



THE RELATIONSHIP BETWEEN MOTIVATION AND ENGLISH LANGUAGE LEARNING
ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS AT SRINAKHARINWIROT
UNIVERSITY PRASARNMIT DEMONSTRATION SCHOOL



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ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS AT SRINAKHARINWIROT
UNIVERSITY PRASARNMIT DEMONSTRATION SCHOOL



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A Master's Project Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF ARTS
(English)

Faculty of Humanities, Srinakharinwirot University

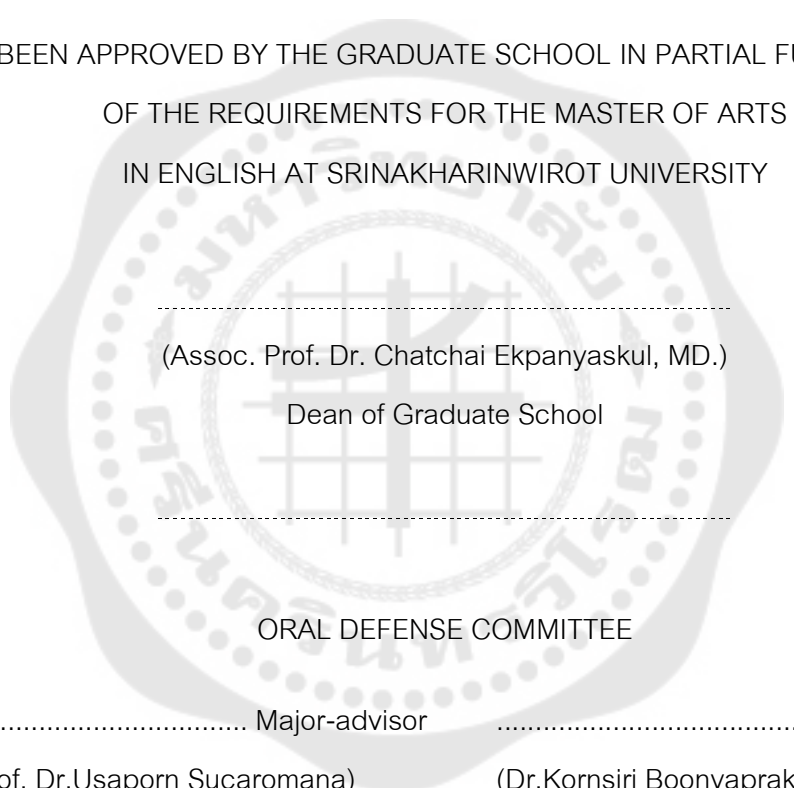
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BY
PREEPREM TIYARATANAKORNKUL

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE MASTER OF ARTS
IN ENGLISH AT SRINAKHARINWIROT UNIVERSITY



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Title	THE RELATIONSHIP BETWEEN MOTIVATION AND ENGLISH LANGUAGE LEARNING ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS AT SRINAKHARINWIROT UNIVERSITY PRASARNMIT DEMONSTRATION SCHOOL
Author	PREEPRM TIYARATANAKORNKUL
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The purposes of this study are (a) to investigate the level of motivation among high school students at Srinakharinwirot University Prasarnmit Demonstration School, and (b) to identify the relationship between the motivation of the students and their level of English language learning achievement. The instrument included a 14-item questionnaire that was administered by Choomthong and Chaichompoo (2015) according to the motivation theory of Gardner. The participants of this study consisted of 170 high school students. The mean and standard deviation (SD) were used to describe the level of motivation, and the Pearson's Correlation was implemented to identify the relationship between their motivation and their English language learning achievement. The results of the study revealed that the students had a high level of instrumental, integrative, and overall motivation. Moreover, instrumental and overall motivation were significantly correlated with English language learning achievement. However, there was no significant correlation between integrative motivation and English language learning achievement. In addition to the findings, the limitations of the study, their implications, and recommendations for further study were also discussed.

Keyword : motivation, instrumental motivation, integrative motivation, English language learning achievement, demonstration school

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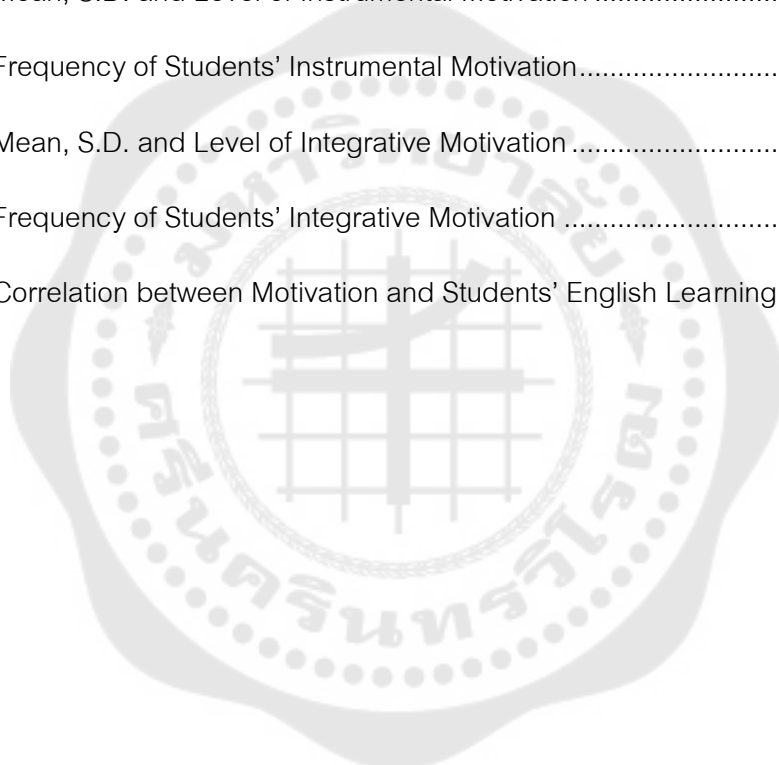
TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	H
CHAPTER 1 INTRODUCTION	1
Background of the Study	1
Research Purposes.....	3
Research Questions.....	3
Significance of the Study	3
Scope of the Study.....	4
Definitions of Terms.....	4
CHAPTER 2 LITERATURE REVIEW.....	6
Definition of Motivation	6
Learning Achievement	6
Motivation on English Language Learning Achievement.....	8
Motivation Theories	8
Related Research.....	11
CHAPTER 3 METHODOLOGY	16
Research Design.....	16
Participants	16
Instrument	16

Data Collection	17
Data Analysis	17
CHAPTER 4 FINDINGS	19
Motivation Level	19
Instrumental Motivation	19
Integrative Motivation	24
Relationship between Motivation and Students' English Learning Achievement	28
Summary	28
CHAPTER 5 CONCLUSION & DISCUSSION	29
Conclusion	29
Discussion	30
Limitations of the Study	33
Implications of the Study	33
Recommendations for Further Study	34
REFERENCES	35
APPENDICES	39
VITA	46

