



## EXAMINING STUDENTS' INTRINSIC AND EXTRINSIC, MOTIVATED FACTORS IN LEARNING LEGAL ENGLISH AT HANOI LAW UNIVERSITY

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### Abstract

This study aimed to explore the intrinsic and extrinsic motivated strategies used by students at Hanoi Law University to learn legal English to identify the most common learning strategies and factors that influence their effectiveness. A quantitative method was employed in data collection and analysis with 65 respective legal English major students at Hanoi Law University in the second term of the 2022-2023 academic year. The study utilized a survey questionnaire to gather data on students' motivation, attitudes towards the subject matter, and learning strategies. The results reveal that although students are highly motivated to learn legal English with positive attitudes towards the subject matter, some students experience test anxiety and difficulty understanding the material. The study also shows that students use various learning strategies such as asking themselves questions, summarizing key concepts, and creating outlines. The study has practical implications for language instructors and curriculum developers in designing instructional materials encompassing students' intrinsic motivation, and employing effective learning strategies



## KHẢO SÁT ĐỘNG LỰC BÊN TRONG VÀ BÊN NGOÀI TÁC ĐỘNG ĐẾN VIỆC HỌC TIẾNG ANH PHÁP LÝ CỦA SINH VIÊN NGÔN NGỮ ANH TẠI ĐẠI HỌC LUẬT HÀ NỘI

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Thông tin bài viết	Tóm tắt
Ngày nhận bài: 13/6/2023 Ngày sửa bài: 12/7/2023 Ngày duyệt đăng: 08/10/2023	Nghiên cứu này khảo sát các động lực bên trong và bên ngoài tác động đến việc học tiếng Anh pháp lý của sinh viên trường Đại học Luật Hà Nội nhằm xác định các chiến lược học phổ biến nhất và các yếu tố ảnh hưởng đến hiệu quả học tập của sinh viên. Phương pháp định lượng đã được sử dụng trong quá trình thu thập và phân tích dữ liệu với 65 sinh viên chuyên ngành tiếng Anh pháp lý tại trường Đại học Luật Hà Nội trong học kỳ 2 năm học 2022-2023. Nghiên cứu sử dụng bảng câu hỏi khảo sát để thu thập dữ liệu về động cơ, thái độ của sinh viên đối với các chủ điểm học tập, và chiến lược học. Kết quả cho thấy rằng sinh viên có động lực cao để học tiếng Anh pháp lý với thái độ tích cực đối với chủ đề học tập, nhưng một số sinh viên cảm thấy lo lắng khi tham dự kỳ thi và khó hiểu tài liệu tiếng Anh chuyên ngành. Nghiên cứu cũng chỉ ra rằng sinh viên sử dụng nhiều chiến lược học tập khác nhau như tự đặt câu hỏi, tóm tắt các khái niệm chính và lập dàn ý. Nghiên cứu này có ý nghĩa thiết thực đối với các giảng viên ngôn ngữ và các nhà phát triển chương trình giảng dạy trong việc thiết kế các tài liệu hướng dẫn bao gồm động lực bên trong và việc sử dụng các chiến lược học tập hiệu quả.

### Từ khóa

*Động lực bên trong, động lực bên ngoài, chiến lược học, thái độ tích cực, tài liệu giảng dạy.*

### 1. Introduction

Legal English has become an increasingly important skill for law students and legal professionals around the world. With the growth of globalization and international law, proficiency in legal English is crucial for effective communication and success in the field. In Vietnam, as in many other countries, legal English is now a mandatory course in law

school curricula. However, despite its importance, some students may struggle to learn legal English effectively. One potential factor that can affect the success of students in learning legal English is their motivation. Motivation is a key aspect of learning, as it can influence the amount of effort and persistence that students devote to their studies, which affects students to be intrinsically or extrinsically motivated to learn. Intrinsic motivation refers to learning for the sake of

enjoyment, interest, or personal growth, while extrinsic motivation refers to learning for external rewards such as grades, recognition, or social status. Some studies (e.g., [1; 2; 3] have shown that intrinsic motivation is associated with more positive learning outcomes, such as higher academic achievement, greater creativity, and better long-term retention of information. On the other hand, extrinsic motivation can lead to a focus on achieving external goals rather than on the learning process itself, which can result in shallow learning and lower engagement. However, the relationship between motivation and learning outcomes is complex, and there may be individual differences in the types and levels of motivation that are most effective for different learners. Therefore, it is important to investigate the role of motivation in learning legal English among law students. Specifically, this study aims to explore the strategies that students use to motivate themselves to learn legal English, and to investigate the relationships between these motivational strategies, their levels of intrinsic and extrinsic motivation, and their learning outcomes. By understanding the factors that contribute to successful learning of legal English, this study can inform the development of effective teaching and learning practices in this important field.

