



Teaching English Descriptive Essay Writing in Improving Writing Motivation Among Cambodia High School Students

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Abstract: In developed countries, researchers have investigated various motivational factors that influence students' learning of English descriptive essay writing, but these have not been widely studied in developing countries, particularly in general education institutions. This study employed quantitative methods and collected data via a questionnaire from 100 students at one of the top public high schools in Phnom Penh, Cambodia. The results indicated that both intrinsic and extrinsic motivation are essential for motivating students to improve their English descriptive essay writing skills. The findings are significant for English essay writing teachers and educational stakeholders as they highlight the importance of intrinsic and extrinsic motivation in encouraging students to learn English essay writing. Therefore, the current study aims to analyze the impact of these two types of motivation on students' descriptive essay writing. However, the sample size of the study was limited to only 100 respondents, and the Statistical Package for Social Sciences (SPSS) method was used. Future studies should explore similar topics with larger sample sizes in various institutions across the country and adopt quality design and a holistic approach.

Keywords: Cambodia, descriptive essay writing, motivation, intrinsic motivation, extrinsic motivation

INTRODUCTION

The international language, which is the most important tongue in use today, is English. The number of people learning it as a mother tongue, a second language, or a foreign language is enormous globally (Husna & Murtini, 2019). In the Association of South East Asian Nations (ASEAN), English is spoken as a second language in Brunei Darussalam, Malaysia, the Philippines, and Singapore, but as a foreign language in Indonesia, Thailand, and Cambodia (Clayton, 2007; Gumartifa & Sirajuddin, 2021). English is the second language in Cambodia, so English-language learners did very well in a writing competition. One crucial point to keep in mind is that Khmer and English have different structures and makeup; EFL teachers and students at various levels engage in debate and spend time reading and studying (Jafarie et al., 2009; Dastjerdi & Samian, 2011). English is used extensively in talks by both native and non-native English speakers. Even though English is taught in the country's public schools starting in Grade 4 of the primary school, it is currently the most often used foreign language in Cambodia (Hang, 2011). One of the four essential skills is writing. It's crucial for both teaching and learning English, as spelling, grammar, vocabulary, and punctuation are some of the linguistic components found in writing. The study of English requires both teaching and learning (Silfia, 2018). Writing is regarded as a complex skill, especially for the vast majority of English language learners (EFL), who encounter numerous difficulties in this area (Riadil et al., 2023). Among all the language talents,

teaching writing is the most difficult because pupils have less experience with it than with any other gift. Children have grown up with audio-visual materials at their disposal, but they have only just begun to learn how to write. The inclusion of writing as an ongoing component of foreign language acquisition from the very first day of class will aid in student progress. The ultimate goal of learning a language is to improve the learner's four language skills—hearing, speaking, reading, and writing—in order to achieve language mastery. When a skill is mentioned, it is presented in the order that it first appears in the teaching-learning process at the moment the talent is mentioned. Writing should only be properly addressed when the other three abilities have been skillfully applied. Despite appearing to be the last in the line of books, it appears to be the one that gets the most disregard just because it is the last (Ariana, 2010). According to Mousavi and Darani (2018), writing is an essential language skill for learners of English as a Foreign Language (EFL) or English as a Second Language (ESL). In schools and colleges, students only pay attention to English vocabulary, grammar, and structure, not the full writing process, which includes planning, idea generation, and organization (Li, 2014). Writing skills are essential in every field of human interest. Writing proficiency levels affect the academic discipline of teaching and studying a language. Reid (1993), as cited by Gautam (2019), argues that writing skills are crucial for teaching students how the many components of a language interact harmoniously from this point of view. Additionally, writing, in particular letter production, is a multimodal, multileveled language skill in addition to a mechanical skill. That is, writing develops through language through the use of the hand (writing), eye (visual feedback from the written output), ear (listening to the teacher's aural instructions), and mouth (thinking aloud or sub vocally to plan and translate) (Berninger et al., 2015). When it comes to studying a foreign language, writing is an essential skill to teach and learn. It helps students develop their speaking, reading, and pronunciation skills, as well as their habits and knowledge of English vocabulary and grammar. Since writing helps pupils remember patterns of all kinds (graphemes, words, phrases, and sentences), which have a profound psychological influence, writing has a considerable practical benefit. The school's course description acknowledges this by stating that "writing is a mighty means of teaching a foreign language." Parts of writing include composition, spelling, and handwriting (Madrakhimova, 2020). According to Amri (2021), writing is difficult and time-consuming. Additionally, the writer takes into account fluency (how easily the writing is understood), organization (the kind of writing, such as a paragraph, essay, or letter), diction (how to use the right words in the writing), language use (how to use the right syntax), and mechanics (how to use appropriate punctuation in the writing) when composing a composition. The majority of English language learners (EFL) found it challenging to express themselves in writing, which is especially relevant to them; writing is therefore considered to be a difficult ability (Riadil et al., 2023). The three types of essay writing—narrative, descriptive, and expository all aim to achieve consistency, fluency, grammatical complexity, and accuracy (Way et al., 2000). A descriptive essay's subject is described in great depth and with a high degree of accuracy. The human condition may be the subject. In these articles, every object, animal, or natural phenomenon is directly observed or exists in the writers' minds. The creation of a straightforward image of a topic and a theme are the foundational elements of descriptive writing. The essay's introduction, or first paragraph, serves as a summary of the entire work. The brief pieces are compelling enough for the reader. According to Boramy (2010), tutoring students in Cambodia who were struggling to generate a variety of faults in their essays through the drafting stage of the assignment was a difficult task for teachers. There are two options for the educational provider regarding whether teachers should concentrate more on spelling and grammar errors or whether they should let students base the content of their essays on their English proficiency. Moreover, Frastiwi and Sari (2020), students can learn and hone their essay-writing skills. As opposed to a report or other sort of work, essays typically focus on a topic or personal point of view that is conveyed clearly and concisely. The majority of the time, an essay that is straightforward to understand expresses a viewpoint through the use of strong evidence. The more we study essay writing, the more we will be able to write other kinds of writing, such as academic writing, scientific writing, argumentative essays, or different kinds of English texts (Abbas, 2017).

