A STUDY OF STUDENTS' MOTIVATION AND ATTITUDE TOWARDS LEARNING THAI: A CASE OF STUDENTS IN MATHAYOM SUKSA 3, PRAPATHOM WITTHAYALAI SCHOOL, NAKORN PATHOM

PANYAPHAT   PIAM-O-PAD

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS (LANGUAGE AND
CULTURE FOR COMMUNICATION AND DEVELOPMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2010

Thesis
entitled

A STUDY OF STUDENTS' MOTIVATION AND ATTITUDE TOWARDS LEARNING THAI: A CASE OF STUDENTS IN MATHAYOM SUKSA 3, PRAPATHOM WITTHAYALAI SCHOOL, NAKORN PATHOM

…………………………………
Miss Panyaphat Piam-o-pad
Candidate

…………………………………..
Asst.Prof.Sukhuma-vadee Khamhiran, M.A.
Major-advisor

…………………………………
Lect.Lakana Daoratanahong, Ph.D.
Co-advisor

………………………………….
Lect. Sumittra Suraratdecha, Ph.D.
Co-advisor

…………………………………...
Prof. Banchong Mahaisavariya,
M.D., Dip Thai Board of Orthopedics
Dean
Faculty of Graduate Studies
Mahidol University

…………………………………...
Lect. Theeraphong Boonrugsa, Ph.D.
Program Director
Master of Arts Program in
Language and Culture for
Communication and Development
Research Institute for Languages and
Cultures of Asia
Mahidol University

Thesis
entitled

A STUDY OF STUDENTS' MOTIVATION AND ATTITUDE TOWARDS LEARNING THAI: A CASE OF STUDENTS IN MATHAYOM SUKSA 3, PRAPATHOM WITTHAYALAI SCHOOL, NAKORN PATHOM

was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Arts
(Language and Culture for Communication and Development)
on
May 14, 2010

………………………………………...
Miss Panyaphat Piam-o-pad
Candidate

………………………………………
Assoc.Prof. Suwattana Liamprawat, M.A.
Chair

………………………………………....
Asst.Prof. Sukhuma-vadee Khamhiran, M.A.
Member

………………………………………...   ………………………………………...
Lect. Lakana Daoratanahong, Ph.D.   Lect. Sumittra Suraratdecha, Ph.D.
Member   Member

………………………………………....   ………………………………………....
Prof. Banchong Mahaisavariya,   Assoc.Prof.Duangporn Kamnoonwatana, M.A.
M.D., Dip Thai Board of Orthopedics   Director
Dean   Research Institute for Languages and Cultures
Faculty of Graduate Studies   of Asia
Mahidol University   Mahidol University

ACKNOWLEDGEMENTS

A STUDY OF STUDENTS' MOTIVATION AND ATTITUDE TOWARDS LEARNING THAI: A CASE OF STUDENTS IN MATTHAYOM SUKSA 3, PRAPATHOM WITTHAYALAI SCHOOL, NAKORN PATHOM

PANYAPHAT PIAM-O-PAD   4937880 LCCD/M

M.A. (LANGUAGE AND CULTURE FOR COMMUNICATION AND DEVELOPMENT)

THESIS ADVISORY COMMITTEE: SUKHUMA-VADEE KHAMHIRAN, M.A., LAKANA DAORATANAHONG, Doctorat de I' EHESS., SUMITTRA SURARATDECHA, Ph.D.

ABSTRACT

The purpose of this study was to investigate students' motivation and attitude towards the Thai subject. The population in this study consisted of 816 students from 14 rooms in Matthayom Suksa 3 of Prapathom Witthayalai school in Nakorn Pathom. The sampling of this study was conducted by using a sample of 274 students. Questionnaires and interviews regarding the motivation and attitude toward the Thai subject were used as research tools. SPSS was used for analyzing the data. The questionnaires consist of 3 parts: (1) General information. (2) Attitude towards the Thai subject, which was divided into 6 issues: Thai teachers; media/ teaching techniques; the content; the role of the Thai subject; the significance of the Thai subject; and the benefits of the Thai subject. (3) Motivation toward the Thai subject which was divided into 2 issues: extrinsic motivation and intrinsic motivation. The data was statistically analyzed using descriptive statistics (mean scores and standard deviations), t-tests, and F-tests by ANOVA methods. To compare the differences between groups of students, Scheffé was used.

The results of this study indicated the following: (1) male students have positively higher motivation and attitude than females; (2) the students who have received high grades have positively higher motivation and attitude than the students who have received lower ones; (3) male students showed positively high attitudes toward teachers, media/teaching techniques, content of the Thai subject, and benefits of the Thai subject; (4) female students showed positively high attitudes towards the role of the Thai subject and the significance of the Thai subject; and (5) teachers and media/teaching techniques were the key factors influencing students' motivation and attitude.

KEY WORDS: ATTITUDE TOWARDS LEARNING THAI/ MOTIVATION
                       TOWARDS LEARNING THAI/ THAI EDUCATION/
                       MATTHAYOM SUKSA 3/ SECONDARY SCHOOL

99 Pages

แรงจูงใจและทัศนคติของนักเรียนที่มีต่อวิชาภาษาไทย: กรณีศึกษา นักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนพระปฐมวิทยาลัย จังหวัดนครปฐม

A STUDY OF STUDENTS' MOTIVATION AND ATTITUDE TOWARDS LEARNING THAI:

A CASE OF STUDENTS IN MATTHAYOM SUKSA 3, PRAPATHOM WITTHAYALAI

SCHOOL, NAKORN PATHOM

ปัญยภัสสร์ เปี่ยมโอภาศ   4937880 LCCD/M

ศศ.ม. (ภาษาและวัฒนธรรมเพื่อการสื่อสารและการพัฒนา)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์: สุขุมาวดี ขำหิรัญ M.A., ลักขณา ดาวรัตนหงษ์, Doctorat de I' EHESS., สุมิตรา สุรรัตน์เดชา, Ph.D.

บทคัดย่อ

วัตถุประสงค์ในการศึกษาครั้งนี้ต้องการสำรวจแรงจูงใจและทัศนคติของนักเรียนที่มีต่อวิชาภาษาไทย ซึ่งมีประชากรทั้งหมด 816 คน จาก นักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนพระปฐมวิทยาลัย จังหวัดนครปฐม จำนวน 14 ห้อง โดยมีกลุ่มตัวอย่างจำนวน 274 คน เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถาม และการสัมภาษณ์ และใช้โปรแกรม SPSS ในการวิเคราะห์ข้อมูล โดยแบบสอบถามจะถูกแบ่งออกเป็น 3 ส่วนใหญ่ๆ ได้แก่ (1) ข้อมูลทั่วไป (2) ทัศนคติของนักเรียนที่มีต่อวิชาภาษาไทยใน 6 ด้านต่อไปนี้ : ครูผู้สอน, เทคนิคการสอนและสื่อการสอน, เนื้อหา, บทบาทของวิชาภาษาไทย, ความสำคัญของวิชาภาษาไทย และ ประโยชน์ของวิชาภาษาไทย (3) แรงจูงใจของนักเรียนที่มีต่อวิชาภาษาไทยซึ่งแบ่งออกเป็น 2 ด้าน ได้แก่ แรงจูงใจภายนอกและแรงจูงใจภายใน การวิเคราะห์ข้อมูลจะใช้สถิติขั้นพื้นฐาน (ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน) รวมถึงการใช้ t-test, F-test และ Scheffé เพื่อบอกความแตกต่างและเปรียบเทียบความแตกต่างระหว่างกลุ่มตัวแปร

ผลการวิจัยพบว่า (1) นักเรียนชายมีแรงจูงใจและทัศนคติทางบวกมากกว่านักเรียนหญิง (2) นักเรียนที่เรียนได้เกรดสูงมีแรงจูงใจและทัศนคติทางบวกมากกว่านักเรียนที่ได้เกรดต่ำ (3) นักเรียนชายมีทัศนคติทางบวกในด้าน ครูผู้สอน สื่อและเทคนิคการสอน เนื้อหาวิชาภาษาไทย และประโยชน์ของวิชาภาษาไทย (4) นักเรียนหญิงมีทัศนคติทางบวกในด้านบทบาทและความสำคัญของวิชาภาษาไทย (5) ปัจจัยสำคัญที่มีอิทธิพลต่อแรงจูงใจและทัศนคติของนักเรียนคือ ครูผู้สอน สื่อและเทคนิคการสอน

99 หน้า

CONTENTS

CONTENTS (cont.)

CONTENTS (cont.)

LIST OF TABLES

LIST OF FIGURES

CHAPTER I
INTRODUCTION

1.1 Background and Rationale

The Thai language is the mother tongue of Thai people. Most people, however, do not realize the significance of their mother tongue compared to other foreign languages. English, Japanese, Chinese, and Korean languages have become very popular among Thai students. Some students study Chinese, Japanese or Korean courses because they are fond of foreign superstars. There are other reasons, for example job opportunities. The Thai subject is just as important for the preparation for university admission. It is true that a second or a third language is advantageous for their future career, however Thai students should not leave their mother language or feel no pride in being Thai.

At present, both teachers and students still encounter many problems in teaching and learning Thai. According to Rattana Lucharit (2546), it has been found that Thai language proficiency of students in primary and secondary school during 2539-2544 B.E. evaluated by the Ministry of Education was unsatisfactory. Students did not pay enough attention to study the Thai subject. They cannot speak, read, and write Thai correctly because their basic knowledge of Thai, for instance basic reading, basic writing, is weak. Besides, they cannot apply the Thai subject to use in their daily life, they use Thai language inappropriately, they do not realize the value of Thai literature, and they also lack critical thinking abilities. These problems affect students' education in higher levels. As for the problems with teachers, Sumalee Thammahon (2549: www.edinno.net/view_inno_fulltext.php, retrieved on 14 Feb 2008) states that there are not enough teachers, because each teacher will have other duties, for instance general affairs, statement affairs etc. As such, they cannot fully devote themselves to teaching. The consequence is that students do not learn properly, and each student's ability is different. While some teachers teach the same content, each student might not   receive   knowledge   at   the   same   level.   The   other   problem

that Pannee Pongda (http://www.bandontong.th.gs/web-b/andontong/DUMMY/r4.doc, retrieved on 14 Feb 2008: para1) has indicated, is the lack of Thai language specialists at schools. Administration of teaching Thai process is not continuous. Therefore, learning and teaching the Thai subject has failed. Apart from the problems mentioned above, (http://www.swu.ac.th/HRHday/st_diss.html, retrieved on 14 Feb. 2008: para 3) there are some general problems, such as an academic administration problem, a curriculum problem, and a textbook problem. The researcher thinks that an appropriate solution should be identified and implemented as soon as possible. A survey of students' motivation and attitude towards learning Thai is the first step to abate these problems.

Boontin Autthakorn (2547, cited in Juntarat Anansantiporn, 2548: 3), the former Director of the Department of Teacher Education and the former Permanent Secretary of the Ministry of Education, gives his opinion about using Thai in daily life. He states that teaching and learning Thai is very important for Thai people. Learning Thai is the key to understanding and learning any knowledge in social life. The Thai subject, he adds, is more important than science, mathematics or any other subject, however it is the subject which may not receive much attention.

Pongthai Musikapong (2544) gives his opinion about Thai usage problems. He concludes that some people have problems with speaking and writing Thai. When they work in an official circumstance, for example, they give a project presentation, order an assignment, draft a letter or write a summary of data analysis. Students lack motivation for practising the Thai subject appropriately. They do not know Thai structure enough and social change may cause these problems, too. This is not just a weakness of individuals, but can also affect the whole society.

There are many factors influencing students' learning achievements. Some of those are the attitude and motivation of students towards language learning. Mary Holihan(2007:http://www.linguaguide.com/articles/27/1/Motivation-in-language-learning/page1.html, retrieved on 29 Jan 2008) says that attitude is everything. Having a positive attitude towards learning one language, she says, is an internal motivator that will fuel your desire to learn a language effectively. Similarly as in the article of Orwig(1999:http://www.sil.org/lingualinks/LANGUAGELEARNING/LanguageLearningPrinciples/contents.htm, retrieved on 29 Jan. 2008) who identifies issues about

language learning. She states that learners' attitudes affect motivation. The more positive you feel about the speakers of a language, the more motivation you will have to learn it. If you want to communicate with native speakers you will be more motivated to learn. Also, Spaulding (1992) states that good students are motivated. Nevertheless, many students, both male and female, lack motivation to learn. Also, Nada Salem Abisamra (2009: http://nadabs.tripod.com/motivation/#4, retrieved on 29 Jan 2008) indicated that girls are known to acquire languages faster than boys. Hence, their motivation would be higher.

In Thailand, students do not explore their competence completely and that is seen as being the main problem. In the article by Grossnickle and Thiel (1988) they say that teachers, parents, and administrators report that a lack of student motivation is a major cause of learning failure. Current research on school and teacher effectiveness indicates that the influence of teachers' own attitude, motivation, expectations, and viewpoint regarding their role in student motivation is a key factor in student achievement. We know motivation is important. Similarly, Walberg and Uguroglu (1980 cited in Wlodkowski, 1985:3) state when there is no motivation to learn, there is no learning.

Two years ago, the researcher was a Thai training teacher at Prapathom Witthayalai School and found some problems about learning and teaching Thai. From my experience, many students do not have enough interest in their mother tongue. They lack motivation in learning Thai and it affects not only their capability to study Thai, but also their Thai usage in daily life.

Students do not realize the importance of the Thai subject compared with other subjects. Some students give their opinion about learning Thai that it is not necessary to learn the Thai subject deeply because they can use Thai well and are able to communicate effectively in their mother tongue. But this is not true; lots of students still misspell many words. Many times they write a report by using those terms used to chat on the internet, or do not understand some Thai basic words even when they are Matthayom 3 students. For example, one student writes [คับ] /kháp/ instead of [ครับ] /khráp/, [โกด] /kòːt/ instead of [โกรธ] /kròːt/, and he accepts he remembers this from internet usage. This is a clear example of mis-use of thai cluster-words.

Because of the issues identified above, the researcher is interested in undertaking a study on the motivation and attitudes of Thai students towards the Thai language. In this study, the Prapathom Witthayalai school represents the sample group, because it is a school of province. It has many students, both of male and female, from different backgrounds. This study will answer the question: Why do Thai students have many problems using in their first language? If the researcher knows students' attitude and motivation towards learning the Thai language, then the researcher can help develop Thai teaching methods and Thai subject curriculum to help solve problem.

1.2 Purposes of the Study

In this study, there are three specific purposes to investigate students' motivation and attitude.

1. To investigate students' motivation towards the Thai subject.

2. To study students' attitudes towards the Thai subject.

3. To analyze the factors influencing students' motivation and attitudes.

1.3 Expected Outcomes of the Study

1. To understand the motivation towards the Thai subject of students in Mathayom Suksa 3, Prapathom Witthayalai school.

2. To know the attitude towards the Thai subject of students in Mathayom Suksa 3, Prapathom Witthayalai school.

3. To know the factors that influence students' motivation and attitudes towards the Thai subject.

4. To assist Thai teachers and curriculum developers analyze and use the results of the study for their teaching, and may develop the Thai subject curriculum appropriately.

1.4 Scopes of the Study

The scope of study is as follows:

1. Population: Students in Mathayom Suksa 3, Prapathom Witthayalai school, Nakorn Pathom in the first semester of 2551. There are 14 rooms,816 students.

2. Sample group: Students in Mathayom 3, Prapathom Witthayalai school, Nakorn Pathom in the first semester of 2551. There are 274 students; 152 male students, and 122 female students.

3. The factors considered include the personality of teachers, teaching aids, teaching methods, Thai content, the importance of Thai, the usefulness of Thai, and the role of Thai which influenced students' motivation and attitudes.

1.5 Hypotheses of the Study

In this study, the researcher suggests the following two hypotheses.

1. Female students have a higher motivation and positive attitude than male students.

2. Students who have higher motivation and positive attitudes in the Thai subject receive higher grades than students who have less motivation and attitude.

CHAPTER II
LITERATURE REVIEW

In this study, the researcher finds and collects theories about motivation and attitudes from many sources such as libraries, textbooks, graduate research, theses, Thai and foreign websites, and journals. They can be categorized into five categories as follows:

2.1 Background and rationale of the Thai subject

2.2 Theory of Motivation

2.3 Theory of Attitude

2.4 Some problems about learning and teaching Thai as L1

2.5 Related research

2.1 Background and rationale of the Thai subject

Rattana Lucharit (2546) indicates that the Thai subject began in the Sukhothai period. It was one of four parts of the education system; learning about morals and virtue, learning about physical education (for males only), learning about house-work (for females); and learning about general knowledge. (some foreign languages and also *Thai*)

The old way of Thai language education is not standardized. Even standard textbooks were not provided for students as learning media. Teachers would create textbooks themselves.

In the Ayutthaya period, King Narai the Great realized the importance of education. He ordered Pra-Horatibodee to write the first Thai textbook called "Jin Da Ma Nee". This textbook was used for learning Thai. Students started with reading practice, remembering final consonants, and meaning of words until they can compose a poem by themselves. As this textbook brought difficulties to students in learning; Jin Da Ma Nee was only used from the Ayutthaya period until the early Rattanakosin

period. Suriya Rattanakul (2540: 11) states that 'Jin Da Ma Nee' is the oldest Thai textbook of Thailand.

After that, many Thai textbooks were written to teach Thai students. Nowadays, the Thai subject is also part of the curriculum of the Ministry of Education. Rattana Lucharit (2546: 184) states that the objectives of Thai learning and teaching are as follows:

- To develop Thai language in four skills; listening, speaking, reading and writing.

- To understand the basics of the Thai language.

- To use the Thai language for listening and communicating accurately.

- To use the Thai language appropriately.

- To persuade Thai students about reading habits.

- To use the Thai language for making decisions.

- To obtain a good attitude towards the Thai language and Thai literature learning in the context of Thai culture.

Recently, The Ministry of Education realized the importance of the Thai subject, so it announced the Development of Quality in Thai Teaching and Thai Using Scheme. Janjira Parethongkam (2549: 342) states that there are seven policies as follows :

- To develop Thai teaching and learning in schools so students can fully learn, both Thai language and Thai literature. Moreover, students have good reading/writing habits, exploring new knowledge and improving wisdom that correlates with Thai society and Thai culture.

- To support and develop Thai teachers, other staffs, and administrators realizing the importance of the Thai subject and also being a good model for students in using Thai language accurately. Accordingly, Thai teachers should often learn new teaching methods.

- The Institute of Thai Teachers' Production chooses people who would like to build their career as Thai teachers, and supports them to become specialist in the Thai language. Consequently, they will become a qualified Thai teacher in the future.

- To develop Thai teaching aids and other teaching media used to help students in their learning process. Enough teaching aids and media should be widely distributed and their price should be reduced so that more schools will be able to afford teaching resources.

- To support classroom research, Thai teaching and learning innovation for designing good-quality teaching and learning.

- To give people an opportunity to learning the Thai language and use the Thai language accurately.

- To cooperate with every parts of society to support students and Thai people. There are four objectives as follows:

- To develop students knowledge of Thai.

- To develop the knowledge of Thai teachers.

- To make teachers realize the importance of the Thai language.

- To raise their concern in sustainable development of teaching and learning Thai.

All of the details above illustrate the importance of the Thai language. Furthermore, the Ministry of Education continually develops the Thai subject by announcing new schemes regarding Thai education. In contrast, learning and teaching Thai in the curriculum and in the classroom does not follow the scheme. This might be because Thai teachers, students or other administrators do not realize the important of our first language enough.

To survey students' motivation and attitudes towards the Thai subject is the first step to develop the Thai subject curriculum in the future. If this study can identify what are factors influencing motivation and attitudes towards the Thai subject, Thai teachers will then be able to utilize the research results to improve their teaching methods.

2.2 Theory of Motivation

Regarding the theory of motivation, there are some issues concerning motivation and learning motivation that stated as follows:

- The definitions of motivation.

- Learning motivation.

- Understanding human motivation.
- Promoting academic motivation.

The definitions of motivation

Many psychologists and academics gave their definitions of motivation as follows:

McClelland, Atkinson, Clark, and Lowell (1953:28ff cited in Russell, William and Robert, 1984:243) say motivation may be defined as the "red integration of a change in affect by a cue."

Jones (1955: vii cited in Weiner, 1992:2) say motivation has to do with why behavior gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is presented in the organism when all this is going on.

Young (1961: 24 cited in Weiner, 1992:1) defines the study of motivation broadly as a *research for determinants (all determinants) of human and animal activity.*

Frymier (1974:6) indicates that motivation is related to man's inner impulses and is closely associated with his values. Motivation gives direction and intensity to man's behavior. It significantly affects his abilities and his achievement.

Buck (1976:5) says that traditionally, motivation has been defined as the control of behavior; that is, the process by which behavior is activated and directed toward some definable goal. The specific nature of the control varies widely according to the behavior. Thus the control mechanisms involved in simple reflexes, in eating and drinking, in attachment and aggression, and in curiosity and exploration, are quite different from one another.

Gardner (1985:10) says that motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language.

William (1988:1) talks about motivation in learning that it is a moment-to-moment process that must be recognized as such. New insights and ideas that assist teachers in motivating students to learn must be continually available, because the ultimate daily responsibility for student motivation rests with them. Teachers and

school administrators must consciously strive to provide an enhancing environment while helping each student learns how to succeed academically.

Weiner (1992:1) gives his opinion that the most encompassing definition of motivation is concern about why human and subhuman organisms think and behave as they do.

In conclusion, the concept of motivation is about a mental state or feeling that affects human behavior. It is what we use when we describe the forces acting on or within an organism to initiate and direct behavior. The concept of motivation is also used to explain differences in the intensity of behavior. More intense behaviors are considered to be the result of higher levels of motivation. Additionally, we often use the concept of motivation to indicate the direction of behavior. As for this study, William's concept of motivation in learning is used for determine students' learning motivation.

