

CHAPTER FOUR

RESULTS OF THE STUDY

This chapter presents the data analysis and discusses the results of the study. Data analysis performed with SPSS 11.0, explored motivational factors of Myanmar EFL learners in a Seminary degree program. The chapter presented the following result. First, the statistical analysis of the participants' responses is described and then the results of the analysis are revealed. Finally, the interview responses of the participants are reported.

The Participants' Motivations

The participants' responses to the questionnaire were analyzed by using the SPSS program to find the frequencies, mean scores, and standard deviation of the students' motivation factors. The results were interpreted and discussed below.

Amotivation

With the first question, "I don't know; I can't come to see what I am doing studying English", there were 27 participants who disagreed and 4 who uncertain about it (see Table 4.1). Two students agreed with it and two strongly agreed with it. To show in percentage. 73.9% strongly disagree, 20.1% disagree, 3.1% uncertain, 1.5% agree and 1.5% strongly agree with this item. It proved that most of the students know exactly what they are doing learning English. However, there are still

a small amount of students who does not know what they are doing studying English. For the second item, “I cannot come to see why I study English, and frankly, I don’t really care”, as it was shown in Table 4.1, 103 participants strongly disagree, in percentage 76.9%. 27 disagree, 20.1%, 3 uncertain, 2.2 % and 1 agree with it, 0.7%. There is no one who strongly agrees with this item. Therefore, with the third item, 106 participants strongly disagree that studying English is wasting of time. 22 disagree and 4 uncertain. 79.1% strongly disagree, 16.4% disagree. There are only one participant who agree and one who strongly agree with it, 0.7% agree and 0.7% strongly agree with it. Therefore, it says that there are students who regards learning English as wasting of their time.

Table 4.1

All Participants' Responses to Questionnaire (N= 134)

| | Item Number | Strongly disagree 1 | | Disagree 2 | | Uncertain 3 | | Agree 4 | | Strongly agree 5 | |
|------------------------------|--|------------------------|------|---------------|------|----------------|------|------------|------|---------------------|------|
| | | F | % | F | % | F | % | F | % | F | % |
| Amotivation | 1. I don't know; I can't come to see what I am doing studying English. | 99 | 73.9 | 27 | 20.1 | 4 | 3.1 | 2 | 1.5 | 2 | 1.5 |
| | 2. I cannot come to see why I study English, and frankly, I don't really care. | 103 | 76.9 | 27 | 20.1 | 3 | 2.2 | 1 | .7 | - | - |
| | 3. Honestly, I don't know, I truly have the impression of wasting my time in studying English. | 106 | 79.1 | 22 | 16.4 | 4 | 3.0 | 1 | .7 | 1 | .7 |
| External Regulation (career) | 4. Because I have the impression that it is expected of me. | 5 | 3.7 | 2 | 1.5 | 1 | .7 | 61 | 45.5 | 65 | 48.5 |
| | 5. In order to get a more prestigious job later on. | 3 | 2.2 | 9 | 6.7 | 22 | 16.4 | 53 | 39.6 | 47 | 35.1 |
| | 6. In order to have a better salary later on. | 3 | 2.2 | 6 | 4.5 | 20 | 14.9 | 59 | 44.0 | 46 | 34.3 |