Previous studies [e.g., 2; 4; 5] have investigated the relationship between motivation and learning outcomes in various academic disciplines, including language learning. However, a few studies have specifically focused on the role of motivation in learning legal English, particularly in the context of Vietnam. Therefore, this study might fill a gap in the literature by providing a more detailed understanding of the motivational factors that influence the success of law students in learning legal English at Hanoi Law University (HLU). To achieve these aims, this study used a descriptive quantitative method approach. First, a survey would be administered to a sample of legal English major students at HLU to assess their levels of intrinsic and extrinsic motivation and the strategies that they used to motivate themselves for learning legal English. The survey would also gather information about students' demographic backgrounds, prior English language proficiency, and their intrinsic and extrinsic motivated strategies. Finally, the survey was exploited to identify patterns and relationships between motivational strategies, motivational types. The quantitative data were analyzed to identify key themes

and patterns in the interview data. Generally, the study aimed to determine the intrinsic and extrinsic motivated strategies in learning legal English at HLU to serve as the ground for recommending some effective initiatives for learning better at legal English. Specifically, it sought to answer the following questions:

1. What common motivational strategies do legal English major students use to learn legal English?
2. What is the relationship between students' intrinsic and extrinsic motivational strategies and their academic performance in learning legal English?

This study would provide insights into the intrinsic and extrinsic motivated strategies used by students to learn legal English and explore the relationship between these motivations and students' performance in legal English assessments. The study findings would be of interest to teachers, policy-makers, and researchers in the field of language education, providing them with a better understanding of the factors that influence students' language learning experiences in legal English courses.

## **2. Methods and Materials**

### ***Research design***

The study utilized a quantitative research design to conduct a study of 112 legal English students from course K45 at HLU, selected using a stratified sampling formula (Slovin's formula). Expected samples of 87 legal English students, but actually 65 samples met the requirements according to the data screening process. The participants were administered a researcher-made questionnaire through an active Google Form link that was sent to their email addresses. The questionnaire was designed to collect data on the student motivation and learning strategies for legal English, as well as their performance in legal English assessments.

### ***Participants***

The study included legal English students from one course which is K45 with 112 students. To select a representative sample from the large population of students, the researcher used the random sampling technique with Slovin's formula to estimate the sample size. The formula was adopted a margin of error of  $\pm 5\%$  ( $n = N/1 + N*(e)^2$ ) to ensure that equivalent samples were selected from each course. The study's results expected samples of 87 legal English major students,

but actually 65 samples met the requirements according to the data screening process. Of the 65 respondents, 48 were female ( $n = 48$ ; equal to 73.8%) and 17 were male ( $n = 17$ ; same as 26.2%). In terms of years of studying English, all 65 respondents had fewer 15 years of studying English ( $n = 65$ ; like 100%). In terms of residence, 20 respondents ( $n = 20$ ; equivalent to 30.8%) lived in urban areas, 36 respondents ( $n = 36$ ; similar to 55.4%) lived in rural areas, and 9 respondents ( $n = 9$ ; just as 13.8%) lived in mountain areas. The majority of the respondents lived in rural areas with 55.4% ( $n = 36$ ) of the total sample residing in these areas.

### **Research instruments**

In this study, a researcher-made questionnaire was utilized, which was based on the factual and behavioral criteria recommended by Dörnyei and Taguchi [6]. The questionnaire comprised of 64 statements that were divided into three groups, each equally distributed among three categories: motivated strategies, intrinsic motivation, and extrinsic motivation. To ensure the validity of the questionnaire, the researchers constructed it internally and sent it to four legal English language teaching experts and legal practitioners for content validation. After that, the questionnaires were fine-tuned properly before a dry run was conducted among a group of 10 students. This dry run aimed to validate the strengths and weaknesses of the questionnaire and allowed the researchers to make necessary adjustments to improve its quality. The researchers retained the statements based on their range of confidence level, which was deemed to be fairly high ( $\alpha = 0.76 - 0.95$ , Cronbach, 1951). The final survey questionnaires included 66 statements, with 44 statements focusing on motivated strategies for learning English, 10 on intrinsic motivation on learning of English, and 10 on extrinsic motivation on learning English. Finally, the final versions of the questionnaire were again sent back to the four experts to examine and validate its liability.

