



**MOTIVATION TOWARDS ENGLISH LANGUAGE
LEARNING OF ENGLISH MAJOR STUDENTS AT A
THAI PUBLIC UNIVERSITY**

BY

MISS WASINEETIP RAINVALEE

Advisor: Asst. Prof. Pattama Sappapan, Ph.D.

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015**

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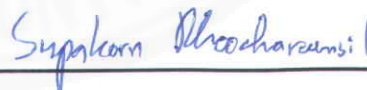
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MOTIVATION TOWARDS ENGLISH LANGUAGE LEARNING OF ENGLISH
MAJOR STUDENTS AT A THAI PUBLIC UNIVERSITY

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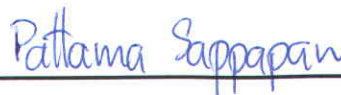
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ABSTRACT

This study attempted to investigate motivation of students towards English language learning in terms of motivational level, type and correlation between motivation and academic achievement (GPA) in English subjects. The instrument utilized was the five Likert scale questionnaire which was applied from the Attitudes and Motivation Test Battery (AMTB) of Gardner (1987), the original version. The participants were the 72 fourth year students majoring in English from the Faculty of Humanities, Kasetsart University, Bang Khen campus. The data was collected in a normal classroom and the data was transcribed into the statistical number such as frequency, percentage, mean score and standard deviation by MINITAB version 17 and Microsoft Excel. The results indicate that this group of students had high motivation to study English with both intrinsic and extrinsic type, and the mean score proved that the extrinsic motivation got a slightly higher mean score. Moreover, a correlation between motivation and academic achievement (GPA) in English subjects was not found in a significant level, either extrinsic or intrinsic regardless of students' English proficiency level.

Keywords: English proficiency, Intrinsic motivation, Extrinsic motivation

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Moreover, the researcher would like to show her great appreciation to all of the English instructors at Kasetsart University, not only the host teachers of the class where the data collection took place, but also the coordinating lecturer, Dr. Parichart Pootirat, and Ajarn Naruthai Surapongraktrakoon for their collaboration which ensured the data collection was done successfully.

I would like to express my special thanks to my boss and the office as they granted many good opportunities for the research to be conducted a successfully such as with materials and relaxing time to revise lessons.

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Miss Wasineetip Rainvalee

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LIST OF ABBREVIATIONS

| Symbols/Abbreviations | Terms |
|------------------------------|--------------------------|
| ELL | English Language Learner |
| KU | Kasetsart University |



CHAPTER 1

INTRODUCTION

1.1 Background

English language has become one of the most important languages for the world over more than a century as England and America where English is the national language, have been considered as some of the most powerful and developed countries. A number of countries from various continents such as India, Pakistan and Hong Kong in Asia, and a number of countries on the African continent, were entirely the colony of England. Besides those countries, there are approximate fifty three countries which are the members of the British Commonwealth such as Australia, Canada and New Zealand and so forth. This history is the reason why English has been mostly used as the Interlingua since the nineteenth century to communicate both in social contexts and commercial situations.

It seemed English was beneficial to those who had English literacy. It was fortunate for the colonial countries of United States of America and United Kingdom such as Singapore, Hong Kong, India and the Philippines as they were required to speak English as their second language while they also had their own local vernacular. Based on Thailand's history, English was also a significant foreign language because we needed to do business with the merchandisers from the European countries so we used English as the Interlingua. The Royal families and elites all sent their sons and daughters to a school to learn English language as a foreign language. According to the history, English has been the influential language to Thai people since that era.

English has been put in the school curriculum of almost every school for more than three decades. Additionally, English scores have become compulsory and necessary for students who would like to further their Bachelor's degree in English language as well as those who look forward to studying abroad or working in any international organizations. Unfortunately, students with high English proficiency are still a small number compared with the total number of the students in our country. There are several reasons which can be addressed as the factors influencing students to success in English language learning and one of the highlighted elements is motivation. This is an interesting factor many researchers have brought it to attention, and tried to investigate its influences on English language learners (ELL) for more than two decades.

Motivation has been universally accepted by not only researchers but also educators the teachers as one of the necessary factors allowing students to achieve their success in English language learning. Gardner and Lambert (1972) in their language teaching book, emphasized that motivation is the significant tool helping a learner succeed in English language learning achievement regardless of the aptitude in English. Moreover, a study of (Lambert.W.E., Gardner.R.C, 1972) also illustrated that motivated learners who use both their mother tongue as their L1 and a national language as their L2 can acquire the L2 naturally with no effects of aptitude. Nonetheless, motivation not only can lead the learners to success in their target language, but sometimes the motivation itself also can result in failure as well, in the case that the learners have low levels of motivation

1.2 Statement of the Problems

You say you have thirty kids in your room. And you say that most of them are good kids and doing all right in school... yes, some are even a joy to be with.

But you say there are a few three or four, on some days five or six who are really difficult. They don't get into anything, they won't stay with anything, they don't seem to want to learn anything. They are not motivated.

And you say to yourself, "If only I had time that I spend worrying about those kids to devote to my other children. If I only could find a way to motivate those kids, my class would be really fine."

And you dream that somehow, somewhere, someday, someone would tell you how to motivate those kids. Colak (2008, as cited in Drew,1974).

As a teacher, you may experience the situation that your students feel bored with the class they are studying in and this is a common situation that every teacher at some time will encounter. The reason that the students are reluctant to participate in the activities or lesson in the class is only because your teaching style is not matched with some of them, but the other uncontrollable factor is that they do not have motivation. In addition, the inadequately

motivated students can be suffering from studying the target language and this can lead them to resist studying English after they have had failure in studying this subject.

As previously mentioned in the background section, English is compulsory in the Thailand educational system in some contexts such as English major courses of any Bachelor's degree programs. The Faculty of Humanities at Kasetsart University also provides a four-year Bachelor of Arts in English for those who are interested in English studies. Most of the students entering this course are students who are fond of English language learning, whereas some are not. It is common that loving and being interested in what we are doing can produce the perfect or almost perfect output because we have motivation in doing those activities. However, based on my experience, some of the students encounter failure in their academic reports. For example, many of them do not get satisfactory grades in the subjects for which they enrolled (D, D+, or F).

Since motivation is believed by the researchers as one of the significant factors allowing ELL to succeed in second language acquisition, it is worth investigating the level and type of the motivation of the English major students at KU whether their motivation to study English is high or low and intrinsic or extrinsic type. Moreover, this research was set up to find the relationship between the level of motivation and achievement in the academic reports.

1.3 Objective of the Study

- 1.3.1 To find out the motivation level (high or low) of the English major students at KU.
- 1.3.2 To explore which type of motivation (intrinsic or extrinsic) was encouraging the students to learn English.
- 1.3.3 To reveal the relationship between motivation in learning English and students' English grades.

1.4 Scope of the Study

This research was done with the English major students at KU who were the forth-year students on how motivation can be accounted for as a key factor leading the students to success or failure in English. In addition, it is worth exploring the type and level of motivation the students used in learning English in order that the findings of this research will be useful to the academic area for both teachers and educators. The teachers may be able to know how to drive their students by enhancing the motivation of those students. Thus, the students can reach the necessary achievement in their target language.

1.5 Significance of the Study

- 1.5.1 The findings will provide explanation for teachers on what are the reasons determining the students' decisions to study in this program.
- 1.5.2 The findings include useful information revealing how the students' level of motivation relates to their English grades.
- 1.5.3 The findings will enhance the understand of the lecturers on why some English major students whose reasons for entering to this program were being fond of English, can encounter failure in their academic report. In other words, the teacher can find out whether or not this situation relates to the motivation level of those students in learning English.
- 1.5.4 The findings can be a good resource for the teacher to comprehend and adjust the way to stimulate the ELL's motivation.

