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**Comparative Research towards Students’ Academic Progress Motivation Scale on Social and Natural Science for Learning General English at Ghor University, Afghanistan**

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**Abstract**

**Background:** Motivation scale is an essential characteristic that simplifies the success and dissatisfaction for learning English. In learning English language, motivation is the key factor to improve and preserve the learning procedure for academic progress. **Objectives:** Students who are motivated concerning learning attitude to learn English and express a desire to learn and get knowledge through this skill. **Method:** In this research, the data has been collected over spreading questionnaire by selecting randomly students of both social and natural science, and analyzed by SPSS version 26. **Result:** The students’ academic progress motivation scale on learning English as General Subject was high on academic progress, doing their home assignments without asking any helps from others, and all the students are actively involved in learning process. The result of this research has shown the high levels of motivated students learning English. **Suggestion:** This research was the exceptional among similar researches, and it had discovered many beneficial methods finding the students’ motivation scales on their academic progress and English lecturers easily use the effective methods to teach the students and get more positive results. As it has found that there were disappointments and frustrations from current situations which needs more and especial researches to be done in future, and the scale of academic progress motivation for learning English was different between both social and natural science, so it is suggested that some research must be done on students of natural science only.

**Key words:** *essential, dissatisfaction, academic progress, motivation scale, quantitative, descriptive statistic*

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## 1. Introduction

The scale of motivation for doing some difficult duty would be an important task to be explained for success or failure. It is clear that the success for any duty is the key of someone's motivation. Nowadays, in modern world, the effective methods for learning and education are the points to find and apply them in educations to achieve academic progress. A question arose in my mind that *how* and *why* students are trying to learn easily and effective. In academic fields, I myself as the lecturer of English department want to find the result of Students' Academic Progress *Motivation Scale* in teaching and learning English among the Ghor University's Students of Natural and Social Sciences. This research has focused on students' academic progress motivation scale in different classes and different semesters for learning English. The research has found out *motivation scale* for better learning process and academic achievements. This research has also found a large-scale of Students' Academic Progress Motivation Scale for academic achievements at Ghor University, especially the academic progress motivation scale between the students of **Social and Natural Science**.

## 2. Problem Statement

### 2.1. Why Motivation scale is too significant in Learning English?

It is obvious without motivation people are not able to accomplish any vocations even learning a minor subject. This research has found out the Students' Academics Motivation Scale of Ghor University students. The study will help the lecturers to focus on the positive points which has found for learning English or any academic progress, especially the lecturers who are teaching in universities of Afghanistan, and the aim is to eradicate students' negative points and studies failures. The data is collected by questionnaire including how students are learning English subjects or achieve academic success. The study has found out the *academic progress motivation scale* for an improved learning process.

## 3. Necessity of the Research

As the problem is mentioned above for learning or academic progress in university, the necessity that students should achieve academic success, is also understandable and significant in terms of being famous students among all, or being successful and get great jobs after graduation from the university. The necessity why this research should be done is that many similar studies have done to find out the motivation for learning and academic progress motivation scale, and the results were effective for improvement of the educational centers and institutes. But there are many difficulties in universities such as Ghor University needed such academic research to find the effective academic progress scale between both courses. Thus,

this research is a helpful one for lecturers of Ghor University and similarly to other university to improve teaching and learning process.

The research was conducted to measure some academic progress motivation scale, academic achievements, self-esteem and other critical variables affecting students' learning English as a general subject. The variables are discussed in this research were students' interest in learning English, and their attitudes to work alone and do their home assignments, academic success, and other goals for academic achievements. To measure these variables, students were encouraged to answer the questions as honestly as possible in order to promote the validity of the responses. Then all the questionnaires are individually analyzed and the results are cleared at the following each table and concluded as the final and whole results of this research. In this research, it is focused to find out the answers for the following questions:

1. What are **Students' Academic Progress Motivation Scale** of natural and social science for learning English as general subject at Ghor University?
2. How is the female students' academic progress motivation scale for learning English at Ghor University?
3. What are the main factors that affect students 'Students' Academic Progress Motivation Scale' between social and natural science students for learning English?

#### 4. Research Objectives

1. Finding the **Students' Academic Progress Motivation Scale** of natural and social science for learning general English at Ghor University.
2. Finding out the male students' academic progress motivation scale of freshmen classes in learning English at Ghor University.
3. Finding out the female students' academic progress motivation scale for learning general English at Ghor University.
4. This research desires to disclose the academic progress motivation scale in different semesters of all classes for learning English as general subject at Ghor University.

#### 5. Hypothesis

1. It looks that the **Students' Academic Progress Motivation Scale** at Ghor University is better in *Departments of Natural Science* than *Social Sciences*.
2. It seems that the male **Students' Academic Progress Motivation Scale** is higher than female students.
3. It seems that the **freshmen** are more **motivated** in comparison of **sophomore** or sophomore classes.

4. It looks that **sophomore's Academic Progress Motivation Scale** is great amongst all the students at Ghor University.

The idea expects such research to be planned and done to find best results helping the lecturers of Ghor Institute of Higher Education. No doubt, academic research can find good solution for the problems which still exist in a particular area. To solve this problem, it was absolutely necessary and essential to plan academic research and finally it was decided to implement academic research for purpose of finding how should the lecturers inspire the students and to be successful during the university period. In the end, students can find fair job after graduation from faculties as professional people in their societies.

## 6. Scope of the Study

The study was conducted with the samples selected from first, second, third-, and fourth-years undergraduate students at Ghor University, in the second semester of the academic year 2022 to explore the Students' Academic Progress Motivation Scale in their English learning process. The data for this study is collected through questionnaire administered to the total number of 318 students among 1845 students in all classes and semesters at Ghor University. To identifying whether they are integrative or instrumentally motivated, we may be able to formulate measures for the improvement of their learning motivation scale in academic progress and learning general English. This research is for the purpose of recognition a better English learning success. Their type of motivation could be identified at the first point to assist them through their highly successful path of learning outcome.

## 7. Literature Review

Learning has been considered as one of the most important elements which effects to occupy the best and modern jobs in your lifetimes. For this, motivation for learning and teaching is too significant for the lecturers and schools' teachers as well. The *motivation scale* among the young generation and especially for the knowledgeable people is the key concept to recognize it. Thus, motivation has been defined from different perspective, and different scholars. Gardner (1985) defines motivation as the combination of **effort** plus **desire** to achieve the goal of learning English plus **favorable** attitude towards learning the language. The definition includes three components: (1) **effort** expanded to reach the goal, (2) **desire** to achieve the goal, (3) **favorable** attitude towards learning a language. "Motivation is a force

that energizes, sustains, and directs behavior toward a goal.” (Paul Eggen & Kauchak Don, 2005)

Moreover, there are many different definitions for the word ‘motivation’ by scholars from different majors of learning purpose. Johnstone (1999) believes that motivation is a drive direct towards a goal. Williams and Burden (1997) define motivation as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives you to a period of sustained intellectual and or physical effort in order to attain a previously set goal. Harmer (1991) defines the meaning of motivation as the ‘internal drive’ that pushes somebody to do something. If the person conceives that his goal is worth doing the job or he is attracted by the goal of the duty, we can call “the action by motivation.”