LIST OF TABLES

	Page
Table 1 Comparison of Three Motivation Theories	10
Table 2 Mean Range and Meaning of Motivation Level	18
Table 3 Mean, S.D. and Level of Instrumental, Integrative and Overall Motivation	19
Table 4 Mean, S.D. and Level of Instrumental Motivation	20
Table 5 Frequency of Students' Instrumental Motivation.....	22
Table 6 Mean, S.D. and Level of Integrative Motivation	24
Table 7 Frequency of Students' Integrative Motivation	26
Table 8 Correlation between Motivation and Students' English Learning Achievement .	28



CHAPTER 1

INTRODUCTION

Background of the Study

Motivation has been considered to be a crucial factor in English language learning, and there have been many studies that correspond with this theory. According to Degang (2010), motivation was considered to be an important factor that could lead to greater English language achievement. Maslow (1955) initiatively investigated the motivation of English language learning, and it was revealed that high motivation could influence other students continue their studies. Choosri and Intharaksa (2011) cited motivation as an important factor that could stimulate the acquisition of language. Owing to the fact that the results of learning were better when learners had high motivation, Gardner (1988) assured the value of motivation as a key in studying English.

However, there were many researchers who profoundly scrutinized motivation elements for English language learning achievement. For instance, Gardner (1985) stated that there were three key factors of motivation that led to successful English language learning: a positive attitude, learning enjoyment, and external pressures. First, they expressed that a positive or open-minded attitude was needed to learn English successfully. This idea was supported by Syukur (2016), who stated that a positive attitude was an efficient tool that boosted the learners' willingness to learn and their self-esteem. Syukur concluded that the students could learn English more effectively when they have positive perspective of both the language and the instructor.

Second, they also found out that the enjoyment for learning English provided long-term motivation. They presented two types of motivation: instrumental and integrative. Students who had high integrative motivation enjoyed learning English language and the culture of that community. It was also added that there should be some sort of enjoyment while learning in order to continue studying English language (Gardner, 2010).

Finally, the researcher discussed external pressures that motivated learners. These could be categorized into three simple criteria: following parents' guidelines, receiving rewards, or fulfilling some practical aims. Learners were motivated to deal with some external pressures.

Based on three significant elements mentioned by Gardner and Lambert's (1972) observations, they could be categorized as two types: instrumental motivation and integrative motivation. The researcher defined that motivation for learning English language occurred from the set goals and desires to achieve them. Instrumental motivation was defined as a desire to use another language to achieve such goals as a profitable career or social recognition. On the other hand, integrative motivation was linked to the need to become a part of the target language society. The research conducted identified that the learners were more successful with applying integrative motivation more than instrumental, because they could realize the importance of using English more (Gardner & Lambert, 1972). However, some studies showed the relationship between instrumental motivation and English language learning success (Choomthong & Chaichompoo, 2015). Therefore, it could be concluded that both types of motivation cooperatively supported each other to push the students for achievement on English language learning.

According to the aforementioned research, it could be posited that the students' motivation was related to their grades, which illustrated their learning achievement. According to Degang (2010), students who had high motivation led to students' successful English learning achievement. However, those who were unsuccessful in learning English tended to have a lower level of motivation. This was also proposed by Choosri and Intharaksa (2011). The level of instrumental motivation was higher than the level of integrative motivation because they studied English for their own future success than the needs to communicate with English speaking countries. Choomthong and Chaichompoo (2015) added more information that the correlation between the motivation and English learning success were significantly positive. Students who had a high level of motivation would have a positive attitude, greater learning enjoyment, and

significant external pressures to participate in learning activities. However, the students who had lower motivation in learning English would not focus in the classroom and did not participate in learning activities so it was difficult to get a good achievement (Naruponjirakul, 2020).

In conclusion, according to the significance and elements of motivation for learning English language, the motivation was a crucial factor which could determine the success or failure in learning English language. It helped students to gain positive achievement results with the proper motivation. Therefore, in this study, the researcher aimed to investigate the high school students' motivation level, and also analyzed the relationship between the students' motivation and their English language learning achievement in the context of Srinakharinwirot University Prasarnmit Demonstration School. The results could be analyzed to understand the relationship between the two and continue to further study how to solve the students' low motivation level in the low achievement group in the next study.

Research Purposes

The objectives of this study were to investigate the motivation level of the high school students and identify the relationship between their motivation level and their English language learning achievement.

Research Questions

1. What was the level of motivation for learning English among high school students at Srinakharinwirot University Prasarnmit Demonstration School?

2. What was the relationship between motivation and their English language learning achievement among high school students at Srinakharinwirot University Prasarnmit Demonstration School?

Significance of the Study

The study's results could lead to beneficial information that could affect four factors: school curriculum, teachers, learners, and researchers. For the curriculum, the

school could adapt the teaching courses to make them consistent with students' motivation levels and types. Also, after teachers ascertained the students' motivation level, they could adjust with their teaching styles and materials to suit the students' motivation. For example, students who had high level of instrumental motivation would focus on their grades and language achievement. Inversely, those who focused on integrative motivation only learned English with fun and used it to make new friends. English subjects in school curriculum could be changed for students in each major according to the information of students' motivation types.

This survey was conducted with grade 11 students, because they understood themselves more than in the past of how they learned English effectively. They also realized what type of motivation they had, which resulted in most students preferring each learning method so they could adapt those methods for their own learning styles. Finally, other researchers could apply these results to conduct other studies to solve their students' motivation.

Scope of the Study

This research was intended to investigate the levels of instrumental and integrative motivation for English language learning among students at Srinakharinwirot University Prasarnmit Demonstration School, and to identify if there was any relationship between their motivation and their English language learning achievement. The questionnaire used in the study was adapted from Gardner's in Choomthong and Chaichompoo (2015). The participants of this study consisted of 170 grade 11 students. The study investigated two variables; (a) students' motivation level, and (b) English language learning achievement.

Definitions of Terms

Gardner (1985) provided the definition of motivation, instrumental motivation, and integrative motivation as following:

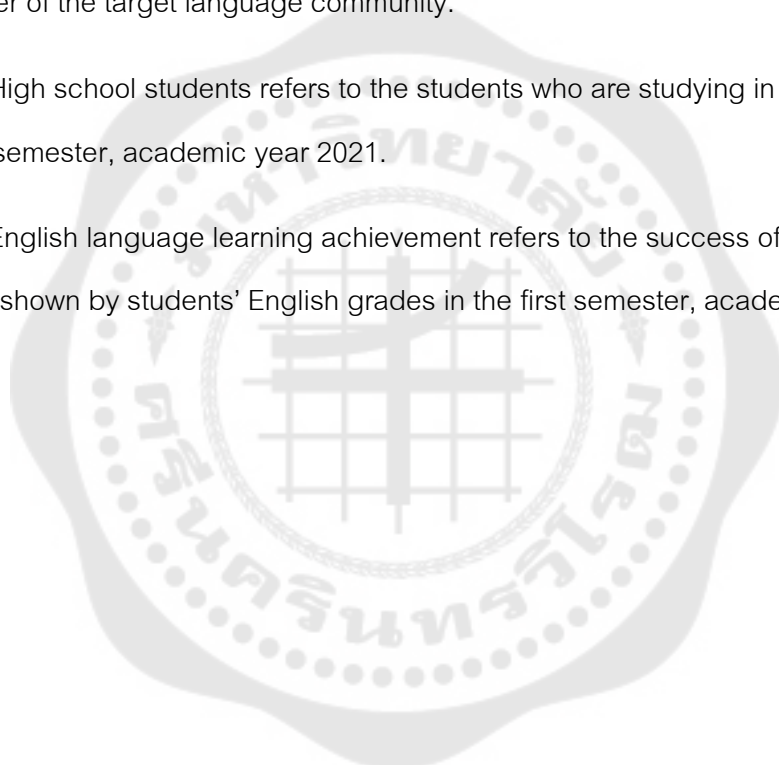
Motivation is both external and internal pressures that drives one person to achieve their goals ambitiously and persistently. There are two categories of motivation: instrumental and integrative.

Instrumental motivation refers to a desire to learn a language to achieve goals for the learners' future success.

Integrative motivation refers to a desire to be able to communicate and become a member of the target language community.

High school students refers to the students who are studying in grade 11 in the second semester, academic year 2021.

English language learning achievement refers to the success of learning English, which is shown by students' English grades in the first semester, academic year 2021.



CHAPTER 2

LITERATURE REVIEW

This chapter reviews the different aspects of motivation, specifically the definition of motivation, motivation of English language learning achievement, and the three theories of motivation for learning English language which were theorized by Maslow (1955), Deci and Ryan (1981), and Gardner (1985). Furthermore, related studies were provided to compare and contrast each related article.

Definition of Motivation

Motivation was a factor that was defined by various experts. One of the most famous theories was Abraham Maslow's hierarchy of needs theory. Maslow (1955) proposed that motivation was one's striving for appeasing one or more of their five basic needs: physiological needs, safety, social, esteem, and self-actualization. Internal pressures could be created by these needs to affect a person's behavior. Gardner (1968) suggested that motivation included three elements: the effort to learn the language, the desires to achieve a goal, and the enjoyment of learning. Finally, Deci and Ryan (1981) narrowed down motivation into two types: extrinsic and intrinsic. Extrinsic motivation was an external drive based on external sources and it led to external rewards. On the other hand, intrinsic motivation was caused from everything within. From three theories above, the researcher could conclude the definition of motivation as both external and internal pressures that drove one person to achieve their goals ambitiously and persistently.

Learning Achievement

The definition of learning achievement was defined by following experts. Achievement was a behavioral adjustment that was expected in learners after the teaching process was complete (Uguroglu & Walberg, 1979). Moreover, achievement was created when someone achieved at the end as a result of learning. It was the result

of activities done individually and by groups (Haertel, Walberg, & Weinstein, 1983). Based on the opinions of experts, it could be concluded that achievement was achieved by learners in the end of learning process (Wang, Haertel, & Walberg, 1990).

Learning, according to the idea of learning behavior, was a change in behavior caused by the interplay of stimulus and response (McLeod, 2003). Similarly, learning was a change which students experience their ability to conduct in novel style. A person was said to learn something if he could demonstrate changes in his behavior (Woodward, 1982). Learning was a process of behavior change that was pleasing to the mastery and addition of information, skills, attitudes, values, motives, habits, appreciation interest, and so on as a result of interactions with the environment concerned individual personalities (Rashotte & Amsel, 1999). Learning was a process of change in the human personality, and these changes were shown in the form of increasing quality of behavior such as understanding, attitudes, habits, knowledge, skills, thinking power, and other abilities (Ertmer & Newby, 1993).

Students' learning achievement was measured, according to Uguroglu and Walberg (1979), as knowledge, attitudes, and abilities, which were commonly expressed as numbers or letters, and students who were regarded successful were rewarded. The capacity to interpret content about relevant subjects and the findings were the results of a good learning process in English language acquisition. According to Bloom (1974), academic accomplishment, also known as learning achievement, was the process by which students gain knowledge, comprehension, application, analytical power, synthesis, and evaluative skills. Students' learning accomplishment referred to the results pupils obtain when they followed and completed assignments and learning activities in school. Because of being concerned with students' abilities in analysis, application, assessment, comprehension, knowledge, memory, and synthesis, learning accomplishment was primarily judged by cognitive characteristics. The values from the teacher's assessments of the learners' assignments or testing exams which they took were used to illustrate and demonstrate students' learning achievement (Guskey, 2007).

Motivation on English Language Learning Achievement

Motivation was a crucial factor in success or failure in learning English. Gardner (1985) provided definition of motivation on English language learning achievement as three elements which were positive attitude in English language, learning enjoyment, and external pressures. They additionally proposed that attitudes were so relatable to motivation that they determined the learners' direction, which could be the desire to better their own lives (instrumental) and the desire to become the member of a community (integrative).

Deci and Ryan (1981) concluded that there were three factors that affected students' motivation level. First, the physical condition or the atmosphere of a classroom, such as the lighting, the number of students, the size of the chalkboard, or even the classroom smell could affect students' motivation. Second, the methods of teaching also affected motivation. The learners would perform better when they were taught with the methods most suited to their needs. Furthermore, the confidence they gained would provide additional motivation to learn English as effectively as possible. Third, the teachers could become a major part in motivating the learners. Kindness and friendliness could motivate learners to enjoy English language.

Spolsky (2000) emphasized that motivation was the important force which determined learners' success. It could be encouraged by the individual's drive, which was different in each person because of the different purposes which were set initially. This argument was supported by Masgoret and Gardner (2003), who cited motivation for language learning as a desire to learn the language because of their own desire to be satisfied with the activities given.

Motivation Theories

There were a great number of motivation theories. However, in this study, the researcher provided three essential theories; (a) Gardner's Motivation Theory, (b) Maslow's Hierarchy of Needs Theory, and (c) Deci and Ryan's Self-Determination Theory.

Gardner's Motivation Theory

Gardner (1985) introduced two kinds of motivation, instrumental and integrative, which dealt with the student's motivation to learn a language for their own future success and for interacting with a target language community. Both instrumental and integrative motivation led researchers to conclude that they were the most important factor of English language acquisition (Dörnyei, 1998). Further studies and research revealed that learners who were high in overall motivation tended to have a more permanent goal than those who were low in overall motivation. Gardner (2010) defined instrumental motivation as a desire to gain benefits for learners' own future success. Integrative motivation, on the other hand, was motivated by a desire to become more like respected members of the target language group. Integrative motivation was described as the learners' desire for cultural widening, while instrumental motivation was defined as the learners' conviction in the significance of English language learning. Gardner (2014) further determined that the foundation of the desire to study English was in the setting of education. He proposed that the effects of cultural and educational contexts on motivation in English language learning as a model, demonstrating that cultural and educational contexts were important in shaping individuals' motivation, which could be expressed in terms of attitudes, beliefs, characteristics, expectations, ideals, and personalities. Individual qualities, learning processes, and personalities were all shaped by culture. In the context of education, the system's expectations, the program's quality, the teacher's interest and abilities, the appropriateness of the resources, the curriculum, and the classroom climate may all impact students' motivation levels.