Learning Motivation

Learning motivation is based on the idea as Gardner (1985: 10) mentioned that "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". There are many views about motivation in learning. William (1988:2) mentions that "once you motivate a student, that student is set for life". In the same way, once any given student has been motivated to do something, he/she would keep doing that thing for the rest of their life. Motivation is a day-to-day and moment-to-moment commitment. It requires a variety of supportive skills and strategies. If students are ready to learn, they will. If not, they won't, and nobody can force them (Gardner, 1985:10; William,1988:5). Encouraging students' interests and involvement through a supportive approach, sincere concern, and attention can inspire students' motivation.

Furthermore, some efficient ways to motivate students is to let them listen to a speaker who can motivate students. Long-lasting motivation must be more than fleeting attempts to inspire students. Motivation is best sustained through a mutually developed plans and progress monitoring and evaluation.

Besides that, William (1988:3) states that "attitude is 100 percent of school success". Several factors influence school success, including home influence, self-

concept, confidence, basic skills, experience infer to things happened in the past, future aspirations, available assistance, reasonable chance of success given current skill levels, attention, needs, feelings, and the perceived ability to influence their destiny given their best effort.

Nevertheless, there is no magic solution to the problem of student motivation. But if teachers can motivate their students, learning will be accomplished. To know a student's motivation, the researcher has to survey and observe first. Additionally, studying and reviewing human motivation is the other way to understand a student's motivation.

Understanding Human Motivation

Chery (1992:4; Aree Panmanee 2546: 269 cited in Siripan Suwanchandee 2548:11) talks about motivation in the classroom, divided from behavior, and comments that many theorists and researchers point to two generic types of motivation: extrinsic and intrinsic.

Extrinsic motivation exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged. For instance, in the context of school, a student who works hard on a report because she needs an A in order to remain eligible to play softball, is extrinsically motivated to write a good report.

Alternatively, intrinsic motivation exists when someone works with an inner desire to accomplish a task successfully, whether it has some external value or not. People who are intrinsically motivated to engage in a specific activity do not have to be enticed into participating in that activity. Instead, they actively seek opportunities to participate.

These two points are very important for teachers to understand. They should know about the differences between extrinsic and intrinsic motivation in order to identify and foster their students' motivation in the classroom.

Promoting Academic Motivation

Grossnickle Don R. and Thiel William B (1988) suggest that teachers may create extrinsic motivation in order to help their students achieve in learning. Some of the following statements help teachers promote their students' motivation.

First, is setting a curriculum that is concerned with individual differences and the basic knowledge of students. It will help if they are interested in learning. Second, teachers must learn objectives and outcomes that make students realize the usefulness of study and support a good attitude towards learning. This can help students accomplish their study. Thirdly, teachers should offer opportunities to students to participate in planning lessons and ask for students' feedback. This may help encourage students.

In addition, the classroom environment should be attractive for students to learn new things, without pressure or limitation of freedom. Teachers should therefore motivate their students by using attractive media, an interesting lead to lessons, a new teaching method, or using teaching aids and appropriate textbooks.

2.3 Theory of Attitude

There are some points about theory of attitude analyzed for this study. The researcher collected the main points and gave details in each case.

- The definitions of attitude
- The components of attitude
- Attitude measurement
- Creating attitude tests

The definitions of attitude

Many psychologists and academic specialists have defined attitude as follows:

The word "Attitude" derives from the Latin word: 'Aptus'. It means 'fitness' or 'adaptedness' (Kanjana Makpoon, 2548:40)

Droba (1933) says that attitude is a mental disposition of the human individual to act for or against a definite object.

In the dictionary of psychology, Warren (1934) said that attitude is the specific mental disposition toward an incoming or arising experience, whereby that experience is modified; or, a condition of readiness for a certain type of activity.

Allport (1935: 19-20) says that attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Newcomb (1954: 128 cited in Wanpen, 2528:29) says that attitude is lending of mind with individual experience. They are divided into two characters. They are positive attitude and negative attitude.

Guilford (1959:223) says that attitude is a complicated emotion of people that is expressed in the way of the accepted or unaccepted, love or hate.

Vroom (1964:99 cited in Malinee, 2542:67) says that attitude and satisfaction can be used interchangeably, because those words mean the results from someone to join some situations and express positive attitude or negative attitude with it.

Thurstone (1967: 20) states that attitude is the affect for or against a psychological object.

Bem (1970: 14) says that attitude is like and dislike.

Good (1973:48) says that attitude is the readiness to express in whether way, maybe support or against in some situation with the person or anything.

Anastasi (1990:584 cited in Kanjana Makpoon, 2548:40) says that attitude means the reaction with reinforcement in like or unlike such as nation, custom, or institutes. It cannot see in directly, but it can be inferred from language and behavior

Raweewan Aungkanurakpan (2533:12) says that attitude is personal inner potential which intend to behave in the positive/ negative ways.

Aunchala Satsupap (2549:5) says that attitude is a belief in something which makes a positive reaction or negative reaction.

In conclusion, attitude means satisfaction or dissactisfaction of a person with something or someone such as places, people, things, or situations. It can be used to predict behavior in the future, because people tend to use their attitude when deciding to express their behavior. The researcher applies Thurstone's and Bem's attitude definition to this study because it is concordant with the concept of attitude

components which is stated in the next issue (http://www.blurtit.com/q720160.html, retrieved on 28 March 2008; Raweewan Aungkanurakpan, 2533:12-13; Wattana Srisatwaja, 2534:26).

The components of attitude

Many psychologists, such as Rosenberk, Hovland (1960 cited in Theeraporn Uwanno,2535:2) Kretch, Prutchfield, and Pallachey (1962, cited in Raweewan Aungkanurakpan, 2533:12) and Triandis (1971 cited in Raweewan Aungkanurakpan, 2533:12), support the concept that components of attitude are three as follows:

1. Cognitive component: It is a belief and perception of a person towards something in a positive way and negative way.

2. Affective component: It is a feeling, emotion and private values that are different in each person. These make positive attitude or negative attitude.

3. Behavioral component: It is a person's readiness to respond behaviorally to the object.

According to this concept, it is believed that based on Plato's concept, namely human mind consists of three components: thought, feelings, and conation (Allport, 1985 cited in Theerapon Uwanno,2535:4).

On the other hand, recently, the concept of component of attitude which is famous supporting by Thurstone (1959, Insko 1967, Bem 1970, Fishbein & Ajzen 1975 cited in Raweewan Aungkanurakpan, 2533:13) state that attitude has only one component like or dislike feelings towards psychological objects. The researcher applies this concept to this study because many social psychologists believe that it is the most important part of attitude which can lead to understand and predict human's behaviors and they define the attitude definition as the affective component (Theerawut Akakul, 2549:8).

Attitude Measurement

Subin Yurarat (http://www.student.chula.ac.th/~43846691/attitudetheory .doc: para 50, retrieved on 25 Feb. 2007) observes that there are many ways to measure attitude. Each way is developed by many psychologists. Some ways of measuring attitude are as follows:

At the beginning, observation is one way to measure an attitude. It uses ears and eyes to notice another person's behavior towards something, and to collect that primary data for analysis. It is divided into two types: direct observation and indirect observation (Raweewan Aungkanurakpan, 2533: 17-18). The results can indicate a person's attitude.

Moreover, interview is also an attitude measurement, where the interviewer should prepare the questions before starting the interview to get the clearest information. In some cases, however, we may not get the real information. Therefore, interview should partly used as attitude measurement, along with other methods.

Furthermore, there are some other ways to measuring attitude. Self-reporting is always designed in scales such as Thurstone scales, Lickert scales, Osgood scales, Bogardus scales, Guttman scales, and the smiling faces scales. As a projective technique, it is attitude measurement that participant have to give opinion about pictures they see. Likewise, doing psychological tasks can also measure attitude. Social psychologists believe that human behavior originates from attitudes or feelings in each person.

The last one is the physical reactions of humans, such as reactions to electric shock, checking heart beat per minute, and iris enlargement. The social psychologists say study results indicate the relationship between intensity or extremity of attitude and physical reaction. They do not talk about good or bad attitude.

Those methods are not recommended as the best way to measure attitude, as it depends on the objective of what is being measured and what results you seek. For the method that the researcher uses in this study is the observation, interviewings and self-reporting.

Creating attitude test

Jittraporn's study (2543:38 and Theerawut Akakul, 2549:56) refers to creating a Likert scale attitude test as follows:

- Considering whose attitude the researcher wants to measure, towards what, and clearly gives the definition of attitude and the objectives what the researcher wants to measure.

- Composing the obvious syntax covered in each item. The questions must ask about respondents' feelings or beliefs. Likert (1967: 90) suggests the construction a questionnaire should be as follows:

- In the paragraph, it is not a fact, but it is written in the terms of feelings or intention to do something.

- In the paragraph, to put both positive and negative statements equally.

- In each item, it should be clear, short and easy to understand.

So the creation of an instrumental attitude test, all of the details above should be considered. This instrument will be efficient and can be used in a real situation.

For this study, the researcher adopts those methods to create a questionnaire for measuring attitude and motivation.

2.4 Some problems about learning and teaching Thai as L1

Jantarat Anansantiporn (2548) and Amara Prasitrattasin (2548) state that Thai is a language which we use to communicate in daily life, but people are not very interested in it. There are some problems about learning and teaching Thai divided into three main points. The first is Thai teachers' problems, the second one is students' problems, and the last is involved in teaching aids.

Referring to Thai teachers' attitude problem, Thai teachers do not have enough support from administrators, such as a chance to study abroad. It makes Thai teachers less enthusiastic, due to the fact that they do not see future in their career. Sometimes the personality/appearance of Thai teachers also looks uncomfortable or uneasy.

Actually, teachers think that good teaching is to help students to pass the exam. They do not teach the students to apply their knowledge to use in the real situations. Especially, the memorizing method is often used. From my experience, the students are bored and the teachers are also bored to teach, in as much as many Thai teachers at each school have a heavy workload. Therefore, they are not motivated to develop their teaching skills or new teaching methods and this reduced their teaching quality.

Thai teachers believes being a Thai teacher is not interesting for students, so it makes them less motivated in devoting their effort in teaching. Some teachers also lack Thai teaching skills. Students, therefore, may have less respect for teachers. Some of teachers do not practice accuracy in Thai enough, but they have to teach Thai. They think anyone can teach Thai. Other teachers do not cooperate with Thai teachers when their students use Thai incorrectly. They always think it is Thai teacher's duty to teach students how to use Thai accurately. Not only Thai teachers, but in fact all teachers should remind and correct when their students use Thai incorrectly.

Additionally, some Thai teachers have been teaching for a long time and do not want to develop their skills. Rangsan Klinkaew (2550: http://www.perfs pot.com/blog.asp?id=23CAA779-0ADF-4B2B-9D7D-BB3036156D6&BlogId=28732, retrieved on 29 March 2008) states that teachers who use the same method, makes students bored.

Furthermore, teachers do not support students in exploring their opinions, are unfriendly, and are too much reliant upon the rules since they themselves lack experience and knowledge in teaching Thai. Also, individual differences of students are not taken into account. For example, smart students can be bored and weaker students may not keep up with others.

Besides, teaching Thai is not uniform, for example, teacher A teaches Thai language skills and teacher B teaches Thai literature. In addition, in teaching Thai usage, Thai teachers do not encourage students to practice all four skills.

In terms of the testing frequency: Teachers often test at the end of school year or semester. This does not reveal the real proficiency of students.

The second issue about students' problem, in the article of Panthanee Vihokto (2538) about teaching and learning Thai problems, indicates that students

have a bad attitude towards the Thai subject. They do not have responsibility. They do not have interest in learning Thai, nor do they realize its importance as they think it is their mother tongue. They do not think it is necessary to learn because they can automatically use/speak Thai. Consequently, they focus on other subjects such as Mathematics, Science, or Foreign languages.

In fact the Daily News (2550,12 November:20) points out that students' lack Thai language skills, especially writing. Maybe this is because they don't often use and practice it or they use it just only when they study at school. Nobody encourages them to correct their mistakes. When they say something wrong, teachers often blame or criticize, but do not encourage them. Moreover, students who come from a rural area and use dialect find that studying language requires efforts. Therefore, they feel that the Thai subject is too difficult. Although they work hard on learning Thai, their results are still worse than those of other subjects. These results in students being bored, lack inspiration, and ignore the Thai subject.

One of the solutions for the problem is using teaching aids. It is a tool that helps teachers to teach in a more effective way. However, there are also some problems with teaching aids which are summarized as follows:

Jantarat Anansantiporn (2548) studies about students' satisfaction of learning Thai. She states that Thai teachers don't use teaching aids properly. Though they are necessary, it is enough if they have a blackboard and chalk. When they cannot use, or do not know how to utilize, teaching aids, they simply solve this problem by not using them. They think that Thai teaching aids are not interesting compared with teaching aids of other subjects; for instance, a laboratory is more interesting than word cards because students can apply their listening and writing skills at the same time.

In fact, in wider society, the information is an importance part of thinking process. Many resources, for instance, internet, e-books, visual materials; are prompts for teachers, but indeed teachers gain the information only from textbooks (Department of Curriculum and Development: 104).

Apart from the problems already given, there are some general problems, for instance, the lack of teaching aids (Thaipost 2007, 27 July: http://www.drkalaya. com/education.php?newsid=579, retrieved on 30 March 2008; Pantanee Vihokto

2538), the lack of student rooms, noise, lack of support by administrators, and administrators do not support outside teaching, because they will have to respond to more tasks. These problems hamper efficient teaching.

2.5 Related Research

To study students' motivation and attitude towards the Thai subject, the researcher reviewed related research which supports and proves the theory of motivation and attitude. They are as follows:

About learning attitude and motivation, Rugsiri Sithdichoke (2531) studied the Relationship Between Attitude Towards Thai Subject and Achievement in Learning Thai Subject of Students in The Colleges of Physical Education. The purpose of this research is to study attitude towards the Thai subject of students in the colleges of physical education and to study the relationship between attitude towards the Thai subject and achievement in learning the Thai subject of students in the colleges of physical education. The sample group consisted of 530 students, used cluster random sampling from the colleges of physical education. The questionnaires about Attitude towards Thai Subject Test, Thai Grammar Test, and Thai Literature Test are the instruments. The results show that the students in the colleges of physical education had positive attitudes towards Thai Subject.

Moreover, Rattana Thinklao (2533) studies of Thai teachers' teaching behaviors, attitudes towards supervision, and the academic achievement of the students instructed by the teacher who were supervised in peer clinical and peer concentional supervision in Cholburi secondary school. The sample group is 18 Thai teachers and 564 students from Matthayom Suksa 3, divided into 2 groups: an experimental group (9 Thai teachers and 290 students) and a control group (9 Thai teachers and 274 students).The instrumental research is by questionnaire and observation. The results show that Thai teachers' behavior in the experiment group has higher than the control group. Students' achievements in experiment group and control group had no difference.

In addition, Khachornsri Jatikananda (2533) studies of the relationship between learning achievement and attitudes towards the methods of teaching Thai language of Matthayom Suksa 2 students through mini-course and the teacher's

manual of the educational techniques department. The sample group is 80 students at the secondary demonstration school of Srinakaharinwirot University in Bangkok, is divided into two groups of 40 students each. The experimental group is taught by mini-course and the control group is taught by using teacher's manual. The result shows that the experimental group has higher learning achievement than the control group but the attitude of students between the experimental group and the control group are not different.

Besides, Jittraporn Duangjumpol (2543) studies the effects of using reading workshop instruction process on Thai language reading comprehension ability and attitudes towards reading Thai language of Mathayom Suksa two students in Bangkok Metropolis**.** The sample group is students in Matthayom 2, Prakanoung Pithayalai school and they are divided into two groups. One group used the normal method, and another group used the reading workshop instruction process. The results show that students who are taught by using the reading workshop instruction process have a good attitude and achieve higher score than students who are taught by using the normal method.

Likewise, Patamathida Najaikong (2544) studies about the effects of the mind-mapping and self-regulation on attitudes and Thai language learning achievement of Mathayom Suksa 1 students. The sample group is 60 students in Matthayom Suksa 1, Borployratchadapisek school, was randomly divided into four groups. Each group consists of 15 students. Group 1 is assigned to practice using mind mapping technique. Group 2 is assigned to practice using self-regulation. Group 3 is assigned to practice both of mind mapping technique and self-regulation. Group 4 studies in normal method. The results show that students who practice using the mind mapping technique and self-regulation have a good attitude towards Thai subject. Moreover, their scores are also higher than students who are taught the normal method. As for learning motivation, Chonthon Ruamtham (2533) studies Matthayom Suksa 2 student's Thai language achievement and motivation the instruction based on answer hunting activities and teacher's manual activities. The sample group consists of 100 Buddhajak Wittaya school students who are equally divided into two groups. The same content is taught to both groups for 16 periods of 50 minutes. The research design of the experiment is the pretest-posttest design. The result shows that the

academic achievement of the experimental group is higher than the controlled group, but the learning motivations in Thai language of the two groups are not different.

Then, Kanchana Makpoon (2548) studies the effects of instruction using the storyline method on Thai language learning achievement and attitude towards instruction of Mathayom Suksa 2 students. The sample group consists of students in Mathayom Suksa 2, Cholburee Sukkhaboj school, is divided into two groups. Experimental group one consists of 47 students using storyline and experimental group two consists of 47 students, using the normal method. The results show that experimental group one, using the storyline method have a good attitude and achieve higher learning achievement than group two.

Similarly, foreign research about learning attitude is studied by Colin Baker (1992). He studied the attitude of the Welsh towards their language. He compared his research over the previous two years. The sample group is 11-14 years old students who studied in secondary school level 1, 2 and 3. In another research, sample group is 13-16 years old students who studied in secondary school, level 4, 5 and 6. The result shows that male's positive attitude was slightly lower than that of their female counterparts.

Some research about learning motivation are studied by Noppadol Buasai (2545) and Anchala Satsuphap (2549). They also study a comparison of Matthayom Suksa 1 and 3 students' reading performance and motivation in learning Thai by using cartoon lesson programme and the teacher's manual. In the study by Noppadol, he uses 80 students from Pasanusorn Bangkhae school as the sample group. Likewise, Anchala Satsuphap, uses 96 students from Matthayom Suksa 3 Srivikorn school. Each research also divided into two groups: an experimental group, and a controlled group. Cartoon lessons are used to teach the experimental group, whereas teachers' manual is used to teach the other one. The result of Noppadol and Anchala shows that the ability of reading performance and motivation in learning Thai between the experimental group and the control group are different, that is, students' ability of reading and motivation in learning Thai in the experimental group is higher than the control group.

Unless learning attitudes and motivation, the studies about Thai teaching and learning problems are studied by Watcharee Srikham (2535). She studies problems and teaching needs of Thai III teachers. The sample group consisting of 60

Thai teachers from Vocational and Technical College in four regions of Thailand is classified by teaching experiences. The result shows that Thai teachers need the teaching techniques and supervision at the high level. The same as Srichan Wichatong (2542) studies on the analysis of Rajabhat Phranakhon students' errors. The sample group consists of 1152 students who register in the Thai Usage course 1540201. They are assigned to write the essay within 60 minutes. The result shows that students' errors, according to the frequency of occurrence, are spelling, words usage, word order, pauses, punctuation, the use of etc., abbreviations and figures.

These are the related research on motivation and attitude of students towards language learning. However, nobody has researched the motivation and attitudes of students towards the Thai subject. Thus, the researcher thinks that my study will be the first step to help teachers and administrators develop and improve the Thai subject curriculum in the future.

CHAPTER III
RESEARCH METHODOLOGY

This chapter provides information about research design, sample of the study, instrumentation, variables, data collection and data analysis.

3.1 Research Design

This study is a quantitative research. A questionnaire is used for data collection and the Statistical Package for the Social Science (SPSS) program used for data analysis. The following variables have been set up: students' gender, students' grade of the Thai subject in previous semester; and teachers' personality and teaching techniques. Oppenheim (1966) suggests that the Likert scale can be used for knowing the theory of attitude or attitude pattern. In case of attitude, this can be measured by using rating scale. The instrumental research was a questionnaire which was designed by observing and applying from other questionnaires. After analyzing data, results of the study are described and tables are used to display research details. Additionally, interviews were conducted in order to collect qualitative information. Finally, research results will also be appropriately utilized to develop teaching techniques as well as teaching aids for the Thai subject.

3.2 Samples of the Study

The population of the study was 816 students in Matthayom suksa 3, Prapathom Witthayalai school, Nakorn Pathom. Samples of the study were 300 students in Matthayom Suksa 3, Prapathom Witthayalai school, Nakorn Pathom province in the first semester of the year 2551. All students were chosen by stratify random sampling by using the Taro Yamane's table (Suvimol Tirakanan, 2542: 155-156 cited in Sil Panpinit, 2549:135) sample group at the significance of .05. Students' ages are among 15-16 yeas old. There are 298 students who returned the questionnaires. After reviewing the responses, 274 questionnaires are completely answered; being, 152 males student and 122 females student.

3.3 Instrumentation

In this study, the instrument is students' motivation and attitude toward the Thai subject which was adapted from questionnaires and interviewing. Some part of the questionnaire was composed based on the data the researcher collected on an observation in January, 2008. This questionnaire was divided into three parts as follows:

Part 1: General information of students: gender, The Thai subject grade

Part 2: Attitude towards the Thai subject within 48 items and open- ended six items:

2.1 Attitude towards Thai teachers (eight items, closed-end questions and one open-ended question)

2.2 Attitude towards Thai teaching method and materials (eight items, closed-end questions and one open-ended question)

2.3 Attitude towards Thai content (eight items, closed-end questions and one open-ended question)

2.4 Attitude towards the role of Thai subject in Thai society (eight items, closed-end questions and one open-ended question)

2.5 Attitude towards an importance of Thai subject on students' view (eight items, closed- end questions and one open-ended question)

2.6 Attitude towards the usefulness of Thai subject for the students' education and career (eight items, closed-end questions and one open-ended question)

Part 3: Motivation towards the Thai subject within 30 items, divided into two parts:

3.1 Intrinsic motivation (15 items, closed-end questions)

3.2 Extrinsic motivation (15 items, closed-end questions)

3.3 Open-ended questions about intrinsic/extrinsic motivation.

The questionnaire consisted of 85 items, both of closed-end and open-ended questions, measuring motivation and attitude towards the Thai subject. The questionnaire examined by the researcher's advisors for content validity and reliability Conbrach's Alpha is used at the significance .05.