In this context, "essay writing skill" refers to the ability to create essays of various lengths while closely observing a set of standards. These standards include mechanical, content, style, logic, grammar, vocabulary,

diction, and rhetorical elements such as "organization," "cohesion," "unity," "subject," "opportunity," and "appropriateness to the audience" (Jahin, 2012). According to Alice and Oshima, an essay is a concise work of literature that frequently expresses the author's individual point of view, and may contain a range of elements, including literary analysis, political argumentation, scholarly justifications, observations of everyday life, personal memories, and author comments (Aulia, 2023). Motivation plays an important role in writing activities. Students face challenges with structure, grammar, diction, spelling, vocabulary, and punctuation, but can produce an effective composition with motivation. Therefore, motivation is crucial in writing for kids (Aryanika, 2016). Mo (2012) discovered that raising students' motivation to attend writing sessions focusing on writing tasks can help them overcome their issues with English writing (Cahyono & Rahayu, 2020). Student motivation determines their behavior, what prompts them to desire to repeat a behavior, and vice versa. Students act with the intention of reaching a specific goal since their behavior is driven by their desire (Siregar & Siregar, 2020).

Improving students' writing abilities is crucial for their motivation. The curriculum should include exercises that aim to enhance students' motivation to write, which will reduce individual differences in the development of this skill. Providing appropriate education can increase teaching motivation (Akyol & Aktas, 2018). Many experts consider motivational writing in a second or foreign language as one of the key components of a successful language-learning process. It is a complex cognitive issue (Gümüő, 2019). Therefore, writing motivation refers to the psychological impulses that drive someone to write or choose writing as a means of expressing an idea or communicating (Sudirman & Ati, 2019). Moreover, pupils' writing theories cannot be applied to writing practice as needed if they lack a source of writing motivation (Tridinanti et al., 2020). Additionally, L2 writing motivation plays a crucial role in shaping people's writing process and outcome because it affects the specific goal-oriented behaviors they choose to engage in, as well as the amount of time, effort, and perseverance they invest in their writing work, as cited by Dörnyei and Ryan (2015), Waller and Papi (2017), and Wu et al., (2020), as mentioned by Mirzaei et al., (2022).

RESEARCH QUESTIONS

1. What are the benefits of teaching descriptive essay writing to student motivation?

Future studies should explore whether there are any gender differences in motivation for improving english descriptive essay writing skills among students.