Maslow's Hierarchy of Needs Theory

It was essential to consider the needs of the learners. As Maslow (1955) mentioned, there were five basic needs: physiological, safety, love and belonging, self-esteem, and self-actualization. Seidei, Dastnaee, Abadati, and Dehnavi (2013) explained that each need affected teaching and learning English language differently. First, learners studied English for their basic needs, such as earning money. Then, safety needs could be met by non-judgmental teachers so students tended to take risks. Next, working in a group with classmates and earning positive feedback led learners to

achieve belongingness. After this, self-esteem in each learner could be created by evaluating their personal progress. Last, giving students freedom to explore and discover by themselves could create their own self-actualization.

Deci and Ryan's Self-Determination Theory

Deci and Ryan (1981) suggested that people were likely driven by a need to be in higher steps and gain compliments. They later stated that there were two main hypotheses surrounding their theory of self-determination: the need for behavior that led to personal growth, and autonomous motivation. The first hypothesis of self-determination theory was that people were drawn to behavior that allows for personal growth. They needed new experiences and challenges, which were important in developing self-esteem and self-reliance. Normally, external rewards provided their extrinsic motivation, but they were perceived as temporary. This theory focused mainly on intrinsic motivation, which must be created by learners autonomously and individually. Consequently, people needed to have these three factors; autonomy (behaviors and goals setting), competence (tasks and skill acquisition), and connection (experiencing a sense of belonging) to gain certain positive growth behaviors.

Table 1 Comparison of Three Motivation Theories

The name of theories	Established by	Types of motivation
1. Gardner's Motivation	Howard Gardner (1985)	instrumental and integrative
2. Hierarchy of Needs	Abraham Maslow (1955)	5 levels of needs: physiological, safety, love and belonging, self-esteem, and self-actualization
3. Self-Determination	Richard Ryan & Edward Deci (1981)	extrinsic and intrinsic

Out of the three theories mentioned in Table 1, Gardner's Motivation was chosen for this study. This was due to the fact that Gardner's theory focused specifically on instrumental and integrative motivation. Moreover, in the context of Srinakharinwirot University Prasarnmit Demonstration School, these two types of motivation had not been heavily evaluated. Maslow's Hierarchy of Needs was considered, but Seidei et al. (2013) noted that the learning achievement largely revolved around self-esteem. Self-esteem was something to consider when evaluating motivation, but it could not account for what truly drove a student to perform. Similarly, related research on extrinsic and intrinsic motivation were considered, but Kurniawan (2021) convincingly demonstrated that intrinsic motivation led learners to achieve English language learning more sustainably and permanently. Therefore, it might be unlikely to survey students' extrinsic and intrinsic motivation, as the results seemed to demonstrate a much greater influence coming from intrinsic. Therefore, Gardner's theory was applied to this study.

Related Research

According to the large amount of research into instrumental and integrative motivation, several researchers were interested in conducting similar studies.

Degang (2010) surveyed the level and types of English learning motivation with 50 Thai undergraduate students. A total of 20 questionnaire items (adapted from Gardner's Attitude/Motivation Test) were used in this research. The results showed that students were highly motivated in both the instrumental and integrative categories. This supported the use of Gardner's research due to the largely positive responses that were evenly distributed between both varieties of motivation.

Choosri and Intharaksa (2011) surveyed a group of 140 second-year vocational students, using a questionnaire and an interview as instruments for data collection. The survey concluded that both the high and low achievement groups had high levels of both instrumental and integrative motivation. This supported the use of Gardner's method, as it seemed to illustrate that students with lower achievement scores could still

be sufficiently motivated. Furthermore, this was another illustration of the even distribution of instrumental and integrative motivation.

Kitjaroonchai (2012) investigated the relationship between instrumental and integrative motivation in a survey conducted with 137 Thai university students. The findings revealed that the students had high levels of both integrative and instrumental motivation. However, their instrumental motivation was found to be slightly higher than their integrative. Furthermore, the students' learning motivation and their academic achievement were positively and significantly related. This study showed a slight variation in results from the previous studies, with two apparent differences that could be noted. First, there could theoretically be a link specifically between integrative motivation and academic performance. Second, the study illustrated that results could be varied, depending on the learning environment.

Wimolmas (2013) examined the types and levels of motivation among 30 undergraduate Thai students. The results showed that students had high motivation in both varieties, but more instrumental than integrative. This set of results could potentially illustrate variety in the findings, meaning that the study was not in favor of one type of motivation. Furthermore, this research was conducted at a university level, and showed virtually no difference from the secondary students. This was an interesting parallel, as it could be hypothesized that high school and college students might have different priorities or a different outlook.

Oranpattanachai (2013) was able to conduct a much larger survey of motivation, with the participation of 420 Thai university students. The key findings from this study were that: (a) instrumental reasons to study English were more essential than integrative reasons, and (b) the primary goal of the students was to complete the university English language requirements in accordance with their school's curriculum. Furthermore, students' motivation was a significant predictor of their academic performance. This

study revealed a specific connection between instrumental motivation and academic achievement.

In an even larger sampling, Choomthong and Chaichompoo (2015) studied 1,475 first-year Thai university students. According to their findings, the group demonstrated high levels of both integrative and instrumental motivation. Their instrumental motivation was shown to be somewhat greater than their integrative as well, which was comparable to Kitjaroonchai's findings (2012). Surprisingly, however, students majoring in English reported more integrative motivation than those majoring in other subjects. Furthermore, students majoring in English seemed to be only slightly more instrumentally driven.

Naruponjirakul (2020) surveyed a group of 225 university students majoring in education. The findings of the study revealed that the motivation levels for English learning were high, but that once again instrumental motivation was higher than integrative. These results correspond with the most of the earlier research, and could once again illustrate the connection between motivation and desired academic outcomes. In other words, the functionality of English outweighed its social uses in an academic setting.

In an online learning survey, Dwinalida and Setiaji (2022) investigated the relationship between students' motivation and their English learning achievement with a group of 100 grade 10 students. A questionnaire consisting of 18 items was used in this study. The findings revealed that there was a significant relationship between students' motivation and their English learning achievement.

Mulyati and Halim (2022) administered a similar survey during the covid-19 lockdowns. They used a similar questionnaire to collect the data. The results stated that both students' integrative and instrumental motivation were very high. There were no differences.

In the same year, Purnama (2022) surveyed motivations for learning English from students under similar circumstances. Interestingly, the results of this study revealed that the students' motivation for learning English was integrative rather than instrumental. Both types of motivation were considered important, but this particular group favored the implementation of English into scenarios outside of an educational context.

