

Factors Affecting non-English Majored Students' Motivation in Learning English in Online Learning Environment at a High School in Ha Long city, Vietnam

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Abstract: This study aimed to determine which factors have the most impact on student's motivation in learning English in online learning environment. 350 students in grade 10 and grade 11 at a High School for gifted students participated in the present investigation. A Likert-scale questionnaire was used to collect data for the present investigation. The questionnaire consists of 50 statements that aim to investigate the factors influencing the character of the student's motivation to learn the English language in online environment. The questionnaire was built based on Svobodavá's (2015) consisting of factors affecting students' learning motivation including integrative motivation, instrumental motivation, social motivation, parental encouragement, peers influence, teacher influence – personality, teacher influence – performance, teacher influence – feedback, group dynamics, and sense of belonging. The exploratory factor analysis (EFA) method was used to analyze the collected data. Results of the exploratory factor analysis showed that the three most influential factors affecting students' motivation in learning English, students had chosen three factors: Teacher influence, parental encouragement, and instrumental motivation. Some implications and recommendations for teachers and parents were presented.

Keywords: motivation, non-English major, high school students, online learning, factors

I. Introduction

Learning English is one of the most significant goals for Vietnam, a country on the verge of prosperity and globalization. Learning English is more important than ever for kids, who will be the country's future generations. Because of this, English has been made a compulsory subject in Vietnamese schools since elementary school. Furthermore, English is chosen as a mandatory test at all levels when students take an entrance exam or a graduate exam.

The significance of learning English is specified in the Decision No. 2080 /QD-TTg dated December 22, 2017 of the Prime Minister approving the adjustment and supplementation of the Scheme on teaching and learning foreign languages in the national education system for the period 2017-2025, and Decision No. 1896/QD- People's Committee dated November 15, 2011 of the Quang Ninh Department of Education and Training of the Plan "Teaching and learning foreign languages in educational institutions in Quang Ninh province, period 2011-2025." Responding to the above decisions and realizing the importance of motivation in learning English, Ha Long high school for gifted students has paid a lot of attention to improving teaching methods for its students, especially the methods enhancing motivation, to help them increase their capacity of learning English.

However, during the Covid-19 pandemic, one of the biggest challenges of online learning is struggling with focusing on looking at a screen for long periods of time. When studying online at home, students are also easily distracted by social networks or other websites. Therefore, it is imperative for teachers to enhance students' motivation in learning English in online environment.

Besides, the application of teaching methods to stimulate motivation in learning English at Ha Long high school for gifted students has not been highly effective, especially for grade 10 and 11 students. They may have not been familiar with the new learning environment, and new teaching methods that Ha Long high school for gifted students has been applied. Hence, they are still quite timid and rarely actively participate in their innovative teaching activities in English classes. In these cases, although the teachers have the background of the methods enhancing the motivation of the students, they still feel hard to apply them to these students. Evoking and maintaining motivation in English classes at high schools is affected by numerous factors.

II. Literature Review

1. Motivation

Motivation is defined quite differently in various studies. Williams & Burden (1997, p.41) defined that: "Motivation is a stage of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort". This point of view is stated before by many previous researchers, in particular, Gardner (1985, p.20) proposed that: "Motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question". There are many ways to define motivation, but the term "motivation" is usually known as a force that stimulates our attitudes and behaviors in the way to achieve our goals.

In this research, motivation is also known as a positive attitude of students or their attraction to English lessons. This definition is stated based on Gardner & Lambert's definition of motivation (2010, p. 58): "Motivation is a particular attitude of an individual with certain objects that have meaning in life brings pleasure to the individual in action". Based on the three definitions above, the motivation in the research is defined as positive attitude and behaviors in a process of reaching a goal and their attitude and behaviors are affected by many factors.