LITERATURE REVIEW

Students of English as a Foreign Language (EFL) are commonly hurt by such writing instruction, suffering from a lack of writing skill acquisition as well as feelings of incompetence, dissatisfaction, and restricted communication (Chen, 2012). The second language of Cambodia is English. One important factor is that English has a different structure and composition than Khmer (Jafari et al., 2009; Dastjerdi & Samian, 2011). In Cambodia, due to factors relating to the workforce, education, and economy, English is preferred over all other foreign languages, particularly because those who speak English have higher employment prospects (Phan, 2015). All countries' educational, social, and economic conditions are impacted by the global education movement. Accordingly, Cambodia aspires to become a high-income country by 2030 and a high-income country by 2050. Thus, the Royal Government concentrates on ensuring that individuals possess the competencies required to compete in an increasingly open labor market in ASEAN. Cambodia's education system was split into three phases in 1979: 11 years of public schooling (5 + 3 + 3), from 1987 to 1996; and 12 years of public schooling (6 + 3 + 3), which continues to this day. In collaboration with partners, the Ministry has been advancing the educational system since 1996. A new textbook and teaching strategies have been given to teachers in order to prepare them for the implementation of a 12-year educational system (6 + 3 + 3) in the 1996–1997 school year. Each degree's first coursework now requires more hours due to the shift in the educational paradigm. The 38 school weeks that make up a year in this new 12-year education system consist of five days of instruction, six sessions of instruction, and a 45-minute instructional hour (MoEY, 1999). Since 1980, there have been four curriculum revisions in Cambodia (MoEY, 2005). A general

education curriculum, a core curriculum for lower secondary education (grades 10 through 12), and a core curriculum for basic general education (grades 1 through 9) were all developed using curriculum policy, which was developed by the Ministry of Education, Youth, and Sport (Chanmonita, 2020). According to Stanfill (2016) primary education in Cambodia follows a curriculum that is strikingly similar to curricula in other nations. It covers language (Khmer), arithmetic, science, social studies, physical education and health education, social life skills, and the introduction of a foreign language in the fourth grade (MoEYS, 2011a). Many lessons each subject is taught each week is also determined by the Design Curriculum Policy. The Education Strategic Plan, the MoEYS, and other initiatives have been developed by the MoEYS to improve educational quality in addition to implementing a well-rounded curriculum (MoEYS, 2004a; 2005b; 2010a), the Aid for the Educational Sector (MoEYS, 2005a) and the National Strategic Development Plan (RGC, 2010). Actually, Cambodia, historical data on early education is scarce. Sources are scarce in the conventional educational system. This came to light for the first time in the late thirteenth century—more than four centuries after the Khmer unified nations were founded (Zuflacht, 2013). As Booth (2014), The nine-year basic education requirement, administered by the Ministry of Education, Youth, and Sports (MoEYS), is split into lower secondary schools (grades 7-9) and elementary schools (grades 1-6). In Cambodia, there are three secondary schools, three high schools, and six primary years in the 6 + 3+3 educational systems. In basic schools, the enrollment percentage is around 90%, but it is much lower in secondary education (Bray et al., 2016). Six years old is often when elementary school starts and ends. It is included in the 6 + 3 + 3 general education curriculum, which covers six years of elementary school. Three years of lower high school are required for grades 7 through 9, while three years of high school are optional for classes 10 through 12. upper schooling (Bohlinger, 2019). Based on the provided data, there is a growing trend of students enrolling in public schools throughout Cambodia, with a majority of students being females in both rural and urban areas. While enrollment numbers do not adequately reflect successful completion at different grade levels, MoEYS provides completion data for grades 6, 9, and 12 (Booth, 2014). Even though, the English language and learning are driven by institutional, governmental, and educational goals. Because of the growing demand for English and the apparent interest in its discourse on "reconstruction and growth," it is a beneficial language (Clayton, 2008). Although, Khmer English, a so-called "new English" that has emerged as a result of both formal and informal English language training, may grow more widespread because English is so widely used in Cambodia. Young Cambodians want to study English because they believe it will help them acquire scholarships to study abroad and well-paying professions. Unsurprisingly, the number of institutions offering English instruction has increased significantly over the past 10 years in order to accommodate this demand (Narith, 2008). According to an exploratory study looks at how English language instruction affects Cambodian elementary school pupils. In August 2009, a small-scale survey was conducted in Cambodia to examine two main areas: (1) the impact of English Language Teaching (ELT) on the development of Khmer, the original language of Cambodian elementary school students; and (2) the children's assimilation of their native culture. Since ELT is a major factor driving globalization in the modern world, this study also looks at three instances of globalization in Cambodian society and culture to provide more context (Igawa, 2010). Many studies to date (Clayton, 2002; Igawa, 2008; Igawa, 2010), cited by Chan, 2014) and Chea and Shumow (2014), have tended to characterize the contextual and environmental elements of the English language learning motivation scenario in Cambodia. Instead of developing a holistic program that takes these factors into account, Cambodia has focused on specialized aspects of English language training.

