

**AN INVESTIGATION OF RELATIONSHIP BETWEEN MOTIVATIONAL
STRATEGIES AND ENGLISH ACHIEVEMENT OF
RAJABHAT UNIVERSITY STUDENTS**



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In Partial Fulfillment of the Requirements
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Thesis entitled "AN INVESTIGATION OF RELATIONSHIP BETWEEN
MOTIVATIONAL STRATEGIES AND ENGLISH ACHIEVEMENT OF
RAJABHAT UNIVERSITY STUDENTS"


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Sutasinee Khoonthongnoom

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ABSTRACT

The purposes of this research were to investigate motivational strategies use of Rajabhat University students in English language learning, and to examine the relationship between motivational strategies and English achievement of the students. This study was aimed to find out how students use motivational strategies in English learning. The participants in this study involved about 370 undergraduate non-English majoring students of Kamphaeng Phet Rajabhat University in second semester of academic year 2014. The instrument in this study was the Motivated Strategies for Learning Questionnaire. As for descriptive statistics, means, standard deviations, and a Pearson product-moment correlation were used.

The results showed that 1) overall, the students used motivational strategies at a moderate level ($M = 3.14$, $S.D. = 0.60$). In English subject, the students moderately used all motivational strategies. Exceptionally, Peer Learning ($M = 3.75$, $S.D. = 0.94$) and Help Seeking strategies ($M = 3.79$, $S.D. = 0.94$) were used at a high level. 2) the components of students' use of motivational strategies and their English achievement were correlated at the .01 significance level ($r = 0.94$).

The finding suggested that to develop university students the use of motivational strategies, the students should be stimulated to use various motivational strategies more frequently in order to influence students improve their academic achievement.



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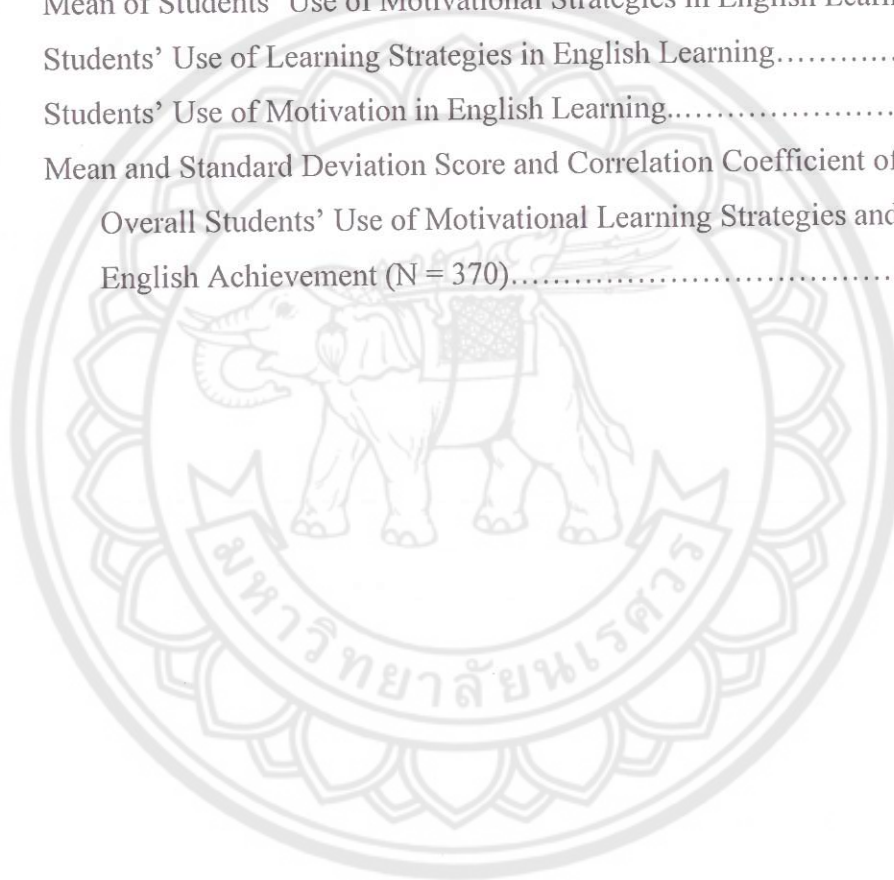
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CHAPTER I

INTRODUCTION

Self-education is, I firmly believe, the only kind of education there is.
(Isaac Asimov)

The process of learning in the field of second or foreign language teaching and learning has been a much discussed subject in the literature. From the beginnings of research efforts in this field, numerous researchers have emphasized motivational learning strategies. It can be said that learners' motivation and language learning strategies are interrelated. However, the success of motivational strategies depends to a great extent on learners' themselves, and their motives for and interest in learning the foreign language. As well, (Gardner, 2001) for example, suggests that there is an element of risk when using a foreign language, which students will avoid if they are not intent on learning the language. Motivation strategies encourage learners to be eager to learn and make use of their target language in all possible circumstances, without being afraid to 'take the risk' of demonstrating their lack of proficiency. In addition, motivation enables learners to promote their language competence by determining the scope of their personal learning activities (Oxford and Shearin, 1994).

Researchers have shown that the crucial factors in learning achievement include learners' motivation. The learners' own motivation stimulates direct learning behavior and leads them to improve (Wigfield, Eccles, Roeser and Schiefele, 2009). In the second language learning context, it can be said that motivation does indeed strongly influence the success of language learning. Motivation can influence the frequent use of learning strategies. Furthermore, it encourages students' willingness to learn, to set their own goal and to persist in the learning (Qin Xiaoqing, 2002). As noted by Brown (1980), "motivation is an inner drive or stimulus which can, like self-esteem, be global, situational or task-oriented." Harmer (1993) defines the term of motivation that is "some kind of internal drive which pushes someone to do thing in order to achieve something." Qin (2003) also suggestss that learning motivation influences the learners' autonomous learning abilities. Learners'

confidence in conquering the difficulties in learning is determined by their motivation. Therefore, the theories of motivation demonstrate that motivation is the crucial factor that determines the learners' success in language learning.

It is clear that motivational and learning strategies drive students' learning. The desire to have better academic outcomes is also a driver of second language learning success. That motivation strongly influences language learners' use of learning strategies is supported by others, such as (Djigunovie, 2001), and, according to Bull (2000), learners' use of learning strategies contributes to them succeeding in second language learning. By looking at these, and other studies, such as the research of Oxford and Crookall (1989), which investigated the relationship between language learning motivation and use of learning strategies, the interaction between language learners' motivation and their use of learning strategies is clarified. For instance, Oxford and Crookall (1989) revealed that motivation was the most influential factor on learners' strategy use. Students who are highly motivated more frequently use learning strategies than unmotivated students do. Further, Dornyei (1998) mentions that motivation encourages learners to initiate in second language learning, and motivation drives learners' to persist in an uninteresting learning process. Therefore, sufficiently motivated learners are driven to complete long-term goals.

Students' use of motivational strategies for learning can assess their own perceptions of the learning environment. The assessable components of the motivational strategies include self-related belief such as personal goal achievement, self-efficacy, interest, and value beliefs. As well, motivational strategies allow students to assess the cognitive components of learning strategies, such as planning, monitoring, and regulating learning (Garcia and Pintrich, 1994). According to Salili, et al. (2001), self-regulation is a factor in the learning process that depends on the learners' cultural background, academic outcome ambitions, self-efficacy sense and learning goal orientation.

In order to improve students' learning strategies, a formal evaluation system for assessing student learning strategies is required (Maitland, 2002). Students who are able to determine their own learning strategies tend to have high ability to learn and be able to apply those strategic learning for their further education. It is very important,

therefore, that students must be able to measure and manage their learning to become successful learners.

Rationale of the study

In the Thai academic context, the Thai Ministry of Education has integrated English as a main subject in the curriculum at every level of education. English courses have been added to the Thai school curriculum at all levels in order to encourage educational institutions to promote students' ability in English and maximize English language proficiency (Ministry of Education, 2010). Many institutions have attempted to improve the English curriculum in order to reach regulated English achievement standards. However, according the Ministry of Education document (2010), the potential of English language teaching and learning has still not been achieved to the standard level that the government has stipulated.

Within the Thai education system, teachers encourage students to learn by emphasizing only the contents of the textbooks that students must use in the classroom. The Confucian teaching, teachers merely reiterate the substance and content of the provided textbooks and do not allow students to engage in learning activities, results in students lacking critical thinking skills and metacognitive abilities. In addition, students' problem solving skills and ability to adjust themselves to diverse situations are also poor. That is the result of inappropriate teaching processes. Teacher-centered learning often results in the students not having the confidence to express their opinions in the classroom and they are not able to, nor encouraged to, extend their knowledge outside the classroom, and rarely work as a team in cooperative activity (Rongngern, 1999).

According to Amonwich (1996, p. 117-125 as cited in Rongngern, 1999) student-centered learning is necessary in order for the student to be a self-educator, and to enable and encourage learners to think critically, observe skillfully and solve problems by themselves (but with appropriate teacher guidance). Teachers need to encourage students to think, summarize and create their own brand new of knowledge as a learner. Students participate with other classmates, and apply their knowledge in real-life situation. This may encourage students to undertake learning activities by

themselves to develop their interest in learning, to think creatively and to solve problems critically.

To accomplish success in English language learning, many and varied factors must be considered, such as instructor experience, qualifications and subject matter competence, teaching and learning styles, appropriate textbooks, opportunity for practice, classroom management and the classroom environment. Learners are the core factor driving the educational context to achieve academic success. Klausmeier (1961) identified other essential features effecting learners' achievement. These include the personal qualities and character of the teacher and of the student, the physical appearance, classroom behavior in both teaching and learning, and the motivation of the students to learn the subject matter. In all of these matters, it is the characteristics of the student that are the special, essential component.

To master a second or foreign language, the learner's motivation to learn and their language learning strategies should be considered in order to determine how well they learn the target language. Dornyei (2002) indicates that learner's motivation and awareness of using strategies for learning should be enhanced as part of the teaching process. While there are components of language learning that are beyond the teacher's control such as student age and students' educational, social and economic background, other aspects, particularly motivation and learning strategies, are more amenable and within the teacher's ability to encourage, adjust and manage (Brown, 2007).

The motivational strategies for learning have been acknowledged to have strong influence on language learning achievement (Chen and Dornyei, 2007). Recently, Thai education has realized the advantage of motivational strategies for learning. The pedagogy is reformed to emphasize the role of students instead of instructors by encouraging students to use motivated learning strategies. It also encourages students to be a life-long learner and expand their competence outside a classroom (Varawarn, n.d.).

Researchers have demonstrated that students' learning strategies and other factors such as motivation, language achievement, or learning belief are correlated (Yang, 1993; Huang, 1997; Chen, 2000 and Chung, 2000). It indicates that the strategies for learning closely related to motivation and achievement in second

language learning. Understand learners' motivation and strategies for learning is important for teachers because motivation may indicate students' learning strategies which are important factor of the effective learning. However, there are only few researches pertaining to this area, especially within Thai educational context, thus, it is reasonably to investigate Thai EFL learners' motivational strategies for learning and achievement in English language learning.

To sum up, in this study, students' motivational strategies for English learning in Thai university context that influence learners' language achievement will be explored. The researcher emphasizes the psychological factors in learners' motivational strategies for learning, then, the relationship between motivational strategies use and English achievement are conducted.

