A Study of Satisfaction and Motivation in English Language Learning Based on Communicative Approach for Higher Education Students

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Research Title: A Study of Satisfaction and Motivation in English Language Learning

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ABSTRACT

The purposes of this research were 1) to study satisfaction and motivation in English language learning based on communicative approach for higher education students 2) to compare students' satisfaction and motivation in English language learning according to students' gender, academic year and faculty, and 3) to gather supplemental suggestions.

Research samples were 368 higher education students in second semester of 2016 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

The research findings were as follows:

1. Satisfaction and motivation in English language learning based on communicative approach for higher education students as a whole were at high level. When considered in each aspect, it was found that their satisfaction and motivation in English language learning based on communicative approach was at high level.

2. The students with different genders, academic years, faculties showed that there were no significant differences in the total and each aspect.

3. TNI students had supplemental suggestions as following: teaching hours should be extended in English classes; instructors should focus more on speaking in classroom and the teacher should have various activities in class.

Keywords: *Satisfaction in English learning, Motivation in English Learning, Communicative Approach*

ผู้วิจัย   ชวลิต แทนศิริ และ ผศ.ดร บัณฑิต อนุญาหงษ์

หัวข้อวิจัย   การศึกษาความพึงพอใจ และแรงจูงใจในการเรียนการสอนภาษาอังกฤษตามแนวทฤษฎีการ

สอนเพื่อการสื่อสาร สำหรับนักศึกษาระดับอุดมศึกษา

สาขา   ภาษาอังกฤษ

มหาวิทยาลัย สำนักวิชาพื้นฐานและภาษา สถาบันเทคโนโลยีไทย-ญี่ปุ่น

บทคัดย่อ

        วัตถุประสงค์ของการวิจัย 1) เพื่อศึกษาความพึงพอใจ และแรงจูงใจในการเรียนการสอน
ภาษาอังกฤษตามแนวทฤษฎีการสอนเพื่อการสื่อสาร สำหรับนักศึกษาระดับอุดมศึกษา 2) เพื่อเปรียบเทียบ
ความพึงพอใจ และแรงจูงใจในการเรียนการสอนภาษาอังกฤษตามแนวทฤษฎีการสอนเพื่อการสื่อสาร จำแนก
ตามเพศ ชั้นปีที่ศึกษา และคณะที่ศึกษา 3) เพื่อศึกษาข้อเสนอแนะเพิ่มเติมของนักศึกษาเกี่ยวกับความพึงพอใจ
และแรงจูงใจในการเรียนการสอนภาษาอังกฤษตามแนวทฤษฎีการสอน เพื่อการสื่อสาร สำหรับนักศึกษา
ระดับอุดมศึกษา

กลุ่มตัวอย่างได้แก่ นักศึกษาชั้นปีที่1 จากคณะวิศวกรรมศาสตร์ คณะเทคโนโลยีสารสนเทศ และคณะ
บริหารธุรกิจ จำนวน 322 คน ได้มาจากการสุ่มอย่างง่าย (Simple Random Sampling Technique) และ
แบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิจัย ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน
ค่าคะแนนที (t-test) และการวิเคราะห์เนื้อหา

        ผลการวิจัยพบว่า 1) ความพึงพอใจและแรงจูงใจในการเรียนรู้ภาษาอังกฤษตามแนวคิดการสื่อสาร
สำหรับนักเรียนระดับอุดมศึกษาโดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าความพึงพอใจ
และแรงจูงใจในการเรียนรู้ภาษาอังกฤษตามแนวคิดการสื่อสารอยู่ในระดับสูง

2. นักศึกษาที่มีเพศแตกต่างกัน, ปีการศึกษา, คณะพบว่าไม่มีความแตกต่างอย่างมีนัยสำคัญในภาพรวมและ
รายด้าน

3. นักเรียน TNI มีข้อเสนอแนะเพิ่มเติมดังต่อไปนี้: ควรขยายเวลาสอนในชั้นเรียนภาษาอังกฤษ ผู้สอนควรเน้น
การพูดในห้องเรียนมากขึ้นและครูควรมีกิจกรรมต่าง ๆ ในชั้นเรียน