According to MoEYS (2015), cited by Phann et al., (2023), English is considered a global or international language, which means that speaking English well allows for easy communication with people from many other countries. In Cambodia, English is taught as a foreign language and has been a part of the public school curriculum since Grade 4, with plans to include it in the preschool curriculum. English was introduced to Cambodia during the Lon Nol period, also known as the Khmer Republic, from 1970 to 1975 (Em & Mao, 2022; Neau, 2003a). Writing in a foreign language is challenging as it involves dealing with rules that are different from those of one's native language, including vocabulary, discourse, syntax, and usage norms (Hung, 2006). Educators who work with EFL writers must understand the unique challenges that their students face to help them improve their writing skills. To aid EFL learners in overcoming their writing difficulties, it

is essential to identify and evaluate their writing abilities (Yuliana et al., 2016). Essay writing, like other forms of writing, consists of three levels: the first level focuses on writing components, the second level on paragraphs, and the third level on essays (Ramadhanty et al., 2020).

Reid, 1998 and Maniam (2010), cited by Owu-Ewie and Williams, (2017), a lot of second language instructors have concentrated on helping their students write better in their second or foreign language. The explanation is that these children make blunders on a regular basis. When students make mistakes in their writing, it can be challenging and distressing for both L2 teachers and students. Callinan et al., (2018), higher education exams are based on essay writing, and promoting oneself within the higher education environment requires essay writing.

According to mashrabboy o'g'li (2022), essays are a measure of a student's proficiency in vocabulary and grammar, as well as their capacity to think in a foreign language on challenging subjects. Writing an essay requires the ability to come up with original ideas, employ speech structures skillfully, and adhere to a presenting framework, making it a challenging task to learn. Nyström and Gultekin (2019) cited Bruning and Horn (2000) and suggested four noteworthy instances when student motivation was proven through written communication. These are useful written principles that encourage students' behavior through sincere writing, offer writing assistance, and foster a positive, nurturing environment. Chris Zhao & Zhu (2014) state that in the theory of self-determination, both intrinsic and extrinsic motivational factors are significant, despite the conflicting findings about the relative importance of these factors (Krishnamurthy, 2006). Self-determination theory (Deci & Ryan, 1985, 2002), cited by Chen & Jang (2010), aims to methodically explain the dynamics of human wants, motivation, and well-being in the current social context. According to vansteenkiste et al. (2006), SDT, which is a social setting that supports autonomy, tends to uphold or even improve intrinsic motivation while also making it easier for learners to internalize and integrate extrinsic motivation because the situations tend to meet rather than contradict the psychological demands of the learners. Additionally, writing motivation, which is the intrinsically or extrinsically directed energy that motivates someone to write, allows students to write with little effort. What most language specialists stress as crucial to the growth of writing is motivation to write (Cameron, 2001; Lundahl, 2014). In fact, Ng & Ng (2015) suggest that there are two types of motivation: intrinsic motivation and extrinsic motivation.

- a. No revision needed
- b. Extrinsic motivation is defined as deriving from sources other than oneself. It is when learning is done for rewards, such as ratings or compliments, that are unrelated to self-learning. While learning or performing well is necessary for rewards, students are externally encouraged.

RESEARCH METHODOLOGY

Research Design

The study's researchers utilized a quantitative technique. As per Israel (1992) and Smith (2013), the population under research consisted of 500 students from a selected public high school English essay writing school, and the sample size was limited to 100 English high school students. Based on a precision level of $\pm 10\%$, the population of 100 is 51. The quantitative data was analyzed using the SPSS version 22 software, which included data statistics such as sum, mean, minimum, maximum, and standard deviation scores (Toba & Noor, 2019). To collect data for the study, a survey was employed. According to Queirós (2017), cited by Kroeun and Sophea (2023), the objective nature of quantitative research necessitates the use of population samples for inference drawing, as well as the numerical measurement of various variables. Practically, all groups would need to be used to sample the entire population. There are several different types of quantitative designs. The data was collected methodically and objectively, and statistical software such as Stata, R, or SPSS was used by researchers to examine the data.

