

INTRINSIC AND EXTRINSIC MOTIVATION FOR ENGLISH LEARNING OF FOREIGN STUDENTS AT BURIRAM RAJABHAT UNIVERSITY

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Abstract - This aim of this quantitative study was to investigate the intrinsic and extrinsic motivations factors influencing foreign students to learn English language at Buriram Rajabhat University. The participants of this study were 51 foreign students who are studying in English major in the first semester of academic year 2018 at Buriram Rajabhat University. The research instrument was the set of questionnaires. The questionnaire was tested by reliability and validity (0.81). The statistics for data analysis included mean and standard deviation. The result showed that: the intrinsic motivation that the foreign students of English learning at Buriram Rajabhat University at the agree level ($\bar{x} = 3.92$) which the most of intrinsic motivation factor influence foreign students to learn English at Buriram Rajabhat University was need for competence factor at the ($\bar{x} = 4.15$). When considering each function, it was found that the foreign students enjoy learning English because it is interesting valuable, and essential to their future⁷ ($\bar{x} = 4.39$), followed by, the foreign student agreed that in an English class the teacher's method is important ($\bar{x} = 4.25$). However, the foreign students was slightly agree with this sentence "If they have questions about the English language, they prefer to find out the answer without asking for help from others" ($\bar{x} = 3.27$). Therefore, the result of this study showed that intrinsic motivation is the key factor in success of foreign students on English learning to enhance in learners.

Keywords - Intrinsic Motivation, Extrinsic Motivation, English Learning of Foreign Students.

I. INTRODUCTION

English language is one of the crucial foreign languages which people around the world use for communication such as in international conference, business, trade, education, and etc. In addition, English language is an important tool to seek knowledge because most of textbooks are written in English. It is acceptable that English is very important for widely used in education, business, and industries. There are many reasons for learning English as a foreign language; for instance, to be communicate with others. However, learning English as a foreign language is difficult for non-native people.

In the last few year, the topic of intrinsic and extrinsic motivation has raised a lot of interest in EFL learning. Motivation plays an important role in successful of English as a foreign language. It has been widely accepted as one of the key factors that influence success in English as a foreign language learning. Deci and Ryan [1] stated that motivation is a significant factor of English as a foreign language and related to higher language competence. Many teachers and scholars in the field of language pedagogy believe that if English language learners are motivated in learning English as a foreign language, they will be faster learning and successful.

In addition to Tuan [2] studied on an empirical research into EFL learner's motivation and focused on motivation of EFL learners in order to investigate whether motivation has any impact on student's English learning or not. She used questionnaire survey in order to collect data. The result showed that the students had positive motivation toward learning of

foreign language and also teachers should find necessity of motivation in developing student's English performance. Therefore, motivation make purposes clearly visible of learners.

Students differ in their motivation toward learning English as a foreign language. In this semester, Buriram Rajabhat University received 51 foreign students from Vietnam and Cambodia to learn English as a foreign language. Consequently, this study aims to investigate the intrinsic and extrinsic motivations factors influence foreign students to learn English language at Buriram Rajabhat University. Moreover, the researcher interesting to study what intrinsic and extrinsic motivations influencing foreign students while learning English as a foreign language to be present for a successful at Buriram Rajabhat University and the researcher will focus on the intrinsic and extrinsic motivations factors in their opinions.

II. MATHEODOLOGY

The participants consisted of 51 foreign students who are studying in English program including 9 males and 42 females of Buriram Rajabhat University. The recruited participants were those who formally indicated their consent to participate as respondents in this study. All students were also informed that their identity would be kept anonymous.

The Instrumentation and Measurement

The research instrument of this study was a questionnaire adapted from the intrinsic and extrinsic motivation questionnaire constructed by Véronique [3]. The modelled factors in collecting data were based

on the theories of Deci and Ryan [4]. Five factors of intrinsic motivation included a) determination, b) need for competence, c) need for autonomy, d) interest-enjoyment, and e) challenge. Four factors of extrinsic motivation consisted of a) instrumental orientation, b) teacher and peer students, c) external encouragement, and d) personal assessment. The questions were focused on intrinsic and extrinsic motivation for English learning and study abroad that related to the various aspects of English learning.

The questionnaire was adapted to measure the levels of intrinsic and extrinsic motivation for English learning of foreign students at Buriram Rajabhat University. All items were positive. The respondents were asked to rate each question with a view that most similar to their opinions. The questionnaire was prepared in English for the convenience of foreign students' respondents and questionnaire consisted of three main parts. The first part included general demographic information of the participants: average grade, education level, and age. The second part consisted of 27 items that based on five – point Likert scale ranging from strongly agree, agree, slightly agree, disagree and strongly disagree about the intrinsic and extrinsic motivation that related to the various aspect of English learning. The last part was the comments and suggestion of motivation for English learning in abroad. Following this, the content validity was measured by tested for a reliability and validity measures (0.81).

