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Research Article

Learning Motivation and Self-Efficacy in English Among Seventh Graders

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ABSTRACT

The study aimed to evaluate learning motivation and self-efficacy among seventh graders. The result of the findings was the low of confidence in public speaking, business writing, and the lack of interest in English culture, history and literature. A mixed-methods sequential explanatory design was utilized, involving 283 seventh grade learners from one of the schools in Cluster 1 Division of Pampanga. The result of the study showed that the respondents have low confidence in writing an English letter, are afraid of public speaking, and lack interest in English cultural content. On the other hand, they see English as a tool for their future when they seek jobs or travel abroad, and they also see English as their motivation to study hard for their future career. Furthermore, the study also discovered connection between the two variables. Learning motivation could result from the positive outcomes of the students' insight when it comes to English; they would motivate themselves to master English. Although self-efficacy will determine their beliefs about their ability to learn, these learning motivations and self-efficacy further contribute to improving the learning confidence of a student. Finally, the findings have significance for boosting confidence and improving the abilities of the learners. Providing opportunities for students to use English in supportive environments, making English learning relevant and engaging, and helping students develop positive self-efficacy beliefs about their ability to learn English should be the main goals of interventions.

Keywords: *Future aspirations, Intervention strategies, Learning motivation, Philippines, Public speaking anxiety, Self-Efficacy, Seventh Graders*

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Introduction

Knowledge of the English language is essential in today's globalized society. It provides doors to career prospects, academic success, cultural enrichment, and successful worldwide communication. The ability to communicate clearly in English is still a major asset for people and countries alike as our world becomes more connected. Self-efficacy and learning motivation are important psychological elements that have a big impact on how well people learn languages. Self-efficacy equips students with the self-assurance and skills they need to succeed while motivation propels them to begin and continue the learning process.

For language, teachers and students hoping to become proficient in a new language, recognizing and fostering these elements might be essential. In order to address a major research challenge, this study on learning motivation and self-efficacy in English language learning aims to investigate the relationships between these components and their influence on language proficiency. The objectives are created to give a thorough understanding of the subject, and the justification focuses on the advantages that could be gained for learning outcomes, policy, and education.

Learning Motivation

Peng, C. (2021), asserted that as English as a foreign language (EFL) plays an indisputable in students' academic motivation and involvement in L2 achievement, it is imperative to determine the antecedents of these positive academic behaviors. In this sense, the beneficial impact that motivation has on students' perseverance was also used by Howard et al. (2021) to highlight the significance of motivation. They explained how academic motivations can provide pupils the strength to overcome whatever challenges they may face while learning. Verbal praise, as defined by Shernoff et al. (2020), is any compliment that teachers give their pupils for exhibiting the desirable academic behaviors. Nonverbal praise also refers to any action teachers take to elevate their students, such as smiling and nodding. According to Hiver & Al-Hoorie (2020), students' views and opinions about their teachers, the course material, and the learning environment can have a significant

impact on how motivated they are. In a similar vein, Dornyei (2020) proposed that students' academic motivation is significantly influenced by their perceptions of the interpersonal and personal behaviors of their teachers. Mauliyah et al. (2020) stated that one issue preventing the seamless realization of education's goal that is, preparing students to serve society and themselves mentally—is their pupils' subpar academic performance. A drive that establishes the behavioral, emotional, and cognitive facets of a student's attachment to the learning process is another definition of achievement motivation (Bakadorova & Raufelder, 2020).

Self-Efficacy

The importance of academic achievements and workplace well-being are significantly influenced by teachers' self-efficacy, or their conviction that they can successfully manage the responsibilities, problems, and duties associated with their professional activity (Barni et al., 2019). Recent research indicates that more needs to be done to investigate students' self-efficacy beliefs, which are thought to have a significant impact on students' performance and motivation to study English (Truong, T. & Wang, C., 2019). Learning processes and learning outcomes are significantly impacted by self-efficacy (Zhang & Ardasheva, 2019). Additionally, Udayar et al. (2020) found that students' self-efficacy had a mediating influence between academic performance and emotional intelligence. As a result, students' motivation to learn as well as their self-belief and performance are influenced by their emotional intelligence and emotional regulation skills. Additionally, because they have self-confidence, students with high emotional intelligence are better able to study (Udayar et al., 2020). Self-efficacy is an important supporting factor in the learning process because it has an impact on learning outcomes. Students with high self-efficacy will think they can finish all current tasks, even if they are difficult assignments, while students with low self-efficacy will think they can't finish all the assignments in the learning process. In addition, students with high self-efficacy can assist others fully or complete academic tasks (Ningsih & Hayati, 2020).

Learning Motivation

Teachers can make sure that students engage in a balanced mix of activities that promote self-actualization, positive interpersonal relationships, and constructive competitions, as students' motivations change from accomplishment to affiliation to power (Corpuz, J., Peña, G. & Backnguis, R. 2022). However, given motivation is an ethereal concept, it might be challenging to gauge pupils' readiness to learn (Motevalli, S., Perveen, A., & Michael, M. 2020). There has been ongoing interest in the psychological aspects of students' motivations for achieving academic achievement (Reyes, Mendoza, et al., 2021).

Self-Efficacy

According to Jonas Villas (2019), students' overall self-efficacy is not different depending on the type of school; nevertheless, there is a notable variation in the self-efficacy component, such as verbal persuasion and vicarious experience, depending on the type of school. Furthermore, Cebu, J. (2023) asserted that self-efficacy is a crucial component of academic achievement for college students and is described as an individual's capacity to accomplish a task or a goal. K. Barrera. (2022), on the other side, self-efficacy is the belief in one's own abilities to succeed in a certain situation.

Numerous studies have emphasized the significance of motivation and self-efficacy for students' academic progress and well-being. Students who are motivated can persevere in their learning efforts and overcome obstacles. By giving praise both verbally and non verbally, fostering a pleasant learning atmosphere, and acting in a way that students see as encouraging, teachers can help students become more motivated. Students' interest and effort can be increased by achievement motivation, which includes a feeling of accomplishment and healthy competitiveness. However, students' self-efficacy—that is, their confidence in their capacity to meet the demands of academic life—plays a critical role in influencing both their motivation and learning results. Emotional intelligence and innovative abilities can also influence self-efficacy and learning capacities. Academic results for students and the quality of teachers' instruction can both be

influenced by teachers' self-efficacy, which is defined as their assurance in their professional abilities and responsibilities. The synthesis of these ideas into a coherent understanding of the function of motivation and self-efficacy in education can be made easier by taking effective notes, recognizing pertinent concepts, and structuring them into an outline.