2. Types of motivation in foreign language learning

Intrinsic and extrinsic motivation

There is a basic difference to identify the two terms. Gardner (1985, pp.74-75) stated that: "Extrinsic motivation is the force encouraging learners by external rewards such as grades, praise, money while intrinsic motivation is the force encouraging learners without external rewards and the goal is personal satisfaction derived through self-initiated achievement." For example, when the students like playing a mobile game such as PUBG, Arena of Valor, ..., they have absolutely high motivation to win the game and achieve the first rank. The first rank affirms their self-initiated achievement, which is intrinsic motivation. If they play the game well, they have a chance to work as professional players and earn a huge income, it is the extrinsic motivation.

Integrative and instrumental motivation

Gardner and Lambert (2010, p.3) proposed a theory that: "it is necessary to distinguish between integrative and instrumental motivation as each of them has a different source and represents different reasons for studying a language." The theory mentions two forms of motivation, instrumental and integrative. Ehrman (1996, p.92) stated that: "instrumental motivation refers to learning to accomplish a task, such as passing a course, getting better pay, and so on while integrative motivation refers to a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through the use of the language."

Positive and negative motivation

Papi (2010, p. 465) mentioned that: "Positive motivation is a technique in which a person is rewarded for accomplishing a certain task or changing a particular behavior." Positive motivation is often known as reward motivation. The reward lies in the immediate and distant future. The rewards can be long-term and short-term. When it comes to a short-term reward your motivation will be much higher. While positive motivation is expecting a reward, negative motivation is avoiding pain or punishment. For example, in a class, positive motivations are good marks, bonus, teachers' praises and negative motivations are penalties and condemnation.

Social motivation

Social motivation is the force that enhances people to engage with other people, to interact with other people. Feelings of responsibility, commitment to fulfill tasks and duty to achieve goals are examples of this social motivation. Dunning (2010, p.163) proved that: "Social motivation has a great impact on lives of people as the intensity of the social motives is equal to the biological needs although they are learnt, acquired, and secondary."

3. Factors affecting students' motivation in learning English

Teachers

The role of teachers is significant in every stage of the learning process, especially when students are learning a second language. Williams & Burden (1997, p. 69) pointed out that: "the teacher's personality and the way which the teacher presents the subject is very important aspect that influences the student's motivation". Wubbel and Levy (1991, pp. 23-24) also emphasized that: "teachers who demonstrated more relationship, as well as friendly and understanding behavior in their interaction with learners were found to foster greater learner achievement and more positive attitudes towards their subjects. Teachers who showed more uncertain, dissatisfied, and admonishing behavior to produce the reverse effect". English teachers that show enthusiasm for the language and utilize fully authentic material as well as appreciate the English culture will help students see the value of learning the language.

Parental factors

The role of parents in students' motivation to academic capacity in learning English has been mentioned in lots of studies. In particular, Cheung and Pomerantz (2012, p.39) stated that: "The kids' parent-related motivation would clarify the positive after-effects of parental involvement". Butler (2014, p.55) pointed out that: "Parents are usually the student's first and most long-lasting teachers. In the beginning, they teach their student very simple things such as first words, colors, shapes, rhymes, etc. The parent's attitude toward the learning is the one that the students undergo first even if the parents might be not aware of it.". Pape (1999, p.116) claimed that: "Parents who are involved in their student's school life have a strong impact on the student's recognition of learning and willingness to learn that can last a lifetime." The role of parents in students' motivation to academic capacity in learning English.

Environmental factors

Motivating students is anything but simple work. It truly requires exertion. Except for impacts from peers, environmental factors, for example, the classroom size, the light, the technology assisting in teaching and learning process, weather, and so on. Knowing and attempting to tackle these problems will give more amiable and more positive learning environment for both teachers and learners.

Students' personality

Previous studies have shown how personality influences learning strategies and learning outcome. In Sharon's study (2017) showed that it will be taken further by combining personality and approaches to learning with information behavior. The aim of this study is to show how the five traits of the Five-Factor Inventory related to the approaches to learning of the ASSIST-test affect information behavior.