Data Collection

Before conducting the actual research study, the researcher contacted the head of the English Department of Buriram Rajabhat University to request permission to administrate the survey and to inform of the purpose of the study. When the request had been approved, the researcher met with the head of English department of the Buriram Rajabhat University to arrange the most convenient and suitable time for the participants to complete the questionnaire. Prior to distributing the survey questionnaire to the target respondents, the researcher gave them comprehensive information about all aspects of the survey and study, including the research objectives. The completed questionnaires were collected in the same day. SPSS version 21.0 was later used to analyze the data.

Data Analysis Procedures

The data gathered from the completed questionnaires was analyzed to describe the levels of intrinsic and extrinsic motivation for English learning of foreign students of Buriram Rajabhat University. The researcher analyzed the data by using program called Statistical Package for Social Sciences (SPSS) version 21.0. Also the mean (\bar{x}), and standard deviations (SD) were the basic descriptive statistical analysis used to describe the intrinsic and extrinsic motivation for English learning. In order to evaluate the study intrinsic and extrinsic motivation the data form a five point Likert scale from the questionnaire were computed for mean (\bar{x}) and standard deviation (S.D).

The following criteria were employed for interpretation.

Means	Opinion Level
4.51 – 5.00	means Strongly Agree
3.51 – 4.50	means Agree
2.51 – 3.50	means Slightly Agree
1.51 – 2.50	means Disagree
1.00 – 1.50	means Strongly Disagree

III. UNITS

The result were presented according to two research questions: a) “what type of motivation (intrinsic / extrinsic) do the foreign students of English learning at Buriram Rajabhat University?” and b) “what intrinsic and extrinsic motivations factors influence foreign students to learn English language at Buriram Rajabhat University?”

No.	Demography information	Frequency (n = 51)	Percentage (%)
1.	Gender		
	Male	9	17.6
	Female	42	82.4
2.	Average Grade		
	Lower than 2.5	2	3.9
	2.5 or higher	49	96.1
3.	Year		
	1	5	9.8
	3	3	5.9
	4	43	84.3

Table 1: Demography information of the foreign students at Buriram Rajabhat University

Table 1 revealed that out of 51 foreign students at Buriram Rajabhat University, the number of females (82.4%) was much greater than males (17.6%). Most of them had their average grade range from 2.5 or higher (96.1%), and most of them studied in the fourth year (84.3 %).

Most foreign students agreed with intrinsic motivation on need for competence factor at “agree level” (\bar{x} = 4.15), followed by the intrinsic motivation on the interest –enjoyment factor (\bar{x} = 4.07), and the least factor in the intrinsic motivation was “need of autonomy” (\bar{x} = 3.48), respectively. However, when considering in each factor, most foreign students agreed with “When I am successful in doing English assignments, the pride that I feel intrinsically means to me more than getting compliments from others” (\bar{x} = 4.04) in the deamination factor, followed by “My main reason to study English is that I need to gain more English skills and competence so that I can practically use it rather than just to pass an examination” (\bar{x} = 4.18) in the need for competence factor, “I am confident that I can solve the English problems and handle with English assignment by myself” (\bar{x} = 3.59) in the need for autonomy factor, “I enjoy learning English because it is interesting, valuable, and essential to my further” (\bar{x} = 4.40) in the interest-

enjoyment factor, and the last factor of intrinsic motivation was challenging factor which most foreign students agree that “I always look for opportunities to speak English with foreigners using the English knowledge and skills I have learned previously” ($\bar{x} = 4.22$), respectively.

Most foreign students agreed with extrinsic motivation on the teacher and peer students factor at the agree level ($\bar{x} = 4.08$), followed by the extrinsic motivation on instrument orientation factor ($\bar{x} = 3.96$), and the least factor in the extrinsic motivation was “personal assessment” ($\bar{x} = 3.68$), respectively. However, when considering each factor, most foreign students agreed with “English is essential for personal development” ($\bar{x} = 4.17$) in the instrumental orientation factor, followed by “In an English class the teacher’s method is important.” ($\bar{x} = 4.25$) in the teacher and peer students factor, “My family/ friends encourage me to learn English.” ($\bar{x} = 4.23$) in the external encouragement factor and “I am motivated to learn English class” in the personal assessments factor ($\bar{x} = 3.45$), respectively.