Sun, Teo, and Wang (2022), looked at the motivation of adult learners in China who were studying English. Ten older students took part in this study, four of whom were English majors and six of whom were non-English majors. The findings revealed that the English majors were more goal-oriented, whereas non-English majors were more means-oriented. English majors were shown to have a higher level of integrative drive, but more importantly, the age of a student was a factor that should be incorporated. It was possible that the age of a student could also have an impact on the type and level of motivation.

Regarding Gardner's motivation items, Hardianti and Murtafi'ah (2022) surveyed attitudes and motivation in a survey with 183 English Education students. This study used a modified version of the AMTB (Attitude and Motivation Test Battery) to collect the data, with a survey consisting of 34 questions. The results showed that English Education students had a positive attitude and motivation towards English.

Anokye (2022) surveyed 100 English students about their attitudes and motivation. Students were motivated to study English for practical reasons, according to the data. The majority of students stated that they were learning English for their schoolwork. The vast majority also stated that learning English made it simpler to communicate with English-speaking people and to get a well-paid job. These outcomes illustrated a mix of sentiments regarding the use of English, though the similarity remained the fact that there seemed to be an underlying implication that motivation was, indeed, a prerequisite for learning.

Finally, Damayanti, Hakim, and Abas (2022) examined the motivation of EFL students in English-speaking classes. This research was carried out at a senior high school. Eight students in grade 12 were the participants. Students were driven more by instrumental rather than integrative motivation, according to the findings of this study. The majority of pupils were primarily motivated by their future goals.



CHAPTER 3

METHODOLOGY

This chapter explained the methodology used in this research study. A quantitative research design was applied as the main approach. Therefore, this chapter included five main sections: research design, participants, instruments, data collection, and data analysis as shown below.

Research Design

This study was aimed at investigating students' motivation level, and the relationship between the motivation and English language learning achievement. Therefore, the research design would be quantitative. It involved a sample size of 170 students, and also concentrated on the quantity of responses in the form of survey.

Participants

A total of 170 grade 11 students were selected through a purposive sampling. These students were specifically selected because they have studied English more than 12 years and they enrolled in English 10 subject. All participants voluntarily consented to participate in this study, and they were all informed that their identities and records would be kept confidential.

Instrument

The questionnaire was administered by Choomthong and Chaichompoo's (2015) according to the Gardner's motivation theory. The questionnaire was translated into Thai for clarity. The questionnaire was comprised of two parts. Part I was the general information of participants, while Part II was about the students' motivation related to English language learning. The 14 questions in the second part were divided in half, with instrumental motivation being the first (items 1-7) and integrative motivation (items 8-14) being the second.

Rating in each question was based on the five-point Likert scale of 1-5, which ranged from 1 = Strongly Disagree to 5 = Strongly Agree. The reliability was calculated by using Cronbach's alpha coefficient of internal consistency by using the SPSS program. The Cronbach's alpha coefficient of internal consistency was 0.89. The content validity was confirmed by 3 experts in the field. These experts examined all 14 questionnaire items for suitability with grade 11 students, the length and meaning of each item which should be clear and would not create any confusion, and the correlation between Thai and English questionnaire items which did not provide any different interpretations.

Data Collection

Before conducting the surveys, the researcher contacted the head of academic department of Srinakharinwirot University Prasarnmit Demonstration School to request permission to distribute the survey. When the request had been approved, the researcher shared a link to the questionnaire via Google Form. The researcher stated the purpose of study to the students, and asked for their consent to participate. Their participation was voluntary and their results were kept anonymous. The students were given sufficient time out the questionnaire honestly and thoroughly. A total of 170 questionnaires were collected by using Google Form during Covid-19 pandemic.

Data Analysis

The data collected from the completed questionnaires would be used to determine levels of instrumental and integrative motivation. There were three main statistics: Mean, Standard Deviation, and the Pearson Correlation. Mean and Standard Deviation was used to describe the level of the students' motivation. Finally, the Pearson Correlation was used to analyze the relationship between the motivation and English language learning achievement. The scale criteria in this study were from Wimolmas (2013). It was presented in Table 2.

Table 2 Mean Range and Meaning of Motivation Level

Mean Range	Meaning
3.68-5.00	High Level of Motivation
2.34-3.67	Medium Level of Motivation
1.00-2.33	Low Level of Motivation



CHAPTER 4

FINDINGS

The data obtained from the questionnaires was analyzed using the SPSS program. The data about subjects' general background was calculated and presented. A five-point Likert scale was used to measure the level of students' motivation.

Motivation Level

This section presented the overall details of the study's results, starting with the level of instrumental, integrative, and overall motivation in Table 3 to 7. Table 3 presented mean, S.D., and level of instrumental, integrative, and overall motivation.

Table 3 Mean, S.D. and Level of Instrumental, Integrative and Overall Motivation

Motivation	Mean	S.D.	Level
Instrumental Motivation	4.47	0.46	High
Integrative Motivation	4.37	0.56	High
Overall Motivation	4.42	0.47	High

From Table 3, it showed that the overall motivation was at a high level, with a mean score of 4.42 and S.D. of 0.47. It was also found that instrumental motivation was at a high level, with a mean score of 4.47 and S.D. of 0.46. Integrative motivation was also at a high level, with the mean score of 4.37 and S.D. of 0.56. The mean score of instrumental motivation was slightly higher than integrative motivation.

Instrumental Motivation

Table 4 illustrated mean, S.D., and level of students' instrumental motivation in each item.

Table 4 Mean, S.D. and Level of Instrumental Motivation

Instrumental Motivation Items	Mean	S.D.	Level
1. Studying English is important because I need it for my future career.	4.66	0.51	High
2. Studying English is important because it makes me gain more knowledge.	4.56	0.63	High
3. Studying English is important because I will have the opportunity to get a good job and a high salary.	4.52	0.73	High
4. Studying English is important because it is a tool for the world travelling.	4.72	0.51	High
5. Studying English is important because English has become the language of the internet.	4.39	0.76	High
6. Studying English is important because it builds trust and respect in my workplace.	3.82	0.97	High
7. Studying English is important because I need to see or read the printing media everywhere.	4.68	0.53	High
Total	4.47	0.46	High

Table 4 showed that all of the items in the instrumental motivation was at high levels. The top three highest mean score in the instrumental motivation were item 4, 7, and 1, respectively.

Item 4 asked students if studying English was important because it was a tool for the world travelling. The results show that the students were aware that people nowadays tend to use English in almost every country around the world, and knowing the English language could be useful when they were traveling.

Item 7 asked students if studying English was important because the students needed to see or read the printing media everywhere. This focused on how students learned and improved their English language learning achievement by reading English texts.

Item 1 asked students if studying English was important because the students needed it for their future career. This means that they understood the purpose of learning English for their respective jobs. It also revealed an awareness that the job market has changed.