For the in-depth interviewing, the researcher collected questions to interview:

- Chairat Padermrod; the principle of Prapathom Witthayalai school.

- The three out of five Thai teachers are chosen. As for the other two teachers, they do not have to teach fully because they are teaching trainers for undergraduate students who teach Thai. Among three Thai teachers, there are two 53 year-old females, and one 47 year-old male. He graduated from Srinakharinwirot University, Phitsanulok, and bachelor degree in the faculty of Social Sciences. He has started teaching since 2534 B.E. until now. As for the other two Thai teachers, they both graduated from Teacher's college, Nakorn Pathom, bachelor degree, the major of Thai. One of them has started teaching since 2519 B.E. and has worked for Prapathom Witthayalai school since 2526 until now, and another one has started teaching at the primary school, Nakorn Chaisri, and has moved to Prapathom Witthayalai school since 2538 B.E. until now.

- The questions for the administrator consisted of eight questions covering The general information of school, the procedure of teaching and learning, problems about teaching and learning Thai.

- The questions for the Thai teachers consisted of 16 questions covering the general information of teacher, education/work backgrounds, teaching methodology, materials used throughout setting lesson plan, and classroom research.

3.4 Variables in the Study

In this study, the researcher distributes variables into independent and dependent variables. Independent variables consist of:

3.4.1 Students' gender

- Male
- Female

3.4.2 Teachers' personality

3.4.3 Teaching techniques

3.4.4 Students' grade of the Thai subject in the previous semester.

The gender of students may affect motivation and attitude towards the Thai subject. According to Sutcharit Peanchob and Saijai Inthararumpan (2538), Aiken (2002) state that females may have higher motivation and attitude than males. In addition, Thai teachers who use an interesting media or method may affect students' motivation and attitude. Also, students' grades in the Thai subject, indicate that those who achieve higher grades may have higher motivation and attitude than students who receive lower grades.

Dependent variables consist of:

3.4.5 Motivation towards the Thai subject.

3.4.6 Attitude towards the Thai subject.

3.5 Data Collection

This study is a survey research that study in motivation and attitude towards Thai subject of students in Matthayom Suksa 3: A Case of Students in Matthayom Suksa 3 Prapathom Witthayalai School, Nakorn Pathom. The process of data collection is as follows:

3.5.1 To do the pilot study, 30 students in Matthayom Suksa 3, Princess Sirindhorn's College, Nakorn Pathom were selected. There were 15 males and 15 females. Princess Sirindhorn's College has similar background as Prapathom

Witthayalai; that is, they use the same curriculums, there are secondary students both males and females who have quite similar backgrounds. Therefore, the researcher contacted the principle of Princess Sirindhorn College, Nakorn Pathom to request permission to use the questionnaires for this study by sending an official permit from Research Institute for Languages and Cultures of Asia, Mahidol University.

3.5.2 The revised questionnaire was tested with 30 students from Sirinthorn Ratjhawitthayalai School to confirm the reliability of the questionnaire.

3.5.3 The researcher analyzed the validity of the questionnaire content (.8069 for attitude test, .8335 for extrinsic motivation test, and .9699 for intrinsic motivation test, respectively) by using the coefficient formula of Conbrach's Alpha correlation (Preecha Asawadechanukorn, Sorachai Pisanbuth & Saowaroj Yaisawang, 2549).

3.5.4 After the questionnaire has been finalized, the researcher contacted the principle of Prapathom Witthayalai School, Nakorn Pathom to request permission to conduct this study by sending an official permit from Research Institute for Language and Culture of Asia, Mahidol University.

3.5.5 After the principle of Prapathom Witthayalai School, Nakorn Pathom allowed the researcher to collect data from the students in Matthayom Suksa 3, the researcher informed the proposed schedule, the data processing and objectives of this study to the teachers who teach the Thai subject so they may distribute the questionnaires.

3.5.6 Preparing the questionnaire enough copies of the sample group that was setting in the collecting of data.

3.5.7 Collecting data after class (maybe in the Thai subject class and they will receive the questionnaire in person) the researcher will allow students to have 10-15 minutes to finish the questionnaires. The researcher and the teachers will stay in classroom and teachers will administer the questionnaires. After that, the researcher will collect the questionnaires and select the questionnaires which are completely filled out for analysis in the next step.

3.6 Data Analysis

According to the purposes of this study, all the data has been rechecked for completeness and analyzed by the SPSS program devices. The results are described and illustrated on tables. Statistical devices used in this study are demonstrated as follows:

3.6.1 Percentage (%) is used to show the general data of the sample group.

- Percentage of interesting data $= \dfrac{N_I}{N} \times 100$

where N_I =   numbers of interesting data

N =   numbers of total data

3.6.2 Means ($\overline{X}$); average value of data set, and standard deviation (S.D.); the variation of data set from the mean, it shows the dispersion of the data set. They will be used to display the motivation and attitude of the students.

- Mean of a sample ($\overline{X}$)

$$\overline{X} = \frac{\sum X}{N}$$

where $\overline{X}$ =   mean of sample

$\sum X$ =   sum all the elements [numbers] in the distribution

N =   numbers of total data (population)

3.6.3 The Independent Samples T-test is used to examine the statistical significance of the motivation between male-female, attitude between male-female. If the value of 'p'$\leq$ .05, it means there is a significantly difference between the data sets. On the contrary, if 'p' $\geq$ .05, this means the difference is not significant.

3.6.4 F-test by ANOVA (Analysis of variance) is used for finding the differences between the attitude and the motivation of the students which are divided by Thai grades into 3 groups. Also, multiple comparison test of Scheffé is used for examining if pairs of independent variables are significantly different. In this study, the level of significance of a test is set at 0.05. If $F \leq$ .05. This means there is a

significantly difference between the data sets. Conversely, if $F \geq .05$, this means the difference is not significant.

3.6.5 Analysis of data about students' motivation and attitude towards Thai subject is in two parts by using five scales as follow:

4.51 – 5.00 = Strongly agree

3.51 – 4.50 = Agree

2.51 – 3.50 = Neither agree nor disagree

1.51 – 2.50 = Disagree

1.00 – 1.50 = Strongly disagree

3.6.6 Illustration in the form of tables, bar chart, histogram, and describe details.

Once the researcher finishes collecting all data, SPSS will be used to calculate the percentage of the general data such as the numbers of valid and invalid of the sample group. After that, means and standard deviation will be used to show the motivation and attitude of the students and then T-test, F-test by One-Way ANOVA and Scheffé are the tool for hypotheses testing. After all the data is analyzed, the results of study will be shown in the chapter IV.

CHAPTER IV
THE RESULTS OF THE RESEARCH

The aim of this study is to investigate students' motivation and attitude towards learning Thai. The study has been concluded with 274 students; 152 males student and 122 females student who are studying in Matthayom Suksa 3, Prapathom Witthayalai School, Nakorn Pathom in the first semester of 2551.

The research findings are presented in three sections. The first section presents the statistical description. The second section is hypotheses testing. The final section is qualitative data from open-ended questions and interviews as outlined below:

The Statistical Description

4.1 The response rate

4.2 The demographic characteristics of respondents

       4.2.1 Gender

       4.2.2 Students' grades in Thai subject

4.3 The descriptive statistics between gender to motivation and attitude towards learning Thai

       4.3.1 Students' attitude towards learning Thai

       4.3.2 Students' motivation towards learning Thai

4.4 The descriptive statistics between the students' grades in the Thai subject to motivation and attitude towards learning Thai

       - Students' motivation and attitude; classified by grade of Thai subject

4.5 The descriptive statistics of students' attitude towards Thai teachers

4.6 The descriptive statistics of students' attitude towards media/teaching techniques

Hypotheses Testing

4.7 Hypothesis 1: The group differences between students' motivation and attitude by gender.

4.8 Hypothesis 2: The group differences between students' motivation and attitude by students' grades in Thai subject.

The Qualitative Data

4.9 The open- ended question data

　　　　4.9.1 Attitude: the Thai teachers

　　　　4.9.2 Attitude: media/teaching techniques

　　　　4.9.3 Attitude: the Thai content

　　　　4.9.4 Attitude: the role of the Thai subject

　　　　4.9.5 Attitude: the significance of the Thai subject

　　　　4.9.6 Attitude: the benefits of the Thai subject

　　　　4.9.7 Motivation in learning Thai

4.10 The interview data

　　　　- The summary of in-depth interviews

The Statistical Description

4.1 The Response Rate

Table 1 presents the response rate from Matthayom Suksa 3 students, Prapathom Witthayalai School. The table shows a high rate of response. A total 300 questionnaires (100%) were distributed to the sample group by the researcher; 298 questionnaires (99.33%) were returned. Some errors occured during completion of some questionnaires; namely, some students did not completely fill all items in the questionnaires, such as gender and, Thai grade. After checking the completeness of the returned surveys, 274 questionnaires (91.95%) were valid and able to be used.

Table 1 The response rate

	Frequency	Percentage (%)
Distributed	300	100
Returned	298	99.33
Invalid	24	8.05
Valid	274	91.95

4.2 The Demographic Characteristics of Respondents

The demographic data of the sample group is classified by gender and students' grades in the Thai subject. The demographic statistics of the respondents are shown in Table 2 and the Table 3 in the form of frequency and percentage.

4.2.1 Gender

Table 2 presents the genders of respondents. The majority of respondents are male (55.5%). The minority of respondents are female (44.5%). The genders of respondents were divided by selecting valid questionnaires.

Table 2 The frequency distribution of respondents by gender

Gender	Frequency	Percentage (%)
• **Male**	152	55.5
• **Female**	122	44.5
Total	274	100

4.2.2 Students' grades in Thai subject

Table 3 presents the grade in Thai subject of respondents. The 47.8% of the respondents are students who received grade of 4 in the Thai subject. Secondly, the 15% of the respondents are students who received grade of 3.5 in the Thai subject. Thirdly, the 22.6% of the respondents are students who received grade of 3 in the Thai subject. Fourthly, the 9.1% of the respondents are students who received grade of 2.5 in the Thai subject. Fifthly, the 2.9% of the respondents are students who received grade of 2 in the Thai subject. Sixthly, the 2.2% of the respondents are students who received grade of 1.5 in the Thai subject. Lastly, the 0.4% of the respondents are students who received grade of 1 in the Thai subject. In this study, the researcher divided students into three groups; that is, group 1 is students who received 1-1.5 in Thai subject, group two is students who received 2-3 in Thai subject and group three is students who receive 3.5 -4 in Thai subject.

Table 3 the frequency distribution of respondents by the Students' Grades in Thai Subject

	Grade	Frequency	Percent (%)
Valid	1.0	1	.4
	1.5	6	2.2
	2.0	8	2.9
	2.5	25	9.1
	3.0	62	22.6
	3.5	41	15.0
	4.0	131	47.8
	Total	274	100.0

4.3 The Descriptive Statistics between Gender to Motivation and Attitude towards Learning Thai

Students' attitude towards learning Thai, classified by gender, has been acquired from the second section of the questionnaire. There are six parts of attitude aspects; the teachers who are teaching the Thai subject; the media/ teaching techniques; the content of the Thai subject; the role; the significance; and the benefits of the Thai subject. Additionally, the third section of the questionnaire contains two parts of motivation questions; the extrinsic motivation and the intrinsic motivation. There are five levels for frequency of attitude to determine the answer of the respondents from "1 = strongly disagree to 5 = strongly agree". The descriptive statistics of students' motivation and attitude towards learning Thai; classified by gender were shown in Figure 1, Figure 2, Table 4 and Table 5 in the form of mean and standard deviation.

4.3.1 Students' attitude towards learning Thai

A comparison of mean scores of six issues of student's attitude in this study is presented in Figure 1 and Table 4.

Figure 1 Mean scores ($\bar{x}$) of male and female's attitude towards 6 issues
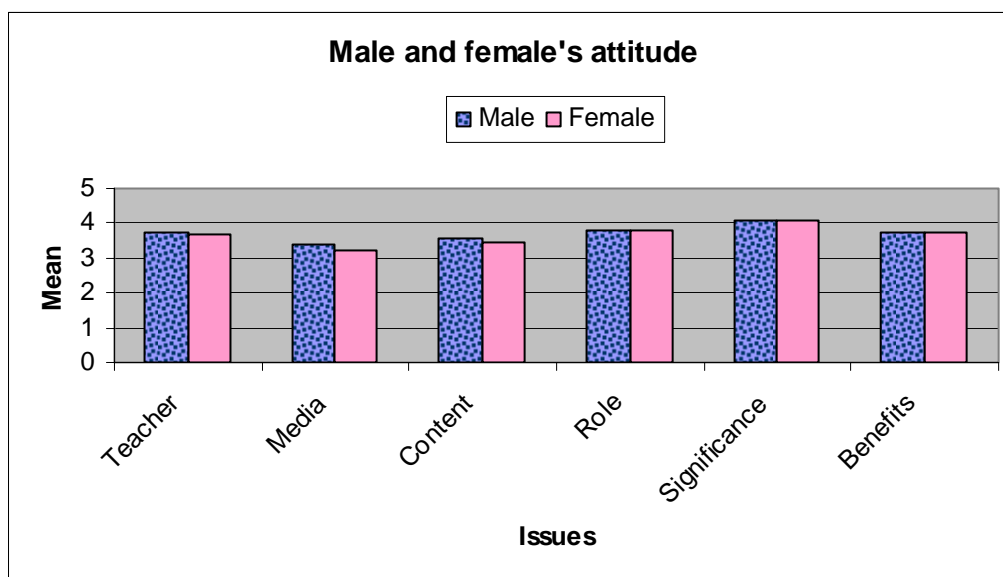
Table 4 Descriptive statistics of male and female's attitude towards 6 issues (Male's n = 152, female's n = 122)

Gender (%)/Attitude	Teacher	Media /teaching techniques	Content	Role	Significance	Benefits
	$\bar{x}$ (SD)	$\bar{x}$ (SD)	$\bar{x}$ (SD)	$\bar{x}$ (SD)	$\bar{x}$ (SD)	$\bar{x}$ (SD)
Male (55.5%)	**3.72** **(.413)**	**3.39** **(.597)**	**3.59** **(.497)**	3.78 (.583)	4.06 (.658)	**3.76** **(.603)**
Female (44.5%)	3.65 (.467)	3.24 (.634)	3.43 (.546)	**3.81** **(.514)**	**4.07** **(.607)**	3.71 (.532)

As shown on Table 4, males have more positive attitude towards teachers, media/teaching techniques, content of the Thai subject and benefits of the Thai subject

than that of females (in the numeric boldfaces). On the contrary, females' attitude towards role of the Thai subject and significance of the Thai subject is more positive than males' attitude (female; $\bar{x}$ = 3.81, 4.07 and male; $\bar{x}$ = 3.78, 4.06 respectively)

Additionally, the researcher left an open-ended question for each part, 37 of respondents answer those questions. The answer would be reported in the section of the qualitative data of this chapter.

4.3.2 Students' motivation towards learning Thai

Figure 2 and Table 5 shows students' motivation both of extrinsic and intrinsic motivation in the descriptive statistics. The results, based on their responses to the motivation part in the questionnaire, are presented by mean scores ($\bar{x}$) and standard deviation (S.D.). This section is designed to find out their motivation towards the Thai subject as follows:

Figure 2 Mean scores ($\bar{x}$) of male and female's motivations
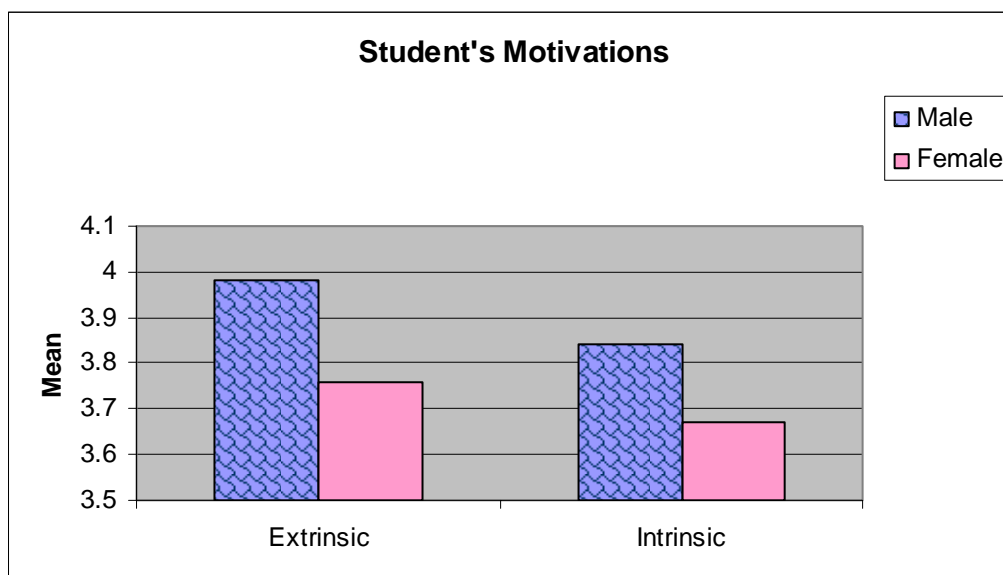
Table 5 Descriptive statistics of male and female extrinsic and intrinsic motivations

Genders' n (%) /Motivation	Extrinsic :: x̄ (S.D.)	Intrinsic :: x̄ (S.D.)
Male 152 (55.5%)	**3.98 (.644)**	**3.84 (.734)**
Female 122 (44.5%)	3.76 (.638)	3.67 (.700)

As shown on Table 5, males' extrinsic and intrinsic motivations are more positive than females' ones (in the numeric boldfaces). Nonetheless, there are descriptive statistics which are classified by Students' grades in Thai subject. It will be described in the following section.

4.4 The Descriptive Statistics between the Students' Grades in Thai Subject to Motivation and Attitude towards learning Thai

Students' attitude towards learning Thai, classified by the grade in Thai subject which students received in the previous semester, 2551 academic years, was acquired from the second section of the questionnaire. There are 6 parts of attitude aspects; teachers who are teaching the Thai subject, the media/ teaching techniques, the content of the Thai subject, the role, the significance, and the benefits of the Thai subject. Additionally, the third section of the questionnaire contains two parts of motivation questions; the extrinsic motivation, and the intrinsic motivation. There are 5 levels for frequency of attitude to determine the answer of the respondents from "1 = strongly disagree to 5 = strongly agree". The descriptive statistics of students' motivation and attitude towards learning Thai; classified by students' grades in Thai subject were shown in Figure 3, Figure 4 and Table 6 in the form of mean and standard deviation.

4.4.1 Students' motivation and attitude; classified by Grade in Thai Subject

Figure 3, Figure 4 and Table 6 show students' motivation and attitude that were classified by Students' Grades in Thai Subject they received in the previous semester, 2551 academic years.

Figure 3 Mean scores (x̄) of student's attitude; classified by grade in Thai subject
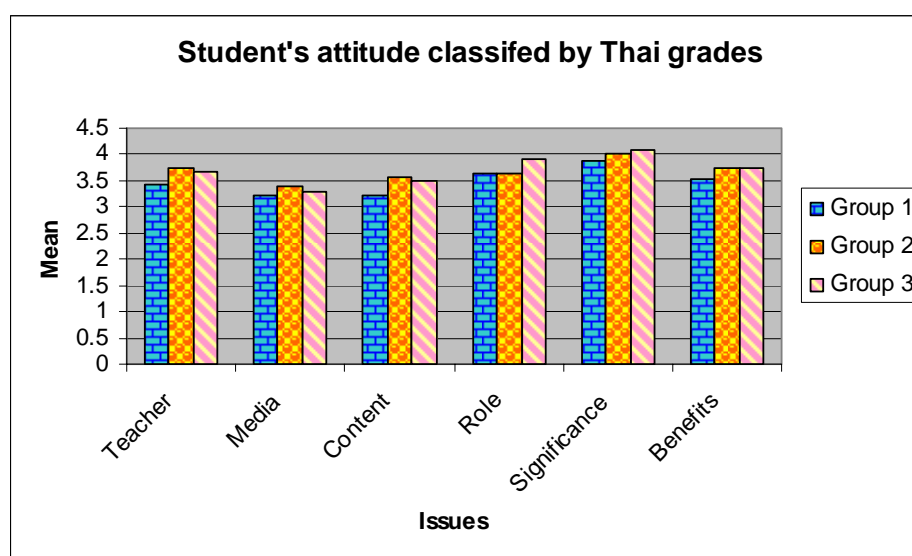
Figure 4 Mean scores (x̄) of student's motivation; classified by grade in Thai subject
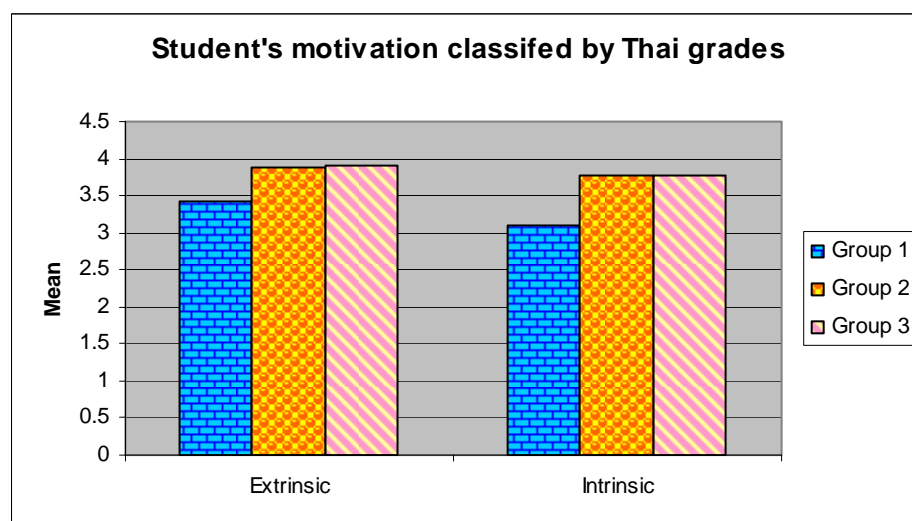
Table 6 Descriptive statistics of students' motivation and attitude by grade in Thai subject (N = 274, n = group 1; 7 group 2; 95 group 3; 172)

		Group 1 $\bar{x}$ (S.D.)	Group 2 $\bar{x}$ (S.D.)	Group 3 $\bar{x}$ (S.D.)
Attitudes	Teacher	3.44 (.374)	**3.73 (.420)**	3.68 (.449)
	Media	3.21 (.200)	**3.39 (.614)**	3.29 (.628)
	Content	3.21 (.504)	**3.56 (.501)**	3.50 (.536)
	Role	3.64 (.556)	3.62 (.548)	**3.90 (.531)**
	Significance	3.86 (.690)	4.02 (.676)	**4.09 (.610)**
	Benefits	3.54 (.562)	3.75 (.556)	**3.75 (.583)**
Motivations	Extrinsic	3.43 (.751)	3.89 (.639)	**3.90 (.650)**
	Intrinsic	3.11 (.409)	3.77 (.722)	**3.78 (.733)**

(* Grade group; 1 = students who received 1.0, 1.5 Grade group 2 = students who received 2.0, 2.5,3.0 Grade group 3 = students who received 3.5,4.0 in the Thai subject)

As shown above, the standard mean scores of students in group 2 indicates that students in this group have a more positive attitude towards the teachers, media/ teaching techniques, and the content of the Thai subject than students in group 1 and 3 ($\bar{x}$ = 3.73, 3.39, 3.56 respectively). On the contrary, students in group 3 have a more positive attitude towards the role, the significance, and the benefits of the Thai subject than students in group 1 and 2 ($\bar{x}$ =3.90, 4.09, 3.75 respectively).