คำสำคัญ : ความพึงพอใจ ,แรงจูงใจ, ทฤษฎีการสอนเพื่อการสื่อสาร

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Chawalit Tansiri

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Chapter 1

Introduction

In order to satisfy the needs and expectations, human being tries to accomplish certain tasks and, in return, attain the satisfaction from succeeding, thus, there is certain internal motivation that derives from the action of achieving satisfaction (Mullinss, 1985:280)

Currently, teaching English in higher education focuses on communication approach or communicate capability. It uses teaching processes and communicational evaluation and learning objectives of the recent teaching focusing on communicative development including suitable language for those societies.

Satisfaction is an impression of each person on each aspect and is the internal factor which relates to the relation and emotion of learners and affects the learning process Brosh, H. (1996).

Moreover, motivation is the force that influences behaviors and controls the process and objective of any action.

Those with high motivation always tries unwaveringly while those with low motivation shows no endeavor or leave their tasks unfinished (Walters. 1978:218)

In addition, motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning.

The learners are enthusiastic, eager to work hard, concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and could even motivates others, facilitating collaborative learning (Dornyei, 2001).

The method of teaching for communicative approach is the technique that encourages learners to use the language that is similar to practical usage in daily life in the most realistic possible manner. The aim is to ensure that learners can use the language practically.

Consequently, the researcher focuses on learners' satisfaction and motivation in English learning based on communicative approach.

The result of the research will be guideline for developing and improving English instruction in further occasion.

Research Purposes:

1) To study satisfaction and motivation in English language learning based on communicative approach for higher education students

2) To compare students' satisfaction and motivation in English language learning according to students' gender, academic year and faculty, and

3) To gather supplemental suggestions.

SCOPE OF RESEARCH

1. Population and Samples

1.1 The population of this research was 1,200 of the TNI students in the second semester of 2016 academic year.

1.2 The samples of this research were 368 TNI students in the second semester of 2016 academic year derived through simple random sampling technique.

2. Variables in study

Variables in this study as follows:

2.1 The satisfaction of the student who enrolled in the second semester of 2016 academic year

2.2 The motivation of the student who enrolled in the second semester of 2016 academic year

3. Research Instrument

3.1 Demographic Data Checklist

3.2 Questionnaire of Satisfaction and Motivation in English base on communicative approach in higher Education

3.3 Additional opinions and suggestions (Open-Ended Question)

Conceptual Framework

Independent Variables	Dependent Variables
Genders	
- Male - Female	1. Satisfaction of the student
○ **Faculties**	
- Engineering	
- Information Technology	
- Business Administration	
○ **Levels of Academic Year**	2. Motivation of the student
-1st year -2nd year	
-3rd year -4th year	
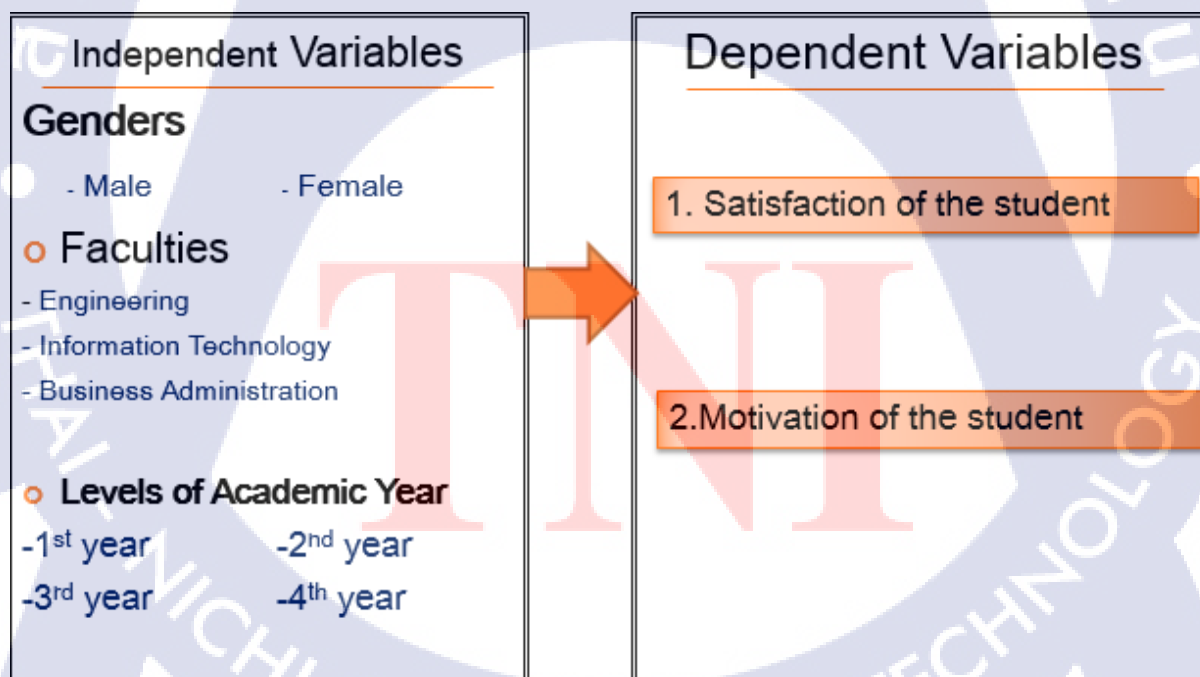
Definition