### **Data analysis**

Data analysis is a crucial component of research studies as it provides meaningful insights into the research questions. In this study, IBM SPSS v.25 application was used to analyze the descriptive quantitative data like means, standard deviation. The

Likert scales were defined as not at all true of me (1.00 - 1.80), not true of me (1.81 - 2.60), a little true of me (2.61 - 3.40), true of me (3.41 - 4.20), and very true of me (4.21 - 5.00). To differentiate between gender and residence with Motivated Strategies for Learning English, ANOVA was employed to highlight the disparity.

### **3. Results and Discussion**

Table 1 provides a list of statements related to students' motivation and learning strategies for English language learning. Looking at the means, it appears that the participants generally have a positive attitude towards learning English. The highest mean score was for the statement "I ask myself questions to make sure I know the material I have been studying" ( $M = 4.19$ ;  $SD = 0.982$ ) indicating that the majority of participants strongly agree with this statement. Other statements with high mean scores include "Before I begin studying, I think about the things I will need to do to learn" ( $M = 4.52$ ;  $SD = 0.944$ ) and "When studying, I copy my notes over to help me remember material" ( $M = 4.42$ ;  $SD = 0.764$ ). These results suggest that the participants are motivated to actively engage with the learning material and are willing to put in the effort to understand and remember it. On the other hand, there are some statements with lower mean scores, such as "I often choose paper topics I will learn something from even if they require more work" ( $M = 2.17$ ;  $SD = 0.866$ ) and "Even when study materials are dull and uninteresting, I keep working until I finish" ( $M = 1.91$ ;  $SD = 0.809$ ). These results suggest that the participants may have difficulty finding the motivation to engage with certain aspects of the English language learning process, particularly when they find the material uninteresting or when it requires more effort. In terms of learning strategies, the results suggest that the participants utilize a variety of strategies to help them learn English. For example, they try to put together information from class and the textbook ( $M = 3.02$ ;  $SD = 0.944$ ), practice saying important facts to themselves ( $M = 3.27$ ;  $SD = 0.856$ ), and connect new material to what they already know ( $M = 3.31$ ;  $SD = 0.667$ ). However, there are also some strategies that participants may struggle with, such as identifying the main ideas in what they read ( $M = 2.47$ ;  $SD = 0.676$ ) and listening carefully to the teacher

(M = 2.35; SD = 0,976). The standard deviations show the degree of variability among students' responses for each statement, indicating that these respondents have nearly the similarity of their viewpoints as the values are likely to be under 1.0 per cent.

Overall, Table 2 provides valuable insights into the participants' motivation and learning strategies for English language learning. The findings suggest that while the participants generally have a positive attitude towards learning English, there may be some areas where they struggle to find motivation or utilize effective learning strategies. These insights can be used to inform future teaching and learning strategies to better support students' English language learning. It can be observed that they are similar to the findings in

some of the previous studies. Alizadeh [1] finds that there is a positive relationship between motivation and English language learning, which is in line with the results of the current study. Also, Carrió-Pastor and Mestre [2] report that motivation is one of the most important factors in second language acquisition, which is also consistent with the findings of the current study. Furthermore, the findings of the current study are similar to those of Geddes [7] who reveals that Korean university students' attitudes and motivation towards studying English are positively correlated with their English proficiency. Additionally, the results are similar to those of Goktepe [4] indicating that Turkish undergraduate EFL students' attitudes and motivation towards learning English are significant predictors of their English language achievement.

