

CHAPTER IV

RESULTS

This chapter reports the results of the study. The present study employed two research instruments: a questionnaire and an interview to gather information on responsibility perceptions, motivation, and confidence in English language learning of the English majors at Naresuan University. The two research questions are used as an outline for the presentation of these findings.

1. To what extent are English major students at Naresuan University ready to learn English language autonomously?

2. Are there any differences in readiness for autonomous English language learning between students with high and low English proficiency levels?

For the data gathered from the questionnaire, the computational program was used to calculate the mean and the standard deviation of the response of each item. The mean score of the response was interpreted based on the criteria indicated in the previous chapter. On the other hand, the data obtained from the individual interview were transcribed and translated into English by the researcher.

Research Question One:

To what extent are English major students at Naresuan University ready to learn English language autonomously?

In order to provide the answer to the first research question, the findings gained from the questionnaire and the individual interview were presented together in relation to the three areas: students' perceptions of their own responsibilities in English learning, students' motivation in English learning, and students' confidence in their ability to learn English autonomously.

Finding One

Overall Readiness for Autonomous English Language Learning of English Major Students at Naresuan University

Since this study aimed to determine the extent to which the English major students at Naresuan University were ready to engage in autonomous English language learning, the mean score of each factor was calculated together to find out overall readiness of students for autonomous English language learning.

The findings on students' overall readiness for autonomous English language learning are presented in Table 8.

Table 8 Students' Overall Readiness for Autonomous English Language Learning

Readiness	N = 135		
	M	SD	Interpretation
Responsibility perceptions	3.89	0.43	High
Motivation	4.37	0.39	High
Confidence	3.72	0.50	High
Overall	3.99	0.36	High

According to Table 6, the data showed that overall readiness of the English major students at Naresuan University for autonomous English language learning was at a high level, with the mean score of 3.99 (SD = 0.36). The students appeared to perceive that they should take responsibilities for various aspects of their English language learning at a high level, with the mean score of 3.89 (SD = 0.43). Regarding motivation in English learning, the students were found to be highly motivated to learn English, with the mean score of 4.37 (SD = 0.39). The findings further revealed that the students tended to be highly confident in their ability to engage in autonomous English language learning, with the mean score of 3.72 (SD = 0.50).

Students' Perceptions of Their Own Responsibilities in English Learning

To facilitate the analysis of data, the questionnaire items in this part were classified into three main focuses: students' perceptions of responsibilities in setting learning goals, managing learning, and assessing and evaluating learning.

The findings on students' perceptions of their own responsibilities in English learning are presented in Table 9.

Table 9 Students' Perceptions of Their Own Responsibilities in English Learning

No.	Responsibility perception statement	M	SD	Interpretation
	<i>In learning English, I think I should...</i>			
	Setting learning goals			
1	set my own learning goals.	4.02	0.67	Agree
	Managing learning			
2	choose activities to use in the English lessons.	3.52	0.76	Agree
3	choose materials to use in the English lessons.	3.55	0.76	Agree
4	decide what I should learn in the next English lessons.	3.30	0.89	Undecided
5	stimulate my own interest.	4.26	0.71	Agree
9	decide what I learn outside class.	4.08	0.65	Agree
	Overall	3.74	0.50	Agree

Table 9 (Cont.)

No.	Responsibility perception statement	M	SD	Interpretation
In learning English, I think I should...				
Assessing and evaluating learning				
6	make sure I make progress during lessons.	3.99	0.74	Agree
7	identify my own strengths and weaknesses.	4.24	0.54	Agree
8	evaluate my own learning.	3.90	0.81	Agree
10	make sure I make progress outside class.	4.08	0.64	Agree
	Overall	4.05	0.50	Agree

As shown in Table 9, the English major students at Naresuan University tended to agree on holding responsibilities for almost of all aspects of their English language learning.

Setting Learning Goals

The students agreed that they should set the objectives of their English language learning on their own ($M = 4.02$, $SD = 0.67$).

The data obtained from the interview seemed to correspond with the data gained from the questionnaire. The majority of the participants indicated that they should accept responsibilities in setting the objectives of their English language learning as their own. Participant A, for example, said:

...In learning English, first of all, we should know exactly what we learn English for. This is very important because when we have a clear learning goal, we will be motivated to learn and try to do everything to achieve that goal.