For this study the following term were defined:

1. **Satisfaction-** Satisfaction is an impression of each person on each aspect and is the internal factor which relates to the relation and emotion of learners and affects the learning process Student's satisfaction which consisted of 4 component: contents, Teaching material, instructors and teaching learning activity

2. **Motivation** – motivation is the force that influences behaviors and controls the process and objective of any action. Those with high motivation always tries unwaveringly while those with low motivation shows no endeavor or leave their tasks unfinished and can be consisted of any environmental based learning in regular class that assist the greater achievement of student.

3. **Communicative approach**- Communicative approach is the technique that encourages learners to use the language that is similar to practical usage in daily life in the most realistic possible manner. The aim is to ensure that learners can use the language practically

4. **Student**- Thai-Nichi Student Institute of Technology student who enrolled in 2016

CHAPTER 2

Review of the Literature

Introduction

In this research, the researcher studied documents related to educational theory, satisfaction and motivation in teaching English according to the teaching theory for communication as following

1. Concepts and theories about satisfaction

2. Concepts and theories about motivation

3. Concepts and theories about learning English

4. Related research

1. Concepts and theories about satisfaction

The word "satisfaction" corresponds to the English language that "satisfying" means anything in general that perceive to level of positive feelings of a person towards something" and has scholars and psychologists

The Royal Institute's dictionary gives the meaning of satisfaction, satisfaction, and satisfaction. Human satisfaction is the attempt to destroy feelings or

Jitters or emergencies are not compensated in the body. As such, human beings have been satisfied with what they want. 1 Somsak Kongthiang and Anchalee Phothong said that . 2 Satisfaction is the sum of the feelings of the person about the level of discomfort or not the same attitudes related to various matters 3) Work satisfaction is the result of good performance and successful work until being proud and receiving returns in various forms as expected Siriwan Serirat said

that feeling satisfied (satisfied) means a good feeling of the person who receives a response when achieving the desired objectives and expects satisfaction

Is the preference of each person, the level of satisfaction of each person is different May have basic knowledge of economic and environmental education

The feeling of someone trying to relax (tense) or feeling nervous (unwell)

Or equilibrium, unbalanced equilibrium (unequilibrium) in the body when humans can store these things and the human accumulation will be satisfied with what they want. 3 Wattana Petchawong gave meaning that satisfaction, satisfaction is a feeling or attitude.

The positive side of people towards one thing will happen only when things can meet the needs.