**Table 1. General Motivated Strategies for Learning English**

Statement	N	Mean	Std. Deviation	Explanation
I prefer class work that is challenging so I can learn new things.	65	4.09	.631	true of me
Compared with other students in this class I expect to do well	65	3.27	.856	a little true of me
I am so nervous during a test that I cannot remember facts I have learned	65	2.98	.744	a little true of me
It is important for me to learn what is being taught in this class	65	3.57	.750	true of me
I like what I am learning in this class	65	3.91	.821	true of me
I am certain I can understand the ideas taught in this course	65	3.07	.776	a little true of me
I think I will be able to use what I learn in this class in other classes	65	2.87	.664	a little true of me
I expect to do very well in this class	65	3.73	.761	true of me
Compared with others in this class, I think I am a good student	65	3.21	.822	a little true of me
I often choose paper topics I will learn something from even if they require more work	65	2.17	.866	not at all true of me
I am sure I can do an excellent job on the problems and tasks assigned for this class	65	3.85	.774	true of me
I have an uneasy, upset feeling when I take a test	65	2.77	.755	not true of me
I think I will receive a good grade in this class	65	3.91	.802	true of me
Even when I do poorly on a test, I try to learn from my mistakes	65	3.77	.888	true of me
I think that what I am learning in this class is useful for me to know	65	3.88	.674	true of me
My study skills are excellent compared with others in this class	65	2.57	.700	not true of me
I think that what we are learning in this class is interesting	65	4.07	.612	true of me
Compared with other students in this class I think I know a great deal about the subject	65	2.97	.856	a little true of me
I know that I will be able to learn the material for this class	65	3.92	.744	true of me

Statement	N	Mean	Std. Deviation	Explanation
I worry a great deal about tests	65	2.57	.750	not true of me
Understanding this subject is important to me	65	3.93	.682	true of me
When I take a test, I think about how poorly I am doing	65	3.27	.786	a little true of me
When I study for a test, I try to put together the information from class and from the book	65	3.02	.944	a little true of me
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	65	2.57	.700	not true of me
I ask myself questions to make sure I know the material I have been studying	65	4.19	.982	true of me
It is hard for me to decide what the main ideas are in what I read	65	2.47	.676	not true of me
When work is hard I either give up or study only the easy parts	65	3.32	.724	a little true of me
When I study, I put important ideas into my own words	65	3.97	.711	true of me
I always try to understand what the teacher is saying even if it doesn't make sense.	65	3.92	.822	true of me
When I study for a test, I try to remember as many facts as I can	65	3.66	.698	true of me
When studying, I copy my notes over to help me remember material	65	4.42	.764	very true of me
I work on practice exercises and answer end of chapter questions even when I don't have to	65	2.87	.656	a little true of me
Even when study materials are dull and uninteresting, I keep working until I finish	65	1.91	.809	not true of me
When I study for a test, I practice saying the important facts over and over to myself	65	3.27	.876	a little true of me
Before I begin studying, I think about the things I will need to do to learn	65	4.52	.944	very true of me
I use what I have learned from old homework assignments and the textbook to do new assignments	65	3.89	.659	true of me
I often find that I have been reading for class but don't know what it is all about.	65	2.51	.783	not true of me
I find that when the teacher is talking, I think of other things and don't really listen to what is being said	65	2.35	.976	not true of me
When I am studying a topic, I try to make everything fit together	65	2.82	.614	a little true of me
When I'm reading, I stop once in a while and go over what I have read	65	3.11	.879	a little true of me
When I read materials for this class, I say the words over and over to myself to help me remember	65	3.31	.667	a little true of me
I outline the chapters in my book to help me study	65	2.44	.826	not true of me
I work hard to get a good grade even when I don't like a class	65	2.52	.709	not true of me
When reading I try to connect the things, I am reading about with what I already know.	65	3.31	.715	a little true of me
Valid N (listwise)	65			

Table 2 presents the results of a study on intrinsic motivation for learning English among 65 respondents. The highest mean score is for the item “I feel happy when I learn about something interesting in English” ( $M = 4.35$ ;  $SD = 0.687$ ), followed by “I like it when the topic of an English learning makes me think a little more” ( $M = 4.31$ ;  $SD = 0.982$ ) and “I like hard, challenging English learning” ( $M = 4.19$ ;  $SD = 0.750$ ). These results suggest that the learners are highly motivated by interesting and intellectually stimulating topics that challenge their thinking and push them beyond their comfort zones. The lowest mean score is for the item “I like learning in English to learn something new about people and things that interest me” ( $M = 3.57$ ;  $SD = 0.733$ ), indicating that the learners are somewhat less motivated by the desire to learn new things about their interests in English. However, the mean score is still relatively high and suggests that this aspect of intrinsic motivation is still important for the learners, albeit to a lesser extent than others. Another interesting finding is that the mean scores for the items “I enjoy learning when I learn complex ideas from English materials” ( $M = 4.11$ ;  $SD = 0.856$ ) and “I enjoy learning in English to learn what is going on in Vietnam and in the world” ( $M = 4.11$ ;  $SD = 0.882$ ) are identical. This suggests that the learners are equally motivated by the desire to understand complex ideas and to stay informed about current events, both of which require a high level of English proficiency.