Statement of the problem

The teaching and learning of English in Thailand face a problem of low improvement in students' learning outcomes. The Thai curriculum has been changed time after time and the details of the syllabus have been constantly modified in order to improve students' English learning. This however does not seem to be success, although English has been offered in schools, from the earliest time in the school system in accordance with the Thai Government's requirements. Thai students are currently ranked fifth on the English Proficiency Index (EFI) (NEC Logistics (Thailand), 2012). There are five levels or degrees in this ranking scale; excellent, good, fair, low and very low. This means that Thai students have a "very low" level of achievement. It is very poor English performance comparing to the other nine ASEAN countries (for example, Myanmar, Malaysia, Indonesia, Vietnam and Cambodia students scored above 500, Singapore and Philippines students scored above 550). Thongmark (2012) also analyzed the English achievement and competence of Thai students, and found that they have lower English achievement than other students in Asian, and particularly Southeast Asian, countries.

Additionally, according to a **Test of English as a Foreign Language** (TOEFL), Thai undergraduate students acquired average score lower than 500 scores as equate to the Chulalongkorn University Test of English Proficiency (CU-TEP) score (Prapphal and Opanon-amata, 2002). The results revealed that most of Thai

students had insufficient English capacity to reach the regulated of English standard score (Prasertsuk, 2012). In the learning context, the academic outcome takes the role as a degree of students' own educational success (Suwannarak, 2012). The traditional pedagogy of English teaching in Thailand that ignored the emphasis on students during their learning may have caused this substantial problem of low academic achievement in Thai students (Bunnag, 2006; Forman, 2005; Kongpetch, 2004).

In the case of Kamphaeng Phet Rajabhat University, it was found that the majority of undergraduate non-English major students had inadequate English listening comprehension and English conversation skills. This was supported by one researcher from this University who indicated that non-English major students did not acquire good English skills and achievements (Panklam, 2012). According to Tunakom (2002), English achievement of dramatic college students demonstrates at intermediate level. This is because the students directly concentrate on their major subject and rarely interest in minor subject such as English. Additional support comes from Chaiyakosri (2004), the results of research revealed that industrial technology students gained medium and low level in technical English achievement. The belief that English subject is less important than capital subject has brought down English average grade of non-English major learners. Given these views on the apparent deficiencies in the teaching and learning of English by the non-English major students at this university, the researcher selected this group of students to study the motivational strategies for learning that could directly affect students' academic achievement.

According to Bull (2000), an important learning factor that could help students improve their learning achievement is motivated learning strategies. The main aspects to be studied were motivational strategies use by the students as contributing factors that influence students' learning outcomes and English achievement. The two factors: motivational strategies for learning and English achievement were examined in order to understand the relationship between them, and to determine the effectiveness of the students' use of motivational strategies in improving English language achievement.

Objectives of the study

1. This study is conducted with two main purposes: To investigate the motivational strategies for learning of Rajabhat university students.
2. To examine the relationship between the motivational learning strategies and English learning achievement of Rajabhat university students.

Research questions

1. To what extent do Rajabhat university students perceive motivational strategies for learning in English learning?
2. What are the relationships between the motivational learning strategies and English learning achievement of Rajabhat university students?

Hypothesis of the study

1. There is a significant relationship between the students' use of motivational strategies and English achievement.

Scope of the study

This study was a quantitative survey research conducted with a group of 2nd year non-English major undergraduate students who were enrolled in the Communicative English 2 (1551002) course as a required subject by Rajabhat Khampaengphet University in the second semester of academic year 2013.

The research instrument was a self-administered questionnaire adapted from The Motivated Strategies for Learning Questionnaire (MSLQ) which was originally developed by Pintrich, Smith, Garcia, and McKeachie (1991). It was based on a questionnaire about learner's motivation and learning strategies in Language learning. The questionnaire was closed-ended questions with a 5 point Likert-scale.

To attain a specific focus, the research was designed to investigate two main issues. They were 1) the learners' motivational strategies for learning 2) the relationship between the motivational learning strategies and their English learning achievement.

Variables

To classify the variable, this study included two variables which were dependent and independent variable. Firstly, independent variable was the use of motivational strategies for learning of Kamphaeng Phet Rajabhat University students. The second variable was dependent variable which referred to the proficiency of English course of Kamphaeng Phet Rajabhat University students from three faculties whose major subject is not English.

Limitations of the study

The subjects in the present research were selected by means of convenience sampling, instead of random sampling. Moreover, the samples were restricted to second year non-English major students of Kamphaeng Phet Rajabhat University. Thus, even though the findings have shed insightful information about the sample, they cannot be generalized to a larger group of population.

Definitions of terms

1. **Motivational learning strategies** refer to techniques that promote the individual's goal-related behavior and can increase the chances of learning achievement (Cheng and Dornyei, 2001, 2007).

2. **Learning achievement** refers to the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language (Longman Dictionary of Language Teaching and Applied Linguistics, 2002). In the present study, the participants' grades average from the Communicative English 2 (1551002) course that they achieve in the first semester of 2013 academic year were used to determine the participants' language proficiency. The possible grades (A, B+, B, C+, C, D+, D, and E) are generated to numerical value of GPA. The researcher uses to classify the participants into three achievement groups: high, moderate and low based on mean scores of students' GPA. The high English achievement students are those who have the average grades of 4.00 – 2.51. The moderate English achievement students are those who have the average grade 2.50 – 1.51. The low English achievement students are those who have the average grades 1.50 – 0.00.

3. Rajabhat university students refer to undergraduate Rajabhat university students who participate in this present study. The participants are 2nd year students that normally intent the Communicative English 2 (1551002) course in the first semester of 2013 academic year.



CHAPTER II

LITERATURE REVIEWS

This chapter reviews the theory and research that focuses on the topic of motivation, in the three subcategories of motivational theories, motivational strategies and the correlation between students' use of motivational strategies and achievement. Numerous studies have been identified and are discussed in this chapter.

Motivational theories

One of the important factors the effective learning of a second or foreign language is motivation. That is the motivation of the student to learn. According to the theories of social psychological scholars such as Robert Gardner and Wallace Lambert (1959 and 1972) motivation to learn is categorized into two types: instrumental and integrative motivation. Dörnyei (1994) and Norris (2001) suggest that instrumental motivation emphasizes the pragmatic benefits arising from learning activity. Learners who use instrumental motivation during their learning potentially achieve second language proficiency. For example, the achievement of academic outcomes necessary to successfully graduate from school or university or to achieve a better job by their academic achievement. Their academic achievement is seen as attaining higher social status. Integrative motivation, on the other hand, is related to a positive attitude and feeling towards the society that uses the target language. For example, learners who use integrative motivation would admire the culture of the people who speak the second language and would desire to interact with them and join, or integrate into, their culture and society. (Dörnyei, 1994 and Norris, 2001).

Other dimensions of second language learning motivation are referred to as intrinsic and extrinsic motivation. These two types of motivation are the most well-known and understood concepts. Deci and Ryan (1985) distinguished motivation styles based on Self-Determination Theory, dividing them into intrinsic motivation and extrinsic motivation. By considering the distinction between intrinsic motivation and extrinsic motivation it is obvious that learners who obtained intrinsic motivation

prefer to do or study things because they are inherently interesting or enjoyable to do so, while learners who are extrinsically motivated prefer to do something because it leads to a separable outcome. The concept of intrinsic motivation has been suggested by and defined by a number of different researchers (Bateman and Crant (2009); Dörnyei (1994); Krause, et al. (2003) and Morris and Maisto (2002)) and has been defined as the motivation of learners depending on their perceived and desired internal rewards. For instance, learners who are intrinsically motivated to learn are satisfied with obtaining what they consider are valuable and valued accomplishments, or are satisfying their curiosity or are performing a specific activity to their own satisfaction. Similarly, Louw and Edwards (1997) suggested that the intrinsic motivation occurs when behavior is stimulated by a natural attraction or eagerness in doing tasks. In addition, intrinsic motivation can refer to “motivation to engage in an activity for its own sake” (Pintrich and Schunk, 2002, p. 245). According to Mwamwenda (1996), intrinsic motivation is an initiative of persons that urges them to work hard in order to gain learning by themselves. The earlier mentions are in line with White’s (1959) assertion that intrinsic motivation is directly related to individual performance. A person feels pleasure when they are intrinsically motivated to do the tasks. He or she are satisfied with learning new things and enjoy their success in accomplishing challenging tasks.

Considering extrinsic motivation, Louw and Edwards (1997) suggested that it is the motivation that occurs when behavior is motivated by usually external factors such as concrete rewards, responsibility, passing tests or making an impression on others. In addition, as suggested by Farrant (1991), extrinsic motivation is the motivation that occurs in a particular way, wherein learners are aroused by the immediately surrounding context. In order to avoid punishment, to achieve good academic outcomes, to gain a desired certificate, or to be the top of class, a person driven by extrinsic motivational factors is often forced to work by fear of the opinion of others or the possible failure to gain external rewards. Therefore, to perform the activity this kind of motivation is forced by another person or by the circumstances of the performance. However, Ryan and Deci (2000) stated that extrinsic motivation is a force that stimulates person to perform something which depends on a breakable outcome. According to Deci, et al. (1999), unexpected rewards or applause negatively

influences intrinsic motivation. Considering rewards as a form of reinforcement, Mwamwenda (1996) presumed the motivational behavior in two conditions. The first condition refers to the perception of the learner of the given reward. It can be related to the learners' age, where the young learner prefers obvious, tangible rewards, perhaps a beautiful certificate, while older learners prefer non-tangible rewards such as praise. This indicates that older learners recognize the meaning of verbal praise more apparently than younger learners. The second condition is the quick feedback regarding the result; immediate gratification. The obtaining of a good result and the immediate acknowledgement of that result is a reward in itself. This assumes that learners do want to get resultant rewards rather than having the need to see the results of sequent tasks.

So, the two kinds of motivation, namely intrinsic and extrinsic motivation, are significant in either the stimulation or inhibition of learners in their desire to engage in learning behavior (Krause, et al., 2003; Goldberg, 1994).

It is clear from the extensive literature on the subject that motivation leads learners to be academically successful in language learning. Learners who gain motivation in language learning are stimulated to use the second language and try to communicate with other second language users, and native users of the second language. They fear failure and are forced by their surrounding environment or by the hope of reward. They are enthusiastic and ambitious to accept personal responsibility for their own success.

It therefore seems essential that learners should be encouraged and motivated in their efforts to learn the second language. This has influenced the present study, where emphasis is placed significantly on the motivational strategies that influence students' achievements, as is discussed in the following part.

Motivational strategies for learning

The student's motivation is considered to be an essential factor in their success in language learning. Many researchers found that motivational strategies can effectively influence learners' motivation toward learning a foreign language (Banya and Cheng, 1997; Dörnyei, 1994; Fives and Manning, 2005; Stipek, 1996). In addition as emphasized by Astypk (2008), motivational strategies have been

identified as the most important components of academic achievement. Students' use of learning strategies and motivational strategies can significantly influence their learning style and academic achievement. Based on the literature review, Astypk (2008 as cited in Hashemi and Ghaffari, 2014, p. 40) mentioned:

motivational strategies, and learning strategies have been identified as the most important determinants of academic achievement. Several studies in the psychology of learning have shown that learning motivation is related to learning, because learning is an active process that requires a deliberate and conscious effort. If a student has a high ability to study and learn, they will still be able to learn even if they are not getting enough attention or are not showing a significant effort. For students to take maximum benefit from the curriculum there should be inclusive participation and involvement in the learning activities in the class.

