

Factors Affecting Engineering Students' Motivation in Learning English

Aryati bt Abd Rashid

Department of General Studies, Politeknik Sultan Abdul Halim Mu'adzam Shah, Jitra Kedah Darulaman

ABSTRACT: Motivation is one of the most critical factors influencing students' English achievement or performance. It means that motivation could be defined as one of the essential factors that determine learning English. Motivation can push students to achieve learning goals. Without motivation, the purposes of learning are hard to achieve. By being motivated, students will be enthusiastic in the teaching-learning process, so students will be pushed to study English well. Motivation is important in language learning. Students with a good attitude towards English are more likely to work hard and keep going when learning becomes difficult. Without motivation the purpose of learning is tough to be achieved. When students have it in the learning process, they will more easily understand the lesson taught. Teachers always feel frustrated when their message is not understood by their students or when they notice that their students have lost motivation in learning English. Understanding students' motivation in learning English is necessary for ESL teachers because teacher should know how to motivate students learning English in class by focusing on the factors that can affect their motivation in learning English. Thus, this study was conducted with the aim of identifying the factors that contribute to motivation for learning English among 135 engineering students at Polytechnic Sultan Abdul Halim Mu'adzam Shah. This study attempted to identify the students' motivation for learning English with factors such as parental influence, teacher influence and students' own attitude using a set of questionnaires. Finding showed that teachers' influence, personal attitudes and parental influence affect students' motivation to learn English as a second language.

Keyword: motivation, English, performance

INTRODUCTION

Motivation and learning Motivation and reasons for learning English are very important issues to address to enable one to design better curriculum materials or teaching strategies to stimulate students' motivation in learning English. There is a need to consider students' motivation within the subject content and the classroom contexts of curriculum, instruction, and teachers. Many students get lessons in a passive way, without reflecting much about what they are hearing. They work on assignments mostly just to get them over with rather than to learn something from them. Even if they are concerned about meeting the class requirements and getting acceptable grades, many students lack interest in the content they are learning. They see it as a material to be learned in order to pass tests or complete assignments, but not as an input that can enrich the quality of their lives or help them understand and respond to present and potential challenges in daily living. (Al Rifai,2010).

Poor academic achievements and ineffective communication in English of Engineering students reflect their low English competence. Therefore, an investigation into factors influencing the motivation of engineering students at Polytechnic Sultan Abdul Halim Mu'adzam Shah in learning English is necessary. Teachers need to know the factors affecting motivation so that they can help their students improve their English proficiency. At that time, they can motivate their students to learn English well. It is expected that the findings of this study will also be significant for other researchers and educators in polytechnics.

The aim of this study is to identify the factors affecting polytechnic students' motivation in learning English. The objectives of the study are to explore the factors that affect engineering students' motivation in learning English at the Polytechnic Sultan Abdul Halim Mu'adzam Shah.

I. LITERATURE REVIEW

Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way (Reeve, 2015). The essence of motivation is energised and persistent goal-directed behaviour. When we are motivated, we move and take action. Motivation is a major factor in the successful study of language acquisition (Gardner & Lambert, 1972; Xu, 2008). It is considered goal directed and is defined as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (Gardner, 1985: 10). Motivation plays an important role in learning process. According to Hayikaleng et al. (2016), motivation is an important component to make students success in their English learning. Motivation can be divided into intrinsic and extrinsic. According to Richard M. Ryan Edward L. Deci (2000). Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices.

Intrinsic motivation can be found within the individual and is related to the individual's identity and sense of well-being. Learners are intrinsically motivated when learning is a goal in itself. It is defined as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” by R. C. Gardner (1985). Intrinsic Motivation Hayikaleng et al. (2016) state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. A person might be motivated by enjoyment of the learning activity or a desire to make themselves feel better. Here the pupils are influenced by their intrinsic motivation, they study English because of their internal urge.

Extrinsic motivation comes from outside the individual. Learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards. Hayikaleng et al. (2016) define that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on. In the zeal of learning, motivation is necessary, because someone who is not motivated in learning, will not be possible to implement learning activities. Motivation is needed in determining the intensity of the learning effort for the students.