Data Collection

The authors employed a survey comprising 14 items to evaluate the opinions of a sample of 100 high school students studying English descriptive essay writing at Cheasim Samaky High School in Phnom Penh, Cambodia. The survey was divided into two sections to efficiently explore the students' motivation. The first

section (items 1-7) evaluated the reasons that motivated students to learn English descriptive essay writing, while the second section (items 8-14) aimed to explore whether students' motivations were positive or negative. The questionnaire was adapted from Gardner's AMTB (1985), as cited by Chalak and Kassaian (2010), and was used for the study. The study employed quantitative research methods, such as questionnaires, to collect data and examine the research issues. The statistical package for the social sciences (SPSS version 26) was used to evaluate the data, and descriptive analysis was used to calculate the mean score. The authors utilized a Likert-scale questionnaire with a range of 1 to 5 degrees to measure the interest of variables in EFL students' motivation in essay writing. Before conducting semi-structured interviews, the authors analyzed the quantitative data to obtain results on participants' intrinsic and extrinsic motivation toward essay writing. The interview questions were formulated based on these results, and fourteen questionnaires were employed in the interview section, with seven questionnaires about intrinsic motivation and seven questionnaires about extrinsic motivation.

Data Analysis

The authors of this paper adapted a questionnaire from Chalak & Kassaian, (2010) and Geddes, (2016) and carefully examined its items before data collection. A sample of 100 students completed a 14-item survey to reveal their motivation toward English descriptive essay writing. SPSS was used to analyze the quantitative data and determine the mean and standard deviation of each item. The research focused on attitude dimensions in order to assess the students' motivation.

FINDINGS AND DISCUSSION

No revision needed

Table 1. Gender

Demographic	Value	N	Frequency %
Gender	Male	55	55%
	Female	45	45%
Total		100	100%

Table 2 presents the demographic information of the 100 participants, where 55 (55%) are male students and 45 (45%) are female students. The number of female students is 5% lower than the number of male students.

Table 2. Age

Demographic	Value	N	Frequency %
	below 14-16	00	00%
Age	17 - 22	100	100%
	23 - 26	00	00%
Total		100	100%

Table 2 shows that all students in the sample are within the age range of 17–22. Moreover, all students are enrolled in public school and are most likely in grade 12, considering the academic year of 2021-2022.

Types of Motivation

In this study, two types of motivation were examined: intrinsic motivation and extrinsic motivation.

Table 3. Result of English descriptive essay writing on writing students' motivation (Intrinsic Motivation).

No	Items (Intrinsic Motivation)	N	M	SD	Min	Max
1	I wish I could write English essays as a foreign language perfectly.	100	4.72	.494	3	5
2	I have a strong desire to know all aspects of English.	100	4.69	.563	3	5

3	I try to understand all points of English that I learn.	100	4.72	.494	3	5
4	I would rather spend more time in my writing class and less in other classes.	100	4.52	.659	3	5
5	I really enjoy learning writing.	100	4.44	.701	3	5
6	I enjoy the activities of our English writing class much more than those of my other classes.	100	4.29	.701	3	5
7	When I am studying English essay writing, I ignore distractions and pay attention to my task.	100	4.13	.562	3	5
Total of Intrinsic Motivation 7 items (1, 2, 3, 4, 5, 6, 7)		100	4.50	0.60	3	5

Table 3 shows that the majority of high school students enjoy writing English descriptive essays because of their positive attitude towards it, with a Cronbach's alpha of .719 for all 7 items of a questionnaire assessing intrinsic motivation. They learn essay writing because they enjoy it (M=4.72, D=0.49). Furthermore, they are delighted when they learn about essay structure or type (M=4.72, D=0.49). Public high school students have demonstrated a strong drive to learn and understand, which leads them to enroll in English writing class (M=4.69, D=0.56). They also believe that writing essays saves them time compared to other classes (M=4.52, D=0.66). This indicates that writing in English allows students to perform more important tasks or work, thanks to their ability to comprehend the writing (M=4.44, D=0.70). Additionally, their satisfaction with the English writing class was higher than with their other classes (M=4.29, D=0.70). Finally, confident essay writing can help improve students' ability to write essays of other types (M=4.13, D=5.6).