| | | | | | | | | | | | |
|-------------------------------------|---|----|------|----|------|----|------|----|------|----|------|
| External Regulation (travel) | 7. In order to study abroad after I graduate from this university. | 1 | .7 | 2 | 1.5 | 20 | 14.9 | 42 | 31.3 | 69 | 51.5 |
| | 8. In order to travel abroad. | - | - | 7 | 5.2 | 33 | 24.6 | 57 | 42.5 | 37 | 27.6 |
| Introjected Regulation (acceptance) | 9. In order to live in English speaking countries. | 5 | 3.7 | 9 | 6.7 | 31 | 23.1 | 65 | 48.5 | 24 | 17.9 |
| | 10. Because I like my English teacher. | 34 | 25.4 | 47 | 35.1 | 34 | 25.4 | 14 | 10.4 | 5 | 3.7 |
| | 11. In order to gain acceptance from teachers and friends. | 18 | 13.4 | 40 | 29.9 | 39 | 29.1 | 33 | 24.6 | 4 | 3.0 |
| Introjected Regulation (guilt) | 12. In order to make foreign friends. | 6 | 4.5 | 19 | 14.2 | 45 | 33.6 | 55 | 41.0 | 9 | 6.7 |
| | 13. Because my parents force me to study English. | 53 | 39.6 | 55 | 41.0 | 13 | 9.7 | 11 | 8.2 | 2 | 1.5 |
| | 14. Because I would feel ashamed if I couldn't speak to my friends from English community in their native tongue. | 13 | 9.7 | 13 | 9.7 | 23 | 17.2 | 67 | 50.0 | 18 | 13.4 |
| Identified Regulation | 15. Because I would feel guilty if I didn't know English. | 19 | 14.2 | 30 | 22.4 | 23 | 17.2 | 49 | 36.6 | 13 | 9.7 |
| | 16. Because I choose to be the kind of person who can speak more than one language. | 3 | 2.2 | 7 | 5.2 | 8 | 6.0 | 64 | 47.8 | 52 | 38.8 |
| | 17. Because I think it is good for my personal development. | 1 | .7 | - | - | 1 | .7 | 52 | 38.8 | 80 | 59.7 |

| | | | | | | | | | | | |
|--|---|---|-----|----|------|----|------|----|------|----|------|
| | 18. Because I choose to be the kind of person who can speak English. | 2 | 1.5 | 1 | .7 | 6 | 4.5 | 59 | 44.0 | 66 | 49.3 |
| | 19. To be able to use internet and access information from world wide webs. | 1 | 1.7 | 4 | 3.0 | 9 | 6.7 | 87 | 64.9 | 33 | 24.6 |
| | 20. To listen to English songs, to watch English movies, and to read English newspapers. | 1 | .7 | 1 | .7 | 7 | 5.2 | 92 | 68.7 | 33 | 24.6 |
| | 21. For the satisfied feeling I get in finding out new things. | 6 | 4.5 | 14 | 10.4 | 42 | 31.3 | 57 | 42.5 | 15 | 11.2 |
| | 22. Because I enjoy the feeling of acquiring knowledge about the English community and their way of life. | 7 | 5.2 | 12 | 9.0 | 34 | 25.4 | 58 | 43.3 | 23 | 17.2 |
| | 23. For the pleasure I experience when surpassing myself in my English studies. | 2 | 1.5 | 4 | 3.0 | 33 | 24.6 | 71 | 53.0 | 24 | 17.9 |
| | 24. For the enjoyment I experience when I grasp a difficult construct in English. | 4 | 3.0 | 13 | 9.7 | 23 | 17.2 | 74 | 55.2 | 20 | 14.9 |
| | 25. For the satisfaction I feel when I am in process of accomplishing difficult exercises in English. | 2 | 1.5 | 4 | 3.0 | 34 | 25.4 | 69 | 51.5 | 25 | 18.7 |
| | 26. For the "high" I feel when hearing foreign languages spoken. | 8 | 6.0 | 12 | 9.0 | 34 | 25.4 | 65 | 48.5 | 15 | 11.2 |
| | 27. For the "high" feeling that I experience while speaking in English. | 6 | 4.5 | 9 | 6.7 | 43 | 32.1 | 56 | 41.8 | 20 | 14.9 |
| | 28. For the pleasure I get from hearing English spoken by native English speakers. | 8 | 6.0 | 10 | 7.5 | 51 | 38.1 | 50 | 37.3 | 15 | 11.2 |
| | F= frequency | | | | | | | | | | |

As revealed in Table 4.2, most of the participants either disagreed or strongly disagreed with all three items. The average mean score was 1.3. This means the participants had a low degree of amotivation.