A number of researchers and theorists Walqui (2000), have contended that intrinsic motivation correlates more closely with language learning success than extrinsic motivation, but a learner's total motivation is most frequently a combination of extrinsic and intrinsic motivation.

Motivations, both intrinsic and extrinsic, are key factors in the success of learners at all stages of their education. The learners themselves and teachers or parents play a pivotal role in providing and encouraging that motivation in the learning and teaching environment. All learners are motivated differently and it takes time and a lot of effort to get learners to build their enthusiasm for learning, working hard and pushing themselves to excel (Chiew Fen Ng & Poh Kiat Ng, 2015).

Personal attitude

Cooper and Fishman (1977) mentioned a third type of motivation which is termed as personal motivation. It refers to motivation relating to personal development or satisfaction which includes activities such as watching movies, listening to music and travelling. Al Tamimi (2009) puts it “a learner’s motivation in language learning is affected by his/her attitudes towards learning the language”. Tambunan and Siregar (2016) also states that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college. Based on the explanation mentioned above, motivation is an attempt and desire that gives reasons for people's actions, desires, and needs to obtain the objective.

According to Lai (2011), motivation refers to reasons that underlie behaviour that is characterised by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. Motivation plays a vital role in the academic area, where if someone has good motivation in learning, they will succeed there. In contrast, if someone has the low motivation, a lower score will be gotten at the end of the teaching and learning process. It is the reason for motivation becomes one of the crucial elements in getting success of the learning process.

Lai (2011) states that there is one of factors that influence student’s motivation is reward. The function of reward may either encourage or reduce the motivation, suspending on the type of appreciations and the circumstances in which they are given. Teachers have to invent an espouse classroom surroundings which respect to objective contexture, connection, and external evaluation. Related to the explanation above, we know that motivation is considered success in studying a new language in the classroom circumstances. By knowing about the students’ motivation, teachers can know their students’ interest. Students who approach a task with motivation to learn think about the meanings and implications of the task and not just about meeting its requirements. They want to understand the content presented, be able to relate it to their prior knowledge, and “make it their own” by being able to discuss it in their own words Nada(2010).

Purnama et al. (2019) mention that some elements construct motivation. First, the motivated individual expends efforts to learn the language by completing assignments and doing homework. Second, the motivated individual wants to achieve the goal and expresses a desire to learn the language, strives to achieve success, and enjoys the task of learning a language. The main idea here is that motivated individual displays effort, desire and effect while non motivated individuals may lack one or more of these elements. He defined that there are some characteristics of the motivated individual. For example, the motivated individual is goal-directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive effect, is aroused, has expectancies, demonstrated self-confidence (self-efficacy), and has reasons. The success of English language learning is not only a matter of teaching methods, but it also involves several factors. The individual factor is one of the potential factors that influence foreign language learning. One of the factors is motivation.

Study shows that if a learner has positive attitude his learning process will be easy. On the contrary, if the learner is reluctant to learn and shows negative attitude, his learning process

will be halted. As Thang (2011) puts it students with positive attitudes towards second language learning are more at an advantage compared to their counterpart with negative attitude. A learner who learns a language for the purpose of dominating the people in a society has negative attitude while positive attitude of a learner will try to strengthen the existing motivation in the language learning. Jain (2013) stressed that attitude is an important factor in language learning if one is to be successful. The attitude shapes the students' perceptions towards class, teachers and curriculum which will be different from one another. Ultimately, language learning is influenced by personal attitude and motivation.

Teacher influence

Teachers play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy (Schuitema et al., 2016). Teachers enable students to identify with self, personal interests, and values by supporting their freedom of choice (Ferlazzo, 2015). By supporting students' choices and interests, teachers help students develop personal interest, involvement, and ownership of their work, which aid in motivation (Schuitema et al.; Stearns, 2013). Teachers also help students to learn by increasing their responsibility and participation in their own learning through letting them create their own goals and objectives (Theobald, 2006).