### **7.1. Definitions of Motivation**

There are many different definitions of motivation, especially in language learning. Harmer (1991) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called “the action driven by motivation”. Lightbown and Spada (1999) note that motivation in second language learning is quite complicate to study which can be explained in terms of two factors: learner’s communicative needs and their attitudes towards the second language community.

In addition, Parsons, Hinson and Brown (2001) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge, and skills and motivation pushes us or encourage us to go through the learning process. Gardner (1982), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner’s emotional reactions related to language study.

### **7.2. Types of Motivation**

Scholars have been divided motivation into some types, and (Harmer, 1991) uses the word ‘goal’ to categorize the motivation in second language learning into two types:

1. **Short-term goal** means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.
2. **Long-term goal** refers to the students or learners' objectives who want to get better job in future or may they plan to communicate with people who use the target language which is English. *Long-term goal* refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language. Krashen (1988) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.
  1. **Integrative motivation**, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006)
  2. **Instrumental motivation** involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006)

## 8. Research Method

This research is applicable in terms of goal, and descriptive correlation in terms of method. The statistical population of the research is 1845 students of Ghor Institute of Higher Education that the sample size of this research by Cochran formula whereas 95% confidence and 5% error, from (318) students of Ghor Institute of Higher Education. The sampling method due to participation in this research has selected. Data collecting arranged by standard motivation questionnaire from Abd Khodae that credibility and confidence have done carefully. By adaptation of the method, the research method of analyzing the data which are collected by questionnaire will be analyzed by applying SPSS version 26, by statistical tests and the average level (standard deviation) correlated factors, because correlated factors of Regression its frequency has analyzed. Furthermore, by considering the number of items, 25-30 minutes were given for the students to answer the questionnaires accurately. Then, all participants have

completed the questionnaires privately. Finally, after gathering the questionnaire, the data analysis has been done using the SPSS statistical software (version 26).

### **8.1. Participants (students)**

The participants of this study were 318 undergraduate students, both male and female, from all departments, including three faculties such as Education, Agriculture and Computer Science at Ghor Institute of Higher Education, Afghanistan, **who were studying in the second semester, academic year 2022**. The students' selection was the random sampling size.

### **8.2. Research Instrument**

The instrument used in this study is the Cochran formula whereas 95 % confidence and 5 % error, from (318) students of Ghor Institute of Higher Education. The sampling method due to participate in study were selected from the whole number of the students. The data collecting arranged by standard motivation questionnaire from Abd Khodae that its credibility and confidence are performed carefully. By adaptation of this method, the research method of analyzing for the data which are collected by questionnaire, analyzed applying SPSS version 26, by statistical tests and the average level (standard deviation) correlated factors, because correlated factors of Regression its frequency is analyzed. One of the purposes of the study is to identify students' motivation scale. In this circumstance, questionnaire is the most appropriate way to get relevant data. Students were to select a number on a scale from 1 to 4 which represented the extent to which a given statement applied to them.

Besides, the subjects in this study were 318 freshmen to senior students from three colleges at Ghor University. Most of them came from the countryside and boys were more than girls. There were 224 male students among all the sampling number (318), which forms 70.4 percent of the participants, and 94 participants were female students that builds 29.6 % of the contributors among all applicants. Their ages ranged from 18 to above 31 and most of them were between 21 – 25. Considering the above aspects, on the whole, the subjects may represent the average semester of students at this university. The questionnaire variables or format consists of the following parts.

**Part 1:** General demographic information of students' Age

**Part 2:** General demographic information of students' *Gender*

**Part 3:** General demographic information of students' *Marital Status*

**Part 4:** General demographic information of students' *Grade*

**Part 5:** General demographic information of students' *Semester*

**Part 6:** General demographic information of students' *Departments*

**Part 7:** Additional open-ended questions on subjects' relevant comments on area of problems on students' *academic progress motivation scale, academic achievement, and so on.*

### **8.3. Data Collection**

The questionnaires were distributed to 318 students during their normal class session, then clear instructions and explanations given to them for filling out the questionnaire. The questionnaires were then collected upon completion. The questionnaires were taken during regular class time by the author. Before the students answered the questions, some necessary instructions had been given on what the aim of the questionnaire was and how to answer the questionnaire and so forth by the author, so that all the students can accomplish the questions with the right attitude and right ways. Students were required to answer the questions honestly and accurately only by themselves.

### **8.4. Procedure**

The questionnaires were administered to the university students during regular class hours. The participants were informed that the data gathered were anonymous and used for the purpose of research. Only their age, gender, class grade, semesters, departments, and marital status were collected from personal information. The questionnaires were filled out at the students' own pace, but the average time of completing the data sampling was at least 25 minutes. For the purpose of this paper, I have used descriptive statistics to quantitatively describe our results. I analyzed and measured standard deviation and the mean and average value for the student's answers to different items of the survey and compared them across the variables of age, gender, class grade, semesters, departments. The open-ended-question results reflected the students' general attitudes toward learning process and achievements have interpreted as broad and comprehensive generalizations rather than definite descriptions. However, the sample selected for this study is representative of the target group in a real-life situation.

### 8.5. Data Analysis

The data obtained from the questionnaires were analyzed using the last version of SPSS software. The data concerning subjects' general background as well as their selection from multiple choices and comments were calculated and presented by frequency and percentage. The four-point choices in finding the students' academic progress scale were used to measure the level and type of academic achievements and success. Such scale was used in the questionnaire to specify the level of completely agreement, agreement, completely disagreement and disagreement based on the following criteria:

In my idea, only score is not important, it is significant to learn and know more.	318	0	1.32	1.23 <sup>a</sup>	1	.690	.476	3
I spend my long hours for doing studying assignments until I do it with best aspect.	318	0	1.55	1.50 <sup>a</sup>	1	.671	.450	3
Studying doesn't have any enjoyment for me, I only study to spend the time and achieve academic diploma.	318	0	3.26	3.33 <sup>a</sup>	4	2.348	5.514	40
When I don't understand a subject, I study and research so much about it until I become pleased.	318	0	1.58	1.51 <sup>a</sup>	1	.731	.535	3
My main purpose is not to become fail or drop from studies.	318	0	2.20	1.98 <sup>a</sup>	1	1.207	1.457	3
In my idea, other students' study method is better than me.	318	0	2.54	2.57 <sup>a</sup>	3	.968	.937	3
Most of the students and classmates ask me help about their studies problems.	318	0	2.05	1.98 <sup>a</sup>	2	.799	.638	3
I feel after graduation I will access for a better job.	318	0	1.80	1.68 <sup>a</sup>	1	.876	.767	3
When I face with problems, I don't feel ability.	318	0	2.46	2.48 <sup>a</sup>	3	.965	.931	3
I am succeeding for most of my lessons, and passing from the exams superb.	318	0	1.58	1.51 <sup>a</sup>	1	.714	.510	3
When I see that I have succeeded on my lessons beyond my expectation, I enjoy a lot.	318	0	1.41	1.36 <sup>a</sup>	1	.647	.419	3
When I am among my classmates, I don't feel that I am better than them in terms of socially and studying.	318	0	1.98	1.88 <sup>a</sup>	2	.907	.823	3
I want to be as a successful and knowledgeable student among my class fellows.	318	0	1.47	1.41 <sup>a</sup>	1	.662	.439	3
I know myself as a self-made and a self-confidence student.	318	0	1.49	1.43 <sup>a</sup>	1	.668	.446	3
Usually, I am successful for the works that I have proceed them.	318	0	1.56	1.50 <sup>a</sup>	1	.694	.481	3
In my idea, success through education is too difficult in present situation.	318	0	2.05	1.90 <sup>a</sup>	1	1.030	1.061	3
Assignments or works that I do by myself, it involves with fear.	318	0	2.58	2.63 <sup>a</sup>	3	.976	.952	3
If the lesson be extremely difficult, I try more for understanding it and till I don't understand that, I don't forget and miss it.	318	0	1.57	1.48 <sup>a</sup>	1	.786	.618	3
I am volunteer to do difficult works even I don't become succeed on them.	318	0	1.76	1.65 <sup>a</sup>	1	.844	.712	3
No need someone compel me for studying my lessons, I study the lesson myself.	318	0	1.58	1.49 <sup>a</sup>	1	.769	.592	3
I don't think about future, passing of present time made busy my mind most.	318	0	2.50	2.53 <sup>a</sup>	3	1.053	1.109	3
In my idea, learning and education is the sublime value that must achieve it.	318	0	1.28	1.23 <sup>a</sup>	1	.583	.340	3
I don't have clear, long-term and practical goals for my-self.	318	0	3.01	3.18 <sup>a</sup>	4	1.005	1.009	3
I like to make a welfare and prosperous life for myself by educators.	318	0	1.43	1.37 <sup>a</sup>	1	.693	.480	3
I can forget passing benefits for the purpose of accessing long-term goals.	318	0	1.75	1.64 <sup>a</sup>	1	.857	.735	3
I like to be the leader for those activities that I do with my friends.	318	0	1.64	1.56 <sup>a</sup>	1	.756	.571	3
I am a successful student and expect to achieve high grade.	318	0	1.39	1.33 <sup>a</sup>	1	.663	.440	3
I like to compete with the students who are better than me in case of information and .....	318	0	1.57	1.51 <sup>a</sup>	1	.715	.511	3
I study for the reason until to find valuable job in future.	318	0	1.54	1.46 <sup>a</sup>	1	.747	.558	3
I determine high goals for myself even reaching them are difficult.	318	0	1.32	1.30 <sup>a</sup>	1	.542	.294	3
Department	318	0	6.21	5.84 <sup>a</sup>	10	3.892	15.151	13
Semester	318	0	2.69	2.72 <sup>a</sup>	3	.910	.828	3
Grade	318	0	2.92	3.11 <sup>a</sup>	4	1.093	1.195	3
Marital Status	318	0	1.47	1.47 <sup>a</sup>	1	.500	.250	1
Gender	318	0	1.30	1.30 <sup>a</sup>	1	.457	.209	1
Age	Valid	Missing	2.22	2.18 <sup>a</sup>	2	.788	.620	3
	N		Mean	Median	Mode	Std. Deviation	Variance	Range

Minimum	Maximum	Sum	Percentiles		
1	4	419	.bc	1.50	2.08
1	4	493	2.42 <sup>b</sup>	3.33	3.97
1	41	1038	.bc	1.51	2.12
1	4	502	1.12 <sup>b</sup>	1.98	3.32
1	4	701	1.72 <sup>b</sup>	2.57	3.39
1	4	808	1.34 <sup>b</sup>	1.98	2.69
1	4	651	1.06 <sup>b</sup>	1.68	2.49
1	4	572	1.63 <sup>b</sup>	2.48	3.31
1	4	783	.bc	1.51	2.11
1	4	502	.bc	1.36	1.89
1	4	448	1.21 <sup>b</sup>	1.88	2.71
1	4	631	.bc	1.41	1.95
1	4	466	.bc	1.43	1.97
1	4	473	.bc	1.50	2.07
1	4	495	1.16 <sup>b</sup>	1.90	2.88
1	4	651	1.77 <sup>b</sup>	2.63	3.44
1	4	819	.bc	1.48	2.08
1	4	500	1.06 <sup>b</sup>	1.65	2.42
1	4	560	.bc	1.49	2.12
1	4	502	1.58 <sup>b</sup>	2.53	3.43
1	4	794	.bc	1.23	1.75
1	4	406	2.25 <sup>b</sup>	3.18	3.85
1	4	958	.bc	1.37	1.90
1	4	456	1.03 <sup>b</sup>	1.64	2.43
1	4	558	.bc	1.56	2.25
1	4	522	.bc	1.33	1.85
1	4	441	.bc	1.51	2.11
1	4	500	.bc	1.46	2.03
1	4	490	.bc	1.30	1.81
1	4	420	2.57 <sup>b</sup>	5.84	9.71
1	14	1975	2.00 <sup>b</sup>	2.72	3.49
1	4	854	2.04 <sup>b</sup>	3.11	3.85
1	4	927	.bc	1.47	1.97
1	2	467	.bc	1.30	1.80
1	2	412	1.50 <sup>b</sup>	2.18	2.82
1	4	706	25	50	75

Table 1

### 8.6. Descriptive Statistical Analysis of all Questions and Findings

The findings of this research are divided into seven parts (statistical data): (1) general information of the students’ age, (2) students’ gender, (3) students’ marital status, (4) students’ grade in their own classes, (5) students’ semester in each department, (6) departments relevant to students’ courses, and (7) results from 30 open-ended questions (illative data). This part indicates general demographic data of the respondents. The results have shown based on the questionnaires consequences as follows:

Frequency and Percent of the Students’ Age

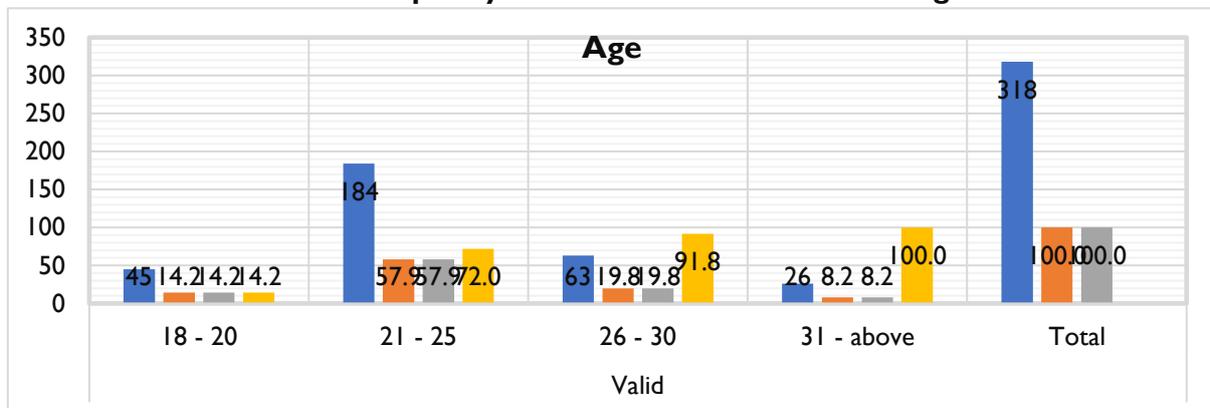
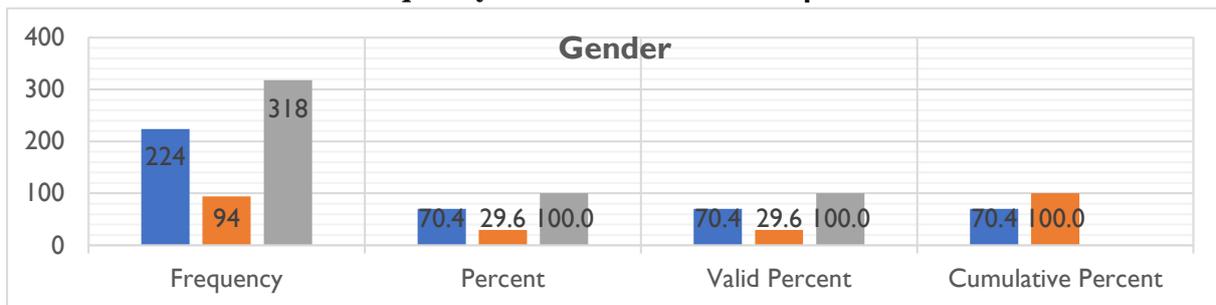


Figure 1

The above figure shows that there was a total of 318 respondents. The majority of respondents were between age 21 - 25 (57.9 %) and the minority of the respondents were the age between 31 to above (8.2 %). The figure has shown percentage of students’ age regarding their participation for the research questionnaire shared with the students. Forty-five (14.2 %) students between the ages of 18 – 20, have participated in this questionnaire. The age between 21 – 25, 184 students (57.9 %) participated in responding the research questionnaire which was prepared for the study entitled “**Comparative Investigation of Academic Progress Motivation Scale on Students of Natural and Social Science at Ghor University.**” The third larger group among the participants is aged between 26 – 30, including 63 students (19.8 %) have shown the highest number of students who participated to respond the research

questionnaire. The third category of the participants, is aged between 26- 30, including 26 students (8.2 %). Therefore, the smallest number of the participants is aged between 31 and above, included 26 students and forming 8.2 percent of the candidates. So, the age of students who participated in responding the questionnaire is fair and suitable, and valuable for research validity. As the results of this issue, the largest group among the students, were aged between 21 -25, including 184 students (57.9 %), is very fair and suitable age for credibility of this research.

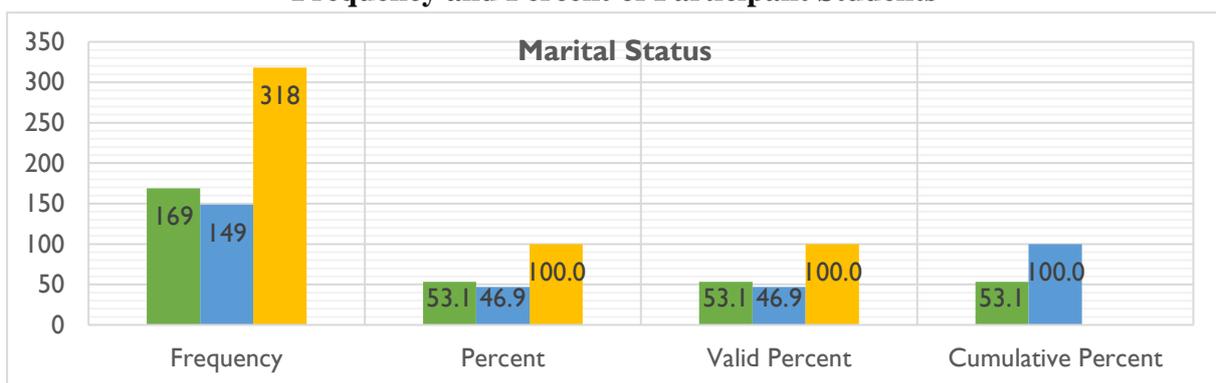
**Gender Frequency and Percent of Participant Students**



**Figure 2**

The above figure shows the percentage of male and female students who participated for responding the research questionnaire. The male students were 224 among all the sampling number that is 318 people, which forms 70.4 percent of the participants, and 94 persons were female students that builds 29.6 % of the participants among all applicants. Thus, it can be concluded that most of the participants were male students the same as the whole number of students at the Ghor University’s male and female students scale and ration. The precise proportion of male and female participated in responding the questionnaire, helps the authentication and standardization of this research. So, the larger of the participants were the male students including 224 students (70.4 %). It is absolutely clear that in all of the Afghanistan universities, the ratio of male is larger than the female collegiate students. As a result, this was an exact ratio of between male and female students at Ghor University.

