

## **CHAPTER FIVE**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions, (4) conclusions, and (5) recommendations for further study.

#### **5.1. SUMMARY OF THE STUDY**

##### **5.1.1 Objectives of the Study**

This study has two main purposes: (1) to investigate the degree of self-determination (intrinsic and extrinsic motivations) in the English language learning of the undergraduate students and (2) to find out the motivational factors that contribute to the differences in the degree of self-determination.

##### **5.1.2 Subjects**

The samples were 250 undergraduate students at the Department of Foreign Languages, Buriram Rajabhat University, all of whom were first, second, and third-year students. During data collection assignment, fourth-year students were not available in the university to take part in the study.

##### **5.1.3 Materials**

The research instrument was a questionnaire aiming to obtain information on intrinsic and extrinsic motivation. The employed measure was modified from several previous researches in the same area. Each dimension has five sub-dimensions with four items each, derived from the contextual factors that can influence the learning of the language. There were 40 items altogether which the respondents were asked to indicate on a five-Likert scale.

##### **5.1.4 Procedures**

The researcher spent two days (on December 25 and 26, 2007) of the regular class period distributing the copies of the questionnaires to the sample by asking for cooperation and assistance from the instructors and class leaders. The respondents were informed that the questionnaires would be collected later on the same day and that the information obtained would be contributed for research purposes only and kept confidential.

## **5.2. SUMMARY OF THE FINDINGS**

The results of the study can be summarized as follows:

### **5.2.1 Demographic Results of the Respondents**

The majority of the respondents (86.8 %) were female undergraduate students with male respondents 13.20 %. Most of them (63.6%) were between 16-20 years old of age, and the rest of them (36.4 %) were between 21-25 years old. In terms of major, the majority of the respondents were from English, minor in Japanese (B.A.) (29.2%), English (B.A.) (24.8%), Business English (B.A.) (24.4%), and English (B.Ed.) (21.6 %). First-year students (43.2%) made the highest contribution, followed by third-year students (36.4 %) and second-year students (20.4 %). Fourth-year students didn't participate in the study because during the data collection session they were on a training program. The majority of the respondents (56%) had between 6-10 years' English learning background, 37.2 % having between 11-15 years, 3.6% between 1-5 years, and 2.4% between 16-20 years respectively.

### **5.2.2 Intrinsic and Extrinsic Motivations in English Language Learning**

Of the intrinsic factors or dimensions, the finding reveals that the “value-usefulness” dimension ( $M = 4.33$ ) is regarded as the most important factor. This can be concluded that the students are intrinsically motivated to learn English because English language is useful and valuable. On the contrary, of the extrinsic factors or dimensions, the “performance goal” dimension ( $M = 3.71$ ) is considered as the most important factor. It can be interpreted that the students are extrinsically motivated to learn English because obtaining a good learning result can make them motivated to study more. In the overall consideration, the students have more extrinsic motivation ( $M = 3.47$ ) in learning English language than intrinsic motivation ( $M = 3.36$ ). Thus, it can be concluded that the students are more extrinsically than intrinsically motivated to learn English.

## **5.3. DISCUSSIONS**

The results clearly reveal that undergraduate students have a higher extrinsic motivation than intrinsic motivation in learning English language. Although the sole “value-usefulness” factor internalized in the intrinsic motivation mostly influences them to learn, extrinsic motivational factors play a more important role in motivating

them to engage in their language learning. In this part, comprehensive discussions of the results in this present study, along with other previous researchers' results, are presented as follows:

### **5.3.1 Intrinsic Motivation in English Language Learning**

Kang (1998) supportively stated that intrinsic motivation was most salient among other factors, such as traditional integrative motivation, for Korean high school students to achieve their success of English language learning. He pointed out that the students should be internally motivated before leading to real motivations. However, there are other motivational factors that can produce intrinsic motivation.

From the present study, the "value-usefulness" factor is the most popular among undergraduate students learning English language. They have found that learning English as their major field would help benefit and value their future career after graduation, and interface them with more varied people as well as help them understand English-documented literature.

The "interest-enjoyment" factor ranks third of the five factors after the "value-usefulness" and "effort-importance" factors and ranks eighth of the overall studied factors. In reality, many researchers had placed more importance on language learner's interest and enjoyments in order to become successful learners. This outcome agrees with some researchers nominated in the study. For example, Wen (1997, p. 88) conducted a study to investigate motivational factors associated with the learning of Chinese, and the findings revealed that the intrinsic interest and desire to understand one's own cultural heritage were the prior motivational factors for them to persist in the language learning. Nevertheless, the "interest-enjoyment" factor should come in the top three factors.

It is surprising that the "perceived choice" factor has the least contribution among all of the ten factors and the "perceived competence" factor ranks fourth among the five intrinsic factors that undergraduate students perceive. In order for language learners to initiate and sustain motivation, several researchers mentioned that they must not only have language aptitude, but they also must be self-determined. Deci and Ryan (1985, p. 60) asserted that a sense of choice and opportunity for self-direction were found to be able to enhance intrinsic motivation. Therefore, perceived competence and choice are motivational factors attributable to intrinsic motivation.

From the obtained results, it can be concluded that undergraduate students did not have a full autonomy to choose English as their desired major.