In relation to the students' motivation, both extrinsic and intrinsic, the results reveal that students in group 3 also have more positive extrinsic and intrinsic motivation than students in group 1 and 2 ($\bar{x}$ = 3.90, 3.78 respectively).

4.5 The Descriptive Statistics of Students' Attitude towards Thai Teachers

The purpose of this section is to show the result of the descriptive statistics of students' attitude towards Thai teachers. The frequency, the percentage, the standard mean scores and the standard deviation are used to show the result in the form of tables with details. There are eight items; each item indicates the personalities and characteristics of teachers. The results are shown in the Table 7 and Table 8 as follows:

The eight items concerning the Thai teachers;

1. The Thai teachers are too strict.

2. The Thai teachers are well-dressed (in working dresses that are good-looking, suitable but might not be fashionable).

3. The Thai teachers should have more knowledge in Thai subject.

4. The Thai teachers speak nicely and attract students' attention.

5. The Thai teachers have fairness.

6. The Thai teachers are often smiling and cheerful.

7. The Thai teachers' thoughts are too old.

8. The Thai teachers are not allowing students ask questions.

Table 7 The descriptive statistics of students' attitude towards Thai teachers in each item.

	1 Strongly Disagree (%)	2 Disagree (%)	3 Average (%)	4 Agree (%)	5 Strongly Agree (%)	Mean
1. Thai teachers are too strict	5 (1.8%)	28 (10.2%)	**166 (60.6%)**	54 (19.7%)	21 (7.7%)	3.21
2. Thai teachers are well-dressed	1 (0.4%)	4 (1.5%)	16 (5.8%)	115 (42 %)	**138 (50.4 %)**	4.40
3. Should have more knowledge in the Thai subject	34 (12.4%)	67 (24.5%)	**104 (38%)**	45 (16.4%)	24 (8.8%)	2.85
4. Nice voices	3 (1.1%)	11 (4%)	78 (28.5%)	**111 (40.5)**	71 (25.9%)	3.86
5. The fairness	2 (0.7%)	4 (1.5%)	61 (22.3%)	**115 (42%)**	92 (33.6%)	4.06
6. Being cheerful	1 (0.4%)	3 (1.1%)	43 (15.7%)	**121 (44.2%)**	106 (38.7%)	4.20
7. Being old-fashioned	13 (4.7%)	32 (11.7%)	**111 (40.5%)**	77 (28.1%)	41 (15%)	3.37
8. Ignore questions	23 (8.4%)	44 (16.1%)	48 (17.5%)	74 (27%)	**85 (31%)**	3.56

From the results of students' attitude toward their teachers shown above, most of students (moderate = 60.6%, agree = 19.7%) think that teachers are too strict, but are well-dressed (strongly agree = 50.4%, agree = 42%). In addition, students thinks that teachers have sufficient knowledge in the Thai subject (moderate = 38%, disagree = 24.5%). As for the teachers' personalities, students agree that their teachers have nice

tone of voices and can motivate their learning (agree = 40.5%). Moreover, their teachers also show fairness (agree = 42%, strongly agree = 33.6%). Additionally, being cheerful is one of the teachers' good personalities that students agreed upon (agree = 44.2%, strongly agree = 38.7%). On the one hand, teachers' thoughts are still too old (moderate = 40.5%, agree = 28.1%) and do not let students asking (strongly agree = 31%, agree = 27%) about what they consider important.

Table 8 The standard mean scores and the standard deviation of students' attitude toward Thai teachers in each item (n = 274)

Teachers	x̄	S.D.
1. Too strict	3.21	.798
2. Well-dressed	4.41	.701
3. Should have more knowledge in the Thai subject	2.85	1.11
4. Nice voices	3.86	.887
5. The fairness	4.06	.825
6. Being cheerful	4.20	.764
7. Being old-fashioned	3.37	1.02
8. Ignore questions	3.56	1.30

Regarding the above results, the best characteristic of Thai teachers is well-dressed ($\bar{x}$ = 4.41). The second best characteristic is being cheerful ($\bar{x}$ = 4.20) and students also think that their Thai teachers are fair ($\bar{x}$ = 4.06) and possess nice a tone of voices ($\bar{x}$ = 3.86). They think that the teachers do not need to obtain more knowledge in the Thai subject ($\bar{x}$ = 2.85). The results show, however, that students think that Thai teachers are too old, too strict, and do not give them an opportunity to ask questions ($\bar{x}$ = 3.37, 3.21 and 3.56 respectively).

4.6 The Descriptive Statistics of Students' Attitude towards Media/Teaching Techniques

The purpose of this section is to show the results of the descriptive statistics of students' attitude towards media/teaching techniques. The frequency, the percentage, the standard mean scores and the standard deviation are used to show the results in the form of tables with details. There are eight items. Each item indicates the media/teaching techniques used by the teachers. The results are shown in the Table 9 and Table 10 as follows:

The eight items concerning media/teaching techniques are;

1. The Thai teachers teach outside the classroom.

2. The Thai teachers use various kinds of teaching aids/media.

3. The Thai teachers use interesting teaching aids/media.

4. The Thai teachers are good at describing the Thai contents and make them easy to understand.

5. The Thai teachers use the same teaching techniques, being a boring method.

6. The Thai teachers use a textbook as the main teaching aid.

7. The Thai teachers use the lecture method as the main teaching, being a boring method.

8. Teaching of the Thai teachers make student tired.

Table 9 The descriptive statistics of students' attitude towards media/teaching techniques in each item.

	1 Strongly Disagree (%)	2 Disagree (%)	3 Average (%)	4 Agree (%)	5 Strongly Agree (%)	Means
1. Outside classroom study	80 (29.2%)	77 (28.1%)	**81 (29.6%)**	27 (9.9%)	9 (3.3%)	2.30
2. Various teaching aids	18 (6.6%)	52 (19%)	**110 (40.1%)**	67 (24.5%)	27 (9.9%)	3.12
3. Using interesting teaching aids	11 (4%)	38 (13.9%)	**102 (37.2%)**	89 (32.5%)	34 (12.4%)	3.35
4. Make content easy to understand	4 (1.5%)	10 (3.6%)	79 (28.8%)	**113 (41.2%)**	68 (24.8%)	3.84
5. Using the same teaching method	7 (2.6%)	26 (9.5%)	86 (31.4%)	**105 (38.3%)**	50 (18.2%)	3.60
6. Using only textbook as a major tool	8 (2.9%)	36 (13.1%)	**102 (37.2%)**	96 (35%)	32 (11.7%)	3.40
7. Using lecture as a major tool	12 (4.4%)	26 (9.5%)	89 (32.5%)	**98 (35.8%)**	49 (17.9%)	3.53
8. Students are tired when teachers teach	22 (8%)	32 (11.7%)	**81 (29.6%)**	**81 (29.6%)**	58 (21.2%)	3.44

The above result shows the frequency and the percentage of students' attitude towards media/teaching techniques for each item. Most students responded that their teachers use several teaching aids (moderate = 40.1%, agree = 24.5%) and they are interesting (moderate = 37.2%, agree = 32.5%). Moreover, 113 (agree = 41.2%)

students indicates that their teachers are able to well describe the materials and make them easy to understand. Whereas, teachers hardly assign outside classroom study to students (moderate = 29.6%). Teachers often use the same teaching method (moderate = 38.3%). The textbook is usually only the main teaching tool (moderate = 37.2%, agree = 35%). Also, the lecture is used as the main teaching method (agree = 35.8%). Furthermore, most students feel that teachers' methods make them feel sleepy, tired and bored (moderate = 29.6%, agree = 29.6%).

Table 10 The standard mean scores and the standard deviation of students' attitude toward media/teaching techniques in each item (n = 274)

Media/teaching techniques	$\bar{x}$	S.D.
1. Outside classroom study	2.30	1.02
2. Various teaching aids	3.12	1.04
3. Using interesting teaching aids	3.35	1.00
4. make stuff easy to understand	3.84	.890
5. Using the same teaching method	3.60	.975
6. Using only textbook as a major tool	3.40	.956
7. Using lecture as a major tool	3.53	1.03
8. Students are sleepy when teachers teach	3.44	1.18

Considering the results shown above, the teachers not only seldom give outside classroom study for students ($\bar{x}$ = 2.30), but they also use the same teaching aids over and over again ($\bar{x}$ = 3.12). In spite of the fact the teachers are good at making materials easy to understand ($\bar{x}$ = 3.84), using the same teaching method

($\bar{x}$ = 3.60) might lose students' interest ($\bar{x}$ = 3.44), especially when the lecture is the main teaching tool ($\bar{x}$ = 3.53), or when the teachers do not frequency use other interesting tools ($\bar{x}$ = 3.35) to help persuade students' learning motivation, and when they use only textbook as the main teaching aid ($\bar{x}$ = 3.40).

Hypotheses Testing

Hypothesis 1

Regarding the differences between students' motivation and attitude by gender, females student have higher motivation and attitude than male students. This hypothesis is tested by two-tails t-test.

The Table 11 and Table12 show the results of two tails t-test for the dependents (motivation and attitude) and independent (male and female) variables. The confidence level for the analysis is 95%.

4.7 The Group Differences between Students' Motivation and Attitude by Gender

Table 11 Group differences between students' attitude by gender

Gender (n/ percent) Attitude 4 issues	**Male** 152 (55.5%) $\bar{x}$ (S.D.)	**Female** 122(44.5%) $\bar{x}$ (S.D.)	t	p*
Teacher	3.72 (.413)	3.65 (.467)	1.311	.191
Role	3.78 (.583)	3.82 (.514)	-.535	.593
Significance	4.06 (.658)	4.07 (.607)	-.228	.820
Benefits	3.77 (.603)	3.71 (.533)	.728	.467

(*p ≤ 0.05 = sig)

In order to find out the differences between genders' attitude towards those aspects, two-tails t-test is developed and applied in this study. In the Table 11, the results shows that teachers, the role, the significance and the benefits of the Thai subject reveal no significant differences-being; .191, .593, .820 and .467 respectively. However, there is a significant difference in the genders' attitude towards the media/teaching techniques and the content of the Thai subject at the level .043 and .013 respectively. It indicates that males have a stronger attitude towards both of the media/teaching techniques ($\overline{x}$ = 3.39) and the content of the Thai subject ($\overline{x}$ = 3.59) than females. The results are shown in the Table 12.

Table 12 Group differences between students' attitudes by gender (continue)

Gender (n/ percent) Attitude	Media/teaching techniques			Content of the Thai subject		
	$\overline{x}$ (S.D.)	t	p*	$\overline{x}$ (S.D.)	t	p*
Male 152 (55.5%)	**3.39** (.597)	2.034	.043	**3.59** (.497)	2.511	.013
Female 122 (44.5%)	3.24 (.634)			3.43 (.546)		

(*p ≤ 0.05 = sig)

Apart from the results shown above, the two-tails t-test is applied to analyze the differences between genders towards extrinsic and intrinsic motivation. Concerning the differences between males and females' extrinsic motivation, there is a positive significant difference at .004 level which is shown in the Table 13.

Table 13 The differences between gender's extrinsic motivation

Gender (n/ percent) Extrinsic Motivation	$\overline{x}$ (S.D.)	T	p*
Male 152 (55.5%)	3.98 (.644)	2.921	.004
Female 122 (44.5%)	3.76 (.638)		

(*p ≤ 0.05 = sig)

Regarding the differences between males and females' intrinsic motivation, there is no significant difference as shown in Table 14:

Table 14 The differences between gender's intrinsic motivation

Gender (n/ percent) Intrinsic Motivation	$\overline{x}$ (S.D.)	t	p*
Male 152 (55.5%)	3.84 (.734)	1.909	.057
Female 122 (44.5%)	3.67 (.699)		

(*p ≤ 0.05 = sig)

To conclude the hypothesis 1 testing results, male students have more positive motivation and attitude covered more issues than females. So hypothesis 1 is rejected. The discussion about the result will be in chapter VI

Hypothesis 2

According to the differences between students motivation and attitude classified by students' grades in Thai subject, students who have higher motivation and attitude in the Thai subject have better grades than students who have lower motivation and attitude. F-test by ANOVA and Scheffé is applied for testing this hypothesis.

The Table 15 and Table16 show the results of F-test by ANOVA for the dependents (motivation and attitude) and independent (high the Thai grade, average the Thai grade and low the Thai grade) variables. The confidence level for the analysis is 95%.

4.8 The Group Differences between Students' Motivation and Attitude by students' grades in Thai subject

Regarding the students' motivation and attitude classified by students' grades in the Thai subject, the results are shown as follows:

Table 15 The group differences between students' attitude by the Thai grade towards 5 issues

Attitude issues	Groups	df	F	p*
Teacher	Between groups	2		
	Within groups	271	1.437	.239
Media	Between groups	2		
	Within groups	271	1.018	.363
Content	Between groups	2		
	Within groups	271	1.595	.205
Significance	Between groups	2		
	Within groups	271	.763	.467
Benefits	Between groups	2		
			.467	.628

(*p ≤ 0.05 = sig)

According to students' attitude classified by the students' grades in Thai subject, the result show that there are no significance differences between attitude towards five issues: the teachers; the media/teaching techniques; the content of the Thai subject; the significance of the Thai subject; and the benefits of the Thai subject (.239, .363, .205, .467, .628, respectively).

Whereas, there is significant difference between attitude towards the role of the Thai subject (.000) shown in the Table 16.

Table 16 The group differences between students' attitude by the Thai grade toward the role of the Thai subject

Attitude issues	Groups	df	F	p*
Role	Between groups	2	8.541	.000
	Within groups	271		
	Total	273		

(*p ≤ 0.05 = sig)

When the results show that there is significant difference between attitude towards the role of the Thai subject, the researcher has to identify which pairs of the groups differentiate significantly by using the test of comparison of Scheffé.

Table 17 Pairs of differences among 3 groups

Dependent Variable	Groups		Mean Difference (I-J)	Std. Error	Sig
Role	1	2	.02312	.21060	.994
		3	-.25613	.20734	.467
	2	1	-.02312	.21060	.994
		3	**-.27925(*)**	**.06874**	**.000**
	3	1	.25613	.20734	.467
		2	**.27925(*)**	**.06874**	**.000**

(*) = Sig

Table 17 shows that there is significant difference between group 2 and group 3 according to the test.

For the students' motivation, the results show that there is no significant difference between students' motivation, both extrinsic and intrinsic, as shown in Table 18.

Table 18 The group differences between students' motivation by the Thai grade

Motivation	Groups	df	F	p*
Extrinsic	Between groups	2	1.762	.174
	Within groups	271		
	Total	273		
Intrinsic	Between groups	2	2.923	.055
	Within groups	271		
	Total	273		

(*p ≤ 0.05 = sig)

To conclude the results of hypothesis testing, there are no significant differences. Therefore, hypothesis 2 is rejected. The discussion about the result will be in chapter VI.

The Qualitative Data

4.9 The Open-ended Question Data

The bottom of each part of questionnaire is divided into seven detailed parts: the Thai teachers; media/teaching techniques; the Thai content; the role of the Thai subject; the significance of the Thai subject; the benefits of the Thai subject; and learning motivation. The open-ended questions are used as an optional for students to add more comments or opinions in each issue.

All in all, there are not many students giving their opinions (37 out of 274 students), but several opinions are useful to be indicated as qualitative data.

There are 12 males and 25 females giving their opinions as follows:

4.9.1 Attitude: the Thai teachers

Twenty four students gave their opinions on the issue of the Thai teachers. It is shown that teachers play an important role of encouraging students' motivation and attitude.

Regarding the positive characteristics, students indicated that their teachers teach them to use Thai language accurately. Furthermore, the Thai teachers were cheerful, merciful, good-humored, neat, good at teaching, and easy to approach.

On the other hand, some negative characteristics were indicated too. Students said they want their teachers to be stricter in order to be earn students' respect, particularly, male students. As for teaching, teachers sometimes teach too fast and they give too many assignments, give too much note-taking, and provide less interesting activities to encourage students' motivation to learn.

4.9.2 Attitude: media/teaching techniques

The second most received response is the issue of media and teaching techniques. The Eleven out of 15 had the negative attitude towards media and teaching methods. Most of them said the Thai teaching method lacks the interesting technique to positively persuade or motivate students. Consequently, students' boredom and sleepiness are set among the boring lecture and noisy environment.

Due to the reduction of learning motivation; students tend to ignore the subject they are learning. Teachers cannot handle this situation well enough throughout a class. What the students want is more interesting teaching aids. For instance, they want a game to be used to assist teaching and aid learning. Besides, a computer is another interesting teaching aid for them as well. They want to learn by using some gadgets. This would results in a more interesting and enjoyable class than just sitting and listening to the lecture until a class finishes. Apart from this, the Thai teachers should give students the opportunity to have some activities out of their classroom sometimes. One reason for this is that where class sizes are large, students would prefer to work outside of a small classroom. Moreover, lots of note taking during the lectures, and receiving too many assignments make students bored and tired.

However, there were three male students and a female student agreed that their teachers use interesting teaching methods that make them understand the materials easier. One student said that she is not bored when she learns the Thai subject.

4.9.3 Attitude: the Thai content

For the Thai content, both positive comments and negative comments were given. Some students said the Thai content is good enough. There are plenty of short stories and valuable literatures that are interesting to learn. Besides, the Thai content is fun and useful. It can be applied to daily lives.

On the contrary, some students mentioned that the Thai content is very hard. There are so many consonants and vowels to remember. They also said that it is harder than English or Korean. Some indicated that the Thai content cannot be applied to their daily lives. For some, they learn it because Thai language is valuable and they want to be knowledgeable. Moreover, the Thai content should be more fun. Additionally, because there is too much content to learn, students have too many assignments as well.

4.9.4 Attitude: the role of the Thai subject

According to the role of the Thai subject, some students said they paid attention to every subject including the Thai subject because it is equally important compared with others. Furthermore, the Thai subject is their mother tongue. It is the uniqueness of Thailand so Thai people must use it accurately. One student gave an interesting idea that; the Thai subject, more learning, more interesting. Every word to be written means the future of the Thai language.

4.9.5 Attitude: the significance of the Thai subject

Regarding the significance of the Thai subject, most of students realized that Thai is important and good in terms of academia and culture. They agreed that even though we can speak Thai, we need to learn it. It is not only our language, but also our valuable culture, the uniqueness of Thailand and Thai people. Hence, being Thai, we must use Thai language accurately and maintain it for future generations. Besides, some students mentioned that Thai is easy, although some students said it is hard. One student indicated that he had no idea about learning Thai because he knew nothing when he had learnt Thai, but just the grade. Additionally, another student said Thai students know what they should but they do not pay any attention to it because they are lazy. One student indicated that Thai students cannot remember the order of Thai consonants and Thai vowels because they are not interested and also lack of practising for long time.

4.9.6 Attitude: the benefits of the Thai subject

Only three students gave their opinions in this issue. They said the Thai subject is good so that every student should care more about Thai and maintain it by using Thai accurately. The Thai subject always provides the students some benefits in the event of higher education.

4.9.7 Motivation

There are nine students (five males and four females) who gave their opinion about learning motivation. Most of students thought that Thai language is the best. It is good and valuable. Some students learn Thai because they love Thai language, but some male students learn Thai hoping for getting a good grade. Moreover, students agreed that presently people use Thai language incorrectly. One student wants to introduce Thai language and Thai culture other countries in order to let the foreigners know that Thailand is one of good and interesting countries. Apart from those opinions, a student accepted he prefers watching Taiwanese, Japanese, and Korean television series than Thai soap operas. The same was said for music, in that he prefers English songs than Thai songs.

Summarizing all given responses by the students, most of them provided their opinions about their teachers (23 students). That means they think teachers play an important role in learning and teaching. Second, media and teaching techniques are students' given opinions (17 students). They think that media and teaching techniques are important as well. Thirdly, students realize the significance of the Thai subject (seven students). They recognize that the Thai subject is the a serious matter for them. Fourthly, the Thai content is also defined as the key element for teaching and learning Thai (six students). The students pay less attention to the last two topics which are the role of the Thai subject (four students) and the benefit of the Thai subject (three students), respectively.