The findings in Table 2 align with some previous studies. Alizadeh [1] found that motivation positively influenced English language learning. Similarly, Chalak and Kassaian [3] found that motivation was a key factor in Iranian undergraduate EFL students’ attitudes toward learning English. Geddes [7] found that Korean university students’ attitudes and motivation toward studying English were closely related to their success in English learning. Additionally, Liu [9] found that motivation and attitude were important non-intelligence factors to arouse students’ potential in learning English. Other studies [2; 8] also found that motivation played a significant role in second language acquisition. In general, the findings in Table 2 are consistent with the idea that motivation is an important factor in language learning.

Overall, the results of Table 2 denote that the respondents are highly motivated to learn English for intrinsic reasons, such as the enjoyment of learning new things and the satisfaction of intellectual challenge. The results suggest that teachers and curriculum designers should focus on creating intellectually stimulating and challenging learning environments that allow learners to explore their interests and push their limits. Furthermore, incorporating current events and complex ideas into English language instruction can enhance learners’ motivation and engagement. As such, these findings have practical implications for improving English language education in Vietnam in general and at HLU in particular.

**Table 2. Intrinsic Motivation for learning English**

Statement	N	Mean	Std. Deviation	Explanation
I like learning a lot of interesting things in English.	65	3.91	.743	true of me
I enjoy learning when I learn complex ideas from English materials.	65	4.11	.856	true of me
It is hard for me to stop learning in English when the topic is interesting.	65	3.82	.944	true of me
I like learning in English to learn something new about people and things that interest me.	65	3.57	.733	true of me
I enjoy learning in English to learn what is going on in Vietnam and in the world	65	4.11	.882	true of me
I like hard, challenging English learning.	65	4.19	.750	true of me
I like it when the topic of an English learning makes me think a little more.	65	4.31	.982	very true of me
I feel happy when I learn something interesting in English.	65	4.35	.687	very true of me
I like learning in English about the subjects I will study in future.	65	3.89	.794	true of me
I enjoy learning good, long stories in English.	65	4.05	.725	true of me
Valid N (listwise)	65			

Table 3 presents data on extrinsic motivation for learning English. The table includes ten statements related to why students practice learning English. The findings of the study suggest that students are motivated to learn English primarily for instrumental reasons rather than for the intrinsic enjoyment of the language itself. The mean scores for statements such as “I try to learn in English because I need a good score on tests” (M = 3.29; SD = 0.771), “I learn in English because I have been told that I need to practice my English” (M = 2.88; SD = 0.780), and “I practice learning in English because I want a higher learning score than my friends and classmates on tests” (M = 2.82; SD = 0.804) are all below the midpoint of the scale, indicating that students are not highly motivated by these reasons. On the other hand, the mean scores for statements such as “I practice learning in English because I need to do well in my future classes” (M = 4.12; SD = 0.676), “I want to learn in English to improve my grades” (M = 3.96; SD = 0.887), and “I am willing to work hard to learn better than my friends in English” (M = 3.96; SD = 0.922) are all above the midpoint, indicating that students are more strongly motivated by the potential benefits of English proficiency for their academic success. Moreover, the mean scores for statements related to social recognition, such as “I like my friends to tell me that I am a good English learner” (M = 4.49; SD = 0.684) and “I like to get positive comments about my English learning” (M = 4.57; SD = 0.825), are also above the midpoint, suggesting that students are motivated by the positive feedback they receive from others about their English language proficiency.

The findings in this table align with some of the studies conducted in the past, the study by Alizadeh [1] found that the desire to get good grades was a strong motivating factor for English language learners, which aligns with the first and fifth items in Table 3. Carrió-Pastor and Mestre [2] found that the desire to succeed

in academic and professional contexts was a strong motivating factor, which aligns with the second item in Table 3. Chalak and Kassaian [3] found that Iranian EFL students were motivated by their desire to improve their job prospects and social status, which is similar to the desire to succeed in academic and professional contexts. The study by Fatiha et al. [8] found that extrinsic motivation factors, such as getting good grades, were more important to Algerian EFL students than intrinsic motivation factors, which aligns with the findings in Table 3. Geddes [7] found that Korean university students were motivated by their desire to improve their job prospects and compete with others, which aligns with the third and ninth items in Table 3. Green and Fujita [10] found that EFL students of different subjects had different levels of extrinsic and intrinsic motivation, which is similar to the findings in Table 3 where some items had higher means than others. Kong [11] found that motivation was a key factor in English language learning, and suggested that teachers should use various motivational strategies to help their students. This aligns with the findings in Table 3, where positive comments from teachers and friends were important motivating factors.