### **5.3.2 Extrinsic Motivation in English Language Learning**

Extrinsic motivation becomes a vital construct conducive towards a decline of intrinsic motivation. Intrinsic motivation can naturally diminish due to assimilation, mastery, spontaneous interest, imposed goals, deadlines, pressured evaluation, threats and directives. These factors are greatly salient, impacting on intrinsic motivation of an individual. In this study, five extrinsic motivational factors are created in context with the learning setting.

From the result, the undergraduate students perceive that the “performance goal” factor is the most important factor among the five extrinsic factors in enhancing their motivation to learn. Getting a good grade in English class, they are motivated to learn harder, and learning outcomes can also impact their motivation. This finding supported that of Dörnyei’s study (1990) that investigated the components of motivation in foreign language learning. Like instrumental motives, need for achievement (performance goal) and attributions about past failures were found to catalyze considerably to motivation in foreign language learning. Wen (1997) added that motivational factors have a significant correlation with desired learning results.

The “teacher” factor ranks second of the five extrinsic factors that can influence the language learning of undergraduate students. Their English teacher is a great source of inspiration to them to learn English well. Some students pay attention and place importance on their study as they wish to please and imitate a teacher in terms of competence. Walqui (2000) stated that students need to have a positive and realistic role model who is proficient in several languages as they can read through their teacher’s personal experiences from diverse language and dialect backgrounds. Gardner and Tremblay (1994) proposed teacher-specific motivational components, stating that teachers’ personality and manner as well as teaching styles have an impact on students’ motivation. Consequently, teachers have a substantial role in inspiring them to learn a language well. They should create a classroom environment that can promote group cohesiveness.

The “parental involvement” factor is chosen the third factor. Parents are as important as teachers in becoming engaged with their children’s language learning.

Parents can stress the advantage students will have after graduation from learning English, and help the children with their language learning. Parents' involvements in attitudes to language learning are two important factors (Gardner, 1985). Support from home is very crucial for successful L2 learning. Rodriguez (1982) recommended that parents of English language learners should speak only English in the home. Parents have a role in promoting language learning and valuing both the native and English language.

The "learning material" factor is also highlighted in this study, ranging fourth of the five extrinsic factors. Undergraduate students realize that this factor can lead to motivation in the classroom setting. According to the conceptualization of their new theme called "motivational renaissance". Gardner and Tremblay (1994) focused their study on the learning context, such as course-specific motivational components. The appropriate employment of teaching methods and coherence of teaching and learning materials can mutually promote students' motivation. It should be noted that if students find content in the textbooks and other supplementary learning materials coherent and useful to their future occupation, they would put much effort and interest on their study.

Interestingly, undergraduate students' motivation in learning is least influenced by their peer groups or classmates, even if they have much cohesiveness with them during formal learning in the classroom. In this study, the "classmate" factor is regarded the least influential factor on their motivation. This result contradicts with some researchers. Dörnyei (2001b) indicated that social factors, such as group dynamics and spontaneous motivation, can affect learners' attitude, classroom behavior, effort and achievement. In this study, undergraduate students perceived that other studied factors have much more impact on extrinsic motivation than their community learners.

In summary, the findings are important for the information that they provide regarding what extrinsic and extrinsic motivational factors are most likely to determine an amount of motivation in English language learning. It should also be acknowledged that a number of internal and contextual components are detrimental to motivation. No single factor can motivate people to become successful language learners; some or many of them have to count on one another to intensity a degree of

motivation. From the findings, however, it can be inferred that undergraduate students are inadequately successful in their English language learning since outside factors, such as performance goal, teachers and parental involvement appear to have a more impact on English language acquisition. This contradicts with a number of researchers stating that language learners owning a complete motivation would discover their language learning enjoyable and interesting, and they tend to be successful in learning.

#### **5.4. CONCLUSIONS**

5.4.1 Of the five extrinsic dimensions, the “value-usefulness” dimension had the most contribution to the degree of intrinsic motivation in English language learning. Undergraduate students have learned English because they perceive that English would be of use and value to their potential careers.

5.4.2 Of the five extrinsic dimensions, the “performance goal” dimension had the most contribution to the degree of extrinsic motivation in English language learning. Undergraduate students have learned English because obtaining a good learning result can motivate them to persist in learning.

5.4.3 Undergraduate students have more extrinsic than intrinsic motivation in learning English. Extrinsic motivational factors play a role, leading to motivation and persistence in their language learning.

#### **5.5. RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings and conclusions from this study, the following recommendations are made for further research.

5.5.1 As there are a number of motivational factors significantly correlated with desired learning outcomes, it is recommended that further studies be conducted constructing “sampled students’ learning results” as a main independent variable in order to investigate the relationship between motivations and learning performance.

5.5.2 Motivation is not constant, but changes dynamically over time. It is therefore suggested that further researchers conduct longitudinal studies and meanwhile employ a variety of research methodological tools in lieu of questionnaires per se in order to obtain more comprehensive results.

5.5.3 As this study is a quantitative study, it is imperative that further studies be conducted by combining qualitative approaches, such as in-depth interviews or case studies, to complement quantitative research methodologies for the purpose of exploring internal dynamics of student motivation.