Table 4.2

Mean, Standard Deviations, and Degree of Amotivation

| Item | Mean | SD | Degree of motivation |
|-------|------|-----|----------------------|
| 1 | 1.3 | .75 | low |
| 2 | 1.2 | .53 | low |
| 3 | 1.2 | .63 | low |
| Total | 1.3 | .64 | low |

External Regulation (Career)

As shown in Table 4.1, most of the participants were in agreement with all of the items listed under the category, “external regulations (career). Forty-five percent agreed and 48.5% strongly agreed with item number 4 . All most all of the participants reported that they studied English because of their expectation for their future goal. More than half of the participants strongly agreed (35.1%) and agreed (39.6%) with item number 5. Similarly, 44% of the participants agreed and 34.3% strongly agreed with Item No. 6. while 14.9% were uncertain whether they study English in order to get a more prestigious job or a better salary later.

The mean score for the three items was 4.1 (see Table 4.3). This can be interpreted as the participants had the highest degree of career external motivation.

Table 4.3

Mean, Standard Deviations, and Degree of external regulation (career)

| Item | Mean | SD | Degree of motivation |
|-------|------|-----|----------------------|
| 4 | 4.3 | .88 | highest |
| 5 | 3.9 | .99 | highest |
| 6 | 4.0 | .94 | highest |
| Total | 4.1 | .94 | highest |

External Regulation (Travel)

From Table 4.1, the majority of the participants either strongly agreed (51.5%, 27.6%, and 17.9% respectively) or agreed (31.3%, 42.5%, and 48.5%) with the Items 7, 8 and 9. It indicated that the participants studied English with the hope to study abroad after they graduate from BARS program, in order to travel abroad and in order to live in English speaking countries. Among the three items, participants were most motivated by studying abroad. There were over 14 to 24 % uncertain with all three items in external regulation (Travel). As it was mentioned before, the program comprised of multi-socioeconomic groups. Although students have high goals and aims, because of their difficult situation and problems, some students may not want to pronounce that they will go to study abroad, travel abroad or live in a foreign country.

A very small percentage of participants disagreed or strongly disagreed with the three items is an evidence that the participants had a motivation to travel, to study or to live in a foreign country. The mean score for all three items were 3.9 (S.D. = .88). This means the participants had a high degree of traveling external regulation (see Table 4.4).

Table 4.4
Mean, Standard Deviations, and Degree of External Regulation (Travel)

| Item | Mean | SD | Degree of motivation |
|-------|------|-----|----------------------|
| 7 | 4.3 | .83 | highest |
| 8 | 3.9 | .85 | high |
| 9 | 3.7 | .96 | high |
| Total | 3.9 | .88 | high |

Introjected Regulation (Acceptance)

As shown in Table 4.1, many of the participants strongly disagreed (25.4%), disagreed (35.1%) with, or were uncertain (25.4%) about Item 10, “because I like my English teacher”. It means many of the participants in this study did not gain inspiration from their English teaches in studying English. Only 10.4% agreed and 3.7% strongly agreed with it. Similar to Item 10. one third of the participants disagreed with (29.9%) or were uncertain about (29.1%) Item 11. This means that studying English to gain acceptance from teachers and friends were not true for many

of the participants. For the last item in this category, many participants agreed (41%) or were uncertain (33.6%) that they studied English to make foreign friends.

The mean score for these three items was 2.7 which means the participants had a moderate degree of acceptance introjected regulation.

Table 4.5
Mean, Standard Deviations, and Degree of Introjected Regulation (Acceptance)

| Item | Mean | SD | Degree of motivation |
|-------|------|-----|----------------------|
| 10 | 2.2 | 1.0 | moderate |
| 11 | 2.7 | 1.0 | moderate |
| 12 | 3.3 | .95 | high |
| Total | 2.7 | .64 | moderate |

Introjected Regulation (Guilt)

Table 4.6 revealed that the participants had a moderate degree of guilt introjected regulation. Although the participants agreed (50%, 36.6%) and strongly agreed (13.4%, 9.7%) with Items 14 and 15, they mostly disagreed (41%) and strongly disagreed (39.6%) with Item 13 . Most of the students studied English because they would feel ashamed or guilty if they could not speak English to their friends from English community. However, not many students were forced to study

English by their parents. Therefore, the result showed a moderate degree of motivation for introjected regulation (guilt).