4.10 Data Interview

The data were given by three Thai teachers, namely, Mister Nareth Kongsombud, Missis Alisa Sarod, Missis Prakong Watthanakorn, and the principle of Prapathom Witthayalai school, Mister Chairath Padermroth. The interview data is summarized and presented by followings:

4.10.1 The summary of in-depth interviews

According to the interviews, the three Thai teachers were interviewed concerning the pedagogical process, teaching techniques and methodology, teaching preparation, teaching aids/media, teaching and learning problems and resolution. As for the principal, the questions are also the general information of the school, human resource administration, financial administration, the teaching and curriculums management, the problems relating to teachers, students, the general problems, and the resolution.

To summarize, regarding the interview data, it is shown that most of teachers' opinion tends to be unified that having too many students in a classroom is the major problem of failure in teaching. Additionally, three years ago, students' proficiency and capability were higher than they are today; namely, students have more problems in keeping attention than before and seem to be gradually and continually worsen. Besides, for teaching techniques and teaching aids, most of teachers gave emphasis to lectures. They often used the books, cassettes, and academic sheets as teaching aids. They also mentioned that the classroom's condition is not suitable for using hi-tech media.

Regarding the principal, he stated that the school is considered to be good in both human resources and location since it is named as the Provincial secondary school of Nakorn Pathom. Most teachers are assigned to teach in their degrees' majors. Furthermore, the classroom research is required as the annual activity for every teacher to develop their teaching performance. On other hand, the teachers' deficiency on particular fields, Sciences, for example, are still problems.

CHAPTER V

PEDAGOGICAL IMPLICATIONS

Chapter IV presents the results of students' motivation and attitude towards learning Thai. In accordance with the motivation and attitude to learning theories, students do not learn only in the classroom circumstance, but also outside the class, in order to explore their capabilities and competence effectively. Students, Thai teachers, and administrators should become aware of the importance of teaching and learning Thai. Even though there are some more interesting foreign languages, Thai language continues to be the most important language for Thai people. Since the Thai subject is not very interesting compared to other subjects, appropriate and various teaching techniques should be applied to the course for motivating students to learn. These pedagogical implications are based on the qualitative and quantitative data; first, the qualitative will be presented as follows:

5.1 Pedagogical Implications

5.1.1 Teaching methods / strategies

5.1.2 Teachers' characteristics and roles

5.1.3 Administration and curriculum development

5.1 Pedagogical Implications

Teaching methods presented in this chapter are based on the results of the study, both questionnaires and interviews. The researcher searches and applies the suitable teaching strategies for students in Matthayom Suksa 3, Prapathom Witthayalai school. There are some techniques which may of interest as indicates:

5.1.1 Teaching methods / strategies

From interviewing, teachers state that most of students are lack of attention to read and write. It accords with Teeranong Kerdsukon (2538) who points out that the Thai students in Matthayom Suksa 3 have serious problems that cannot be a good receiver and a sender. Especially, the students in the low rank classes seem to have attention deficit disorder. So teachers must find interesting ways to improve their attention. Students in the top classes have higher capability and motivation than students in the low rank classes. Some teaching methods might suit the high rank class students, some might not. Therefore, the researcher suggests some appropriate teaching methods which have been summarized from many sources as follows:

5.1.1.1 Extensive reading model

Extensive reading approach is one of the teaching methods which is used worldwide by language teachers. It is to read extensively, broadly, with a large quantity of materials (Bamford and Day, 1998: www.jalt-publications.org/tlt/files/97/ May/extensive.html, retrieved on January 29, 2008). The study of Paul Nation (1997: www.jalt-publications.org/tlt/files/97/may/benefits.html, retrieved on August 18, 2009), Timothy Bell (1998: http://iteslj.org/Articles/Bell-Reading.html, retrieved on August 18, 2009), John Macalister (2008), and Dale Brown (2009) state that extensive reading is a tool which can help students in terms of learning gains, motivation and attitude toward reading. It is the single most effective way to improve language proficiency of both L1 and foreign languages (Maley, 2005: 354 cited in Brown, 2009: 238).

The characteristics of an extensive reading approach have been summarized by Day and Bamford (1998: 7-8) as follow:

i. Students read as much as possible both in and out of the classroom.

ii. The variety of teaching aids in the wide range topics is available to encourage reading for many purposes and in different ways.

iii. Selecting reading materials based on students' needs. They choose what they want to read and freely stop whenever they want.

iv. The objectives of reading are usually related to satisfaction, information and general understanding.

v. Reading is its own reward; with just a few or no follow-up exercises after reading.

vi. The role model of a reader is a teacher.

According to Day and Bamford's proposal, extensive reading can be used both in and out of the classroom. It is beneficial for every student in every level because this method is based on students' needs and interests. There are some researchers who believe that extensive reading will have beneficial effects in the learning of language (Macalister, 2008). It can also blend into many teaching strategies; for instance, integrating extensive reading in the task-based curriculum (Green, 2005), and reading for academic purposes (Macalister, 2008).

Teachers should be role models for the students by showing them what the good books are, what the benefits that the students will get if they become a reader, when the students should spend time for reading, and how to select the good materials to read. For the unenthusiastic students, teachers should not compel them, but rather persuade them by offering what they are interested in, such as bonus points, rewards, or telling them that if they summarize what they have read, they do not have to do much homework.

Moreover, extensive reading leads to students being good writers. After they finish reading, they have to sum up their ideas and information about what they read. Students may pick a favorite article, maybe from forward mails, to read, present, discuss and finally summarize it. Consequently, the writing skill is practiced and makes them better writers.

To apply extensive reading into the classroom, teachers may spend the last 10 minutes giving the reading assignment to students. Students can write a journal about what a favorite book which a student has read in this week, or discuss what they read in their spare time and share ideas with classmates.

5.1.1.2 Directed reading and higher level thinking

Reading skills will be achieved when students have a motivation to read. Sunan Prasansorn (2544) studies about using directed reading and higher level thinking on Thai language critical reading ability of Matthayom Suksa 4 students. She points out that the skills of students who were taught by directed reading and higher

level thinking were significantly better than before receiving instruction. Students' critical reading skills are improved; that is, analytical thinking, synthesizing, and evaluating. Directed reading and higher level thinking methods can increase students' motivation because they have to read to find the answers they are looking for. It is suitable for enthusiastic students because they will find enjoyment and are willing to read if they know the precise objective. So they read not only for the academic purposes, but also for their interests. This instruction helps students learn about discussion, argument, and presenting the reasons to support their ideas while conventional instruction does not. The interaction with others can develop students' knowledge and understanding of what they read because receiving various aspects could help students remember the details and summarize the main idea of reading (Roe Stoodt Burns,1998: 107 cited in Sunan Prasansorn, 2544: 63) Teachers should teach students to be active audiences not passive ones. They should not easily believe unless they find out the valid reasons to convince them what they read are true. This strategy turns students into thinkers, not just receivers of information. It will thus be a beneficial skill for them in the future.

<div align="center">5.1.1.3 Crystal-based instructional model</div>

Sitara Jutharat (2549) comments about using crystal-based instruction model on Thai literature. The results reveal that Thai literature leaning achievement and critical learning ability of lower secondary school students taught by Crystal-based instruction model was significantly higher than before receiving the instruction at level .05. It may imply that this model is useful for literature study, so the teachers may apply it to their teaching techniques.

The Crystal-based instruction model is one of the instruction models developed by Pitoon Sinlarat (2551). He believes that the best product which reflects the crystal wisdom is writing because it can be edited. Moreover, writing papers can convey thoughts, experiences and emotions of the authors. The main procedure of this model comprises of criticalization, creation, valuation, integration, communication and finally crystallization.
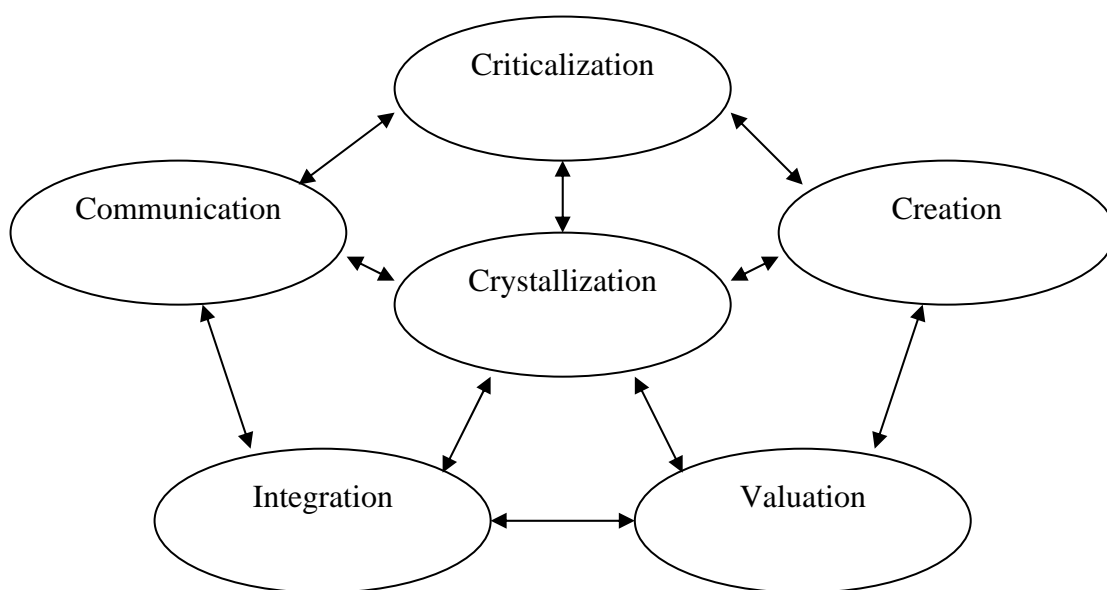
The cycle of crystallization chart*

*Adapted from Pitoon Sinlarat (2551: 84)

Students try to critically read and understand what they are reading and then attempt to create new knowledge which is originated by doing research or creating their own. After that, when the students gain the new knowledge, they have to evaluate and integrate it into the context. The students should explain how important the new knowledge is and express it in writing.

This model aims at discovering the new interesting knowledge from many resources based on students' needs. In order to gain the new knowledge, students must have critical thinking, synthesizing and evaluating processes. They should get insight and be able to communicate their thoughts through the academic writings. Besides, this instruction model gives an opportunity to exchange idea and learn through discussion with their teachers and classmates (Urairat Samreugwong, 2549). The crystal-based instruction process consists of the following:

Plan and learn: planning what the students want to learn and then choosing the topics which interest students. After that, searching for the information about the topic and writing academic papers (draft 1).

Present and discuss: students present what they have learnt, discuss in the classroom and collect comments for editing their papers.

Gather and revise: students gather comments and develop their papers (draft 2).

Crystallize: the students present the final edited papers, conduct self-assessment and conclude the task.

To adapt this model into the classroom, teachers must clearly identify the objectives of the students. Afterwards, teachers have to give some examples of the writings in various styles to the students and let them do it by themselves. This model may only be used in the top five ranked classes because these students have higher capability than others.

5.1.1.4 Reciprocal reading

The low rank class students tend to focus on chatting with their friends than paying attention to learning in the classroom. The reciprocal reading method is the procedure where the teacher seems to be a conductor and lets student choose what they want to read in pairs. Reciprocal reading is an instructional method that guides the learner to learn specific, concrete, comprehension-fostering strategies and comprehension-monitoring strategies and their application within a social, supportive and challenging context (Brown & Palincsar, 1989 cited in Dumrong Adunyarittigun and Rachel Grant, 2005: 1). The students will not feel bored if they work with a partner. They could improve four skills. This model can enhance critical thinking and increase their self-perception and motivation.

The strategies taught and practised during reciprocal teaching are predicting, summarizing, clarifying and questioning (Dumrong Adunyarittigun and Rachel Grant, 2005). Teachers may apply this strategy to the reading class by giving students an opportunity to choose their partners freely, and, then, assigning a reading task to do in a limited time. The marks will be evaluated in pairs. So the students will focus on teamwork and try to reach the target together. This process also helps

students learn about the responsibility because students have to work in a small group, not just by themselves individually.

5.1.1.5 Thai subject web-based instruction model

At this stage, the new technologies become more and more essential to people around the world. It plays an important role in various matters including education. The new generations of students were born with the computers, the internet, online web boards, online game and the other high-technologies, to which they can easily get access. When they go to school, they expect to use these facilities in studying as well. From the opinions of some students, computers, Thai laboratory and e-learning can interests them much more than the same boring teaching methods. Unfortunately, teachers cannot provide these to students because Thai laboratory is restricted for some classes (most of them are Matthayom Sukka 5-6 students). So Thai subject web-based instruction model (Muneerah Phadung, 2545) is offered to alleviate the problem.

Simply stated, web-based instruction model refers to providing a learning environment that is mediated and supported via the internet/intranet and connected to a computer with hyperlinks to resources outside the instructional domain. Hoffman (1997) and Jaitip Na Songkha (2542 cited in Muneerah Phadung, 2545: 129-130) state that web-based instruction models can motivate students because the graphic design with audio-visual material is interesting. Likewise Antchara Cheewapan (2547) states that updated materials can motivate students.

For an appropriate Thai subject web-based instruction model, Muneerah Pradung (2545: 124) points out that the most suitable number of students is a group of three to five. Teachers should let students freely choose their teammates and then use web boards to exchange ideas. To contact students, teachers may use e-mail and evaluate them by giving feedback via web boards.

If teachers cannot create their own websites, they do not have to create something difficult. Applying the web-based instruction model, they may use just the basic material or basic websites that already exist, such as, hi5, facebook, multiply, bloggang websites, as the material. It helps students feel that they are not studying. For those websites, uploading pictures, writing space, and comments boxes are available. The teachers may provide the interesting Thai online learning websites to the students

and evaluate them by letting them show what they have learnt from those websites. Perhaps letting students comment or say about what interests them but the teachers must beware of copyright. So the crediting resources must be mentioned carefully and accurately.

5.1.1.6 Working in group/ peer feed back

One of the most powerful motivators for students is their peer group (Tomal, 2007). In recent years, the use of peer feedback in writing classroom has been generally supported in the literature as a potentially valuable aid for its social, cognitive, affective, and methodological benefits (Rollinson, 2005), though; many teachers and most students are less than convinced of its utility. Caulk (1994 cited in Roliinson, 2005: 24) notes that students' response and revision are useful and valid more than 50 percent. If a good writer requires revision, the writer needs to write the various drafts. Training students in peer response leads to better revision and overall improvements in writing quality. This model may lead students to be critical readers. It may also make students become a reviser of their own writing. Moreover, as Rollinson (2005) proposes, it may encourage or motivate writers to have a positive attitude in writing. Glasser (1965 cited in Tomal, 2007:32) believes that peer recognition is a powerful influence on students in the developmental years. Students have a need to be accepted socially and have a positive self-esteem. Based on the results of this study, peer feedback can be partly conducted in writing class. Students may give feedback by short notes or do it orally and teachers should walk around to control the class. Additionally, teachers may let students review the feedback at home because they will have more time to read it.

Furthermore, working in a small group or pairs is an interesting format. Teachers may assign a task and let each team compete it against each other. When students are involved in a competition against other teams and focus on learning efforts on preparing for tasks/tests, they are primarily motivated by extrinsic approaches and it is likely to enhance students' intrinsic motivation (Brophy, 1998). Ramayachanok Khemcharoen (2546) who studies group work behavior, says attitudes toward the English subject and motivation in learning of Prathom Suksa 6 students in Bangkok notes that students' attitude and motivation increase when they work in

group. This is because students have an opportunity to help in their teammates so they enjoy learning and feel free to study with friends.

5.1.1.7 Thai club

Apart from supporting students' pursuits of linguistic competence and examination performance inside the classroom, teachers also need to develop their capabilities for autonomous and strategic learning beyond the classroom. Gao (2009) studies about the English corner as an out-of-class learning activity. He points out that teachers can integrate an out-of-class learning activity into the pedagogical practices. Learning outside classroom activities helps students develop community and cohesion among themselves and motivate their autonomous learning efforts (Gao, 2009). In fact, this school has a Thai club but it is not as good as it should be. The place is old and uninteresting. It is occasionally used when the school hosted the events, such as Sunthonpuu's day, national Thai language day. On the one hand, successful integration of such activity depends on the introduction of language curricula that fully recognize the humanistic value of Thai language learning. It also relies on a professional commitment to lead the students in the learning process and transforming their language learning strategies. Hence, the Thai club should be developed in both the circumstance and the process in order to persuade students to join; for instance, allowing the newcomers in every level class to join at anytime, offering the benefits if they are the members, and providing facilities to attract members. The benefit of being a member may be the quota for attending some extra-curricular activities, such as, field trips, and borrowing books which are reserved for Thai club members and not available in the main library. Those books may not only be academic books, but also be novels and magazines. As for the facility, the Thai club may have been initially sponsored by tea houses and coffee shops to attract the members. Once they enter the club, they can have a drink and enjoy reading, and doing other activities. The Thai club should have staff to take care of it, maybe the senior students. If they can make the club as pleasant as home, students will join voluntarily.

Furthermore, to make Thai club more alive, based on the interview data, the researcher recommend some interesting ways as follows:

Developing speaking proficiency

Students DJ: Broadcasting Thai news or interesting Thai journals, maybe from forward mails, every morning by students DJ could practice speaking proficiency and make students to be active audiences by choosing useful information from the internet.

Role-play: Thai teachers may select some intentional misspelled words from the internet, illustrate how to use Thai inaccurately, and then let students correct these mistakes. Thai teachers may promote learning Thai by using mass media such as picking some intentional misspelled words, for examples, [เด๋ว] /deˇw/ = [เดี๋ยว] /diˇ:aw/, [คับ] /kháp/ = [ครับ] /khráp/, [เมพ] /meˆ:p/ = [เทพ] /theˆ:p/, and implant the idea that they are not good examples using them in for academic purposes. Students might use the examples of those when they are chatting with friends using on online chatting programs like MSN, Yahoo Messengers, Facebook, Twitter, but they must not use intentional misspelled words in formal writing. It would be fine if students realize how, when, and where to use the Thai language more appropriately.

Thai Clinic: students can practice pronunciation [r] [ร] and [l] [ล] by Thai teachers or invite professional MCs such as Khun Saisawan Khayanying, Khun Intira Nathongbor or good writers to be a guest speaker. Students should have a role model to follow so they will know how to use Thai accurately.

Interviewing activity: this activity may be also included in a speaking course. Students may be tasked to interview some Thai teachers/seniors who use correctly Thai or used to attend Thai language competitions/ writers/MCs/broadcasters about correctly using Thai language. Those people might talk about their experience and then students will record, write on CDs after that open it in classes or Thai club. It might be an inspiration for other students using Thai language in their careers.

Developing writing proficiency

Setting editorial department and printing Thai journals or Thai Magazine: Thai teachers may raise the idea to establish a Thai club journal/magazine per one academic year. Students in the Thai club can collect data and useful information about Thai language, Thai culture, everything about Thai or write their own articles to publish in a journal.

Putting students' writing on boards or posting them on the school website: Students may search information on the internet, in the library, or interview people and write articles or short stories. Thai teachers may set the theme of the month, such as 'Your Favorite Novel', 'My Poem', 'Love, Laugh, Live', etc. and offer a prize for the student who writes the best. The selection could be through a vote. These articles/short stories may be posted on the school web board, too.

Developing reading proficiency

Critical thinking activity: Students may select their interesting books/favorite books and share them with classmates/members. There might have one day in a week that students will talk/discuss what they have read lately and how good they are. Thai teachers can be the conductors and let students run the activity. When students discuss topics, others student will note the details of each book and then use this information to write the recommended books of the week.

Thai project: Create the project 'รู้รักษ์ภาษาไทย' (Ruu Rak Pa Sa Thai; how to sustain Thai language) and train students who are interested in Thai language to be the host to promote learning and teaching Thai. Thai teachers select students in the Thai club, train and teach them to pronounce /r/ [ร], /l/ [ล], /ch/ [จ, ฉ, ช], /s/ [ส] correctly. Those students will be the roles-models for others. Also, they will be proud of themselves.

Developing listening proficiency

Interview: Invite people who are famous and achieve success using Thai language in their careers, share their experiences about how to accomplish learning Thai and how to make money by using the Thai language to motivate students' motivation and attitudes.

Listen and catch: Selecting songs or tv shows which are pronounced inaccurately or sound like English, such as /ch/, /sh/ = [ช], /r/ = [ร] and let student share their opinions about it.

5.1.1.8 Field trip activity

Another out-of-classroom interesting activity is a field trip. It is an effective strategy to arouse students' interest in learning and to improve their attitude towards learning (Cha, 2001). The researcher suggests this because students do not

have many opportunities to have an excursion. Teachers and the administrator should give a chance for students to enhance their learning opportunities. The activities during the field trip may be an adventure game, mystery with provided clues, drawing of objects found in the exhibits, and hand drawn postcards to write near the end of the tour which will summarize the field trip. Students might not need to write a long boring essay or complete huge questions after the trip, they may show their postcards (which is sent to themselves) in the next class. Besides, teachers and students could visit some good writers, translators, master of ceremonies, and interview them about using Thai accurately. Furthermore, Mass Communication Organization of Thailand is one the interesting place to visit. As for teachers, a good and careful plan should be given both of pre and post field trip activity. Teachers should first consult with their administrator regarding existing school board policies. After receiving permission, the teachers identify the objectives, plan what the students need to know, for instance, date, time, clothing for the trip, money needed, trip schedule, parent signature etc. Later, the visiting plan should be sent to the administrator and show the advantages/disadvantages of the field trip in order to use the information to improve the next trip.

Apart from suitable teaching strategies, other components also influence students' motivation and attitude. Teachers' characteristics and roles are known as the one of the factors which effects students' need and interests. Thus, the researcher suggests how to be a successful teacher as presented as in the next part of this research.

5.1.2 Teachers' characteristics and roles

Many researchers confirm that teachers' characteristics, as with teachers' role, have considerable effects on the students' motivation and attitude. For the Thai teachers in Prapathom Witthayalai school, the results show that they are quite good in appearance but still lack of the ability to deal with students in various levels. It accords with the article 'education in Thailand' (Office of the national education commission, 2001:56) which notes that only 54.9 percent of schools meet the requirement. Moreover, less than 50 percent of schools have had teachers with the ability to search for knowledge, think analytically, conduct research, and create their own body of knowledge. The situation is even worse in rural areas. Thus, improving teachers'

ability in terms of required characteristics and proficiency is the mission to succeed at academic achievement.

