EFL STUDENT LEARNING MOTIVATION: A STUDY OF CLASSROOM-SPECIFIC FACTORS

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ABSTRACT

Motivation plays a vital role in foreign language learning as it leads to deep, goal-oriented and persistent learning. A number of variables are associated with motivation, among which five factors viz., Teacher, Teaching Methodology, Text, Task and Test. These are classroom-specific and can be adjustable for enhancing student learning motivation. This paper investigates EFL students' perception of these five variables and factors that influence their motivation. Renandya's 5Ts model was used as a framework for investigation. The instrument for data collection was a five-point Likert Scale questionnaire that included 27 items related to factors that affected students' motivation in language learning classroom. The data was analyzed with SPSS software version 21.00. It was found that the students perceived Teacher as the most important factor, followed by the factors of Teaching Methodology, Task and Text; the Test factor was considered as the least important. The regression analysis, however, shows that the Text, or Teaching materials in current use were the most influential. The findings fill the gap of research in Vietnam's EFL context and therefore, they are of theoretical and practical significance.

Contribution/ Originality: This paper makes a contribution to the literature on language learning motivation with regards to the five Ts, namely Teacher, Teaching methodology, Text, Task and Test. It sheds light on the factors that affect student motivation to learn English in a university context of Vietnam and provides pedagogical implications for increasing students' learning motivation.

1. INTRODUCTION

The term "motivation" originated from the Latin word "*movere*", which means "to move". It is associated with what drives a person to choose to do certain things and persist in pursuing the goals they aim at (Dörnyei & Ushioda, 2021). It can also be generally referred to as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out" (Dörnyei & Ottó, 1998). From the educational perspective, motivation is defined as a state of cognitive and emotional arousal which encourages learners to pursue a course of action and devote both physical and mental effort to sustain the set goal (Williams & Burden, 1997). It is a combination of three main inner elements including attempt, desire and favorable attitudes toward language learning process (Gardner, 1985). In another work, Gardner (2006) states that though the individual language aptitude takes up a significant ratio in learning the target language, motivational factors can

override the lower level of a learner's language aptitude. Therefore, cultivating motivation is a crucial part of the teaching process that leads to a learner's success (Dörnyei & Ushioda, 2021; Hakim, 2021; Zahran, 2020).

Oxford and Shearin (1994) note that if teachers do not know the roots of motivation, it is impossible for them to water those roots. In other words, it is essential to identify the constructs of motivation. Gardner (1985) distinguishes motivation as integrative and instrumental. The former refers to a "*positive attitude toward the target language community, a desire to integrate and adapt to a new target culture through the use of the language*" (p. 54). The latter is associated with the case where the learner wants to learn the language in order to achieve a certain goal, such as to get a better job, or to be admitted to university. From another perspective, motivation is influenced by two different factors, some are internal, which stem from the learners, and others are external, like parents or peer influence (Williams & Burden, 1997).

Accordingly, motivation is divided into intrinsic and extrinsic, depending on whether motivation results more from inside or outside. Intrinsic motivation is a construct that pertains whenever a behavior or an activity is performed for its entailed enjoyment and pleasure rather than its instrumental outcomes. When being intrinsically motivated, learners engage in a task because they find the task satisfying and pleasant. Extrinsic motivation, on the other hand, is the doing of a behavior or an activity in order to obtain external rewards or avoid penalties (Ryan & Deci, 2000; Tranquillo & Stecker, 2016). Similarly, extrinsic motivation is defined as doing something as a means to achieve some separable outcomes from short-term goals such as high grade, prides from parents or teacher, etc. to long-term goals such as better job, scholarship opportunities, or higher social status, etc. (Ryan & Deci, 2000).

There have been a number of studies on the factors affecting students' motivation in learning a foreign language so far (Dörnyei & Ushioda, 2001; Gardner, 1985; Gardner & Lambert, 1972; Hapsari, 2013; Nguyen, 2021; Wang & Lee, 2019). Based on various motivational theories and research models, previous research findings of motivational factors have not been unitary and conclusive. According to Dörnyei and Ushioda (2021) the most effective motivational intervention is simply to enhance the teaching quality. Among the factors that may have impact on student motivation within the school context, we found (Renandya, 2014) highly applicable for our investigation into student learning motivation. The study fills the gap of research on the factors affecting student motivation to learn English with regards to the five variables of Teacher, Teaching Methodology, Text, Task and Test in a university context of Vietnam.