Teachers should support their learners to figure out the motivation. It can be from the students' intrinsic motivation or extrinsic motivation. Teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation (Alizadeh, 2016). Sometimes the teachers do not comprehend about their students' feeling about English. So that, it is useful to help the reader especially the teacher to discover about how big the student's motivation are and to know about their reason about it. Because, without desire to learn, it is very difficult for learners to gain effective learning (Alizadeh, 2016). It can be argued that teachers must be aware of significance in motivating the students and intensifying their motivation.

Teachers who build positive relationships with their students are more likely to influence their drive to learn (Ferlazzo, 2015). Building trust in a relationship takes time. Teachers should take time to know their students and their interests (Theobald, 2006). To achieve this trust, teachers should be open minded and occasionally share their own stories of success, struggles, failures, and achievement (Bain, 2004). Building relationship with students can be difficult; however, being positive and encouraging can contribute to students' intrinsic motivation (Ferlazzo, 2015; Theobald, 2006). The teacher's relations to their students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well (Mihalas, et al., 2009). Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. According to Dincer and Yesilyurt (2017) motivation is employed to judge students' success or failure to learn a foreign language. The effect of motivation is the extent to which language learners persevere in learning. It is to know the kinds of behavior learners exert and their actual achievement.

Teachers have to be more creative in using media, strategy, or delivered material in teaching and learning activities to improve students' motivation. Without being motivated, goals of the teaching and learning process will not be achieved. The influence of teachers towards second

language teaching within the classroom may affect a students' performance. Research has indicated that many traditional language teaching techniques are extremely ineffective (Lightbown & Spada, 2021).

According to Combs (1965) a positive teacher is an essential element in creating a supportive classroom. A self-confident teacher normally displays classroom management behaviour that promotes positive pupils and motivates them towards learning. Teachers who dislike using English may inappropriately encourage non-directive behaviour and be easily diverted from their teaching tasks while being unconcerned with their students' performance. Burns (1982) found that teachers who preferred student-centred methods of teaching were more likely to possess a more positive environment rather than traditional approaches.

According to Johnson(2017) Students' learning is influenced by motivation. Though students are born with the natural ability to learn, much is dependent on the teachers' involvement. Though students' motivation to learn can be intrinsic or extrinsic, the role of the teacher in supporting their learning and creating the right environment will further enhance their motivation to learn.

Parental influence

Parenting style, parental motivational practices, and parent involvement have been shown to be related to a wide range of outcomes such as academic motivation, attitude, self-regulation, academic achievement, and studying behaviours such as time spent studying Baumrind et al. (1991)

Research suggests that certain parenting behaviours, such as increased involvement, encouraging interest in learning, and supporting children's autonomy tend to positively influence children's development and lead to higher academic achievement and more studying, while parenting behaviours such as task-extrinsic motivational practices and little involvement in children's activities tend to result in undesirable outcomes such as decline in intrinsic motivation (Cooper & Lindsay, 2000; Gottfried et al., 2009). Research has suggested that the influence of parenting continues into college, and is associated with college students' academic motivation and adjustment (Davis et al., 2006; Greenberger et al., 2008; Strage & Brandt, 1999; Turner et al., 2009). This line of research has mostly focused on the lasting effects of parenting styles on college students' academic motivation. Less attention has been paid to observed student academic behaviours such as study habits, persistence and education decision making. Since academic motivation is strongly associated with educational behaviours and outcomes (Deci et al., 1991), it is plausible that parenting practices are also related to college students' educational behaviours.

Jeynes (2005) Quoted in (Hornby, 2011) defines parental involvement as parental participation in the educational process and the experience of their children. It includes school based parental involvement and home-based parental involvement. School-based parental involvement covers attending parent education workshop and attending parent-teacher meeting. Other activities include contact with school to share information, participation in school events and participation in the work of the school (Desforges & Abouchaar, 2003)

Numerous studies demonstrate parent involvement in their children's education contributes their success in school (Docking, 1990 ;Epstein, 1995; Alexander, 1997). Similarly, studies

conducted by Jeynes(2007); Sui-chu and Willms(1996); Fan(2001); Sehee and Hsiu-zu(2005), Hosseinpour et al.,(2015) reveal that parent involvement contribute positive influence on their children academic growth. Thus, parents hold a significant role in their children achievement.