4. Previous studies

In various international studies, researchers have determined many factors affecting students' motivation in learning English. These factors are teacher, parental factors, environmental factors. Moreover, many studies were conducted to measure the level of significance of teachers, parents, environment may influence students' motivation to learn English as a foreign language.

For teachers' role, Williams & Burden (1997, p. 69) pointed out that: "the teacher's personality and the way which the teacher presents the subject is very important aspect that influences the student's motivation". Wubbel and Levy (1991) also emphasized that: "teachers who demonstrated more relationship, as well as friendly and understanding behavior in their interaction with learners were found to foster greater learner achievement and more positive attitudes towards their subjects. Teachers who showed more uncertain, dissatisfied, and admonishing behavior to produce the reverse effect". English teachers that show enthusiasm for the language, and utilize fully authentic material as well as appreciate the English culture will help students see the value of learning the language. In particular, Dörnyei's (2009) conducted a quantitative study in Taiwan, which gave the result that 400 teachers and 30 students believed a good interaction between teachers and students increased students' motivation in learning English. In the other quantitative studies, Ruesch, Bown, and Dewey's (2012) survey study with 126 students aged

18-26 in North America found that using language learning games increased students' motivation in learning English. However, Cheng and Dörnyei's (2007) conducted a quantitative study with 387 Taiwanese teachers teaching English in a range of high schools and found that students' motivation did not have any relation to language games.

Bartram (2006) conducted mixed methods research with 411 high school students in England, Germany and Netherlands and found that parents could motivate the students by helping them to construct their understanding of and positive attitudes to learning a second language.

In Vietnam, to the best of the researcher's knowledge, there are only two empirical studies about motivation to learn English in the Vietnamese higher education context. These studies are reviewed and discussed below. In particular, Tran and Baldauf Jr's (2007) conducted a case study to determine factors in learning English as a foreign language in higher education in Vietnam. 100 non-English major students were asked to write a stimulated recall essay about their experiences relating to demotivation. The results showed that demotivation was caused by internal factors such as individual's past failure, students' negative attitudes and students' low self-efficacy and only two external factors are listed as cause in demotivation of students, which are negative feedback from the teachers and boring textbooks. Of these factors, the researcher outlined that the greatest demotivating factor was related directly to the teachers. Teachers' negative feedback on students' class performance and boring ways of teaching were determined as the main demotivating factors.

A study was conducted by Luu's (2011) to examine what Vietnamese non-English major higher education students perceived as demotivating factors when learning English. The analysis of data revealed two main sources of students' demotivation: student-related factors and teacher-related factors. Luu's (2011) study agreed with Tran and Baldauf Jr's (2007) study's statement that teachers' inappropriate teaching methods and lack of care for students had the most greatest impact on students' demotivation in learning English in higher education in Vietnam. These studies are useful as they offer an insight into what may motivate or demotivate Vietnamese higher education students to learn English and offer some effective ways to motivate them to learn English. Moreover, in all of the aforementioned studies, participants were either English major or non-English major students.

III. Methodology

The aim of the study was to specify factors affecting motivation of the non – English majored students at Ha Long high school for gifted students. Therefore, a research question was formulated: To what extent which possible factors have the most impact on student's motivation in learning English in online learning environment? 350 students in grade 10 and grade 11 at Ha Long High School for gifted students participated in the present investigation. A questionnaire was used to collect data for the present investigation. The questionnaire consists of two parts in which the first part is comprised of three factual questions concerning the gender, year of study and the last received grade for the English language subject of the respondents. The second part consists of 50 statements that aim to investigate the factors influencing the character of the student's motivation to learn the English language. The Likertscale was employed to indicate the extent to which they agree or disagree with each item by marking one of the responses ranging from “strongly agree” to “strongly disagree”. The questionnaire was built based on Svobodavá's (2015) consisting of all factors affecting students' learning motivation including integrative motivation, instrumental motivation, social motivation, parental encouragement, peers influence, teacher influence – personality, teacher influence – performance, teacher influence – feedback, group dynamics, and sense of belonging. The study applied exploratory factor analysis (EFA) to analyze the collected data.