Table 4.6

Mean, Standard Deviations, and Degree of Introjected Regulation (Guilt)

| Item | Mean | SD | Degree of motivation |
|-------|------|-----|----------------------|
| 13 | 1.9 | .97 | low |
| 14 | 3.4 | 1.1 | high |
| 15 | 3.0 | 1.2 | high |
| Total | 2.8 | 1.1 | moderate |

Identified Regulation

For this factor, Table 4.1 showed that nearly all the participants agreed or strongly agreed with the items. About half of them strongly agreed with Item 17 (59.7%) and Item 18 (49.3%) and agreed with Item 16 (47.8%). The participants in this program studied English because they chose to be the persons who could speak English or speak more than one language. They believed that English was good for their personal development. The mean score for the three items in this category was 4.3 (see Table 4.7) which means the participants had the highest degree of identified motivation.

Table 4.7
Mean, Standard Deviations, and Degree of Identified Regulation

| Item | Mean | SD | Degree of Motivation |
|-------|------|-----|----------------------|
| 16 | 4.1 | .91 | highest |
| 17 | 4.5 | .59 | highest |
| 18 | 4.3 | .74 | highest |
| Total | 4.3 | 6.7 | highest |

Intrinsic Motivation – Knowledge

Table 4.1 shows that most of the participants agreed with all four items in this category. The percentage of selections were 64.9% for Item 19, 68.7% for Item 20, 42.5% for Item 21, and 43.3% for Item 22. The reasons why many participants studied English were to be able to use internet, to listen to English songs, to watch English movies, and to read English newspaper. They were also satisfied and enjoyable when they could learn about new things in English. However, there were a few participants who disagreed or strongly disagreed with these items. Besides, one third of the participants were uncertain about Item 21 (31.3%). They were not sure whether they were satisfied when they found out about new things in English.

The mean score for the four items was 3.8 which can be interpreted as a high degree of motivation. Since a large number of participants agreed with all the items, the result indicates that the participants had a high degree of knowledge intrinsic motivation.

Table 4.8

Mean, Standard Deviations, and Degree of Intrinsic Motivation – Knowledge

| Item | Mean | SD | Degree of motivation |
|-------|------|------|----------------------|
| 19. | 4.1 | .70 | highest |
| 20. | 4.1 | .61 | highest |
| 21. | 3.4 | .98 | high |
| 22. | 3.5 | 1.04 | high |
| Total | 3.8 | .83 | high |

Intrinsic Motivation – Accomplishment

As shown in Table 4.9, the mean score is 3.78 which means the participants had a high degree of accomplishment intrinsic motivation. Most of the participants agreed with the three items; 53%, 55% and 51% (see Table 4.1). The percentage of those who strongly agreed were 17.9%, 14.9% and 18.9%. It was their pleasure when surpassing in their English study. They gained enjoyment and satisfaction when they grasped a difficult construct in English and when they were in process of accomplishing difficult exercises in English. But there were some participants who were uncertain with these items (24.6%, 17.2% and 25.4%). However, since the majority of the participants agreed with the items, it resulted in a high degree of intrinsic motivation – accomplishment.

Table 4.9

Mean, Standard Deviations, and Degree of Intrinsic Motivation – Accomplishment

| Item | Mean | SD | Degree of motivation |
|-------|------|-----|----------------------|
| 23 | 3.8 | .81 | high |
| 24 | 3.6 | .94 | high |
| 25 | 3.8 | .82 | high |
| Total | 3.7 | .85 | high |

Intrinsic Motivation – Stimulation

The result from Table 4.1 shows that many of the participants were in agreement or uncertain with the last three items. Although the biggest group of the participants agreed with all these items (48.5%, 41.8%, and 37%), about one third of the participants were uncertain about the items (25.4%, 32.1% and 38.1%). Items 26, 27 and 28 inquired whether the participants had the feel of 'high' when they heard foreign languages spoken, whether they had high feeling when they spoke English, and gained pleasure when they heard English spoken by native English speakers. The mean score for this factor was 3.4. Therefore, it implies that the participants had a high degree of stimulation intrinsic motivation.