In earlier research, Gardner (1975) suggests that parental encouragement, as a unitary construct toward learning English, plays an important role in their children's attitudes. Relationships between parents' attitudes and students' orientations suggest that students' orientation grows out of a family-wide orientation and consequently the degree of skill which the student attains in a second language will be dependent upon the attitudinal atmosphere in the home.

According to Sultana and Nuraini(2016), the relationship between parental affective values such as parents' expectations and involvement are important for students' achievement in the English subject. From these circumstances, the study attempts to determine parental involvement on student's learning abilities and achievement in English subject from the Malaysian perspective.

In a study on English adolescents' competence at and commitment to physical education, Carr and Hussey found that parents were the most influential social agents on children's task orientations, intrinsic motivation and physical competence. Hussey (Carr et al., 1999). Anning (2000) was noted that most parents see the major limits to further involvement to arise from their own limitations, especially in respect of time available.

II. METHODOLOGY

A. Instrument, Sample, Analysis

The respondents of the study were 135 semester 5 engineering students of Polytechnic Sultan Abdul Halim Mu'adzam Shah. Simple random sampling was used in this study to avoid biasness. Population of semester 5 engineering students is 165. According to Krejcie and Morgan Table, if the population is 165 the sample should be 115. This study attempted to identify the students' motivation for learning English with factors such as parental influence, teacher influence and students' own attitude.

The instrument used in this study is a set of questionnaires adapted from Mohamed et al.(2001). Regarding the questionnaire, it was designed in the form of Likert scale. It includes two parts. Part 1 asks about the participants' demographic information. Part 2 consists of 18 items asking about factors affecting students' motivation in learning English. All were adapted from previous studies, including personal attitudes (6 items), teacher influence (6items) and parental influence (6 items). The data was analysed using percentage. Score range was divided according to five Likert Scale levels as stated in Table I.

Scale	Scale Range	Score	Mean Range
5	Strongly agree	Highest	4.50 - 5.00
4	Agree	High	3.50 – 4.49
3	Moderate	Moderate	2.50 – 3.49
2	Disagree	Low	1.50 – 2.49
1	Strongly disagree	Lowest	1.00 – 1.49

III. RESULTS

The results show in Table II to Table IV

Table 2: Percentage of Personal Attitudes

Statements	Distribution on responses (%)				
	SD	D	NAD	A	SA
I am interested in studying English.	0% (0)	0% (0)	8.9% (12)	42.2% (57)	48.9% (66)
I lack confidence when I have to speak in English.	3% (4)	6.7% (9)	40% (54)	35.6% (48)	14.8% (20)
I practise English every chance I get.	0.7% (1)	2.2% (3)	30.4% (41)	42.2% (57)	24.4% (33)
I am not satisfied with my level of English proficiency.	0% (0)	4.4% (6)	32.6% (44)	28.9% (39)	34.1% (46)
I try to watch English TV shows and movies often.	0% (0)	2.2% (3)	15.6% (21)	31.9% (43)	50.4% (68)
I find homework in English difficult.	6.7% (9)	8.1% (11)	40.7% (55)	28.9% (39)	15.6% (21)

SD: Strongly Disagree, D: Disagree, NAD: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

The data above shows personal attitude factor in student motivation learning English. 48.9% (66/135) of students were strongly agree and 42.2% (57/135) of the students were agree with the statement they interested in learning English and) % (0/135) of students were disagree with the statement. 14.8% (20/135) of students were strongly agree and 35.6% (48/135) of students were agree that they lack of confidence when they have to speak English but 3% (4/135) were strongly disagree and 6.7% (9/135) of students were disagree with the statement. 24.4% (33/135) of students were strongly agree and 42.2% (57/135) of the students were agree that they practice English every chance the get. Only 0.7% (1/135) of the students were strongly disagree and 2.2% (3/135) were disagree with the statement. 34.1% (46/135) of the students were strongly agree and 28.9% (39/135) of the students were agree that they were not satisfied with their English proficiency. 50.4% (68/135) of the students were strongly agree and 31.9% (43/135) of the students were agree that they try to watch English TV show and movies often. 15.6% (21/135) of the students were strongly agree and 28.9% (39/135) of the students were agree that they find homework in English difficult.