2. RENANDYA'S 5Ts MODEL

Studies on language learning motivation illustrate that the classroom environment, teachers' manner and actions in the classroom, relationship with the students, the way they conduct teaching in class, and how they organize their lessons have effects on students' motivation (Renandya, 2014). In addition, teaching materials, the tasks that students do as well as teachers' assessments also have significant influence on student motivation. Renandya's motivation model thus comprised 5 components: Teacher, Teaching Methodology, Text, Task and Test, also known as 5Ts. This can be explicated as follows:

2.1. Teacher

Renandya (2014)stresses upon the role of teachers as the motivating agent in the classroom. It is pointed out that qualities of teachers, including personal characteristics such as friendliness, enthusiasm, patience, fairness, can have a huge impact on students' motivation. Among these, teacher's communication skill is one essential quality that is closely linked to language learning motivation of students. Similarly, Dörnyei and Ushioda (2001) contend that teachers play a crucial part in the process of English language teaching because they can have positive impact on students' learning attitudes and motivation. It is also suggested that teachers should adopt various motivational practices, which can bring about a motivating classroom atmosphere.

2.2. Teaching Methodology

As stated by Dörnyei and Ushioda (2001) motivation is a kind of internal drive that inspires a student to pursue a scholastic goal and persist in the learning process over a long period of time to acquire a language. In line with this, Renandya (2014) suggests that motivation should be viewed as a dynamic and changeable construct. Therefore, teachers should adopt different and appropriate teaching methods to keep students' motivation high during the lesson such as by giving students more choice and building in novelty and curiosity in classrooms. This is considered as one essential key to make students engage actively in the lesson. To do this, it is a prerequisite that teachers have deeper understanding about a variety of teaching methods to adopt for different students' interests and level.

2.3. Text

The Text or teaching material consists of course books and other additional learning materials in both printed and electronic forms. According to Richards (2001) teaching materials is considered as major referential indicator of the syllabus and structure of a language program. Renandya (2014), however, points out that instructional material is a crucial factor in language learning classroom. In order to choose appropriate teaching materials, teachers should take into consideration three main aspects, namely linguistic, cognitive and affective. By using suitable techniques, teachers can make instructional material more comprehensible and interesting to encourage the students' engagement in the classroom.

2.4. Task

It is commonly stated that the Task is the central elements of teaching a foreign language. Hapsari (2013) contends that the accomplishment of challenging tasks will motivate students to engage in following classroom activities. Renandya (2014) also focuses on the importance of expectancy-vale theory of motivation when designing tasks for students. Accordingly, when students clearly see why they perform the task, how they complete the task and what they gain from the task, they will be more willing to finalize their task with a great effort. In other words, an appropriate task is likely to increase students' motivation.

2.5. Test

According to Hapsari (2013) the test is a useful and effective tool enabling students track their learning development in a non-threatening manner. Renandya (2014) stresses the key role of alternative assessment in language learning classroom which can improve some negative effects of traditional assessments because the alternative assessment focuses on both the product and the process of students. Therefore, it is recommended that alternative assessment such as project work or portfolios should be used widely in language classroom in order to increase students' motivation.

3. LITERATURE REVIEW

The importance of motivation in language learning has been documented in a growing body of literature. The relationship between students' motivation and foreign language learning achievement has been explored in different educational settings. Recent studies have indicated that there is a correlation between motivation and students' language learning achievement (Choorsi & Intharaksa, 2011; Emaliana, 2011; Li & Pan, 2009). Choorsi and Intharaksa (2011) examined whether there was a correlation between leaners' motivation and their English learning achievement. The sample consisted of 140 second-year vocational certificate students in Hatyai Technical College, Thailand. The instruments to collect data were a questionnaire and an in-depth interview. The correlation coefficient was r =0.184, p<0.05 which indicated that motivation was significantly correlated with students' English learning achievement. Li and Pan (2009) in another study, concentrated on the relationship between motivation and

language achievements among English majors in Qingdao Agricultural University, China with the assumption that motivation is one of the important factors which has a great impact on the success or failure in second language learning. Their analysis of the questionnaire revealed that students who practice integrative motivation get higher achievements.

In brief, it is argued that integrative motivation has a closer association with students' English learning achievement. However, there is different finding in the study by Emaliana (2011) which stated that instrumental motivation has a greater influences on learning achievement than the integrative one. The study was conducted at the English department of State University of Malang, Indonesia. Fifty-five students involved in the study were divided into three groups: low, moderate, and high achievers. The opinionnaire was divided into two main parts to find out the two types of motivational orientation based on the Gardener and Lambert's motivational measure. It was found that higher achievers were instrumentally motivated.

With regards to Renandya (2014) recent studies have employed different frameworks to investigate students' motivation in foreign language learning. For instance, Sant (2018) employed the 5Ts motivation framework in order to evaluate the factors affecting the learners' motivation toward English language learning in Myanmar. The sample consisted of 120 students of Maija Yang Institute of Education, Myanmar. The findings indicate that the existing factors of Teacher, Teaching Methodology, Text, Task and Test have a negative impact on student's English language classroom motivation. It is recommended that English student teachers must be provided with proper training and effective teaching and learning facilities and materials. As a result, they could employ different and appropriate teaching methods and materials in order to achieve their objective and create an engaging classroom for students.