1.6 Research Questions

- 1.6.1 What is the motivation type (Intrinsic or Extrinsic) that the English major students at Kasetsart University apply to their study habits in English?
- 1.6.2 What is the motivation level of those students in English language learning?
- 1.6.3 What is the relationship between Students' motivation in English Language learning and academic achievement (GPA) in English?

1.7 Definitions of Terms

Academic achievement is defined as the GPA in English language subjects.

ELL refers to English Language Learner, who is a person learning English language additionally to their native language.

KU is the abbreviation of Kasetsart University, the first agricultural and the third ranked university of Thailand located in Bangkhen, Bangkok, Thailand.

Motivation is the influential power driving students to learn English.

Student refers to a fourth year student majoring in English from the Faculty of Humanities, Kasetsart University.

1.8 Organization of the Study

This study is divided into five chapters as follows:

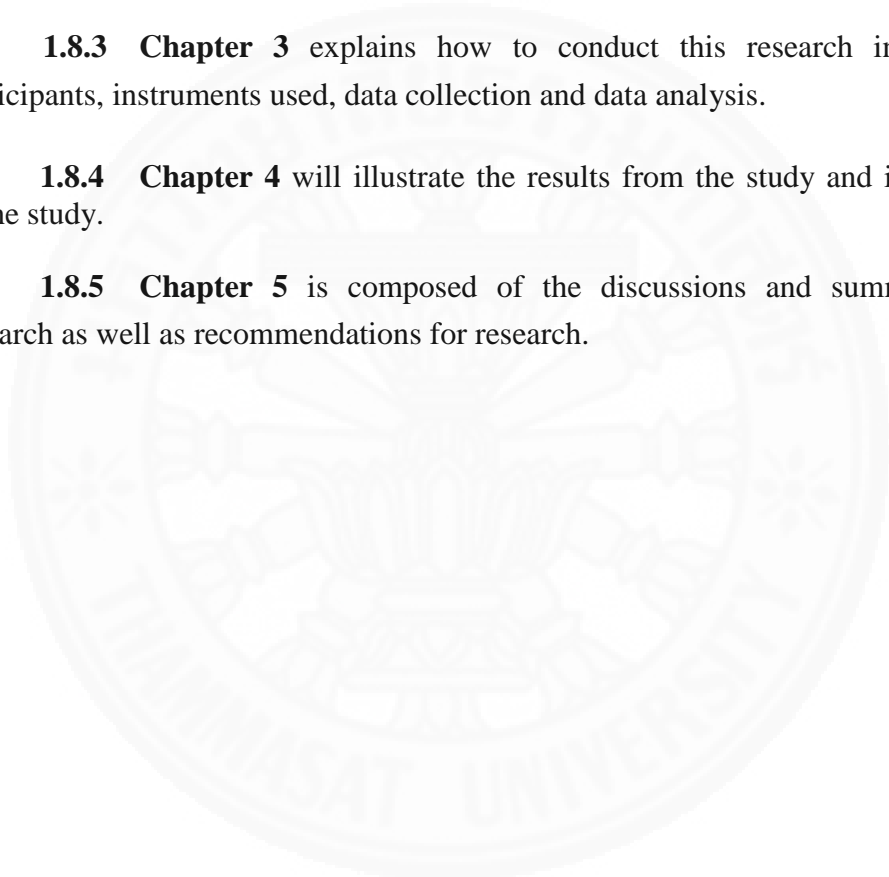
1.8.1 Chapter 1 includes the general information of the study, such as background of the study, statement of the problems, scope of the study, objectives, significance of the study, hypotheses and definitions and terms.

1.8.2 Chapter 2 presents the theories and the previous studies related to this research.

1.8.3 Chapter 3 explains how to conduct this research including the participants, instruments used, data collection and data analysis.

1.8.4 Chapter 4 will illustrate the results from the study and interpretation of the study.

1.8.5 Chapter 5 is composed of the discussions and summary of the research as well as recommendations for research.



CHAPTER 2

REVIEW OF THE LITERATURE

2.1 What is Motivation?

Many researchers investigate this topic, in their intention to investigate how motivation can influence students' ability in learning English as a second language or foreign language, yet the disagreement on giving a definition of motivation is common. Motivation studies have been encouraged by two famous Canadian researchers, Robert Gardner and Wallace Lambert.

According to Wimolmas (2013 as cited in Gardner, 1982), motivation is the combination of effort, desire and effect. Effort means the time a learner spent in the language learning activity, and the desire refers to the passion level of the learner to master the language. On the other hand, the effect itself can be defined as the impact caused by learner's emotion during the learning process.

Moreover, Lighbrown & Spada (2013) also discussed the definition of motivation in their book, "How languages are learned", stating that motivation is the complex phenomenon of a couple factors which are communicative needs and the attitudes towards the second language community. For instance, not only does the learner wants to learn language in order to get advancement in his or her profession, but also the impressive attitudes toward a community or native speakers of the target language itself also can motivate the learner to be proficient in the language.

Additionally, Dornyei (1998) also claimed that motivation is an action responding to the desire of human beings by determining the direction of the action that they should do in order to achieve the goal they have set.

2.2 Type of Motivation

2.2.1 Intrinsic Motivation

Intrinsic motivation is associated with the activities of language learning itself no matter how interesting, boring, personally satisfying or frustrating those activities are; the language learners just learn the target language with their own inquisitiveness and desire. In other words, they learn language in, or so that they can be a part of a community or be

accepted by the native speakers of that language. The well-known types of motivation which can be classified in the same group are Integrative motivation and Self and identity motivation (Ur, 1998).

2.2.1.1 Integrative motivation

Integrative motivation is associated with the motivation that comes from the desire of learners to learn the language in case that they want to be a part of the community or society of the speakers of the target language as Ur (1998) said in her academic book.

2.2.1.2 Self and identity motivation

Self and identity motivation is the modern-day motivation involving the imagination of a person as to how they wish to see themselves in the future. For example, a learner who would like to see himself as a highly successful language expert in an academic area, or be a part of a firmly international organization such as UN and NASA, he must put in much effort to learn English language so that he can serve his aspirational goal.

2.2.2 Extrinsic motivation

The extrinsic motivation is accounted as the inspiration of the learner to learn English because they would like to receive benefits of success in learning and avoid the penalties of failure of those activities as well (Ur, 1998). The famous type of extrinsic motivation is the Instrumental motivation.

2.2.2.1 Instrumental motivation

Instrumental motivation, contrary to the integrative motivation, learners just learn English in order to gain the educational benefits such as getting good grades, gaining professional advancement, furthering their study or even avoiding failure in their academic report.

It is supported by the previous researchers that the integrative motivation is more important than the instrumental motivation. However, nowadays, the duty and role of English in the present time has been changed. People tend to use English for their specific purposes more than in the past. For instance, Thailand is now a member of AEC (Asean Economic Community), and English is going to be used as the Interlingua language among the AEC countries. Many jobs require candidates who have a good command of

English rather than those who do not have English literacy. Consequently, English currently is an instrument people use to attain a promising future.

Besides the integrative motivation, there are types of extrinsic motivation which can be said to be the sub type of extrinsic motivation mentioned by Ryan & Deci (2000) in the article "*Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*" as follows:

2.2.2.2 External regulation

This type of motivation is the least autonomous forms of extrinsic motivation. External regulation has the power of pushing individuals to perform an action satisfying his or her external demands or expecting rewards.

2.2.2.3 Introjected regulation

Such behaviors performed associate with the feelings of pressure in order to avoid guilt and anxiety or to please individuals' ego and pride. Another form of introjected regulation is self-esteem which pushes one to act in order to attain the feeling of worth.

2.2.2.4 Identification

Identification refers to self-determination which makes a person involves him or herself with the personal importance of behavior and therefore he or she has created their self-regulation on their own Ryan & Deci (2000). For example, a student studies hard on this lesson as he sees that this subject is relevant to the subject he is going to study in the next semester and getting a good grade from this subject is one of his goals.