Table 4. Result of English descriptive essay writing on writing students' motivation (Extrinsic Motivation).

No	Items (Intrinsic Motivation)	N	M	SD	Min	Max
8	I don't bother checking my writing assignments when I get them back from my English teacher, and I feel confident when I am asked to write English essays in my English and/or other classes.	100	4.28	.570	3	5
9	Essay English writing is a very important part of the school program/curriculum.	100	4.55	.539	3	5
10	I look forward to going to writing class because my English teacher has good abilities and well-prepared.	100	4.45	.642	3	5
11	My English teacher has a dynamic and interesting teaching style.	100	4.34	.685	3	5
12	My English teacher is one of the best pleasant people I know.	100	4.19	.692	3	5
13	My English teacher is a great source of inspiration to me.	100	4.10	.704	3	5
14	My English teacher always presents materials in an interesting way.	100	4.10	.704	3	5
Total of Extrinsic Motivation 7 items (8, 9, 10, 11, 12, 13, 14)		100	4.29	0.65	3	5

Table 4 shows that the majority of high school students in Cambodia are extrinsically motivated to write English descriptive essays (Cronbach's alpha = .683). They are motivated to write essays to perform well in the program (M = 4.55, D = .54), develop their English writing abilities (M = 4.45, D = .64), and benefit from the teaching style (M = 4.34, D = .69). However, they are less motivated by comparing themselves to other

classes ($M = 4.28$, $D = .57$), the English teacher's reputation ($M = 4.19$, $D = .69$), and the source material ($M = 4.10$, $D = .70$). Nonetheless, it is noteworthy that extrinsic motivation has a significant impact on students' motivation to write descriptive essays since it is important for them to secure a good job, communicate with other essay writers, meet and talk with diverse people, advance their work, and develop their writing skills.

As mentioned in the previous paragraph, cambodian high school students have a positive attitude towards English descriptive essay writing as it helps them pursue education at the high school level. This goal can lead to their desire to study English writing, which is a means for gaining knowledge and understanding through research and cooperation. Intrinsic motivation towards essay writing in English was evident (2 items 1 and 3, $M = 4.72$, $D = 0.94$).

Table 3 shows that the students had a desire to learn and gain knowledge, which is why they were interested in English writing classes (item 2, $M = 4.69$, $D = 0.56$). They believed that time and place were important for sharing their learning experiences and writing essays (item 4, $M = 4.52$, $D = 0.66$). According to Table 3, English descriptive writing essays were their favorite subject (item 5, $M = 4.44$, $D = 0.70$), and their positive attitude towards it helped them excel in other subjects as well (item 6, $M = 4.29$, $D = 0.70$). They were confident in their writing skills and practiced writing essays even when others ignored them (item 7, $M = 4.13$, $D = 0.56$).

Learning English descriptive essay writing with the guidance of a teacher ensures accurate error correction, motivation, and customization to meet the needs of each student. Furthermore, it provides structured, immediate feedback, interactive activities, cultural understanding, and personalized learning. Therefore, it is crucial for students to be taught correctly; otherwise, they may feel hostile and overwhelmed when learning English. Similarly, as indicated in Table 4, high school students in Cambodia consider essay writing the most important aspect of writing to learn in their program (item 9, $M = 4.55$, $D = 0.53$), which suggests that they feel more confident in learning it. In Cambodia, mastering English and essay writing can benefit students in national exams. Moderately, Cambodian high school essay writing students aim to learn English essay writing to pass these exams (item 10, $M = 4.45$, $D = 0.64$).

As reported in the above paragraph, high school students positively valued English means to help them when pursuing education at high schools. Then, this aim could lead to their ambition of studying the curriculum and style of teaching English writing, where people worldwide deliver knowledge through research and cooperation in English (item 11, $M = 4.35$, $D = 0.68$).

However, their teacher is an important person who they rely on (item 12, $M = 4.19$, $D = 0.69$). Additionally, motivation is a valuable resource for students when it comes to writing (items 13, 14, $M = 4.10$, $D = 0.70$). Table 3 further illustrates that students exhibited motivation during English descriptive essay writing classes. There was a strong positive motivation towards learning descriptive essay writing (item 4, $M = 4.52$, $D = 0.65$).