Lack of discussion of how outside variables affect students' motivation and self-efficacy could be a weakness in the synthesis. Despite the passage's emphasis on teacher support and a positive learning environment, it makes no mention of other important aspects like family involvement, peer relationships, or socioeconomic position. The omission of these outside variables from the synthesis restricts the understanding of motivation and self-efficacy in students, as they can have a major impact on these notions. Furthermore, the sentence makes no mention of any potential obstacles or difficulties that students might encounter as they work to cultivate and sustain motivation and self-efficacy. Understanding and resolving these issues can assist instructors in developing more successful methods for encouraging students' motivation and self-efficacy.

The study's main focus is on the importance of motivation and self-efficacy for students' academic success and general well-being. It also examines how teachers might assist students become more motivated by creating a positive learning environment and acting in a way that students perceive as encouraging. The study also demonstrates how achievement drive, emotional intelligence, and creative talents enhance students' sense of self-efficacy and ability to learn. The importance of teachers' self-efficacy in influencing students' academic performance and the caliber of their education is also highlighted by these studies. The study concludes by suggesting that taking good notes, identifying relevant concepts, and organizing them into an outline can help combine these concepts into a coherent understanding of the role of motivation and self-efficacy in education.

The study on learning motivation and self-efficacy in English among seventh graders has the potential to make significant contributions to education. The study has the potential to

zimize language learning experiences, inform educational practices, and foster better language acquisition outcomes at this crucial stage of students' academic development by offering insights into customized teaching

approaches, influencing educational policy, enhancing student engagement, supporting transitions to higher grades, and promoting global competence.

Conceptual Framework

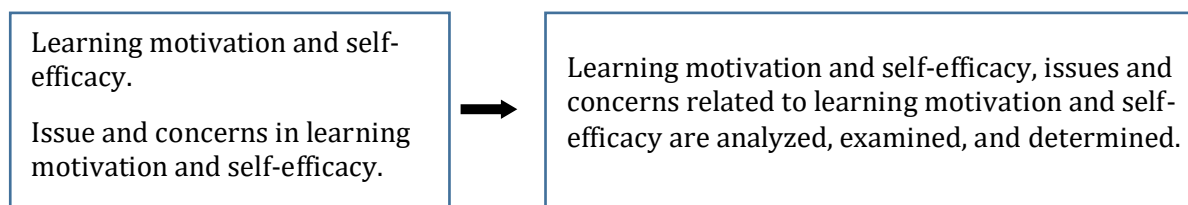


Figure 1. Paradigm of study

Figure 1 demonstrates the connection between the seventh graders' self-efficacy and motivation to learn. To recognize relationships between variables, as well as to relate and evaluate the influence of these factors, researchers employ a predictor-criterion model. The learning motivation and self-efficacy are going to identify the problems and worries of the seventh graders in the first frame. By examining the seventh graders' learning motivation and self-efficacy, they will be able to identify the challenges and concerns in the second frame.

Statement of the Problem

The researchers aimed to evaluate learning motivation and self-efficacy in English among seventh graders in a secondary public school within Cluster 1 Division of Pampanga during the academic year 2023-2024.

Specially, this study sought to answer the following questions:

1. How may the learning motivation of the respondents be described?
2. How may the self-efficacy of the respondents be described?
3. What are the issues and concerns regarding the learning motivation and self-efficacy of participants in English?

Significance of the Study

Future researchers can use this study as a reference to conduct their research, and they can add variables to improve the study.

Teacher. To better understand the unique difficulties their students, encounter when

learning a language, teachers can receive insight from a study on learning motivation and self-efficacy in English among seventh graders. They may discover effective teaching strategies, provide appropriate learning activities, and offer specialized support to students who might be struggling or unmotivated with the aid of this expertise.

Student. By being aware of the variables affecting seventh graders' self-efficacy and learning motivation in English, educators can adjust their strategies and teaching methods accordingly. By including pertinent and meaningful resources, providing targeted help, and creating engaging and compelling learning settings, teachers can use this knowledge to increase students' motivation and self-efficacy in English.

Parents. Parents are essential in helping their children learn and grow. Parents can encourage their children to learn English, establish a welcoming environment in the house, and participate in activities that promote language acquisition by being aware of the elements that affect English learning motivation and self-efficacy. To make sure their child obtains the tools and support they need to improve their English language abilities, they can also work with academic leaders and teachers.

School administrators. School administrators can utilize the results of a study on English language learners' motivation and self-efficacy to guide decisions about developing curricula, allocating resources, and supporting teacher professional development. They are

able to pinpoint problem areas, put motivational and self-efficacy-boosting techniques into practice, and establish an English language, learning-friendly culture throughout the entire institution.

For future researchers. Can build and gather information using this study by gaining a deeper understanding of every aspect of the learning motivation and self-efficacy of grade seven students. Additionally, this study can contribute to a better and deeper understanding of other researchers about motivation and self-efficacy.

Scope and Delimitation

The study focused on understanding how motivation and self-efficacy have an impact on the academic development and welfare of students in seventh grade because the topic's scope is learning motivation and self-efficacy among seventh graders. Its exclusive focus on seventh graders and exclusion of students in other grade levels or age ranges. Furthermore, the study might not have included outside variables like family life or personal situations that could have an impact on students' motivation

and self-efficacy. The researchers will only focus on certain aspects or elements that are relevant to the research topic.

Definition of Terms

To enhance comprehension of this manuscript, the researchers have included definitions for various terms within this document.

Self-efficacy: Refers to a person's belief in their ability to complete a task or achieve a goal. (Cherry, K. 2023)

Motivation: Refers to why someone does anything. It is the motivating force underlying human behaviour. Motivation is the process of initiating, guiding, and maintaining goal-directed behaviours. (Cherry, K. 2023)

Method

Research Design

The researcher used the sequential explanatory method, which is used when a researcher wishes to add qualitative data to the quantitative findings. Thus, the findings of the quantitative data analysis were explained further and understood using the qualitative data (Edmonds, A. & Kennedy, T. 2017).