2.2.2.5 Integrated Regulation

This type of motivation is the most similar to intrinsic motivation, yet still has the qualification of an extrinsic one. Integrated regulation usually occurs when the identified regulation has been adapted close enough to oneself. The more one commits oneself to the reason for an action and assimilates this to him or herself, the more the one extrinsically motivated action become self-determined (Ryan & Deci (2000)).

Although in these days the extrinsic motivation to learn English seems to override the intrinsic one because of its roles, several researchers have indicated that the extrinsic motivation also can lead the students to a drawback in language learning; for example, the English language learners (ELLs) usually forget the knowledge that they have learnt from their teachers after finishing a final exam because they do not learn it by heart; they just learn it to pass an exam. Dornyei (1998) confirmed in his research, students can lose their intrinsic interest in an activity if they have to do it to meet some extrinsic requirement. Nevertheless, if the ELLs have sufficiently self-determined and internalized motivation, the extrinsic rewards can be transformed into the intrinsic motivation. Hence, sometimes it is obvious that these motivations cannot be separated apart from each other and they work together to reach effective results.

2.3 Factors that can Influence Motivation of ELL

Based on motivation in the classroom theories, there are five key elements that can help improve ELLs' motivation including student, teacher, context, method and environment.

2.3.1 Student

According to Williams & Williams (2011 as cited in Legnick-Hall and Sanders , 1997, p.1335), “students are the raw material for education and primary products of educational transformations; and most important students are key members of the labor force involved in creating education.” From this statement, it can be inferred that ‘student’ is the main factor helping teachers to improve their motivation level. The effective ways to enhance student motivation are that we as teachers should make the students feels that they are integrated into a classroom. When students can feel that they are a part of the class, their motivation level will be improved as they will feel excited and enjoy being in that classroom. Moreover, if the tasks provided in the class can make students feel purposefully connected to it; for example, the tasks are related to their experiences, this can also raise the students’ motivation. Finally, the hierarchy of needs is also an important factor which can develop or demotivate the students. When the learners do not feel comfortable to study regarding any defect either in physical, emotional or mental condition, this can lead to the failure in learning language. According to the goal theories of Dornyei (1998, p. 120 as cited in

Maslow, 1970), it is claimed that basic human needs are most important, such a paradigm being a hierarchy of needs which can be classified into five stages: physiological, safety, love, esteem, and self-actualisation. Moreover, in some research, the needs are transformed in terms of goals which can put an engine to individuals to take an action in order to fulfill their desire, what we know as motivation.

2.3.2 Teacher

Teachers also can be accounted as essential factors directly influencing student motivation. Being a teacher we should put ourselves in your students' shoes in or der that we can reach to their feelings and needs. In other words, paying attention in your students' small details is very important to build our students' motivation. When a teacher can reach to a student's mind, s/he can increase engagement between themselves and their students. The relationship between the teacher and the students is important in stepping up the motivation level of those ELLs because this can make the ELLs feel of their importance in classroom and feel free to talk to the teacher. Moreover, the skills of the teacher including staying calm, eliminating negative perspective of the students, and encouraging students in learning and so forth, and qualification of the teacher such as educational background, are also necessary in driving students to learn a subject as it is claimed that teacher is a role model for the students (Williams & Williams, 2011, as cited in Celikoz, 2010).

2.3.3 Content

The content is effective to the student only if it is accurate, timely and relevant to the student's age and level of ability (Lighbrown & Spada, 2013), and it can really accelerate student motivation when it is authentic and relevant to their real life (Williams & Williams, 2011). Moreover, the content which can offer the clear, simple but challenging instruction and goals also can stimulate the students to participate in the classroom. Negotiable content is essential as well for the students to enhance their motivation as it can make students feel connected to the classroom. However, a teacher should not offer too much freedom to those students; the choices given should be manageable and controllable so that the students can feel the challenges with regard to goal setting theories (Dornyei, 1998, p. 120) which indicates that human action is caused by purpose pushing action to take place; goals have to be set and pursued by choice. Additionally, Dornyei (1998, p. 120 as cited in Locke and Kristof 1996) supported that a goal which is both specific and difficult leads to higher performances than do vague goals or goals that are specific but easy.

2.3.4 Method

There are various methods that teachers can apply to their class but it is preferable that a teacher should choose the most suitable way according to the students' learning style in order that they can efficiently improve student motivation. Initially, the incentive method accredited by many researchers suggested that it can improve extrinsic motivation of the students. As punishment and rewards are concrete ways which can control students learning behavior, students will push their effort to study in order to accomplish their goal or avoid a failure. The next method is that the teacher should allow students to have flexible time to study at their own pace. This technique allows students to focus on the materials and lessons that they have learned (Williams & Williams, 2011). Moreover, communication and interaction are also an important method increasing their motivation. Guiding the students how to reach their target achievement in language learning can reinforce the students to keep studying because they can see how they can obtain success in their academic report. Compliment and encouragement are also included in the effective method as they can create positive aspects of the students towards the subject and the teacher. Finally, storytelling is the most recommended method based on many findings since it can help students feel more relaxed within the attention cycle—the cycle that allows a person to concentrate in a class.

2.3.5 Environment

Regarding to the classroom atmosphere creating a suitable and friendly environment for students to study in means that first of all, the environment should be available and accessible—it means students feel comfortable when being in this area so that this can contribute motivation and lead to the quality result in their study. Secondly, an environment of teamwork can also contribute motivation in learning because students feel more confident to do some activities in their classroom. Lastly, creating an effective classroom by using real-life exercises as the activities in their classroom, fostering positive peer social interaction and exchange can also engage students to pay attention in learning as well(Williams & Williams, 2011).

2.4 Related studies

Hedge (2000) investigated the type of motivation of 20 Japanese students studying English language and the finding showed that this group of students needed to learn English to fulfill their needs in socialization as they wanted to communicate with foreigners.

Consequently, from the findings, we can infer that this group of students was motivated by the intrinsic motivation to learn English.

Moreover, Lamb, M. (2004) conducted a study on Indonesian children aged 11-12 years old, boys and girls, to observe integrative motivation in a globalizing world. The instrument used to collect the data was closed and open questionnaire items and backed up by class observation and interviews. The findings of this study demonstrated that the subjects had very high motivation towards English language learning including both integrative and instrumental motivation. However, it was indistinguishable regarding to the level.

However, Colak (2008) conducted research on attitudes, motivation and study habits of ELL second-year students at Baskent University in Turkey. He aimed to investigate students' attitudes towards English, motivation to learn English, and their general and vocabulary study habits regarding their motivation level. In case of the correlation between grades and the motivation level, the findings illustrated that most of the students had moderate level of motivation to learn English, including moderate levels of integrative and instrumental motivation. In addition, the results also prove that the relationship between the level of instrumental motivation and their academic report was very low. And a correlation between the level of integrative motivation and the grades was not found.

In contrast, the findings of a study conducted by Kitijaroonchai & Kitijaroonchai (2012) suggested that the English major Thai students at Asia Pacific International University in Thailand had insignificantly higher levels of instrumental motivation compared to the integrative ones in English language learning. Moreover, the results showed that the students had positive attitudes and motivation towards learning English. Additionally, there was a correlation between motivation level of the students and their academic report; for example, the students who were highly motivated could gain positive academic achievements (GPA). The data collection was done by using 20-item questionnaires adapted from the Attitudes and Motivation Test Battery (AMTB) of Gardner (1987) and it was distributed to 137 English major students studying in the university.

Similarly, Wimolmas(2013) conducted a study investigating the motivation level and type of 30 undergraduate students studying at Sirindhorn International Institute of Technology (SIIT), Thammasat University. The data was analyzed by statistical methods including means, frequency, percentage, arithmetic mean and standard deviation. The main findings indicated that the students had quite high motivation and the type of motivation they mostly applied to their English learning was instrumental motivation, which can be classified

as extrinsic motivation. However, intrinsic motivation was also found in this group of students as well, but slightly less than the extrinsic one.