Similarly, participant B mentioned:

...I think students should set their own learning objectives. In my English class, there are more than fifty students who have different abilities, strengths and weaknesses, learning styles, levels of motivation, and learning experiences. And we also have different goals of learning. For me, I would prefer to define my own learning goals.

Agreeing with the participant A and participant B, participant H said:

...It would be better that students are to define their own learning goals. We are the university students, so we should be able to do that by ourselves. We are grown up. We know ourselves the best.

Managing Learning

For the roles in managing learning, the results revealed that the students agreed with most of the statements ($M = 3.74$, $SD = 0.50$) except that they were unsure whether they should decide what to learn in the next English lessons ($M = 3.30$, $SD = 0.89$).

The interview data further showed that most of the participants perceived that they should manage their own English language learning in many ways. The participants tended to consider themselves as a person in charge of their own English language learning. Participant E, for example, indicated:

...Students need to stimulate their own interest to learn English. Especially, the university students need to force ourselves to learn even though we do not want to learn or the class is not very interesting. This is

because learning English language is quite hard. If we are lazy or lack of interest, we may not be successful in learning English language.

Participant F also remarked:

...I think students should be able to choose activities and learning materials to use in the classroom. I think it will be fun and the class will be more interesting if we can choose what to do in the classroom. Sometimes, it is boring to do activities defined by the teacher or learn from materials selected by the teacher. Umm, for me, I would prefer to choose activities and learning materials by myself.

Participants D also suggested "It will be great if students can choose what to learn and how to learn in the classroom because we will get to learn what we need to learn according to our interest."

In addition, from the interview data, the participants were found to have an idea of sharing responsibilities with the teachers. They pointed out that both students and teachers should take responsibilities together in the learning process inside the classroom and that the students themselves were those who take greatest responsibilities. Having such an idea, participant A described:

...I think the teacher is important in the learning process but the learner is the most important. In my English learning, I would like the teacher to give me some advice about my learning, suggest me useful learning resources, create opportunities for me to learn and practice English, help me plan how to learn, answer my questions, and encourage me to learn in the classroom. On the other hand, I, as a learner, must encourage myself to learn both inside and outside class, plan how to learn, find myself opportunities to learn and practice English both inside and outside class, and ask teachers when I do not understand what I have learned. Umm, it is like cooperation between the teacher and student, which the student is the most important one who directs the learning.

Participant I similarly said:

...We should take greatest responsibilities in the learning process. Umm, we have to keep telling ourselves that we need to learn as much as we can in order to improve our English language skills. We have to force ourselves to learn. We do not have to wait for the teachers or parents to tell us what to do to learn better. For me, I like learning outside class. I like to chat with foreigners on the Internet, read English written materials (magazines, newspapers, novels), watch English movies and listen to English songs. However, in the classroom, I think we should take responsibilities together with the teacher in learning English. For example, umm, while the teacher creates classroom environment where supports the students to participate in class activities, we are eager to take part in all the class activities provided or when we have questions and ask the teacher, the teacher helps explain to us.

Assessing and Evaluating Learning

Finally, the students agreed with all of the statements regarding the roles in assessing and evaluating learning ($M = 4.05$, $SD = 0.50$).

The interview data also showed that the participants perceived that they should assess and evaluate their own English language learning both inside and outside the classroom. For example, participant G mentioned "We should know ourselves how well we can learn English and how well we can communicate in English." Participant C also mentioned "Of course, I know what my strengths and weaknesses are. Teachers do not have to tell me about these."

Especially, for the outside class activities, all of the participants indicated that they should assess the progress of their English language learning on their own. Participant F, for example, stated "For the outside class activities, whether to learn or to check the progress, I think I should do it by myself." In the same way, participant I mentioned "Umm, for me, I do not need the teacher to check my progress or tell me what to do to improve my English when I am not in the classroom." Agreeing with the participant F and participant I, participant D said "Students should have freedom to do

whatever they want to improve their English language skills when they are outside the classroom.”

Furthermore, the interview data showed that the majority of the participants had an idea of sharing responsibilities with the teachers in assessing and evaluating their English language learning in the classroom. Having such an idea, participant B mentioned:

...The teacher should assess students' progress by giving us regular tests in the classroom. Also, we should assess our own progress by trying to use what we learned in the classroom, such as how to use the adjective clause, in the real situation. If we cannot use it correctly or fluently, we may not have any progress on our learning. So we have to study harder.