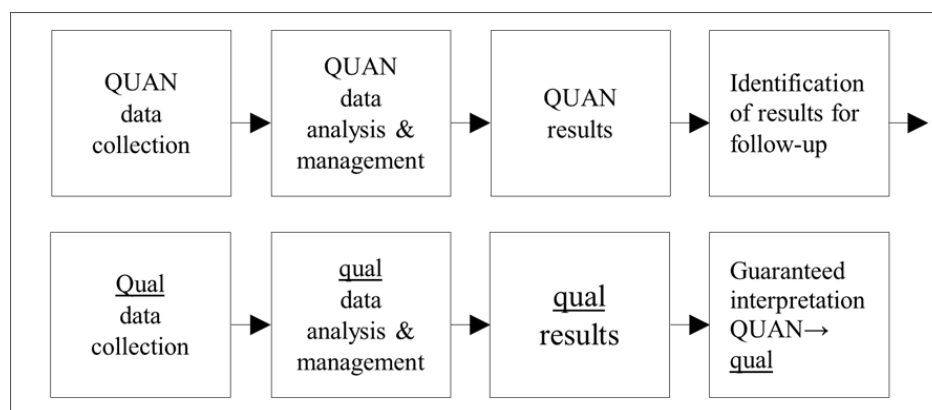


Figure 2. Explanatory follow-up model of the sequential explanatory design

Phases one and two of the study were both quantitative and qualitative. Gathering and evaluating quantitative data from the intended respondents was the task of the quantitative phase. The qualitative phase served as a follow-up to the quantitative findings, supporting and illuminating the results. The conclusions drawn from the quantitative data guided the selection of topics, samples, and data collected for the

qualitative research. According to Schoonenboom & Johnson (2017), the main objective of mixed methods research is to add to the body of published literature while strengthening and expanding the conclusions of a study. Cresswell & Plano Clark (2011) highlight the use of explanatory research in conducting a qualitative phase to support and illuminate the findings of the quantitative phase.

The goal of the study is to examine learners' self-efficacy and motivation for learning English. A mixed-method strategy was selected to enhance comprehension of the study subject. The goal of the study is to provide clear insights into the needs of the respondents and develop a support plan. Mixed method research, according to Cresswell & Plano Clark (2011), mixes qualitative and quantitative methodologies to offer a deeper knowledge of a research problem or issue than either one alone.

A mixed-method strategy was used in the study, which entails gathering, evaluating, and combining qualitative and quantitative methods. In the initial phase of the research, participants from Secondary High Schools in Cluster I Division of Pampanga provided quantitative data for collection and analysis. The Participants' Levels of English Learning Motivation Scale, a 5-point rating scale created by Gholami Allahyar and Galer in 2012, was utilized to measure learning motivation. The Participants' Levels of English Self-Efficacy Scale, a 5-point interval scale questionnaire created by Baker & McIntyre in 2003, was used to measure participants' levels of self-efficacy in the language. Mixed methods research is defined by Cresswell & Plano Clark (2011) as a process that involves gathering, evaluating, and "mixing" quantitative and qualitative methodologies. Specific questionnaires were produced by Gholami Allahyar and Galer (2012) and Baker & McIntyre (2003), respectively, and included the Participants Levels of English Learning Motivation Scale and Participants Levels of English Self-Efficacy scale.

Respondents/Participants

Phase 1 Quantitative

In the school year 2023–2024, 283 seventh-grade students from one of the schools in Cluster I Division of Pampanga served as the study's respondents. Random Sampling technique was employed for the first phase of the study

In the qualitative phase, the research focused on a specific group of respondents identified as outliers. These students, whose responses deviated markedly from the average, hold the potential to provide exceptional insights into the research topic. In-depth, face-to-face interviews were conducted with them to

explore their experiences in greater detail and gain a nuanced understanding of the outliers' perspectives.

Sampling Method

This study used a straightforward random sample technique, meaning that every respondent in the population had an equal chance of being chosen. A portion of the population chosen at random constitutes a simple random sample. Every member of the population had an exactly equal probability of getting chosen using this sampling technique. Of all the probability sampling techniques, this one is the easiest to understand because it only takes one random selection and minimal prior population knowledge. Research conducted on this sample should have high internal and external validity due to randomization, and it should also be less susceptible to research biases such as selection and sampling bias (Thomas, L. 2023).

Homogenous sampling was used in this phase. In contrast to maximum variation sampling, homogeneous sampling tries to limit variation, simplify the analysis, and provide a detailed description of a specific subgroup (Nikolopoulou, K. 2022).

Instrument

Phase 1: Quantitative

In the quantitative phase, the study used a standardized questionnaire to obtain quantitative data on Learning Motivation and Self-Efficacy in English among seventh graders, the questionnaire for the quantitative part of the study is composed of two parts. Part 1 has 20 items which focused on assessing the learning motivation of the respondents. Part 2 has 20 items and which focused on assessing the self-efficacy in English of the respondents.

Twenty senior high school students from central Luzon State University who were not participants in the study were given a pilot version of the two scales to determine their reliability. After utilizing Cronbach's alpha to examine the replies, the motivation scale ($\alpha=.902$) and self-efficacy scale ($\alpha=.951$) showed high values.

The learning motivation and self-efficacy and motivation scales both employ a four-point

Likert scale. In the context of the motivation scale, instrumental motivation is assessed through Items 1, 2, 3, 5, 8, 10, 11, 13, 14, 15, 16, 18, and 20. On the other hand, integrative motivation is addressed by Items 4, 6, 7, 9, 12, 17, and 19.

In terms of the self-efficacy measure, items 1 to 5 address listening abilities, items 6 through 8 speak to speaking skills, items 9 to 13 record reading skills, items 14 through 16 address writing skills, and items 17 to 20 address participants' general communication skills.

Phase 2: Qualitative

In the Qualitative phase, an Interview Protocol Guide was developed to collect data from quantitative results that contain an interpretation of the outliers that was employed in the study. Given the information gathered from the quantitative stage, the researchers gave the participants a chance to elaborate on the questions and submit answers that best capture their thoughts and viewpoints. The information provided by the participants helped the researchers increase the scope of their investigation.