Additionally, Chukate & Rajatanun (2013) observe 60 Mattayom suksa 4 students in the Math-English program at Suratpittaya High School in Thailand and found that the subjects were motivated to study English by extrinsic motivation rather than intrinsic motivation. As the current curriculum of the school focused on teaching English for higher studies, so this reason instrumentally motivated students to study English. However, some students claimed that they would like to use English in their daily life and still wanted to learn English in real contexts; this indicates that students were motivated by integrative motivation as well although it obtained lower mean score.

From these findings, it can be assumed that the type, level, and the correlation between motivation level and the students' academic achievement cannot be generalized to every educational context; it depends on the participants, settings and purposes of the ELLs to study English. According to the influences of the motivation level on the student's academic achievement, the results mostly indicate that the higher the motivation level the students have, the lower the failure rate in their academic achievement in English. While the type of motivation the students applied in learning English depends on the settings and the goals of the students, the frequency belongs to the instrumental motivation or extrinsic motivation.

CHAPTER 3

METHODOLOGY

3.1 Participants

The samples of the participants were 72 undergraduates majoring in English from the Faculty of Humanities at Kasetsart University, Thailand. Kasetsart University is the first agricultural university and the 3rd oldest university of Thailand, established on 2nd February, 1943. The University provides many fields of education for those who would like to study there, such as science, arts, social sciences, humanities, education, engineering, and architecture. The English study is one of the majors belonging to the Faculty of Humanities. The program offers the students the opportunity to study deeply in both English literature and linguistic areas. The students who enter this program have to take the O-NET (Ordinary National Education Test) and GAT in English and passed the criteria required by the committee of the Faculty before entering the course.

The participants in this study were fourth year students majoring in English. The total number of the students in this school year was 80, and 72 students were asked to do the questionnaires. They were students graduated from different high schools with various English proficiency levels, and each of them had different purposes studying in the same major subject.

The method of sampling used was the purposive sampling method as the participants were selected suitably for the particular study. In other words, those participants had specific characteristics and qualifications as fourth year English-major students. Moreover, the purposive techniques allowed the researcher to gather a large amount of information from the participants by using questionnaires and the researcher could get a lot of those students to answer the questionnaire in order to increase validity and reliability of the study.

In addition, to increase the reliability and validity of the study, Taro Yamane's table was included in calculating the appropriate sample size. The formula used is described as follows:

$$n = N / 1 + N(e)^2$$

n = the sample size

N = the population size

E = the acceptable sampling error

In this study the researcher determined the acceptable sampling error to be $\pm 5\%$ or 0.05 so the sample size perfect to this case was

$$\begin{aligned} n &= 80/1+80(0.05)^2 \\ &= 67 \text{ people} \end{aligned}$$

However, the researcher wanted to gather the answers from the students as widely as possible; consequently all of the students except those who were absent on that day were asked to do the questionnaire.

3.2 Instrument

The instrument of this study involved a set of questionnaires having three parts, adapted from the original seven point Likert Scale format of Gardner's Attitude and Motivation Test Battery (AMTB). The researcher chose the appropriate questions which were suitable to the Thai learning context and culture. Furthermore, a section of 4-item open-ended questions was used to increase the students' motivation to write English and to confirm the answers from the five point Likert Scale. The motivation questionnaires, which had the five points Likert Scale was rated from strongly disagree (1point) to strongly agree (5 points) The questionnaires including three sections as follows:

Part I General Information asking the biography of the participant—the educational background, age, sex, and grades (GPA)

Part II A five point Likert-Scale motivation questionnaire including 20 items

Part III An open-ended questions asking about the participants' opinion towards the benefits of English to their lives in order to confirm the results gained from the second section.

There were several processes requiring the tool to be investigated before distributing it to the participants in order to check the how valid, reliable and suitable the instrument was. First of all, the questionnaire was verified by a process known as IOC which indicated that the questionnaire had been modified and accepted by three assessors who specialized in the area of

the study. The questionnaire was investigated and given scores on every single item by the specialists. After getting the result from the inspectors, the researcher was required to calculate the total score of each item in the questionnaire to consider how the questionnaire could be improved; the result for each item should not be below 0.5 to guarantee that the questionnaire is suitable to use. The range of the scores were -1(Inappropriate), 0 (Not sure), +1(Appropriate). The formula used in calculating was

$$IOC = \frac{\sum R}{N}$$

$\sum R$ = total score of the three assessors
 N = total number of the assessor

After the IOC process, the researcher did a pilot study with ten people who graduated from this program to reconfirm whether the instrument was effective.

3.3 Data Collection

Before the date of collecting the data, an official letter asking for permission to collect the data was issued by the Language Institute at Thammasat University and sent to the Head of the Foreign Language Department, The Faculty of Humanities Kasetsart University. The lecturers of each class were informed about the details of data collection processes by the Head of the Foreign Language Department.

The questionnaires were distributed to the students in their normal class sessions after having asked the permission from the lecturers teaching in each class. Some of the questionnaires were passed to the students by students whom the researcher had known before and some received the questionnaires directly from the researcher herself. Those students were given 15-20 minutes to complete questionnaires which were retrieved back when they were at completion. The same process was applied to several classrooms in order to get enough answers to analyze. Finally, the score calculation of each questionnaire was done when it was clear that sufficient answers were collected.

3.4 Data Analysis

The data obtained from the questionnaires was analyzed by using the MINITAB program and Microsoft Excel. The results were calculated into the term of statistic perspective such as frequency, percentage, arithmetic mean and standard deviation. The five point Likert Scale was used to calculate the level (High, Medium or Low) and type of the motivation the students apply to their learning language. The agreement on their level of motivation was based on the table below (Kitijaroonchai & Kitijaroonchai, 2012)

Table 3.1

Interpretation of Mean Score of Motivational Levels

| Scale | Mean Range | Motivational Level | Score Range |
|-------|-------------------|--------------------|-------------|
| 1 | Strongly disagree | Very low | 1.00-1.49 |
| 2 | Disagree | Low | 1.50-2.49 |
| 3 | Moderate | Average | 2.50-3.49 |
| 4 | Agree | High | 3.50-4.49 |
| 5 | Strongly Agree | Very High | 4.50-5.00 |

(Wimolmas, 2013) (Kitijaroonchai & Kitijaroonchai, 2012)

CHAPTER 4

RESULTS

This chapter presents the data analysis procedure and the results of the data analysis of the data collected from the fourth year English major students at the Faculty of Humanities, Kasetsart University. The results presented in this chapter were collected to answer to the research questions as follows:

1. What is the motivation type (Intrinsic or Extrinsic) that the English major students at Kasetsart University apply to their study habits in English subject?
2. What is the motivation level of those students in English Language Learning?
3. What is the relationship between students' motivation in English language learning and academic achievement (GPA) in English?

The questionnaire was divided into three parts — general background, five Likert scale motivation question, and open-ended items. The results were analyzed in terms of mean, standard deviation and percentage by the MINITAB program. Regarding the open-ended part, the result were categorized by listing the reasons how English is beneficial to the respondents' lives. To interpret the mean score of the five Likert scale part answering the motivational level question, the rubric of Kitijaroonchai & Kitijaroonchai (2012) and Wimolmas (2013) was applied.