In another setting, Wang and Lee (2019) employed the Renandya's 5Ts framework to conduct a study on the gap between teachers' and student's perception of motivation in Chinese EFL classroom. The study involved 190 Chinese university students and 122 English teachers with the use of two questionnaires. The findings show that there was a different perception between teachers and learners in terms of Task and Teacher factors. Students gave more weight to the Teacher factor, including characteristics of passion, enthusiasm and fairness, whereas teachers emphasized the importance of Task factor. However, both research groups of teachers and students agreed that Test is least important among those. There was also a consensus between teachers and students that Teaching Methodology and Text played an important role in motivating students to learn foreign language.

In the Japanese context, Nguyen (2021) conducted research on the impact of motivational factors on students' language learning based on the 5Ts framework. The questionnaires were designed to collect responses of Japanese language students about their perception towards intrinsic motivation and 5Ts components. The results indicated a positive relationship between students' motivation and such components. It was recommended that improving the quality of teachers' 5Ts implementation in the Japanese foreign language classroom might lead to the increase of students' motivation.

In brief, the above-mentioned discussion indicates that Renandya's 5Ts is a useful framework for researching student language learning motivation. Further research should be conducted in different settings so as to gain more insight into these motivational factors. Given the research gap with regards to the 5Ts model in the context of Vietnam, this study is an attempt to shed light on factors affecting the EFL students' motivation in a higher education context, which includes Teacher, Teaching Methodology, Text, Task and Text. It aims to investigate the students' perception of the 5Ts and correlation between such factors and students' motivation.

4. METHODOLOGY

4.1. Educational Setting and Participants

The current study was conducted at a university in Central Vietnam, where English is a required course. The 7-credit English program consists of two courses, English 1 and English 2, which are delivered in two semesters.

The textbook in use is *Life* (Pre-Intermediate – Vietnam edition) published by Cengage Learning Publisher. The materials include a hard copy and an e-book for online learning with updated global content in the unit themes and reading selections. The video material features additional visual support for vocabulary learning. The students' learning process is managed with the LMS (Learning Management System). The university advocates student-centric methodology with a blended-learning scheme, which stipulates that one-hour class meeting requires a minimum of two-hour independent learning with online materials. The grading system is based on progress test and summative tests, in which attendance accounts for 10%, quizzes and project work throughout the semester accounts for 30%, and the final test makes up 50%. The exit level for the students is equivalent to B1 (Common European Framework of Reference for Languages - CEFR). There is no placement test for students as they are assumed to have achieved level A2 after high school graduation. The participants included 150 EFL students, majoring in law and economics. The instructors who taught the classes held M.A. and TESOL degrees.

4.2. Research Questions

1. What is the students' perception of the 5Ts in the study context?
2. What are the factors affecting the EFL students' motivation?

4.3. Data Collection Instruments and Analysis

The instrument used to collect the data was a five-point Likert Scale questionnaire. The questionnaire consisted of two parts, the first of which comprised demographic questions related to the participants' full name, gender, major, contact information and the number of years learning English. The second part included 27 items related to factors that affected students' motivation in language learning classroom. The questionnaire items were based on (Sant, 2018) which was slightly adapted from Renandya (2014) *5Ts* framework. The 27 items were divided into five sections that pertained to motivational factors toward learning English language. These five main sections were Teacher, Teaching Methodology, Teaching Materials or Text, Task and Test. In the first section - Teacher, it focused on certain characteristics of the teacher that might create a motivating atmosphere to learn English language in the classroom. The section of Teaching Methodology was about the teaching methods that are likely to help boost student's motivation.

The third section, teaching materials or Text, touched upon both oral and written learning materials that might influence student's compressible learning. The Task section was about the students' task or activities which motivated students' language learning. The last section dealt with testing activities that enabled students to know their progress in a diversified and formulative manner in order to motivate their language learning. The five-scale rankings of 27 items ranged from 1= *least influential* to 5 = *most influential*. To ensure students' active and positive participation in the survey, they were informed that all the information collected for the survey was confidential and the data would be treated anonymously. The data from the questionnaire survey were analyzed with the SPSS program to determine percentages, means, standard deviations, frequencies, as well as to perform multiple linear regression and exploratory factor analysis. The SPSS software version 21.00 was employed for correlation calculation.

A sample size in the survey was based on the demands of analyzing Exploratory Factor Analysis (EFA) and Multivariate Regression. According to Hair, Black, Babin, and Anderson (2014) in terms of analyzing EFA, it is required that the minimum sample size must be a multiple of 5 in comparison with the total of investigated variables. This is a suitable sample size for the research which applies analyzing factors. The formula is $n=5*m$, in which m is the number of questions in the survey.