Table 3: Percentage of Teacher Influence

Statements	Distribution on responses (%)				
	SD	D	NAD	A	SA
My teacher encourages me to describe the process orally or in writing during group discussion.	0% (0)	0% (0)	17.8% (24)	45.2% (61)	37% (50)
My teacher encourages me to use dictionary in class.	0% (0)	4.4% (6)	28.9% (39)	40% (54)	26.7% (36)
My teacher marks my homework to provide feedback.	0% (0)	1.5% (2)	14.1% (19)	38.5% (52)	45.9% (62)
My teacher provides grammar games for me to practice grammar skills.	0.7% (1)	2.2% (3)	20.7% (28)	36.3% (49)	40% (54)
My teacher allows me to discuss topics with friends.	0% (0)	0% (0)	8.1% (11)	31.9% (43)	60% (81)
My teacher uses ICT to provide more practice opportunities.	0% (0)	2.2% (3)	17.8% (24)	42.2% (57)	37.8% (51)

SD: Strongly Disagree, D: Disagree, NAD: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

The findings showed that teachers influence factor contribute in motivating students in learning English as a Second Language. 60% of the students (81/135) were motivated because teacher allowed them to discuss topics with friends. They are strongly agreeing (Refer to table 3) with this statement and 31.9% (43/135) of students were agree with the statement. 0% (0/135) of the students do not agree with the statement. In addition, 45.2% (61/135) of students agree and 37% (50/135) of students were strongly agree with the statement the teacher encourages students to describe process orally or in writing during group discussion. 0% (0/135) of the students do not agree with the statement. 40% of students (54/135) were agree teacher encouraged the students to use dictionary in class and 26.7% (36/135) of students were strongly agree with the statement but 4.4% (6/135) of students were disagree with the statement. Students were motivated when the teacher provided grammar games for the students to practice grammar skills. 40% (54/135) of students were strongly agree and 36.3% (49/135) were agree with the statement. The data also show that 45.9% (62/135) of students were strongly agree and 38.5% (52/135) were agree that teacher marked homework and provide feedback, only 1.5% (2/135) were disagree with the statement. 37.8% (51/135) of the students were strongly agree and 42.2% (57/135) of the students were agree that teacher used ICT to provide more practice opportunity.

Table 4: Percentage of Parental Influence

Statements	Distribution on responses (%)				
	SD	D	NAD	A	SA
My parents speak English to the family.	11.9% (16)	30.4% (41)	32.6% (44)	17.8% (24)	7.4% (10)
My parents encourage me to speak in English.	2.2% (3)	7.4% (10)	36.3% (49)	34.1% (46)	20% (27)
My parents buy English books and magazines.	8.1% (11)	20.7% (28)	29.5% (40)	23% (31)	18.5% (25)
My parents often watch the English channels on TV.	5.2% (7)	6.7% (9)	24.4% (33)	31.9% (43)	31.9% (43)
My parents encourage me to go for English tuition.	4.4% (6)	8.1% (11)	31.9% (43)	33.3% (45)	22.2% (30)
My parents can't correct me when I make mistakes in English.	13.3% (18)	14.8% (20)	34.1% (46)	19.3% (26)	18.5% (25)

SD: Strongly Disagree, D: Disagree, NAD: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

According to the data above 7.4% (10/135) of the students were strongly agree and 17.8% (24/135) of students were agree that their parents speak English to the family and 30.4%(41/135) of participants were disagree, 11.9% (16/135) of students were strongly disagree with the statement. Only 20% (27/135) of students were strongly agree and 34.1% (46/135) of students were agree that their parents encourage them to speak in English. There are 18.5% (24/135) of the students strongly agree and 23% (31/135) of students were agree that their parents bought English book and magazines. 31.9% (43/135) of the students were strongly agree and 31.9% (43/135) of the students were agree that their parents often watch the English channels on TV. In addition, 22.2% (30/135) of the students were strongly agree and 33.3% (45/135) were agree that their parents encouraged them to go for English tuition. 18.5% (25/135) of the students were strongly agree and 19.3% (26/135) of the students were agree that their parents can't correct them when they made mistakes in English.