IV. Findings and Discussion

Table 1 displays descriptive statistics of responses obtained from the survey including the responses with minimum, maximum, mean, standard deviation, deviation, and kurtosis. The data shows diversity in students' perceptions of motivation to learn English in online environment, which is shown by the smallest = 1 and maximum = 5 values that coincide with the five-point Likert scale. For motivation to learn English in online environment, the biggest benefit may be in terms of social motivation (SM3) with the largest mean = 3.66 compared to the rest of the categories. However, the level of studentswho feel motivated to learn English in online environemnt was only at a good average level (2.89, 3.35, 3.51, 3.62). In general, all absolute values of deviation and kurtosis are less than 1, meeting the normal distribution.

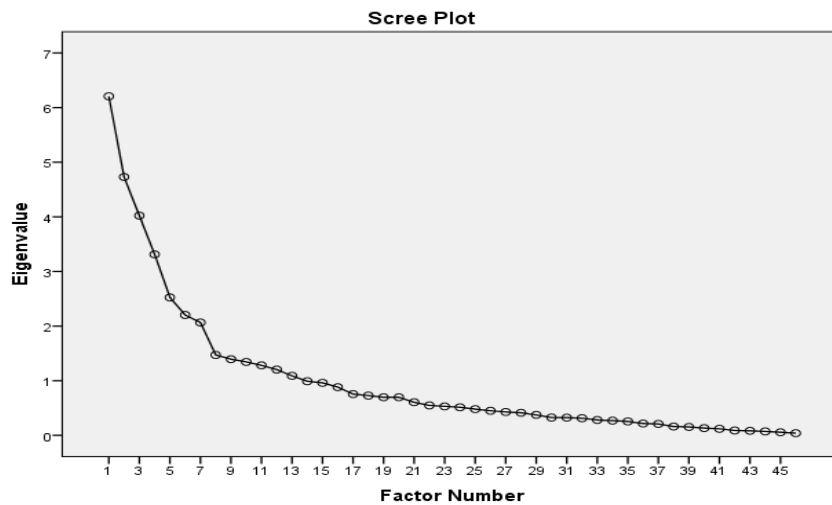
Table 1: Description of data

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
IT1	350	1	5	3.44	.990	-.250	-.445
IT2	350	1	5	3.52	1.177	-.384	-.731
IT3	350	1	5	3.43	1.180	-.467	-.500
IT4	350	1	5	3.60	1.092	-.563	-.431
IS1	350	1	5	3.60	1.030	-.445	-.504
IS2	350	1	5	3.21	1.068	-.217	-.582
IS3	350	1	5	2.76	1.045	.108	-.477
IS4	350	1	5	2.81	1.084	.305	-.384
IS5	350	2	5	3.35	.967	.255	-.883
SM1	350	1	5	3.53	1.167	-.411	-.679
SM2	350	1	5	3.27	1.192	-.423	-.538
SM3	350	1	5	3.66	1.092	-.628	-.367
PE1	350	2	5	3.54	.916	-.138	-.791
PE2	350	1	5	2.74	1.083	.055	-.655
PE3	350	1	5	2.77	1.072	.099	-.580
PE4	350	1	5	3.15	1.004	.183	-.508
PE5	350	1	5	3.33	1.181	-.066	-.948
PI1	350	1	5	3.27	1.161	-.277	-.775
PI2	350	1	5	3.13	1.051	-.065	-.570
PI3	350	1	5	3.45	.847	-.151	.035
PI4	350	1	5	3.49	.972	-.260	-.439
TP1	350	1	5	3.38	1.180	-.229	-.810
TP2	350	1	5	3.28	1.181	-.343	-.605
TP3	350	1	5	3.57	1.092	-.468	-.507
TP4	350	1	5	2.87	1.111	.061	-.654
TP5	350	1	5	3.13	1.039	.068	-.524
TE1	350	1	5	3.36	1.176	-.119	-.944
TE2	350	1	5	3.56	.973	-.310	-.599
TE3	350	1	5	3.18	1.121	-.206	-.691
TE4	350	1	5	2.93	1.071	.050	-.579
TE5	350	1	5	3.55	1.025	-.356	-.614
TF1	350	1	5	3.26	1.167	-.246	-.798
TF2	350	1	5	3.18	1.067	-.094	-.628
TF3	350	1	5	3.40	1.136	-.241	-.717
TF4	350	1	5	3.28	1.187	-.323	-.642
TF5	350	1	5	3.58	1.130	-.608	-.372
PM1	350	1	5	3.58	.966	-.316	-.556
NM1	350	1	5	2.88	1.110	.082	-.613
GD1	350	1	5	2.89	1.125	.214	-.548
GD2	349	1	5	3.40	.976	.157	-.883
