



A Comparative Study of Motivation to Learn English among Matthayom 6 Students in English and Thai Programs at Navaminthrachinutit Triamudomsuksanomklao

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Abstract

This study aimed to investigate the difference in motivation type between M6 students in English Program (EP) and Thai Program (TP) at Navaminthrachinutit Triamudomsuksanomklao School in Bangkok. Sample group of this research was 120 M6 students who responded to a questionnaire. The instrument to collect data was an independent sample questionnaire. The data was analyzed through frequencies and percentage to identify the data of the respondents and their motivation in English language learning. A t-test was applied to test the level of significant difference between motivations of M6 students in English Program (EP) and Thai Program (TP). The result was found that students in Thai Program had more instrumental and integrative motivation than English Program. In addition, it was revealed that there were no significant difference at 0.456* for overall motivation between English Program and Thai Program students.

Keywords: English language learning, Instrumental motivation, Integrative motivation, Secondary Education

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1. Introduction

At this age of technological advancement and globalization, learning English as a foreign or second language has become an important tool for people to survive in this rapidly progressing and competitive world; that is to say, English is an international language in the world. Students who speak their native language which is not English must study English as a subject at their school/ college. Therefore, English language has become compulsory for the Thai students to study English as a foreign language from grade one to the end of their school years.

In general, Most Thai public schools have large classes. This generates sequential challenges such as lesson planning problems, classroom management, instructional ineffectiveness, and noise disturbance. Learners rarely have opportunity to hone their language communicative skills in a large class, and they gradually become passive learners. Passive learners will not master a foreign language despite hours of learning investment in language classroom. To be successful in foreign language learning, learners must keep practicing the language whenever they have a chance both in class and outside since language learning is considered to be a skill (Stern, 1992; cited in Dhanasobhon, 2007).

Furthermore, Thai education still focused on transferring academic knowledge and on memory-based learning, rather than enhancing students' abilities in acquiring knowledge, creativity, problem solving, and analytical skills despite the fact that learning pedagogy is discouraged (Somwung & Sujiva, cited in Richmond, 2007). Students may do well in memory-based language tests, but they fail to apply the acquired knowledge in real life situations since memorization is about learning something just because one has been told to without any real interest in them. Learners are not taught how to process and apply that information. Knowing vocabulary and rules of language structures does not guarantee communication ability or language proficiency. Mastering a foreign language involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and it requires learners' motivation (Dornyei, 2001).

Gardner (1985, p. 10) found that motivation is "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 the activity." According to Gardner, in order to understand why language learners were motivated, it is essential to understand the learners' goal or purpose for learning the language. He referred to this as learner's motivation. Gardner's theory of second language learning motivation is identified in two distinct orientations; namely, integrative orientation and instrumental orientation, both of which affect foreign language learners in one way or another.

However, to succeed in English language learning require more than interest or studying in classroom. It needs learners' motivation to learn it, as in learning, motivation is referred to as a key component for language achievement (Gardner, 1985; Brown, 2000; Spolsky, 2000; Elyildirim and Ashton,



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2006). Motivation certainly plays an important role in achieving a member of fundamental academic goals of students in academic life (Christiana, 2009).

With the importance of motivation in learning English, this study emphasizes on motivation which is one of the important factors that influence English language learning. the study will provide the information on what types of Motivation that influence on Thai students in English language learning, and to find out the level of instrumental motivation and integrative motivation that English program students and Thai program students have in learning English.

2. Objectives of the study

This study aims to investigate the level of motivation between Matthayom 6 students of English Program (EP) and Thai Program (TP) in Nawaminthrachinuthit Triamudomsuksanomklao School (N.T.U.N) on Ramkangheng Road, Saphan Sung District, Bangkok. This research aims to answer the following:

1. What are the general levels of motivations that the M6 students of N.T.U.N have towards English language learning?
2. To what extend do the M6 EP students have integrative and instrument motivation that influence them in learning English?
3. To what extend do the M6 TP students have integrative and instrument motivation that influence them in learning English?
4. Is there a significant difference on the level of motivation between EP and TP M6 students?

