CHAPTER FOUR
RESULTS

The previous chapter explained the methodologies used in this study. This chapter reports the results of the study obtained from the single questionnaire survey. The data were analyzed by the Statistical Package for Social Sciences (SPSS) version 12.0 to calculate the basic descriptive statistics (frequency, percentage, mean, and standard deviation (SD)). The results are divided into two main parts, as presented below:

    4.1   Demographic Information of Respondents
    4.2   Self-Determination of Respondents in English Language Learning

4.1   DEMOGRAPHIC INFORMATION OF RESPONDENTS

In this part, the tables record the characteristics of the studied undergraduate students, consisting of gender, age, major, level of education, and total number of years in English language background.

Table 1. Respondents by Gender

Sex	Frequency	Percentage (%)
Male	33	13.2
Female	217	86.8
Total	**250**	**100.0**

As illustrated in Table 1, most of the respondents were female undergraduate students. The number of female respondents registered 86.8 % while male respondents had a contribution of 13.2 %.

Table 2. Respondents by Age

Age	Frequency	Percentage (%)
16-20	159	63.6
21-25	91	36.4
Total	**250**	**100.0**

In terms of age, the respondents (n = 250) were divided into two age ranges: 16-20 and 21-25 years old. The majority of them (63.6%) fell into the 16-20 age range, followed by 36.4 % in the 21-25 age range.

Table 3. Respondents by Major

Major	Frequency	Percentage (%)
Business English (B.A.)*	61	24.4
English, minor in Japanese (B.A.)	73	29.2
English (B.A.)	62	24.8
English (B.Ed.)*	54	21.6
Total	**250**	**100.0**

*B.A. = Bachelor of Arts, *B.Ed. = Bachelor of Education.

In terms of majors, the respondents can be categorized into four majors: Business English (B.A.), English, minor in Japanese (B.A.), English (B.A.), and English (B.Ed.). The number of the undergraduate students from English, minor in Japanese (B.A.) (29.2%) had the highest contribution, followed by English (B.A.) (24.8%), Business English (B.A.) (24.4%), and English (B.Ed.) (21.6 %) respectively.

Table 4. Respondents by Level of Education

Level of Education	Frequency	Percentage (%)
Freshmen	108	43.2
Sophomore	51	20.4
Junior	91	36.4
Senior	-	-
Total	**250**	**100.0**

As reported in Table 4, the number of first-year students was highest at 43.2%, followed by third-year students 36.4 %, and second-year students 20.4 % respectively, while no fourth-year students participated in the study because during the study, all of them took a professional training program nationwide throughout the semester.

Table 5. Respondents by English Language Background

No. of Year	Frequency	Percentage (%)
1-5	9	3.6
6-10	142	56.8
11-15	93	37.2
16-20	6	2.4
Total	**250**	**100.0**

As detailed in Table 5, based on the total years of the background in English language learning, the respondents are divided into four groups: 1-5, 6-10, 11-15, and 16-20 years. The majority of the respondents (56%) fell into the 6-10 year group, followed by 37.2 % in the 11-15 year group, 3.6% in the 1-5 year group, and 2.4% in the 16-20 year group respectively.

4.2 SELF-DETERMINATION OF RESPONDENTS IN ENGLISH LANGUAGE LEARNING

Table 6 reports means and standard deviations for the 20 intrinsic motivation items. Each item is individually computed and reported in terms of means and standard deviations (SD). The statements of items can be referred to in Appendix B.

Table 6. Descriptive Statistics for the 20 Intrinsic Motivation Items

Dimension (Factor)	Items	Mean	SD
Interest-Enjoyment	1	3.87	0.64
	15	3.64	0.75
	6	3.64	0.69
	9	2.04	0.81
Value-Usefulness	37	4.59	0.65
	18	4.21	0.68
	10	4.01	0.78
	40	4.50	0.65
Perceived Competence	13	3.04	0.64
	17	3.38	0.67
	21	2.41	0.82
	26	2.72	0.77

Table 6. Descriptive Statistics for the 20 Intrinsic Motivation Items (continued)

Dimension (Factor)	Items	Mean	SD
Perceived Choice	23	2.25	1.00
	20	2.00	0.85
	16	2.21	0.85
	35	4.15	0.87
Effort-Importance	19	2.57	0.86
	29	3.90	0.77
	28	4.23	0.72
	38	3.78	0.79

Clearly shown in the above table, the means of the four items internalized in the "value-usefulness" dimension have a contribution of more than 4.00. Item # 37 (I think learning English is useful for my future career.) is the highest (M = 4.59, SD = 0.65). The students perceive that they have learned English because it will benefit their career in the future. In contrast, the mean of item # 20 (I learn English because I have no choice.) under the "perceived choice" dimension is the lowest (M = 2.00, SD = 0.85). The undergraduate students chose English as their major as they don't have any other choice.