**Frequency and Percent of Participant Students**

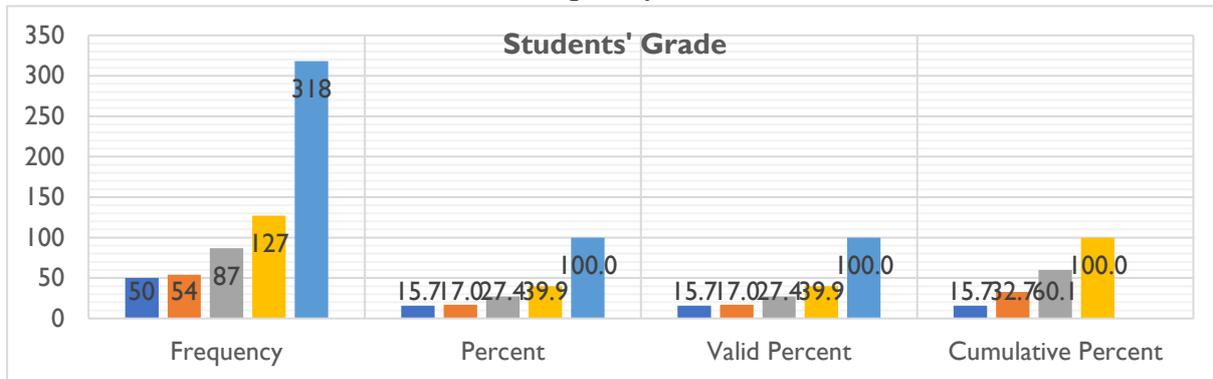


**Figure 3**

Marital Status was another variable from students’ personal information in this research that maintain standard and has given academic credibility for this research. As the whole number of participants are 318 students, and among all, there were 169 single or unmarried people forming 53.1 % percent of the students. The rest of the students included 149 participants (46.9 %), were single or unmarried students. The married or aged people which

were more than 46 percent of the participants, with the ability of thinking, understanding about the issue, that gave more reliability as perfectly legitimate research. The unmarried students according to whole ratio of the students which formed more than fifty percent of this research participant were the real proportion. Thus, this variable was fair and suitable percent of the participant students as well as the entire number (1845).

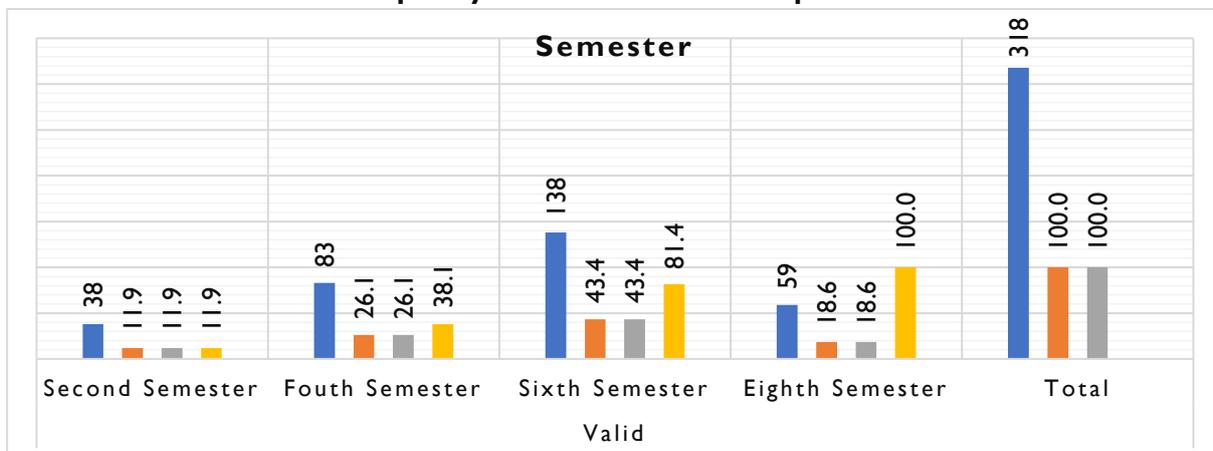
**Students' Grade Frequency and Percent of the Students**



**Figure 4**

Another significant variable in this research is the student's grade in each class, which is valuable in the subject matter of the research validity. Fifty participants students, (15.7 %) were between grades 1-5, which shows a high number of the competence students among all. The second category of the students were the grades between 6 -10, which forms 54 persons (17.0 %) of the respondents of this research. The third group of the participants is the grades between 11 – 15 that includes 87 people and 27.4 percent of the sampling number. The last set of the participants are the grade between 16 and the above of number sixteen that take an account of 127 people and 39.9 percent of the research sampling. This issue can be summarized the issue that the percent of the first to fifth grades mostly participated in this investigation which increase the validity and quality of the research and the other participants were low grades students that helped me in quantity improvement. It is mentionable that in this research, it was tried to share the questionnaire with most of the students who are at least sophomores and above those. It was purposeful for credibility of this research.

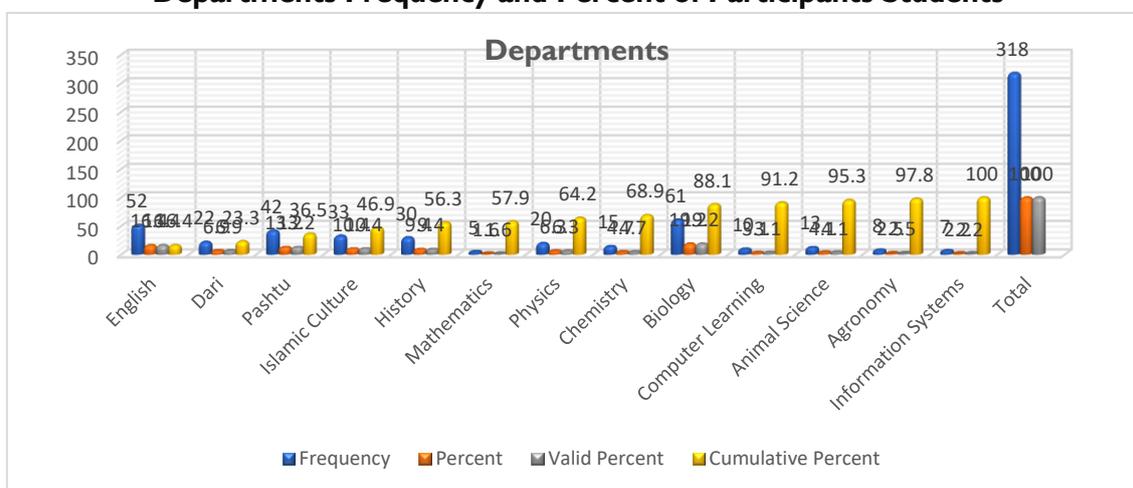
**Frequency and Percent of Participant Students**



**Figure 5**

In this chart, all the participants compared according to their semesters. The most participants of the semesters are the sixth semester, which contains 138 students (43.4 %) of the students. The second larger group is semester 4 included 83 students that form 26.1 percent of the candidates. The third large category is semester eight that contains 59 people and 18.6 percent among all the participants. The last and smallest category is second semester which includes 38 people and 11.9 percent of the participants. According to the frequency and percentage of the participants, the most contributors were selected from semester six, which is the middle classes in all faculties and fair in terms of knowledge, information and capability that help the credibility of the research. Then semester 4 was also fair in terms of knowledge and information. Therefore, the majority of the participants were people of knowledge who were acquaintance with university conditions. This issue adds more validity for the purpose of this research which is the students' academic progress motivation scale amongst social and natural science towards learning general English.

