

## A Study of Students' Motivation in English Language Learning of the Students at Sitagu Ketumati Buddhist Academy, Myanmar

Received: February 20, 2020  
Revised: March 17, 2020  
Accepted: March 17, 2020

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### Abstract

This study entitled to “A Study of Students’ Motivation in English Language Learning of the Students at Sitagu Ketumati Buddhist Academy, Myanmar” involves two objectives; 1) To study the motivation in English language of the students of Sitagu Ketumati Buddhist Academy, (Taungoo City), Myanmar; 2) To Study the types of motivation in English language of the students of Sitagu Ketumati Buddhist Academy, (Taungoo City), Myanmar. The research method for the study was both qualitative and quantitative research. The sample group of the study was 46 students who are studying Bachelor of Art at Sitagu Ketumati Buddhist Academy selected as the samples for this research tools for this study were the 20 of items questionnaires and 5 question of open-ended interview. Frequency, percentage, mean and standard deviation and content analysis writing method were used for evaluation for the findings of the results.

The results of study were found follows; The finding results showed that level of integrative motivation is higher than instrumental motivation. Since, the highest mean of Integrative motivation is ( $\bar{X} = 4.45$ ), the participants for agreed with statement number 11 (Learning English helps me to understand and study

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foreign cultures, history and arts). The other mean scores of instrumental motivations are only ( $\bar{X} = 4.28$ ), the participants respond on the statement number 4 (I learn English because it is a required subject in the Academy). Open-ended interview and additional comments results are concerning the motivation for learning English with these three questions: what is the main reason of learning English in this Academy? Do you believe that learning English is helpful to get a lot of profits in the future? And is learning English connected with the English's arts, culture and traditions? Based on the finding, most of participants respond that they desired to learn English language in order to communicate with people of another culture who speak English and they also interested in other culture associated with English language. Some of them more admired well-known monks who speak English around the world and the wanted to be like them. They also had the wish to share the Buddha's teachings, to get more knowledges, to make research, to promote abilities. At last, some respondents expressed about their feeling which is more confident to choose Sitagu Buddhist Academy because it is a well-known Academy and the environment of the Academy is attractive. Therefore, it can be concluded that the motivation of the students at sitagu Ketumati Buddhist Academy is an integrative motivation.

**Keywords:** Students' Motivation, English Language, Language Learning

## Introduction

Nowadays, as the second language, English is an international and global language that has been used widely in most parts of the world and has played an important role in most of societies in the world. English has been increasing in demand. People also call English is the international language of business. Countries in Southeast Asia, realize the vital role of English as a lingua franca for foreign investment, the economy, industry, science, medicine, information and

technology, education, and communication. The significance of motivation is, the word derived from the word 'motive' which means needs, desires, wants, or drives it toward a goal, the role of effective on students learning. Motivation can be divided into two types: integrative motivation, referring to positive attitudes and feelings toward the target language group, and instrumental motivation, referring to the potential utilitarian gains of second language proficiency, such as getting a better job or higher salary. Motivation is a central in second language learning. Some researchers view that both types are important to fulfill the purpose of learning. Therefore, it is necessary to know the combination of both the types.

Myanmar is a country in the part of Asian communities and has many international meetings such as world economic forum, world religious conference and international world peace summit that hold in the region use only English medium during the conferences. Sitagu Buddhist Academy is one of the best Buddhist Academy which is study in Buddhist Studies and related academic subjects: Vinaya, Suttanta, Abhidhamma, Missionary of Religion, History of Buddhist, Pali, with English medium and other English language subjects. In Sitagu Ketumati, (Taungoo), the students are gotten many opportunities to communicate in English in classroom and the religion conference at University.

However, Myanmar students as EFL learners have still faced the difficulties in EFL learning. Myanmar students who do not use English as their mother tongue both inside and outside classroom for communication still have problems with studying English. Some cannot pay attention in the English lessons. Some cannot see the point in learning as a foreign language. Moreover, some cannot pass the English examination at the end of the first semester as it does not meet the standard requirement. There are many negative behaviors indicating that the students lack motivation to learn English. Therefore, the researcher wants to investigate their motivation because Shearin (1994) maintains "motivation determines the extent of active, personal involvement in Second language learning".

The researcher is one of many students who are interested in studying in English as a second language learning and expect to be able to use English proficiently due to motivation. Gardner (1985) stated that motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity”. However, it seems to be the hardest skill for students because they get upset to English language learning and used to the mother language as the medium in communication. Thus, the study of students’ motivation in English language learning in the first- and second-year student is expected to support important information in determining the level and type of their motivation.

Therefore, the researcher wants to investigate their motivation because of motivation determines the extent of active, personal involvement in Second language learning. As result of the findings, the students and the teachers will know in detail in motivation. The teachers comprehend the needs of improvement of the students. The teachers will lead to help effective strategies on the motivation of the students and develop their English proficiency.

## **Objectives of Research**

1. To study the motivation in English language learning of the students of Sitagu Ketumati Buddhist Academy, Taungoo, Myanmar.
2. To study the types of motivation in English language learning of the students of Sitagu Ketumati Buddhist Academy, Taungoo, Myanmar.