Table 4.1

Interpretation of Mean Score of Motivational Levels

| Scale | Mean Range | Motivational Level | Score Range |
|-------|-------------------|--------------------|-------------|
| 1 | Strongly disagree | Very low | 1.00-1.49 |
| 2 | Disagree | Low | 1.50-2.49 |
| 3 | Moderate | Average | 2.50-3.49 |
| 4 | Agree | High | 3.50-4.49 |
| 5 | Strongly Agree | Very High | 4.50-5.00 |

4.1 General Information

This part indicates the general demographic data of the respondents. The results are shown based on the questionnaires as follows:

Table 4.2

Gender of the Participants

| Gender | Frequency | Percentage (%) |
|---------------|------------------|-----------------------|
| Male | 14 | 19 |
| Female | 58 | 81 |
| Total | 72 | 100 |

Table 4.2 indicates the gender of the participants, totaling 72 people, of which the highest frequency belonged to female (81%) and the minority was male (19%)

Table 4.3

Age of the Participants

| Age (Year) | Frequency | Percentage (%) |
|-------------------|------------------|-----------------------|
| 21 | 13 | 18 |
| 22 | 46 | 64 |
| 23 | 12 | 17 |
| 24 | 1 | 1 |
| Total | 72 | 100 |

Table 4.3 illustrates the age of the respondents whose ages ranged between 21-24 years old. The majority was the group of 22-year-old boys and girls (64%), followed by 21 year-old students (18%), the third frequency belonged to the group of participants at the age of 23 years old (17%) and 1 was a 24 year-old student.

Table 4.4

Cumulative GPA of the Participants

| GPA | Frequency | Percentage (%) |
|------------|------------------|-----------------------|
| 1.50-1.99 | 2 | 3 |
| 2.00-2.49 | 4 | 6 |
| 2.50-2.99 | 27 | 38 |
| 3.00-3.49 | 31 | 43 |
| 3.50-4.00 | 8 | 11 |
| Total | 72 | 100 |

According to Table 4.4, the GPA of the students was ranged into 5 sections. The most frequency was the group of students getting the GPA 3.00-3.49 (43%) while the GPA 1.50-1.99 had the least number of students (3%). Moreover, the second, third and fourth rank were the groups of students having GPA at 2.50-2.99, 3.50-4.00, and 2.00-2.49 respectively.

Table 4.5

Years of Learning English

| Year | Frequency | Percentage (%) |
|-------------|------------------|-----------------------|
| 3-5 | 2 | 3 |
| 5-7 | 2 | 3 |
| 7-10 | 4 | 6 |
| 10+ | 64 | 89 |
| Total | 72 | 100 |

Table 4.5 reports the total number of the years that students had learned English. Most of the students had learned English more than 10 years (89%) whereas the smallest percentage (3%) belonged to those who had experienced with English just 3-5 years or 5-7 years. Finally, 6% of the students had 7-10 years of learning English.

Table 4.6

Experience of Studying Abroad or at International School

| Experience of Studying Abroad | Frequency | Percentage (%) |
|--------------------------------------|------------------|-----------------------|
| Yes | 25 | 35 |
| No | 47 | 65 |
| Total | 72 | 100 |

Table 4.6 reveals experience of the students in either studying abroad or international school. Most of them never had overseas experience or studying in the international school (65%) and just only 25 students (35%) had exposed to the international classroom.

4.2 Motivation towards English Language Learning

Table 4.7 and 4.8 show the average mean score and standard deviations of the two motivational types: Extrinsic and Intrinsic motivation of the fourth year students majoring in English at the Faculty of Humanities, KU, towards English language learning.

Table 4.7

Mean Scores of Extrinsic Motivation

| Extrinsic Motivation Item | Mean | SD | Motivational Level |
|--|-------------|-----------|---------------------------|
| 1. I enter to study in English major program because I would like to get a good job. | 3.83 | 0.87 | High |
| 2. Having excellent command in English is beneficial to my future career. | 4.55 | 0.57 | Very High |
| 3. I learn English because I can earn higher salary. | 3.86 | 0.81 | High |
| 4. Being proficient at English is one of my educational goals. | 3.31 | 1.22 | Average |
| 5. I don't learn English because my parents want me to learn. | 3.94 | 1.06 | High |

| | | | |
|---|------|------|---------|
| 6. I pay attention in the English classes because I don't want to get bad grades. | 3.47 | 0.99 | Average |
| 7. I found English is an interesting subject, and I didn't join this program just because I want to get a Bachelor degree. | 3.95 | 1.21 | High |
| 8. Studying English is important because other people will respect me more if I know English. | 2.97 | 0.99 | Average |
| 9. The knowledge in English will earn me many good opportunities in my life especially since Thailand is now a member of the AEC. | 4.31 | 0.72 | High |
| 10. I learn English because I would like to use it when travelling abroad. | 4.26 | 0.71 | High |

Table 4.7 shows the average mean score and standard deviations of the extrinsic motivation. The results are presented in the average mean scores indicating the motivational levels based on the criteria of Kitijaroonchai & Kitijaroonchai (2012) and Wimolmas (2013). The results reveal that the extrinsic motivation levels of the fourth year students majoring in English at KU were quite high.

Furthermore, the second question related to extrinsic motivation – “Q2: Having excellent command in English is beneficial to my future career” gaining the highest average mean score (4.55) with the SD = 0.57 compared with other extrinsic motivation items. This can be interpreted that students think English can be an influential tools leading them to a successful work life. Consequently, this can be the most appropriate reason for studying English which can be classified into the instrumental motivation section.

Table 4.8

Mean scores of Intrinsic Motivation

| Intrinsic Motivation Item | Mean | SD | Motivational Level |
|--|-------------|-----------|---------------------------|
| 11. I wish I could speak English fluently in order that I could be a part of English native speaker society. | 4.09 | 0.89 | High |
| 12. The more I speak English with the foreigners, the more I feel confident. | 4.23 | 0.63 | High |
| 13. I learn English because I want to get new foreign friends. | 3.43 | 0.86 | Average |
| 14. Studying English is necessary because it enables me to understand cultures of English native speakers. | 3.97 | 0.71 | High |
| 15. I wish I could live in another country for my entire life. | 3.48 | 1.15 | Average |
| 16. After graduating, I will continue studying English as it's worth knowing English for my life. | 4.52 | 0.80 | Very High |
| 17. I enjoy watching movie and news in English. | 3.63 | 0.69 | High |
| 18. I want to keep up to date with English by using it almost every day. | 4.00 | 0.87 | High |
| 19. Most of native English speakers are very friendly and kind so I want to keep in touch with them. | 3.55 | 0.72 | High |
| 20. I want to better understand English literature and history so I decided to study in this program. | 3.16 | 0.94 | Average |

Table 4.8 illustrates the average mean scores and standard deviation of the intrinsic motivation. Similar to the extrinsic motivation, the results of intrinsic type reveal

that the motivational levels of the fourth year students majoring in English at KU were quite high. The students agreed that the Q16 was a key reason driving study of English. Additionally, Q16 – “After graduating, I will continue studying English as it’s worth knowing English for my life”, received the highest average mean score 4.528 (SD = 0.80) which can be interpreted as the Very High motivational level of the integrative motivation part. This statement led to the significant meaning that the students can see importance in having English literacy and they prefer to continue long term studying of this language.

Table 4.9

Mean Scores, Standard Deviations of Motivation Type and Motivational Level Interpretation (N = 72)

| Motivation Type | Mean | SD | Level |
|------------------------|-------------|-----------|--------------|
| Intrinsic | 3.81 | 1.04 | High |
| Extrinsic | 3.85 | 0.93 | High |

Table 4.9 reveals that the mean scores of both intrinsic motivation and extrinsic motivation were 3.81 (SD = 1.04) and 3.85 (SD = 0.93) respectively, which can be categorized in the ‘high’ level of motivation for learning English, as indicated in the motivational ranking in Table 4.1 .

Comparing the type of motivation this group of students was applying with their English learning shows that the fourth-year Thai English major students at KU had approximately equal level of integrative and instrumental motivation to learn the English language although the average mean score of the instrumental motivation is just a little slightly higher at 0.04.

This results is related to the findings in the research of Kitijaroonchai & Kitijaroonchai (2012) where they observed the motivational level of the English major students at Asia Pacific International University and got the result that this group of student demonstrated instrumental motivation slightly more than integrative at 4.42 and 4.04 respectively.