3. Research Methodology

The research used the quantitative research method to determine learners' motivation types of Matthayom 6 students studying in English and Thai program of Nawaminthrachinuthit Triamudomsuksanomklao School and investigate the level of motivation between the Matthayom 6 students of English Program and Thai Program of N.T.U.N.

Participants

There are total of 120 Matthayom 6 students of N.T.U.N. The students are divided into 2 groups. One group contains 60 students of the English program and other group contains 60 students of the Thai program participated in the study. The Thai program has general education courses that are instructed in Thai in addition to their English course while the courses of the English program are generally instructed in English of the academic year 2017-2018.



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Instrument

The research instrument used in this study was a survey questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (1985) with the scales to measure the students' integrative and instrumental motivations in learning English. The questionnaire comprises two sections. Section one asks for information about the participant's gender and program of the study and the other Section described below, include fourteen statements representing the students' motivation to study English, Items 1-7 represent instrumental motivation and Items 7-14 represent integrative motivation. The participants were asked to pick one from the five-point Likert scale items (on scale of 1-5, ranging from strongly disagree = 1 to strongly agree = 5). In regard to the motivational survey, the researcher chose statements that were most suitable for Thai students and the reality of their cultural context.

Data Collection

The questionnaires were administered to the students during the week of regularly scheduled classes during the first semester academic year 2017 at the teachers' convenience. The majority of the teachers chose to administer the surveys themselves so that they could administer the questionnaires when time was available. Attempt had been made to explain the procedure for questionnaire administration to all instructors to increase internal validity. Whether the teachers or the researcher administered the survey, the students were reminded that their answers would remain confidential and would not affect their grade.

Data Analysis

The data collected from the questionnaire in this study were computed and analyzed by using SPSS. Program which is used to analyze and calculate for the mean scores and interpreted the mean scores for motivational level, the researchers adopted the interpreting procedure designed by Degang (2010) as follows

Descriptive statistics (mean, frequency and standard deviation) were computed on the student participants' responses of the integrative motivation, instrumental motivation

The statistical technique of independent t-test was applied to indicated the significant difference in motivation to learn English among Mattayom 6 students in English and Thai programs

The calculation of the score range of each motivation level: very high, high, average, very low and low was done by the number of the items of motivation types/ English language requirement multiplied by the number of Likert-type scale (2), and divided by the number of motivation level (5).



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The mean score for each item indicated the level of students' motivation; a high score meant students had high motivation, while a low score meant students had low motivation.

Score Range	Motivational Level
4.50-5.00	Very high
3.50-4.49	High
2.50-3.49	Average
1.50-2.49	Low
1.00-1.49	Very Low

4. Findings

The results of the study are divided into four parts:

4.1 The general/overall level of motivation of M6 students of N.T.U.N towards English language learning

Table 1: Overall mean score and average scores for instrumental and integrative motivation

Type of mean scores	Mean	S.D.	Level of Motivation
Overall mean score	3.94	0.580	High
Average mean score for Instrumental Motivation	3.91	0.603	High
Average mean score for Integrative Motivation	3.96	0.69	High

The table 1 presents the overall mean score at 3.94 and is interpreted as high level of motivation. It means that the students from both EP and TP are highly motivated to learn English. the average mean scores of 3.91 and 3.96 were calculated for instrumental and integrative types of motivation respectively. This means that EP and TP students have a high level of motivation in learning English for both instrumental and integrative type. However, it may also be important to note that there is a slight difference between the averages mean scores of the instrumental and integrative type of motivation. The integrative motivation (3.96) is slightly higher than the instrumental motivation (3.91)



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Table 2: Instrumental Type of Motivation (Mean scores, standard deviation and motivation level)

Items	Instrumental Motivation Items	Mean	S.D.	MOT Level
1	I want to study English because I will need it to my future education	4.08	1.08	High
2	I want to study English because I will need it to my future career.	4.22	1.01	High
3	I want to study English because I want to study from many sources of English such as movies, literatures etc.	3.91	0.96	High
4	I want to study English for socializing, travelling etc.	4.22	0.90	High
5	I want to study English so that I can work with a multinational company and receive a high salary.	4.21	0.92	High
6	I want to study English so that I am respected by others.	3.35	1.10	Average
7	I study English because it is a compulsory, otherwise I would not study it.	3.38	1.40	Average
Overall		3.91	0.603	High