Based on achievement goal theory, as developed by Pintrich (2000), many researchers (Ames, 1992; Covington, 2000; Harackiewicz, Barron, Pintrich, Elliot and Thrash, 2002; Pintrich, 2000; Urdan and Maehr, 1995; Wolters, 2004) assert that cognitive regulation factors play a significant mediating role between motivational strategies and academic achievement. According to the theory, cognitive regulated learners are actively and willfully engage in their own learning. They analyze the requirements of a learning task and plan, allocating resources in order to achieve the requirements of the task, and monitor progress of the accomplishable tasks (Pintrich, 1999; Zimmerman, 1990). As noted by Pintrich and De Groot (1990, as cited in Rotgans and Schmidt, 2012) "positive motivational goals (e.g., mastery goals) are considered responsible for activating appropriate and positive cognitive strategies, which in turn are expected to result in deeper processing of information and eventually higher academic achievement (p. 197)." Garcia and McKeachie (2005; Pintrich, 2000, 2004) state that in order to conduct a model of motivational constructs, the various motivational and cognitive theories are combined.

According to Pintrich and colleagues' model of motivational constructs, both theories such as expectancy-value and goal theories, and cognitive regulation constructs were derived for conducting another model to measure students' motivation and learning strategies as in students' use of motivational strategies. As for building a motivational strategies for learning model based on the theories, Pintrich, Smith,

Garcia and McKeachie (1991 and 1993) included two sections: the learning strategies section and the motivation section in order to provide an in-depth understanding of students' use of strategies. In so doing, they conducted a self-report of Motivated Strategies for Learning Questionnaire Instrument. The descriptions of the two sections of the motivational strategies for learning are as following.

Learning Strategies

The learning strategies section is comprised of two components such as cognitive and metacognitive strategies and a resource management strategies component. Cognitive and metacognitive components comprise the various strategies: Rehearsal, Elaboration, Organization, Critical Thinking, and Metacognitive strategies. Rehearsal strategy refers to a simple learning strategy which stores information to be learned into working memory through normal processes of learning. For example, naming, repeating, and reciting material for learning (Weinstein and Mayer, 1986). Elaboration implies paraphrasing or a summarizing strategy. According to this strategy, learners use this strategy with learning material in order to help them better understand the learning material. In the learning context, there are internal connections between one's prior knowledge and one's new knowledge when studying the material. Students use this learning strategy in order to help themselves to learn and to store learned information in long-term memory more easily (Weinstein and Mayer, 1986). Organization strategy refers to a learning strategy that is set at a high stage of the process. This strategy involves methods of outlining, taking notes, mapping or connecting key ideas in learning material (Weinstein and Mayer, 1986). Critical Thinking strategy is considered as a higher order learning strategy. This strategy is activated when the learner applies their learning information in various situations. For instance, the students relate current learning knowledge to their prior or personal knowledge (Scriven and Paul, 1987). Metacognition strategies are considered as the strategies about thinking. This strategy concludes the learner's awareness and cognitive processes (Flavell, 1979, 1992; Pintrich, 2002).

The resource management component comprises the Time and Study Environment, Effort Regulation, Peer Learning, and Help Seeking strategy (Pintrich, Smith, Garcia and McKeachie, 1991, 1993). According to this strategy, Time and study management influences the learners to select appropriate environments for their

studying. They are encouraged to learn in a selective learning context. For example, they escape from distractions, make effective scheduling, plan and manage study time (McKeachie, Pintrich, Lin and Smith, 1986; Pintrich, et al., 1991). Effort regulation refers to the effort that a student makes to reach his or her learning goals. This strategy can help learners feel more comfortable when they encounter failures during their learning process. As for more successful learning in the future, appropriate resources should be allocated for the students. They should be encouraged to use appropriate strategies in their learning (Chen, 2002). Peer learning refers to the strategy where learners depend on peers such as friends and classmates. They use this strategy in order to understand the course material or information by using collaborative learning processes (Jones, Alexander and Estell, 2010). As for students' own group work, using Peer Learning strategy encourage the students to be concerned about what benefit they gain from the tasks or from their own collaborations, they are willing to help and to teach the friends in the group to complete the tasks (Susimetsa, 2006). Help seeking refers to a learning strategy wherein learners optimize the surrounded environment. For instance, seeking help from local resources such as instructors, peers, tutors, or even additional textbooks (Ames, 1983; Karabenick, 1998; Zimmerman and Martinez-Pons, 1986). Similarly, Salmons (2008) suggested that using a Help seeking strategy is an efficient way to overcome difficulties when learning difficult subject matter. Approaching others for help decreases psychological depressions and enhances learning and problem solving skills. Seeking help from peers, teachers or knowledgeable others not only helps learners to satisfy their learning needs immediately, but also is an effective way of elevating and improving the learner's performance.

Motivation

The motivation section includes Intrinsic Goal orientation, Extrinsic Goal orientation, Task Value, Control of Learning Belief, Self-Efficacy for Learning and Performance, and Test Anxiety. Intrinsic goals refers to the goals that the learners have as their own reason for engaging in learning. Students who have intrinsic goal gain great interest in their learning processes. They aspire to improve their subject matter knowledge (Dweck and Leggett, 1988). Extrinsic goals refers to the goals that influence learners to pay attention to external factors instead of being interested in

engaging in a task by themselves. For example, they want to show their ability by public demonstrating, by outperforming others and/or receiving some external benefit such as achieving a good grade, or the plaudits of others, or a reward (Elliot and Harackiewicz, 1996; Middleton and Midgley, 1997; Pintrich, 2000). Task value refers to a personal evaluation of the tasks. Task value relates to the degree of individual interest of the learner in the learning activity. The learners who are responsible for a given task are more likely to include their beliefs about learning benefits (Raynor, 1981; Schunk, 1991).

The motivation section includes the strategies of learning beliefs and self-efficacy for learning and performance. To control learning beliefs, people should concept the locus of learning that they want to control. By applying self-efficacy for learning and performance strategy, learning belief infers the belief that learners perceive their own actual learning ability (Rotter, 1966). According to Bandura (1994), learners own motivation, cognition, affect and behaviors are influenced by personal beliefs controlling the learning. Self-efficacy in learning and performance refers to a person's judgment or internal belief in their own capabilities. People who gain self-efficacy are more likely to perform an action successfully and achieve academic expectation (Bandura 1986, 1989, 1994; Schunk, 1991). The last component of the motivation section is test anxiety. Test anxiety describes a learner's performance on tests or other cognitive measures that stick on an unpleasant feeling or emotional (Pintrich, et al., 1991; Zeidner, 1998).

The Self-Efficacy Component in the Motivation Section

As indicated earlier, to influence learners to be life-long learners, learners consider a key of condition in motivational learning context. They can exert in these learning strategies that encourage them to learn motivationally. In educational context, self-efficacy has been introduced as a key of academic access. Self-efficacy is considered as a support of self-beliefs in human functioning. According to Bandura (1986), the concept of 'self' refer to whose exploration that go beyond the domain of behaviorism, which emphasize on learning through duplication and modeling. Self-efficacy's construct differentiate from general self-confidences' construct. Self-confidence merely expresses one's belief about any task managed capabilities. Conversely, according to Bandura (1986), in educational context, self-efficacy takes

a role as the core students' own confidences in their capable to handle or manipulate the examination or specific educational courses, and he also hold that "what people think, believe and feel affects how they behave (p. 25)". According to Wood and Bandura (1989), self-efficacy is a human's behavior depending on his/her belief of self-efficacy in the specific situation. Self-efficacy defines the person's judgment about personal capabilities to organize and administer courses of actions in specific circumstances. So, Dembo (2004) proposed that "the key question that determines self-efficacy is: "I'm I capable of succeeding at this task?" (p. 68).

In addition, as emphasized by Bandura (1982), the important belief in leaning context that can evaluate students' abilities or skills to successfully complete a task is self-efficacy. In a similar vein, Schunk (1991) studied students' self-efficacy. The results demonstrated that self-efficacy beliefs are more important predictors of students' motivation and self-management behaviors. He further suggested that high self-efficacy learners are more likely than low self-efficacy learners to choose difficult tasks, expend greater effort, persist longer, use more complex learning strategies, and experience less fear and anxiety regarding academic tasks.

According to Zimmerman, Bandura, and Martinez-Pons's (1992), as for the study of the role of self-efficacy beliefs and personal goal setting, it also revealed that self-regulated learners represent the high sense of efficacy in their capabilities. Self-efficacy is not only enables the students to set challenging goals but also influences them to fulfill their responsible tasks. With self-efficacy, learners are likely to increase their setting of challenging goals for themselves. Agree with the result of effect of self-efficacy on learner's goal suggested by Locke, Fredrick, Bobko and Lee (1984), self-efficacy beliefs have been found that they are the core predictor of people's goal selection. Moreover, when learners believe that they cannot succeed on their own, they may feel inefficacious. In contrast, students with high self-efficacy should attribute success to ability, effort, and effective use of strategies. Whereby, learners are motivated to work productively (Schunk, 1994).

The Goal Orientation Component in Motivation Section

Considering goal as a core component in motivational strategies for learning, theoretically, goal orientation can be used to predict students' learning outcomes and learning behavior (Dweck, 1986). As noted by Ames (1992), and Pintrich and Schunk

(1996 as cited in Tin, 2008): "Goals are defined as beliefs and behaviors that represent learning aims (p. 83)". Dweck (1986) also suggested that goal can be used to predict students' outcome learning and learning behavior. According to Pintrich and Schunk (1996), goals guide direction and purpose for the students and help them to engage effectively in their activities. Similarly, Bandura (1977) suggested that goal orientation induces people to increased motivation in performing any activities. They attempt to do the activities in a manner seeking greater achievement. If persons create their goal orientation themselves, they will gain self-motivation and personal expectations. By being aware of their own competence, in consequence of the tasks, they can achieve any target goal. This implies that learners feel more confident in their competence when they work, and do the necessary tasks progressively.

Similarly, additional supporting comes from some psychologists, they proposed that goals can provide appropriate motivation to the students. Depending on variety of learning situations, they can apply goal orientation in academic context (Ames, 1992; Dweck and Legget, 1988; Elliot and Dweck, 1988). Many researchers, Barron and Harackiewicz, 2001; Carpenter, 2007; Eppler and Harju, 1997; Schraw, Horn, Thorndike-Christ and Bruning, 1995; Abaili, 1998) studied whether the students' goal orientation influence their learning achievement. The results consequently showed that goal orientation can promote students' achievement in positive way. In a similar vein, Conti (2001; Latham and Locke, 1991) asserted that the learners who set goal orientation have an academic achievement better than the learners without goal orientation. In addition, Kaplan, King and Maxwell's (2002) study, in which they stated that, "students high in performance goal orientation strive to outperform other students, look smart in front of others, and show that work can be done easily".

So far, this section explains how self-efficacy component and goal component in the motivation section influence the students' use of motivational strategies, and also affect academic achievement. However, although a variety of components have been accepted to condition the motivational strategies use of the students, the present study was limited to focus on two components in motivation section: self-efficacy and goal component as described previously.