Table 4.10

Correlation between Students' Motivation in English Language Learning and Academic Achievement (GPA)

| Motivational Types | Significant Correlation | Interpretation |
|---------------------------|--------------------------------|------------------------|
| Intrinsic | 0.00 | Not significant |
| | P > 0.01 | |
| Extrinsic | 0.12 | Not significant |
| | P > 0.01 | |

Table 4.10 presents the correlation coefficient (r) between students' motivational level both intrinsic and extrinsic and their academic achievement (GPA). The results can be described in terms of statistical analysis by the regression model of MINITAB program that the correlation coefficient (r) of intrinsic motivation is 0.00% ($p > 0.01$). In other words, the relationship between "mean score of intrinsic motivation" and "GPA" is not statistically significant. Additionally, the result of correlation coefficient (r) of extrinsic motivation is 0.12% which is slightly higher than the intrinsic 0.12% when $p > 0.01$. Even though, the correlation coefficient of extrinsic motivation is slightly higher than the intrinsic one, the statistical interpretation can be predicted that there was no significant relationship between means score of extrinsic motivation and the GPA, similar to the result of intrinsic motivation. Perhaps the relationship is worth exploring with a larger number of the participants in order to find out more about the relationship of those variables.

4.3 Open-Ended Result Discussion

In this part, there were four questions requiring the participants to answer as follows:

Q1: Why did you decide to study in English major?

Q2: Based on your perspective, how can English can be beneficial to your life?

Q3: Do you agree or disagree with this statement, and why?

"I will be respected by others if I am proficient in English."

Q4: Which element seems to be more significant reason driving you to learn English: to enhance a chance of getting a better job or to communicate with foreigners, and why?

There were seventy two respondents answering these research questions and the comments of those participants were grouped item by item to the questions they belonged to. Moreover, the results are presented in terms of statistical number such as percentage and frequency.

Table 4.11

The reason for studying in English major

| Q1: Why did you decide to study in English major? | | |
|---|-----------|----------------|
| Answer | Frequency | Percentage (%) |
| 1. As English is a favorite and interesting subject. | 23 | 31.94 |
| 1. Good at English and avoid studying other subjects—Math and science. | 6 | 8.34 |
| 2. Pursue a good job and enhancing opportunity to work abroad such as being an employee of international organizations and studying in the foreign country. | 15 | 20.83 |
| 3. English is very useful to life and worth studying. | 6 | 8.34 |
| 4. Improve English skills in order to access much new knowledge in English. | 17 | 23.61 |
| 5. Others - Parents' desire. - English is important as it is global language. - Admission score. | 5 | 6.94 |
| Total | 72 | 100 |

According to table 12, the answers from the participants to the question 1 indicate that most of the students decided to study in English major because of the instrumental motivation driving them to further studying in this field. The item gaining the highest frequency was the item 1 (31.94%) considered as the instrumental motivation type.

The answers which can be accounted as the extrinsic motivation type are item1, 2, 3, 6, and they got the percentages at 31.94%, 8.34%, 20.83%, and 6.94 respectively. The integrative motivation answer was identified in the item5 with the score of 23.61%. A student claimed that the reason she decided to study in this field was because:

“English broadens my horizon in terms of accessing to a new knowledge written and spoken in English and I wants to better understanding the meaning of those songs as listening to English songs is one of my favorite hobby.”

However, the item 4 (8.34%) can be obviously classified in neither intrinsic nor extrinsic motivation type as it is not a clear statement.

Table 4.12

Benefit of English towards students' lives

| Q2: Based on your perspective, how English can be beneficial to your life? | | |
|--|-----------|----------------|
| Answer | Frequency | Percentage (%) |
| 1. Increase a chance of getting a better job, higher salary and good opportunity in life. | 46 | 63.89 |
| 2. Travel, work and study abroad. | 8 | 11.11 |
| 3. Communicate with foreigners. | 14 | 19.44 |
| 4. Access to new knowledge easier. | 3 | 4.17 |
| 5. Others - Prefer having foreign friends. Want to listen to English music with understanding. | 1 | 1.39 |
| Total | 72 | 100 |

Table 4.12 presents the benefits of English towards the participants' lives based on their perspectives. It is obvious that the students were extrinsically motivated as they noted advantages of knowing English to increase salary or opportunities to develop their career path. 63.89% of those students agreed that English could increase a chance of getting a better job, higher salary and good opportunity in life as described in the item 1. In addition, item 2 receiving the second frequency in the instrumental motivation type (11.11%), also showing that the students had instrumental motivation towards English language learning.

However, the item3, which can be described as an intrinsic motivation type, got the highest frequency at 19.44% as some students pointed out that communication with foreigners in English is also one of the benefits they got from studying English. Finally, the items 4 and 5, having the percentage at 4.17% and 1.39% respectively, were answers associated to the integrative motivation as well.

Table 4.13

Students' opinions towards this statement—"I will be respected by others if I am proficient in English"

| Q3: Do you agree or disagree with this statement, and why? "I will be respected by others if I am proficient in English" | | |
|---|-----------|----------------|
| Answer | Frequency | Percentage (%) |
| Agree | 21 | 29.17 |
| Disagree | 50 | 69.44 |
| Not sure | 1 | 1.39 |
| Total | 72 | 100 |

Table 4.13 identifies that the majority of the participants (69.44%) disagreed with the statement "I will be respected by others if I am proficient in English." They gave reasons that English is not the important factor making people respect them. A student claimed that:

"I disagree with this statement as it depends on the environment you are surrounded. If you were born in the country that everybody can speak English, they won't value you from your English proficiency."

Another student also supported that:

“I would say I disagree with this statement as I didn’t decide to study English because I wanted others to respect me because I myself will respect others from their opinions and behavior.”

However, some students (29.17%) went along with the statement and gave the reason that if they are proficient in English, they will get a good job and this makes other respect them and only 1.39% of those participants did not give any comments on this item.

Table 4.14

Significant reasons encouraging participants to study English

| Q4: Which element seem to be more significant reason driving you to learn English either to enhance a chance of getting a better job or to communicate with foreigners? And why? | | |
|---|-----------|----------------|
| Answer | Frequency | Percentage (%) |
| To get a better job | 30 | 41.67 |
| To communicate with foreigners | 37 | 51.39 |
| Both reasons | 5 | 6.94 |
| Total | 72 | 100 |

Table 4.14 reports the response of those students towards the Q4 that 51.39% of all respondents claimed that to communicate with foreigners seemed to be a more significant reason of learning English as they thought that English is the worldwide language of this era so if they can speak English, they can open the door to the new world, meet new foreign friends and get new opportunities; finally, this will lead to a better job opportunities.

However, 41.67% of the participants go with the benefit of getting a better job as they see English as an important tool of achieving a successful life. A student gave a comment that:

“Recently, English is one of the global languages and now Thailand is a member of AEC, thus who have high proficiency in English can gain advantage over those who do not have.”

The last 5 people (6.94%) were the minority who agreed on both learning English to get a better job and to communicate with the foreigners as they thought that these reasons had an equal importance and could not be separated as they support each other. In other words, the combination of these reasons had a strong influence on driving this group of students to study English.

According to the research questions and objectives of the study, this research was attempted to explore motivational extent in the aspects of motivation type, level and relationship between motivation and academic achievement. The participants were the fourth year students majoring in English from the Faculty of Humanities, Kasetsart University. The motivation type of those students towards English language learning was found to be both extrinsic and intrinsic motivation. Moreover, even though the levels of both motivational types were high, regardless of aptitude in English language learning, there was no significant correlation between academic achievement and motivation among this group of students.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussion of the study, (4) conclusion and (5) recommendation for further research

5.1 Summary of the Study

The study of motivation towards English language learning of fourth year students majoring in English at the Faculty of Humanities, Kasetsart University, Thailand, can be summarized in the points as follows:

5.1.1 Objectives of the study

- To find out the motivation level (high or low) of the English major students at KU.
- To explore which type of motivation (intrinsic or extrinsic) encouraging the students to learn English.
- To reveal the relationship between motivation in learning English and students' English grades.