Table 3 further reported that English descriptive essay writing was the students' favorite subject (item 5, $M = 4.44$, $D = 0.70$) and was helpful in mastering various writing classes at higher levels of education (item 9, $M = 4.29$, $D = 0.70$). Enjoyment played a crucial role in their success as they continued to practice writing (item 2, $M = 4.13$, $D = 0.56$). Table 4 showed the difference between male and female high school students' motivation towards English descriptive essay writing, based on a total of seven items (1, 2, 3, 4, 5, 6, 7).

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	55	4.54	0.34	.04705
Female	45	4.44	0.38	.05754
Total in average	100	4.49	0.36	.05229

Table 5. Levene's Test for Equality of Variances

The study evaluated the motivation of male and female high school students towards English descriptive essay writing using a total of 7 items (1, 2, 3, 4, 5, 6, 7).

Levene's Test for Equality of Variances						95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference	Lower	Upper
.33	.56	1.33	98	.187	.07	-.04817	.24384
		1.31	89.80	.191	.07	-.04983	.24550

When comparing the mean difference between males and females in essay writing among the high school students, Table 4 showed that with $M = 4.54$ and $D = 0.34$, the male students valued the root cause, encouraging them to learn English essay writing more highly. There was a ($M = 0.10$) difference between the genders of male and female among all the students, and the mean showing reasons for English descriptive essay writing of the female students was ($M = 4.44$, $D = 0.38$). However, there was no difference between their attitudes regarding reasons for English descriptive essay writing because the compared mean T shows a p value of .56, which is over .05. The author concluded that there was no difference between male and female students' attitudes, showing strong reasons for English descriptive essay writing. Moreover, all of them had very positive motivation toward learning English essay writing and widely accepted the reasons as shown in items seven (1, 2, 3, 4, 5, 6, 7) ($M = 4.49$, $D = 0.36$).

Table 6. The result of the difference between males and females in high school English descriptive essay writing on students' motivation Total of 7 Items (8, 9, 10, 11, 12, 13, 14).

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	55	4.30	0.37	.05120
Female	45	4.23	0.38	.05784
Total in average	100	4.26	0.37	.05452

Table 7. Levene's Test for Equality of Variances (8, 9, 10, 11, 12, 13, 14)

The authors assessed the difference between male and female high school students' motivation towards English descriptive essay writing using a total of 7 items (8, 9, 10, 11, 12, 13, 14).

Levene's Test for Equality of Variances						95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference	Lower	Upper
.94	.33	1.00	98	.318	.07	-.07562	.23031
		1.00	93.29	.319	.07	-.07605	.23074

This part shows how high school-level English essay-writing students value English in general. The authors wanted to know whether they had more positive or negative attitudes. That is why item 5 explored whether they thought English writing was their favorite subject to learn. The two items (13, 14) on motivation are good resources and material for students in essay writing. Item 7 proved their confidence, whether they wrote essays if others annoyed them, and paid attention to how they had the opportunity to practice English essay writing. Next, item 8 wanted to know whether the students considered learning English unimportant. Finally, item 6

checked whether those students liked or disliked English. From the report in Table 6, the female students were more optimistic about learning English ($M = 2.06$, $D = 0.52$) than the male students ($M = 2.11$, $D = 0.83$). The lower the mean value was, the more positive it was because of how negative they were toward learning English. All 56 students moderately valued the negative attitudes ($M = 2.08$, $D = 0.67$). This shows that they were so confident. Then, when the authors checked whether there was any difference between males and females related to the attitudes showing confidence in learning English, Table 7 shows no difference. With the F value ($F = 2.68$, $P = .11$), the p-value is higher than .05, which indicates no difference between males and females related to the students' attitudes toward showing confidence in learning the English language.

Table 8. The result of the difference between males and females in high school-level English descriptive essay writing on students' motivation is assessed through a total of 14 items.

