

ວາລະສານວິທະຍາສາດມະຫາວິທະຍາໄລສຸພານຸວົງ, ຄົ້ນຄວ້າວິໄຈສະຫະສາຂາວິຊາ, ວາລະສານເປີດກວ້າງ
ສະບັບທີ 5, ເຫຼັ້ມທີ 1, ມັງກອນ-ມິຖຸນາ 2019, ເລກທະບຽນ ISSN 2521-0653

ການສຶກສາແຮງຈູງໃຈໃນການຮຽນທັກສະການຂຽນພາສາອັງກິດຂອງນັກສຶກສາປີທີ 3 ພາກວິຊາ ພາສາຕ່າງປະເທດ ຄະນະພາສາສາດ ມະຫາວິທະຍາໄລສຸພານຸວົງ¹

ອຸດາລອນ ບຸນທະວົງ ແລະ ວາດສະໜາ ແກ້ວມະນີ

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ບົດຄັດຫຍໍ້

ຈຸດປະສົງຂອງການຄົ້ນຄວ້າວິໄຈຄັ້ງນີ້ ແມ່ນເພື່ອສຶກສາປະເພດແຮງຈູງໃຈຂອງນັກສຶກສາໃນການຮຽນ
ທັກສະການຂຽນພາສາອັງກິດ ແລະ ຜູ້ເຂົ້າຮ່ວມໃນການຄົ້ນຄວ້າວິໄຈ ແມ່ນນັກສຶກສາປີທີ 3 ສາຂາພາສາອັງກິດ
ຄະນະພາສາສາດ ມະຫາວິທະຍາໄລສຸພານຸວົງ ສຳລັບ ສຶກສາສາ 2017-2018

ກຸ່ມຕົວຢ່າງ ລວມມີນັກສຶກສາທັງໝົດ 33 ຄົນ, ຊາຍ 26 ຄົນ, ຍິງ 7 ຄົນ ເຊິ່ງກຳລັງຮຽນຢູ່ປີ 3 ສາຂາ
ພາສາອັງກິດ, ພາກວິຊາພາສາຕ່າງປະເທດ, ຄະນະພາສາສາດ, ມະຫາວິທະຍາໄລສຸພານຸວົງ ໂດຍການເລືອກກຸ່ມ
ຕົວຢ່າງແບບກຸ່ມດຽວທັງໝົດ (Cluster sampling). ການຄົ້ນຄວ້າວິໄຈນີ້ແມ່ນແບບປະລິມານ ໂດຍໃຊ້ແບບ
ສອບຖາມເປັນເຄື່ອງມືໃນການວິໄຈ ປະກອບມີທັງໝົດ 20 ຄຳຖາມ. ການວິເຄາະຂໍ້ມູນແມ່ນໃຊ້ໂປຣແກມ
SPSS. ການເກັບຂໍ້ມູນໃຊ້ເວລາ 1 ອາທິດ ແລ້ວມາວິເຄາະຂໍ້ມູນໂດຍຊອກຫາ ຄ່າສະເລ່ຍ, ສ່ວນຮ້ອຍ ແລະ ຄ່າ
ປ່ຽນແປງມາດຕະຖານ.

ຜົນຂອການຄົ້ນຄວ້າວິໄຈຄັ້ງນີ້ ມີດັ່ງນີ້:

ນັກສຶກສາມີແຮງຈູງໃຈໃນການຮຽນທັກສະການຂຽນພາສາອັງກິດ ມາຈາກແຮງຈູງໃຈທັງສອງປະເພດ
ຄື: ແຮງຈູງໃຈພາຍໃນ ແລະ ແຮງຈູງໃຈ ພາຍນອກ ເຊິ່ງສະແດງໃຫ້ເຫັນວ່າ ແຮງຈູງໃຈພາຍໃນ ມີຫຼາຍກວ່າ ແຮງ
ຈູງໃຈພາຍນອກໂດຍອີງຕາມຄ່າສະເລ່ຍທັງໝົດຂອງແຮງຈູງໃຈພາຍໃນ ແມ່ນ 4.21 ແລະ ຄ່າສະເລ່ຍທັງໝົດ
ຂອງແຮງຈູງໃຈພາຍນອກແມ່ນ 3.92. ສະນັ້ນ,ຜູ້ວິໄຈຈຶ່ງສະຫຼຸບໄດ້ວ່າ ແຮງຈູງໃຈພາຍໃນແມ່ນ ແຮງຈູງໃຈທີ່ເດັ່ນ
ໃນການຮຽນທັກສະການຂຽນພາສາອັງກິດ ຂອງນັກສຶກສາປີທີ 3 ສາຂາພາສາອັງກິດ ຄະນະພາສາສາດ
ມະຫາວິທະຍາໄລ ສຸພານຸວົງ.