5.1.2 Subjects, Materials, and Procedures

5.1.2.1 Subjects

The subjects of this research were 72 fourth year students majoring in English at the Faculty of Humanities, Kasetsart University who were 14 male and 58 female students. They were from different high schools with various English proficiency level. The method of sampling was the purposive sampling as the participants were selected suitably for the particular study. In other words, those participants had specific characteristics and qualifications which were useful to the data analysis process.

5.1.2.2 Materials

The research instrument of this study was a questionnaire divided into two parts. Part I involved the questions asking about their personal information of the subjects involving gender, age, cumulative GPA, years of learning English and experiences in immersion classrooms. The second part utilized a 5-part Likert scale and four open-ended questions. The questions in this study were mainly about motivation toward English language learning in order to analyze the motivational type and level of the subjects.

5.1.2.3 Procedures

The date of data collection was 26th April, 2016 in the research students' classrooms. There were four sections that were distributed as the questionnaires. The questionnaires were collected at completion. The data was analyzed by the MINITAB program version 17 and Microsoft Excel into the terms of statistical number such as an average mean score, standard deviation (S.D.), percentage and frequency.

5.2 Summary of the Findings

The results of the findings can be summarized as follows:

5.2.1 Personal information of the subjects

The findings indicate that the participants engaged in this study were both male and female whose ages were between 21-24 years old at the date of observation. Most of them were female (81%) and 19% were male. 89% of them had been studying English for more than ten years while the rest had been study English only 3-10 years. The GPA range which got the highest frequency at 43% and 38% were 3.00-3.49 and 2.50-2.99 respectively, whereas the range of 3.50-4.00, 2.00-2.49, and 1.50-1.99 registered only 11%, 6% and 3% respectively. The experiences in studying in international environment had only 35% of the participants exposed to that kind of classroom while the majority who had never study abroad got the frequency at 65%.

5.2.2 Motivation type and level

According to the results retrieved from the questionnaires, it suggests that the participants were motivated by both intrinsic and extrinsic types of motivation to learn English and the mean scores of both intrinsic and extrinsic motivation can be classified in the "High" section based on the table 3.1. However, the extrinsic motivation got the slightly higher average mean score (3.85) than the intrinsic average mean score (3.81). In other words, it seems that there was no significantly different influence of these motivational types towards the English language learning of subjects.

5.2.3 Perspective of subjects towards intrinsic motivation

Regarding to the information collected from the subjects answering the questionnaires, the subjects claimed that they were integratively motivated because of the communicative reasons. Communication with the foreigners is pretty necessary for Thai people in this century as Thailand is now one of the AEC countries; thus English is used as the students' tool to broadens their new world of knowledge and opportunities. Moreover, the answer from Q16: – *"After graduating, I will continue studying English as it's worth*

knowing English for my life.” was the item which received the highest ranking among those intrinsic items, supporting the view that student gave much value on English language learning as they accepted that knowing English is worthwhile in to their lives.

5.2.4 Perspective of subjects towards extrinsic motivation

Among the ten items of extrinsic motivation, it was obvious that the Q2 was voted to be the first rank with the average mean score 4.55 (S.D. = 0.57) which can be interpreted as high motivation. According to Q2 of the five Likert scale part:—“*Having excellent command in English is beneficial to my future career.*” This statement shows that the subjects also applied the extrinsic motivation to their English learning as they thought that if they have English literacy, they could get a better job, higher salary and career advancement. Question number 2:—“*Based on your perspective, how can English be beneficial to your life?*” in the open-ended section can offer a solid evidence approved by those subjects that they used English language to pursue a promising future, as this item obtained 63.89% in the answer that English can be beneficial to their lives in the aspects of increasing the chance of getting a better job, higher salary and good opportunity in life.

5.2.5 Correlation between students’ motivation in English language learning and academic achievement (GPA)

According to the results analyzed from the questionnaire, it appears that there was no significant relationship between average mean scores of extrinsic motivation and the GPA. Similarly the result of intrinsic motivation show no significant relationship even though the motivation level of the students, both extrinsic and intrinsic type, were quite high. In addition, it was found that not only the students who a high cumulative GPA (3.50-4.00) showed high motivation in English language learning, but also the students who got low GPA (2.00-2.49) were highly motivated in learning English as well. Perhaps, the point is worth exploring further with a larger number of the participants in order to find out the relationship of those variables.

5.3 Discussion

This section will discuss the findings of this study in comparison to other relevant studies, and theories. The findings are described section by section to answer the research questions as follows:

5.3.1 What is the motivation type (Intrinsic or Extrinsic) that the English major students at Kasetsart University are applying to their study habits in English?

Referring to the results of this study, it can be seen that the motivation the subjects apply to their studying habits are both intrinsic and extrinsic motivation although the extrinsic obtained a slightly higher mean score. As suggested by Dornyei (1998), students can lose their intrinsic interest in an activity if they have to do it to meet some extrinsic requirement. Nevertheless, if the students have sufficiently self-determined and internalized motivation, the extrinsic rewards can be transformed into the intrinsic motivation. Hence, sometimes it is obvious that these motivations cannot be separated apart from each other and that they would rather work together to reach effective results. Additionally, Lamb, M. (2004) as cited Dornyei and Csizer (2002:453), suggested that integrativeness and instrumentality are associated with different self-domains. Amongst the findings in the Thai culture of many researchers, Chukate & Rajatanun (2013) observe high school students in a Math-English program and found that the subjects were motivated to study English by extrinsic motivation rather than intrinsic motivation.

5.3.2 What is the motivation level of those students in English Language Learning?

In accordance to the findings, it can be demonstrated that the subjects had high motivation towards English language learning both intrinsic and extrinsic motive. Almost the items in questionnaires got a mean score associated with the “High” range and only a few items can be ranked in the “Average” mean score range based on the table 3.1. Moreover, these motivational types also got almost the same mean score; in fact, it can be said that the students were prompted to learn English by both intrinsic and extrinsic equally at the same level. This is similar to the result of Wimolmas (2013), who conducted a study investigating the motivation level and type of 30 undergraduate students studying at Sirindhorn International Institute of Technology (SIIT), Thammasat University in Thailand. The main findings indicated that the students have quite high motivation and the type of motivation they mostly applied to their English learning was instrumental motivation which can be described as extrinsic motivation. However, the intrinsic motivation was also found in this group of students as well, but slightly less than for the extrinsic motivation.

5.3.3 What is the relationship between Students' Motivation in English Language Learning and Academic Achievement (GPA) in English?

The correlation between students' motivation and their grades can be summarized as showing that both intrinsic and extrinsic motivation were not significantly related to the subjects' cumulative GPA regardless of their aptitude in English language. In short, students acquiring both high and low GPA were able to attain a high motivation level. In fact, there is not only the type of motivation which can be influential on English subject achievement but there are other aspects of motivation which can affect academic achievement of those students as well.

Gardner (1985) claimed in his book "*Social psychology and second language learning*" that motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activities. Likewise, it can be inferred that GPA as a goal is the factor that can accelerate students' instrumental motivation to the high level; nevertheless, there are other variables that can also impact motivation as well. Colak (2008) conducted research on attitudes, motivation and study habits of ELL at the Baskent University in Turkey of second-year students. In the case of the correlation between grades and the motivation level, the findings illustrated that most of the students had moderate levels of motivation to learn English, including moderate levels of integrative and instrumental motivation. In addition, the results also proved that the relationship between the level of instrumental motivation and their academic achievement was very low, whereas a correlation between the level of integrative motivation and the grades was not found.