Overall, these results suggest that the participants in this study are primarily motivated by extrinsic factors such as social recognition, praise, and future academic success. While it is important to have external motivation to achieve academic success, research has shown that intrinsic motivation, or the desire to learn for the sake of learning, is more effective for long-term learning and retention. Therefore, it may be beneficial for educators to foster intrinsic motivation in their students by providing opportunities for choice and autonomy, emphasizing the relevance of the material to students’ lives, and creating a supportive classroom environment that values learning for its own sake.

**Table 3. Extrinsic Motivation for learning English**

Statements	N	Mean	Std. Deviation	Explanation
I try to learn in English because I need a good score on tests.	65	3.29	.771	a little true of me
I practice learning in English because I need to do well in my future classes.	65	4.12	.676	true of me
I practice learning in English because I want a higher learning score than my friends and classmates on tests.	65	2.82	.804	a little true of me
I learn in English because I have been told that I need to practice my English.	65	2.88	.780	a little true of me



Statements	N	Mean	Std. Deviation	Explanation
I want to learn in English to improve my grades.	65	3.96	.887	true of me
I like my teacher to say that I learn well in English.	65	3.77	.876	true of me
I like my friends to tell me that I am a good English learner.	65	4.49	.684	very true of me
I like to get positive comments about my English learning.	65	4.57	.825	very true of me
I am willing to work hard to learn better than my friends in English.	65	3.96	.922	true of me
I practice learning in English because I feel good when I answer teachers' questions correctly in class.	65	4.28	.679	very true of me
Valid N (listwise)	65			

Table 4 provides the results of an analysis of the differences between gender with motivated strategies for learning English. The data was obtained using an ANOVA analysis. The table presents the sum of squares, degrees of freedom, mean square, F-value, and significance level for each of the three types of motivation - general, intrinsic, and extrinsic. For the general motivation, the table shows a between groups sum of squares of 40.520 and a within groups sum of squares of 34896.034. The F-value is 0.073, which is not statistically significant at the alpha level of 0.05 ( $p > 0.05$ ). This indicates that there are no significant differences between genders in terms of general motivation to learn English. Similarly, for intrinsic motivation, the between groups sum of squares is 13.879, and the within groups sum of squares is 2369.721. The F-value is 0.369, which is also not statistically significant at the alpha level of 0.05 ( $p > 0.05$ ). Therefore, there are no significant differences between genders in terms of intrinsic motivation to learn English. Finally, for extrinsic motivation, the table shows a between groups sum of squares of 0.080

and a within groups sum of squares of 1729.920. The F-value is 0.003, which is not statistically significant at the alpha level of 0.05 ( $p > 0.05$ ). Therefore, there are no significant differences between genders in terms of extrinsic motivation to learn English.

Overall, the table suggests that there are no significant differences between genders in terms of the motivated strategies for learning English. The results indicate that both males and females have similar levels of motivation, regardless of whether the motivation is intrinsic, extrinsic, or general. It is important to note that this study only looked at gender differences and did not investigate other factors that could influence motivated strategies for learning English, such as age, cultural background, or language proficiency. In conclusion, the results of the ANOVA analysis presented in the table suggest that there are no significant differences between genders in terms of the motivated strategies for learning English. However, further research is needed to determine if other factors influence motivated strategies for learning English.