Therefore, it seems necessary for the present study to investigate the motivational strategies for learning of the students, and aim to examine whether students' English achievement correlate with their use of motivational strategies in English learning. This is in order to understand how students apply motivational strategies in their language learning.

Related researches on relationship between motivational strategies and achievement

There are not much studies on the relationship between motivational strategies for learning and achievement, especially research in Thailand. In current study, some related researches about this topic are as follows.

Hashemi and Ghaffari (2014) carried out a study to investigate the relationship between learning strategies and motivational strategies with academic achievement of high school students. The participants of the study were 1825 student that included 618 boys and 807 girls who were grade one, two, and three. The data were collected by The Motivated Strategies for Learning Questionnaire (MSLQ) which was developed from Pintrich, et al., (1993). The finding of the study revealed that there was a positive correlation between motivational strategies (self-efficacy) and academic achievement. In addition, the results also implied that the efficacy component correlated with academic achievement, whereas, test anxiety component was not correlate to academic achievement.

Tilfarlioğlu and Kurtoğlu (2015) examined the effect of motivation on learning strategies' use in concern with foreign language achievement. The study aim to investigate the possible factors that can actually be may provide information to be applied in language learning and teaching process. A Motivated Strategies for Language Learning Questionnaire (MSLQ) was employed as a research instrument. The data were collected from 520 students from Gaziantep University Higher School of Foreign Languages. Their departments were various such as faculty of education, faculty of medicine, engineering faculties as mechanical engineering, food engineering, textile engineering, electrical and electronic engineering etc. The findings of the study revealed that students mostly applied motivational strategies and learning strategies. In addition, there was a significant, positive relationship between

motivation and academic success, motivational learning strategies and academic success, also motivation and the use of learning strategies. Furthermore, the finding showed that motivational factors affected the choice of learning strategies positively.

Fang (2014) studied correlation between students' motivated strategies for learning and academic achievement in an engineering dynamics course. The study was aimed to examine whether there exists a statistically significant correlation between students' motivated strategies for learning and students' academic achievement in learning context. The participants consisted of 71 engineering undergraduate students. The data were collected by Motivated Strategies for Language Learning Questionnaire (MSLQ). The findings of the study revealed that the students' dynamics examination scores were significantly correlated with organization strategies and self-efficacy which was the sub-scale of motivational strategies.

As for the same survey method, Kosnin (2007) examined the ability of self-regulated learning as measured by the Motivated Strategies for Language Learning Questionnaire to predict academic achievement among undergraduates in Malaysia. The study focused the motivational aspects of self-regulated learning such as students' motivation and learning strategies use that influenced their academic achievement. The findings showed that self-regulated learning was significantly effect on Malaysian university students' academic achievement. When considered in each aspect, their use of resource management strategies, metacognitive learning strategies for the aspect of learning strategies were found to be the significantly academic predictor and the academic influence. As for the aspect of motivation, the students' use of self-efficacy were also found to be significant predictor of strategies use, on the other hand, they were not positively influenced academic achievement. In addition, the results revealed that strategies in managing resources such as time and study environment, effort regulation, peer learning, and help seeking seemed to be a strong predictor of success among high achievers.

Another study on students' motivational strategies for learning was conducted by Rotgans and Schmidt (2007) who aimed to investigate how motivation is related to academic achievement. The participants were 1166 students at a polytechnic in Singapore. The data were collected by The Motivated Strategies for Learning Questionnaire (MSLQ). The findings revealed that motivation is not directly related to

achievement. In addition, overall results suggested that motivation as measured by self-report seemed to be a limited predictor of academic achievement's validity.

Based on the review of related research that reviewed so far, in learning context, motivational strategies are found that they influence students' academic achievement. However, few studies have found that motivational strategies in motivation aspect do not directly affect academic achievement. According to many researchers, Huett, (2006; Huett and Kalinowski, et al., 2008; Keller, 1983; Kim, 2004; Song and Keller, 2001) claimed that motivation is a critical component which learners use as the importance of applying motivational strategies in learning. In addition, in university learning context, motivational strategies are closely related to the outcome achievement (Lynch, 2006). Therefore, it seems necessary for the present study to be conducted to investigate the relationship between motivational strategies and English achievement of Rajabhat University students. This is in order to determine whether the use of motivational strategies of learners relate to English achievement by considering two components including learning strategies and motivation in motivational strategies. Additionally, the current study also aims to examine the students' use of motivational strategies during their language learning.

CHAPTER III

RESEARCH METHODOLOGY

The present research employed a survey designed to elicit information on the motivated learning strategies used by Rajabhat university students and the relationship between the motivated learning strategies and their English learning achievement. This chapter describes procedures and presented in the following sequence:

1. Research design
2. Population and sampling
3. Research instruments
4. Data collection procedures
5. Data analysis

Research design

The purpose of the study was to investigate students' use of motivational strategies when learning English, as a foreign language. Particularly, the relationship between students' use of motivational strategies and their level of achievement in acquiring English language competence was investigated.

The study employed quantitative designs in order to test the objective theories by examining the relationship among variables, as suggested in (Cresswell, 2014a). A quantitative method includes the correlational design in which investigators use correlational statistics to describe and measure the degree of or level of association, or relationship, between two or more variables or sets of scores. In the case of two variables, these may share a common variance, or co-vary together. The term co-vary refers to a score on one variable that can predict the individual's score on another variable (Cresswell, 2014b). Therefore, in order to investigate the relationship between students' use of motivational strategies and students' English achievement, this method was considered to be appropriate, and was applied accordingly.

Population and sampling

The target population of this study was second-year students studying in three non-English majors at Kamphaeng Phet Rajabhat University, Kamphaeng Phet province, Thailand. There were approximately 5,000 students enrolled in the English for Communication subject (1551002) which is a required subject in the students' first year of study. This subject focuses on developing the important learning features of listening, speaking, reading and writing. The main learning strategies in this subject are to encourage the students to experience real world materials such as English newspapers, English language magazines, and television programs, such as news programs, in English. The students are encouraged to develop their English communicative skills applicable to real life situations and to practice those skills.

The study was undertaken during the first semester of academic year 2014, the participating students were each requested to complete a questionnaire. A sample group of 370 students was selected according to the formula stated in Taro Yamane's (1973) formula. The sample size of 370 students therefore had a sampling error less than or equal to 0.05 with reliability of 95%.

Since the sample participants were drawn from three different majors, all non-English majors, stratified random sampling was used to select the sample. Stratified random sampling is a process in which certain strata or subgroups are selected for the inclusion in the same proportion as they exist in the population (Fraenkel and Wallen, 2000). This sampling technique ensures that the selected participants are properly representative of the population. The details of the stratified sample are displayed in Table 1.

Table 1 The Proportion of Participants Used in the Study

Faculties of participants	Number of participants	Percentages
Humanities	90	24
Science and Technology	104	28
Education	176	48
Total	370	100

The participants were ranked according to their level of English proficiency gained in the English for Communication subject (1551002). The students' grade, indicated as A, B+, B, C+, C, D+, D or E was the value used to indicate their level of proficiency. To gather the participants' English achievement and to find mean and standard deviation score in their achievement, the English GPA was based on numerical values to be easily averaged. Numerical values are applied as following table.

Table 2 Numerical Values of Average Grade of the Participants

Grade	Numerical Value
A	4.00
B+	3.50
B	3.00
C+	2.50
C	2.00
D+	1.50
D	1.00
E	0.00

Research instruments

For instrument used in this research, a self-administered questionnaire was used to find out the students' use of motivational strategies. This questionnaire was set to examine two main aspects: strategies for learning and motivation for learning. The instrument was carried out in Thai in order to avoid language barrier that could be occurred during the data collecting process. The questionnaire comprised two main sections with total of 30 items (see Appendix A). The detail of each section was presented below:

Section 1: The first part of questionnaire consisted of 10 items for measuring students' use of strategies for English learning. It was adapted from The Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich, et al. (1991). Appropriately, this scale in the study was created to assess Self-Efficacy, Rehearsal, Elaboration, Organization, Critical Thinking, Metacognitive Self-regulation, Time and Study Environment management, Effort Regulation, Peer Learning, and Help Seeking.

Section 2: The second section of the questionnaire consisted of 20 items which employed to measure the students' motivation in English learning. This part was also adapted from The Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich, et al. (1991). The items in this part focused on investigating the students' self-efficacy in behavior depending on his/her belief of self-efficacy in the specific situation, according to Wood and Bandura's (1989) self-efficacy theory. Additionally, the items also emphasized on examining the students' beliefs and behaviors that represent learning aims, according to Ames (1992) and Pintrich and Schunk's (1996 as cited in Tin, 2008) goal orientation theory.

The justifications to obtain the survey data collection are that it is considered easy, convenient, and practical to gain information from a large number of subjects, plus the personal information can also be employed. The type of the question is the Likert Scale, which is one type of attitude scale, with a number of five points. The Likert Scale is widely used to collect the attitudinal data since there were five rating scale that can represent the degree of attitudes or beliefs of an individual towards particular statements.

Students were asked to rate either 'strongly agree', 'agree', 'neutral', 'disagree' or 'strongly disagree' on each statement. The positive statement was given weight of 5, 4, 3, 2 and 1 respectively for scoring purposes.

The additional section that took apart from two-section questionnaire that described above, was employed to gain the students' background information. As for this part, the students were asked to fill in the blank as request such as faculty and major or program, students' name, gender, telephone number, and average grade of English for Communication course (1551002).

Development of questionnaire

In order to ensure the effectiveness of the questionnaire, several procedures were operated in the stage of instruments' development.

The literatures and studies that related to motivational strategies for learning have been reviewed. After that, the first draft of the questionnaire that based on the literatures and research reviewed was conducted. The questionnaire emphasized on the variables: motivational strategies for learning and students' English proficiency. The first draft of the questionnaire required a modification and suggestions from three experts who have expertise in English language learning. All items of the questionnaire were examined for IOC (Index of item-Objective Congruence) by three experts. In order to ensure the reliability of the questionnaire, then the pilot study were employed for reliability testing. The second-year Kamphaeng Phet Rajabhat University Undergraduate students who were not a target group were randomized to response the questionnaire. The results from pilot study were adapted into the final draft of the questionnaire.

Validity and reliability of research instrument

Validity

In order to ensure the validity of the questionnaire, the questionnaire items were evaluated for face validity and content validity by three experts who were instructor of English at Naresuan University and Kamphaeng Phet Rajabhat University. The language used was found to cause some confusion on the content, such as the item 29: (It is important to show my ability to others). It was modified to:

(I want to do well in this class because it is important to show my ability to my family, friends, employer, or others), according to the suggestions of the experts. Further, some items were added more detail because they were too short and did not cover the concept of that section. For example, the item 10 (I try to work with other students from this class to complete the task assignments), it was modified to (I try to work as teamwork with other students from this class to complete the collaborative task. To get better understanding in English subject's contents, I try to ask someone to give me a clear explanation).

Reliability

The reliability of questionnaire was ensured through a pilot study. Twenty seven 2nd year undergraduate students who study in faculty of humanities administrated the set of questionnaire. They were selected for this pilot study because they studied in English for Communication course (1551002) in first semester in 2014. As for questionnaire, it could evaluate and respond the students' self-regulated learning, self-efficacy, and goal-orientation in English learning.