Interviewing is an effective system of gathering essential information regarding the personality and character of another person as mentioned by Sergent, S. (2023). The interview started by creating rapport, signing the consent form, and familiarizing the participant's background. The interview tackled the details of the participant's motivation and their self-efficacy in learning the English language by asking focused questions that were constructed based on the conclusion of the quantitative phase.

Data Collection

Phase 1: Quantitative Phase

In the quantitative phase, the principal of one of the schools in Cluster 1, Division of Pampanga gave their consent for the study to be conducted. Data collection began in the school year 2023–2024 following clearance.

The respondents received an in-person explanation of the study from the researcher. The respondents' unique or first-hand accounts served as the study's sole source of data, providing the researchers with their insights.

The questionnaire used in this study were used to gather data for the survey.

Phase 2: Qualitative Phase

In the qualitative phase, interviews were conducted with participants who are identified as outliers. According to Lemonaki (2021), outliers may influence statistical findings and provide valuable information about the data being examined. The researchers will prepare an interview protocol guide that will be validated using a validation tool.

Before starting the interviews, the researchers sought the participants' consent and permission to be interviewed. This was done to ensure the participants' comfort in sharing any personal information that may be included in the questionnaire and to protect their privacy.

The researchers interviewed the participants based on the quantitative results. The participants were allowed to contribute relevant insights and opinions on the topic. The integration of quantitative and qualitative results and findings were led to a better understanding of students' learning motivation and self-efficacy in English.

During the interview phase, written observations were included along with the recording of non-verbal cues such as vocal tone and facial expressions, as well as situational details. With the participants' consent, audio recordings were used for documentation, and the interviews were transcribed. The transcribed data were then analyzed by extracting and labeling meaningful units through key point coding. Similar codes were grouped into concepts, which formed themes that were further analyzed.

Statistical Treatment/Data Analysis

Phase 1: Quantitative

Two (2) methods were employed by the researcher to analyze the data. Phase Quantitative. A questionnaire will be used to organize and prepare the information that has been collected. Furthermore, a single formula will be employed to streamline the examination and comprehension of the acquired data's outcomes.

The researchers used standard deviation to compute the weighted mean of the gathered

data. The standard deviation is computed based on the respondents' opinion of whether the information is generally focused near the mean or if the information points tend to be dispersed over a larger range of values. A

measure of the score distribution within a set of data is the standard deviation. The statistical procedure that follows will be used to the data analysis.

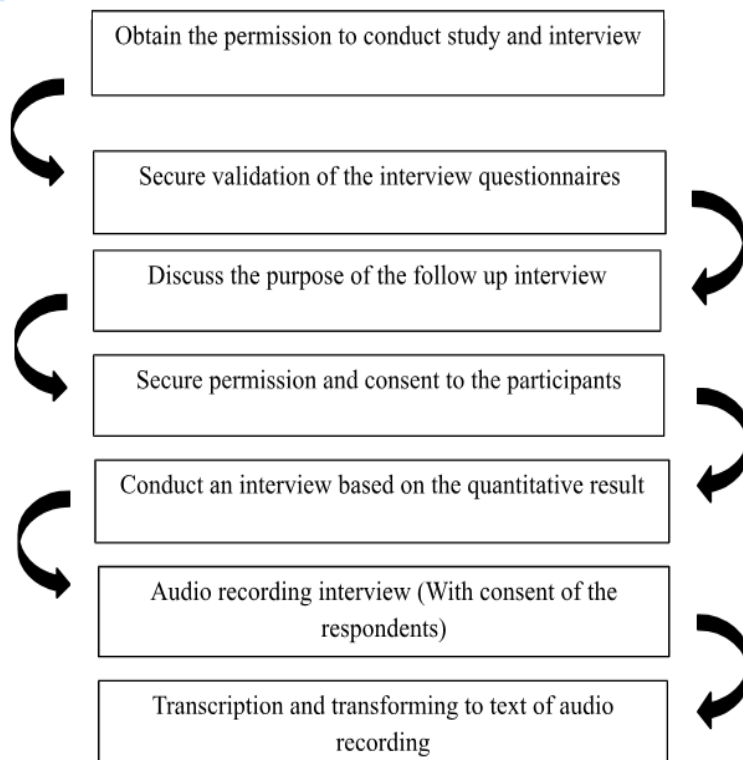
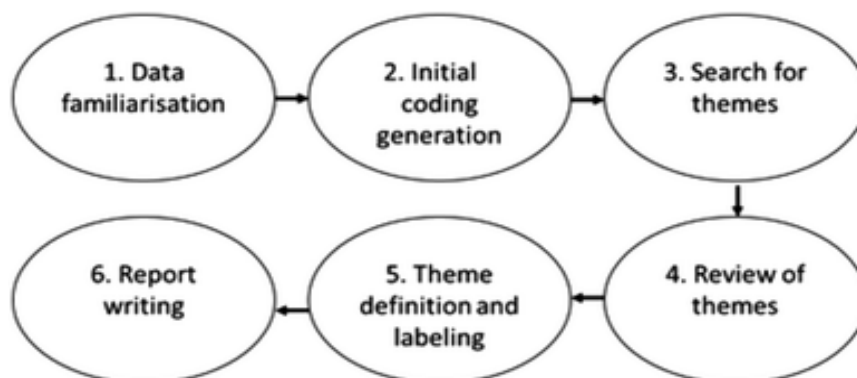


Figure 3. Qualitative Data Gathering Process Used in the Study

Phase 2: Qualitative

To illuminate and interpret the data collected from research participants' responses, the qualitative data analysis phase employed theme analysis. This involved translating the quantitative findings from respondents' data into qualitative insights. Transcribing the interviews was a key step in this process. Key point coding was utilized to extract and categorize

the transcription data into meaningful units. Codes based on similarities were grouped into concepts, which were then scrutinized to formulate themes. A technique to qualitative data analysis that is both conceptually flexible and easily accessible, reflexive thematic analysis makes it easier to find and analyze patterns or themes within a particular data set as mentioned by, Braun and Clarke (2012).