In conclusion, students had a high level of instrumental motivation, which illustrated a desire to learn a language for their own future success. They were aware of the world being open to them for travel, aware of the reading texts that awaited them in higher education, and aware of the changing job market.

Table 5 presented frequency of students' instrumental motivation in each item.

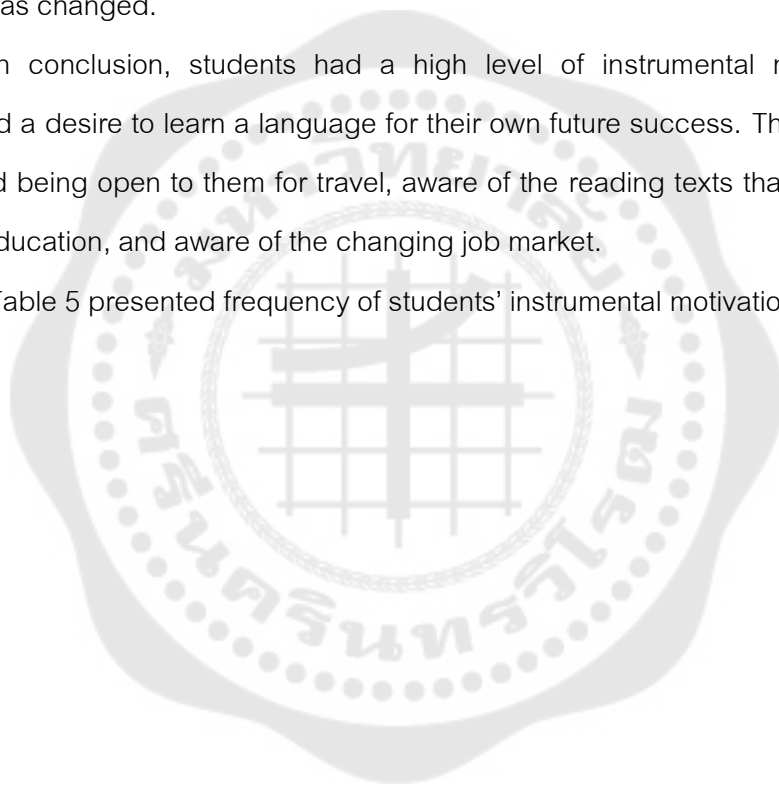


Table 5 Frequency of Students' Instrumental Motivation

Instrumental Motivation Items	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Studying English is important because I need it for my future career.	115	54	0	1	0
2. Studying English is important because it makes me gain more knowledge.	104	59	6	0	1
3. Studying English is important because I will have the opportunity to get a good job and a high salary.	104	57	6	0	3
4. Studying English is important because it is a tool for the world travelling.	127	40	2	1	0
5. Studying English is important because English has become the language of the internet.	90	62	14	3	1
6. Studying English is important because it builds trust and respect in my workplace.	45	68	42	11	4
7. Studying English is important because I need to see or read the printing media everywhere.	120	47	2	1	0

Table 5 showed that in every item most students strongly agreed and agreed that studying English was important for the future career, gaining knowledge, getting a high salary, travelling around the world, surfing the internet, building trust and respect, and reading the printed media, respectively. However, there were only a few of students strongly disagreed and disagreed in each item which could be interpreted that some students might not have to study English for each purpose of every item (1-7).

There were two different items which were item 6 and item 5. Item 6 illustrated that although the motivation level of this item was high but they identified that 15 students disagree and strongly disagree, and 42 students might not know themselves clearly that studying English would build trust and respect in their workplace so they chose uncertain level. Moreover, item 5 described that those 14 students might not be certain that studying English was important because English had become the language of the internet. They might surf the internet in other languages.

Integrative Motivation

Table 6 illustrated mean, S.D., and level of students' integrative motivation in each item.

Table 6 Mean, S.D. and Level of Integrative Motivation

Integrative Motivation Items	Mean	S.D.	Level
8. Studying English is important because it makes me feel at ease with people speaking English.	4.58	0.67	High
9. Studying English is important because it raises me to converse with various people.	4.67	0.64	High
10. Studying English is important because it makes me get involved in and appreciate English art and literature.	4.30	0.80	High
11. Studying English is important because I will be able to participate more freely in the diverse activities of other cultural groups.	4.29	0.80	High
12. Studying English is important because it will help me make friends from many parts of the world.	4.48	0.76	High
13. Studying English is important because it will allow me to learn about English-speaking people's culture and social life.	4.39	0.84	High
14. I study English because of enjoyment.	3.89	1.03	High
Total	4.37	0.56	High

Table 6 showed that all of the items in the integrative motivation was at high levels. The top three highest mean score in the integrative motivation were item 9, 8 and 12, respectively.

Item 9 asked students if studying English was important because it raised them to converse with various people. This means that they needed English language to globalize with other people around the world. It is a tool of creating a connection with new people.

Item 8 asked students if studying English was important because it made them feel at ease with people speaking English. They were motivated to learn English to talk with other people who speak English, and gained more confidence when they knew how to communicate correctly.

Item 12 asked students if studying English was important because it would help them make friends from many parts of the world. The results correlated with item number 9 because nowadays having friends abroad provides many opportunities.

In conclusion, similar to their instrumental motivation, students also had high levels of integrative motivation which described a desire to be able to communicate and become a member of the target language community. They were aware of conversing with various people, aware of feeling at ease with people speaking English, and aware making friends from many parts of the world.

Table 7 presented frequency of students' integrative motivation in each item.

Table 7 Frequency of Students' Integrative Motivation

Integrative Motivation Items	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
8. Studying English is important because it makes me feel at ease with people speaking English.	113	46	8	3	0
9. Studying English is important because it raises me to converse with people.	126	35	7	1	1
10. Studying English is important because it makes me get involved in and appreciate English art and literature.	79	70	16	3	2
11. Studying English is important because I will be able to participate more freely in the diverse activities of other cultural groups.	79	66	22	1	2
12. Studying English is important because it will help me make friends from many parts of the world.	102	54	10	2	2
13. Studying English is important because it will allow me to learn about English-speaking people's culture and social life.	96	53	15	4	2
14. I study English because of enjoyment.	57	59	38	11	5

Table 7 showed that in every item most students strongly agreed and agreed that studying English was important for feeling comfortable with people speaking English, meeting various people, appreciating English art and literature, participating in other cultural groups freely, making friends from many parts of the world, and learning more about the lives of people who speak English, and for enjoyment, respectively.

However, there are only a few of students strongly disagreed and disagreed in each item. There were two different items which were item 14 and item 11. Item 14 illustrated that although the motivation level of this item was high but they identified that 16 students disagreed and strongly disagreed, and 38 students might not know themselves clearly that studying English would create enjoyment so they chose uncertain level. Moreover, item 11 described that those 22 students might not be certain that studying English was important to participate more freely in the diverse activities of other cultural groups. They might use other languages to join many cultural activities.

Relationship between Motivation and Students' English Learning Achievement

Table 8 presented correlation between motivation and students' English language learning achievement.