Table 4.10

Mean, Standard Deviations, and Degree of Intrinsic Motivation – Stimulation

| Item | Mean | SD | Degree of motivation |
|-------|------|-----|----------------------|
| 26 | 3.5 | 1.0 | high |
| 27 | 3.5 | .97 | high |
| 28 | 3.4 | .98 | high |
| Total | 3.4 | 0.9 | high |

According to the results, Identified regulation and external regulation (career) were the highest motivational orientation among the participants. The first research question was answered that the most highest motivational orientation among Myanmar EFL learner's in a seminary degree program are Identified regulation and external regulation (career).

As amotivation is the opposite of motivation, the low degree of motivation among the participants indicates that the participants have high degree of motivation. The results of the survey are summarized as shown in Table 4.11.

Table 4.11

Summary of Mean Scores for the Participants (N= 134)

| Motivation/Orientations | Mean | Degree of motivation |
|---------------------------------------|------|----------------------|
| Identified Regulation | 4.3 | Highest |
| External Regulation (career) | 4.1 | Highest |
| External Regulation (travel) | 3.9 | High |
| Intrinsic Motivation (knowledge) | 3.8 | High |
| Intrinsic Motivation (accomplishment) | 3.7 | High |
| Intrinsic Motivation (stimulation) | 3.4 | High |
| Introjected Regulation (guilt) | 2.8 | Moderate |
| Introjected Regulation (acceptance) | 2.7 | Moderate |
| Amotivation | 1.3 | Low |

Table 4.11 reported the summary of the results. The table presented the motivational orientations with means and degrees of motivation. They were arranged in order of the highest to the lowest frequency.

The First Year and Final Year's Motivation

To examine whether there was any differences in motivational orientation between the first year who just started the program and the fourth year students who were about to finish the program, the mean scores of the responses by the two groups were studied as shown in Table 4.12.

Table 4.12

The First year and Fourth year's Responses to Questionnaire (N= 73)

| Item Number | Strongly disagree 1 | | Disagree 2 | | Uncertain 3 | | Agree 4 | | Strongly agree 5 | | | | | | |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---|---|---|---|---|
| | 1 st year | 4 th year | 1 st year | 4 th year | 1 st year | 4 th year | 1 st year | 4 th year | 1 st year | 4 th year | | | | | |
| | F % | F % | F % | F % | F % | F % | F % | F % | F % | F % | | | | | |
| 1. I don't know; I can't come to see what I am doing studying English. | 26 | 29 | 70 | 81 | 10 | 27 | 5 | 14 | - | 2 | 6 | 1 | 3 | - | - |
| 2. I cannot come to see why I study English, and frankly, I don't really care. | 27 | 31 | 73 | 86 | 9 | 24 | 5 | 14 | 1 | 3 | - | - | - | - | - |
| 3. Honestly, I don't know, I truly have the impression of wasting my time in studying English. | 29 | 32 | 78 | 88 | 8 | 22 | 3 | 8 | - | 1 | 3 | - | - | - | - |

| | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| External Regulation (career) | 4. Because I have the impression that it is expected of me. | - | 2 | 6 | - | - | - | - | 1 | 3 | - | - | 20 | 54 | 19 | 53 | 16 | 43 | 15 | 42 | |
| | 5. In order to get a more prestigious job later on. | - | 3 | 8 | 4 | 11 | - | - | 7 | 19 | 4 | 11 | 13 | 35 | 13 | 36 | 13 | 35 | 16 | 44 | |
| | 6. In order to have a better salary later on. | - | 2 | 6 | 1 | 3 | - | - | 5 | 14 | 6 | 17 | 16 | 43 | 10 | 28 | 15 | 41 | 18 | 50 | |
| External Regulation (travel) | 7. In order to study abroad after I graduate from this university. | 1 | 3 | - | - | - | - | - | 1 | 3 | 12 | 33 | 13 | 35 | 10 | 28 | 22 | 59 | 14 | 53 | |
| | 8. In order to travel abroad. | - | 2 | 6 | - | - | 7 | 19 | 8 | 22 | 12 | 33 | 15 | 41 | 8 | 22 | 14 | 38 | 7 | 19 | |
| | 9. In order to live in English speaking countries. | - | 3 | 8 | - | - | 2 | 6 | 3 | 8 | 14 | 39 | 25 | 68 | 14 | 39 | 10 | 27 | 3 | 8 | |
| Interojected Regulation (acceptance) | 10. Because I like my English teacher. | 9 | 24 | 10 | 28 | 14 | 38 | 11 | 31 | 9 | 24 | 11 | 31 | 5 | 14 | 2 | - | - | 2 | 6 | |
| | 11. In order to again acceptance from teachers and friends. | 6 | 16 | 4 | 11 | 8 | 22 | 13 | 36 | 12 | 32 | 15 | 42 | 11 | 30 | 4 | 11 | - | - | - | |
| | 12. In order to make foreign friends. | 2 | 5 | 1 | 3 | 3 | 8 | 5 | 14 | 13 | 35 | 15 | 42 | 16 | 43 | 15 | 42 | 3 | 8 | - | |
| Int | 13. Because my parents force me to | 12 | 32 | 13 | 36 | 20 | 54 | 15 | 54 | 3 | 8 | 3 | 8 | 1 | 3 | 4 | 11 | 1 | 3 | 1 | 3 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|----|
| | 20. To listen to English songs, to watch English movies, and to read English newspapers. | - | - | 1 | 3 | - | - | - | - | - | - | - | - | 4 | 11 | 28 | 76 | 22 | 61 | 9 | 24 | 9 | 25 |
| | 21. For the satisfied feeling I get in finding out new things. | 1 | 3 | 3 | 8 | 4 | 11 | 5 | 14 | 12 | 32 | 7 | 19 | 17 | 46 | 17 | 47 | 3 | 8 | 4 | 11 | | |
| | 22. Because I enjoy the feeling of acquiring knowledge about the English community and their way of life. | - | 4 | 11 | 2 | 5 | 4 | 11 | 9 | 24 | 10 | 31 | 18 | 49 | 12 | 33 | 8 | 22 | 6 | 17 | | | |
| | 23. For the pleasure I experience when surpassing myself in my English studies. | - | - | 3 | 8 | - | - | 2 | 6 | 5 | 14 | 15 | 42 | 26 | 70 | 11 | 31 | 6 | 16 | 5 | 14 | | |
| | 24. For the enjoyment I experience when I grasp a difficult construct in English. | - | - | 2 | 6 | 3 | 8 | 2 | 6 | 3 | 8 | 9 | 25 | 21 | 57 | 19 | 53 | 10 | 27 | 4 | 11 | | |
| | 25. For the satisfaction I feel when I am in process of accomplishing | - | - | 2 | 6 | - | - | 1 | 3 | 12 | 32 | 9 | 25 | 17 | 46 | 20 | 56 | 8 | 22 | 4 | 11 | | |
| Intrinsic Motivation (accomplishment) | | | | | | | | | | | | | | | | | | | | | | | |

Table 4.12 revealed the participants' responses of the questionnaire items and Table 4.13 summarized and arranged them in highest to lowest frequency.

According to Table 4.13, there were similarities and differences between the first year and fourth year's degree of motivation. The highest degree of motivation between the two groups were Identified regulation, and External Regulation (Career). There were three similar high degree of Motivation: Intrinsic Motivation (Knowledge), Intrinsic Motivation (Accomplishment), and Intrinsic Motivation (Stimulation). Both of the two groups had a moderate degree of motivation in Introjected Regulation (acceptance), and a low degree of amotivation.