Ethical consideration

The concepts and procedures that researchers must adhere to in order to make sure that their studies were carried out in an ethical and responsible manner were known as ethical considerations in research. Respondents' privacy was protected, as indicated to Hassan, M (2021). These considerations are intended to protect the rights, safety, and well-being of research participants as well as the integrity and

credibility of the research itself. In 2023. Both the identities and the collected data have been kept confidential in compliance with Republic Act 10173, also referred to as the Data Privacy Act of 2012. Throughout the research process, participants' identities must always be safeguarded and all data gathering must be kept private. Use anonymous data whenever possible, and make sure all data is properly stored to prevent exposure or unwanted access.

Result and Discussion

Table 1. Learning motivation in English among seventh graders

Indicator	Mean	SD	Verbal Description
1. English will be helpful for your future career.	3.27	0.76	Strongly Agree
2. I may need English to be admitted to colleges or universities.	3.17	0.62	Strongly Agree
3. I want to understand English films/videos, pop music, or books/magazines.	3.1	0.7	Strongly Agree
English helps me to understand English-speaking people and their way of life.	3.26	0.88	Strongly Agree
Knowledge of English will be helpful when I take the examination.	3.18	0.78	Strongly Agree
I am interested in English culture, history, and literature.	2.76	0.81	Agree
I feel English is an important language in the world.	3.1	0.75	Strongly Agree
Knowledge of English helps me to perform well in other subjects.	3.03	0.83	Strongly Agree
I feel English is mentally challenging.	2.61	0.85	Agree
I can get pleasure from learning English.	2.8	0.77	Agree
I gain recognition when I have a good command of English.	2.83	0.73	Agree
I am interested in increasing my English vocabulary.	3.03	0.86	Strongly Agree
Knowledge of English helps me to become a better person.	2.97	0.78	Agree
Skills in the use of English help me to improve my life in the future.	3.14	0.80	Strongly Agree
It pays to learn and master English because of the many benefits that come along with learning it.	2.92	0.87	Agree
English helps me to accomplish school requirements.	2.96	0.86	Agree
I gain confidence when I know I am used to the English language well.	3.01	0.88	Strongly Agree
I need English to get the best job.	2.9	0.87	Agree
Learning and mastering the English language is very fulfilling.	3	0.78	Strongly Agree
English will be useful when I transact business in government, economics, and school.	3.08	0.81	Strongly Agree

Table 1 presents descriptive statistics for student respondents' assessments of learning motivation among seventh graders. The table suggests that, among all statements, the

statement "(English will be helpful for their future career)" received the highest mean of 3.27, SD= 0.76, interpreted as "Strongly agree." The second-highest mean was for the statement "(English helps them understand English-speaking people and their way of life,)" with a mean of 3.26, SD= 0.88, also interpreted as "Strongly agree." The third statement, "(Skills in the use of English help them improve their life in the future,)" obtained a mean of 3.14, SD= 0.80, interpreted as "Strongly agree." On the other hand, the statement "(They feel English is mentally challenging)" received the lowest mean of 2.61, SD= 0.85, interpreted as "Agree." The second lowest mean was for the statement "(They are interested in English culture, history, and literature)" with a mean of 2.76, SD= 0.81, interpreted as "Agree." (The third lowest mean was for the statement "They can derive pleasure from learning English)" with a mean of 2.8, SD= 0.77, also interpreted as "Agree."

The analysis shows that seventh graders have a variety of motivations for learning English, including a strong focus on potential job paths, cultural awareness, and the conviction that knowing English will improve one's lot in life. Although it is acknowledged, cultural interest and pleasure do not have as much of an

impact on motivation as perceived mental struggle does.

As mentioned by Pachina (2020), studying English can have an impact on a student's professional destiny. When looking for work, there are numerous advantages for the individual as well as prospects for their future. Students who put in the work and take the step to learn a new language will only profit in the long run and in terms of their employment opportunities, despite the difficulties they may encounter.

According to Ackther (2022), enhanced English communication skills can result in increased social interactions and expanded opportunities in future employment. Proficient communication skills hold significant importance, extending from job interviews to the professional realm, and proficiency in English implies the capability to express oneself clearly and effectively.

However, many students face challenges in English verbal communication, often hesitating to express difficulties. English instruction in schools primarily focuses on grammar, indicating a preference for language structure over practical application. Teachers provide various grammatical formulas for memorization (Rintaningrum & Azhari, 2021).

Indicator	Mean	SD	Verbal Description
Listen to and understand the main ideas of a televised public service announcement in English.	2.95	0.74	Confident
Listen to and understand the details of short conversations in English.	3.04	0.67	Highly Confident
Listen to and understand the main ideas of a short-televised news report in English.	3.02	0.76	Highly Confident
Listen to and comprehend the details of conversations in English documentaries, films, songs, and television programs.	2.98	0.85	Confident
Listen to and comprehend the idea given in a lecture delivered by an English speaker.	2.71	0.89	Confident
Recite in English class fluently.	2.82	0.90	Confident
Deliver reports using English as the medium.	2.8	0.94	Confident
Deliver solo performances like oration, declamation, and some modes of public speaking.	2.65	0.94	Confident
Read and understand the main ideas of print ads in English.	3.01	0.86	Highly Confident
Read and understand the main ideas of a short English article.	3.04	0.85	Highly Confident

Indicator	Mean	SD	Verbal Description
Read and understand the news articles and features in an English newspaper.	2.81	0.87	Confident
Read and understand instructions in manuals of gadgets or appliances.	2.97	0.88	Confident
Read and understand the details of a poem, essay, short story, and novel in English.	3.08	0.89	Highly Confident
Write a business letter in English.	2.58	0.89	Confident
Write a short narrative in correct English.	2.92	0.80	Confident
Write a long narrative with correct English.	2.72	0.92	Confident
Engage in an informal conversation using English.	2.75	0.89	Confident
Communicate ideas in English clearly and correctly.	2.93	0.85	Confident
Engage in academic discussion using the English language.	2.76	0.92	Confident
Communicate ideas effectively and efficiently in English written discourse.	2.8	0.91	Confident

The data reveals descriptive statistics regarding the assessments of self-efficacy among seventh-grade student respondents. Among all the statements, "(Read and understand the details of a poem, essay, short story, and novels in English)" received the highest mean of 3.08, SD= 0.89, interpreted as "Highly confident." The second-highest mean was attributed to the statement "(Read and understand the main ideas of a short English article)" with a total mean of 3.04, SD= 0.85, also interpreted as "Highly confident." Following closely, the third statement "(Read and understand the main ideas of print ads in English)" obtained a total mean of 3.01, SD= 0.86, interpreted as "Highly confident." Conversely, the statement "(Writing a business letter in English)" garnered the lowest mean of 2.58, SD= 0.89, interpreted as "Confident." The second-lowest mean was associated with the statement "(Deliver solo performances like oration and declamation and some modes of public speaking)" with a total mean of 2.65, SD= 0.94, also interpreted as "Confident." The third-lowest mean was observed for the statement "(Listen to and comprehend the idea given in a lecture delivered by an English speaker)" with a total mean of 2.71, SD= 0.89, interpreted as "Confident."