Table 2 presents the Overall Score for the instrumental motivation. Questions 1-5 are all categorized and interpreted and identified in the high level of motivation with mean scores ranging from 3.91 to 4.22. Questions 2 and 4 both got the highest mean score of 4.22 and question 5 not far behind with 4.21 means score. It is important to note that both questions 2 and 5 are work-related indicators or reasons for learning English while question 4 is for social reasons. Such reasons are strong indicators that M6 students from EP and TP have the instrumental type of motivation in learning English.

However, questions 6 and 7 received mean scores of 3.35 and 3.38 respectively. Both items are categorized under average motivation level. It can be inferred that most Matthayom 6 students generally never felt obligated to learn English to gain respect in their society.



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Table 3: Integrative Type of Motivation (Mean scores, standard deviation and motivation level)

Items	Integrative Motivation Items	Mean	S.D.	MOT Level
8	I want to study English for future self-study from sources of English such as articles, newspaper etc.	3.91	1.05	High
9	I want to study English to learn about another culture to understand the world better.	3.96	0.95	High
10	I want to study English to communicate with English foreigners.	4.32	0.98	High
11	I want to study English to understand the culture of other countries in which English is widely spoken.	3.92	0.95	High
12	I want to study English to understand the culture of native speakers.	3.85	0.95	High
13	I want to study English because I want to live in a country that uses English as the medium language.	3.77	1.06	High
14	I want to study English to be admired and respected by foreigners.	4.02	0.91	High
Overall		3.96	0.69	High

Table 3 presents the integrative type of motivation. Questions 8-14 responses were all interpreted under the high level of motivation with mean scores ranging from 3.77 to 4.32. Securing the main spot for the integrative type of motivation is indicator number 10. The respondents are motivated to learn English so that they can communicate with foreigners who have English literacy. The respondents also feel that they are admired or respected by foreigners if they can communicate in English as reflected by question number 14 with a mean score of 4.02. Overall, the average mean score of 3.96 reflects a high level of integrative motivation among the respondents.

4.2 The type of motivation (instrumental or integrative) that influences English Program M6 students in learning English



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Table 4: Mean scores of instrumental motivation level of students in English Program

Item	Instrumental motivation Items	Mean	S.D.	MOT Level
1	I want to study English because I will need it to my future education.	4.10	1.13	High
2	I want to study English because I will need it to my future career.	4.22	1.00	High
3	I want to study English because I want to study from many sources of English such as movies, literatures etc.	3.83	0.86	High
4	I want to study English for socializing, travelling etc.	4.16	0.988	High
5	I want to study English so that I can work with a multinational company and receive a high salary.	4.17	0.90	High
6	I want to study English so that I am respected by others.	3.24	1.14	Average
7	I study English because it is a compulsory, otherwise I would not study	3.60	1.44	High
Overall		3.90	0.540	High

Based on the results presented on table 5, EP students have a high level of motivation as reflected in the questions numbers 1, 2,3,4,5 and 7 with mean scores ranging from 3.60 to 4.22.

On the other hand, question number 6 has got a mean score of 3.24 and interpreted as average level of motivation. It can be inferred that EP M6 students want to study English in order to be respected by others.

All in all, it is still important to note that EP M6 students have a high level of instrumental motivation. Based on the tabular presentation, it can be inferred that students learn English for its functional use and identify the proficiency in English as a means to achieve something. It is further emphasized by the response in question 7 has got a mean score of 3.60 which reflects the students study English because it is a compulsory subject.