In this study, the survey form had 27 questions relating to factors affecting student's English learning motivation, which means an ideal sample size is about $27 \times 5 = 135$ to analyze EFA. With regards to analyzing multivariate regression, a minimum sample size should be equal to the result when using this formula $n=50+8*m$

with *m* is the number of dependent variables (Green, Salkind, & Akey, 2000). Therefore, a minimum sample size was kept 90. This research therefore produced reliable final results as the sample size satisfied both formulas above. The population comprised randomly-selected students who had completed both courses, English 1 and English 2.

5. FINDINGS

With regards to the factors affecting students' English learning motivation, data was mainly analyzed in terms of descriptive statistics, Cronbach's alpha and EFA scale reliability, and multiple regression analysis.

The descriptive analysis that involved the mean and standard deviation was conducted to determine the influential level of factors toward students' motivation. The results are presented in Table 1 with the overall degree of student's perceptions of the 5Ts being relatively high with a mean of 3.50. The results highlight the importance of 5Ts factors to boost students' motivation toward learning English. The Teacher emerged as the most important factor with the highest mean (M=3.98), followed by the factor of Teaching Methodology (M=3.40), Task (M=3.38) and Text (M=3.37) while the factor of Test had the lowest mean (M=3.36). It indicates that from the student's view, the ranking order for the 5Ts based on the importance of motivating students to learn English should be Teacher, Teaching Methodology, Task, Text and Test.

Table 1. The influential level of factors toward student's motivation through students' perspective.

Factors	N.	Minimum	Maximum	Mean	Std. Deviation
Teacher	150	2.20	5.00	3.981	0.685
Teaching Methodology	150	2.80	4.40	3.404	0.357
Text	150	1.40	4.80	3.373	0.866
Task	150	1.83	5.00	3.381	0.814
Test	150	2.00	5.00	3.365	0.809
Valid N (listwise)	150	2.046	4.840	3.501	0.706

Table 2 presents the mean score of specific items related to 5 Ts factors. As can be seen in the table, the students shared the same opinion in respect of rating statements relating to factors affecting language learning motivation (Std. deviation < 1.0). Except for item 2.4 of the Teaching Methodology category with a mean score of 2.64, a majority of variables have a mean value of over 3.0, which indicates that five factors were ranked from influential to very influential.

With regards to the Teacher variable, the most essential characteristics of a teacher of English was their friendly and approachable manner, so that students feel free to talk to their teacher not only about school work but also other things in their personal and social life (Item 1.2, M = 4.05). Being patient (Item 1.5, M = 4.01), using comprehensible language to every student (Item 1.3, M = 4.00) and creating a low-stress classroom atmosphere (Item 1.1, M = 3.96) were perceived as the second most influential while treating every student fairly (Item 1.4, M = 3.89) was the least influential factor. In terms of Teaching Methodology, using different teaching aids to assist students learning comprehension, was the most important factor (Item 2.5, M=3.83). As for Text or teaching material, the grammatical structures and the contents were perceived to be the most influential factor.

The students responded that grammatical structures should not be too difficult and the contents should be organized in a manner that facilitate their comprehension (Item 3.2, M=3.43). Allowing students to choose the task that meets their interest received the highest mean within the "Task" domain (Item 4.4, M=3.47). Regarding the "Testing" dimension, students enjoyed learning English when alternative assessments such as project works and other activities were provided in addition to tests (Item 5.1, M=3.44). Furthermore, they were also motivated when their English teacher provided them with feedback, guidance and advice on an on-going basis (Item 5.2, M=3.41). Table 3 summarizes the Cronbach's Alpha analysis and Table 4 presents the reliability statistics.

Table 2. The mean score of items related to 5T factors (Questionnaire items were based on (Renandya, 2014; Sant, 2018)).