5.1.2.1 Personality

Thai is a unique language for Thai people. When people were born, they have to learn how to speak, read, write and listen. In childhood, if their organs are in readiness, they start to speak. From now on, they use language as a tool for communication. Children study language through their parents, relatives, and others who surround them. After that, they will learn language at school. Hence, teaching Thai is easy on the surface. Anyone can teach Thai if they can speak Thai. However, this is a wrong belief. Teaching mother tongue is indeed quite hard work. Thai teachers should be selected appropriately in order to complete teaching efficiently.

The first impression of teachers is quite an important thing to attract students at the first sight. So Thai teachers should be aware of their appearance. Some statements about general characteristics of Thai teachers collected during the research are as follows:

Chaleaw Buripacdee and et al. (2520: 367, 374) give some kind of good characteristics of Thai teachers as follows:

- Moral and good behavior

- Being good people

- Giving good suggestions and being fair

- Good teaching

- Friendly

- Good characteristics

- Healthy of both body and mind

- Being knowledgeable

For the Thai teachers in Prapathom Witthyalai School, most of them are as good as they should be, but there are some points that need to be improved such as, good teaching and being knowledgeable. It cannot be denied that teaching is a tough duty. Most of the Thai teachers have a lot of experience in teaching, however they need to gain the new knowledge to improve their teaching.

5.1.2.2 For good Thai teaching results, teachers should consider and improve themselves as follows:

Teachers must have a positive attitude towards the Thai subject. Moreover, they should realize the values importance of the Thai language in order to transfer this feeling to their students. Furthermore, teachers who teach the Thai subject should be interested in finding out new knowledge and skills. For the Thai context, teamwork is a good option for Thai teachers (Sutcharit Peanchob and Saijai Inthararumpan, 2538: 15). Every Thai teacher should occasionally meet and exchange their opinions with each others in order to increase their knowledge, self-confidence, and have students respect them.

Based on the results of this study, students; motivation needs to be enhanced their in order to change their attitudes more positively. Thai teachers can easily increase students' motivation by follows:

5.1.2.3 Promoting extrinsic motivation

Sutcharit Peanchob and Saijai Inthararumpan (2538: 76-78) propose the ways to promote students' extrinsic motivation as set out below:

i. Creating classroom atmosphere

The students in the top ranked classes and the low ranked classes have different classroom environments. Some classes are very clean, cozy and nice, but some classes are dirty, and smell bad. (Autchara Cheewapan, 2547). From the students' opinions, having a good learning atmosphere and creating an exciting environment could lead students paying more attention to studying. In order to do so, teachers may assign students to adjust the position of the tables in a round or semicircle configuration. Moreover, if they are studying about food and dessert, teachers may set the books corner with food photos or models.

ii. Learning with attractive methods

The beginning of teaching can also motivate students at the first place. It might take a short time, perhaps about 3-4 minutes. The teachers do not only show pictures, but also ask students about their experience related to the topic. Students would focus on their teachers. Studying can go on smoothly as Papadopoulos, Demetriadis, Stamemlos, and Tsoukalas (2009:193) state that the prompting questions affects learning.

In addition, using materials and setting the external activities; for instance, charts, tables, diagrams, setting debates, discussion, making conference, doing role plays, drawing, singing, composing poems, writing critical characteristics, creating boards, etc., could control students' attention. Moreover, it is good for the students because they can imagine what a teacher is talking about.

5.1.2.4 Promoting intrinsic motivation (Sutcharit Peanchob and Saijai Inthararumpan, 2538: 78)

Intrinsic motivation often results from extrinsic motivation. Namely, after the students feel happy when they are learning Thai, they will have a willingness to explore their Thai knowledge by themselves. Hence, teachers play the most important role in setting the activities and motivating students in order to make students feel their lessons are more enjoyable. Eventually, students have intrinsic motivation to learn Thai pleasantly.

i. Reinforcement

Many researchers and psychologists agree that positive reinforcement during study can increase the students' positive attitude. (Sutcharit Peanchob and Saijai Inthararumpan, 2538: 79). The teachers do not only give feedback to students, but also students themselves do it. Famous reinforcement methods are verbal appreciation, positive gestures, student participation, giving rewards, doing motivational surveys, recognizing the individual values, ignoring trivial misbehavior, and having engaging activities (Tomal, 2007:145-147).

The researcher will give some examples about how to reinforce students so that teachers will have some guidance to do it. To reinforce students by doing motivational surveys, teachers might set a series of questions that ask students to rank items that motivate them. Some of the items on the survey might include tangible rewards, praise, engaging learning activities, certificates, etc. Once the survey results are revealed, teachers can compile them and then develop a plan to help fulfill the students' motivational needs.

For recognizing the individual values, if a student is good at a sport and he or she performs well in the classroom, teachers may send a letter, cards, or verbally recognize the students' performance to his or her coach, and the student can then gain

great satisfaction from this gesture. Gaining recognition from a teacher or a coach can boost additional positive behavior and academic performance (Tamol, 2007: 146).

There are many techniques to encourage students so teachers have to realize the appropriate ways to apply them into learning.

5.1.3 Administration and curriculum development

On behave of the provincial school of Nakorn Prathom, setting the effective teaching and learning should set the standard for any other schools. Therefore, the administrator must be concerned about the appropriate policy to standardize the school. The suggestions that will be presented are merely a road map for developing teaching and learning strategies and curricula.

i. Setting more appropriate time for the Thai subject. Because the Thai subject period is set in the inappropriate time, for instance, after lunch or after physical science period (Yada the report of a seminar; Thai language and Thai society, 2527: 96), the students might be sleepy and do not want to learn the subject which they think it is so boring and difficult. However, it is impossible that every period of the Thai subject is taught in the morning; at least, more than 50% of the Thai subject period per week should be in the morning. It is still alright if the Thai subject is held after lunch or after physical science period, but it should not be the last class of the day. Based on what the researcher has observed, the students will not pay attention at all when they have to study Thai during the last period.

ii. Give more budget for improve teaching aids for the Thai subject. This is because students need to learn the new things via new materials, but teachers cannot provide the interesting media. The students note that the Thai subject is difficult and boring. Moreover, it is even worse that there is nothing interesting for them to learn. According to the interview of the administrator, 60% of the budget is for academic purposes; however, it is mostly for others subjects, such as science, English, and not the Thai subject. Thus, to achieve teaching and learning Thai, it cannot be denied that money is one of the most important factors.

iii. Encouraging Thai teachers and students by reinforcement. The researcher believes that teaching and learning achievement comes from many factors. If the school has a good policy and administration, teachers will be happy to work. In

addition, when teachers are happy to teach, students tend to be happy to learn as well. On the contrary, if the school does not have a good policy and administration, it may affect the teachers and students' proficiency. Like Tomal (2007: 36) states that the lack of clear-cut school policies and the inconsistent administration of the policies can result in students being de-motivated. Thus, the administrator should support the teachers and the students who are good at teaching and learning in order to motivate and encourage teachers and students. There are many ways to support Thai teachers' motivation, such as going abroad for a seminar to explore their knowledge and ideas about learning and teaching language. It could increase teachers' motivation. Moreover, presenting Creative Teaching Media Competition might be the way to inspire Thai teachers. An administrator would give the external rewards, for example, certificates, gifts, etc. Besides, to promote Thai activities, such as offering a budget for presenting Thai research, or promoting teachers and students writing some articles and publishing school journals is alternative encouragement for Thai teachers.

iv. The administrator should be aware of, and indicate the importance of, the Thai subject. Additionally, he or she should be a role model for teachers and students by using Thai accurately.

v. The administrator should spend some time to talk or meet his faculties and students. Like the earlier administrator, when the researcher was the training teacher, the teachers and students often saw him walking around the school and having a short talk in front of the stage every morning. So the teachers and the students are familiar with him and feel free to tell or ask what they want to know. The researcher also believes that administrator-facility relationship is as important as student-teacher relationship.

These suggestions mentioned are based on the results of the study, quantitative and qualitative data. The teachers and the administrator may adapt them to develop teaching Thai and Thai curricula. There are some more interesting teaching methods provided by others academics aids upon which the teachers can create the new techniques by themselves. Teaching language acquisition that grows from students' need will effectively influence students' achievements.

CHAPTER VI
CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter, the researcher will summarize the research, discuss the results, indicate the limitations of the study, and make the recommendations for the further study. They are divided into seven parts as follows:

6.1 The purposes of the study

6.2 The hypotheses of the study

6.3 Data analysis

6.4 Conclusion

6.5 Discussion

6.6 The limitation of this study

6.7 Recommendation for the further study

6.1 The purposes of the study

There are three specific purposes to investigate students' motivation and attitude which are shown as follows:

1) To investigate students' motivation towards the Thai subject.

2) To study students' attitude towards the Thai subject.

3) To analyze the factors influence the students' motivation and attitude.

6.2 The hypotheses of the study

In this study, the researcher suggests two hypotheses.

(1) Female students have higher motivation and attitude than male students.

(2) Students who have higher motivation and attitude in the Thai subject have higher grades than students who have lower motivation and attitude.

6.3 Data analysis

The researcher uses SPSS program for analyze the quantitative data. The percentage is used to present the general data for the sample group. Standard mean scores ($\bar{x}$) and standard deviation (S.D.) are used to present the motivation and attitude of the students. Additionally, the independent samples T-test and F-test by One way ANOVA (Analysis of variance); Scheffé are used to examine the statistical significance of the students' motivation and attitude which are classified by genders and Thai grades.

6.4 Conclusion

According to one of the purposes of the study to investigate students' motivation towards the Thai subject the result can indicate that male students are stronger in both extrinsic and intrinsic motivation than females (m; $\bar{x}$ = 3.98, 3.84 and f; $\bar{x}$ = 3.76, 3.67, respectively). Moreover, the students who got the higher Thai grades have stronger in both of extrinsic and intrinsic motivation than the students who got the lower Thai grades (h; $\bar{x}$ = 3.89, 3.76 and l; $\bar{x}$ = 3.86, 3.75, respectively).

Besides, some interesting information from open-ended questions which students give their comments is included. Most of the students think that the Thai language is the best. It is good. Some students learn Thai because they love the Thai language, but some male students learn Thai hoping for getting good grades. Moreover, students agree that presently, people use Thai language incorrectly. One student wants to introduce Thai language and Thai culture to other countries in order to let the foreigners know that Thailand is one of the good and interesting countries. Apart from those opinions, one student has accepted that he prefers watching Taiwanese, Japanese, and Korean series than Thai soap operas. The same for the music, he prefers English songs than Thai songs.

Additionally, students say that using interesting media/teaching techniques can motivate their learning and gain their attention. Nonetheless, some Thai teachers give too many assignments, note taking, but less interesting activities to activate students' motivation. This is particularly so, when the lecture is used as the main teaching method, or when the teachers do not frequently use other interesting tools to persuade students' learning motivation, and when they use only textbook as the main

teaching aid ($\bar{x}$ = 3.53, 3.35, 3.40 respectively). All of these factors may decrease students' motivation.

According to the second purpose of the study, to study students' attitude towards the Thai subject, the results are divided into main four main parts: attitude towards learning Thai classified by gender: attitude towards learning Thai classified by students' Thai grades: attitude towards Thai teachers: and attitude towards media/teaching techniques. These findings are shown as follows:

i. *Attitude towards learning Thai classified by gender*

The results of the study show that males have a stronger attitude towards their teachers, media/teaching techniques, content of the Thai subject and benefits of the Thai subject than females (m; $\bar{x}$ = 3.72, 3.39, 3.59, 3.76 and f; $\bar{x}$ = 3.65, 3.24, 3.43, 3.71, respectively). On the other hand, females' attitude towards the role of the Thai subject and significance of the Thai subject is stronger than males' attitude ($\bar{x}$ f = 3.81, 4.07 and m = 3.78, 4.06 respectively).

However, the qualitative data shows that there are some students who agree that Thai teachers use interesting methods which make the students, especially females, understand the materials more easily. One student states that she is not bored when she learns the Thai subject.

ii. *Attitude towards learning Thai classified by students' Thai grades*

The findings in this part reveal that the standard mean scores of students in group 2 (students who received 2.0, 2.5, 3.0) indicates that students in this group have a more positive attitude towards the teachers, media/ teaching techniques and the content of the Thai subject than students in group 1 (students who received 1.0, 1.5) and 3 ($\bar{x}$ = 3.73, 3.39, 3.56 respectively). On the contrary, students in group 3 (students who received 3.5, 4.0) have a more positive attitude towards the role, the significance, and the benefits of the Thai subject than students in groups 1 and 2 ($\bar{x}$ =3.90, 4.09, 3.75 respectively).

Concerning the students' motivation, both extrinsic and intrinsic, the results show that students in group 3 also have more positive extrinsic and intrinsic motivation than students in group 1 and 2 ($\bar{x}$ = 3.90, 3.78 respectively).

iii. *Attitude towards Thai teachers*

Regarding the result of this issue, including qualitative data from students, the best characteristic of Thai teachers is being well dressed ($\bar{x}$ = 4.41). The second best characteristics are being cheerful ($\bar{x}$ = 4.20), merciful, good-humored, neat, good at teaching and easy to approach. Students also think that their Thai teachers are fair ($\bar{x}$ = 4.06) and possess nice tones of voice ($\bar{x}$ = 3.86). They think that the teachers do not need to obtain more knowledge in the Thai subject ($\bar{x}$ = 2.85) because they can teach them to use Thai language correctly. On the other hand, some negative points are indicated. Thai teachers teach too fast, are too strict, and do not give an opportunity for students to ask questions ($\bar{x}$ = 3.37, 3.21 and 3.56 respectively).

In conclusion, most of students think that the teachers play an important role of encouraging students' motivation and attitude.

vi. *Attitude towards media/teaching techniques*

To support the finding that teachers play a considerable role of promoting students' motivation and attitude, there are also qualitative and quantitative data identified in order to show the findings of this study.

The main point of the finding indicates that the teachers do not only seldom give outside classroom study for students, but they also use the same teaching aids repeatedly ($\bar{x}$ = 2.30, 3.12 respectively). In spite of the fact that teachers are good at making material easy to understand, using the same teaching method might lead students lost their interest. ($\bar{x}$ = 3.84, 3.60, 3.44 respectively).

Due to a reduction in the learning motivation, students tend to ignore the subject they are learning and have a negative attitude towards what they learn. For the qualitative data, students give their opinions about attitude towards media/ teaching techniques in the same way as the quantitative findings. One of the problems is that there are too many students in a class; they do not want to stay just in the small room all the time. So, students suggest that teachers should, sometimes, give them opportunities to have some interesting activities out of their classrooms.

For the third purpose, to analyze the factors influencing the students' motivation and attitude, the findings show that Thai teachers are the key factor that influences students' motivation and attitude. Thai teachers who have good-humor and are fair and well-dressed are the most popular to the students. In other words, Thai

teachers should be good both internally and externally. Furthermore, the students, teacher themselves, and the administrator, all agree that interesting teaching aids will increase the students' motivation and positive attitude. In addition, having a comfortable, cozy atmosphere in the class can encourage students' motivation and attitude as well.

Considering the gender role, the study shows that male students have stronger attitudes towards media/teaching techniques and the content of the Thai subject than females. It is a positively significant difference at level .04 and .01 respectively. On the contrary, there is no significant difference in the gender's attitude towards the teachers, the role, the significance, and the benefit of the Thai subject. Astonishingly, the same as students' motivation, males show the positive significant difference than females on extrinsic motivation at the level .04 but there is no significant difference in the intrinsic motivation. Male students have more positive motivation and attitude that cover more issues than females; thus, the hypothesis 1 is rejected.

Regarding the hypothesis 2, there are no significant differences between the attitude towards the teachers, the media/teaching techniques, the content of the Thai subject, the significance of the Thai subject, and the benefit of the Thai subject, whereas, there are differences in the attitude towards the role of Thai subject. The results show that there are significant differences at level .000. For students' motivation, the findings indicate that there are no significant differences both of extrinsic and intrinsic motivation. Therefore, students' grades influence students' motivation and attitude in terms of the role of the Thai subject. That is, students who are in the top rank will have a more positive attitude than students in the lower ones; thus, the hypothesis 2 is rejected.

Consequently, considerable factors influencing students' motivation and attitude are namely: the Thai teachers' personality: interesting teaching techniques: and the circumstances inside the classrooms. Apart from that, students' gender and grades are partly contributing factors influencing the students' motivation and attitude.

According to the results of this study, there are some aspects for developing pedagogical application. The researcher sums up the main interesting viewpoints for instance, creating a nice atmosphere, applying extensive reading in and

out classroom, using reciprocal reading to help unenthusiastic students, peer group feedback, and using Thai subject web-based instruction methods to increase students' interest. Moreover, outside classroom activity should be planned to motivate students as well. For instance, a Thai club, or an educational tour or excursion. Students will be motivated when they are happy and enjoy learning. So teachers should not let students study just in the limited area. Besides, teachers' characteristics and their role are also the important factors to promote students' motivation and attitude. Students do not like Thai teachers who are too strict and too neat. That makes them bored and tense. Apart from that, administration and Thai curriculum should be developed and applied into the course effectively. Administrators should support teachers in various ways in order to encourage teachers' motivation and attitude. Teachers should be concerned about their students by carefully selecting suitable material and new teaching approaches.

6.5 Discussion

In the study of the motivation and attitude towards learning Thai of students in Matthayom Suksa 3, Prapathom Witthayalai school, Nakorn Pathom, there are four variables: gender: grades: the teachers' personality: and teaching techniques. This section discusses the results of the study using both qualitative and quantitative methods a questionnaire and interview. The results are based on questionnaire given to a sample of students in Matthayom Suksa 3 Prapathom Witthayalai school, Nakorn Pathom. The interesting findings are discussed below

Males and females have different capabilities in learning language. Normally, female students have higher competency to learn languages than males (Sutcharit Peanchob and Saijai Inthararumpan, 2538: 65). In the investigation of students' motivation and attitude towards learning Thai, gender is the factor that influences both of motivation and attitude. The results in the holistic view show that females students have stronger and more positive attitudes towards the role and significance of learning Thai than males. On the other hand, for the rest of the issues; teachers, media/teaching techniques, content of the Thai subject and benefits, male students have stronger and more positive attitude than females. It is appropriate to mention notion that the external factors correlate with males' attitude. In the same manner, the internal factors, such as the realization of role and significance of the Thai

subject relate to females' attitude. These matters link to students' learning motivation as well. The motivation leads to the learners' attitude towards the learning situation; such as teachers, the textbooks, classroom activities. The students' attitude towards those variables will also influence the students' core motivation (Liuoliene & Metiuniene, 2006, 94). As for the result, male students show more positive motivation and attitude towards learning Thai than female students. It might be clarified that Prapathom Witthayalai school used to be a provincial school for males. There are many more male students than female students so this situation may lead to female students behaving more like male students. From interview data about male and female students' behavior, Thai teachers said, especially in the low rank classes (class 7-14), females students' performances is like males, fairly poor. They do not realize much about gender roles and differences between boys and girls. They play like males do, they talk like males talk, and they do not care much when boys touch or get close to them. Thai teachers point out that because of the ratio of male to female students is too great (there are about 47 males and 11 females students in low rank classes) male students show more positive motivation and attitudes than females.

Concerning motivation (extrinsic and intrinsic) males show a preference for extrinsic motivation as the result indicated whereas females show intrinsic motivation. Female students want to learn for their own interest, but males were found to enjoy the competitive environment, finding it beneficial to their learning experience and allowing them to focus on their independence (Greasley, 1998, 110; Blumenau & Tatarinceva, 2007: 573-574). In the study of Liuoliene and Metiuniene (2006, 94-97), it has been indicated that the integrated oriented students are more intensely and persistently motivated than other students. However, students learn basically under the extrinsic motivation in nature most, because they want to get an external reward (Detaramani and Shuk Im Chan, 1999: 138). Hence motivation, both extrinsic and intrinsic, gives the intensity to behavior (Frymier, 1974, 25). Teachers should be more concerned with the effect of the syllabus, lesson plans, and activities in order to promote students' motivation.

Regarding students' grades, the findings show that students who get average to high grades (2.0, 2.5, 3.0, 3.5, 4.0) will have higher and more positive motivation and attitude towards learning Thai than those who get low grades (1.0,

1.5), especially in terms of the role of the Thai subject. It shows the significant differences at the level of .000. This result explains why students who have positively high motivation and attitude in learning Thai are concerned more about what they are learning and how important it is. They are interested in the Thai subject itself and intrinsically motivated themselves. So they learn successfully. This finding is relevant to the viewpoint of Anusorn Atthasiri (2551: 93), Claes (1993 cited in Robert M. Klassen and Elcin Kuzucu, 2009: 71) and Frymier (1970: 27) that students who are positively high-motivated can get a high grade in that subject and reach the academic achievement because they will tend, on the average, to learn more. Thus, they will generally get higher marks from their teachers than students whose motivation to learn are otherwise.

For Thai teachers, the findings show that they play a vital role in teaching the Thai subject. Students indicate that, in general view, the Thai teachers' personality is nice. They are well dressed; namely, it is suitable for being a Thai teacher, however their clothes might not look fashionable. Moreover, being cheerful, fair and possessing a nice tone of voice influence students' respect and admiration towards their teacher. This result conforms to the research about the study of the expectation, the recent views of education, and the problems in the elementary and secondary school towards the Thai subject, the English subject, Mathematics and Science (Department of Curriculum and Instruction Development, 2541: 98). Teachers' general characteristics influence the students' attitude towards their teachers both positive and negative ways. This result also reveals the student-teacher relationship. Based on the researcher's survey Thai teachers and students are close.