GD3	350	1	5	3.13	.768	-.038	.705
GD4	349	1	5	3.06	1.137	-.001	-.699
GD5	350	1	5	3.03	1.131	-.015	-.674
SB1	350	1	5	3.21	1.105	-.234	-.542
SB2	350	1	5	3.48	1.091	-.295	-.626
SB3	350	1	5	3.48	1.142	-.449	-.502
MO1	350	1	5	2.89	1.125	.214	-.548
MO2	350	1	5	3.51	1.162	-.365	-.712
MO3	350	1	5	3.35	1.183	-.443	-.499
MO4	350	1	5	3.62	1.090	-.583	-.391

Valid (listwise)	N	348					
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Exploratory factor analysis was performed on 50-item questions with Varimax rotation using SPSS 26. Exploratory factor analysis is a statistical method used to increase the reliability of the scale by identifying the questions that can be eliminated and the size of the structures by testing the existence of relationships between questions and factors when dimensional information is limited (Fabrigar & Wegener, 2012). In this study, 12 factors (including favorable conditions for online learning, course design, time management, teacher quality, and other factors affecting learning) online, student satisfaction rating) was used to determine the pattern of the structure in the 50 items along with the screen plot and feature value.

Figure 1: Scree plot



Analysis results from SPSS software allow the research team to extract the eigenvalue for each factor. The Kaiser-Meyer-Olkin measurement verified the fitness of sampling for analysis with a value of 0.603, which is 0.1 higher than that suggested by Kaiser (1974) and Kim and Mueller (1978) of 0.5.

Table 2: KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.603
Bartlett's Test of Sphericity	Approx. Chi-Square	9981.072
	df	1035
	Sig.	.000

Bartlett's test of sphericity gives the result $\chi^2(276) = 9981.307, p < 0.000$, indicating that the correlation between the question items is large enough to conduct exploratory factor analysis. The scree plot (see Figure 1) shows that there are 13 factors with eigenvalues greater than 1.

Table 3: Total Variance Explained

(listed only 15 factors statistically significant)									
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.207	13.494	13.494	5.854	12.726	12.726	3.875	8.424	8.424
2	4.730	10.282	23.776	4.375	9.511	22.236	3.771	8.197	16.621
3	4.022	8.744	32.519	3.709	8.064	30.300	3.157	6.863	23.484
4	3.313	7.202	39.721	2.966	6.447	36.747	2.542	5.526	29.010
5	2.525	5.488	45.209	2.227	4.842	41.589	2.311	5.025	34.035