Items	Statements	Min	Max	Mean	Std. Deviation
1.1	I enjoy learning because my English teacher creates a low stress classroom environment so I participate without fear of losing face when I make mistake.	2	5	3.96	0.874
1.2	I am motivated because my English teacher is friendly and approachable. I can talk to her not only about school work but also other things related to my personal and social life.	2	5	4.05	0.865
1.3	I am motivated because my English teacher uses comprehensible language so that everyone, including the less proficient learners, can follow his/her lesson and participate fully in class.	2	5	4.00	0.897
1.4	I enjoy learning because my English teacher treats every student fairly and does not practice favoritism.	2	5	3.89	0.931
1.5	I am motivated because English teacher is patience and does not show unhappiness when students make mistakes. He/ She is available to provide extra help even after normal school hours.	2	5	4.01	0.839
2.1	I enjoy learning because my English teacher uses different methods in teaching.	1	5	3.23	0.424
2.2	I enjoy learning because my English teacher carefully selects and structures learning activities that support the attainment of lesson objectives.	2	5	3.63	0.661
2.3	I enjoy learning because my English teacher uses variety of activities to keep students' interest levels high and engage their attention and interest.	1	5	3.69	0.463
2.4	I am motivated because my English teacher uses variety of instruments, both formal and informal to find out how much students have learned from the lesson.	1	4	2.64	0.688
2.5	I enjoy learning because my English teacher uses different teaching aids such as, visual images, video, songs and movements, etc. to assist students learning comprehension.	2	5	3.83	0.775
3.1	I enjoy learning because teaching and instructional materials are varied, this includes print, electronic, oral & written ones.	2	5	3.28	0.840
3.2	I enjoy learning because the grammatical structures are not too complicated and the contents are organized in a manner that facilitates learners' comprehension.	1	5	3.43	0.937
3.3	I am motivated because the materials used in class provide ample opportunity for students to learn what they really need.	2	5	3.41	0.876
3.4	I enjoy learning because the materials used in class help learners see the connections between what they learn in class with what they need in the real world.	1	5	3.37	0.891
3.5	I enjoy learning when my teacher allows us to choose reading materials that we are interested in.	1	5	3.37	0.878
4.1	I enjoy learning because my English teacher provides sufficient assistance before, during and after the task.	1	5	3.35	0.837
4.2	I am motivated because students are allowed to seek assistance from their equal or more capable peers before, during and after the task.	1	5	3.37	0.860
4.3	I enjoy learning because my English teacher provides rubrics for accomplishing the tasks successfully.	1	5	3.39	0.858
4.4	I am motivated because students are allowed to choose the tasks that meet our interests.	2	5	3.47	0.783
4.5	I enjoy learning because my English teacher explains the linguistic and communicative value of the task clearly.	1	5	3.33	0.841
4.6	I am motivated because my English teacher explains the socio and cultural and other instrumental value of the task.	1	5	3.35	0.807
5.1	I enjoy learning because students are given alternative assessments such as project works and other activities in the classroom, besides from the examination.	1	5	3.44	0.963
5.2	I am motivated because students' assessments are administered on an on-going basis, rather than concentrated on a single day, week or end of the term.	2	5	3.35	0.989
5.3	I am motivated because my English teacher provides feedback, guidance and advice to the students on an on -going basis.	2	5	3.41	0.957
5.4	I enjoy learning because my English teacher uses marking rubric that are carefully calibrated to avoid subjectivity.	1	5	3.39	0.855
5.5	I am motivated because my English teacher has necessary skills to design alternative assessment.	1	5	3.37	0.840
5.6	I enjoy learning because my English teacher shows that he/she is willing to accept newer forms of assessments rather than just focus on traditional form.	1	5	3.39	0.835

Table 3. Summary of cronbach's alpha analysis.

Factors	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teacher	13.375	6.545	0.509	0.879
Teaching Methodology	14.101	5.980	0.723	0.832
Text	13.983	6.158	0.644	0.850
Task	13.992	5.218	0.785	0.813
Test	13.975	5.186	0.803	0.808

Table 4. Reliability statistics.

Cronbach's Alpha	Number of Items
0.867	5

Table 5. Results of EFA analysis of independent variables.

Items	Results				
	1	2	3	4	5
Task 5.2	0.824				
Task 5.5	0.809				
Task 5.6	0.768				
Task 5.1	0.763				
Task 5.4	0.734				
Task 5.3	0.722				
Test 4.5		0.795			
Test 4.4		0.791			
Test 4.6		0.753			
Test 4.1		0.695			
Test 4.3		0.686			
Test 4.2		0.621			
Teacher 1.2			0.788		
Teacher 1.3			0.787		
Teacher 1.1			0.737		
Teacher 1.4			0.675		
Teacher 1.5			0.659		
Teaching Methodology 2.2				0.681	
Teaching Methodology 2.1				0.660	
Teaching Methodology 2.3				0.650	
Teaching Methodology 2.5				0.603	
Teaching Methodology 2.4				0.570	
Text 3.2					0.794
Text 3.1					0.689
Text 3.3					0.639
Text 3.4					0.609
Text 3.5					0.591

Note: Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) = 0.909; Sig. (Bartlett's Test) = 0.000; Total Variance Explained = 66%. Eigenvalues = 1.022.

It is demonstrated that Cronbach's Alpha analysis of each variable was above 0.8>0.5 and Corrected Item-Total Correlation >0.3. Therefore, the scales of the survey are significantly reliable and qualified to conduct exploratory factor analysis (EFA). Table 5 exhibits the specific results of EFA analysis of independent variables. It presents that all 27 independent variables were included in the EFA analysis, which shows KMO =0.909, Sig = 0.000 < 0.05. It means that factor analysis is satisfactory and significant, and there is substantial correlation among independent variables. Total Variance Explained = 66% > 50%, Eigenvalues = 1.022 at the fifth factor which indicates that 66% of the variance of data are explained by five extracted components. The results of regression analysis of independent variables are presented in Table 6.