But the satisfaction of many people is very different depending on the values

And experience gained. 4 Elias; & Partrick received the meaning of satisfying satisfaction as a person's feelings in the satisfaction or mental state of the person

Wolman gives meaning to satisfaction. Happiness when the results are received as expected Vroom said that attitude and satisfaction in one thing can be used interchangeably because both two words will refer to the results from which people visit to participate in what a positive attitude feelings of discontent

Shally studied the concept of satisfaction are two types of human beings are positive feelings and negative feelings. Positive feelings are feelings whiich has already happened to make you happy, this feeling is a feeling that is different from other positive feelings.

According to Shally, Positive feelings, positive feelings, positive feelings. These satisfaction of these three systems of satisfaction by satisfaction will occur when

the satisfaction system. Satisfied with positive feelings rather than negative Mullinonymousnz Satisfied is the attitude of the person who has a lot of things.

The internal condition that is related to the feelings of the person who is successful in both quantity and work. In conclusion, what is satisfied with the teaching and learning of the faculty is a matter of feeling. The feelings of students towards teaching and satisfaction can change with time and environment, so people have the opportunity to be unhappy with what they used to be

Satisfied.

2. Concepts and theories about motivation

Motivation is the dominant key of second/foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. Much of this research has been initiated and inspired by two Canadian psychologists, Robert Gardner and Wallace Lambert (see 34), who, together with their colleagues and students, grounded motivation research in a social psychological framework (for recent summaries, see 33; 35). Gardner and his associates also established scientific research procedures and introduced standardized assessment techniques and instruments, thus setting high research standards and bringing L2 motivation research to maturity. Although Gardner's motivation construct did not go unchallenged over the years (see 2; 44), it was not until the early 1990s that a marked shift in thought appeared in papers on L2 motivation as researchers tried to reopen the research agenda in order to shed new light on the subject (e.g., 10; 19; 51; 52). The main problem with Gardner's social psychological approach appeared to be, ironically, that it was too influential. In Crookes and Schmidt's words, it was "so dominant that alternative

concepts have not been seriously considered" (p. 501). This resulted in an unbalanced picture, involving a conception that was, as Skehan put it, "limited compared to the range of possible influences that exist" (52: p. 280). While acknowledging unanimously the fundamental importance of the Gardnerian social psychological model, researchers were also calling for a more pragmatic, education-centred approach to motivation research, which would be consistent with the perceptions of practising teachers and which would also be in line with the current results of mainstream educational psychological research.

3. Concepts and theories about learning English

The language teacher, not being a theoretician, usually depends on the research done by linguists, psycho-linguists and socio-linguists. The teacher practices the theories put forward by the theoreticians, including linguists and educationalists, in the class. These theories which eventually lead to methods help the teacher to create techniques to teach a foreign language in the classroom effectively. Thus language theories guide a teacher to select and follow an approach to the teaching of any new language. A modern psychological approach to language is based on moves around two basic theories: behaviourist and cognitive theories of language. Both the theories try to provide an explanation to language learning and present different answers. Behaviourists consider language learning as a process of conditioning and the expected goal in learning is achieved by a series of stimulus and responses. According to behaviourists, learning takes place due to the relationship between stimulus and learners' responses to it. Learner, as a result of this conditioning, will be able to give the expected response and then it can be said that he has learned. Thus practicing the lesson should be important activity of the language learner. Behaviourists believe that these responses of the learners to the stimulus are automatic and not a result of any deliberate thought. During

1930s and 40s, linguists were influenced by Behaviorism and which resulted in the publication of teaching materials based on behaviorist theory. Cognitive theorists say that each learner has a cognitive structure into which any new learning is absorbed. Cognitive theory is also called 'mentalistic' 30 because all cognitive interpretation of language learning rests upon the neuropsychological base of thought. Cognitive theoreticians consider language learning as a 'meaningful process'. Cognitive theory validates Experiential Language Learning because there the learner will understand the new input and connect it with previous inputs or experiences.