6	2.204	4.791	50.000	1.832	3.983	45.573	2.256	4.905	38.940
7	2.065	4.489	54.489	1.674	3.639	49.211	1.960	4.260	43.200
8	1.471	3.198	57.687	1.120	2.435	51.646	1.747	3.798	46.998
9	1.394	3.030	60.718	1.033	2.246	53.892	1.629	3.541	50.539
10	1.344	2.922	63.640	.963	2.094	55.986	1.351	2.937	53.476
11	1.281	2.785	66.425	.921	2.002	57.988	1.322	2.874	56.350
12	1.204	2.617	69.042	.818	1.778	59.765	1.188	2.582	58.931
13	1.089	2.368	71.410	.694	1.509	61.274	1.078	2.343	61.274
14	.991	2.154	73.564						
15	.961	2.090	75.653						

Extraction Method: Principal Axis Factoring.

The data from Table 3 show that there are thirteen factors formed from the set of 50 questions with the characteristic value greater than 1. In other words, these 50 questions contribute 71.410% of the importance of the influencing factors. to online learning, the remaining 28.590% is due to other factors. The percentages explained by each factor are: factor 1 (13.494%), factor 2 (10.282%), factor 3 (8.744%), factor 4 (7.202%), and factor 5 (5.488%), factor 6 (4.791%), factor 7 (4.489%), factor 8 (3.198%), factor 9 (3.030%), and factor 10 (2.922%), factor 11 (2.785%), factor 12 (2.617%), factor 13 (2.368%).

Table 4: Rotated Factor Matrix

	Factor												
	1	2	3	4	5	6	7	8	9	10	11	12	13
SM1	.911												
SM2	.861												
SM3	.842												
TF3	.742												
TF4	.600												.455
TF5	.545												.494
IS2		.836											
IS3		.819											
TE4		.751											
NM1		.683											
TE3		.656											
TE2		.375											
IS1		.361											
TP3			.778										
TP1			.771										
PI4			.739										
TP2			.701										
TP5				.709									
TE1				.688									
PE4				.626									
TP4				.606									
PE5				.576									
PE3				.514									
PE1					.912								
PE2					.909								
PM1					.646								
IT2			.303			.836							
IT3			.462			.629							
IT1			.360			.586							
IT4			.438			.579							
TF2							.782						
PI2							.559		.300	.324		.450	
GD2		.389					.520			.317			

TE5							.383						
SB2								.788					
SB1								.697					
SB3								.443					
PI1									.846				
TF1						.413			.636				
IS5		.358								.786			
GD4												.888	
GD1											.888		
IS4		.315									.360	.569	
GD5								.327				.342	
PI3													.327
GD3													.311

Extraction Method: Principal Axis Factoring.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 9 iterations.

The data in Table 4 show that there is a shift in the question category among the main factors. In the original model, we assumed that there are 12 main factors affecting online learning, however, the analysis results show 13 basic factors that reflect the correlation between the questions. All items in integrative motivation are separated into 2 factors: items IT1 and IT4 related to students' desire to expand their own knowledge, item IT2 and IT3 related to students' ability to communicate with foreigners. The load factor of this group ranges from 0.303 to 0.836, with the larger value belonging to integrative motivation referring students' desire to expand their own knowledge. There is a remarkable point in the rest of the data that the question items all belong to the group of factors under the initial assumption. That shows that the data support well for the theoretical framework proposed by the authors.

Regression analysis

The purpose of this analysis is to evaluate the influence of key factors obtained from exploratory factor analysis on students' online learning. Table 5 shows the factors that have an important influence on online learning ($F(5, 115) = 229.284, p < 0.000$), with $R^2 = 0.899$ indicating that 89.9% of online learning is explained by the above thirteen factors.