Table 6. Results of regression analysis of independent variables.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.622	0.313		8.380	0.000	–	–
	Teacher	0.200	0.212	0.197	0.940	0.049	0.150	6.653
	Teaching Methodology	0.106	0.155	0.113	0.684	0.045	0.241	4.146
	Text	0.251	0.208	0.252	1.206	0.030	0.151	6.634
	Task	0.250	0.179	0.240	1.399	0.044	0.223	4.478
	Test	0.117	0.174	0.111	0.669	0.005	0.238	4.203

Note: a. Dependent Variable: Motivation.
R^2: 0.223.
Adjusted R^2: 0.218.

As shown in Table 6, with the Adjusted R square of 0.218, it means that 21.8% of dependent variable is explained by independent variables. This indicates that there is a close correlation between the students' English learning motivation and 5Ts factors including Teacher, Teaching Methodology, Task, Text and Test. From the regression analysis, the factor of "Teacher" shows coefficient B = 0.197 (positive sign) and Sig.=0.49. It can be specified that the Teacher is positively influential to student's motivation toward English learning. The result is also consistent with the fact that the "Teacher" is one of classroom-specific factors which has a significant direct impact on students' motivation (Nguyen, 2021; Wang & Lee, 2019). With coefficient B = 0.111 (positive sign), Sig = 0.05, it is illustrated that the factor of Test has the lowest influence on students' motivation to learn English among the 5T factors. Similarly, Teaching Methodology is found as the second lowest influential factor toward students' motivation (B = 0.113, Sig = 0.045). In contrast, the variables of Text or Teaching Material and Task is showing the strongest influence on the dependent variable with the regression coefficient B = 0.252, Sig = 0.44 and B = 0.240, Sig = 0.30 respectively.

6. DISCUSSION

The study aimed to explore the students' perception of the 5Ts and the factors that affect the EFL students' motivation. The first research questions were answered on the basis of survey questionnaire analysis and the results of the second research question were obtained from EFA and Multiple regression analysis. The data analysis indicates that from the students' perspective, the Teacher factor was ranked as the most important for motivating them to learn English. Students placed great importance on friendliness of teachers which enabled them to share not only about school work but also other personal matters. It was also found that the students enjoyed learning English with the teachers who were patient and available to help them with language problems. Additionally, studying in a low-stress and relaxed atmosphere in the classroom was also considered as an important factor to increase students' involvement in English learning activities. Previous studies on language learning anxiety show that anxiety in language classrooms, especially stressful learning environment has a negative impact on students' motivation to learn a language (Hashemi, 2011; Wu, 2010). In a low-stress classroom, therefore, students feel more comfortable to communicate in English with their peers, and they are more motivated to learn English.

Another quality of a language teacher as a good motivator appreciated by the students was using comprehensible language input. Although a majority of non-English majored students have learned English for more than ten years, their proficiency is still limited in some aspects, especially in listening and speaking skills (Nguyen & Nguyen, 2018). The ability to instruct and explain things clearly, hence, is a decisive skill of an effective teacher to make learners more easily understand the lessons in the target language. Moreover, fairness was considered as a teacher's personal characteristics which may have an impact on students.

The findings from regression analysis indicate that the Teacher factor was positively influential to students' motivation. This result is in line with the view of Renandya (2014) that the language teacher is an essential motivating agent in the classroom and of Johnson (2017) that the teacher as the external support has a significant impact on student's language learning. In terms of teaching methodology, the findings indicate that this factor was

ranked by students as second in affecting students' motivation to learn English. The most important thing is that teachers employ different teaching aids such as visual images, video, songs and movements and organize several interesting activities in order not only to assist students' learning comprehension but also make the classroom interesting and boost their engagement. In fact, if instructors still resort to traditional teaching methods, such as only use audio-lingual teaching strategies during the whole class activities, they will feel bored and passive and their students will also feel unmotivated. Therefore, selecting and structuring meaningful and interesting activities with the support of various teaching aids will foster students' interest and engagement in such activities which is an effective way to cultivate students' motivation to learn English. The regression analysis result also indicates that Teaching Methodology has a positive impact on student motivation toward language learning. Hence, it is recommended that the teachers should make use of various and effective teaching methods to make students enjoy learning English. With regard to Text or Teaching material, the results show that students considered it as the fourth influential factor toward learners' motivation. Many students enjoyed learning English in the classroom when the number of new words and structures were within their reach, the grammatical structures were not too complicated, and the content organization facilitated their comprehension. In other words, students enjoyed learning more if they were in the zone of proximal development (Vygotsky, 1978).