Table 8. Levene's Test for Equality of Variances of Difference between Males and Females of the High School Students' Motivation

Levene's Test for Equality of Variances						95% Interval of the Difference	Confidence of the
F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference	Lower	Upper
.200	.656	1.660	98	.100	.05276	-.01711	.19229
		1.656	93.175	.101	.05289	-.01744	.19262

Table 8 indicates whether there was no difference between males and females in the whole study. It proves the F value ($F = .200$) and the P value ($P = .656$). Since the P value is higher than 0.05, the study can conclude that there is no difference between males and females related to the motivation toward learning and teaching descriptive essay writing among high-level English students in the well-known Cheasim Samaky High School, Phnom Penh, Cambodia.

Süğümlü et al., (2019), the study revealed that when the students' writing motivation scores were compared to the gender variable, it was evident that female students scored higher on writing assessments and had higher writing motivation than male students. In particular, female students (mean rank = 136.24) had higher writing assessment ratings than male students (mean rank = 86.56). Similarly, according to Bulqiyah, Mahbub, and Nugraheni (2021), cited in Muamaroh et al., (2020), students' primary difficulties with essay writing were related to coming up with concepts. Extrinsic and intrinsic motivation differ greatly from one another in terms of their positive link with writing achievement levels (except for recognized regulation). It's possible to identify intrinsic motivational types as antecedents of higher levels of success in EFL writing (Yeşilyurt, 2008). The majority of research on the intrinsic and extrinsic motivation paradigms has been done in the lab using experimental manipulations to elicit different motivational states (Vallerand & Blssonette, 1992). According to Tran (2007), cited in Lathif (2017), intrinsic and extrinsic motivation both contribute to writing students' motivation in the Vietnamese EFL context. In other words, both the personal and environmental components of writing affect learners' motivation in EFL writing. Although the four different motivational styles have the following means and standard deviations: external reason ($M = 14.57$, $SD = 4.69$); interjected reason ($M = 15.46$, $SD = 4.17$); identifiable reason ($M = 18.86$, $SD = 4.21$); and intrinsic reason ($M = 17.25$, $SD = 4.88$) (Hayamizu, 1997). Çınar, Bektaş, and Aslan (2011), explored how extrinsic and intrinsic elements affect employee motivation. Some findings indicate that employees' task performance is influenced by both internal and external influences. According to another finding, internal motivational forces outweigh extrinsic ones cited with (Pingle & Kothari, 2015). In contrast, extrinsic-driven people only use incentives and desired outcomes as a source of motivation.

CONCLUSION

The study results indicate that a moderate level of intrinsic motivation is better than a high level, while higher levels of extrinsic motivation are positively related to grades. These findings emphasize the importance of considering the relationship between different motivations and their impact on descriptive essay writing. The results suggest that teachers can encourage both cognitive and lifelong learning goals in descriptive essay writing without eliminating motivations for good grades. Based on the study's analysis, the following two conclusions can be drawn: (1) intrinsic motivation for achievement, and (2) extrinsic motivation for a sense of interest in a task. The study investigates the English descriptive essay writing of high school students in Phnom Penh, Cambodia, using questionnaires and surveys. The aim is to highlight the motivational influence of students' choices in essay writing. The results from Cheasim Samaky High School in Phnom Penh, Cambodia, showed no significant difference in high school students' motivation to learn how to write descriptive essays in English. The P value exceeded 0.05, indicating that the observed difference variable is not statistically significant. Students indicated positive and moderate confidence in the notion that education stakeholders should seek sophisticated teaching and learning strategies to motivate or assist them in achieving high efficiency in essay writing.

Recommendation

By engaging students, motivating them, and recognizing the worth and advantages of all writing, educators can foster a strong commitment to teaching essay writing techniques in the English language. The use of materials, methods, and practical writing rules, such as news articles, short stories, or storybooks, has the potential to greatly increase the motivation and participation of students in acquiring writing skills in English. In order to foster a strong passion for writing and gain good writing skills in English, educators should provide students with role models, constructive feedback, and strategies tailored to their individual needs. Educators need to be able to strengthen students' self-confidence and motivate them to develop their English writing skills by understanding their strengths and weaknesses that need to be improved. Students with the best qualifications may consider entering the field of international teaching within the framework of Cambodia's esteemed public education and training institutes. Moreover, in the technologically advanced 21st century, the adoption of creative educational initiatives is crucial. This significance places a high priority on the awareness and specialized information that students acquire, providing them with numerous opportunities to engage most fully in the educational process as it is presented in the classroom. Combining learning and independent study activities would help all schools meet quality writing requirements and keep students actively involved with their professors.

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