4. Related Research

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The method of teaching for communicative approach is the technique that encourages learners to use the language that is similar to practical usage in daily life in the most realistic possible manner. The aim is to ensure that learners can use the language practically. With the omission of finding information, the learners have no information of the opposition and, thus, needs to communicate with each other to find out the appropriate way and pattern in each situation. The class activity is organized in order to let the learners use their knowledge and the experience they acquired

Chapter 3

Methodology

Chapter three begins with a description of research design, and the justification for the design. The research outlines the participants, setting research instrument, data collection, data analysis, and static used in data analysis as follows:

1. Population and Samples group

2. Instrument

3. Data collection

4. Data analysis

Population and Samples

This research was to study satisfaction and motivation in English language learning based on communicative approach in two aspects: satisfaction and motivation which consisted of population and samples as follows:

1. Population

Population is Thai-Nichi institute of Technology students in second semester, academic year 2016, First to Forth year. As 2,000 students from 3 differences faculty as follows Faculty of Business Administration Faculty of Engineering and the Faculty of Information Technology.

2. Sample group

Research samples were 368 TNI students in second semester of 2016 academic year, derived through simple random sampling technique.

2. Instrument

The instrument used in this study is a questionnaire. The questionnaire was conducted by the researcher, based on the satisfaction and motivation in English language learning based on communicative approach. This research questionnaire was used to identify satisfaction and motivation in English language learning based on communicative approach of TNI students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders, academic years and faculties. Part 2 deals with satisfaction and motivation in English language learning based on communicative approach of TNI students.

The five levels of satisfaction and motivation in English language learning based on communicative approach used in the questionnaire are "The highest level", "High level", "Moderate level", "Low level", and "the lowest level". Responses from the student questionnaires were subsequently coded. The data of the students' coded responses were statistically calculated and analyzed. The computation of Cronbach's Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 40 items in the questionnaire.

The third part (Part 3) asks for more additional suggestions of higher education students about the satisfaction and motivation in English language

learning based on communicative approach which based on open-ended questions.

3. Data Collection

The satisfaction and motivation in English language learning based on communicative approach perceived by Thai-Nichi Institute of Technology students were accessed through the questionnaire in second semester of 2016 academic year. The administration of the research questionnaire was conducted at TNI.

Part 1 concerns the demographic variables about their genders, academic years, and faculties. The 40 items of Part 2 cover satisfaction and motivation in English language learning based on communicative approach. Therefore, the participants were asked to consider each item carefully and indicate how important each item was for their study. The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students' responses were employed to report their demographic variables and to indicate the rank order of the items in each area of satisfaction and motivation in English language learning based on communicative approach listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students' responses to the five levels of importance on the 40 items in 2 majors area: 20 items of satisfaction in English learning, 20 items of motivation in English.

4. Data analysis

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

1.00 **<=** $\bar{x} < 1.50$ refers to students' satisfaction and motivation in English language learning based on communicative approach at the lowest level

1.51 **<=** $\bar{x} < 2.50$ refers to students' satisfaction and motivation in English language learning based on communicative approach at low level

2.51 **<=** $\bar{x} < 3.50$ refers to students' satisfaction and motivation in English language learning based on communicative approach at moderate level

3.51 **<=** $\bar{x} < 4.50$ refers to students' satisfaction and motivation in English language learning based on communicative approach at high level

4.51 **<=** $\bar{x} < 5.00$ refers to students' satisfaction and motivation in English language learning based on communicative approach at the highest level

The statistics used for analyzing the data

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Chapter 4

Results

The purpose of this study is to study satisfaction and motivation in English language learning based on communicative approach for higher education students and to compare students' satisfaction and motivation in English language learning according to students' gender, academic year and faculty, and gather supplemental suggestions.

Results of Data Analysis

Phase 1: The results of demographic variable of higher education students

The analysis of the data from the students' questionnaire reported by higher education students in the 2016 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders, academic years and faculties as following table.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	n = 368	Percentage
Gender		
Male	181	49.02%
Female	187	50.20%
Academic Year		
First Year	137	37.20%
Second Year	108	29.30%

Third Year	89	24.20%
Forth Year	34	9.20%
Faculty		
Business Administration	215	58.40%
Engineering	75	20.40%
Information Technology	78	21.20%
Total	**368**	**100.00%**

Table showed that percentages of higher education students in genders ranged from 49.20% for male and 50.80% for female; in academic years ranged from 37.20% for 1st year, 29.30%for 2nd year, 24.20%for 3rd year and 9.20% for 4th year; in faculties ranged from 58.40%for Business Administration, 20.40% for Engineering, 21.20% for Information Technology.