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Table 5: Mean scores of integrative motivation level of students in English Program

Items	Integrative motivation Items	Mean	S.D.	MOT Level
8	I want to study English for future self-study from sources of English such as articles, newspaper etc.	3.90	1.07	High
9	I want to study English to learn about another culture to understand the world better.	3.91	0.97	High
10	I want to study English to communicate with English foreigners.	4.43	0.86	High
11	I want to study English to understand the culture of other countries in which English is widely spoken.	3.81	1.03	High
12	I want to study English to understand the culture of native speakers.	3.76	1.04	High
13	I want to study English because I want to live in a country that uses English as the medium language.	3.78	1.07	High
14	I want to study English to be admired and respected by foreigners.	4.07	0.85	High
Overall		3.95	0.655	High

Table 5 presents scores of integrative motivation level of students in English Program. All the questions for the integrative type of motivation were interpreted under the high level of motivation with mean scores ranging from 3.76 to 4.43. Most of the indicators show their inclination to learn English to be able to better understand and get to know the people who speak the language. Question number 10 got the highest mean score of 4.43 and it shows the enthusiasm to learn English to communicate with foreigners.

Comparing tables 4 and 5, it can be noted that the average mean score for the instrumental and integrative type of motivation level of students in English Program are both interpreted as high level. Although, it is also important to highlight that the average mean score for the integrative type of motivation (3.95) is slightly higher than the average mean score for the instrumental type of motivation (3.90) by 0.05.

4.3 The type of motivation (instrumental or integrative) that influences M6 students in Thai Program in learning English



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Table 6: Mean score of instrumental motivation level of students in Thai Program

Item	Instrumental motivation Items	Mean	S.D.	MOT Level
Q1	I want to study English because I will need it to my future education.	4.05	1.04	High
Q2	I want to study English because I will need it to my future career.	4.22	1.01	High
Q3	I want to study English because I want to study from many sources of English such as movies, literatures etc.	3.98	1.05	High
Q4	I want to study English for socializing, travelling etc.	4.29	0.81	High
Q5	I want to study English so that I can work with a multinational company and receive a high salary.	4.25	0.95	High
Q6	I want to study English so that I am respected by others.	3.46	1.07	Average
Q7	I study English because it is a compulsory, otherwise I would not study	3.17	1.38	Average
Overall		3.92	0.656	High

Table 6 presents the motivation level of M6 students in the Thai Program. Questions 1-5 were all interpreted with high level of motivation with mean scores ranging from 3.98 to 4.29. question number 4 showed the highest mean score of 4.29. This item may reflect students' awareness of English language as a key instrument for effective communication when they travel abroad. They well perceived that English is a lingua franca or an international language which is widely spoken.

On the other hand, questions number 6 and 7 were interpreted as average level of motivation with mean scores of 3.46 and 2.86 respectively. It can be inferred that students in the TP do not strongly feel the need to learn English to gain the respect of their friends and the society. In addition, question 7 provide an insight to the level of proficiency the students want to achieve. It may be inferred that students in the TP students are fairly content to study English in classes at school and will not study English outside or after class hours.



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Table 7: Mean score of integrative motivation level of students in Thai Program

Items	Integrative motivation Items	Mean	S.D.	MOT Level
Q8	I want to study English for future self-study from sources of English such as articles, newspaper etc.	3.93	1.048	High
Q9	I want to study English to learn about another culture to understand the world better.	4.00	0.928	High
Q10	I want to study English to communicate with foreigners who have English literacy.	4.20	1.079	High
Q11	I want to study English to understand the culture of other countries in which English is widely spoken.	4.03	0.870	High
Q12	I want to study English to understand the culture of native speakers	3.93	0.84	High
Q13	I want to study English because I want to live in a country that uses English as the medium language.	3.76	1.05	High
Q14	I want to study English to be admired and respected by foreigners.	3.97	0.96	High
Overall		3.98	0.728	High

Based on the table above, the TP students are highly motivated to learn English. The integrative type of motivation is concerned. All questions 8-14 with the calculated mean score from 3.76 to 4.20 were high level of motivation. Indicator 10 secured the highest mean score in the list of indicators. It may be inferred from this that Thai students from the TP are motivated to learn English to be able to communicate with foreigners who are also speakers of English

Comparing tables 6 and 7 above it can be noted that M6 students from the TP are both intrinsically and extrinsically motivated to learn English. Both average mean scores for the instrumental (3.92) and integrative (3.98) type of motivation were interpreted as high level of motivation. Although, it might also be of importance to note that there is a slight difference between the two mean scores, where integrative type of motivation is identified as higher by 0.06.

