A study of English Learning Motivation of Grade 10 Students in High School Namma, Myanmar

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Abstract

This research studied of development of English reading skill by using Problem-Based Learning for the second-year students of Bachelor of Education (teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. The objectives were 1) to study the English reading model by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program), 2) to develop the English reading model by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program), 3) to test of using and evaluate the effectiveness of teaching and learning English reading model by using problem-based learning for the second-year students of Bachelor of Education (Teaching English International Program). This research has used the Research and Development (R & D) including one group pre-test and post-test design.

The results of this research were found that

1) the teacher's questionnaire of teaching plans, physiology, and problem solving for teachers was found that the overall average was 4.40 which was at high congruence level. The student's questionnaire of teaching plans, physiology, and problem solving for students was found that the overall average was 4.31 which was at high congruence level.

2) the evaluatation of the validity of the model was found that the overall average was 4.45 which was at high congruence level. The evaluatation of the appropriate and consistent of the model was found that the overall average was 4.36 which was at high congruence level.

3) the score of pre-test of use experiment the manual of model for solving English speaking problems between Thai and foreign ($\bar{X}$ = 9.76, S.D. = 1.33) was lower than post of use experiment the manual of model for solving English speaking problems between Thai and foreign students in education faculty ($\bar{X}$ = 17.76, S.D. = 1.05).

Keyword: study of English Learning; Motivation of Grade 10 Students; School Namma; Myanmar and English Learning

Introduction

The study aims to explore the English learning motivation of grade 10 students in Namma High School, Myanmar. Understanding the motivational factors that influence students' engagement with English language learning is crucial for educational enhancement and effective curriculum design.

In Myanmar, being good at English is more and more important on a global scale. So, we need to look at what motivates students to learn English. This study is because if we understand what motivates students, we can help teachers, school leaders, and people who create the school curriculum. This information can help them come up with strategies to make English classes more interesting and keep students excited about learning the language (Kullanat Srithongkham, 2012: 8).

This study is essential because it can help improve the way we teach English to grade 10 students at Namma High School in Myanmar. We want to find out what makes students excited about learning English. By figuring out what factors affect their motivation, we can give practical advice to teachers and school leaders. This advice could make English classes more interesting and helpful for students. The discoveries from this study might also be useful for other schools dealing with the same challenges in getting students excited about learning a language.

The motivation of students plays a crucial role in the process of learning, particularly in the context of English language education. This study investigates the English learning motivation of Grade 10 students in high schools in Namma, Myanmar. Motivation is a multifaceted concept that can be assessed through various indices, including choice, effort, persistence, and level of achievement. Understanding and enhancing these motivational factors are imperative for educators as they directly impact the effectiveness of the learning process. A comprehensive exploration of English learning motivation among Grade 10 students will not only shed light on the current state of motivation in this specific context but also contribute valuable insights into potential strategies for fostering a more conducive learning environment. The significance of this study lies in its potential to inform educators and policymakers on how to tailor their approaches to enhance motivation, ultimately improving the overall learning outcomes in English education for Grade 10 students in Namma, Myanmar.

Moving to middle school introduces changes where the school becomes more focused on students' performance, potentially creating additional pressure. However, there may be a gap in understanding individual student needs. This transition can also strain existing friendships, limit parental influence, and result in larger classes, making it challenging for teachers to connect with students. This study on English learning motivation among Grade 10 students in Namma, Myanmar aims to delve into these complexities, offering insights into how the educational environment impacts motivation and learning outcomes. By understanding

these dynamics, we hope to provide valuable guidance for educators and policymakers in enhancing English education and motivation for Grade 10 students.

At the same time, students are starting to care a lot about their friends and social stuff. We noticed that students often start to feel less motivated during this time. So, we wanted to figure out what things are most connected to making students want to do well in school. This way, we can help teachers and parents encourage students to do their very best.

In the context of our study on English learning motivation among Grade 10 students in high schools in Namma, Myanmar, we have identified three key motivating factors. First and foremost, the availability of good learning opportunities, especially high-quality instruction in English, significantly boosts motivation. When students experience effective teaching in English, it enhances their eagerness to learn more. This creates a positive feedback loop, where increased motivation leads to more learning, and vice versa (Thanapoom Poompanom, 2013: 17).