Table 7 reports means and standard deviations for the 20 extrinsic motivation items. Each item is individually computed and reported in terms of means and standard deviations (SD). The statements of items can be referred to in Appendix B.

Table 7. Descriptive Statistics for the 20 Extrinsic Motivation Items

Dimension (Factor)	Items	Mean	SD
Teacher	3	3.48	0.68
	8	3.24	0.91
	11	3.72	0.85
	22	3.68	0.79
Performance Goal	33	4.05	0.71
	12	3.85	0.84
	24	3.40	1.11
	27	3.54	0.91

Table 7. Descriptive Statistics for the 20 Extrinsic Motivation Items (continued)

Dimension (Factor)	Items	Mean	SD
Classmate	30	3.30	0.69
	14	3.07	0.69
	5	3.47	1.99
	32	3.16	0.99
Parental Involvement	31	3.63	0.86
	7	3.41	0.93
	2	3.56	0.98
	4	3.21	0.98
Learning Material	34	3.60	0.69
	25	2.55	0.82
	36	2.99	0.81
	39	4.28	0.69

From Table 7, of the "extrinsic motivation" items, the mean of item # 39 (The content in the textbooks and other learning materials are useful for my future career.) is the highest (M = 4.28, SD = 0.69). The undergraduate students think that the contents and other supplementary learning materials they have used are useful for their career in the future. In contrast, the mean of item # 25 (The content in the textbooks and other learning materials are out-of-date.) is the lowest (M = 2.55, SD = 0.82). Even though the contents in the textbooks and other materials are beneficial to their jobs in the future, the undergraduate students reveal that the materials are not updated.

Table 8 and Table 9 present the factor analysis of the ten dimensions (five intrinsic and five extrinsic dimensions) relating to the motivation for studying English language of the undergraduate students. As mentioned early, intrinsic motivation has five dimensions with four items each, and so do extrinsic motivation, both of which are particularly designed to measure the degree of motivation of the undergraduate students towards their English language learning according to the present learning contexts.

Table 8 reports means and standard deviations (SD) of the intrinsic motivation of which degree is measured by the interpretation table proposed in the "measuring instrument" section. Each intrinsic dimension is separately analyzed, and some statements from the items in the outstanding dimension are presented. Each of the dimensions is interpreted with five values (very low, low, neutral, high, and very high), as shown below:

Table 8. Intrinsic Motivation in English Language Learning

Dimension (Factor)	Mean	SD	Degree of Motivation
Interest-Enjoyment	3.29	.38	Neutral
Value-Usefulness	4.33	.49	Very High
Perceived Competence	2.89	.39	Neutral
Perceived Choice	2.65	.50	Neutral
Effort-Importance	3.62	.45	High
Total	**3.36**	**.26**	**Neutral**

Table 8 presents the results of the analysis conducted on investigation of the degree of all dimensions of the intrinsic motivation in English language learning. The result reveals that the mean for the "value-usefulness" dimension is the highest (M = 4.33, SD = 0.49) while the mean for the "perceived choice" dimension is the lowest (M = 2.65, SD = 0.50). As a result, it can be interpreted that the undergraduate students have a very high motivation in learning English because they perceive that English language is useful and valuable. From item # 37 internalized in the "value-usefulness" dimension, the undergraduate students indicate that learning English is useful for their future career (M = 4.59, SD = 0.65), whereas from item # 20 internalized in the "perceived choice" dimension,   the undergraduate students reveal that they have learned English because they have no choice (M = 2.00, SD = 0.85).

Table 9 reports means and standard deviations (SD) of the extrinsic motivation of which degree is measured by the interpretation table proposed in the "measuring instrument" section. Each extrinsic dimension is separately analyzed, and some statements from the items in the outstanding dimension are presented. Each of the dimensions is interpreted with five values (very low, low, neutral, high, and very high), as presented on the next page:

Table 9. Extrinsic Motivation in English Language Learning

Dimension (Factor)	Mean	SD	Degree of Motivation
Teacher	3.53	.55	High
Performance Goal	3.71	.55	High
Classmate	3.31	.66	Neutral
Parental Involvement	3.45	.71	High
Learning Material	3.35	.39	Neutral
Total	**3.47**	**.35**	**High**

Table 9 details the results of the analysis examining the degree of all dimensions of the extrinsic motivation in English language learning. The finding indicates that the mean for the "performance goal" dimension is the highest (M = 3.71, SD = 0.55) while the mean for the "classmate" dimension is the lowest (M = 3.31, SD = 0.66). In this regard, it can be interpreted that the undergraduate students have a high motivation in learning English because they place importance on their learning results. From item # 33 internalized in the "performance goal" dimension, the undergraduate students tell that by receiving a good grade in English class, they are motivated to learn harder (M = 4.05, SD = 0.71). In contrast, from item # 14 internalized in the "classmate" dimension, the undergraduate students state that they like to share ideas and volunteer answers during class (M = 3.07, SD = 0.69).