The analysis suggests that students' confidence in literary comprehension is slightly lower than their confidence in business letter writing. This realization could help teachers

modify their lesson plans to focus on areas where students might need more guidance or instruction.

As mentioned by Lin et al. (2020), For students studying English as a foreign language (EFL), English business writing is a crucial and demanding course since it integrates business knowledge with English writing abilities. Placing students in a relevant and engaging practice environment through context-game-based learning appears to be a smart strategy that could increase their motivation and interest in the material.

The classification of university students' public speaking anxieties by LeFebvre and Allen (2018) distinguishes between internal and external categories. External fears involve being the focal point of the audience, while internal fears pertain to the speaker's delivery and personal emotions in the speaking situation.

Sequential Explanatory on the Issues and Concerns Regarding the Learning Motivation and Self-efficacy of Participants

To further the result of the data, the researchers emphasized the main reasons behind the obstacles or the difficulties where they feel challenged in learning English for future researchers could find further areas where learning English is challenging. For instance, public speaking abilities and pronunciation where students may feel difficulties in these areas. It

is advised that they could widen the research limitation of this study to go deeper into figuring out effective teaching strategies that will help students get beyond the particular difficulties this study uncovered. The result shows that they were less motivated by the recognized mental challenge of English and have a lower interest in English culture, history, and literature. Also, they were less confident in writing a business letter and delivering solo performances or public speaking in English. These findings showed that grade- seventh students have different levels of motivation and confidence in dissimilar aspects of English learning.

Qualitative Findings

The findings and discussion were presented according to the sequence of the research problems enumerated in the Qualitative phase. The specific order is as follows: a) Learning Difficulties, b) Low confidence in the language, c) Vocabulary Development, learning style and Motivation, and d) Collaboration, Learning English and its Impact.

Learning Difficulties

Under the Learning Difficulties, similar concepts are Struggles with pronunciation, Memorization difficulties, and Difficulties in English class.

The similar concepts under Learning difficulties emphasize their experiences with learning difficulties in the English language. Based on their responses, they say that they have difficulty with pronunciation and memorization. The participants are not fluent in English; they feel challenged by it because of the deep words that they are not familiar with. They also mentioned that they find it difficult to memorize; they forget what they will say next, and they feel embarrassed about this when they speak in public using the English language.

A student's vocabulary is a crucial component of their language acquisition process. With over a million words in the English language, it can be difficult for them to learn and understand. Many pupils experience memory problems when learning new terminology. Students encounter limited vocabulary when speaking or writing in English due to this challenge. (Arochman, T., Madani, S. A., & et. al., 2023)

Anyone who has studied English as a second or foreign language is aware that, once learners reach intermediate levels, the language is simple to understand in terms of grammar and vocabulary. However, as learners advance, they encounter more complex morphology and syntax, and most notably, they encounter challenges with pronunciation. These are the principal issues that arise with English language learners whose mother tongue is not English. (Toçi, A., 2021)

Struggles with pronunciation

"Yung sa pag mahahaba na words na madaming consulant pero konti lang yung vowels, nahihirapan ako dun kase for example madaming letters na di ko kayang ipronounce na magkatabe. Nalilito ako, namemental block, at napapadalawang isip na dapat ang magbigkas ko para matama ang pag pronounce." (When it comes to long words with many consonants but few vowels, I struggle because, for example, there are many letters I can't pronounce together. I feel discomforted, I experience mental blocks, and I end up repeating sounds to figure out how to pronounce them correctly). OS1

"Parang nabubulol, pag ang sinasabi ko ay malalim mahirap i pronounce, nahihya ako pag nahihirapan." (It's similar to stuttering in that it's difficult to pronounce my deep words. I feel guilty when I struggle there) OS3

"Yung mga grammar hindi ko alam i sulat/pronounce. Natatakot ako magkamali." (I don't know how to write or pronounce the grammar. I'm afraid of making mistakes). OS3

"Yung pong mga pronunciation, grammar and public speaking kasi po kinakabahan po kase ako doon." (The pronunciation, grammar and public speaking because I'm nervous there). OS5

Memorization Difficulties

"Yung mga komplikado na lessons madami dapat memorize. Nung first quarter madami kaming memorization for category ng mga verbs, example meron ibat ibang verbs na madami kong dapat e

memorize. Yung mental challenge sa english yung pag kakaintindi kasi mag lelearn ka ng bagong language mo ngayon. At pwede karin manood ng videos at maiintidihan mo yung mga binibigay na contxt dun sa videos na english speaking, for example mga vlogs okaya documentaries ng nagbibigay meaning para maintindihan mo yung mga salita at mga meaning ng mga words.” (Complex lessons that require a lot of memorization pose a challenge for me. During the first quarter, we had numerous lessons, and there was a lot of memorization required, especially for different categories of verbs. For instance, there are various verbs that I need to memorize. The mental challenge in English lies in comprehension because you’re learning a new language based on your current language, You can also watch videos to understand the context provided in English-speaking content, such as blogs or documentaries, to grasp the meanings of words and phrases). OS1

“In my situation. sa science, I don’t know how to memorize or speak to the others in our room, because I cannot remember what will I memorize. Yes, fear and sometimes I fell like embarrassed.” (In my situation. in our science subject, I don’t know how to memorize or speak to the others in our room, because I cannot remember what will I memorize. Yes fear and sometimes I fell like embarrassed). OS2

Difficulties in English class

“Ako konti lang ang nahihirapan ako kumpara sakanila. sasabihin ko ang mga meaning o definition sa kanipa kapag sila ay nagtatanong sa akin.” (I only have a little difficulty compared to them. I will tell them the meanings or definitions when they ask me). OS3

“Di lahat po kasi ng mga subject hate ko po yung mga English ganon tulad po ng science ganyan sa mga essay, sa spelling po ako nachallenge kase nagpapagbaliktad ko po yung words nila ganun.” (Because I dislike subjects that involve a lot of writing, like science essays, and I

sometimes reverse the order of words in my spelling, I find English challenging). OS4

“Sila po parang ano madali lang po sa kanila yung madami po silang natutunan para ako po kahit anong pilit ko po nga nahirapan po talaga ako, yung mga part po na alam ko pwedi ko naman po ituro sa kanila, yung parang pagbabasa ng simple words.” (They seem to find it easy and learn a lot, but for me, no matter how hard I try, it remains really difficult. I can teach them the parts I know, like simple reading words). OS4

Low confidence in English language

Under the Low confidence in the English language, similar concepts are Fear of making mistakes, Lack of interest, and self-frustration.