Overall, tables 6 and 7 significantly reflect the TP M6 students' high level of motivation to learn English using both instrumental and integrative types.



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4.4 the difference in the general/ overall level of motivation and types of motivation between students in English and Thai Program

Table 8: The difference in overall instrumental motivation between English and Thai Program Students

Motivation	Program	Mean	S.D.	t-value	Sig
Instrumental	EP	3.90	.540	-1.238	0.700
	TP	3.92	.656		

Significant at 0.05 Level*

Table 8 presents the overall score for instrumental type of motivation between English and Thai program. The scores of 3.90 and 3.92 respectively are interpreted as the high level of motivation. This means that Matthayom 6 students from both English and Thai Program are extrinsically motivated to learn English. Students are aware that learning English would enable them to achieve something in their future career or in their studies.

The score in the instrumental motivation of students in English Program was slightly lower than the mean score of students in Thai Program ($x = 3.90, 3.92$). However, using the statistical treatment, t-test, to compare the difference in their level of motivation the result indicated no significant difference in the level of instrumental motivation between students in English and Thai Program.

Table 9: The difference in overall integrative motivation between English and Thai Program students

Motivation	Program	Mean	S.D.	t-value	Sig
Integrative	EP	3.95	0.655	-0.196	0.799*
	TP	3.98	0.728		

Significant at 0.05 Level*

Table 9 presents the overall score for integrative motivation of students in both English and Thai Program. The scores of 3.95 and 3.98 respectively are interpreted as the high level of motivation. are interpreted as high level of motivation. It means that students from both English and Thai Program are intrinsically motivated to learn English. They are aware that learning English would enable them better understand the culture, tradition and community of the people who also speak the language.



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The students from the English Program's mean score was a little lower than the mean scores of Thai Program students ($x = 3.95, 3.98$). However, the study shows that there was no significant difference in the level of integrative type of motivation between students in English and Thai Program.

Table 10: The difference in overall motivation between English Program and Thai Program students

Program	Mean	S.D.	t-value	Sig
English Program	3.92	0.522	-0.748	0.456*
Thai Program	3.95	0.647		

Significant at 0.05 Level*

Table 10 shows that there was no significant difference between the level of overall motivation of English and Thai Program students. Matthayom 6 students from both English and Thai program are both highly motivated in learning English with the average mean scores of 3.92 and 3.95 respectively. The students in English program have a slightly lower motivation than students in Thai program, shown by difference in score of 0.08. However, the sample for learning motivation of students in English program compared with learning motivation of students in Thai program showed no significant difference at the level of 0.05. Hence, there is no significant different difference between English Program and Thai Program M6 students' level in both instrumental and integrative types of motivation is accepted.

5. Discussion

5.1 The general/overall level of motivation of M6 students of N.T.U.N towards English language learning.

This study sought to investigate the English language learning motivation of secondary school students from English and Thai Programs. The findings showed that students' motivation to learn English language was high.

The interpretation of mean score is 'high' motivation as referred to the interpretation of mean score of integrative motivation level. This implies that these students are highly motivated to learn English, the statistical analysis indicated that these had both high level of integrative and instrumental motivation. their integrative motivation was a slightly higher than their instrumental motivation. Such findings affirm that both instrumental and integrative motivations are primary sources of students' motivation to learn English despite the fact that their integrative motivation was just a little greater. The finding is consistent with the findings of Choosri & Intharaksa (2011) in which they found that students'



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motivation has a positive relationship with their English learning achievement; with that of Kitjaroonchai (2012) who concluded that both integrative and instrumental motivations are positively associated with an increase in students' academic achievement.

According to Gardner and Lambert (1972) state that integrative motivation was viewed more important in formal learning than instrumental motivation which referred to Gardner (1985), the integrative motivation that desires to learn English for communication with foreigner people and learn about their cultures. Thus, the students realized the importance of learning English as to be a part of the community where that society used the English language to communicate as the native language.

5.2 The type of motivation (instrumental or integrative) that influences M6 students in English Program in learning English.