Table 5: Analysis of variance (ANOVA) with dependent variable is motivation to learn English in online environment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	213.761	13	16.443	229.284	.000b
	Residual	24.096	336	.072		
	Total	237.857	349			

a. Dependent Variable: MO

b. Predictors: (Constant), SB, PM, TP, TE, SM, TF, PE, PI, GD, NM, IT14, IT23, IS

The regression function is given as follows:

$$\text{Motivation to learn English in online environment} = 0.102 + 0.251 * (\text{Integrative motivation} - \text{extend knowledge}) + 0.524 * (\text{Integrative motivation} - \text{communication}) - 0.056 * (\text{Teacher influence} - \text{performance}) + 0.062 * \text{negative motivation} + 0.079 * \text{Group dynamic} + 0.061 * \text{Sense of belonging}$$

Table 6: Model summary

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.102	.137			.743	.458
IT14	.251	.032	.288		7.776	.000
IT23	.524	.031	.696		16.926	.000
IS	.101	.097	.093		1.046	.296
SM	-.020	.015	-.026		-1.387	.166
PE	-.030	.046	-.028		-.645	.519
PI	-.004	.088	-.004		-.047	.963
TP	-.001	.017	-.001		-.068	.946
TE	-.056	.028	-.039		-1.995	.047
TF	-.032	.027	-.024		-1.161	.246
PM	.015	.027	.013		.558	.577
NM	.062	.035	.042		1.790	.074
GD	.079	.026	.066		2.986	.003
SB	.061	.016	.083		3.739	.000

a. Dependent Variable: MO

The coefficients of integrative motivation are positive and significant at level $\alpha = 0.01$. The reason is that English became increasingly popular and became the official language in many countries. And today's trend is cultural integration and interference. Hence, students have integrative motivation to learn English, especially for who want to experience culture and update international news.

The coefficient of teacher influence – performance are negative and significant at level $\alpha = 0.05$. The reason is that the English language being studied, which is mainly written English, currently, is changing and focuses on pronunciation. Requirements for teaching and learning English according to the program have focused much on pronunciation. However, Vietnamese teachers' pronunciation is not as good as expected. Therefore, when students feel that the teacher's pronunciation does not good and affects their motivation to learn English in a negative way. The remaining elements such as teaching materials, learning methods, and good command are all assessed by students as motivation to learn English.

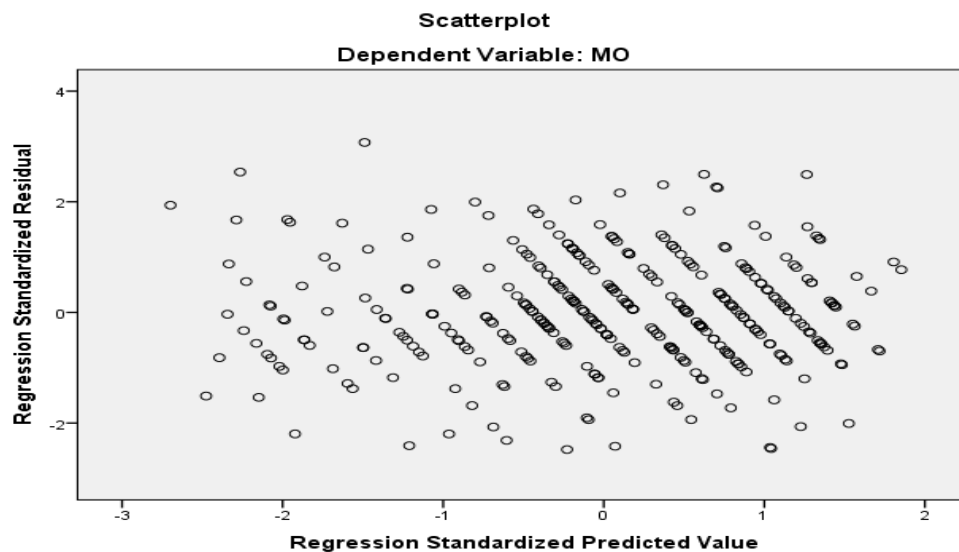
Regarding negative motivation, the impact it has on motivation to learn English is positive. The reason is that students believe that in Vietnam, children tend to connect closely to their parents, they share their thoughts and usually ask for advice. Hence, they appreciate what their parents said even some criticism. Students seem to learn better under pressure, and they enjoy that pressure.

