a significant number of the respondents reported that their English teachers do not make use of good examples and illustrations while they teach; they don't use clear instructions during English examinations and activities; and they do not encourage students to use English inside and outside the classes as stated in finding. This is a clue that there is some kind of problem with the quality of teachers. This should be studied intensively. Besides, the Ministry of Education should devise means whereby English teachers could improve their qualifications, for instance, by organizing seminars and qualification improvement workshops.

As one of the causes (factors) that make students not competent English users are their poor background from lower grades of primary schools and their less concern for all English skills. For instance, students are not good at writing skills, speaking skills and listening skills because they give emphasis for the sections that the examination is focus edemas respondent indicated clearly. Therefore, it is recommended that the concerned body should appoint those clever English teachers that their profession is teaching in the lower schools. This could create a good background for students. Besides, the Grade8 Ministry General Certificate Examination should involve all English skills so that significant emphasis would be given for all skills in particular and English language in general.

The key informant teachers recommended that students and teachers have something to do to motivate students. They recommend the importance of students having a good conduct and disciplined to be motivated for English class and ask questions and answer without fear. They recommended Teacher straining on how to motivate students i their English class, students have to work with their peers and there a need for competition among students that has to facilitate by school environment. Students have competed with each other, so that they are motivated and learn English more. Teachers recommended the students practicing English writing, reading, speaking and listening skills and parents have to also encourage peers working together in their neighborhood and teachers having good conduct to support student work together in and out of school.

REFERENCES

- A. Martinez-Lage, "Hypermedia technology for teaching reading," in M. Bush & R. Terry (Eds.), *Technology Enhanced Language Learning*, Lincolnwood, IL: National Textbook Company, pp. 121-163, 1997.
- Aldridge, J. M., Dorman, J. P., & Fraser, B. J. (2004). Use of multitrait – multimethod modeling to validate actual and preferred forms of the Technology Rich Outcomes – Focused Learning Environment Inventory (TROFLEI). *Australian Journal of Educational and Developmental Psychology*, 4, 110 – 125.
- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education*, 1(1). 11-15.
- Al-Kaboody, M. (2013). Second language motivation: the role of teachers in learners' motivation. *Journal of academic and applied studies*, 3(4), 45-54.
- Alrabai, F. (2014). Motivational practices in English as a foreign language classes in Saudi Arabia: Teachers' beliefs and learners' perceptions. *Arab World English Journal*, 5(1), 224-246.
- Anjomshoa, L. and Sadighi, F. (2015). The Importance of Motivation in Second Language Acquisition. *International Journal on Studies in English Language and Literature*, 3(2). 126-137
- Arai, K. (2004). What 'demotivates' language learners? Qualitative study on demotivational factors and learners' reactions. *Bulletin of Toyo Gakuen University*, 12, 39-47.
- Assalahi, H. (2013). Why is the grammar-translation method still alive in the Arab world? Teachers' beliefs and its implications for EFL teacher education. *Theory and Practice in Language Studies*, 3(4), 589-599.
- Assalahi, H. (2013). Why is the grammar-translation method still alive in the Arab world? Teachers' beliefs and its implications for EFL teacher education. *Theory and Practice in Language Studies*, 3(4), 589-599.

- Bahous, R., Bacha, N. N., & Nabhani, M. (2011). Motivating students in the EFL classroom: A case study of perspectives. *English Language Teaching*, 4(3), 33-43.
- Bahous, R., Bacha, N. N., & Nabhani, M. (2011). Motivating students in the EFL classroom: A case study of perspectives. *English Language Teaching*, 4(3), 33-43.
- Bayraktar, H. V. (2015). Sınıf Yönetiminde Öğrenci Motivasyonu Ve Motivasyonu Etkileyen Etmenler/ Student Motivation in Classroom Management and Factors That Affect Motivation. *Turkish Studies International Periodical for The Languages, Literature and History of Turkish or Turkic*, 10 (3), 1079-1100.
- Bekleyen, N. (2011). Demotivating Factors in the EFL Environment. Paper presented at the 4th International Online Language Conference, Malaysia
- Bernaus, M. (1995). The role of motivation in learning English of English as a foreign language. *Barcelona English Language and Literature Studies*.
- Bolkan, S., & Goodboy, A. K. (2010). Transformational leadership in the classroom: The development and validation of the student intellectual stimulation scale. *Communication Reports*, 23, 91–105. doi:10.1080=08934215.2010.511399.
- Borg, S (1998). Data-based teacher development. *ELT Journal*, 52(4), 273-281. Brace, I. (2004). Questionnaire design: How to plan, structure and write survey material for effective market research. London: Kogan Page Publishers.
- Brace, I. (2004). Questionnaire design: How to plan, structure and write survey material for effective market research. London: Kogan Page Publishers.
- Brog, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe and do. *Language Teaching*, 39(6), 81-109.
- Brog, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe and do. *Language Teaching*, 39(6), 81-109.
- Brown, D. (1994). Principles of language learning and teaching (3rd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.