For English instruction to be of high quality, effective classroom management is essential. This involves efficient use of lesson time and clear communication of classroom rules. Additionally, it requires the implementation of challenging tasks that encourage students to actively participate in their own English learning journey. Simultaneously, it's crucial to provide support as students tackle these tasks, fostering an environment that not only challenges them but also empowers them to succeed. This understanding of the interplay between learning and motivation in English education for Grade 10 students in Namma, Myanmar forms the basis of our investigation, aiming to shed light on strategies to enhance the overall English learning experience in this specific context.

Does motivation lead to achievement, or is it the other way around? Motivation affects achievement, but achievement also affects motivation. Over time it becomes a feedback loop. The question is: where does it start? From our perspective, it's outside influences, such as quality of instruction, external pressure, and cultural and social influences, that keep this loop going. I think the idea that academic self-concept influences academic achievement is really interesting.

In the realm of our investigation into English learning motivation among Grade 10 students in high schools in Namma, Myanmar, contemporary researchers are exploring innovative methods to understand and enhance motivation. For instance, some are developing mobile phone apps for experience sampling, allowing for real-time observations without disrupting the learning process. Additionally, online environments like Maths Garden are being utilized, providing opportunities to observe motivation as it unfolds during various learning activities. This shift towards creativity in research methods enables a more nuanced understanding of how motivation operates in the English learning context.

Another noteworthy development is the increased attention to physiological measures. Researchers are now exploring the measurement of electrical brain potentials or

heart rate variability to gauge a person's concentration on a specific learning task and the level of effort being exerted. This physiological approach holds promising potential for future research endeavors. By integrating these cutting-edge techniques into our investigation, we aim to delve deeper into the dynamics of English learning motivation among Grade 10 students in Namma, Myanmar. This forward-thinking methodology opens avenues for a more comprehensive understanding of motivation, ultimately contributing valuable insights to inform strategies that enhance English learning motivation in this specific educational context.

In our exploration of English learning motivation among Grade 10 students in high schools in Namma, Myanmar, it's beneficial to draw insights from experts in the field. Erin Walton, for instance (Erin Walton, 2024: Online) provides valuable perspectives on inspiring students who may be feeling disheartened or struggling to recognize their progress. Walton emphasizes the importance of understanding and addressing the challenges faced by discouraged learners, offering practical strategies to support and motivate them specifically in the context of English education. While no single idea may bring about a complete transformation, incorporating these tips regularly can make a significant difference. These strategies have proven effective in uplifting students who might be experiencing a dip in motivation, empowering them to take positive steps forward. As we delve into our study, we recognize the significance of incorporating such practical and expert-driven approaches to enhance English learning motivation among Grade 10 students in Namma, Myanmar. This not only enriches our understanding of motivation but also provides actionable insights for educators and policymakers aiming to create a more supportive and motivating English learning environment.

As we look into why Grade 10 students in Namma, Myanmar enjoy learning English, we want to highlight something important-something called 'intrinsic motivation.' It's all about finding joy in learning just for the fun of it. When you enjoy what you are learning, it helps you keep going, even when English assignments seem tough.

Sometimes, when a task feels too hard because you are not sure you can do it, it can make you feel less excited to learn. In our case, we are talking about learning English. But here's the cool part: teachers can help. They can be patient and use special strategies to keep your attention. By doing this, they make it easier for you to face challenges and keep going. This not only makes learning English more interesting and engaging but also sets you up for a mindset that loves learning for life. So, our study is all about understanding how Grade 10 students in Namma, Myanmar feel about learning English, and we are especially curious about how much joy they find in the process. We believe that finding joy in learning English is super important for making school a fun and exciting place to be.

When it comes to our exploration of English learning motivation among Grade 10 students in high schools in Namma, Myanmar, it's crucial to figure out what influences the students' motivation. Teaching isn't always easy, and one big challenge for educators is making

sure students are motivated to learn. Imagine having a class where everyone is excited, interested, and genuinely enthusiastic about learning English. However, sometimes the class seems distracted, uninterested, and reluctant to participate. Also, there are in-between moments with engaged and uninterested students. All these different classroom experiences highlight how important it is to understand and deal with student motivation in education, especially when it comes to learning English for Grade 10 students in Namma, Myanmar. Our study aims to dig into these variations, exploring what factors influence how motivated students are when it comes to learning English and why it matters so much.