**Departments Frequency and Percent of Participants Students**



**Figure 6**

The above figure was vital information for this research. All of the departments were essential information for this research, for this case, the departments were compared in terms of statistics and percentage of participants made the scale of academic progress clearer between social science and natural science. Amongst the entire number of 318 participants, 179 students (56.3 %) contributors, were from social science departments such as English dep., Dari, Pashtu, Psychology, Islamic Culture and History department. And the rest of the students, including 139 students (43.7 %) were relevant to natural science departments such as Biology dep., Chemistry, Mathematics, Physics, Computer Learning, Information Systems, Engineering Network, Agronomy and Animal Science Department. According to the departments proportion, the random sample of the students has taken from departments which can easily represents the general statistics. It is mentionable that most of the natural science departments have fewer students than the social science departments that have more students in all of their classes. Thus, the majority of the participants are from social science, faculty of education at Ghor University responded the questions of this research. It was essential to compare both of these two categories in this research, and all departments have compared individually to discover and find the main purpose and the target result for this research.

The **English** department participants were 52 students and 16.4 percent. **Dari** contributors were 22 students (6.9 %). **Pashtu** candidates were 42 people and 13.2 percent. Students of **Islamic Culture** also participated in this research included 33 persons and 10.4 percent among other departments. Participants of **History Department** attended in this research and the students' number is 30 and 9.4 percent. Mathematics participants were 5, building 1.6 %, physics were 20 (6.5 %) among the participants. Fifteen (4.7 %) students participated from Chemistry department; biology was another greater participant in this study containing 61 students (19.2 %) of the participants, and students of Computer Learning Department included 10 students (3.1 %). Thirteen students of Animal Science's students have taken part in this research and made-up 4.1 percent of the sampling number, then, students of Agronomy were 8 and 2.5 percent, the student of the Information Systems were 7 (2.2 %) of the participants which was the minimum number of the random sampling, and the largest number was biology's students among all the contributors of this research. This comparison has shown the largest group (biology), and the smallest one (mathematics). And moreover, the comparison of both social and natural science is vital for this research which the main result relevant for the comparison of both categories.

### 9. Background and the Outcome of Previous Researches

There are many similar topics have been researched by expert researchers, and here it is mentioned some significant researches with the results found thorough those investigations.

1. The research has found a strong and positive relationship between motivation and attitude in learning English. The research found that three variables play an important role in learning English. (Murthy and Yeo, 2018)
2. Motivation is a strong instrumental in English Learning. Teachers and students must spare no effort to work hard in the process of teaching and learning. (Long, Ming and Chen, 2013) students' motivation to heighten the teaching effect in English teaching and learning, so as to the students' English practical ability.
3. Teachers can play a significant role in motivation learners to the learning of second or foreign language. Motivation can play an important factor in learning a foreign language which is influenced by different variables. (Alizada, 2016)
4. Motivation is the influential factor in learning activity. Without motivation, goals of learning are hard to be achieved because the students (Purmama and Yugafiati, 2019)
5. The study reveals that the girl subjects are more inclined to bilingualism than boys. (Ghazvinia, and Khajehpoura, 2011).

The above investigations found similar outcome the perspective of Motivation in learning English, but the mentioned researchers did not care about the Students' Academic Progress Motivation Scale among the students (both male and female) whom they are learners for the English as foreign language or might be the learners for other courses. Therefore, I preferred

that my study is the helpful one to discover the Students' Academic Progress Motivation Scale and by finding the Students' Academic Progress Motivation Scale in learning process, the lecturers will be able to teach and convey their meanings for the students and learners.

Departments' Participants				
Validity / Variables	Frequency	Percent	Valid Percent	Cumulative Percent
English	52	16.4	16.4	16.4
Dari	22	6.9	6.9	23.3
Pashtu	42	13.2	13.2	36.5
Islamic Culture	33	10.4	10.4	46.9
History	30	9.4	9.4	56.3
Mathematics	5	1.6	1.6	57.9
Physics	20	6.3	6.3	64.2
Chemistry	15	4.7	4.7	68.9
Biology	61	19.2	19.2	88.1
Computer Learning	10	3.1	3.1	91.2
Animal Science	13	4.1	4.1	95.3
Agronomy	8	2.5	2.5	97.8
Information Systems	7	2.2	2.2	100.0
Total	318	100.0	100.0	

**Table 2**

In this table, all the departments' participants explained in detail.

The **English** department participants were 52 students and 16.4 percent. **Dari** contributors were 22 students (6.9 %). **Pashtu** candidates were 42 people and 13.2 percent. Students of **Islamic Culture** also participated in this research, which includes 33 persons and 10.4 percent among other departments. Participants of **History Department** attended in this research and the students' number was 30 and 9.4 percent. Mathematics participants were 5 people (1.6 %), physics were 20 (6.5 %) among the participants. Chemistry department participants were 15 people show 4.7 percent of the whole number. Then, biology was another greater participant in this study containing 61 students (19.2 %) of the participants. Students of Computer Learning Department included 10 students (3.1 %). Thirteen students of Animal Science's students had taken part in this study and made-up 4.1 percent of the sampling number, students of Agronomy are 8 and 2.5 percent, the student of the Information Systems are 7 (2.2 %) of the participants which was the minimum number of the sampling, and the large number was biology's students among the contributors of this study. Among all the participants, 179 (56.3 %), are from the students of social science and others were 139 (43.7 %) from the students of natural science that build 43.7 % of the participants.

## 10. Discussion

### 10.1. General or Descriptive Analysis

Relatively the high results for the variable of 'students' age' which added additional credibility for the research.

The figure (1) has shown percentage of students' age regarding their participation for the research questionnaire shared with the students of different departments. The age between 21 – 25 mostly participated in responding the research questionnaire which was prepared for the study entitled “**Comparative Investigation of Academic Progress Motivation Scale on Students of Natural and Social Science at Ghor University.**” The second largest group among the participant was the age between 26 – 30, including 184 students (57.9 %) which have shown the highest number of students who participated to respond the research questionnaire. The third category of the participants were the age between 26- 30, including 63 students (19.8 %). However, the smallest number of the participants was the age between 31 and above, included 26 students and forming 8.2 percent of the candidates. So, the age of students who participated in responding the questionnaire was fair and suitable, and valuable for research validity. As the result of this issue, a large number of the students was the age between 26 -30, including 184 students (57.9 %), was very fair-minded and suitable age for credibility of this research.

The figure (2) shows the percentage of male and female students who participated for responding the research questionnaire. Precisely the male students were 224 among all the sampling number that was 318 people, which forms 70.4 percent of the participants, and 94 persons were female students that builds 29.6 % of the participants among all applicants. Thus, it can be concluded that most of the participants were male students the same as the whole number of students at the Ghor University's male and female students scale and proportion. The accurate proportions of male and female students have participated in responding the questionnaire, help the authentication and standardization of this research. So, the maximum number of the participants was the male students including 224 students (70.4 %). Both female and male gender has their own perspective from each question's ideas.