Table 8 Correlation between Motivation and Students' English Learning Achievement

Variables	Achievement	Instrumental Motivation	Integrative Motivation	Overall
Achievement		0.26*	0.13	0.20*

*significant at the level of 0.01

From Table 8, when analyzing each type of motivation, it was found that the integrative motivation was not significantly correlated with English language learning achievement. However, the instrumental motivation was significantly correlated with English language learning achievement ($r = 0.26$, $p < 0.01$). All students considered English as a very important language for their future. Overall motivation was also correlated by the influence of instrumental motivation.

Summary

This study attempted to investigate the level of instrumental and integrative motivation for English language learning achievement of grade 11 students at Srinakharinwirot University Prasarnmit Demonstration School. In addition, this study also aimed to identify if there was any relationship between their motivation and their English language learning achievement. The findings showed that they had high levels of both instrumental and integrative motivation, as well as high overall motivation. Finally, there was a significant relationship at the level of 0.01 between instrumental and overall motivation, and English language learning achievement.

CHAPTER 5

CONCLUSION & DISCUSSION

This chapter presented the conclusion, discussion, and limitations of the study. The implications of the study and recommendations for further study were also included.

Conclusion

The study was conducted to investigate the level of instrumental and integrative motivation for English language learning achievement of grade 11 students at Srinakharinwirot University Prasarnmit Demonstration School, and to identify if there was any relationship between their motivation and their English language learning achievement. According to the research purposes, the study intended to answer the following research questions:

1. What was the level of motivation for learning English among high school students at Srinakharinwirot University Prasarnmit Demonstration School?
2. What was the relationship between motivation and their English language learning achievement among high school students at Srinakharinwirot University Prasarnmit Demonstration School?

The questionnaire used in this study was adapted in Choomthong and Chaichompoo (2015) according to Gardner's theory. The 14 questions in the questionnaire were divided as instrumental motivation (items 1-7) and integrative motivation (items 8-14). The first seven items were about future career, getting knowledge, earning salary, going abroad, using technology, getting respect, and reading printed media. Other seven items were about making a conversation, talking with various people, appreciating arts, learning cultures, knowing more people, being into an English-use society, and learning enjoyment. The reliability was calculated by using Cronbach's alpha coefficient of internal consistency. The Cronbach's alpha score was 0.89. Content validity was confirmed by 3 experts in the field. There were three main

statistics: Mean, Standard Deviation, and Pearson Correlation. Mean and Standard Deviation were used to describe the level of students' motivation. Pearson Correlation was conducted to investigate relationship between students' motivation and their English language learning achievement.

The results revealed that grade 11 students at Srinakharinwirot University Prasarnmit Demonstration School had a high level of motivation: overall, instrumental, and integrative motivation. The overall motivation and instrumental motivation were significantly correlated with English learning achievement at the level of 0.01. However, the integrative motivation was not significantly correlated with English language learning achievement.

Discussion

Research Question 1

What was the level of motivation for learning English among high school students at Srinakharinwirot University Prasarnmit Demonstration School?

According to the results of the study, grade 11 students at Srinakharinwirot University Prasarnmit Demonstration School generally had a high level of motivation: overall, instrumental, and integrative motivation. Furthermore, instrumental motivation level was slightly higher than integrative motivation level. The results correlated with Naruponjirakul (2020), which determined that both types of motivation were at high levels.

The top three highest levels of instrumental motivation were found in items about travelling abroad, reading printed media, and the future career, respectively. The results correlated with Mulyati and Halim (2022) that in Covid-19 situation, the students still had high level of motivation although they learned English courses online. Consider item about travelling abroad, it asked if studying English was important as a tool for travelling the world. Students desired to travel around the world where they could use English to communicate. Supported by Hardianti and Murtafi'ah (2022), for item about reading printed media, it asked if studying English was important because the students wanted

to be able to read printed media. This showed life-long learners' skills which they should acquire permanently to motivate their English learning. Similarly with Anokye (2022)'s result for item about the future jobs, it asked if studying English was important because the students believed they would need it for their future career. This means that they understood the purpose of learning English for their respective jobs. Most of them needed to adapt themselves to be autonomous learners because of online learning to be able to gain modernized and present information.

The top three highest levels of integrative motivation were found in items about meeting people, feeling comfortable to speak English, and making friends around the world, respectively. The result correlated with Sun, Teo, and Wang (2022) showing that English major students had higher level of integrative motivation than instrumental motivation because they tended to realize the importance of using English to be a part of English user community more than other majors. Consider item about meeting different people, it asked if studying English was important because it would allow them to meet and conversed with more varied people. The main point of this item was to have more opportunities to meet various people and it correlated with an instrumental motivation item about travelling abroad. Therefore, most students preferred learning English for travelling and communicating purposes. Supported by Sudirman, Junaid, and Gon (2022), for item about feeling comfortable with speaking English, it asked if studying English was important because it made students feel at ease with people speaking English. They concluded most of their students learn English to gain more self-confidence to communicate with other people. Furthermore, Damayanti et al. (2022) demonstrated the evidence to support item about making friends. It asked that studying English was important because it would help them make many friends from many parts of the world. Most learners studied English to meet people around the world to gain connection for their opportunities.

In conclusion, this study illustrated that most students learn English for their own future success purposes such as travelling abroad, reading printed media, and working in the future, and broadening the world reasons such as meeting various people,

communicating with others confidently, and knowing people around the world. This can be analyzed that in Covid-19 situation, most of students have to self-quarantine. Even though they hardly go outside their accommodations, they planned their various autonomous activities which lead them to be life-long learners to learn English by themselves to meet their motivation of learning English purposes.

Research Question 2

What was the relationship between motivation and their English language learning achievement among high school students at Srinakharinwirot University Prasarnmit Demonstration School?

Overall motivation was significantly related to English language learning achievement at the level of 0.01.

Instrumental motivation was also significantly related to English language learning achievement at the level of 0.01. This was similar to most of the results of the related research. Wimolmas (2013) and Oranpattanachai (2013) surveyed university students. The result was not different from the high school students at all, which illustrated that instrumental motivation could lead to students' success more than integrative motivation. Although Choomthong and Chaichompoo (2015) found that English major students had high integrative motivation, which led to greater success in learning English as well. However, the author's research used a simple random sampling, so various majors were covered. This might be the reason that only instrumental and not integrative motivation had any relation to English language learning achievement. Overall, students apparently learned English for their own future more than for the sake of being a part of a native speaking community.

However, Degang (2010) stated that integrative motivation was significantly related to English language learning achievement. This may be a result of surveying university students, because they tend to realize the importance of being a part of English-speaking groups a little better than high school students. Supported by Choosri and Intharaksa (2011), they studied in vocational students as high and low achievement

group. They concluded that both high and low achievement groups had high levels of both instrumental and integrative motivation. Therefore, this study could lead to the conclusion that the motivation in the low and the high achievement groups were not significantly different. The students in both groups realized the importance of learning English, but those in the low achievement group may not have known how to learn English successfully. Additionally, the students' majors or courses of study would most likely affect the relationship between the levels of motivation and English language learning achievement as well.