Table 10 and Figure 2 summarize the overall results of both five intrinsic dimensions and five extrinsic dimensions in order to find out the difference in terms of means and standard deviations. Each dimension is presented in a descending basis in the same table.

*Table 10. Factors Contributing to the Degree of Intrinsic and Extrinsic Motivation*

Self-Determination	Self-Determination	Mean	SD	Ranking
Value-Usefulness	Intrinsic	4.33	0.49	1
Performance Goal	Extrinsic	3.71	0.55	2
Effort-Importance	Intrinsic	3.62	0.45	3
Teacher	Extrinsic	3.53	0.55	4
Parental Involvement	Extrinsic	3.45	0.71	5
Learning Material	Extrinsic	3.35	0.39	6

Table 10. Factors Contributing to the Degree of Intrinsic and Extrinsic Motivation (continued)

Self-Determination	Self-Determination	Mean	SD	Ranking
Classmate	Extrinsic	3.31	0.66	7
Interest-Enjoyment	Intrinsic	3.29	0.38	8
Perceived Competence	Intrinsic	2.89	0.39	9
Perceived Choice	Intrinsic	2.65	0.50	10

As reported in Table 10, the finding clearly reveals that the mean for the "value-usefulness" dimension contributes the highest (M = 4.33, SD = 0.49), followed by the "performance goal" dimension (M = 3.71, SD = 0.55), and the "effort-importance" dimension (M = 37.5, SD = 0.55) respectively, while the mean of the "perceived choice" dimension is the lowest (M = 2.65, SD = 0.50).

Figure 2. Factors contributing to the degree of intrinsic and extrinsic motivation.
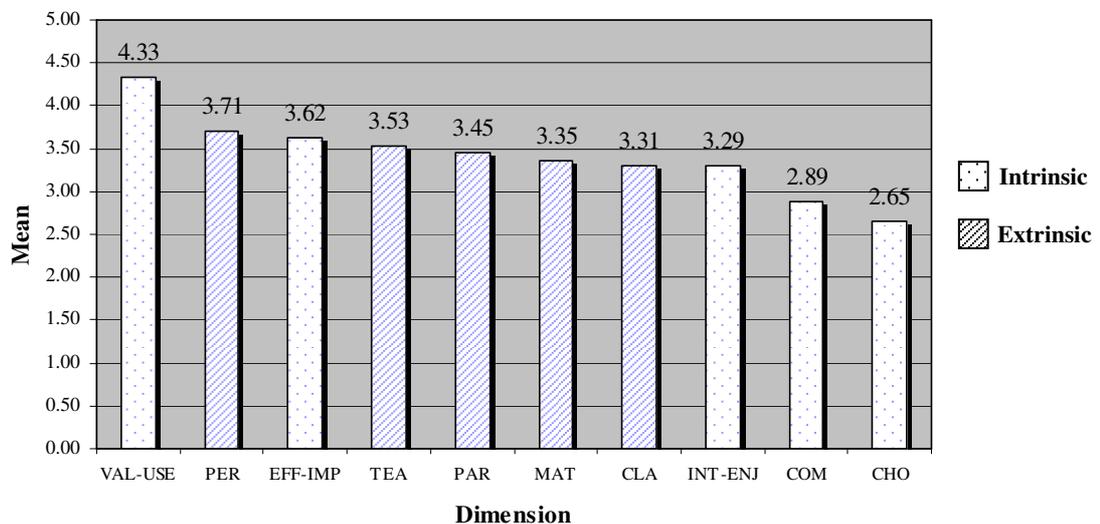
* Abbreviations of the proposed dimensions in Figure 10 are explained below:

VAL-USE	=	Value-Usefulness	MAT	=	Learning Material
PER	=	Performance Goal	CLA	=	Classmate
EFF-IMP	=	Effort-Importance	INT-ENJ	=	Interest-Enjoyment
TEA	=	Teacher	COM	=	Perceived Competence
PAR	=	Parental Involvement	CHO	=	Perceived Choice

Figure 2, consistent with Table 10, helps consolidate the result report in forms of a bar graph vividly illustrating all dimensions in order from most to least. Two intrinsic dimensions (value-usefulness and effort-importance) and only one extrinsic dimension (performance goal) are in the top three dimensions. In contrast, three intrinsic dimensions (interest-enjoyment, perceived competence and perceived choice) are in the lowest three dimensions. In respect of this matter, the remaining four extrinsic dimensions fall into the middle.