IV. DISCUSSION

A. Teacher Influence

The findings showed that teachers have a high influence in motivating students in learning English as a second language (Refer to Table 3). Most of the students agree that teachers encouraged them to learn the language. The teacher influence is essential to the students because the students are highly dependent on their teachers in supporting them learning the language. Most of the students advocate their teacher in giving opportunities for them to do a discussion on the topic assigned with their friends (*My teacher allows me to discuss topics with friends*).

Teachers also creative in using strategy in teaching English to the students. According to Sternberg & William (2002) students are not motivated if the teacher used traditional method of teaching. The teacher need to create a positive environment and develop activities that allow

students to practice the language in meaningful context. Most of the students favour their teachers by using grammar games in class to practice grammar skills instead of doing grammar exercise in workbook (*My teacher provides grammar games for me to practice grammar skills*). Teachers also built a positive relationship with the students. In order to motivates students in learning English teacher must also have a positive relationship with the students by encouraging the students and also giving the feedback to the task assigned to the students. Most of the students accept the teacher provides feedback to the homework given (*My teacher marks my homework to provide feedback*).

B. Personal Attitudes

The result of the study showed most students have a moderate attitude in learning English language (Refer table 2). The students know learning English is essential and they are fascinated to learn English (*I am interested in studying English*). Even they feel learning and practicing English is difficult and stressful but the students' proficiency level is contentment. Most of the students show effort in learning the language. They have desire to learn the language because students are aware the importance of English for their future. Most of the students show their effort to learn the language by watching English show frequently (*I try to watch English TV shows and movies often*). Thus, despite an overall moderate attitude towards learning English, it shows that students are interested in study the language. According to Siti Sukinah Che Mat and Melur Md Yunus (2014), students are highly motivated have positive attitudes towards learning English and are extrinsicy motivated although it does not necessarily translate into favourable effort in improving proficiency. Karahan(2007) stressed that positive language attitudes let learners have positive orientation towards learning English. Attitudes play an important role to determine the success in language learning.

C. Parental Influence

Based on the findings, parents have a moderate influence on students' motivation towards learning English as they are involved in the children's language education (Refer table 4). In this study most of parents are not practice English much with students (*My parents speak English to the family*). Even though the parents are not practice English much but they did motivate students to learn English better and support the students by encouraging them to speak English and go for English tuition (*My parents encourage me to speak in English*), (*My parents encourage me to go for English tuition*). From the finding we can see that the parents also their support by encouraging the students to read English books and magazine (*My parents buy English books and magazines*). Cooper and Lindsay(2000);Gottfried et al.(2009) mentioned that research suggests that parenting behaviours, such as increased involvement, encouraging interest in learning and supporting children's autonomy tend to positively influence children's development and lead to higher academic achievement. It similar to Jeynes (2005) parental involvement is associated with higher student achievement and it merged consistently regardless of measure.

V. CONCLUSION

This study was conducted to find out factors affecting students' motivation in learning English. The result of the study was found that teacher influence is the main factor affecting students' motivation in learning English, followed by students' own attitudes and parental influence. Teacher influence was given a high impact on student's motivation in learning English. Teachers need to make an effort to differ learning strategies to attract students' attention in class. This is important because students have different abilities of understanding, teacher must know the students well so they can use the most appropriate teaching methods in class. Teacher-friendly behaviour during lesson also affected student's motivation in learning English. Accordingly, students with positive attitudes had a strong desire in learning English and they are interested in learning the language. Students with positive attitudes can also be successful in learning English. Finally, parental encouragement and supports in students' learning were necessary to increase parents' awareness about the importance of motivating their children in learning English.

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