Table 4.13

Mean and Degree of Motivation between First Year and Fourth Year

| Motivation/Orientations | First Year | Final Year |
|---------------------------------------|----------------|----------------|
| | Mean | Mean |
| Identified Regulation | 4.4 (Highest) | 4.1 (Highest) |
| External Regulation (Career) | 4.3 (Highest) | 4.1 (Highest) |
| External Regulation (Travel) | 4.3 (Highest) | 3.5 (High) |
| Intrinsic Motivation (Knowledge) | 3.9 (High) | 3.6 (High) |
| Intrinsic Motivation (Accomplishment) | 3.9 (High) | 3.5 (High) |
| Intrinsic Motivation (Stimulation) | 3.6 (High) | 3.3 (High) |
| Introjected Regulation (Guilt) | 3.0 (High) | 2.6 (Moderate) |
| Introjected Regulation (Acceptance) | 2.8 (Moderate) | 2.6 (Moderate) |
| Amotivation | 1.2 (Low) | 1.1 (Low) |

The Table also revealed a couple different degrees of motivation between the two groups which were External Regulation (Travel) and Introjected Regulation (Guilt). However the degrees were not substantial differences. The first year had the highest degree of External Regulation (Travel) while the fourth year had a high degree of motivation. Moreover, the first year group had a high degree of motivation in Introjected Regulation (guilt), while the fourth year group had only a moderate degree of motivation.

In addition, the researcher had interviewed 20 students, 10 from the first year and the other 10 from the fourth year, to support the analysis results.

The results from an analysis of the interview revealed that the participants had high impression in the English language. They mentioned that English was very important in their lives. They gave examples of how the language was crucial, for instance, doing international business and trade, using the Internet, exposing to new things, finding out about the world, and communicating with foreigners. Most of them were inspired by English since they were young. They would like to be able to communicate in English. They loved to listen to English conversation and enjoyed speaking English. They believed that English could raise their social status. They would not be looked down upon and did not have to do labor jobs. They regarded English as one of the abilities that people should have. They could get good jobs with high salary and could have better and brighter future. In addition, they studied English not only for themselves but to share with others, to educate other people and help them create a better life.

Both the first year and fourth year students studied English for their future career and for further study. These two reasons were given as a major issue for

studying English. The interview agreed the analysis results between the first year and fourth year.

Both groups mentioned several obstacles in their learning English. The first year students mostly revealed general obstacles that demotivated them in their study. On the other hand, the fourth year students stated general obstacles plus a few difficulties in English subject that were offered in the program.

The following are the common problems that both groups mentioned. Grammatical structure sometimes made them confused. When the mother tongue's grammar and English grammar were not the same, learners would have a hard time making sentences both in speaking or writing. In addition, as English is very rich in vocabulary, the endless vocabulary learning demotivated them as well. They were demotivated when they saw many new words in articles or long reading passages because they had to look up words from the dictionary all the time and the continuity of reading was interrupted. Furthermore, teachers could also demotivate these learners. Sometimes teachers taught them the wrong pronunciation. It disappointed them because they had believed that teachers could be their role models. Moreover, the embarrassment and disappointment of their ability to communicate in English played an important role in demotivation. When they pronounced the words incorrectly, when they could not tell what they wanted to, when they did not understand others, they felt disappointed and were demotivated. Being able to study with well-trained teachers was also one of the factors that could make them motivated. The fourth year students added a few problems that they had encountered in their study. For example, some of them were not interested in linguistics or poetry but they had to take those courses. They said because they were not interested in the subject, the class made them bored and demotivated.

Finally, the participants talked about what they wanted from an English language classroom. All the students seemed to love activities. They liked to play games and did group activities. They wanted the teacher to know their needs and encouraged them in their learning. They wanted to study with teachers who had more exciting teaching styles than those who used the traditional teaching style. They wanted teachers to use visual aids to make the class more interesting. They did not like teachers who did all the talkings and had students take notes. They wanted such activities as group discussion, talked about general knowledge and had some quizzes in the class.

This chapter reported the results of the survey questionnaire and illustrated the interview with the participants. In the next chapter, the study conclude the study by presenting summary of the study and finding, pedagogical implication, discussion, limitation of the study and recommendation of the future research.