On the contrary, there are still some weak points. The Thai teachers are old-fashioned and too strict. They teach too fast and do not give an opportunity for students to ask questions. Moreover, students state that Thai teachers need to obtain more knowledge in the Thai subject. This may be because most of the Thai teachers are quite old and strictly maintain their teaching principles. As mentioned by Mr. Chairat Padermrod, the administrator of the school, the senior teachers tend to be more confident in their methods and steadfast on their ways; using the same boring materials, teaching strategies, and are unenthusiastic in absorbing new teaching medthods. In addition, because of limited time for each period (45-50 minutes), the

teachers cannot reduce their teaching speed. Moreover, the Thai content contains too much material for each semester. So teachers must teach very fast, use up all the class time and, instead, let students ask questions outside classroom. Notwithstanding this, asking questions outside classroom can improve the student-teacher relationship and also increase students' motivation and attitude toward learning as Aultman, William-Johnson and Schutz (2009: 636-637) note that relationship between students and teachers are widely known as an important factor for successful teaching, and student development, achievement and learning motivation.

Hence, Thai teachers must not only have good personality, but also have the eagerness to know and improve their knowledge in order to attain students' respect. Besides, teachers have to apply the various teaching methods to the course to enhance students' capabilities. The study of Khajonsri Chatikanon (2533: abstract), Chonthon Ruamtham (2533:58), Anchala Satsuphap (2544: abstract), and Noppadon Buasai (2545: abstract) note that students who are taught using a cartoon lesson programme, mini course model, and using instruction based on answer hunting activities have significantly higher motivation, attitude and proficiency than students who are taught using conventional instruction.

Considering the media and teaching techniques, from the result indicated by the students, Thai teachers' performances are good. They can make the materials easy to understand but they often repeatedly use the same teaching methods. The lecture is the main tool for every class. This result is related to the research report (Department of Curriculum and Instruction Development, 2541: 101) which states that most teachers do not use teaching aids in accordance with the teaching manual. It can lead to students losing interest because they have to stay still and pay attention to what the teacher is talking about. They may have to take notes at the same time. Boredom and sleepiness greatly decreased learning motivation and attitude. Most students said that they do not like taking notes and being given a lot of assignments. Besides, using various interesting teaching aids are not applied throughout the course. Even though, presently, globalization makes information freely available for making decisions, thinking as well as obtaining the new knowledge (Kannitga Prampituk, 2541: 63), teachers still use only the textbook and some trivial teaching aids, for instance, word cards, picture boards. Those problems may probably be caused by the Thai teachers

who cannot provide media/ teaching aids which are suitable for the students by limits of budget, time, place etc. Apart from that, some teachers do not consider using various media in the Thai subject because they have a heavy workload (average 18-20 hours per week plus other tasks, such as general affairs, registration affairs). By interviewing the Thai teachers, compared to the earlier generations of Thai teachers, they agree that they have to deal with many more things, not only teaching students, but also dealing with other tasks; for instance, conducting classroom research, managing other duties, or even working outside the school. They have to do all of these almost at the same time. So they cannot focus solely on their teaching.

The important factors for success in teaching and learning Thai are motivation and attitude. (Ramayachanok Khemcharoen, 2546: 31; Sutcharit Peanchob and Saijai Inthararumpan, 2538: 73). The overall results show that Thai teachers play more powerful roles than media/teaching techniques do. Thus, students' motivation and attitude can be enhanced by Thai teachers in a number of ways such as offering new and interesting media, giving students an opportunity to gain knowledge outside the classroom, creating a nice learning atmosphere, and acknowledging individual differences among students. However, if students, teachers, and administrators do not cooperate with one another, the improvement in students' motivation and attitude cannot be accomplished. Therefore, they should work together to come out with successful result.

6.6 The limitations of this study

Since the researcher confronts the problems while studying, the limitations of this study are summarized as follows:

1. There are individual differences among students in the top rank classes and the low rank classes. So they might not pay attention to answer the questionnaires equally. Students in the top rank classes are likely to pay more attention to do the questionnaires than students in the low rank classes.

2. The duration for answering the questionnaires was set at the beginning of the semester. All of students just passed from Matthayom Suksa 2 to 3. Thus, the students may not be familiar with the new teachers. They might not have much information about them.

3. Some students were absent. So the researcher could not collect all of the questionnaires.

4. The collection of the questionnaires was sometimes conducted in the last period. The students might not pay attention to do the questionnaires because they wanted to go home.

6.7 Recommendation for further studies

This study intends to investigate students' motivation and attitude towards learning Thai as the mother tongue in the area of Nakorn Pathom province. The researcher hopes the results of this work will be able to demonstrate learning motivation and attitude. There are some suggestions for the further studies which are as follows:

1. The weak points performed in the pedagogical process problems that can lead to serious trouble in the future. Thus, empirical study should be improved and applied for further research in order to gain more evident results.

2. Exploring the idea about learning motivation and attitude might be applied to higher education research, not only the Thai subject, but also to others. To develop the curriculum practically, appropriately for Thailand context, pragmatic matters from learners will be the best resource.

3. It would be interesting to survey the students' motivation and attitude towards learning Thai in other levels such as Preparatory levels, Beginner levels, and Development levels.

4. The parents' viewpoints and Thai teachers' aspects should be included to investigate of students' motivation and attitude towards learning Thai.

5. The causes of the problems correlating with the teaching methods and teaching aids should be explored. A further study should also investigate the needs for teaching and learning media in order to develop instructional materials for schools.

BIBLIOGRAPHY

Aiken, Lewis R. (2002) *Attitudes and Related Psychosocial Theories, Assessment, and Research* (p. 176). London: Sage Publications.

Anusorn Atthasiri. (2551) The Relationship among Self-efficacy, Goal and Action Possibilities and Learning Motivation. *Journal of Educational Research*, the faculty of Education, Srinakharinwirot University.

Arkin Robert M., G. Geen Russell and Beatty William W. (1984). *Human Motivation Physiological, Behavioral and Social Approaches*. United State of America.

Aultman, Lori Price., Williams-Johnson, Meca R., Schutz, Paul A. (2009). Boundary Dilemmas in teacher - student relationships: Struggling with "the line". *An International journal of research and studies : teaching and teacher education*. Vol. 25. number 5. United State of America.

Baker, Colin. (1992). *Attitude and Language* (p. 74). WBC Print Ltd, Bridgend.

Brophy, Jere E. (1998). *Motivating students to learn* (p.140). A division of the McGraw-Hill companies. Michigan State University.

Brown, Dale. (2009). Why and how textbooks should encourage extensive reading. *Oxford journals ELT* (pp. 243-246). Vol. 63/3 July. United Kingdom: Oxford University Press.

Buck, Ross. (1976). *Human Motivation and Emotion*. United State of America.

Cha, Heeyoung. (2001). *Collecting Planarians (field trip activity)* (p.1). Michigan, United State of America: Heldref Publications.

Detaramani, Champa., Shuk Im Chan, Irene (1999). Learners' Needs, Attitudes and Motivation Towards the Self-Access Mode of Language Learning. *RELC Journal*. SAGE Publications.

Daryl J.,Bem. (1970). *Belifes, Attitudes and Human Affairs*. United State of America.

Frymier, Jack. (1974). *Motivation and Learning in School*. Indiana, The Phi Delta Kappa Educational Foundation Bloomington.

Gardner, R.C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.

Gao, Xuesong. (2009). The 'English corner' as an out-of-class learning activity. *ELT Journal* (p. 66). Vol. 63/1 January. United Kingdom: Oxford University Press.

Grant, Rachel, and Adunyarittigun, Dumrong. (2005). Empowering Students Through Reciprocala Teaching. *ThaiTESOL BULLETIN*. June, Vol.18, No.1, pp.1-9.

Green, Christopher. (2005). Integrating extensive reading in the task-based curriculum. *ELT Journal*, 59(4), 306-311. doi: 10.1093/elt/cci059.

Grossnickle Don R. and Thiel William B. (1988). *Promoting Effective Student Motivation in School and Classroom: A Practitioner's Perspective* (pp. 1-3). Virginia.

G.W., Alport. (1954). *Handbook of Social Psychology*. Vol.1, pp. 43-45. Addison-Wesley: United State of America.

Klassen, M. Robert, and Elcin Kuzucu. (2009) Academic Procrastination and Motivation of Adolescents in Turkey. *Journal of Educational Psychology*. Vol. 29 No. 1.

L.L., Thurstone. (1967). The article: The measurement of social attitudes. *Readings in Attitude Theory and Measurement*. Edit by Martin Fishbein. London: University of Illinois.

Macalister, John. (2008). Implimenting extensive reading in an EAP programme. *ELT Journal* (pp. 248-255). Vol. 62/3 July. Oxford University Press.

Office of the National Education Commission, Office of the Prime Minister in cooperation with Ministry of Education and Ministry of University Affairs Kingdom of Thailand. (2001). *Education in Thailand 2001/2002*. Kurusapa Ladpraw Press.

Papadopoulos, P.M., Demetriadis, S.N., Stamelos, I.G., Tsoukalas, I.A. (2009). Prompting students' context-generating cognitive activity in ill-structured domains: does the prompting mode affect learning?. *Journal of Education technology research development*. Vol. 57, No.2. United State of America.

Petri, Herbert L. (1981). *Motivation Theory and Research*. United State of America.

Rensis, Likert. (1967). The article: The Method of Constracting an Attitude Scale. *Readings in Attitude Theory and Measurement*. Edit by Martin Fishbein. London: University of Illinois.

Rollinson, Paul. (2005). Using peer feedback in the ESL writing class. *ELT journal* (pp. 23-25). Vol. 59/1 January. Oxford University Press.

Spaulding, Chery L. (1992). *Motivation in The Classroom* (p.1). United State of America.

Tomal, Daniel R. (2007). *Challenging students to learn* (p. 145). United State of America, Rowman and Littlefield Education.

Weiner, Bernard. (1992). *Human Motivation Metaphors, Theories and Research*. London: SAGE Publications.

Suwaphat Chanmekha. (2003). *The Hidden Language: A Case Study of Kasong Language Attitudes, Uses And Abilities in Three Villages in Trat Province, Thailand*. Master of Arts (Linguistics), Faculty of graduate studies. Mahidol University.

Wlodkowski, Raymond. (1985). *Enhancing Adult Motivation to Learn* (p.3). San Francisco.

Websites

Abisamra, Nada, Salem. (2009, February 24). *Affect in Language Learning Motivation*, retrieved January 29, 2008, from, http:// nadabs.tripod.com/ motivation/#4.

Bamford, Julian and Day, Richard R. (1997, May 21), *Extensive Reading: What is it? Why bother?*., retrieved August 18, 2009, from, http://www.jalt-publications.org/tlt/files/97/may/extensive.html.

Bell, Timothy. (1998, December 12). *Extensive reading: Why? and How?*, retrieved August 18, 2009. from, http://iteslj.org/Articles/Bell-Reading.html.

Holihan, Mary. (2007, October 17). *Motivation in Language Learning*, retrieved January 29, 2008, from, http://www.linguaguide.com/articles/27/1/ Motivation-in-language-learning/Page1.html.

Nation, Paul. (1997, May 21) *The Language Learning Benefits of Extensive Reading*, retrieved August 18, 2009, from http://www.jalt-publications. org/tlt/files/ 97/may/benefits.html.

Orwig, Carol J. (1999, 21 March) *Language Learning Principles*, retrieved January 29, 2008, from, http://www.sil.org/lingualinks/LANGUAGELEARNING/ LanguageLearningPrinciples/contents.htm.

_____. *What is attitude and its components?*, retrieved March 28, 2008, from, http://www.blurtit.com/q720160.html.

_____. *Why take field trips?*, retrieved August 24, 2009, from http://www.campsilos.org/ excursions/hc/fieldtrip.htm.

บรรณานุกรม

กรมวิชาการ. (2541). *รายงานการวิจัยเรื่อง การศึกษาสภาพความคาดหวัง สภาพปัจจุบันและปัญหา ของกระบวนการจัดการเรียนการสอนระดับประถมศึกษา และมัธยมศึกษาในวิชา ภาษาไทย ภาษาอังกฤษ คณิตศาสตร์ วิทยาศาสตร์และเทคโนโลยี.* กองวิจัยทางการ ศึกษา กระทรวงศึกษาธิการ.

กัญนิกา พราหมณ์พิทักษ์. (2541). สภาพความคาดหวัง สภาพปัจจุบัน และปัญหาของกระบวนการ จัดการเรียนการสอนระดับประถมศึกษาและมัธยมศึกษา. วารสารวิชาการ. ปีที่ 1 ฉบับที่ 8. คุรุสภาลาดพร้าว.

กาญจนา มากพูน. (2548). *ผลการเรียนการสอนด้วยวิธีสตอรี่ไลน์ ที่มีต่อผลสัมฤทธิ์ทางการเรียนวิชา ภาษาไทย และเจตคติต่อการเรียนการสอนของนักเรียนชั้นมัธยมศึกษาปีที่ 2.* สาขาวิชา การสอนภาษาไทย คณะครุศาสตร์: จุฬาลงกรณ์มหาวิทยาลัย.

ขจรศรี ชาติกานนท์. (2533). *การศึกษาความสัมพันธ์ระหว่างผลสัมฤทธิ์ทางการเรียนและเจตคติต่อ การสอนวิชาภาษาไทยของนักเรียนชั้นมัธยมศึกษาปีที่ 2 ที่ได้รับการสอน โดยใช้ชุดการ สอนมินิคอร์สกับการสอนตามคู่มือครูของกรมวิชาการ.* ปริญญาการศึกษามหาบัณฑิต วิชาเอกการมัธยมศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร.

จิตราภรณ์ ด้วงจุมพล. (2543). *ผลของการใช้กระบวนการสอนอ่านแบบปฏิบัติการที่มีต่อ ความสามารถในการอ่านเพื่อความเข้าใจภาษาไทย และทัศนคติต่อการอ่านภาษาไทย ของนักเรียนชั้นมัธยมศึกษาปีที่ 2 กรุงเทพมหานคร.* สาขาวิชาการสอนภาษาไทย คณะ ครุศาสตร์: จุฬาลงกรณ์มหาวิทยาลัย.

จันทรัตน์ อนันต์สันติพร. (2548). *การศึกษาความสนใจต่อการเรียนวิชาภาษาไทยของนักเรียนช่วง*
         ชั้นที่ 4 โรงเรียนพระปฐมวิทยาลัย จังหวัดนครปฐม (หน้า 3-17). รายงานการวิจัย. ภาค
         จิตวิทยาและการแนะแนว คณะศึกษาศาสตร์: มหาวิทยาลัยศิลปากร.

เฉลียว บุริภักดิ์ และคณะ. (2520). *รายงานผลการวิจัยเรื่องลักษณะของครูที่ดี.* กรุงเทพ: โรงพิมพ์กรม
         ตำรวจ.

ชลธร รวมธรรม. (2533). *การศึกษาผลสัมฤทธิ์และแรงจูงใจในการเรียนวิชาภาษาไทยของนักเรียน*
         ชั้นมัธยมศึกษาปีที่ 2 ที่ได้รับการสอนโดยใช้กิจกรรมแบบล่าคำตอบและกิจกรรมตาม
         คู่มือครู. ปริญญาการศึกษามหาบัณฑิต วิชาเอกการมัธยมศึกษา มหาวิทยาลัยศรีนครินท
         รวิโรฒประสานมิตร.

ธีรนง เกิดสุคนธ์. (2538). *คุณภาพของวิชาภาษาไทยในโรงเรียนระดับมัธยมศึกษา* (หน้า 3).
         กรุงเทพฯ: กรมวิชาการ. คุรุสภาลาดพร้าว.

ธีระพร อุวรรณโณ. (2535). *เจตคติ:การศึกษาตามแนวทฤษฎีหลัก.* ภาควิชาจิตวิทยา คณะครุศาสตร์
         จุฬาลงกรณ์มหาวิทยาลัย.

ธีระวุฒิ เอกะกุล. (2549). *การวัดเจตคติ Measurement of Attitude.* อุบลราชธานี: วิทยาออฟเซทการ
         พิมพ์ .

นพคล บัวสาย**.** (2545). *การเปรียบเทียบความสามารถในการอ่านภาษาไทยและแรงจูงใจในการ*
         เรียนวิชาภาษาไทยของนักเรียนชั้นมัธยมศึกษาปีที่ 1 ที่ได้รับการสอนโดยใช้บทเรียน
         สำเร็จรูปการ์ตูนกับการสอนตามคู่มือครู.   วิทยานิพนธ์ปริญญาการศึกษามหาบัณฑิต
         วิชาเอกการมัธยมศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร.

ปฐมาธิดา นาใจคง. (2544). *ผลของการใช้แผนผังทางปัญญาและการกำกับตนเองที่มีต่อทัศนคติและ*
         ผลสัมฤทธิ์ในการเรียนวิชาภาษาไทยของนักเรียนชั้นมัธยมศึกษาปีที่ 1. สาขาวิชา
         จิตวิทยาการศึกษา คณะครุศาสตร์: จุฬาลงกรณ์มหาวิทยาลัย.

ปรีชา อัศวเดชานุกร, สรชัย พิศาลบุตร, เสาวรส ใหญ่สว่าง. (2549). การตรวจสอบคุณภาพของ
         แบบสอบถาม.   *การสร้างและประมวลผลข้อมูลจากแบบสอบถาม*   (หน้า   198).
         กรุงเทพฯ: วิทยพัฒน์.

พงษ์ไท มุสิกะพงษ์. (2544). การใช้ภาษาไทยในการสอบสัมภาษณ์. *ภาษาไทยวันนี้ เล่ม6* (หน้า 46-
         47). กรมวิชาการกระทรวงศึกษาธิการ. กรุงเทพฯ: โรงพิมพ์คุรุสภา.

พันธณีย์ วิหคโต. (2538). บทความ การจัดการเรียนการสอนภาษาไทย ปัญหาและแนวทางแก้ไข.
         การเรียนการสอนภาษาไทย ปัญหาและแนวทางแก้ไข (หน้า 7-8). สถาบันภาษาไทย
         กรมวิชาการ.

ไพฑูรย์ สินลารัตน์. (2551). *อาจารย์มืออาชีพ* (หน้า 82). กรุงเทพฯ: เครือข่ายพัฒนาวิชาชีพอาจารย์
     และองค์กรระดับอุดมศึกษาแห่งประเทศไทย.

มูนีเร๊าะ   ผดุง.   (2545).   *การนำเสนอรูปแบบการเรียนการสอนบนเว็บวิชาภาษาไทยตามการจัด*
     กระบวนการเรียนความรู้ความเข้าใจ ของกรมวิชาการ กระทรวงศึกษาธิการ สำหรับ
     นักเรียนชั้นมัธยมศึกษาตอนปลาย. วิทยานิพนธ์ปริญญาครุศาสตรมหาบัณฑิต สาขา
     โสตทัศนศึกษา จุฬาลงกรณ์มหาวิทยาลัย.

รมยชนก เข็มเจริญ, (2546). *พฤติกรรมการทำงานกลุ่ม เจตคติต่อวิชาภาษาอังกฤษ และแรงจูงใจใน*
     การเรียนภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่   6   โรงเรียนสังกัด
     กรุงเทพมหานคร เขตปทุมวันที่เข้าร่วมกิจกรรมค่ายภาษาอังกฤษ. วิทยานิพนธ์ปริญญา
     การศึกษามหาบัณฑิต สาขาวิชาจิตวิทยาพัฒนาการ มหาวิทยาลัยศรีนครินทรวิโรฒ
     ประสานมิตร.

รายงานผลการสัมมนา. (2527) *"ภาษาไทยกับสังคมไทย"* สำนักงานเสริมสร้างเอกลักษณ์ของชาติ
     สำนักเลขาธิการนายกรัฐมนตรี. กรุงเทพฯ: สำนักพิมพ์ประกายพรึก.

รัตนา ถินขาว. (2532). *การศึกษาพฤติกรรมการสอนวิชาภาษาไทย เจตคติของครูผู้สอนต่อการนิเทศ*
     การสอนและผลสัมฤทธิ์ทางการเรียนของนักเรียนที่เรียนกับครูที่ได้รับการนิเทศภายใน
     แบบคลินิกและการนิเทศภายในแบบปกติในโรงเรียนมัธยมศึกษาจังหวัดชลบุรี.
     วิทยานิพนธ์ปริญญาการศึกษามหาบัณฑิต การมัธยมศึกษา มหาวิทยาลัยศรีนครินทรวิ
     โรฒ ประสานมิตร.

รัตนา ฎาชาฤทธิ์. (2546). บทความเรื่องการเรียนการสอนภาษาไทย จากอดีต...สู่ปัจจุบัน. วิชาการ
     วิจักษณ์ (หน้า 179-198). กรมวิชาการกระทรวงศึกษาธิการ. กรุงเทพฯ: โรงพิมพ์
     องค์การรับส่งสินค้าและพัสดุภัณฑ์.

รวีวรรณ อังคนุรักษ์พันธุ์. (2533). *เอกสารคำสอนวิชา วผ 306 การวัดทัศนคติ.* ภาควิชาหลักสูตร
     และการสอนคณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา.

วัชรี ศรีคำ. (2535). *การศึกษาปัญหาและความต้องการทางด้านการสอนของครูผู้สอนวิชา สสท III.*
     ปริญญาศึกษาศาสตรมหาบัณฑิต   เอกภาษาไทย   มหาวิทยาลัยศรีนครินทรวิโรฒ
     ประสานมิตร.

วัฒนา ศรีสัตย์วาจา. (2534). *จิตวิทยาทัศนคติ.* ภาควิชาจิตวิทยา คณะมนุษยศาสตร์ มหาวิทยาลัยศรี
     นครินทรวิโรฒ ประสานมิตร.

สิน พันธุ์พินิจ. (2549). *เทคนิคการวิจัยทางสังคมศาสตร์* (หน้า 133-135). กรุงเทพฯ: วิทยพัฒน์.

สุจริต เพียรชอบ และ สายใจ อินทรรัมพรรย์. (2538). *วิธีสอนภาษาไทยระดับมัธยมศึกษา*. พิมพ์ครั้ง
ที่ 3 (หน้า 65). กรุงเทพฯ: สำนักพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.