The narrative emphasizes that understanding and addressing the fear of making mistakes, lack of interest, self-frustration, and low confidence in English language usage are key to creating a more effective language learning journey. The narrative of participants explained how they may feel a negative evaluation or failure, causing them to avoid opportunities to practice their language skills. In addition, participants showed how struggle they are to have a speaking skill and to have a confidence in English language. Scared to face the crowd or in their case to stand in front of the class while using the English language. English instructors are needed for support to improve their inactive learners' confidence so as they can be capable of participating actively in oral classroom activities (Cadiz-Gabejan, 2021). Having confidence to speak in a language apart from the mother tongue is a great hurdle for learners especially if it is a second, third or foreign one. (Rahamat, 2019)

Fear of making mistakes

“Mga essay ganon yung mga long forms kase bahagya akong nahihirapan kase baka ma drift away ako or ma wrong grammar or wrong spelling. Wala naman.” (I find essays and long-forms writing challenging because I’m afraid of drifting away or making mistakes in grammar or spelling. Nothing). OS1

"Nahihirapan ako kinakabahan po ganin the nagpapaturo nalang po ako sa kaklase ko kinakabahan po ako Kasi po magkamali ganon." (I'm having a hard time and feeling nervous. I'm just asking my classmate for help because I'm afraid of making mistakes). OS4

"Kinakabahan po ako dahil po sa maraming nakatingin saakin, atchaka po natatakot ako baka mali po yung masabi ko." (I'm nervous because a lot of people are looking at me and I'm afraid I might say the wrong thing). OS5

Lack of interest

"Yung spelling ganon po yung sa English culture, hindi ako interasado, parang mahirap po ganon Kasi English siya sa history." (The spelling is like that in English culture, I am not interested, it seems difficult because it is English. In history). OS4

"Sa ngayon po wala pa po, yung po sa mga tatlo interesting naman po sila pero sinusubukan ko po kung anong mababagay sa akin." (For now, nothing, the three are interesting, but I'm trying to find something that suits me). OS5

Self-frustration

"In English, I don't know how to memorize or what I don't know what will I do if someone question me, because it's too hard for me. I'm interested in history, because I really wanna know what happened in the past." (In English, I don't know how to memorize or what will I do. I really don't know what will I do if someone ask me, because it's too hard for me. I'm interested in history, because I really wanna know what happened in the past). OS2

"Lost of confidence, kapag hindi ko alam yung isusulat ko, kapag nasa utak ko na pero hindi ko alam paano isusulat. Kapag nagbigay ng example si ma'am, hindi ko talaga ma-gets." (Lost confidence if I didn't know what I was going to write, like it's in my head but I don't know how to write it. If ma'am gave an example, I wouldn't understand). OS2

Vocabulary Development

Under Vocabulary development, similar concepts are Language focus and Grammar focus.

The narrative emphasizes the one's vocabulary in the English language, typically it involves their language focus as well as their grammar focus. Understanding the responses of the participants, highlighting their focus on understanding the English language by improving their vocabulary. The narrative of participants is they share how they find it difficult to socialize with others they talk to and also because of the lack of vocabulary in the English language they have no confidence to socialize. Because they fear that they might be judged or might experience embarrassment.

To learn a new language, it is helpful to have a list of terms and their definitions, or a vocabulary, and a dictionary, or vocabulary book, is a collection of such lists (Wang, 2022). When students learn a new language, vocabulary cannot be separated. It is essential for students who want to strengthen their command of the English language in all its forms. (Chen, et al. 2019)

Language focus

"I am interested in English as a subject/language, but I don't like other topics that differ from the normal subject, such as parts of the newspaper and documents. I am interested in English as a subject/language, but I don't like the other topics that differs from the normal subject like parts of the newspaper, documents. In general nagtuturo ng more than language. So ayun, hindi ako ka-aya-aya kasi English sa tingin ko is meant to teach you how to speak in English not in types of newspaper or articles. English language mostly, kasi sa gamit non e papa-broadin or wide yung vocabulary niyo at mas maiintindihan ninyo yung mga mahihirap na salita." (I am interested in English as a subject/language, but I don't like other topics that differ from the normal subject, such as parts of the newspaper and documents. In general, I prefer to focus more on language rather than analyzing types of newspapers or articles. English language studies are

essential because they broaden your vocabulary and enhance your comprehension of complex words. They teach you how to speak effectively, not just to analyze texts.) OS1

Grammar focus

"Yung history, kasi hindi naman kailangan ang history. yung mga grammar para malaman/matutunan ko." (I prefer history but it's not necessary to know history. I want to focus on grammar to improve my skills). OS3

Learning Style and Motivation

Under the Learning style and Motivation, similar concepts are Hands-on learning and self-determination.

The narrative of participants emphasizes understanding and addressing the Hands-on learning, self-determination learning style, and motivation that each student learns differently. Learning styles are the basis of how students learn. There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetics which students use to absorb information. On one hand, students' motivation is an internal drive of the students to do a task of their own will. (Moneva, 2020). Learning styles of students particularly focus on their study habits as a motivating factor to the learning process and enhancement of students that provide also an intervening action in improving study habits (Mallillin, 2020).