Marital Status was another variable from students' personal information in this research that maintain standard and has given academic credibility for this research. As the whole number of participants are 318 students, and among all, there were 169 single or unmarried people forming 53.1 % percent of the students. The rest of the students included 149 participants (46.9 %), were single or unmarried students. The married or aged people which were more than 46 percent of the participants, with the ability of thinking, understanding about the issue, that gave more reliability as perfectly legitimate research. The unmarried students according to whole ratio of the students which formed more than fifty percent of the research participants were the real proportion. Thus, this variable was fair and suitable percent of the

participant students as well as the entire number (1845). Another significant variable in this research is the student's grade in each class, which is valuable in the subject matter of the research validity. Fifty students (15.7 %) were between grades 1-5, which shows a high number of competent students among all. The second category of the students were the grades between 6 -10, which forms 54 persons (17.0 %) of the respondents. The third group of the participants is the grades between 11 – 15 that includes 87 people and 27.4 percent of the sampling number. The last set of the participants are the grade between 16 and the above of number sixteen that take an account of 127 people and 39.9 percent of the research sampling. This issue can be summarized as such- the percent of the first to fifth grades mostly participated in this investigation which increases the validity and quality of the research and the other participants were low grades students that helped me in quantity improvement. It is mentionable that in this research, it was tried to share the questionnaire with most of the students who are at least sophomores and above those. It was purposeful for credibility of this research.

In this research, all the participants were compared according to their semesters. The most participants belong to the sixth semester which contains 138 students (43.4 %) of the students. The second larger group is semester 4 included 83 students that form 26.1 percent of the candidates. The third large category is semester eight that contains 59 people and 18.6 percent among all the participants. The last and smallest category is second semester which includes 38 people and 11.9 percent of the participants. According to the frequency and percentage of the participants, the most contributors were selected from semester six, which is the middle classes in all faculties and fair in terms of knowledge, information and capability that help the credibility of the research. Then semester 4 was also fair in terms of knowledge and information. Therefore, the majority of the participants were people of knowledge who were acquaintance with university conditions. This issue adds more validity for the purpose of this research which is the students' academic progress motivation scale amongst social and natural science. All the departments were very essential information for this research. In this case, the departments were compared in terms of statistics and percentage of participants that made the scale of academic progress clearer between social science and natural science. Amongst the entire number of 318 participants, 179 students (56.3 %) contributors were from social science departments such as English, Dari, Pashtu, Psychology, Islamic Culture and History department. And the rest of the students, including 139 students (43.7 %) were relevant to natural science departments such as Biology, Chemistry, Mathematics, Physics, Computer Learning, Information Systems, Engineering Network, Agronomy and Animal Science

Department. According to the departments' proportion, the random sample of the students can easily represent the general statistics. It is mentionable that most of the natural science departments have fewer students than the social science departments that have more students in all of their classes. Thus, the majority of the participants are from social science faculty of education at Ghor University. It was essential to compare both of these two categories in this research, and all departments have been compared individually to find the main purpose and the target result.

**10.2. Illative Analysis (Explanation of all Open-ended Questions)**  
 Explanation of the whole questions of the questionnaire as the table form.

**Table 3**

Motivation Need for Progress				
Questions	Frequency	Percent	Agreement	Disagreement
Q1	308	96.9 %		
Q2	287	90.3 %		
Q3	290	901.2 %		
Q4	302	95.0 %		
Q5	278	87.4 %		
Targeting Motivation				
Questions	Frequency	Percent	Agreement	Disagreement
Q6	261	82.1 %		
Q7	299	94.0 %		
Q8	236	74.2 %		
Q9	308	96.9 %		
Q10	261	82.1 %		
Ability Motivation				
Questions	Frequency	Percent	Agreement	Disagreement
Q11	281	88.4 %		
Q12	266	83.6 %		
Q13	285	89.6 %		
Q14	187	58.8 %		
Q15	214	67.3 %		
Self-esteem Motivation				
Questions	Frequency	Percent	Agreement	Disagreement
Q16	297	93.4 %		Q16.
Q17	295	92.8 %		
Q18	296	93.1 %		
Q19	234	73.6 %		
Q20	300	94.3 %		
Self-efficacy Motivation				
Questions	Frequency	Percent	Agreement	Disagreement
Q21	294	92.5 %		
Q22	163	51.3 %		
Q23	256	80.5 %		
Q24	247	77.7 %		
Q25	175	55.1 %		
Internal and external motivation				
Questions	Frequency	Percent	Agreement	Disagreement
Q26	184	57.9 %		

Q27	288	90.6 %		
Q28	250	78.6 %		
Q29	296	93.1 %		
Q30	293	92.1 %		

The above table illustrated in detail the participants' motivation towards the exact target or issue that are given to them. Their motivation scale is really high, but only they don't believe on the current situation.

### 10.3. The Main Result (Comparison of Social and Natural Science)

The Comparison between Social and Natural Science as the main and target results for the final outcome of this research has been illustrated in below table.

**Table 4**

Motivation Need for Progress				
Valid	Social Science		Natural Science	
Questions	Frequency	Percent	Frequency	Percent
Q1	174	97.2	134	96.4
Q2	158	88.3	129	92.8
Q3	163	91.1	127	91.4
Q4	174	97.2	128	92.1
Q5	158	88.3	120	86.3
Total	827	462.1 = 92.42	638	459 = 91.8
Targeting Motivation				
Valid	Social Science		Natural Science	
Questions	Frequency	Percent	Frequency	Percent
Q6	147	82.1	114	82.0
Q7	168	93.9	131	94.2
Q8	144	80.4	92	66.2
Q9	175	97.8	133	95.7
Q10	98	54.7	74	53.2
Total	732	408.9 = 81.78	544	391.3 = 78.26
Ability Motivation				
Valid	Social Science		Natural Science	
Questions	Frequency	Percent	Frequency	Percent
Q11	159	88.8	122	87.8
Q12	151	84.4	115	82.7
Q13	165	92.2	120	86.3
Q14	118	65.9	69	49.6
Q15	64	35.8	40	28.8
Total	657	367.1 = 73.42	466	335.2 = 67.04
Self-esteem Motivation				
Valid	Social Science		Natural Science	
Questions	Frequency	Percent	Frequency	Percent
Q16	165	92.2	132	95.0
Q17	167	93.3	128	92.1
Q18	169	94.4	127	91.4
Q19	130	72.6	104	74.8
Q20	172	96.1	128	92.1
Total	803	448.6 = 89.72	619	445.4 = 89.08
Self-efficacy Motivation				