The research question is related to issues concerning the type of motivation (instrumental and integrative) that influence M6 students in English program. The study showed that students in English program were integrative motivation which the overall score for motivation to learn English among students in English program can be interpreted as 'high' motivation. It is demonstrated that the students realized that significant role of learning English in order to learn more about the culture community of the target language or to assimilate in the target community. However, the mean score of integrative motivation (3.95) were slightly over the instrumental motivation (3.90) which their overall scores were so closed. It could not say that one is more than the other. The finding is consistent with Kitjaroonchai (2012) who investigated the types of motivation (integrative and instrumental) that Thai English majors at Asia-Pacific International University hold toward learning of English language, and the study results revealed that the students had high levels of integrative and instrumental motivation to learn English.

Such findings are inconsistent with Qashoa's (2006) whose study showed that in the secondary school in the Eastern Coast of the UEA, those who responded to his study had a higher degree of instrumental motivation than the integrative one.

5.3 The type of motivation (instrumental or integrative) that influences M6 students in Thai Program in learning English.

The findings of this research showed the typed of motivation level between instrumental and integrative that influence M6 students in Thai Program in learning English. In Thai Program students, the overall scores of integrative motivation (3.98) was higher than overall score of instrumental motivation (3.92). This might be because the students learn English as they would like to associate with native speakers. The finding is consistent with the finding of Kitjaroonchai (2012) who investigated the types of motivation (integrative and instrumental) that Thai English majors at Asia-Pacific International University



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hold toward learning of English language, and the study results revealed that the students had high levels of integrative and instrumental motivation to learn English

According to Gardner (1985) an integratively motivated learner shows interest learning about the culture and the people of the target language. Moreover, Masgoret and Gardner (2003) defined learners' integrative motivation was to learn the second the language that had openness to identification with other language community and favorable attitude toward language situation. Also, the integrative motivation refers to language learning for personal growth and cultural enrichment by Lightbrown and Spada (1999)

Such findings are inconsistent with Choosri and Intharaksa's (2011) study of Thai vocational college students' motivation and their English learning achievement, in which they found the students' instrumental motivation outperformed their integrative one. The students indicated that they learned English for various practical reasons such as getting a good job, improving future career, continuing higher education, and accomplishing a life goal.

5.4 The difference in the general/ overall level of motivation and types of motivation between students in English and Thai Program.

The statistical analysis revealed that the students in English have a slightly lower motivation than students in Thai Program. The independent t-test showed that there was no significant difference. This implies that students both in English and Thai program students have high level of motivation. The findings showed that the integrative motivation was higher than instrumental motivation with slightly amount for English Program (3.95,3.90) and Thai Program (3.98,3.92). The finding is consistent with the finding of Kitjaroonchai (2012) in which they found that student had high level of integrative and instrumental motivation to learn English. According to Kitjaroonchais (2012) both integrative and instrumental motivations are positively associated with an increase in students' academic achievement

Despite the slight difference of motivation level between students in English and Thai program. It does not mean that English Program students had lower motivation than Thai Program students because both mean scores of motivation level fall under 'high' motivation. Students from English and Thai Program proved to have a high level of motivation to learn English regardless of their English language learning although Thai Program students were higher in term of the motivation level mean score.

Gass and Selink (2001) stated the success of second language learning that the integrative motivation is over the instrumental motivation. In addition, Cook (2001) said because students respected the target culture, possibly they read literature and practice language which it enabled them to improve their language skills. In some of the early research by Gardner and Lambert (1972) revealed that in a formal learning environment, the integrative motivation was more important than instrumental



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motivation. However, the instrumental motivation could not be neglected as Berwick and Ross (1989) cited in Norris-Holt: 2001) English language achievement played an important role on students 'goal to succeed. Also, their research conduction revealed that influence of instrumental motivation on people's desire to continue studying English because English language as a requirement of university Admission.

Recommendations

1. Experimental researches that use t-Test for independent samples could be very productive in establishing validations about Thais' general motivation to learn a foreign language like English.
2. To promote students' awareness towards learning process.
3. To keep students in touch with modern English language teaching methods.

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