- Butler, Y. G. (2014). Parental Factors in Children's Motivation for Learning English: a case in China, *Research papers in Education*, 30(2), 164-191
- Cameron, L. (2001). *Teaching language to young learners*. New York: Cambridge University Press.
- Chambers, G. (1999). *Motivating language learners*. Bristol, England: Multilingual Matters.
- Cheng, H. F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 153-174.
- Chaney, A. (1998). *Teaching oral communication in Grades K-8*. USA: A Viacom Company.
- Chiew Fen Ng and Poh Kiat Ng (2015). A Review of Intrinsic and Extrinsic Motivations of ESL Learners. *International Journal of Languages, Literature and Linguistics*, Vol. 1, No. 2.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self- confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-448.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London & New York: Routledge.
- Cook, V. (2013). *Second language learning and language teaching*. London & New York: Routledge.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Nebraska: Pearson Education.
- D. Baumrind, "The influence of parenting style on adolescent competence and substance use," *Journal of Early Adolescence*, vol. 11, no. 1, pp. 56-95, 1991.
- Deci, E. & Ryan, R. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self- Determination of Behaviour. *Psychological Inquiry*, 11, 227-268.
- Derakhsan, A., Khalili, A. N., & Behesti, F. (2016). Developing EFL learner's speaking ability, accuracy, and fluency. *English Language and Literature Studies*, 6(2), 177-186

- Diyyab, E. A., Abdel. E. M., & Aly, M. A. (2013). Using a multimedia-based program for developing students teachers' EFL speaking fluency skills. 1-31
- Doff, A. (1998). *Teach English: A training course for teacher*. Cambridge University Press
- Dorney,Z. and Ushiod, E. (2013), *teaching and researching: Motivation*. Routledge:
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*.Cambridge: Cambridge University Press.
- English Language Teaching*. 7(2), 110-118
- Gardner, Robert C., and Wallace E. Lambert. (1959): 266.). "Motivational variables in second-language acquisition." *Canadian Journal of Psychology/ Revue canadienne de psychologie* 13.4
- Grandner, (1985). "The role of attitudes and motivation in second language learning: Correlational and experimental considerations." *Language learning* 35.2 (1985): 207-227.
- J.W.Santrock, *Adolescence*,NY:McGraw-Hill,2003.
- Journal research papers in education*, vol.30, p.164-191.
- McMillan. (1987). *MacMillan English*, United States of America
- Muamaroh. (2013). *Improving Indonesian university students' spoken English using group work and cooperative learning*. Bachelor thesis
- Nunan, D. (1991). *Language Teaching Methodology: A textbook for teachers*.New York: Prentice
- Oradee, T. (2012). "Developing speaking skills using three communicative activities (discussion, problem solving, and role playing)" *International Journal of Social Science and Humanity*, 533-535
- P. Lightbown and N. Spada, *How Languages Are Learned*, Oxford: Oxford Press, 2006.
- Bekleyen, N. (2011). *Demotivating Factors in the EFL Environment*. Paper presented at

the 4th International Online Language Conference, Malaysia.

- Pintrich, R. P. & Linnenbrink, A. E. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading and writing quarterly*, 19(2), 119-137.
- R. M. H. Wong, "Motivation and English attainment: A comparative study of Hong Kong students with different cultural backgrounds," *The Asia Pacific-Education Researcher*, vol. 16, no. 1, pp. 45-60, 2007.
- R.B. Burns, *Self-concept Development and Education*, Holt: Rinehart and Winston, 1985.
- Tornqvist, A. (2008). Oral communication in the English language classroom. *English C Journal*. 1-42
- SKINNER, B. F.(2014). *Science and Human Behavior: The B. F. Skinner Foundation*.
- Torky, S. (2006). The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students. Bachelor thesis
- Wang, Z. (2014). Developing accuracy and fluency in spoken English of chineseEFL learners.
- Weimer, M. (2009). *Effective Teaching Strategies: Six Keys to Classroom Excellence*. Faculty Focus-Higher Education Teaching Strategies from Magna Publications
- Yang, Y. I. J. (2014). Is speaking fluency strand necessary for the college students to develop in the EFL class. *Theory and Practice in Language Studies*, 4(2), 225-231
- Yuko, G. (2014). Parental factors in children's motivation for learning English: a case in China.
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*, 1(1), 31-34

APPENDICES

ADDISABABAUNIVERSITY

COLLEGE OF HUMANITIES AND SOCIAL SCIENCE

DEPARTMENTOFFOREIGNLANGUAGEANDLITERATURE

Assessment of Factors affecting student's motivation in English classroom (in case of Kokoffe Primary School) Oromia, Ethiopia, East Africa.