As we embark on our investigation into English learning motivation among Grade 10 students in high schools in Namma, Myanmar, instructors must understand how they can boost students' engagement and motivation in the classroom. While each student is unique, we have established models that can be powerful tools for enhancing motivation. This guide will explore three specific frameworks: the expectancy-value-cost model of motivation, the ARCS (Attention, Relevance, Confidence, Satisfaction) model of instructional design, and self-determination theory. These models provide insights into the factors influencing student motivation, often sharing common elements that reinforce each other.

Our goal is to dive into the literature surrounding motivation, offering practical strategies to comprehend and elevate student motivation levels, specifically in the context of learning English. By exploring these models, we aim to better equip ourselves as educators to create engaging and stimulating learning environments for Grade 10 students in Namma, Myanmar. This guide serves as a valuable resource, aligning with our study's objective to unravel the intricacies of English learning motivation and to provide actionable insights for fostering an enriched learning experience in the classroom.

Motivation is not only important in its own right; it is also an important predictor of learning and achievement. Students who are more motivated to learn persist longer, produce higher quality effort, lean more deeply, and perform better in class and on standardized tests (Chris S, 2024: Online). As we dive into the background and significance of our study on English learning motivation among Grade 10 students in high schools in Namma, Myanmar, we recognize the pivotal role of motivation in predicting learning and achievement. The level of motivation in students serves as a strong indicator of their dedication, effort, depth of learning, and overall performance in both class activities and standardized tests. Our approach focuses on assisting students in discovering personal connections between their lives and what they are learning in English class.

Numerous studies have shown the effectiveness of our strategy, which encourages students to reflect on how the English subjects they study relate to significant aspects of their lives, such as future aspirations, personal interests, or meaningful relationships. This intervention has been tested across various educational levels, from middle school to high school, including college. Its versatility and effectiveness have been evident in diverse learning

environments. What stands out is that not only does this intervention prevent a decline in motivation, but it also leads to an improvement in student achievement. By understanding and applying this strategy, our study seeks to contribute insights into enhancing English learning motivation among Grade 10 students in Namma, Myanmar, offering a potential avenue for better academic outcomes (Indah Damayanti, 2023: 8).

This highlights the urgent need for a more structured approach to teacher development and placement, which can significantly impact their ability to motivate students in the classroom, particularly in the context of English learning. Currently, some teachers may feel uncertain about using English as a medium of instruction, especially if they possess only basic communication skills in English. This lack of confidence directly affects their capacity to effectively teach subjects in English and, consequently, has a direct bearing on the motivation levels of Grade 10 students. Our study aims to address these challenges, providing insights into the impact of teacher development and placement on English learning motivation among Grade 10 students in Namma, Myanmar.

In conclusion, understanding the dynamics of English Medium Instruction in Myanmar and its impact on classroom motivation is crucial. This is especially important given the diverse backgrounds and experiences of both students and teachers, as well as the challenges they face in terms of language proficiency and instructional methods.

This research aims to figure out what makes students want to learn English the most and what type of motivation is the strongest. We hope the results will help us understand how motivated high school students are to learn English. This can help make better language programs that fit what students want and need. When teachers know what motivates students to learn English, they can create lessons that make learning more fun and help students do better in language classes.

In this study, we aim to delve into the reasons behind the enjoyment of learning English at High School Namma in Myanmar. Our focus is on uncovering the genuine excitement that English learning brings. We will explore the factors that keep students motivated and identify any potential challenges they may encounter. It's essential to emphasize that this investigation extends beyond English class alone; it underscores the importance of finding joy in learning, which ultimately contributes to success across all subjects.

Research Questions

1) What are the motivations for learning English among Grade 10 students in Myanmar?

2) How is the development of learning models that promote motivation for learning English among Grade 10 students in Myanmar?

3) What is the level of satisfaction among students regarding the learning model that promotes motivation for learning English among Grade 10 students in Myanmar?

Research Objectives

1) To study the motivation for learning English among Grade 10 students in Myanmar.

2) To develop a learning model that promotes motivation for learning English among Grade 10 students in Myanmar.

3) To study the satisfaction of students regarding the learning format that promotes motivation in learning English among Grade 10 students in Myanmar.

Methodology

The research study A study of English learning motivation of grade 10 students in high school in Namma, Myanmar. The research objectives: 1) To study the motivation for learning English among Grade 10 students in Myanmar. 2) To develop a learning model that promotes motivation for learning English among Grade 10 students in Myanmar. 3) To study the satisfaction of students regarding the learning format that promotes motivation in learning English among Grade 10 students in Myanmar. This research has used the Research and Development (R&D) including one group pre-test and post-test design. The research design is divided as follows:

Step 1: Research (R1): To study general information (Analysis: A).