Participant J similarly mentioned:

...Both teachers and students should take responsibilities together in evaluating the learning. Umm, for example, after finishing the Basic Writing course, the teacher can tell how successful we are by considering our course grade while we can know how successful we are by considering whether we can write English more effectively.

To sum up, the questionnaire and interview data similarly revealed that the students tended to perceive that they should take responsibilities in different aspects of their English language learning. Moreover, from the interview data, the students were found to have an idea of sharing responsibility with their teachers in terms of the learning process inside the classroom.

Students' Motivation in English Learning

To facilitate the data analysis, the findings in this part were reported according to two types of motivation: intrinsic motivation and extrinsic motivation.

The results of students' motivation in English learning are reported in Table 10.

Table 10 Students' Motivation in English Learning

No.	Motivation statement	M	SD	Interpretation
I learn English because...				
Intrinsic motivation				
11	I like and enjoy learning English very much.	4.31	0.70	Agree
12	learning English is a hobby for me.	3.84	0.81	Agree
13	learning English is a challenge that I enjoy.	4.17	0.74	Agree
Overall		4.11	0.64	Agree
Extrinsic motivation				
14	English will broaden my view.	4.39	0.61	Agree
15	my parents want me to learn English.	3.86	0.92	Agree
16	English is useful when traveling in many countries.	4.66	0.49	Strongly agree
17	I want to become more educated.	4.55	0.63	Strongly agree
18	I want to be able to read textbooks in English.	4.67	0.52	Strongly agree
19	I want to pass examinations.	4.47	0.66	Agree
20	I need English for my future work.	4.81	0.41	Strongly agree
Overall		4.49	0.38	Agree

Intrinsic Motivation

According to Table 10, the English major students at Naresuan University agreed with all of the items relating to their intrinsic motivation in English learning

($M = 4.11$, $SD = 0.64$). The item with the highest mean score was the students' like and enjoyment in learning English ($M = 4.31$, $SD = 0.70$).

The interview data seemed to correspond with the questionnaire data. That is, all of the participants, in the interview, indicated their enjoyment in their English language learning both inside and outside the classroom. For example, participant I stated:

...I like learning English very much. That is why I choose to study it as the major subject. I like speaking English. I like to speak English with foreigners and chat in English with my friends on the Internet.

Similarly, participant J mentioned "Learning English is fun. Even though some English courses I am taking are very hard, I like learning English very much." Participant A also mentioned:

...I like English language very much. When I am at home, I like to listen to English songs and watch English subtitled movies. And I try to read English newspapers and novels almost every day in order to memorize new vocabularies and notice grammar rules and expressions used in the texts to improve my reading and writing skills. I also make summaries of what I have learned both inside and outside English classes.

Participant H further revealed "I study English major because I like learning English. I like all of the English courses I am taking and I like to review English lessons regularly."

Extrinsic Motivation

As for students' extrinsic motivation, the English major students strongly agreed with four statements about the benefit of English language. Specially, they strongly agreed that they needed English for their future careers ($M = 4.81$, $SD = 0.41$).

The findings from the interview also supported the findings from the questionnaire. All of the participants indicated that they studied English language as the major subject because of its usefulness. The data further revealed that all of them needed English because it would be useful for their future professions. For example, participant B stated:

...English is really useful for my career in the future. I would like to be a lecturer of English in a university. I realize that I have to study hard in order to be proficient in English language. Umm, I think those who have strong English language skills will be able to find a good job in the future.

Participant D also revealed "English language is really important for my future work. I would like to be a tour guide so I study English as the major subject." In a similar way, participant E mentioned:

...I study English because I like it and I would like to become more proficient in English listening, speaking, reading, and writing. One day, I will continue my study abroad and find a job that requires English language knowledge and skills.

In sum, from the questionnaire data, the students seemed to have both intrinsic and extrinsic motivation to learn English language. The interview data showed similar findings. That is, the students indicated their like and enjoyment in their English language learning both inside and outside the classroom. They also mentioned that they studied English as the major subject because of its usefulness. Especially, they mainly pointed out the benefit of English in their career opportunities.