To sum up, the intrinsic motivation factors for English learning of foreign students were mostly perceived in “need for competence” ($\bar{x} = 4.15$) at the agree level, followed by “interest -enjoyment” ($\bar{x} = 4.07$) at the agree level, and “challenging” factor ($\bar{x} = 3.96$) at the agree level, respectively. The extrinsic motivation factors for English learning of foreign student were “teacher and peer students” ($\bar{x} = 4.08$) at the agree level, followed by “instrument orientation factor” ($\bar{x} = 3.96$) at the agree level, and “external encouragement factor” ($\bar{x} = 3.91$), respectively.

No.	Motivation	Mean (\bar{x})	Standard Deviation (S.D)	Opinion Level
1	Intrinsic motivation	3.92	0.82	Agree
2	Extrinsic motivation	3.90	0.88	Agree

Table 2 Opinions of the foreign students on the intrinsic and extrinsic motivations for English learning

Table 2 revealed that the most foreign students were agreed with the intrinsic of motivation in learning English ($\bar{x} = 3.92$), and followed by the extrinsic motivation ($\bar{x} = 3.90$) need to success in English learning. As the result, the intrinsic motivation is the key factor to success in English learning.

IV. FOREIGN STUDENTS’ VIEW ON MOTIVATION TO STUDYING ABOARD

In this study, the foreign students’ views on motivation in studying abroad were also investigated via open-ended questions. The resulted showed that there were many different reasons why one would go

and study abroad, especially Buriram Rajabhat University. They were listed in table 3.

No.	Reasons	Frequency (N= 51)	Percentage (%)
1.	Exploring a new culture. (Extrinsic)	38	74.50
2.	Leaning more experience. (Extrinsic)	31	60.78
3.	Practicing English communication. (Intrinsic)	23	45.10
4.	The foreign students need to learn teaching method. (Extrinsic)	21	41.18
5.	Studying in new languages and gaining English skills (Intrinsic)	19	37.25
6.	Making a new relationship/ friends. (Extrinsic)	19	37.25
7.	Learning languages are interesting. (Intrinsic)	18	35.30
8.	Foreign students need to challenge themselves. (Intrinsic)	18	35.30
9.	It is a good areas and environment. (Extrinsic)	12	23.53

Table 3: The foreign students’ views on motivation in studying abroad

Table 3 revealed that most foreign students wanted to study abroad because “they need to explore a new culture” (74.50%), followed by “they need to learn more experience” (60.78 %) (Extrinsic) and “need to practice English communication” (45.10%), respectively.

To sum up, from foreign students’ views on motivation in studying abroad, they wanted to study abroad because they needed to explore the new culture, learn more experience and practiced English communication. According to Anugakul & Yordchim [5] stated that Chinese students are often highly motivated to study English, because they need English for communication when they study abroad. However, the results of this study the foreign student aware on the intrinsic motivations more than extrinsic motivation. Consequently, the foreign students aware both intrinsic and extrinsic motivations factors. Therefore, both of motivations are crucial for learning second language. The foreign student aware to both intrinsic and extrinsic motivation.

V. CONCLUSION

This study aimed to investigate the intrinsic and extrinsic motivations factors influencing foreign

students to learn English language at Buriram Rajabhat University. The result showed that intrinsic motivation influencing foreign students for learning English. The most intrinsic factor influencing foreign students for English learning was the need for competence factor, followed by the interest-enjoyment factor, and the challenging factor. In extrinsic motivation, the most extrinsic motivation factors was the teacher and peer students' factor, followed by the instrumental orientation factor, and external encouragement. Therefore, the research conclude that intrinsic and extrinsic motivations are crucial factors in learning the second language and it is influenced by different factors.

According to the theory of intrinsic and extrinsic motivation [6] for learning English of foreign students and the results of this study, it can be concluded that both intrinsic and extrinsic motivation are key factors to success in English learning and they are influential factor for English learning achievement of foreign students of Buriram Rajabhat University. Besides, the results of this study related to Po Yin Lai [7]. which studied motivations for English language learning of Hong Kong Chinese secondary students. The results were discussed in relation to need for competence, teacher and peer students, and cultural for enhancing motivation to learn foreign language. Therefore, a teacher should to create the activities and environment in classroom that are competence, interesting, enjoyable, and challenging. Moreover, the teacher should be aware of the extrinsic motivation, such as the role of teacher and learner, the materials, and environments in the classroom. The teacher should

also find a variety of teaching and technique that can enhance and support intrinsic and extrinsic motivations of students for English learning. In future research, the study of motivation in English learning of other groups should be examined; such as motivation in English learning of the foreign students in Thailand. The further study should try to investigate more deeply why these factors are influential with foreign students. The result will be beneficial and can be used as a guidelines in learning and teaching English development.

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