Step 2: Development (D1): To develop the English learning motivation (Design and Development: D&D).

Step 3: Research (R2): To experiment with the impact of the English learning motivation (Implementation: I).

Step 4: Development (D2): To evaluate English Learning Motivation Among Grade 10 Students at Namma High School in Myanmar (Evaluation: E).

Research Results

1) Study of the motivation for learning English among Grade 10 students at a high school in Namma, Myanmar illustrates the study of the motivation for learning English among Grade 10 students at a high school in Namma, Myanmar. It was found that the overall average was 4.25, which was at a satisfied level. If it was separated individually as an aspect. It was found that the item with the highest average was item no. 3. Learning English has helped me develop myself towards a global society. ($\overline{X}$ = 4.53, S.D. = 0.64), and the second item was no. 9. I am learning English because I have to complete assigned work and pass the exam. ($\overline{X}$ = 4.47, S.D. = 0.64), and the third item was no. 2. Knowing English makes me more confident when communicating with foreigners. ($\overline{X}$ = 4.40, S.D. = 0.63), and the lowest level was no. 8. Learning English makes me want to imitate the behavior of native speakers, such as their accent, tone, and choice of words. ($\overline{X}$ = 3.93, S.D. = 0.70), respectively., the study of

the motivation for learning English among Grade 10 students at a high school in Namma, Myanmar., is at a satisfied level.

2) Develop a learning model that promotes motivation for learning English among Grade 10 students in Myanmar. The comparison between the students' pre-test and post-test in the use of learning models on English learning motivation of Grade 10 students at a high school in Namman, Myanmar. indicates a comparison between the students' pre-test and post-test in the use of learning models on English learning motivation of Grade 10 students at a high school in Namman, Myanmar. It is found that the score post-test of using the use of learning models on English learning motivation of Grade 10 students. ($\overline{X}$ = 17.20, S.D. = 1.01) higher than the pre-test scores before using the use of learning models on English learning motivation of Grade 10 students at a high school. ($\overline{X}$ = 8.93, S.D. = 1.16) as statistically significant at 0.5.

3) Study the satisfaction of students regarding the learning format that promotes motivation in learning English among Grade 10 students in Myanmar illustrates the students' opinions towards the satisfaction of developing the model of a learning model that promotes motivation for learning English among Grade 10 students at a high school in Namman, Myanmar. It was found that the overall average was 4.24, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. Lessons and exercises based on models help learners acquire English more effectively. ($\overline{X}$ = 4.53, S.D. = 0.52), and the second item was no. 2. The duration of the lesson is appropriate for the content. ($\overline{X}$ = 4.47, S.D. = 0.64), and the third item was no. 5. The model consists of exercises that help learners develop their English language skills. ($\overline{X}$ = 4.40, S.D. = 0.63), and the lowest level was no. 3. The learning process in the classroom based on the model significantly enhances students' motivation to learn English. ($\overline{X}$ = 3.93, S.D. = 0.70), respectively. In conclusion, the students' opinions towards the satisfaction of developing the model of developing a learning model that promotes motivation for learning English among Grade 10 students at a high school in Namman, Myanmar., were at a satisfied level.

Discussion

1) Study of the motivation for learning English among Grade 10 students at a high school in Namma, Myanmar illustrates the study of the motivation for learning English among Grade 10 students at a high school in Namma, Myanmar. It was found that the overall average was 4.25, which was at a satisfied level. If it was separated individually as an aspect. It was found that the item with the highest average was item no. 3. Learning English has helped me develop myself towards a global society. ($\overline{X}$ = 4.53, S.D. = 0.64), and the second item was no. 9. I am learning English because I have to complete assigned work and pass the exam. ($\overline{X}$ = 4.47, S.D. = 0.64), and the third item was no. 2. Knowing English makes me more confident when communicating with foreigners. ($\overline{X}$ = 4.40, S.D. = 0.63), and the lowest level