To find out the reliability of the questionnaire, the data of pilot study was analyzed by calculating process of The Cronbach Alpha. Some questionnaire items were deleted or developed to improve the effectiveness of the instrument. To make the appropriate questionnaire, the suggestions from thesis adviser and co-advisers were modified.

Data collection procedures

1. Before distributing the questionnaire, the researcher needed the permission from the teachers who taught those courses. The questionnaire was administered during a teaching session, therefore disturbing the lessons. The questionnaire was assigned during the first month of the semester and required about 15 minute to complete.

2. Students were assured that the results of the questionnaire did not affect their grades; the study was in no way part of their assessable work, and the researcher advised them of the entirely voluntary nature of their participation, and their right to refuse to participate.

3. They were fully informed of the purpose of the study and were given clear directions regarding the 5 point Likert scales used in the questionnaire. They were also told that there were no right or wrong responses in this questionnaire, given that it was a study of their opinions and attitudes.

Data analysis

For quantitative data analysis, the Statistical Package for Social Sciences (SPSS) was applied for statistical calculating.

For research question 1) To what extent do Rajabhat university students perceive motivated strategies for learning in English learning? Aiming to investigate the students' attitudes towards motivated learning strategies, scores of 5 point Likert Scale questionnaires were computed to find mean scores and standard deviation (SD). Then, the mean scores and SD of every domain were computed to compare the mean scores of each domain.

To answer research question 2) What are the relationships between the motivational learning strategies and English learning achievement of Rajabhat university students? Correlation coefficients (Pearson product-moment correlation) were calculated to measure the association of the variables: motivational strategies for learning and students' English achievement.

Arithmetic Mean and Standard Deviation were applied to display a description level of students' proficiency. The mean score of each average grade was interpreted based on the criterion as follow:

Table 3 Criteria for Interpretation of Average Grade of the Participants

Average Grade	Interpretation
4.00 - 2.51	High proficiency
2.50 – 1.51	Moderate proficiency
1.50 – 0.00	Low proficiency

CHAPTER IV

RESULTS OF DATA ANALYSIS

In this chapter, the results of the study were reported. The research instrument used in the present study is a questionnaire that measured students' use of motivational strategies, and also determined their own use of strategies and motivation in language learning.

Results

The quantitative data were gathered by the questionnaires and analyzed to answer the two research questions. The results will be presented in the order of the research questions.

The investigation of the students' use of motivational learning strategies in English learning

In order to answer research question 1: To what extent do Rajabhat University students perceive motivational strategies for learning in English learning?, the results of the 5 point Likert scale 30-item questionnaire data were analyzed by Descriptive Statistics in SPSS (Statistical Package for the Social Science) to find mean scores and standard deviation (S.D.). The data analysis shows that the mean (M) is 3.14 and standard deviation (S.D.) is 0.60. This means that on average the motivational strategies level in English learning of students is at moderate level, according to the evaluation criteria stipulating that the range from 2.51 to 3.50 suggests moderate use of motivational strategies.

A further descriptive statistical analysis of each domain in the questionnaire was conducted in order to obtain more information, and the results are demonstrated in table 4 with the interpretations of the motivational strategies in each aspect.

Table 4 Mean of Students' Use of Motivational Strategies in English Learning

N = 370			
Domain	Means	Std. Deviations	Interpretation
Learning strategies	3.24	0.55	Moderate
Motivation	3.04	0.66	Moderate
Overall	3.14	0.60	Moderate

Table 4 revealed that students at Rajabhat University moderately used learning strategies for manage their English learning (M = 3.24, S.D. = 0.55). The findings also showed that students perceived motivation for language learning at moderate level, with the mean score of 3.04 (S.D. = 0.66).

Besides the mean of each domain, it is worthwhile exploring the mean of each statement under each domain in order to note some interesting findings. Tables 5 and Table 6 display the mean of every statement in the student questionnaire and its interpretation in relation to the level of the use of motivational strategies.

Table 5 Students' Use of Learning Strategies in English Learning

Item no.	Learning strategies statement	Means	Std. Deviations	Interpretation
Rehearsal strategies				
1	When I study an English course, I make lists of important learning points, practice to read, and review the material to myself over and over again.	2.95	0.78	Moderate
Overall		2.95	0.78	Moderate

Table 5 (cont.)

Item no.	Learning strategies statement	Means	Std. Deviations	Interpretation
Elaboration strategies				
2	When I study an English course, I try to relate ideas in this subject to those in previous knowledge whenever it is possible. For example, I can relate English words I have learnt to the English passage about business.	2.88	0.86	Moderate
Overall		2.88	0.86	Moderate
Organization strategies				
3	When I study English course, I summarize the learning material to help me organize my thought.	3.04	0.81	Moderate
Overall		3.04	0.81	Moderate
Critical thinking strategies				
4	When I study for this course, I try to critically think the contents of subject that are presented by the teacher.	3.01	0.76	Moderate
Overall		3.01	0.76	Moderate

Table 5 (cont.)

Item no.	Learning strategies statement	Means	Std. Deviations	Interpretation
Metacognitive self-regulation strategies				
5	I ask myself about the contents of this subject to make sure I understand the material I have studied in English class. In addition, I try to review the feedback from returned assignment for knowing my errors.	3.11	0.83	Moderate
6	When I study this course, I try to control my own learning and achievement. For example, I plan for the next assignments and evaluate my learning progress.	3.29	0.85	Moderate
	Overall	3.20	0.84	Moderate
Time and study environment management strategies				
7	I usually manage my study time and environment. For example, spending time to review textbooks for examination for a week, managing studying time by using a task schedule or reading textbooks in quite place such as library and private room.	3.33	0.90	Moderate
	Overall	3.33	0.90	Moderate

Table 5 (cont.)

Item no.	Learning strategies statement	Means	Std. Deviations	Interpretation
Effort regulation strategies				
8	When the course is too difficult, I do not give up and study both difficult and easy parts in order to know my boundary English competence.	3.28	0.79	Moderate
Overall		3.28	0.79	Moderate
Help Seeking strategies				
9	If necessary, I try to find more information from other sources such as instructor, text books and internet.	3.79	0.94	High
Overall		3.79	0.94	High
Peer learning strategies				
10	To get better understanding in English subject's contents, I am comfortable to ask someone to give me a clear explanation. In addition, I try to work as teamwork with other students from this class to complete the collaborative task.	3.75	0.94	High
Overall		3.75	0.94	High

According to Table 5, students were highly use help seeking strategies to gain more knowledge and information (Item 9, $M = 3.79$, $S.D. = 0.94$) and use peer learning strategies to get better understanding in English subjects' contents (Item 10, $M = 3.75$, $S.D. = 0.94$). However, students were moderately rehears and expand what they had learnt from the classroom (Item 1 and 2, $M_s = 2.95$, and 2.88 , $S.D.s. = 0.78$, and 0.86 respectively).

Table 6 Students' Use of Motivation in English Learning

Item no.	Motivation statement	Means	Std. Deviations	Interpretation
Self-efficacy				
11	I believe I can receive a good grade in English course.	2.62	0.77	Moderate
12	I am certain that I can understand the most difficult material that presented in English course.	2.51	0.80	Moderate
13	I am confident that I can understand the basic concepts that have been taught in English course.	2.97	0.86	Moderate
14	I am confident I can understand the most complex material that has been presented by instructor in English course.	2.59	0.86	Moderate
15	I am confident I can do a good job on the assignments and the tests in English course.	2.79	0.83	Moderate
16	I expect to do well in English course.	3.31	0.98	Moderate

Table 6 (cont.)

Item no.	Motivation statement	Means	Std. Deviations	Interpretation
Goal-orientation				
17	I am certain I can understand the skills being taught in this class.	2.88	0.79	Moderate
18	Considering the difficulty in this course, the teacher, and my studying behavior, I think I can do well in English course.	2.90	0.79	Moderate
19	I always get good grade in English course because of good learning behavior, such as prior preparation and paying attention in learning situations.	2.94	1.02	Moderate
20	When I read English article, I can guess the meaning of unknown words.	2.88	0.89	Moderate
	Overall	2.84	0.66	Moderate
21	I prefer to learn the course materials that challenge my skills because I can learn new things from these.	3.10	0.92	Moderate
22	In a class like this, I prefer to learn the course materials that arouse my curiosity, even if it is difficult to learn.	2.95	0.99	Moderate

Table 6 (cont.)

Item no.	Motivation statement	Means	Std. Deviations	Interpretation
Goal-orientation				
23	The most satisfy thing for me in this course is trying to understand and practice the contents as far as I can in order to be a life-long learner.	3.21	0.95	Moderate
24	I choose the course assignments that I can learn from even if they are difficult for me.	3.17	0.76	Moderate
25	I concern about doing my best in English course more than doing better than other students.	3.09	0.94	Moderate
26	Getting the good English grade is my goal.	3.35	1.12	Moderate
27	The most important thing for me right now is passing the subject and improving my English grade point average.	3.49	1.11	Moderate
28	If I can, I want to get better grades in this class more than most of the other students.	3.36	1.05	Moderate

Table 6 (cont.)

Item no.	Motivation statement	Means	Std. Deviations	Interpretation
Goal-orientation				
29	I want to do well in this class because it is important to show my ability to my family, friends, employer or others.	3.44	0.90	Moderate
30	I want others to recognize my language proficiency such as score on exams and assignments.	3.25	0.98	Moderate
	Overall	3.24	0.73	Moderate

Self-efficacy

According to Table 6, the non-English major students at Rajabhat University perceive self-efficacy in language learning at moderate level ($M = 2.84$, $S.D. = 0.66$). The results showed that students expected to do well in English course (Item 16, $M = 3.31$, $S.D. = 0.98$) and they also have confidence to do or understand the basic concept of materials (Item 13, $M = 2.97$, $S.D. = 0.86$). The lowest rated item with the means of 2.51 ($SD = 0.80$) is Item 12 showing that students generally believe that they can understand the difficult material in class.

Goal-orientation

Goal-orientation domains were rated moderately with the means of 3.24 ($S.D. = 0.73$). This means that students moderately set their own learning goals to achieve their learning outcome. Strikingly, Item 27: *The most important thing for me right now is passing the subject and improving my English grade point average* and Item 29: *I want to do well in this class because it is important to show my ability to my family, friends, employer, or others* were rated the highest ($M_s = 3.49$ and 3.44 , $S.D.s = 1.11$ and 0.90). On the other hand, Item 22: *In a class like this, I prefer to learn the course materials that arouse my curiosity, even if it is difficult to learn* was rated the lowest ($M = 2.95$, $SD = 0.99$)

In short, the investigation of the students' use of motivational learning strategies in English learning reveals that on average students are at the moderate level of using motivational learning strategies. Their eagerness to learn and solve their learning problems are of a high level, but their learning rehearsal, expanding knowledge, confidence in learning are at the moderate level.

The finding of a relationship between students' motivational learning strategies and their English learning achievement

In order to answer research question 2: What are the relationships between the motivational learning strategies and English learning achievement of Rajabhat university students?, means and standard deviation score and correlation coefficients (Bivariate Pearson) in overall students' use of motivational strategies and English achievement were calculated to measure the association of the variables. The findings are shown in Table 7.