Furthermore, the findings indicate that learning materials which provide students more opportunity to learn what they really need or the contents of the texts should be related to what they may experience in real life. It means that apart from being readable, teaching materials should be relevant and interesting enough to stimulate leaners to engage in the learning process. Rather than forcing students to learn the printed content in the textbooks, the teacher should allow them to select what they are interested in. Doing so would promote student autonomy. The contents of textbook used commonly for all non-majored students in the university that the reading materials should be adapted in line with students' majors and needs. For example, texts about tourism may be added or replaced for the ones in the textbook to engage tourism-majored students. Such contents are close to their personal experience or major, so they easily make connection between the materials with their surroundings and knowledge. This may result in students' active involvement in English classroom activities. With the highest coefficients Beta among 5Ts factors, teaching materials has the most positive impact on foreign language learning motivation among the non-majored students. This result concurs with the findings from the study of Nguyen and Nguyen (2018) which concluded that teaching materials or curriculum contents have a great influence on students' passion and excitement which create more motivation to learn English. Concerning the factor of Task, from the students' viewpoint, it had a moderate impact on students' English learning motivation. The students enjoyed doing activities in English classroom if they were allowed to choose the tasks that met their interests. In fact, if language activities or tasks assigned to students are repetitive and monotonous, they do not want to put their effort to complete them. It indicates that an interesting and enjoyable task is one of key agents to trigger students to do the task. Moreover, providing rubrics for accomplishing the task successfully was also influential to students' motivation. To be specific, with clear and reasonable instruction by the teacher, learners are likely to be more engaged in a task because they feel confident to carry out it successfully. By contrast, with unclear guidelines, students feel confused and reluctant to complete a task. Consequently, the teacher needs to clarify the task outcomes and steps to do the task for students before, during and after a task to enhance students' involvement in English language activities. The findings also show that students were motivated to complete the task because they were given opportunities to get assisted by peers before, during and after the task. According to Dörnyei and Ushioda (2001) in a language classroom, the teacher should let students help each other because a cooperative and supportive environment makes student more motivated and confident to accomplish a task. In case of working with their peers toward the same goals, their expectancy of success is likely to be higher than working individually because they believe that they can count on their peers. Consequently, teachers should set up activities which allow students to support each other in a small group in order to enhance their motivation in language learning. Although

the Task was ranked by respondents as the least influential factor toward motivation, it was processed by the regression analysis as the second important factor which had positive correlation with students' motivation. Therefore, the aspects of a motivating and meaningful task in the English classroom need to be placed with a high value. With reference to the factor of Test, it was ranked as a moderately influential one to student's motivation. From students' perspective, they highly appreciated the alternative assessments such as project works, presentations, discussion, portfolios in addition to the final exam. In fact, it was a traditional way for language teachers to assess student's progress through test. It is argued that traditional tests may have a negative impact on students' motivation because the testing method focuses only on the product rather than the leaning process. In contrast, alternative assessment through project work or portfolios is considered as learner-friendly and more motivating since the assessment goal is not only to test but also to teach students (Renandya, 2014). Designing alternative assessment in line with learning situation and testing criteria, therefore, is a key agent to measure students' proficiency progress as well as to transmit contents and knowledge in an effective way.

Furthermore, the on-going feedback, guidance and advice by their language teachers also helped learners further engage in leaning process. In parallel with using alternative assessment, teachers also should provide on-going and motivational feedback that enhances students' ability and confidence in obtaining their goal. Dörnyei and Ushioda (2001) concluded that the informative feedback provided by a teacher to students had a positive relation with student's enjoyment. Hence, rather than marking by score only or simple feedback, language teachers should give more useful and informative feedback for each activity in order to point out students' strengths and weaknesses as well as suggest some proper ways to improve the outcomes. Consequently, such feedbacks increase students' self-autonomy and effort to accomplish their tests. Although the Test factor has the lowest correlation with students' motivation in language learning, it is positively influential to enhancing students' motivation to some extent.

To sum up, the results of multiple regression analysis show that there was positive association between motivations and five groups of factors, including Teacher, Teaching Methodology, Text, Task and Test, in which Teaching material or Text has the strongest impact, followed by Task and Teacher factor. A set of factors such as Teaching Methodology and Test have also been found to be influential on students' motivation in a low level.

7. CONCLUSION

Motivation plays a crucial role in learning English. Students with high motivation are more enthusiastic, devoted, persistent, goal-oriented and therefore more successful in their learning. Besides the external variables, the teacher can create and foster motivation in the classroom. The study shows that 5Ts, namely Teacher, Teaching Methodology, Text, Task and Test proposed by Renandya (2014) are classroom-specific factors that have a significant impact on student motivation to learn English. The results of the present study indicate that the students consider Teacher as the most important factor, followed by the factor of Teaching Methodology, Task and Text meanwhile the Test factor was the least important one. However, the regression analysis shows that Teaching material was computed as the most influential factor. In the context under investigation, the Teaching material included the printed and online resources that allow students to work independently at home before each class. It should be noted that the university adopts a blended-learning method that combines in-person interaction as well electronic resources on the Learning Management System. Therefore, electronic teaching materials that give students opportunities to work online can positively influence students' success in learning English. These findings are important pedagogical implications for teachers of English, who should be well aware of the five Ts and adjust them according to specific educational situations.