สุนันท์ ประสานสอน. (2544). *ผลของการใช้กลวิธีชี้นำการอ่านและการคิดระดับสูง ที่มีต่อ
ความสามารถในการอ่านภาษาไทยอย่างมีวิจารณญาณ ของนักเรียนชั้นมัธยมศึกษาปีที่
4*. วิทยานิพนธ์ปริญญาครุศาสตรมหาบัณฑิต สาขาการสอนภาษาไทย จุฬาลงกรณ์
มหาวิทยาลัย.

สุริยา รัตนกุล,คุณหญิง. (2540). รวมบทความวิชาการเกี่ยวกับภาษาไทย. *การศึกษาภาษาไทยใน
สมัยก่อน*. กรุงเทพฯ.

ศิธรา จุฑารัตน์. (2549). *ผลของการใช้รูปแบบการเรียนการสอนแบบตกผลึกที่มีต่อผมสัมฤทธิ์
ทางการเรียนวิชาวรรณคดีไทยและความสามารถทางการอ่านอย่างมีวิจารณญาณของ
นักเรียนระดับมัธยมศึกษาตอนต้น*. วิทยานิพนธ์ปริญญาครุศาสตรมหาบัณฑิต สาขา
การสอนภาษาไทย จุฬาลงกรณ์มหาวิทยาลัย.

ศิริพรรณ สุวรรณจันทร์ดี. (2548). *ปัจจัยที่มีผลต่อระดับสัมฤทธิผลในการเรียนของนักเรียน ศึกษา
เฉพาะกรณีโรงเรียนสตรีวรนาถ บางเขน*. สารนิพนธ์สังคมศาสตรมหาบัณฑิตการ
บริหารและนโยบายสวัสดิการสังคม มหาวิทยาลัยธรรมศาสตร์.

ศรีจันทร์ วิชาตรง. (2542). *การวิเคราะห์ข้อผิดพลาดในการเรียนภาษาไทยของนักศึกษาสถาบันราช
ภัฏพระนคร ปีการศึกษา 2540*. วิทยานิพนธ์สังคมศาสตรมหาบัณฑิต คณะ
มนุษยศาสตร์และสังคมศาสตร์ สถาบันราชภัฏพระนคร.

อมรา ประสิทธิ์รัฐสินธุ์. (2548). *ภาษาในสังคมไทย: ความหลากหลาย การเปลี่ยนแปลง และการ
พัฒนา*. พิมพ์ครั้งที่สี่ (พร้อม คำถาม-คำตอบในภาคผนวก) (หน้า 24) . กรุงเทพฯ: โรง
พิมพ์จุฬาลงกรณ์มหาวิทยาลัย.

อัจฉรา ชีวพันธ์. (2547). เรื่องน่ารู้สำหรับครูภาษาไทย. *ภาษาพาสอน* (หน้า 95, 131). กรุงเทพฯ:
สำนักพิมพ์แห่งจุฬาลงกรณ์มหาวิทยาลัย.

อัญชลา ศาสตร์สุภาพ. (2549). *การเปรียบเทียบความสามารถในการอ่าน และแรงจูงใจในการเรียน
วิชาภาษาไทยของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่ได้รับการสอนโดยใช้บทเรียน
สำเร็จรูปการ์ตูนกับการสอนแบบปกติ*. วิทยานิพนธ์ปริญญาการศึกษามหาบัณฑิต
สาขาวิชาการมัธยมศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร.

อุไรรัตน์ สำเริงวงศ์. (2549). *นวัตกรรมการจัดการเรียนรู้ตามแนวปฏิรูปการศึกษา* (หน้า 55).
กรุงเทพฯ: ศูนย์ตำราและเอกสารทางวิชาการ คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย.

เว็บไซด์

Jiraporn Chuayrodhmod. (2549). *ประชากรและกลุ่มตัวอย่าง.* สืบค้นเมื่อ 24 กุมภาพันธ์ 2549
จาก http://dusithost.dusit.ac.th/~jiraporn_chu/rs5.ppt.การพัฒนานวัตกรรมเสริม
ทักษะการเรียนการสอนภาษาไทยสำหรับนักเรียนชั้นมัธยมศึกษาตอนปลาย. สืบค้นเมื่อ
14 กุมภาพันธ์ 2551, จาก http://www.swu.ac.th/HRHday/st_diss.html.

เดลินิวส์. 2550 (12 พฤศจิกายน). *'วิจิตร' หวั่น วิกฤตภาษาไทย ชี้หลักสูตรดีแต่ครูมีปัญหา* : 20.

จันจิรา แพทองคำ. (2549). *การเรียนการสอนภาษาไทยจากอดีต...สู่ปัจจุบัน.*วารสารวิชาการ กรม
วิชาการ ปีที่ 6 ฉบับที่ 3 มีนาคม 2546. สืบค้นเมื่อ 28 มีนาคม 2551, จาก
http://km.phetchabun2.net/modules.php?name=News&file=article&sid=342.

มาลินี บุญสม. (2540). *พระราชบัญญัติ องค์การบริหารส่วนจังหวัด.* กรุงเทพฯ. สืบค้นเมื่อ 5 มีนาคม
2549, จาก http://www.geocities.com/buucu2241/malinee.doc.

พรรณี พงศ์ดา. วิจัยในชั้นเรียน. *การศึกษาผลการใช้แบบฝึกเสริมทักษะพื้นฐานการเรียนภาษาไทย.*
สืบค้นเมื่อ 14 กุมภาพันธ์ 2551, จาก http://www.bandontong.th.gs/web-b/
andontong/DUMMY/r4.doc.

รังสรรค์ กลิ่นแก้ว. (2550). *Review Research Education Thai Programmed Lesson Th 43202. การ*
เปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาภาษาไทยระหว่างวิธีการสอนแบบบทเรียน
สำเร็จรูป ภาษาไทยเพื่อการสื่อสารและการสืบค้น ท 43202 กับวิธีการสอนแบบปกติ
ชั้นมัธยมศึกษาปีที่ 6   โรงเรียนบางพลี-ราษฎร์บำรุง อำเภอบางพลี จังหวัด
สมุทรปราการ. สืบค้นเมื่อ 29 มีนาคม 2551, http://www.perfspot.com/blogs/
blog.asp?id=23CAA779-0ADF-4B2B-9D7D-5BB3036156D6&BlogId=28732.

สุบิน ยุระรัช. (2549). *ทฤษฎีการวัดทัศนคติ.* สืบค้นเมื่อ 25 กุมภาพันธ์ 2549, จาก
http://www.student .chula.ac.th/~43846691/attitudetheory.doc.

สุมาลี ธรรมโหร. (2549). *ชุดการสอนและการ์ตูนประกอบบทเรียน หลักการใช้ภาษา กลุ่มสาระการ*
เรียนรู้ภาษาไทย ชั้นมัธยมศึกษาปีที่ 1. สืบค้นเมื่อ 14 กุมภาพันธ์ 2551, จาก
http://www.edinno.net/view_inno_fulltext.php?inno_id=814.

_____ (2550). *แฉภาษาไทยวิกฤติในมหา'ลัย ภาษาเน็ต-วัยรุ่นโผล่ในข้อสอบ-วิทยานิพนธ์/แนะ*
*เพิ่มหน่วยกิตเรียน-สอน.*ไทยโพสต์ วันที่ 27 กรกฎาคม. สืบค้นเมื่อ 30 มีนาคม 2551,
จาก http://www.drkalaya.com/education.php?newsid=579 .

APPENDIX

<u>**แบบสอบถามแรงจูงใจและทัศนคติที่มีต่อวิชาภาษาไทย**</u>
<u>**ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนพระปฐมวิทยาลัย**</u>
<u>**อำเภอเมือง จังหวัดนครปฐม**</u>

คำชี้แจง

1. ด้วยผู้วิจัยเป็นนักศึกษาปริญญาโท สาขาภาษาและวัฒนธรรมเพื่อการสื่อสารและพัฒนา วิชาเอก การสอนภาษา สถาบันวิจัยภาษาและวัฒนธรรมเพื่อพัฒนาชนบท มหาวิทยาลัยมหิดล กำลังทำการศึกษาวิจัยเกี่ยวกับแรงจูงใจและทัศนคติของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีต่อวิชาภาษาไทย :กรณีศึกษา นักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนพระปฐมวิทยาลัย อำเภอเมือง จังหวัดนครปฐม เพื่อนำผลที่ได้ไปใช้เป็นแนวทางในการสร้างและพัฒนาการเรียนการสอนวิชาภาษาไทยในโรงเรียนพระปฐมวิทยาลัยต่อไป ในการนี้จึงขอให้นักเรียนตอบแบบประเมินนี้ให้ครบถ้วนตามความเป็นจริง โดยทำเครื่องหมายวงกลมรอบตัวเลขที่กำหนดให้ ทั้งนี้ข้อมูลที่ได้จะถูกเก็บไว้เป็นความลับและประเมินผลในภาพรวมเท่านั้นไม่ได้ส่งผลต่อคะแนนในวิชาภาษาไทยแต่อย่างใด

2. แบบสอบถามฉบับนี้มีทั้งสิ้น 3 ตอน ประกอบด้วย 2.1) สถานภาพของผู้ตอบแบบสอบถาม
  2.2) ทัศนคติที่มีต่อวิชาภาษาไทย 2.3) แบบวัดแรงจูงใจ

3. ให้นักเรียนเลือกคำตอบที่ตรงใจนักเรียนมากที่สุด โดยการวงกลมรอบตัวเลขที่กำหนดให้

<u>**ตัวอย่าง**</u>

	เห็นด้วยมากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. ครูภาษาไทยไม่มีมนุษยสัมพันธ์กับนักเรียน	5	④	3	2	1

ตอนที่ 1 สถานภาพของผู้ตอบแบบสอบถาม

1. เพศ .... ชาย .... หญิง
2. เกรดวิชาภาษาไทยเทอมที่แล้ว ....
3. นักเรียนชั้นม. 3 ห้อง ....

ตอนที่ 2 ทัศนคติที่มีต่อวิชาภาษาไทย

ครูผู้สอน	เห็นด้วยมากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. ครูภาษาไทยเข้มงวดกับนักเรียนเกินไป	5	4	3	2	1
2. ครูภาษาไทยแต่งกายสุภาพเรียบร้อย	5	4	3	2	1
3. ครูสอนภาษาไทยควรมีความแม่นยำ ด้านเนื้อหาวิชาภาษาไทยดีกว่านี้	5	4	3	2	1
4. ครูภาษาไทยพูดด้วยน้ำเสียงน่าฟังและเร้าความสนใจ	5	4	3	2	1
5. ครูภาษาไทยมีความยุติธรรม	5	4	3	2	1
6. ครูภาษาไทยยิ้มแย้มแจ่มใส	5	4	3	2	1
7. ครูภาษาไทยหัวโบราณ	5	4	3	2	1
8. ครูภาษาไทยปิดโอกาสนักเรียนในการซักถามข้อสงสัย	5	4	3	2	1

ข้อคิดเห็นเพิ่มเติม..
....
....

สื่อและวิธีการสอน					
9. ครูจัดชั้นเรียนนอกสถานที่	5	4	3	2	1
10. ครูใช้สื่อหลากหลายในวิชาภาษาไทย	5	4	3	2	1
11. ครูใช้สื่อในวิชาภาษาไทยได้น่าสนใจ	5	4	3	2	1
12. ครูมีความสามารถในการอธิบายเนื้อหาให้เข้าใจง่าย	5	4	3	2	1
13. ครูใช้วิธีสอนแบบเดิมๆ น่าเบื่อ	5	4	3	2	1
14. ครูใช้หนังสือเรียนเป็นสื่อหลักเพียงอย่างเดียว	5	4	3	2	1
15. ครูใช้การบรรยายเป็นวิธีสอนหลัก ทำให้น่าเบื่อ	5	4	3	2	1
16. การสอนของครูทำให้นักเรียนง่วงนอน	5	4	3	2	1

ข้อคิดเห็นเพิ่มเติม..
....
....

เนื้อหา					
17. เนื้อหาวิชาหลักภาษาไทยน่าเบื่อ	5	4	3	2	1
18. เนื้อหาวิชาหลักภาษาไทย ยากกว่าวิชาอื่น	5	4	3	2	1
19. เนื้อหาวิชาภาษาไทย ช่วยให้เข้าใจ วัฒนธรรมไทยได้ดีขึ้น	5	4	3	2	1

	20. เนื้อหาวิชาวรรณคดีไทยสนุก	5	4	3	2	1
	21. เนื้อหาวิชาภาษาไทยมีมากเกินไป	5	4	3	2	1
	22. เนื้อหาวิชาภาษาไทยบางอย่างนำไปใช้จริงไม่ได้	5	4	3	2	1
	23. เนื้อหาวิชาภาษาไทยทันสมัย	5	4	3	2	1
	24. เนื้อหาวิชาหลักภาษาไทยช่วยให้นักเรียนใช้ภาษา ไทยได้ถูกต้อง	5	4	3	2	1

ข้อคิดเห็นเพิ่มเติม...
....
....

บทบาทของภาษาไทย

	25. ในปัจจุบันภาษาไทยมีอิทธิพลต่อชีวิตคนไทย ในเกือบทุกด้าน ทั้งทางธุรกิจ การเมือง เศรษฐกิจ สังคม และการศึกษา	5	4	3	2	1
	26. การเรียนภาษาไทยช่วยให้นักเรียนสอบได้เกรด 4	5	4	3	2	1
	27. คนที่ประสบความสำเร็จในชีวิต *ไม่จำเป็นต้องรู้ภาษาไทยดีก็ได้*	5	4	3	2	1
	28. ภาษาไทยแสดงถึงเอกลักษณ์ความเป็นไทย	5	4	3	2	1
	29. ในการดำรงชีวิตประจำวัน *ไม่ต้องอาศัย* ความรู้ทางภาษาไทยก็สามารถใช้ชีวิตอยู่ได้ปกติ	5	4	3	2	1
	30. วิชาภาษาไทยสะท้อนวัฒนธรรมท้องถิ่น	5	4	3	2	1
	31. วิชาภาษาไทยมีบทบาทน้อยในสังคมโลก	5	4	3	2	1
	32. นักเรียน *ไม่สนใจ* ภาษาไทยเพราะ *ไม่ใช่* วิชาที่ได้ คะแนนมาก	5	4	3	2	1

ข้อคิดเห็นเพิ่มเติม...
....
....

ความสำคัญของภาษาไทย

	33. วิชาภาษาไทยมีความสำคัญในการติดต่อสื่อสาร	5	4	3	2	1
	34. วิชาภาษาไทยมีส่วนช่วยให้คนไทยเกิดความสามัคคี	5	4	3	2	1
	35. ข้าพเจ้าคิดว่า ข้าพเจ้า *ไม่จำเป็นต้อง* เรียนวิชาภาษาไทย	5	4	3	2	1
	36. วิชาภาษาไทยช่วยรักษาวัฒนธรรมไทยให้คงอยู่	5	4	3	2	1
	37. วิชาภาษาไทยล้าสมัย	5	4	3	2	1
	38. วิชาภาษาไทย *ไม่มีอะไรน่าสนใจเท่าวิชาอื่น*	5	4	3	2	1

39. นักเรียนคิดว่า*ไม่จำเป็น*ต้องเรียนภาษาไทยมากก็ได้ เพราะพูดได้อยู่แล้ว	5	4	3	2	1
40. นักเรียน*ไม่รู้*ว่าจะเรียนภาษาไทยไปทำไม	5	4	3	2	1

ข้อคิดเห็นเพิ่มเติม..
....
....

ประโยชน์ของวิชาภาษาไทย

41. ภาษาไทยเป็นประโยชน์ในการประกอบอาชีพ ของนักเรียน	5	4	3	2	1
42. วิชาภาษาไทยทำให้เกิดทักษะในการแสวงหาความรู้	5	4	3	2	1
43. ภาษาไทยมีส่วนช่วยในการเข้าเรียนต่อมหาวิทยาลัย	5	4	3	2	1
44. นักเรียนอยากเลือกเรียนภาษาอื่นแทนภาษาไทย เพราะจะใช้ประโยชน์ได้มากกว่า	5	4	3	2	1
45. วิชาภาษาไทย*ไม่ให้*ความรู้ใหม่แก่นักเรียน	5	4	3	2	1
46. วิชาภาษาไทยเป็นวิชาที่สร้างความเครียดให้นักเรียน	5	4	3	2	1
47. นักเรียนอยากโดดเรียนวิชาภาษาไทยเพราะ *ไม่เห็นประโยชน์*ในการเรียนวิชานี้	5	4	3	2	1
48. นักเรียนคิดว่า*ไม่ควร*ลดคาบเรียนภาษาไทย เพราะ วิชานี้มีประโยชน์	5	4	3	2	1

ข้อคิดเห็นเพิ่มเติม..
....
....

ตอนที่ 3 แบบวัดแรงจูงใจ

แรงจูงใจเชิงเครื่องมือ

	เห็นด้วยมากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. นักเรียนเรียนภาษาไทยเพื่อให้คะแนน วิชาภาษาไทยสูงขึ้น	5	4	3	2	1
2. นักเรียนเรียนภาษาไทยเพื่อให้ได้รับคะแนนเฉลี่ย ในการเรียนสูงขึ้น	5	4	3	2	1
3. นักเรียนเรียนภาษาไทยเพื่อให้ศึกษาชั้นมัธยมศึกษา ครบตามหลักสูตร	5	4	3	2	1

4. นักเรียนเรียนภาษาไทยเพื่อใช้ในการสอบคัดเลือก เข้าม.ปลาย	5	4	3	2	1
5. นักเรียนเรียนภาษาไทยเพื่อให้เรียนวิชาอื่นได้ เข้าใจมากขึ้น	5	4	3	2	1
6. นักเรียนเรียนภาษาไทยเพื่อให้เป็นผู้มีความรู้	5	4	3	2	1
7. นักเรียนเรียนภาษาไทยเพื่อให้ได้รับการยอมรับ จากครูและเพื่อน	5	4	3	2	1
8. นักเรียนเรียนภาษาไทยเพื่อใช้ในการพัฒนา ทักษะการฟัง	5	4	3	2	1
9. นักเรียนเรียนภาษาไทยเพื่อใช้ในการพัฒนา ทักษะการพูด	5	4	3	2	1
10.นักเรียนเรียนภาษาไทยเพื่อใช้ในการพัฒนา ทักษะการอ่าน	5	4	3	2	1
11. นักเรียนเรียนภาษาไทยเพื่อใช้ในการพัฒนา ทักษะการเขียน	5	4	3	2	1
12. นักเรียนเรียนภาษาไทยเพื่อใช้ในการหางานในอนาคต	5	4	3	2	1
13. นักเรียนเรียนภาษาไทยเพื่อให้ได้การยอมรับจากเพื่อน	5	4	3	2	1
14. นักเรียนเรียนภาษาไทยเพื่อให้ได้งานในตำแหน่งที่ดี	5	4	3	2	1
15. นักเรียนเรียนภาษาไทยเพื่อให้สามารถสื่อสาร กันได้ถูกต้อง	5	4	3	2	1

แรงจูงใจเชิงบูรณาการ

	เห็นด้วยมากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. นักเรียนเรียนภาษาไทยเพราะภาษาไทย เป็นภาษาประจำชาติ	5	4	3	2	1
2. นักเรียนเรียนภาษาไทยเพราะชอบภาษาไทย	5	4	3	2	1
3. นักเรียนเรียนภาษาไทยเพราะชอบกิจกรรม ที่เกี่ยวข้องกับภาษาไทย	5	4	3	2	1
4. นักเรียนเรียนภาษาไทยเพราะรู้สึกภูมิใจหาก ตนเองใช้ภาษาไทยถูกต้อง	5	4	3	2	1
5. นักเรียนเรียนภาษาไทยเพราะสนุกที่ได้เรียน	5	4	3	2	1
6. นักเรียนเรียนภาษาไทยเพราะคิดว่าภาษาไทย เป็นภาษาที่สวยงาม	5	4	3	2	1
7. นักเรียนเรียนภาษาไทยเพราะชอบครูสอนภาษาไทย	5	4	3	2	1
8. นักเรียนเรียนภาษาไทยเพราะต้องการ เข้าใจวัฒนธรรมไทย	5	4	3	2	1

9. นักเรียนเรียนภาษาไทยเพราะต้องการอนุรักษ์ภาษาไทย	5	4	3	2	1
10. นักเรียนเรียนภาษาไทยเพราะคิดว่าเป็นหน้าที่ ของคนไทยที่ดี	5	4	3	2	1
11. นักเรียนเรียนภาษาไทยเพราะอยากเป็น คนที่ใช้ภาษาไทยเก่ง	5	4	3	2	1
12. นักเรียนเรียนภาษาไทยเพราะมีความสนใจ เกี่ยวกับภาษาและวรรณคดีไทย	5	4	3	2	1
13. นักเรียนเรียนภาษาไทยเพราะชอบอ่าน วรรณกรรมไทย	5	4	3	2	1
14. นักเรียนเรียนภาษาไทยเพราะชอบดูหนัง/ละครไทย	5	4	3	2	1
15. นักเรียนเรียนภาษาไทยเพราะชอบฟังเพลงไทย	5	4	3	2	1

ข้อคิดเห็นเพิ่มเติม

....

....

....

BIOGRAPHY

NAME	Miss Panyaphat Piam-o-pad
DATE OF BIRTH	August 9, 1983
PLACE OF BIRTH	Bangkok, Thailand
INSTITUTIONS ATTENDED	Silpakorn University, 2002-2005
	Bachelor of Education (Thai Major)
	Mahidol University, 2006-2009
	Master of Arts (Language and Culture for Communication and Development)
RESEARCH GRANTS	Supported in part by the Thesis Grant, Faculty of Graduate Studies, Mahidol University
HOME ADDRESS	535 Soi.Phetkasem 94 Bangkhae Bangkok, Thailand Tel. 02-444-3707 E-mail : maoeny@hotmail.com
PUBLICATION / PRESENTATION	The First Annual International Graduate Research Conference on Social Sciences and Humanities, April 2-3, 2009 SD Avenue Hotel, Bangkok, Thailand International Conference on Higher Education Research and Development, July 9-12, 2009 Dhurakij Pundit University