**Table 4. The differences between gender with Motivated Strategies for Learning English**

		Sum of Squares	df	Mean Square	F	Sig.
General Motivation	Between Groups	40.520	1	40.520	.073	.788
	Within Groups	34896.034	63	553.905		
	Total	34936.554	64			
Intrinsic Motivation	Between Groups	13.879	1	13.879	.369	.546
	Within Groups	2369.721	63	37.615		
	Total	2383.600	64			
Extrinsic Motivation	Between Groups	.080	1	.080	.003	.957
	Within Groups	1729.920	63	27.459		
	Total	1730.000	64			

Table 5 displays the results of a statistical analysis examining the differences in motivated strategies for learning English between different types of residences. The results for general motivation show that there is a significant difference between the three types of residences (i.e., urban, rural, and mountainous areas) ( $F(2, 62) = 2.422, p = .097$ ). However, the significance level is greater than the standard alpha level of .05, indicating that the difference may not be statistically significant. The mean square value of the between-groups variance is 1266.024, while the within-groups variance is 522.653. This suggests that the variance between the three groups is greater than the variance within each group. This finding indicates that there may be some differences in general motivation for learning English between different types of residences, but further research is needed to confirm this. The results for intrinsic motivation show a similar trend. The F-value ( $F(2, 62) = 2.433, p = .096$ ) is greater than the standard alpha level, indicating that the difference in intrinsic motivation between the three types of residences may not be statistically significant. The between-groups variance (86.714) is greater than the within-groups variance (35.648), indicating that there may be some differences in intrinsic motivation between different types of residences, but more research is needed to confirm this finding. The results for extrinsic

motivation, on the other hand, show a significant difference between the three types of residences ( $F(2, 62) = 4.174, p = .020$ ). The mean square value for the between-groups variance is 102.639, which is greater than the within-groups variance of 24.592. This suggests that the variance between the three groups is greater than the variance within each group, indicating that there are likely significant differences in extrinsic motivation for learning English between different types of residences.

Generally, the results of this analysis suggest that there may be some differences in motivated strategies for learning English between different types of residences. While the differences in general and intrinsic motivation were not statistically significant, the difference in extrinsic motivation was significant. These findings provide insights into how different types of residences may impact students' motivation for learning English, which may inform educational policies and practices aimed at improving English language education for students in different types of residences. However, it is important to note that further research is needed to confirm these findings and to better understand the underlying reasons for these differences.

**Table 5. The differences between Residence with Motivated Strategies for Learning English**

		Sum of Squares	df	Mean Square	F	Sig.
General Motivation	Between Groups	2532.048	2	1266.024	2.422	.097
	Within Groups	32404.506	62	522.653		
	Total	34936.554	64			
Intrinsic Motivation	Between Groups	173.428	2	86.714	2.433	.096
	Within Groups	2210.172	62	35.648		
	Total	2383.600	64			
Extrinsic Motivation	Between Groups	205.278	2	102.639	4.174	.020
	Within Groups	1524.722	62	24.592		
	Total	1730.000	64			

#### 4. Conclusion

Legal English major students are highly motivated to learn legal English by readiness to engage with the material, participating in class activities, and completing assignments. Additionally, the study finds that the students have positive attitudes towards

learning legal English. They see value in the subject matter, find it interesting and relevant, and are willing to put effort into their studies.

Legal English major students have a positive perception of legal English classes. They prefer to be challenged with classwork, which indicates that they

are willing to put effort into their learning. This also suggests that they are eager to learn and improve their skills. Moreover, students believe that learning legal English was important, indicating that they see the value in acquiring this knowledge. They also find the subject interesting and useful, which may have contributed to their motivation to learn. The fact that they find the subject useful suggests that they recognize the practical applications of legal English in their future careers or studies.

Although legal English major students generally have positive attitudes towards learning legal English, some of them still face challenges. Specifically, some students report feeling nervous during tests, which suggests that they may have experience test anxiety. This could have been due to various factors, such as a lack of confidence in their understanding of the material, fear of failure, or pressure to perform well. Additionally, some students also report difficulty in understanding the material. This could be due to the complexity of legal English, which may require more time and effort to comprehend compared to other types of English. It is also possible that some students may have difficulty with specific legal terms or concepts that were unfamiliar to them.

Legal English major students use a range of learning strategies to improve their understanding and retention of legal English. These strategies include asking themselves questions, putting important ideas into their own words, and outlining chapters. These strategies demonstrate that students in the study actively engage in their learning and were willing to put in the effort to improve their understanding of legal English.

Legal English major students are highly motivated and have positive attitudes towards learning legal English. The researcher finds out that the student intrinsic motivation is more influential than extrinsic motivation in their strategies for learning legal English. Students who are intrinsically motivated to learn legal English tend to use more effective learning strategies, such as asking themselves questions, putting important ideas into their own words, and outlining chapters. On the other hand, students who are more extrinsically motivated tend to rely more on memorization and rote learning.

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