5.4 Conclusion

This research was attempted to focus on the extent of motivation of fourth year students majoring in English at the Faculty of Humanities, Kasetsart University. There were three aspects of motivation that were investigated including motivation type, level and relationship between motivation and academic achievement.

The motivation type of the students towards English language learning was found both intrinsic and extrinsic motivation although the extrinsic motivation had slightly higher mean score than the other type. As the subjects demonstrated, the benefits of both motivational types were related to each other and should be combined together to increase effectiveness of the outcome from learning English based on the open-ended answers.

Moreover, even though the levels of both motivational types were high regardless of aptitude in English language learning, there was no significant correlation between academic achievement and motivation among this group of students.

5.5 Recommendations for Further Research

Based on the results from this study regarding to the research questions, there are several recommendations concluded as follows:

5.5.1 The research should be done with a larger group of participants in order to ascertain the result in the aspect of correlation between academic achievement in English subjects and students' motivation. As the previous studies have suggested, the results regarding to the correlation were diversely summarized depending on the variables and environment; for example, Kitijaroonchai & Kitijaroonchai (2012) observed the English major Thai students at the Asia Pacific International University, Thailand, on the correlation between student's motivation and their grades in English language learning, and the findings suggested that there was a correlation between the motivation level of the students and their academic report; for example, the students who were highly motivated could gain the most positive academic achievement (GPA). On the other hand, according to the results of this study, it can be concluded that there was no significant correlation between these variables. Therefore, it is worth exploring this issue with a larger number of participants.

5.5.2 A limitation was found in the extent of the participants as the results can be generalized to only this group of students, the fourth year students majoring in English from the faculty of Humanities, Kasetsart University in Thailand. Consequently, for further study, observation should be made with fourth year students majoring in English from other Universities in other countries to ensure that the results retrieved can be applied to other English major undergraduates.

5.5.3 A triangulation process is recommended for further study to cross check the results obtained and increase reliability and validity of the results. In this research the instrument used to collect the data was just a set of 5 Likert Scale questionnaires. Consequently, more interviews and observation may be preferable and utilizing alternatives for the study to study more deeply regarding the motivational content.

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APENDICES

APPENDIX A
QUESTIONNAIRE
MOTIVATION TOWARDS ENGLISH LANGUAGE
LEARNING

Part I: General Background

Directions: Answer these questions regarding to your general information.

1. What is your gender? Male Female
2. What is your age? _____
3. How much Cumulative GPA do you earn based on the latest semester?

4. How many years have you learned English language?
 3-5 5-7 7-10 More than 10
5. Have you ever studied aboard or passed any bilingual or international school program?
 Yes No

Part II: Motivation towards English language learning.

Directions: How much do you agree with these statements?

| Item | Strongly disagree | Disagree | Moderate | Agree | Strongly agree |
|--|-------------------|----------|----------|-------|----------------|
| 1. I enter to study in English major program because I would like to get a good job. | | | | | |
| 2. Having excellent command in English is beneficial to my future career. | | | | | |
| 3. I learn English because I can earn higher salary. | | | | | |
| 4. Being proficient at English is one of my educational goals. | | | | | |
| 5. I don't learn English because my parents want me to learn. | | | | | |
| 6. I pay attention in the English classes because I don't want to get bad grades. | | | | | |
| 7. I found English is an interesting subject, and I didn't join this program because I just want to get a Bachelor degree. | | | | | |

| Item | Strongly disagree | Disagree | Moderate | Agree | Strongly agree |
|---|--------------------------|-----------------|-----------------|--------------|-----------------------|
| 8. Studying English is important because other people will respect me more if I know English. | | | | | |
| 9. The knowledge in English will earn me many good opportunities in my life especially since Thailand is now a member of the AEC. | | | | | |
| 10. I learn English because I would like to use it when travelling abroad. | | | | | |
| 11. I wish I could speak English fluently in order that I could be a part of English native speaker society. | | | | | |
| 12. The more I speak English with the foreigners, the more I feel confident. | | | | | |

| Item | Strongly disagree | Disagree | Moderate | Agree | Strongly agree |
|--|-------------------|----------|----------|-------|----------------|
| 13. I learn English because I want to get new foreign friends. | | | | | |
| 14. Studying English is necessary because it enables me to understand cultures of English native speakers. | | | | | |
| 15. I wish I could live in another country for my entire life. | | | | | |
| 16. After graduating, I will continue studying English as it's worth knowing English for my life. | | | | | |
| 17. I enjoy watching movie and news in English. | | | | | |
| 18. I want to keep up to date with English by using it almost every day. | | | | | |

| Item | Strongly disagree | Disagree | Moderate | Agree | Strongly agree |
|---|-------------------|----------|----------|-------|----------------|
| 19. Most of native English speakers are very friendly and kind so I want to keep in touch with them. | | | | | |
| 20. I want to better understand English literature and history so I decided to study in this program. | | | | | |

Part III: Open-Ended Questions

Directions: Answer these questions based on your personal opinion and experience.

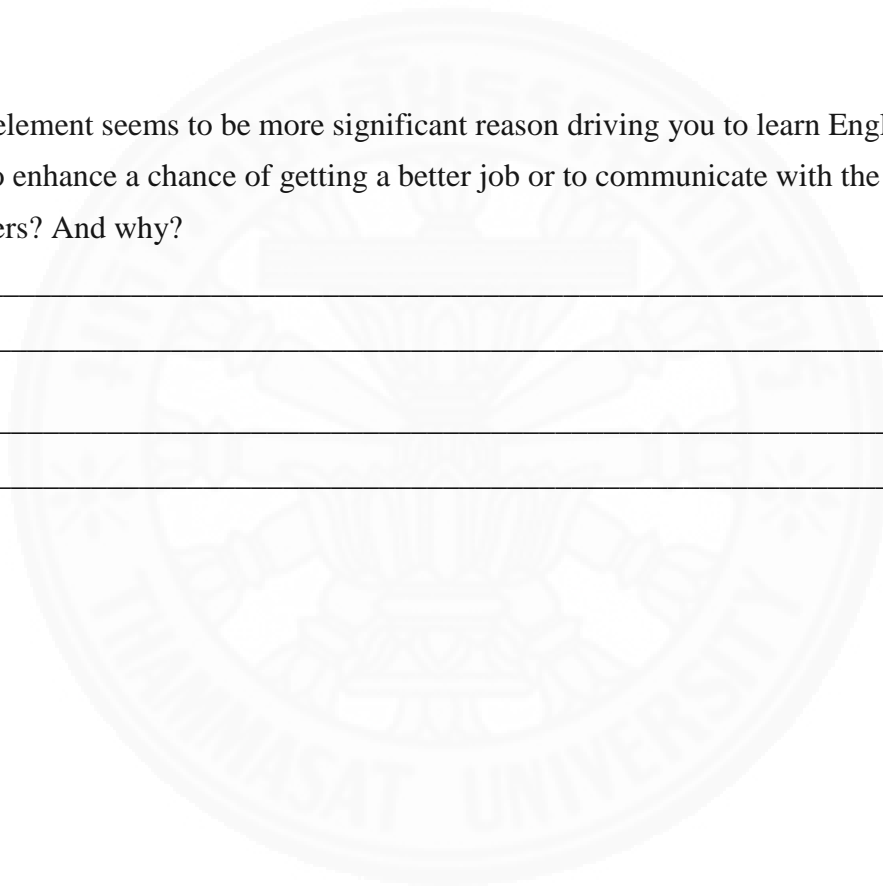
1. Why did you decide to study in English major?

2. Based on your perspective, how English can be beneficial to your life?

3. Do you agree or disagree with this statement, and why?

“I will be respected from others if I am proficient in English”

4. Which element seems to be more significant reason driving you to learn English either to enhance a chance of getting a better job or to communicate with the foreigners? And why?



BIOGRAPHY

| | |
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