Hands-on learning

"Naiiba ako dahil mas interesado ako sa mga nagtuturo talaga ng language rather than readings. Mas natututo ako sa mga hands on yung di lang nagbabasa at itinuturo talaga, yung ineexplain deeply para mas maalam ang pag gamit ng context list. Mga interest ng tao at paano sila lumake, paano sila nakakuha ng impormasyon, paano nila naintindihan yung information at pano yung pinaka magandang way na intindihin yung information na binibigay." (Different because I'm more interested in teachers who truly teach, he language rather than just reading materials. I learn better through hands-on

activities and through explanations to deepen my understanding of contextual usage. People's interest, how they develop, how they acquire information, and the most effective ways to understand the information provided). OS1

Self-determination

"Sinusubukan ko pong i pa better yung mga grades ko para po maging proud po sa akin yung mga parents." (I'm trying to improve my grades so that my parents can be proud of me). OS5

Collaboration benefits

Under the Collaboration benefits, a similar concept is Collaborative learning. Based on the responses of the participants they shared their thoughts to help each other to surpass the given task to them. A thorough overview of collaborative learning, a student-centered strategy that prioritizes cooperation, teamwork, and active engagement, is given in this section. It examines cooperative learning as well as a variety of cooperative learning strategies, group discussions, and peer-to-peer interactions. Collaborative learning has appeared as a powerful educational approach that promotes collaboration. The study examined the effectiveness of collaborative learning in undergraduate life sciences courses, focusing on factors underlying successful outcomes (Scager, K., Boondstra, J., et. al., 2019). Research shows collaborative grouping positively impacts student learning and fosters social-emotional skills. Middle-level classrooms can benefit from group formation, effective team participation, and re-teaching of group skills, enhancing student engagement (Backer, Miller, Timmer 2018).

Collaborative learning

"Kapag magpapatulong ako, or sila nagpapatulong. We share each. Kapag nagbigay ng hint si ma'am o mga kaklasi ko, kung ano pwede kong gawin sa isusulat ko. Kapag magtatanong sila, I will give them some examples like what our teacher said kapag hindi nila alam, tas hindi ko alam. magtutulungan lang kami." (If I seek help or they are

struggling, We share each other's thoughts. And if ma'am gave us a hint or my classmates, they are going to guide me to do the right thing if they are asking, and I will give them examples like what our teacher said if I didn't know, or them. We're helping each other). OS2

Learning English and its Impact

Under Learning English and its Impact, the similar concepts are the importance of learning English, and English language benefits.

The English language is a universal language. According to the responses of the participants, English is required for entering jobs in the future. They can use it when they go abroad, so that they are studying hard to get high grades in their English class. Furthermore, the English language benefits them in many ways, based on their responses during the interview about how English has an important role in everyone's life. But despite the benefits of the English language, they also experience some struggles in learning the language. Learning English is significant as it empowers you to communicate effectively with your kindred worldwide residents (Nishanthi, 2018).

The ability to communicate thoughts, sentiments, and many other aspects more easily can be attributed to our proficiency in English (Putra, 2020).

Importance of learning English

"Sa journalism po natatakot po ako baka mali po yung masabi ko and hindi po connect sa topic na binigay .i would like to learn english po para pong importanti sya sa school and para po sa mga future trabaho po namin. sasabihin ko po na huwag po nila papabayaang ang pagkatuto nila sa english dahil makakatulong po iyon para sa future nila." (In journalism, I'm afraid that what I say might be wrong and not connect to the given topic. I would like to learn English so that it is important in school and for our future jobs. I will tell them not to neglect learning English because it will help them in the future). OS5

English language benefits

"English subject, para malaman ko ang English language para kapag nag ibang bansa ako magagamit ko ito." (English subject, so that I can learn the English language so that when I go to another country, I can use it). OS3

"Para po tumas yang grades ko para din po sa papasukan ko na trabaho mag mga English don. Yung mga malalalim na words to para po malaman ko Ang mga yon." (In order for my grades to improve, it's also for the job I'll be entering, where English will be used. Those deep words are for me to understand). OS4

Summary

1. Students' Learning Motivation emphasizes the critical role that motivation plays in determining students' educational experiences and outcomes at this developmental period. The study emphasizes how important motivation is in helping seventh-grade students persevere, engage, and exhibit excellent academic behaviors.
2. The study provides actionable insights for educators to tailor their teaching approaches, with a focus on enhancing students' confidence and proficiency in various aspects of the English language, ranging from literary comprehension to business writing and public speaking.
3. Their interest in it, particularly in English cultural content, is low. According to our research, one reason for their low motivation in English is their limited vocabulary, making it difficult for them to pronounce words. They often stutter and forget what they're saying because of these pronunciation struggles. However, according to the findings, the participants believe that learning English is beneficial for them. One reason is that they can use it when they travel abroad. Their knowledge of English is also a significant help when they're looking for a job because English proficiency is one of the job requirements. They also mentioned that they see the English language as motivation for their parents to be proud of them. The findings determined the

participants' different insights into learning English, how they see it for themselves, how this language will help them, and also the struggles of learning the language itself.

Conclusions

1. The findings show that seventh-grade students have a generally good learning motivation for English, especially when it comes to appreciating its cultural value and practical applications.
2. Students express high confidence in tasks related to literary comprehension, such as understanding details of poems, essays, short stories, and novels, while showing comparatively lower confidence in business letter writing and public speaking.
3. The data provided by the seventh graders revealed the challenges they face in learning the English language. Their proficiency in language skills is relatively low because they prefer their native language over English. Despite the obstacles they encounter, the participants motivate themselves to pass their English class. They acknowledge the significant role that the English language plays in everyone's lives. Although they often fear making mistakes in public and feel guilty when they can't properly pronounce complex words, they are doing their best to learn the English language.

Recommendations

1. Educators can create a more dynamic and supportive learning environment that caters to the specific motivational needs of seventh-grade students, ultimately enhancing their overall learning experience in English.
2. Incorporate targeted interventions for business letter writing and public speaking. Providing additional practice opportunities, resources, and guidance in these areas can help boost students' skills and confidence, creating a more balanced sense of self-efficacy across English language tasks.
3. Make English learning relevant and engaging. This can be done by incorporating real-world materials and activities into the curriculum. For example, students could read articles and watch videos about topics that

interest them, or they could participate in projects that allow them to use English to communicate with others.

4. Provide opportunities for students to use English in a safe and supportive environment. This could involve creating classroom activities that encourage collaboration and peer interaction, or it could involve providing students with opportunities to use English outside of the classroom, such as through online language exchange programs.

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