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APPENDIX

QUESTIONNAIRE

Motivation in English Language Learning

(adapted from (Renandya, 2014; Sant, 2018)).

i. Personal Information

1. Full name: ………………………………….…………………...……Gender:…………

2. Class: ………………………………………………………………………………………

3. Department:………………………………………………………………………………..

4. Tell: ……………..……… Email: …………………………………………………………

ii. Factors Affecting Your Motivation to Learn English

Please rate the following questions by placing a check in the box. Please read each statement carefully and answer the question candidly. Do not leave any item unanswered.

(1) Strongly disagree - (2) Disagree - (3) Neutral - (4) Agree – (5) Strongly agree.

No.	Statement	Rating (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree				
1	**Teacher**					
1.1	I enjoy learning because my English teacher creates a low stress classroom environment so I participate without fear of losing face when I make mistake	❶	❷	❸	❹	❺
1.2	I am motivated because my English teacher is friendly and approachable. I can talk to her not only about school work but also other things related to my personal and social life.	❶	❷	❸	❹	❺
1.3	I am motivated because my English teacher uses comprehensible language so that everyone, including the less proficient learners, can follow his/her lesson and participate fully in class.	❶	❷	❸	❹	❺
1.4	I enjoy learning because my English teacher treats every student fairly and does not practice favouritism.	❶	❷	❸	❹	❺
1.5	I am motivated because English teacher is patience and does not show unhappiness when students make mistakes. He/ She is available to provide extra help even after normal school hours.	❶	❷	❸	❹	❺
2	**Teaching Methodology**					
2.1	I enjoy learning because my English teacher uses different methods in teaching.	❶	❷	❸	❹	❺
2.2	I enjoy learning because my English teacher carefully selects and structures learning activities that support the attainment of lesson objectives.	❶	❷	❸	❹	❺

No.	Statement	Rating (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree				
2.3	I enjoy learning because my English teacher uses variety of activities to keep students' interest levels high and engage their attention and interest.	❶	❷	❸	❹	❺
2.4	I am motivated because my English teacher uses variety of instruments, both formal and informal to find out how much students have learned from the lesson.	❶	❷	❸	❹	❺
2.5	I enjoy learning because my English teacher uses different teaching aids such as, visual images, video, songs and movements, etc. to assist students learning comprehension.	❶	❷	❸	❹	❺
3	**Teaching Material or Text**					
3.1	I enjoy learning because teaching and instructional materials are varied, this includes print, electronic, oral & written.	❶	❷	❸	❹	❺
3.2	I enjoy learning because the grammatical structures are not too complicated and the contents are organized in a manner that facilitates learners' comprehension.	❶	❷	❸	❹	❺
3.3	I am motivated because the materials used in class provide ample opportunity for students to learn what they really need or want to learn.	❶	❷	❸	❹	❺
3.4	I enjoy learning because the materials used in class help learners see the connections between what they learn in class with what they need in the real world.	❶	❷	❸	❹	❺
3.5	I enjoy learning because the materials used in language class help learners make connections with the lives of the people in their surroundings.	❶	❷	❸	❹	❺
4	**Task**					
4.1	I enjoy learning because my English teacher provides sufficient assistance before, during and after the task.	❶	❷	❸	❹	❺
4.2	I am motivated because students are allowed to seek assistance from their equal or more capable peers before, during and after the task.	❶	❷	❸	❹	❺
4.3	I enjoy learning because my English teacher provides rubrics for accomplishing the tasks successfully.	❶	❷	❸	❹	❺
4.4	I am motivated because students are allowed to choose the tasks that meet their interests.	❶	❷	❸	❹	❺
4.5	I enjoy learning because my English teacher explains the linguistic and communicative value of the task clearly.	❶	❷	❸	❹	❺
4.6	I am motivated because my English teacher explains the socio and cultural and other instrumental value of the task.	❶	❷	❸	❹	❺
5	**Testing**					
5.1	I enjoy learning because students are given alternative assessments such as project works and other activities in the classroom, besides from the examination.	❶	❷	❸	❹	❺
5.2	I am motivated because students' assessments are administered on an on-going basis, rather than concentrated on a single day, week or end of the term.	❶	❷	❸	❹	❺
5.3	I am motivated because my English teacher provides feedback, guidance and advice to the students on an on-going basis.	❶	❷	❸	❹	❺
5.4	I enjoy learning because my English teacher uses marking rubric that are carefully calibrated to avoid subjectivity.	❶	❷	❸	❹	❺
5.5	I am motivated because my English teacher has necessary skills to design alternative assessment.	❶	❷	❸	❹	❺
5.6	I enjoy learning because my English teacher shows that he/she is willing to accept newer forms of assessments rather than just focus on traditional form.	❶	❷	❸	❹	❺