was no. 8. Learning English makes me want to imitate the behavior of native speakers, such as their accent, tone, and choice of words. ($\overline{X}$ = 3.93, S.D. = 0.70), respectively., the study of the motivation for learning English among Grade 10 students at a high school in Namma, Myanmar., is at a satisfied level. Consistent with the study of **Supiah, and Eka Yulianti (2011).** conducted a study that built upon my earlier research on students' attitudes towards learning English at Stain Syaikh Abdurrahman Siddik Bangka Belitung. Their findings revealed that the majority of incoming students faced challenges and felt apprehensive about learning English during their time in senior high school. Among their concerns, the most significant fear was related to pronunciation. This fear stemmed from the variations in pronunciation systems, influenced by their native language. These differences often led to incorrect pronunciation, adding to their apprehension about learning English. The way of the teaching of the teachers, fear of having examination, being afraid of making grammatical mistakes, and being pessimist are other sources of the fear in learning English. Consistent with the study of **Suphika Niratsai (2018: 138-170)**. The research study Attitudes, Motivation, and English Learning Behavior of Phuket Rajabhat University Students. Research findings were as follows: 1) the students' attitudes, and internal and external motivations were at a high level while their learning behavior was at a moderate level, 2) when analyzing the relations among three factors, it was found that the relations between attitudes and motivation were at the highest level whereas that between internal and external motivations were at the lowest level. Consistent with the study of **Sudkanung Naruponjirakul and Sirisopa Sanboonveje (2019: 33–44.)**. The research study A Study of Motivation on English Language Learning of Students from the Elementary Education Program, Faculty of Education, Kamphaeng Phet Rajabhat University. The findings revealed that (1) the motivation level in English language learning was high; (2) the instrumental motivation was higher than the integrative motivation but both types of motivation were at a high level, and (3) the majority of students thought grammar was the main problem in language learning followed by listening skills and speaking skills, and students did not enjoy rote learning and call-and-response techniques.

2) Develop a learning model that promotes motivation for learning English among Grade 10 students in Myanmar. The comparison between the students' pre-test and post-test in the use of learning models on English learning motivation of Grade 10 students at a high school in Namman, Myanmar. indicates a comparison between the students' pre-test and post-test in the use of learning models on English learning motivation of Grade 10 students at a high school in Namman, Myanmar. It is found that the score post-test of using the use of learning models on English learning motivation of Grade 10 students. ($\overline{X}$ = 17.20, S.D. = 1.01) higher than the pre-test scores before using the use of learning models on English learning motivation of Grade 10 students at a high school. ($\overline{X}$ = 8.93, S.D. = 1.16) as statistically significant at 0.5. Consistent with the study of **Suphika Niratsai (2018: 138-170)**. The research study Attitudes, Motivation, and English Learning Behavior of Phuket Rajabhat University Students.

Research findings were as follows: when examining all three independent variables by means of Multiple Regression Analysis, it was found that only attitudes significantly influenced students' achievement at p < .01, and the other 3 factors insignificantly influenced students' achievement. Consistent with the study of **Anna Phonsawai** (2019: 232-255). The research study Developing Motivation in Learning English for Communication Using Project-Based Learning. The result showed that after using PBL, students of the experimental group had high levels of intrinsic motivation and extrinsic motivation. Students of the control group had medium levels of intrinsic motivation and extrinsic motivation. From the comparison study of motivation in using English for communication between the two groups, the result showed that the motivation of students in the experimental group was higher than the motivation of students in the control group at the statistically significant level of .05. Consistent with the study of **Penhbormey Sam El (2021: 1-11)**. The research study The Effect of Teaching English with the Social Interaction Model on Students' Motivation of English Language Learning in Fourth Grade Thai Students. The results indicated that teaching the English language with the Social Interaction Model may have a significant effect on students' motivation to learn the English language. There was a statistically significant difference at the 0.5 level between the pre-test (M = 70.17, SD = 9.60) and the post-test (M= 74.78, SD = 5.87), (t = 2.16).

