

ABSTRACT

This study had two main purposes: (1) to investigate the degree of self-determination (intrinsic and extrinsic motivations) of undergraduate students in English language learning; and (2) to find out the affective factors contributing to the differences of degree in intrinsic and extrinsic motivation. The subjects participating in the study were 250 undergraduate students in the Department of Foreign Languages, Buriram Rajabhat University, selected by means of quota sampling. The research instrument employed in the study was a questionnaire modified from several previous researchers conducting studies in the same area. The questionnaire was reliable for a population with a Cronbach's Alpha of .87 (intrinsic motivation, $\alpha = .89$ and extrinsic motivation, $\alpha = .73$). The obtained data was analyzed using the Statistical Package for Social Sciences (SPSS) version 12.0 to calculate the basic descriptive statistics, such as frequency, mean, percentage, and standard deviations (SD).

The results revealed that of the extrinsic factors, "value-usefulness" is the most motivational factor perceived by undergraduate students in English language learning. It can be interpreted that they are intrinsically motivated to learn English because they have found English language is useful and valuable to their future careers. In addition, of the extrinsic factors, "performance goal" is perceived as the most influential factor of their motivation in English language learning. It can be interpreted that undergraduate students are extrinsically motivated to learning English because obtaining a good learning result can make them motivated to study more. In the overall analysis, undergraduate students have more extrinsic motivation in learning English language than intrinsic motivation. Consequently, it can be concluded that undergraduate students are more extrinsically than intrinsically motivated to learn English.