Table 7 Mean and Standard Deviation Score and Correlation Coefficient of Overall Students' Use of Motivational Learning Strategies and English Achievement (N = 370)

	Means	Std. Deviations	Pearson Correlation	Sig. (2-tailed)
Overall Motivational strategies	3.14	0.60	0.94**	0.00
English Learning Achievement	2.36	0.43		

**Correlation is significant at the 0.01 level ($p < .01$)

According to Table 7, the findings indicated that English achievement of Rajabhat university students was at moderate level ($M = 2.36$, $S.D. = 0.43$). In addition, the findings showed that there is significant relationship between motivational strategies and English achievement at the .01 significance level ($r = 0.94$).

As for this chapter, the findings on students' use of motivational strategies in English learning and relationship between motivational strategies and English achievement were reported. The data that obtained from the questionnaire revealed that the students tended to use motivational strategies during their English learning, and to gain self-efficacy and goal orientation as motivation for their language learning. In addition, the questionnaire data revealed that there is significant relationship between motivational strategies and English achievement.



CHAPTER V

DISCUSSIONS AND CONCLUSIONS

The main purpose of this chapter is to summarize the study and discuss the research results. In addition, implications of the theoretical basis of the study and recommendations for further work are described.

Summary of the study

The current study was conducted to investigate the relationship between motivational strategies for learning and English language acquisition achievement of Rajabhat University students. A one-phase study which included quantitative data collection and analysis was employed. Information about the students' use of motivational strategies during their learning was sought by questionnaire.

The present study was based on two research questions: 1) To what extent do Rajabhat University students apply motivational strategies for learning in English learning and 2) What are the relationships between the motivational strategies and English learning achievement of these students? These research questions guided the researcher when conducting the research and analyzing the data that was collected from the participants.

Participants in this study were 370 Thai EFL undergraduate students who were enrolled in academic year 2014 at Kamphaeng Phet Rajabhat University. They were 2nd year undergraduate students, male and female, studying in a non-English major in three Faculties. They were randomly sampled from the three thousand or so students in this category, as the main sources of data of the study. All participants were asked to volunteer.

The overall findings of this study reveal that Kamphaeng Phet Rajabhat University students used motivational strategies for their English learning at a moderate level. The students also tended to use learning strategies to manage their English learning at a moderate level. Finally, the students were found to be moderately motivated to learn English.

As for motivation for English learning, regarding to two subscales: self-efficacy and goal orientation, Rajabhat University students were found to be moderate self-efficacy learners. For goal orientation in learning English, the findings revealed that the students also moderately perceived goal orientation in English learning.

Lastly, in term of motivational strategies, there was a significant relationship between Rajabhat University students' use of motivational strategies and their English achievement.

The learning strategies applied by the students included Rehearsal, Elaboration, Organization, Critical Thinking, Metacognitive Self-Regulation, Time and Study Environment management, and Effort Regulation, all at a moderate level. Help Seeking and Peer Learning strategies were applied at a high level.

Discussions

Kamphaeng Phet Rajabhat University students' use of learning strategies and motivational strategies during their English learning was examined. In addition, this study was conducted to investigate the relationship between motivational strategies and English achievement of the students.

Learning Strategies

As identified in the literature review in Chapter 2, there are a number of learning strategies that students can adopt in their learning. These include Rehearsal, Elaboration, Organization, Critical Thinking, Metacognitive strategies, Time and Study Environment management, Effort Regulation, Peer Learning (also referred to as collaborative learning) and Help Seeking. Mention was also made of students optimizing their use of their learning environment by seeking help from human and non-human resources such as peers, instructors, or textbooks.

According to the findings, the students indicated that they use many of these strategies in their English language learning at different levels of use. Rehearsal, Elaboration, Organization, Critical Thinking, Metacognitive strategies, Time and Study Environment, Effort Regulation, Peer Learning, and Help Seeking strategies were used at a moderate level, while Peer Learning and Help Seeking strategies were

the most used. In addition, it was found that the students managed their learning activities by depending on other resources such as human and non-human resource.

These findings are generally consistent with previous research findings. For example, the usual use of Peer Learning strategies was reported in Garrido-Vargas (2012; Susimetsa, 2006). The students participating in the study indicated that they frequently asked for help from their friends when they did not clearly understand the subject matter. When working in a group, the students asked other students who were good at this course to explain the material being learned. These findings strongly suggest that the instructor should encourage high achievers to use the Peer Learning strategy to benefit all members of the group, and thereby raise the level of achievement in the group overall. Also, it is suggested, that when a high achiever is called upon to provide an explanation of the material, that high achiever will benefit by being required to understand the material better themselves, and formulate understandable explanations. Susimetsa (2006) supports this contention that high achievers will also benefit by collaborating and being willing to help and to teach the friends in the group to complete the tasks. The students' responses indicate that they received willing help from their friends when requested. This prompted and encouraged the students to consider the benefits of the Peer Learning strategy; they realised that they could better handle the task by asking for help from their peers.

The results attained from the quantitative components of the research are further supported by Tabatabaei and Arjmand (2013) who also identified that students used the Help Seeking strategy as their most used strategy. In that study, they found that about 30% of the students adopted the Help Seeking strategy, seeking assistance from both peers and instructors. It was also found that the students often could not identify someone to provide them with assistance when faced with difficulties in the learning materials. Adopting a Help Seeking strategy may show that the student has no confidence in regulating their own learning and therefore they feel the need to seek additional help. The students believed that "using a Help seeking strategy is an efficient way to overcome difficulties when learning difficult subject matter", to take the view suggested by Salmons (2008). As well, the fact that adopting this strategy and approaching others for help "decreases psychological depressions and enhances learning and problem solving skills" Salmons (2008).

Dependence on human resources as part of their motivational strategies was a theme in the responses of the students when asked about their personal perceptions on learning. The students who performed Peer Learning and Help Seeking strategies knew when they were able to manage by themselves and they also knew how to use existing resources for solving their learning problems. When doing collaborative tasks, they knew when to seek assistance from their instructors or peers when they cannot do the difficult tasks. They knew how to use existing resources for solving their learning problems. They might develop the concept of motivational strategies for learning in order to increase their own skill in learning management. Furthermore, their use of the learning strategies allowed them to improve their learning management and English language achievement.

Elaboration and Rehearsal strategies were not as popularly used as other strategies. This finding agrees with previous studies, such as by Arend (n.d.), who found that the Rehearsal strategies were least used by college students. In the current study, the findings also indicated that students rarely used Rehearsal strategies. To adopt Rehearsal strategies the student must be able to take notes during lectures or create diagrams that highlight key points from the lecturer's comments and discussion. The students indicated that they usually were unable to do this to any great extent, through lack of time perhaps, so they had little to 'rehearse'. This view was also suggested by Arend.

When information was sought from the students about their use of the Elaboration strategy, the students indicated that they did not have the prior knowledge appropriate to "build internal connections between the new information and prior knowledge", to take the view suggested by Taylor (2012). As well, the fact that these strategies "help students to process information into long-term memory", as also supported by Taylor (2012), this may imply that the students were not sufficiently interested in deep learning. This may imply that the effectiveness of requiring 'prior knowledge' from previous teaching can be questioned, although this is not pursued in this study.

In order to encourage students to use these strategies, teachers should prepare learning materials that include paraphrasing and summarizing methods to help

students create internal connections between their prior knowledge and the new materials (Weinstein and Mayer, 1986).

According to the research findings, the students seemed to use Rehearsal and Elaboration strategies to some degree. The participants rarely made use of recitation of subject matter in the materials to memorize the important learning points or to link their previous knowledge to the present course. They usually did not practice reading and reviewing of the materials or adapt the similar subject matter from the earlier course and apply it to the current English subject. They might think that they were able to handle the assignment or examination effortlessly by only reviewing the textbook. It seems possible that there is not enough lecture time to allow students to take note of the important learning points. In addition, paraphrasing and summarizing methods were not used for conducting the internal connection between old and new learning materials, although this has been a recommended practice previously referred to in (Weinstein and Mayer, 1986). So, the students are not interested in reviewing their materials which have no important learning points. It is suggested that, in order to learn language effectively, the students should develop their understanding of and adopt Rehearsal and Elaboration strategies to help them increase their knowledge and better manage the subject matter.

Therefore, considering the overall results in the learning strategies part, it can be seen that Kamphaeng Phet Rajabhat University students applied learning strategies during their English language learning in some certain degrees. However, to increase the use of learning strategies, teachers should find ways to encourage them to practice more on learning strategies. For example, encouraging students to practice simple reading and writing of English, to practice the recitation of words and understand their meanings, and repetition involving some form of English structuring (Oxford, 1990). By doing that, the students are better able to store learning information into long-term memory by using both Elaboration strategies and Rehearsal strategies. Elaboration strategies enable the students to retain information in their long term memory by deep processing of that information. In addition, in order to learn English effectively by memorizing, the use of Rehearsal strategies should be promoted, and students encouraged to use repetition as a procedure of major importance for learning acquisition; a view supported by Wang, et al. (1993).

Motivation

Secondly, the results of study revealed that the students were competent enough to do well in the course, and have confidence in doing basic material during their learning. However, they were not confident to do the difficult materials. The findings also revealed that the students set their goal of gaining a good grade and passing the English course. Further, they targeted to show their English grade and representing their grade to others. This indicated that the students applied self-efficacy and goal orientation in English learning.

As emphasized by Rotter (1966), self-efficacy for learning assumes to the belief in the students' own existing competence. Also Bandura (1986) who reported that self-efficacy takes a role as the core students' own confidences in their capable to handle or manipulate the examination or specific educational courses. This is in according to Wood and Bandura (1989), self-efficacy defines to behavior that humans depends on their belief of self-efficacy in doing specific situation and also refer to the judgment of person who capable to organize and administer course of action in specific circumstances.

The students in this study, as demonstrated by the findings, showed that they believed in their own English competence such that they could handle any task properly. The students who felt confident in their own ability had persisted in facing and overcoming obstacles and therefore showed that they could complete both easy and difficult tasks. They adopted a self-efficacy strategy in their learning based on their own self-judgment. Self-efficacy can therefore be seen to lead to actions that affect learning, such as goal orientation, and strategy use. The students knew how to expect to achieve good academic outcomes based on their learning behaviors such as diligently preparing their own work or preparing for examinations, and as a result they could reach a good level of achievement. The students who regulate themselves in learning tend to have a high sense of self-efficacy during their learning activities. These students know more about their own skills and are self-confident in the learning context. This is because they frequently regulate their own learning behavior in various ways, such as making a schedule for study and regularly assessing their own competence from assignment results and feedback. Therefore, enhancing this kind of

self-beliefs in the students might help them improve their own use of motivational strategies and thus enhance their learning performance.

As revealed by the findings, the students were found that they set goal orientation depended on their concentration on outperforming others. The strategies of the goal orientation that students targeted the most were improving their English grade and representing their grade to others. The students not only indicated that they set their own goals for better academic performance but also wanted other people, such as family and friends, to know their good English grades. The present findings also indicated that the students think that others' perception about their competences can empower and motivate their goal orientation behavior. They seemed to believe that success depends on impressing others and performing better than others.

In order to engage effectively in learning activities, the students need to be guided learning direction and purpose by goal orientation (Pintrich and Schunk, 1996). Similarly, Bandura (1977) suggested that goal orientation influences people to do any activities that can make them meet success. In addition, Kaplan's, et al. (2002) study, the students who gain high goal orientation had expectation that they want others know their good academic performance and to show that they can handle any activities easily. Another study that the results were similar to this study carried out with undergraduate students by Chang, Leung and Lai (2004). The results revealed that the students seek to prove their competence in a competitive manner. They hold the goals that are concerned primarily with demonstrating their ability by outperforming others, particularly if success is achieved with little effort. Further, they concealed that they lacked of ability.