The positive coefficient of Group dynamic is explained by the Domino effect. Students are in the same learning environment - a class that is very easily influenced by each other's attitudes and actions in learning. However, students at Ha Long specialized school have a high sense of learning. Therefore, the good study habits of classmates will have a stronger influence than the bad study habits.

Finally, about the positive coefficient of sense of belonging, the reason is that when there is a feeling of belonging to a place, people will tend to devote to that place and take that place as inspiration for their dedication. Therefore, sympathy makes students feel like they want to contribute to the school, becoming a motivated student to learn from that, students will be motivated to learn English if it is a subject in the school.

The scatter plot of the model is given as bellows:

Figure 2: Scatter plot



V. Conclusion

In general, students show a generally positive attitude to integrative motivation, teacher influence – performance, group dynamic and sense of belonging. The attitude can be explained by the increasingly popular English, hence, the student's perception of the importance of learning English also increases. Being competent in English has been considered as one aspect to evaluate the success, position of a person in society and to express the sense of belonging. And today's trend is cultural integration and interference. Hence, students are more and more motivated to learn English. Students showed a generally positive attitude to integrative motivation, group dynamic and sense of belonging. The reason is that students believe that learning English to help them to integrate to other cultures. Another reason is the Domino effect and their love to the school where they study. Students showed negative attitude to teacher influence – performance. Explanation is given that the pronunciation of some teachers is not as good as expected. The disappointment among students causes them to demotivate in study.

Regrading the most influential factors affecting students' motivation in learning English, students had chosen three factors: Teacher influence, parental encouragement, and instrumental motivation. Numerous reasons were given. They are better future, better jobs, and pursue their dreams, ...

From the conclusion, some implications are suggested as follows:

For teachers, learning motivation is first created by making students aware of the benefits of learning to motivate learning. This goal can be explicitly stated in the learning material, or it can be presented through specific teaching situations. Right from the first lessons of the term, teachers need to make students aware of the benefits of learning in a positive and practical way. With each specific lesson, teachers need to help students realize the usefulness of certain content. Besides, teachers need to create motivation in learning by influencing the teaching content. And finally, teachers should create excitement for learning by combining flexible teaching methods and forms. In addition to exploiting the motivation in the teaching content itself, students' motivation is also formed and developed by the methods, tricks, and forms of teaching organization in accordance with their motivations. That is how to organize teaching in the form of quizzes, games, role-playing activities, group learning activities, project-based learning, and teaching outside the classroom. Teachers need to create motivation in learning by building a friendly environment between teachers and students. In addition to changing the content, methods, and organization of teaching, the establishment of a good positive cooperative relationship between teachers and students and between students will also create excitement for students. The attractive teaching organization form together with a friendly and friendly atmosphere in the classroom will create excitement for both teachers and students. Because learning is happiness not only because of the benefits it brings, but happiness also lies in learning itself.

For parents, parents should teach their students that each member of the family has their own responsibilities and that it is their student's job to study. Learning is everyone's duty, not only that, but it is also related to your student's future and benefits you and not anyone else. You can also tell your student about your own experiences, so they will learn more willingly and with interest. Parents should cheer and encourage students instead of scolding them. When a student gets a bad grade, every parent is probably sad, but parents should not yell at their students because that will only make them hate studying more. If they study, they will only cope to avoid being scolded, or punished, in the long run. To motivate students to actively learn. Parents' attitudes are very important in students' eyes. Parents should teach their students scientific and effective learning methods. When students do not have effective learning methods, they have to learn too much, and memorize too much, which makes students tired and leads to boredom. You should find out the cause of your baby's condition to have effective and scientific solutions to overcome the problem.

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