ຄຳສຳຄັນ: ແຮງຈູງໃຈ, ພາສາອັງກິດ, ທັກສະການຂຽນ

¹ ການອ້າງອີງພາສາລາວ:

ອຸດາລອນ ບຸນທະວົງ ແລະ ວາດສະໜາ ແກ້ວມະນີ .(2019). ການສຶກສາແຮງຈູງໃຈໃນການຮຽນທັກສະການຂຽນພາສາ
ອັງກິດຂອງນັກສຶກສາປີທີ 3 ພາກວິຊາພາສາຕ່າງປະເທດ ຄະນະພາສາສາດ ມະຫາວິທະຍາໄລສຸພານຸວົງ, ວາລະສານ
ວິທະຍາສາດ ມະຫາວິທະຍາໄລ ສຸພານຸວົງ, ສະບັບທີ: 5, ເຫຼັ້ມທີ: 1, ໜ້າທີ: 116 - 122

The Study of students' motivation in English writing skill of year 3 at Department of Foreign Languages, Faculty of Languages, Souphanouvong University

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ABSTRACT

The objective of this research was to study the types of students' motivation in English writing skill and the participants of study were third year English students at Faculty of languages, Souphanouvong University, academic year 2017-2018.

The sample consisted of 33 students, 26 Males and 7 females who study in year three, Department of Foreign Languages, Majoring in English. They were selected using cluster sampling. This study was quantitative research with instruments is questionnaires to distribute included 20 questions. The data was analyzed by program SPSS for windows quantitative analysis. The collection data lasted 1 week, the mean, percentage and standard deviation were used for data analysis.

The finding of this study were as follows:

Students' had motivate in English writing from both types of motivation as intrinsic motivation and extrinsic motivation showed that students had intrinsically motivated more than extrinsically motivated, it shown we seen overall mean intrinsic motivation is 4.21 and extrinsic motivation 3.92. So that, researcher summarized intrinsic motivation was the dominant type study motivation In English writing skills of year three at Department of English, Faculty of Languages, Souphanouvong University.

Keywords: motivation, English, writing skill.

1. Introduction

Writing is an important skill in all academic disciplines at all school levels. Students' ability clearly and effectively affects their academic performance across the curriculum (Hidi & Boscolo, 2007). Furthermore, most profession requires good writing skill while others even higher levels of competency. Motivation is very large and well-studied field. In fact, it is so large that sometimes it is hard to draw connections among motivation and specific activities such as math and science, or even writing (Hidi & Boscolo, 2007). with writing being such an integral part of human existence, it is very important that studies of motivation and writing be conducted. It is even more important that the outcomes of these studies have real-world applications that can be implemented to increase the quality of all students' motivation writing skill. English has been taught in Souphanouvong University for many years, but nowadays according to student use non-standard English. Moreover, according student learned of in Souphnouvong University. Especially English writing skill has been taught at Department of Foreign languages, Faculty of languages Souphanouvong University, but student still using incorrect in English writing especially is grammar and spelling. Because of the Foreign faculty of languages Souphanouvong University. This research it is a general analysis for student's motivation in English writing.

The objective of the study is to study the type of students' motivation in

English writing skills in Department of Foreign Languages, Faculty of Languages, Souphanouvong University.

2. Materials and Methods

2.1 Instrument of the study

In this study, the researchers collected data by using questionnaires distributed to the respondents with 33 students (26 males and 7 females) at Department of Foreign, Faculty of Languages in Souphnouvong University. This questionnaire is divided into three parts such as: part1: personal information; part2: intrinsic motivation; part 3: extrinsic motivation.

In this questionnaire the researcher adapted the base questionnaire from Louis Castenell and Shawn Glynn (2007) studied on topic "develop of the academic writing motivation questionnaire" to get the information from the sample group to write the report in the present time, and printed 33 set for year three students in the department of Foreign, Faculty of language, Souphanouvong University.

2.2 Data collection

First, the researcher got the suggestion letterform the dean of the Faculty of Languages. Second, the researcher brought the questionnaire to the head of school allow us to get information. Third, the researcher types the questionnaire into Lao and English to make students understand clearly. Forth, the researcher bought to the supervisor to check it. Fifth, the researcher gives for the participants in year three students in the Department of Foreign, faculty of

languages, Souphanouvong University, and tells them how to tick the respond of their opinion and gives the time unlimited for them. Sixth, the researcher took the responded come and analysis its. Seventh, the researcher collected the answer carefully to make sure, that the information was the true or not.