## **Research Methodology**

In this research, main point is aimed to investigate the motivation in English language learning of B.A. students who are studying at Sitagu Ketumati Buddhist Academy, Taungoo, Myanmar. This research is a mixed method which is

conducted with multi-methods. A mixed method is one of the research models which are the combination of quantitative and qualitative research studies. Both qualitative and quantitative method were used for this research.

**Quantitative** data will be applied with 46 of sample group who participated in this research study and questionnaires and interviews were applied as this research tools. The findings of the research were analyzed with frequency, percentage, means, and standard deviation. Then consists of additional comments that include openly opinion relating to motivation in English language learning.

**Qualitative** data was to determine the students' motivation in English Language Learning of the 5 lecturers at Sitagu Ketumati Buddhist Academy, Myanmar and make interviews and discuss with them recoding with tape and video recorder.

## Results of Research

From the results of the research, the participants using the two motivation items are instrumental and integrative motivation. After making the research from students at Sitagu Ketumati Buddhist Academy, the finding results showed integrative motivation is  $\bar{X} = 4.45$  (S.D.=780) and instrumental motivation is only ( $\bar{X} = 4.28$ ). The level of integrative motivation is higher than instrumental motivation.

In addition, the finding results of additional comment and interviews of the answers summarized as follows; they want to distribute Buddha's teachings by English around the world and be aware of English language is very necessary for their education system. They though that skillful in English would be a good opportunity for them to get more effect in studying other objects and to get successful life in the future. Presenting a review of the interview shows that investigate motivation is higher than instrumental motivation after investigating of the opened ended interview questions.

## Conclusion and Discussion

The purpose of this study was 1) to study the motivation in English language learning of the students; 2) to study the types of motivation in English language learning of the students at Sitagu Ketumati Buddhist Academy (Taungoo) Myanmar. Forty-six of the students and five lecturers attending in this research were selected as respondents. Research method for this study was both qualitative and quantitative. Questionnaires and open-ended interview used as the research tools for exploring the students' motivation in learning English. The tools of data analysis using in this research was SPSS software which calculated and mentions, Frequency, Percentage, Mean and Standard Deviation of the results. However, the results of open-ended interview were used by applying the content analysis method.

The first purpose of this research was to study the motivation in English language learning of the students of Sitagu Ketumati Buddhist Academy (Taungoo) Myanmar.

According to finding in this research, the respondents confirmed motivation in learning English strongly. Motivation was the reason why somebody did something or behaves in a particular way. Most of them indicated that the motivation of studying other cultures with English effected on them and improved particular English skill. Gomleksiz (2001), stated that "motivation is a key factor in the second language learning process. It was emphasized that, despite having lower English proficiency, a student who is highly motivated can achieve more than a high-proficiency student who is not motivated. Therefore, it may be possible that students' learning is facilitated most effectively when they are motivated."

The second purpose was to study the types of motivation in English language learning of the students of Sitagu Ketumati Buddhist Academy (Taungoo) Myanmar.

After analyzing the collected data from the two motivation patterns which was instrumental and integrative motivational questionnaire from the 46 students which was 89.1% of monks, 10.9% of nuns and only for interview, 5 lecturers at Sitagu Ketumati Buddhist Academy. Since, the highest Mean of Integrative motivation had  $\bar{X} = 4.45$  (S.D.=780), the participants agreed with statement number 11 (Learning English helps me to understand and study foreign cultures, history and arts). The other mean score of instrumental motivation had only ( $\bar{X} = 4.28$ ) (S.D.=807), the participants respond on statement number 4 (I Learning English because it is a required subject in the Academy). The finding results shown of level of integrative motivation was higher than instrumental motivation. Therefore, it could be concluded that the motivation of the students in Sitagu Ketumati Buddhis Academy was integrative motivation.

Finally, as the additional comment result founded that all answers try to define that the students would like to improve their English skills proficiency in order to communicate more effectively with native English speakers. The next, only studying Dhamma in English in this Academy was not enough for them, they wanted to gain more knowledge from outside and English proficiency was high prized in our tradition Buddhist education system. They have also wish to shared Buddha's missionary, to get more knowledges, to make a research, to promote abilities. Some respondents reply that if someone offer to make somethings that is what they could helped from Buddhism point of view, they will accept with financial profit but someone agree without financial profit. It means they agree a little for instrumental motivation. The finding showed that the respondents demonstrated greater emphasis on integrative motivate level for learning English than instrumental motivation.

## Suggestions

According to finding results of this research, the researcher found that the students in Academy are not satisfied for their English skills. To improve English skills: The Academy of Sitagu Ketumati (Taungoo) should provide more foreign teachers who can guide the students to get motivation in learning English. The teachers should not only teach the students by English but also should the students should communicate English each other into class room. The teachers should make group or individual presentation and assignments. The Academy invites other universities in Myanmar to debate and speak contacts for teachers and students to improve their abilities. At the weekend, the Academy should open English class for students.

Further research was necessary to investigate the teaching methods in Buddhist university in Myanmar and comparing the students' motivation in English language learning from different location.

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