Students' Confidence in Their Ability to Learn English Autonomously

In order to facilitate the analysis of data, the questionnaire items in this part were divided into three main focuses: students' confidence in setting their own learning goals, managing their own learning, and assessing and evaluating their own learning.

The findings on students' confidence in their ability to engage in autonomous English language learning are presented in Table 11.

Table 11 Students' Confidence in Their Ability to Learn English Autonomously

No.	Confidence statement	M	SD	Interpretation
In learning English, I am confident that...				
Setting learning goals				
21	I am able to set my own learning goals.	3.90	0.71	Agree
Managing learning				
23	I am able to choose the content I need to learn.	3.46	0.79	Undecided
24	I am able to select methods and techniques for my own learning.	3.82	0.79	Agree
26	I am able to plan my own learning.	3.77	0.74	Agree
28	I am able to ask for help when I have problems while learning English.	4.21	0.66	Agree
Overall		3.82	0.54	Agree
Assessing and evaluating learning				
22	I am able to identify my own strengths and weaknesses.	3.98	0.73	Agree
25	I am able to check my work for my mistakes.	2.93	0.85	Undecided
27	I am able to assess my progress.	3.67	0.78	Agree
Overall		3.52	0.59	Agree

According to Table 11, the English major students at Naresuan University appeared to agree that they were confident in their ability to engage in almost of all aspects of autonomous English language learning.

Setting Learning Goals

The students agreed that they were confident in their ability to set their own learning goals ($M = 3.90$, $SD = 0.71$).

The interview data also revealed that the majority of the participants were confident that they were able to set their learning objectives on their own. For example, participant H mentioned:

...Certainly, I can set my own learning goals. I know why I am studying English. As I earlier mentioned, the university students should be able to set their own learning goals.

Similarly, participant J stated "I am sure that I can set the objectives of my English language learning on my own." Participant B also mentioned "I usually have a goal in learning English language in my mind and plan how to learn to reach the goal."

Managing Learning

The findings further revealed that the students agreed with most of the statements about confidence in managing their own learning ($M = 3.82$, $SD = 0.54$) except that they were undecided that they were confident in their ability to choose the content they needed to learn ($M = 3.46$, $SD = 0.79$).

The data obtained from the interview also supported the data gathered from the questionnaire. That is, most of the participants tended to be confident in their ability to manage their own English language learning in such aspects as planning learning, asking for help, and selecting techniques for learning. However, they seemed to be unsure whether they were able to choose the content they needed to learn in the classroom. Participant B, for example, said:

...Yes, I can plan my own learning. Actually, I already have a plan on how to learn both inside and outside the classroom. For example, I always arrange time to prepare before my English classes. I think students must have disciplines in learning because learning English language is very difficult. If we do not have any learning plan, we may not be successful in learning English language.

Participant A also revealed:

...When I do not understand what I have learned, first of all, I will ask my friends or people who are knowledgeable to help me. If no one can help me, I will try to find the answer by myself. I never wait for any help from anyone.

Agreeing with the participant A, participant H said "That (asking for help) is the first thing I do when I do not understand what the teacher has taught in the classroom. I mainly ask my friends." Participant G further mentioned:

...Yes, I think I can do that (selecting methods and techniques for learning). I have my own ways to learn and develop my English language apart from listening to the teacher in the classroom. I always make summaries of what I have learned. I also have other techniques to learn to improve my English language skills. I think other students also have their own methods and learning techniques.

In terms of choosing the content they needed to learn, almost all of the participants were found to be unconfident in their ability to decide what to learn in the classroom. Participant J, for example, said:

...I do not think students can choose what to learn in the classroom although we would like to. Students have no right to do this. Before class, the teacher always tells us what to learn today. We are not allowed to decide what to learn today. So I think students cannot choose the content to learn in the classroom.

In the same way, participant G said:

...I think I cannot choose the content to learn in the classroom but I can do this when I am outside the classroom. The teacher always chooses the content for all the students in the classroom. We can learn only what the teacher selects for us.

In this point, the interview data suggested that the students could not decide what to learn in the classroom because they had no opportunity to do this. Therefore, that the students were found to be unsure whether they were able to define learning activities in the classroom might be because of the classroom condition in which the students were not allowed to choose the content they needed to learn. It might not be the matter of students' ability.