Valid	Social Science		Natural Science	
Questions	Frequency	Percent	Frequency	Percent
Q21	167	93.3	127	91.4
Q22	102	57	61	43.9
Q23	152	84.9	104	74.8
Q24	137	76.5	110	79.1
Q25	104	58.1	71	51.1
Total	662	369.8 = 73.69	473	340.3 = 68.06
Internal and External motivation				
Valid	Social Science		Natural Science	
Questions	Frequency	Percent	Frequency	Percent
Q26	80	44.7	54	38.8
Q27	165	92.2	123	88.5
Q28	148	82.7	102	73.4
Q29	168	93.9	128	92.1
Q30	166	92.7	127	91.4
Total	727	406.2 = 81.24	534	384.2 = 76.84
GT	4408	492.27 = 82.045	3274	471.08 = 78.51333333

## II. Conclusion

The results of this research have shown that there are generally high levels of Motivation Scale in terms of Students' Academic Progress in different classes and semesters. As it has explained in detail that the whole results of the research were commonly great for students' academic progress motivation scale, but when I compared both social and natural science results, there were some differences between these two variables. At least, there was 4 percent difference between students of social and natural science. Over all the research result, the social science students' academic progress motivation scale was 82.045 % and the academic progress motivation scale of natural science was 78.51333333 %. To compare these two variables, it has been found that academic progress motivation scale of social science 3.53167 % was higher than the natural science students' academic progress motivation in natural science. As the last and final result of this research, academic progress motivation scale was great amongst the social students, but there were some problems and less motivation scale in natural science students. Therefore, it needs more researches to discover what the problem is and must find the resolution for the problem. The results of this research should be used as suggestions of conceivable justifications to be researched in future. It was expected that the results for students' academic progress motivation scale would be more decisively in support of university students, but this was not the result. There were some differences between both categories that have been found by this research. The negative points or comparative results of this research have been illustrated in below table.

Part Two, Targeting Motivation				
Valid	Social Science		Natural Science	
Total	732	408.9 = 81.78	544	391.3 = 78.26
Part Three, Ability Motivation				
Valid	Social Science		Natural Science	
Total	657	367.1 = 73.42	466	335.2 = 67.04
Part Five, Self-efficacy Motivation				
Valid	Social Science		Natural Science	
Total	662	369.8 = 73.69	473	340.3 = 68.06
Part Six, Self-efficacy Motivation				
Valid	Social Science		Natural Science	
Total	727	406.2 = 81.24	534	384.2 = 76.84

Table 5

### 11.1. Discussion and Recommendation

According to the research, most of the students have relatively clear study motivation scale. All the students understand the importance of learning process. Students believed that learning and doing home assignments are the main reasons to get good grades in their examination. A large category of the students, study by their own desires and no need to be persuaded by parents and lecturers. They also try to find good jobs in future through studying. Meanwhile, the role of students' academic progress motivation scale for improving their own quality and academic success, was the main target for most of the students. Those who answered the first-five questions (Motivation Need for Progress), were highly interested in having their **high targets, achieving good jobs, having competition with capable students, achieving good grades and being as team leader**. These ideas and dreams are highly appreciation able for their academic progress motivation scale. The average percentage of the first five questions is 92.02 % that shows a high number and percent of the participants answered the questionnaire questions. And those students who also answered the second-five questions (Targeting Motivation) were also highly motivated on their future goals such as having **long-term goals (82.1 %), having their own favorite life (94.0 %), having clear and long-term practical plan (74.2 %), academic achievement (96.9 %) and thinking towards future not focusing on present time (54.1 %)** from the whole participants. The average of the percentage of this issue is 80.26 %, from the whole participants. The idea of the second five questions also shows the high scale of students' academic progress motivation towards learning and education purposes.

The third part of the questions was 'Ability Motivation' concerning students' ability in their academic capabilities. They also believed in their own ability towards their academic success such as **study by their own desires (88.4 %), voluntary on doing hard works (83.6 %), understating the difficult lessons (89.6 %), having no fear and anxiety (58.8 %) and**

**being success via education (67.3 %)**. The total average of this part was (70.62 %) that is high but in question 15 that asked “Success is very difficult through education in current situation” got very less percentage among all the participants. The fourth part of the questions was the ‘Self-esteem Motivation’ including objectives such as success on their studies (93.4 %), self-confidence (92.8 %), successful with more information among all (93.1 %), disagreement of being better than others (73.9 %) and enjoying from lessons progress (94.3 %).

Among these five questions, the fourth one has gotten the negative perception for being better than other students when they come together, that it expresses a negative or may have positive result according to the whole culture of the society in which the students have grown up. The fifth part of the questionnaire which is about the ‘Self-efficacy Motivation,’ students’ academic progress motivation scale, such as success on lessons and passing from exams (92.5 %), feeling ability on education difficulties (51.3 %), feeling to achieve reasonable job (80.5%), having the ability in helping with students (77.7 %), and believing in their method of reading (55 %). These questions have had positive answers for students’ academic progress motivation scale in learning and helping each other on their academic achievements, thus the whole result of this part is positive relevant to academic progress motivation scale.

The last part which is internal- external motivation, the study purpose of academic progress (57.9 %), understanding the lessons (90.6 %), enhance their academic progress (78.6 %), and doing their home assignments (93.1 %). Finally, they believed in learning process and gave values for understanding and not only getting more scores (92.1 %).

As it is mentioned above, there were some differences between these two variables, as the individual comparison of the whole questions between two different variables, there were two same results in question one and question nine (96.9 %). Furthermore, the main purpose of this research compared both students of social and natural science in Ghor University. The targeting result from this research has found that there were at least 3.5 percentage difference between students of social and natural science where the social science students were more motivated in academic progress and academic achievements, but the academic progress motivation scale of natural science students were lower than the social science. Thus, it is recommended that some more specific researches on natural science such as **teaching methods, real and new materials given to students of natural science, lecturers’ education levels, or the subject matter should be done at Ghor University.**

#### **Summary of the Result as the Table Form**

The summary of the results of both categories are compared as the below table (6).

Valid	Social Science		Natural Science	
Part 1, Total	827	462.1 = 92.42	638	459 = 91.8
Part 2, Total	732	408.9 = 81.78	544	391.3 = 78.26
Part 3, Total	657	367.1 = 73.42	466	335.2 = 67.04
Part 4, Total	803	448.6 = 89.72	619	445.4 = 89.08
Part 5, Total	662	369.8 = 73.69	473	340.3 = 68.06
Part 6, Total	727	406.2 = 81.24	534	384.2 = 76.84
Grand Total	4408	492.27 = 82.045	3274	471.08 = 78.51333333

## 11.2. Suggestions to the Lecturers and Researchers

According to above results, specific and precise researches necessarily would be done to discover the difficulties of **teaching methods, real and new materials given to students of natural science, lecturers' education levels, or the subject matter itself at Ghor University as well as the other universities in Afghanistan. One more academic research is to find out the academic achievement scale between male and female students at Ghor University.**

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