2.3 Data analysis

After the researcher collected the data form the participants (answering the questionnaire by year three students) the researcher was analyzed the questionnaire by using the data analyses were

Percentage and Mean. The Percentage use analyzes questionnaires, the score students are individually by used the formula and also used program SPSS to count.

The data was calculated in five scales of liker (1982) as following:

Average's Score

Meaning

4.21-5.00	Strongly agree
3.41-4.20	Agree
2.61-3.40	Not sure
1.81-2.60	Disagree
1.00-1.80	Strongly disagree

3. Result

3.1 The result of students' motivation in English writing skills.

Table 1: The result of students' intrinsic motivation

No	Items	Mean	Standard Deviation
1	I like to learn English writing to be very well.	4.64	0.096
2	I interest and happy to learn English writing.	4.06	0.097
3	I am impressing to learn English writing	4.09	0.133
4	I think that English writing is important to me in the future	4.52	0.116
5	I like to compete with friends on English writing	3.79	0.129
6	Learning English writing make me good at learning others skills.	4.03	0.111
7	I think that English writing is very difficult	4.09	0.165
8	I think that learning English writing will able to communicate with foreigner people by letter or Email to be good	4.42	0.107
9	English writing is important for learning by self	4.24	0.123
10	I think that English writing is the basic for learning English	4.18	0.102
Overall mean		4.21	0.068

As shown on table 3 has seen that the result of analysis of students' intrinsic motivation on English writing ; researcher found that finding is shown overall mean equal 4.21 and standard deviation equal 0.068.

Table 2: the result of students' extrinsic motivation

No	Items	Mean	Standard Deviation
11	I pay attention to learn English writing to get good score.	3.97	0.102
12	I pay attention to learn English writing to get award from teacher, friends and family.	3.39	0.162
13	I pay attention to learn English writing to not be shy with friends.	3.58	0.222
14	I pay attention to learn English writing to be outstanding person in classroom.	3.27	0.210
15	English writing is important to do homework and activity in classroom	4.09	0.140
16	I think that good at writing English will get good score on examination.	4.09	0.133
17	English writing is very important in searching information.	4.48	0.108
18	I think that good at writing English will find good job easily.	4.15	0.116
19	English writing is important for you to get aboard scholarship.	4.27	0.146
20	I pay attention to learn English writing to be accepted from other people.	3.91	0.186
Overall mean		3.92	0.093

As shown on table 4, it showed the overall means value of students' extrinsic motivation on English writing. So in the table was shown overall means of them means equal 3.92 and standard equal 0.093.

4. Discussion

The discussion focuses on the types of study of students' motivation in English writing skills of years three at Department of Foreign, Faculty of Languages, Souphanouvong University.

The research question was what are the types of study students' motivation in English writing of year three at Department of foreign languages, Faculty of languages, Souphanouvong University?

4.1 The students' intrinsic motivation in English writing

Regarding to this study presented that students' intrinsic motivation in English writing of year three students at Department of foreign languages, Faculty of languages, Souphanouvong University. The students had intrinsic motivation in English writing because, to learn English writing to be very well was means 4.64, English writing is important to me in the future was means 4.52, learning English writing will able to communicate with foreigner people by letter or Email to be good was means 4.42, English writing is important for learning by self was means 4.24.

The present study support to theory of Skinner, (1953) maintained that all behaviors are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivate activities were said to be ones for which the reward was in the activity itself. Thus, researcher

investigates what task characteristics and makes an activity interesting.

4.2 The students' extrinsic motivation in English writing

After the researcher analyzed the data, researcher found that the students' extrinsic motivation of students' year three because students wanted to English writing is very important in searching information, it shown at means was 4.48, English writing is important for you to get aboard scholarship, it shown at means was 4.27, good at writing English will find good job easily, it shown at 4.15.

The present study support to theory of Walqui, (2000) said that learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards.

5. Conclusion

According to the result of the research, the main finding shown that the types students' motivation in English writing at Department of Foreign Language, Faculty of Language ,Soupha nouvong University the students has motivate in English writing from both types of motivate as intrinsic motivation and extrinsic motivation showed that students have intrinsically motivate more than extrinsically motivated, it shown we seen in overall mean intrinsic motivation is 4.21 and extrinsic motivation 3.92. So that,

researcher summarized intrinsic motivation was the dominant types of students' motivation in English writing skills in Department of Foreign Language, Faculty of Language, Souphanouvong University.

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