      3) Study the satisfaction of students regarding the learning format that promotes motivation in learning English among Grade 10 students in Myanmar illustrates the students' opinions towards the satisfaction of developing the model of a learning model that promotes motivation for learning English among Grade 10 students at a high school in Namman, Myanmar. It was found that the overall average was 4.24, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. Lessons and exercises based on models help learners acquire English more effectively. ($\overline{\mathbf{X}}$ = 4.53, S.D. = 0.52), and the second item was no. 2. The duration of the lesson is appropriate for the content. ($\overline{\mathbf{X}}$ = 4.47, S.D. = 0.64), and the third item was no. 5. The model consists of exercises that help learners develop their English language skills. ($\overline{\mathbf{X}}$ = 4.40, S.D. = 0.63), and the lowest level was no. 3. The learning process in the classroom based on the model significantly enhances students' motivation to learn English. ($\overline{\mathbf{X}}$ = 3.93, S.D. = 0.70), respectively. In conclusion, the students' opinions towards the satisfaction of developing the model of developing a learning model that promotes motivation for learning English among Grade 10 students at a high school in Namman, Myanmar., were at a satisfied level. Consistent with the study of **Chanakanat Chinsri (2018: 51–64)**, The research study The Satisfaction of Students in Studying Fundamental English Subject at Rajamangala University of Technology Thanyaburi., The findings of the research were as follows: 1. Satisfaction of students towards on contents; teaching methods and activities; media and facilities as a whole was at a moderate level ($\overline{\mathbf{X}}$ =3.19). When considered in each aspect, it was found that their satisfaction

was at a high level on contents ($\overline{X}$ =3.77), teaching methods and activities ($\overline{X}$ =3.78), medand ia and facilities ($\overline{X}$ =3.54) on respectively. 2. The overview result of student satisfactory level was in a high level ($\overline{X}$ =3.82) 3. The students expressed a high level of problems with listening skills. The order of problem skills was listening, speaking, writing, and reading. 4. With regard to students wants for the English lesson, they wanted Travel and asking direcdirectionsmost highly applied use in daily life. 5. The satisfaction on management of learning and teaching in fundamental subject at Rajamangala University of Technology Thanyaburi related with different faculties was a statistically significant difference at level 0.05. 6. Most of the students' interest in learning through song activities to develop English skill outside the class. Consistent with the study of **Ajintai Poungthong (2022).** The research study the effects of task-based learning on enhancing grade 9 students' English-speaking skills. The research explores the effects of task-based learning on the development of grade 9 students' speaking skills. It was experimental research on the basis of one group pretest-posttest design. The purposes of this research were 1) to compare students speaking skills before and after using task-based learning and 2) to study student satisfaction with task-based learning. The samples were 36 students who studied in grade 9. They were selected by cluster random sampling. Research instruments were 1) four task-based lesson plans 2) pre and post oral tests and 3) satisfaction questionnaires. The data were analyzed by using mean scores, standard deviation, and dependent sample t-test. The result of the research revealed that 1) English speaking skills of grade-9 students on post-test were significantly higher than on pre-test at .05 level. 2) Satisfaction of grade 9 students towards task-based learning was at the highest level. Consistent with the study of **Kantaporn Yodchai** (2020: 14-28). The research study Perceived English Competency and Satisfaction of Integrating English Language into Undergraduate Nursing Courses for Fourth Year Nursing Students, Prince of Songkhla University. The findings of the study revealed that the overall mean scores of perceived English competency and satisfaction of integrating English language into undergraduate nursing courses were at moderate level (Mean = 2.78, S.D. = 0.47; Mean = 3.38, S.D. = 0.48, respectively). In addition, the finding of the correlation showed that there was a significant positive correlation between perceived English competency and satisfaction of integrating English language into undergraduate nursing courses (r= 0.84, p< 0.01). The findings provide an insight into improvement of integrating of English language into undergraduate nursing courses for nursing students, focusing on four English skills according to student's needs. In addition, developing English language competency particularly focuses on writing skill and content.

Suggestions

Suggestions that should be applied

1) The use of learning management activities should be alternated with other activities to prevent students from bearing an excessive workload.

2) Students should be allowed to choose topics they are interested in to enhance motivation and curiosity in completing their assignments.

3) The lesson plan should be flexible, allowing students the time they need to complete any steps, to ensure confidence in presenting their information and to boost their confidence in future learning sessions.

Suggestions for future research

1) Various teaching methods should be employed, such as group discussions, showing interesting videos, or even performing different scenes. Creating videos or writing blogs in English about real-life stories can help build students' confidence, making them feel engaged and encouraged to participate in classroom activities.

2) Should use a variety of learning materials and demonstrate how English is useful both inside and outside of school. For example, we can study how technology affects us, discuss popular culture, or talk about important global issues in English, which makes learning more exciting and meaningful.

3) Parents and the community should be involved in supporting English language learning, such as through conversation exchanges or participating in community activities.

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