Therefore, it could be stated that the students at Rajabhat University were found to be motivated during English learning by using self-efficacy and goal orientation. In order to encourage them to learn and achieve their goal effectively, they need to possess more other aspects of goal orientation. For example, according to Wigfield (1994), cultivating their interest in the learning activities, and influencing their goal setting behavior by the perceived value of the task. By doing that, the students might find a particular achievement task interesting, important, or useful, they are more likely to set specific, challenging goals for their performance on

the task. This is, they enjoy the task, instead of being concerned about outcomes and more focused on improvement.

Relationship between motivational strategies and english achievement

The results according to the relationship between students' use of motivational strategies and English achievement revealed that the students with medium English achievement were moderately motivated themselves to use motivational strategies. This indicated that there was a significant relationship between two studied variables. This supported the findings of Hashemi and Ghaffari (2014) and Fang (2014) who conducted a study to investigate the relationship between learning strategies and motivational strategies with academic achievement of students. They found that the students' use of self-efficacy improve their academic achievement. So, it indicated that there was a positive significant relationship.

In a similar vein, the findings of Tilfarlioğlu and Kurtoğlu (2015) who carried out a study to investigate the effect of motivation on learning strategies' use in concern with foreign language achievement. The results revealed that the more students resort to motivational strategies for learning, the more they perceive to be successful in English learning. This indicated that the motivational strategies that students applied were attained to be in significant relationship with language learning achievement.

According to, Kosnin (2007) studied the students' motivation and learning strategies use that influenced their academic achievement. By looking the results in learning strategies' aspect, it showed that the students' use of study environment, effort regulation, peer learning, and help seeking strategies influenced the success of high achievers. As for the result, motivational strategies use of students seems to be reasonably correlated with their academic performance. This is, however, considering the aspect of motivation for learning, the findings of the current study seemed to be contradicted with the findings of some previous studies (Rotgans and Schmidt, 2007; Kosnin, 2007).

According to the findings of Rotgans and Schmidt's (2007) study, motivation was not directly correlated to achievement. They suggested that only motivation indirectly effect on academic achievement. Their suggestion is in line with Pintrich's hypothesis, the fact that motivation "seems to be a starter of the learning process;

it does not directly control or regulate it, nor is this the case with learning strategies (which are directly controlled by motivation)” (p. 203 -204). As well, the results of Kosnin’s (2007) study showed that among the high achievers, those who reported more use of motivational strategies such as resource management strategies had lower self-efficacy. This is because “the high achievers already had the level of skills required in a learning process so much so that they did not appear to be a significant predictor for academic achievement for the high achievers (p. 226)”, to take the view suggested by Kosnin.

According to the results, to get an average academic achievement, the students seem to moderately use all or most motivational strategies. Considering the findings of learning strategies and motivation part, the students used all strategies properly. It seems that some particular strategies that students adopted more including Peer Learning and Help Seeking strategies, whereas other strategies such as Rehearsal, Elaboration, Organization, Critical Thinking, Metacognitive, Time and Study Environment, Effort Regulation, Self-Efficacy and Goal Orientation strategies were moderately used. It seems necessary to support students to maintain their favored use of Peer Learning and Help Seeking strategies. However, teachers should also encourage them to use various motivational strategies in order to gain a favorable achievement in their learning. They knew how to use and develop useful study habits and tended to do many learning activities such as assignments and examinations, so, they increased the opportunity to improve their proficiency.

In order to support students to achieve success and master the target language, the instructors should take the students’ motivational strategies into considerations and try to recognize their use of learning strategies. The instructors can identify these motivational strategies through English assignment, observation, and questionnaire and so on. By doing that, the learners should reinforce to recognize and appreciate the power of motivational strategies in the process of English language learning. The teachers can also contribute the students to maintain their appropriate motivation and learning habits through motivational strategies. Therefore, they can keep on going and try to accomplish the goal of learning English language.

Implications of the study

From the major findings of current study that motivational strategies were significantly related to English achievement. The result was accordant with the findings from many previous researches that support these claims. Therefore, it is important and helpful to acknowledge and enhance students' awareness of motivational strategies in accordance with their levels of motivation.

The fact that Help Seeking and Peer Learning strategies were the strategy most used by participants suggests that collaborative tasks or group works may be effective activities for stimulating learners at difficult assignments. In addition, others learning strategies that seems to be ignored by students should be strengthened.

At the point of motivational strategies, since all strategies were moderately used, excepted Rehearsal and Elaboration strategies that were not regularly used in this study, to develop desirable learning habits in academic context, many theorists and researchers (Ames 1983; Arend, n.d.; Bandura, 1986, 1989, 1994; Jones, Alexander and Estell, 2010; Karabenick, 1998; Salmon, 2008; Schunk, 1991; Taylor, 2012; Wang, et al., 1993; Weinstein and Mayer, 1986; Zimmerman and Martinez-Pons, 1986), suggested several approaches to adopt in learning context. In classroom, teachers should encourage students link between new information and prior knowledge in order to help them to process information in long-term memory. Teachers should also promote students to take notes and to use the procedure of material repetition in order to effectively memorize. Learners should depend on peers such as friends and classmates during collaborative learning processes in order to understand the course material or information. Students should apply the surrounded environments to overcome difficulties when learning difficult subject matter. For example, seeking help from local resources (instructors, peers, tutors, or even additional textbooks).

In addition, after they achieve success, they are naturally motivated to use collaboration strategy that leads them to improve their confidence. By applying Peer Learning strategy, the students can improve their performance because they tried to ask for help from their friends when they faced difficult task. Consequently, they clearly understand the subject matter from the additional explanation from their peers. Furthermore, the teacher should provide the opportunity for students to apply

paraphrasing and summarizing method in English classroom and to take note of the learning important point during lecture time for recited learning material. This is, the learners can store information to be learned into working memory through learning's processes. Self-efficacy and goal orientation are also essential for academic achievement or performance. The learners should be influenced to believe in their capabilities in order to perform learning success and achieve their academic expectation consequently.

Recommendations for further studies

The present study explored the relationship between motivational strategies and English achievement of Rajabhat University students. However, the study was conducted on limitations such as learning context and types of students. So, the researcher would like to bring some recommendations for further studies.

Future research should be conducted by singular investigating of motivational strategies. The participants should be in different types from this study such as English major students. It is possible that the researcher can conduct the course that follows a model of motivational strategies learning in order to effectively investigate students' use of motivation for learning. The course should consist of the material that can assess the students' motivational learning. For a deeper understand of students' motivational learning that occurs during learning situation, the students should be supported to response their works, to participate in the activities, and to study in learning group. The students will start to respect in their learning behavior and the quality of teamwork and learn to support each other. In order to successfully foster motivational learning, it is necessary to properly educate learners to use motivational learning strategies. Additionally, the motivational learning environment should be designed in a way that makes the students learn as easily as possible. The difficulty of the tasks should be considered by differing potential skill of the learners. After the students complete the course, they have to take the test in order to examine the consequence between before and after the use of motivational learning strategies.

As for data analysis, the differences of the results of students' achievements will be calculated by using the T-test dependent. In addition, the differences on English learning can be found by comparing strategies used between low and high

English achievers. The result will be useful for teachers to encourage their students in using these strategies suitably. Therefore, the students can apply these strategies to improve their English learning effectively.

Conclusions

This research was to determine the extent and relationship between motivational strategies and English achievement of Rajabhat University students, and the emphasis that the students placed on the various motivational strategies. Three hundred and seventy undergraduate students at Kamphaeng Phet Rajabhat University participated in the current study in academic year of 2014. The data was collected by questionnaire and was analyzed by using descriptive statistics such as mean, standard deviation, and Pearson's correlation.

To understand motivational strategy use of the students, researcher has to begin by understanding the perceptions of two factors. It is also necessary that the researcher perceive the understanding of these variables of university students respectively. The consequence of acquiring the students' perception of learning strategies and motivation in learning contribute the researcher knows the effects that influence the students' academic achievement and performance. Most of students regulate their learning by using Peer Learning and Help Seeking strategy. They depend on other resources when they have inability to do the tasks. They rarely used Elaboration and Rehearsal strategies, apparently because they did not have previous knowledge that was similar to the current English course and lacked of taking note of the important learning points during lecture time for reviewing. On the other hand, the students mostly use self-efficacy when they have high expectation of academic achievement or performance, and have confidence to handle with challenge tasks even easy tasks. They also indicated their use of a self-efficacy strategy when they demonstrated good learning behavior, such as prior preparation and paying attention in learning situations. With these behaviors, the students successfully achieved a good academic outcome.

Many students are set their goal by using goal orientation. The findings of this study suggest that the students wanted to pass the subject and get a good grade without expending much effort. In addition, the results indicate that students' goal

orientation imply that the students more likely to concern about improving their English outcome and showing their good academic achievement to other people. The findings also show positive relationship between these variables. Motivational strategies were found that it can strongly predict English achievement. The students assure their abilities and expect to gain a good achievement.





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APPENDIXES

**APPENDIX A QUESTIONNAIRE FOR MEASURING STUDENTS'
USE OF MOTIVATIONAL STRATEGIES IN ENGLISH
LEARNING**

**QUESTIONNAIRE
THE RELATIONSHIP BETWEEN MOTIVATIONAL STRATEGIES AND
ENGLISH ACHIEVEMENT OF RAJABHAT UNIVERSITY STUDENTS**

Thirty items in this survey uses five rating scales that start from weak to strong level:

1. Strongly disagree (1)
2. Disagree (2)
3. Neutral (3)
4. Agree (4)
5. Strongly agree (5)

Please read the questions carefully and rate your certain abilities honestly.

This questionnaire is designed to evaluate undergraduate students' use of motivational strategies in English learning. Participants belong to different faculties and programs, then, additional information such as students' faculty or program, students' name, gender, telephone number, and average grade of English course are needed to fill in this survey. This is to certify that the responses of the survey and your private information will not affect any grade of English course.

Please fill in the blank as requested

Students' information

Faculty/Program _____

Students' name _____

Telephone number _____ Gender _____

Average grade of English course _____

Part 1 (Questionnaire for measuring motivational strategies use)

Statement	Opinion				
	1	2	3	4	5
1. When I study an English course, I make lists of important learning points, practice to read, and review the material to myself over and over again.					
2. When I study an English course, I try to relate ideas in this subject to those in previous knowledge whenever it is possible. For example, I can relate English words I have learnt to the English passage about business.					
3. When I study English course, I summarize the learning material to help me organize my thought.					
4. When I study for this course, I try to critically think the contents of subject that are presented by the teacher.					
5. I ask myself about the contents of this subject to make sure I understand the material I have studied in English class. In addition, I try to review the feedback from returned assignment for knowing my errors.					
6. When I study this course, I try to control my own learning and achievement. For example, I plan for the next assignments, and evaluate my learning progress.					
7. I usually manage my study time and environment. For example, spending time to review textbooks for examination for a week, managing studying time by using a task schedule, or reading textbooks in quite place such as library and private room.					
8. When the course is too difficult, I do not give up and study both difficult and easy parts in order to know my boundary English competence.					