Finally, this discussion showed that students learn better if they had higher levels of motivation, particularly instrumental motivation. Therefore, the purpose of students' learning styles must come from their desire to learn English to achieve goals for their own future success.

Limitations of the Study

The study's findings may not be applied to other groups of students in many other circumstances. The research was confined to high school students at Srinakharinwirot University Prasarnmit Demonstration School, so the results cannot be generalized with other high school students. Despite the fact that the study was done at the same school, the results might not be representative of students in other grades. Furthermore, because this study only employed 14-item questionnaire adapted from Choomthong and Chaichompoo (2015), the findings may not be applicable to the total level of students' instrumental and integrative motivation for learning English in other areas.

Implications of the Study

According to the theory of instrumental and integrative motivation and the result of this study, it can be concluded that instrumental motivation is an influential factor for English language learning achievement of the students at Srinakharinwirot University Prasarnmit Demonstration School. Therefore, the director can outline the curriculum which is correlated with the motivation purpose of the students. The school can adapt

the teaching courses to make them consistent with students' motivation levels and types. Also, after teachers acquire the students' motivation level, they can apply with their teaching styles and materials to suit with their students' motivation level. They should aim to establish an environment where English learning activities are exciting, entertaining, and challenging. They should also be conscious of the need of encouraging students' learning autonomy and avoiding being restricted, since this will reduce students' motivation. They should also look for a variety of teaching tactics and procedures that can boost and maintain students' enthusiasm for studying English in a variety of situations, such as various majors. For example, students who have high level of instrumental motivation would focus on their grades and English language learning achievement. On the other hand, those who focus on integrative motivation only learn English with fun and use it to make new friends. English subjects in school curriculum can be changed for students in each major according to the information of students' motivation types. At last, other researchers could apply the result of this study to conduct other studies to solve the problem of students' motivation level.

Recommendations for Further Study

The following suggestions were made as part of a larger study on instrumental and integrative motivation for English language learning achievement in other groups of students in various circumstances. An investigation into the numerous aspects that influence student motivation should be conducted so that the results could be beneficial for researchers and teachers to gain students' English language learning achievement. Additionally, the researcher should conduct research using a different framework or conduct with various grade levels to see whether there were any changes in the outcomes.

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APPENDICES

Appendix 1 (Translated into Thai)

แบบสอบถามเพื่อสำรวจแรงจูงใจของนักเรียนในการเรียนภาษาอังกฤษ

ส่วนที่ 1 เกรดวิชาภาษาอังกฤษภาคเรียนที่ 1 ปีการศึกษา 2564 _____

ส่วนที่ 2 กรุณาเลือกให้ความเห็นจากข้อความด้านล่างนี้ จากเห็นด้วยอย่างยิ่ง (5) จนถึง

ไม่เห็นด้วยอย่างยิ่ง (1)

	แรงจูงใจ	เห็นด้วยอย่างยิ่ง (5)	เห็นด้วย (4)	ไม่แน่ใจ (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยอย่างยิ่ง (1)
	ข้อ 1-7 Instrumental Motivation					
1.	การเรียนภาษาอังกฤษมีความสำคัญเพราะ ฉันต้องการใช้ภาษาอังกฤษในการทำงาน					
2.	การเรียนภาษาอังกฤษมีความสำคัญเพราะ มันทำให้ฉันมีความรู้และมีการศึกษามาก					
3.	การเรียนภาษาอังกฤษมีความสำคัญเพราะ ทำให้ได้งานที่ดีและมีเงินเดือนสูง					
4.	การเรียนภาษาอังกฤษมีความสำคัญเพราะ สามารถทำให้เดินทางไปต่างประเทศได้					

5.	การเรียนรู้ภาษาอังกฤษมีความสำคัญเพราะสามารถทำให้ใช้เทคโนโลยีและอินเทอร์เน็ตได้					
6.	การเรียนรู้ภาษาอังกฤษมีความสำคัญเพราะทำให้บุคคลอื่นยอมรับนับถือตัวเรา					
7.	การเรียนรู้ภาษาอังกฤษมีความสำคัญเพราะฉันจะอ่านสื่อสิ่งพิมพ์ที่เป็นภาษาอังกฤษได้					
	ข้อ 8-14 Integrative Motivation					
8.	การเรียนรู้ภาษาอังกฤษมีความสำคัญเพราะทำให้ฉันมีความมั่นใจในการสนทนาภาษาอังกฤษกับบุคคลอื่น					
9.	การเรียนรู้ภาษาอังกฤษมีความสำคัญเพราะทำให้มีโอกาสพบปะและสื่อสารกับบุคคลที่หลากหลายและกว้างขวางมากขึ้น					
10.	การเรียนรู้ภาษาอังกฤษมีความสำคัญต่อการรับรู้และชื่นชมในงานศิลปะตะวันตกและวรรณกรรมภาษาอังกฤษ					
11.	การเรียนรู้ภาษาอังกฤษมีความสำคัญเพราะทำ					

	ให้สามารถเข้าถึงวัฒนธรรมต่างๆได้					
12.	การเรียนรู้ภาษาอังกฤษมีความสำคัญเพราะทำให้ได้รู้จักกับคนจากที่ต่างๆทั่วโลก					
13.	การเรียนรู้ภาษาอังกฤษมีความสำคัญต่อการเรียนรู้วัฒนธรรมและสังคมของผู้ใช้ภาษาอังกฤษเป็นภาษาหลัก					
14.	ฉันเรียนภาษาอังกฤษเพราะเป็นสิ่งที่สนุก					

Appendix 2

A Questionnaire to examine students' English language learning motivation

Part 1: Grade in English subject in the first semester academic year 2021 _____

Part 2: Please choose one alternative below each statement.

	Motivation	Strongly agree (5)	Agree (4)	Uncertain (3)	Disagree (2)	Strongly disagree (1)
	1-7 Instrumental Motivation					
1.	Studying English is important because I need it for my future career.					
2.	Studying English is important because it makes me gain more knowledge.					
3.	Studying English is important because I will have the opportunity to get a good job and a high salary.					
4.	Studying English is important because it is a tool for the world travelling.					

5.	Studying English is important because English has become the language of the internet.					
6.	Studying English is important because it builds trust and respect in my workplace.					
7.	Studying English is important because I need to see or read the printing media everywhere.					
	8-14 Integrative Motivation					
8.	Studying English is important because it makes me feel at ease with people speaking English.					
9.	Studying English is important because it raises me to converse with various people.					
10.	Studying English is important because it makes me get involved in and appreciate English art and literature.					

11.	Studying English is important because I will be able to participate more freely in the diverse activities of other cultural groups.					
12.	Studying English is important because it will help me make friends from many parts of the world.					
13.	Studying English is important because it will allow me to learn about English-speaking people's culture and social life.					
14.	I study English because of enjoyment.					

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