Assessing and Evaluating Learning

As for confidence in assessing and evaluating their own learning, the students agreed that they were confident in their ability to identify their own strengths and weaknesses ($M = 3.98$, $SD = 0.73$) and assess their own progress ($M = 3.67$, $SD = 0.78$). However, the students seemed to be undecided that they were confident in their ability to check their work for inaccuracies ($M = 2.93$, $SD = 0.85$).

The findings from the interview also supported the findings from the questionnaire. The participants indicated that they were confident in their ability to identify their own strengths and weaknesses and assess their own learning progress. For example, participant H stated:

...Yes, I am quite confident that I can identify my own strengths and weaknesses in learning English language. I think I know myself very well. I usually have problems with grammars and sentence structures. So, I am not very good at writing English. However, I am more proficient in listening and speaking English.

Participant E also stated "I can assess my own progress. I think I have progress on my English language learning because now I can read and write English more effectively than before."

However, none of the participants seemed to be confident enough to check their work for their mistakes by themselves. They pointed out that they would prefer the teacher to check and correct the mistakes for them and give feedback on their work. Participant C, for example, mentioned:

...Umm, I can check my own work but I think the teacher can do it better. Sometimes, I am not sure whether what I do is correct. I would prefer the teacher to help me check my work and give comments or feedback on it.

Similarly, participant A mentioned:

...I think having the teacher check my work is better. I sometimes check and correct my own work but I do not know exactly whether I am right. Actually, I rarely figure out my mistakes because when I produce work, I try my best.

In addition, when asked to rate their own English language proficiency levels, eight out of ten participants were found viewing themselves as above average English language learners while the other two considered themselves as average English language learners. All of them also indicated in the interview that they were confident in their ability to gain success in their English language learning.

In short, the students tended to feel confident in their ability to engage in various aspects of autonomous learning except that they were uncertain whether they

were able to choose the content to learn and check the accuracy of their work. Likewise, the interview data showed that the students felt confident that they were able to participate in such self-directed learning activities as setting their own learning goals, planning their own learning, asking for help, and selecting techniques for their own learning. However, none of them was found to be confident enough to check the correctness of their own work.

Research Question Two:

Are there any differences in readiness for autonomous English language learning between students with high and low English proficiency levels?

In order to answer the second research question, the data obtained from the questionnaire were presented in relation to the three areas: students' perceptions of their own responsibilities in English learning, students' motivation in English learning, and students' confidence in their ability to learn English autonomously.

Finding Two

Differences in Readiness for Autonomous English Language Learning between Students with High and Low English Proficiency Levels

The findings on differences in readiness for autonomous English language learning between high and low proficient English majors are presented in Table 12.

Table 12 Differences in Readiness for Autonomous English Language Learning between Students with High and Low English Proficiency Levels

Readiness	High student		Low student		t	df	p
	(N = 27)		(N = 27)				
	M	SD	M	SD			
Responsibility perceptions	4.23	0.35	3.57	0.47	5.86	52	.000*

Table 12 (Cont.)

Readiness	High student		Low student		t	df	p
	(N = 27)		(N = 27)				
	M	SD	M	SD			
Motivation	4.58	0.30	4.18	0.37	4.42	52	.000*
Confidence	4.11	0.49	3.35	0.48	5.69	52	.000*
Overall	4.31	0.29	3.70	0.32	7.23	52	.000*

*p < .01

According to Table 12, the findings revealed that there was a significant difference in readiness for autonomous English language learning between the high proficient students and the low proficient students ($p = .000$), with a significance level of .01.

For each area of readiness, statistically significant differences existed between the high level students and the low level students regarding their perceptions of their own responsibilities in English learning ($p = .000$), their motivation in English learning ($p = .000$), and their confidence in their ability to learn English independently ($p = .000$), with a significance level of .01.

So far, this chapter reports the findings on responsibility perceptions, motivation, and confidence in English language learning of the English majors at Naresuan University. The questionnaire and interview data revealed that the students tended to agree on taking responsibilities in various aspects of their English language learning, being intrinsically and extrinsically motivated language learners, and feeling confident to participate in different aspects of autonomous learning. The questionnaire data further showed that there was a significant difference in readiness for autonomous English language learning between high and low level students.

The next chapter discusses these findings and provides implications for classroom instruction and recommendations for further studies.