Statement	Opinion				
	1	2	3	4	5
9. If necessary, I try to find more information from other sources such as instructor, text books and internet.					
10. To get better understanding in English subject's contents, I am comfortable to ask someone who understand well in this subject to give me a clear explanation. In addition, I try to work as teamwork with other students from this class to complete the collaborative task.					

Part 2 (Questionnaire for motivation for learning)

Statement	Opinion				
	1	2	3	4	5
11. I believe I can receive a good grade in English course.					
12. I am certain that I can understand the most difficult material that presented in English course.					
13. I am confident that I can understand the basic concepts that have been taught in English course.					
14. I am confident I can understand the most complex material that has been presented by instructor in English course.					
15. I expect to do well in English course.					
16. I expect to do well in English course.					
17. I am certain I can understand the skills being taught in this class.					

Statement	Opinion				
	1	2	3	4	5
18. Considering the difficulty in this course, the teacher, and my studying behavior, I think I can do well in English course.					
19. I always get good grade in English course because of good learning behavior, such as prior preparation and paying attention in learning situations.					
20. When I read English article, I can guess the meaning of unknown words.					
21. I prefer to learn the course materials that challenge my skills because I can learn new things from these.					
22. In a class like this, I prefer to learn the course materials that arouse my curiosity, even if it is difficult to learn.					
23. The most satisfy thing for me in this course is trying to understand the contents as far as I can.					
24. I choose the course assignments that I can learn from even if they are difficult for me.					
25. I concern about doing my best in English course more than doing better than other students.					
26. Getting the good English grade is my goal.					
27. The most important thing for me right now is improving my English grade point average.					
28. If I can, I want to get better grades in this class more than most of the other students.					
29. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.					

Statement	Opinion				
	1	2	3	4	5
30. I want others to recognize my language proficiency such as score on exams and assignments.					

Thank you for your participation!



**APPENDIX B QUESTIONNAIRE FOR MEASURING RAJABHAT
UNIVERSITY STUDENTS' USE OF MOTIVATIONAL
STRATEGIES IN ENGLISH LEARNING (THAI VERSION)**

แบบสอบถาม

การวัดการใช้กลยุทธ์แรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษามหาวิทยาลัยราชภัฏ

ในแบบสอบถามทั้งสามฉบับข้อนี้ใช้เกณฑ์การวัดแบบห้าระดับโดยเริ่มต้นจากระดับน้อยไปจนถึงมากดังนี้

1. 'ไม่เห็นด้วยอย่างยิ่ง' (1)
2. 'ไม่เห็นด้วย' (2)
3. 'ไม่แน่ใจว่าเห็นด้วยหรือไม่เห็นด้วย' (3)
4. 'เห็นด้วย' (4)
5. 'เห็นด้วยอย่างยิ่ง' (5)

กรุณาอ่านคำถามอย่างรอบคอบและประเมินระดับความสามารถของผู้ตอบตามจริง
ชุดคำถามนี้ถูกออกแบบมาเพื่อวัดการใช้กลยุทธ์แรงจูงใจของนักศึกษาระดับปริญญาตรี

ในการเรียนภาษาอังกฤษ ผู้ตอบแบบสอบถามมาจากหลากหลายสาขาและคณะ
ดังนั้นข้อมูลเพิ่มเติมเช่น คณะและสาขาของนักศึกษา ชื่อ-นามสกุลนักศึกษา
เบอร์โทรศัพท์ จึงจำเป็นที่จะต้องกรอกในชุดแบบสอบถามนี้ ขอรับรองว่าผลจากแบบสอบถามและ
ข้อมูลส่วนตัวของคุณจะไม่มีผลแต่อย่างใดกับเกรดวิชาภาษาอังกฤษ

กรุณากรอกข้อมูลตามที่ระบุ
ส่วนที่ 1 (ข้อมูลของนักศึกษา)

คณะและสาขา _____

ชื่อ-นามสกุล _____

หมายเลขโทรศัพท์ _____ เพศ _____

ส่วนที่ 1 (แบบสอบถามสำหรับการวัดกลยุทธ์ในการเรียน)

คำถาม	ความคิดเห็น				
	1	2	3	4	5
1. เมื่อฉันเรียนวิชาภาษาอังกฤษฉันจะทำรายการที่เป็นประเด็นการเรียนรู้สำคัญๆ ฝึกอ่านและทบทวนสิ่งที่จดไว้กับตนเองบ่อยๆ					
2. เมื่อฉันเรียนวิชาภาษาอังกฤษฉันพยายามเชื่อมโยงความคิดในวิชานี้กับความรู้เดิมเมื่อใดก็ตามที่สามารถทำได้ เช่นฉันสามารถเชื่อมโยงคำศัพท์ภาษาอังกฤษที่เคยเรียนมากับบทความภาษาอังกฤษที่เกี่ยวกับธุรกิจ					
3. เมื่อฉันเรียนวิชาภาษาอังกฤษฉันสรุปใจความสำคัญเพื่อช่วยในการจัดการความรู้ของฉัน					
4. เมื่อฉันเรียนวิชานี้ ฉันพยายามคิดวิเคราะห์เชื่อมโยงเนื้อหาสาระ ของวิชาที่ได้ผู้สอนบรรยาย					
5. ฉันตั้งคำถามกับตนเองเกี่ยวกับเนื้อหาสาระในวิชานี้เสมอๆ เพื่อให้มั่นใจว่าตนเองเข้าใจเนื้อหาที่เพิ่งเรียนไปในคาบเรียนภาษาอังกฤษ และฉันพยายามอ่านข้อเสนอนแนะของผู้สอนในภายหลังที่ได้รับคืนเพื่อรู้ จุดบกพร่องของตัวเอง					
6. สำหรับวิชานี้ ฉันพยายามควบคุมการเรียนและผลการเรียนของฉัน ยกตัวอย่างเช่น การวางแผนและเอาใจใส่สำหรับงานที่จะได้รับมอบหมาย ครั้งต่อไป และการประเมินความก้าวหน้าในการเรียน					
7. ฉันมักจะจัดการเวลาและสภาพแวดล้อมในการเรียน ยกตัวอย่างเช่น ฉันใช้เวลาทบทวนบทเรียนเพื่อเตรียมสอบเป็นเวลาหนึ่งสัปดาห์ จัดการเวลาเรียนโดยใช้กำหนดตารางงาน หรือ อ่านหนังสือเรียนในที่ที่เงียบสงบหรือในห้องส่วนตัว					
8. เมื่อเนื้อหาที่มีความยาก ฉันพยายามเรียนทั้งส่วนที่ยากและง่าย โดยไม่ล้มเลิกเพื่อที่จะรู้ขอบเขตความสามารถภาษาอังกฤษของตัวเอง					
9. ฉันพยายามหาข้อมูลเพิ่มเติมจากแหล่งข้อมูลอื่นๆ เช่น ครู หนังสือเรียน หรือ อินเทอร์เน็ต หากจำเป็น					

คำถาม	ความคิดเห็น				
	1	2	3	4	5
10. เพื่อให้เข้าใจในวิชาภาษาอังกฤษมากขึ้น ฉันรู้สึกสบายใจที่จะถามเพื่อนที่เข้าใจเนื้อหาเป็นอย่างดีในวิชานี้ เพื่ออธิบายให้ฉันเข้าใจได้ และฉันพยายามทำงานเป็นกลุ่มกับเพื่อนคนอื่นๆ ในการทำงานร่วมกันให้สำเร็จ					

ส่วนที่ 2 แบบสอบถามสำหรับการวัดแรงจูงใจในการเรียน

คำถาม	ความคิดเห็น				
	1	2	3	4	5
11. ฉันเชื่อว่าฉันจะได้เกรดที่ดีในวิชาภาษาอังกฤษ					
12. ฉันมั่นใจว่าฉันสามารถเข้าใจเนื้อหาที่ยากที่สุดในวิชาภาษาอังกฤษได้					
13. ฉันมั่นใจว่าฉันสามารถเข้าใจเนื้อหาพื้นฐานที่สอนในวิชาภาษาอังกฤษ					
14. ฉันมั่นใจว่าฉันสามารถเข้าใจเนื้อหาที่ซับซ้อนที่สุดในวิชาภาษาอังกฤษ					
15. ฉันมั่นใจว่าฉันสามารถทำข้อสอบและงานที่ได้รับมอบหมายในวิชาภาษาอังกฤษได้ดี					
16. ฉันคาดหวังว่าจะทำให้ดีในวิชาภาษาอังกฤษ					
17. ฉันมั่นใจว่าฉันมีความเข้าใจในทักษะต่างๆ ที่ถูกสอนในชั้นเรียน					
18. เมื่อพิจารณาถึงความยากง่ายของเนื้อหา ครูผู้สอนและพฤติกรรม การเรียนของฉันฉันคิดว่าฉันสามารถทำได้ดีในวิชาภาษาอังกฤษ					
19. ฉันมักจะได้เกรดดีในวิชาภาษาอังกฤษเสมอเพราะพฤติกรรมการเรียนที่ดี เช่น มีการเตรียมความพร้อมล่วงหน้าและตั้งใจในวิชาที่เรียน					
20. เมื่อฉันอ่านบทความภาษาอังกฤษฉันสามารถเดาความหมายของคำศัพท์ที่ฉันไม่รู้					
21. ฉันชอบเนื้อหาในวิชาภาษาอังกฤษที่ทำนายเพราะมันทำให้ฉันสามารถเรียนรู้สิ่งใหม่ๆ					

คำถาม	ความคิดเห็น				
	1	2	3	4	5
22. ฉันชอบเนื้อหาบทเรียนยากๆที่กระตุ้นความอยากรู้ของฉัน ถึงแม้จะรู้ว่ามันยากก็ตาม					
23. สิ่งที่ยังพอใจที่สุดสำหรับฉันในวิชานี้ก็คือการพยายาม ที่จะทำความเข้าใจ เนื้อหาให้ต้องแท้เท่าที่จะเป็นไปได้					
24. ฉันเลือกที่จะทำงานที่ฉันสามารถเรียนรู้ได้จากมันถึงแม้ว่ามันจะยาก สำหรับฉัน					
25. ฉันคำนึงเกี่ยวกับการทำให้ดีที่สุดในวิชาภาษาอังกฤษ มากกว่าจะทำให้ ดีกว่าเพื่อนร่วมชั้นเรียน					
26. การได้เกรดที่ดีในวิชาภาษาอังกฤษเป็นเป้าหมายของฉัน					
27. สิ่งที่สำคัญที่สุดสำหรับฉันในตอนนี้เป็นทำให้เกรดเฉลี่ยดีขึ้น					
28. ฉันต้องการที่จะมีเกรดวิชาภาษาอังกฤษดีกว่านักเรียนคนอื่นถ้าฉัน สามารถทำได้					
29. ฉันต้องการทำให้ดีในวิชานี้เพราะว่ามันเป็นสิ่งสำคัญ ที่จะแสดงออกให้ เห็นถึงความสามารถของฉันให้ครอบครัว เพื่อน นายจ้าง หรือคนอื่นๆ ได้รับรู้					
30. ฉันต้องการให้คนอื่นรับรู้ถึงความสามารถทางด้านภาษาของฉัน ผ่านทาง คะแนนสอบหรืองานที่ได้รับมอบหมาย					

ขอบคุณสำหรับความร่วมมือ