Dear respondent,

I am under taking a research entitled "Factors affecting students' motivation in English classroom (in case of Kokoffe Primary School) Oromia, Ethiopia, East Africa". You are one of the respondents selected to participate on this study. Please assist me in giving correct and complete information to present a representative the finding case study area.

Direction:

- ✓ No need of writing your name

For Likert scale type statements and multiple choice questions .Please, Indicate your answers with a check mark (✓) for the question provided as follows.

Please Tick (✓) the box that corresponds to your answer Section A. General Information

Data Abstraction Format

Section: Background Characteristics of Respondents

No	Question/item	Response
1.	How old are you?	years
2.	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
3.	Marital Status	Single <input checked="" type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4.	Religion	Orthodox Christianity <input type="checkbox"/> Islam <input type="checkbox"/> Catholicism <input type="checkbox"/> Protestant <input type="checkbox"/> <input type="checkbox"/> Other (specify) _____
5.	Place of residence	Urban <input type="checkbox"/> Rural <input type="checkbox"/>
6.	What is your grade?	Grade1 <input type="checkbox"/> Grade5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Grade2 <input type="checkbox"/> Grade6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Grade3 <input type="checkbox"/> Grade7 <input type="checkbox"/> Grade4 <input type="checkbox"/> Grade8 <input type="checkbox"/>
7.	Your educational status in your class	Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Satisfactory <input type="checkbox"/> <input type="checkbox"/> Other (specify) _____
8.	Your English mark/point from 100%	More than 90 <input type="checkbox"/> Between 80 and 90 <input type="checkbox"/> <input type="checkbox"/> Between 70 and 80 <input type="checkbox"/> <input type="checkbox"/> Between 60 and 90 <input type="checkbox"/> Between 50 and 60 <input type="checkbox"/> Less than 50 <input type="checkbox"/>

Section I: Intrinsic factors of motivation

You are motivated in learning English Because...	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. You are interested in learning English					
2. You would like to travel to many places around the world.					
3. Your dream job requires good English competence					
4. You realize the importance of using English fluently for your long-term goal in the future					
5. Being good at English makes you proud of yourself.					
6. You want to approach your favorite English products without tiredness (film, music, news, etc).					

Section II: Extrinsic factors regarding learning environment

You feel more motivated in an English class when...	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
7. You have a chance to study with many active friends					
6. The learning atmosphere makes it comfortable for you					
9. You are able to be free to show your ideas that contribute to the lesson.					
10. Your class room has suitable brightness and high-quality equipment					
11. Your work group vibrantly discusses a topic together					

Section III: Extrinsic motivation concerning teacher components

A teacher gives you more motivation studying English since...	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
12. Your teacher presents in a friendly manner					
13. Your teacher uses creative and appropriate teaching methods					
14. Your teacher helps you correct your mistakes carefully.					
15. Your teacher provides authentic And useful materials for teaching					
16. Your teacher draws your attention with enjoyable tasks.					
17. Your teachers enthusiastic ,dedicated towards students					

Section IV: Extrinsic motivation related to parental factors

Parental factors are motivating elements in learning English to You because....	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
18. Your parents encourage you to learn English as much as possible.					
19. Your parents say that English is needed for your future job.					
20. Your parents will be proud of you if you are good at English.					
21. Your parents always support you when you have encountered					

**APPENDIX: II: TEACHERS KEY INFORMANT INTERVIEW CHECKLIST
INTRODUCTION AND CONSENT**

My name is Amenu Afeta, MA student of English department at Addis Ababa University. I'm currently conducted the study on students motivation in English Learning class room, entitled "Factors Affected students motivation in English Class Room". The study, I am collecting data from students of grade 8 and their English teachers. The student will respond to the questionnaire while their teachers are selected as e key informant to share their observation in their students' motivation to learn English. In this regard, you are one of the teachers selected, your name and your participation is confidential and your participation is voluntary. All your response is valuable for the study. If you are willing to participate we can continue to discuss on the key checklists, I prepared.

Thank you so much for your taking your time and participation.

Key informant Teachers checklist

1. In your experience as teachers how do understand the student motivation to learn English?

2. According your experience as a teacher, what motivates 8 grade students in Learning English?
3. Do you think 8 grade students are motivated to learn English, how do you elaborate on your answer?
4. What factors demotivate students or, problems they face or challenges encounter 8 grade students in Learning English?
5. How do you motivate 8 grade students in Learning English, while you teach English?
6. How teachers and student motivate each other to 8 grade students in Learning English?
7. Any other suggestion you have on students' motivation to 8 grade students in Learning English?

Key informant interview Response

Purposive sampling was used to select three teachers who are teaching English to the study participant grade 8 students. The teachers were selected due to their long years of experience in teaching English. Based on this, three teachers were selected as a key informant. The interview was conducted for 2 hours with each of them. The researcher interviewed three teachers guided by the checklists and took notes of the interview as it sensitive to tape-record the interview due to security situation of the area. The interviewee name is not mentioned here, however, numbering is used and the interview is presented as follow