Phase 2: Satisfaction and motivation in English language learning based on communicative approach of higher education students

Table 2: Table of mean and standard deviation of satisfaction and motivation in English language learning based on communicative approach of higher education students in total

Components	$\bar{x}$	S.D.	Level
Satisfaction	3.62	0.90	high
Motivation	3.85	0.96	high
Total	**3.73**	**0.93**	**high**

The table above indicated that higher education students had a high level of satisfaction and motivation in English language learning based on communicative approach in overall ($\bar{x}$=3.73). When considered in each aspect, it was found that both satisfaction and motivation of the student were at high levels.

Table 3: Table of mean and standard deviation of satisfaction in English language learning based on communicative approach of higher education students.

Components	N	$\bar{x}$	S.D.	Level
1. English Material such as Textbooks are appropriate to student	368	3.92**	0.90	high
2. English Material such as Textbooks are appropriate to subject	368	3.63	0.77	high
3. Student centered technique is used in the class	368	3.43**	0.84	moderate
4 Instructor uses newly teaching technique and up-to-date information or material in the class	368	3.48	0.87	moderate
5. Theoretical and Practical are well organized in the class	368	3.54	0.85	high
6. The content in each lesson are satisfactorily.	368	3.60	0.83	high
7. The time spent on English classes are suitable as it is assigned 3 hours per week	368	3.70	0.90	high

8. The content have helped to learn English.	368	3.56	0.91	high
9. Instructor helps the students to have a greater understanding of learning English	368	3.59	0.95	high
10. The use of English songs and other activities such as singing, dancing and role-playing helps the student to develop their listening and speaking properly.	368	3.58	0.98	high
11. Instructor is friendly to students.	368	4.01*	1.00	high
12. Instructor is knowledgeable and skillful in teaching.	368	3.71	0.88	high
13. Instructor is focused on all practical skills.	368	3.49	0.90	moderate
14. Instructor uses great techniques for motivating the student's interest.	368	3.37*	0.95	moderate
15. Instructor fully shows the efforts and dedication them to all the students	368	3.57	0.93	high
16. Instructor seeks to demonstrate the importance of learning English throughout every single class	368	3.60	0.88	high
17. Instructor are enthusiastic and active in teaching.	368	3.62	0.92	high
18. Instructor uses recent content in every single class	368	3.57	0.94	high

	N			
19 Instructor shows their generosity in providing knowledge to students both in class and outside of class.	368	3.65	0.89	high
20. Instructor is a good role model.	368	3.77	0.94	high
Total	**368**	**3.62**	**0.90**	**high**

The table demonstrated that satisfaction in English language learning based on communicative approach of higher education students in overall was at high level ($\bar{x}$=3.62). The item which ranked the highest mean scores at high level was item *11. The instructor is friendly to students* ($\bar{x}$=4.01), followed by item *1. English Material such as Textbooks are appropriate to student* ($\bar{x}$=3.92). However, the lowest mean score at high level was item *14 Instructor uses great techniques for motivating the student's interest* ($\bar{x}$=3.37), followed by item *3 student centered technique is used in the class* ($\bar{x}$=3.43)

Table 4: Table of mean and standard deviation of motivation in English language learning based on communicative approach of higher education students.

Components	N	$\bar{x}$	S.D.	Level
1. Students believe that good knowledge of English will lead to a better future.	368	4.14**	0.95	high
2. English enhances diverse knowledge to query different source of information	368	3.91	0.84	high
3. Students would like to have knowledge of English language over others.	368	3.69*	0.93	high

4. Students want to work oversea where English is required	368	3.65**	1.06	high
5. Students like to talk or chat with foreign friends.	368	3.76	0.96	high
6. Students realize that this is an Era of English	368	3.79	0.98	high
7. Students want to work in an international company or organization.	368	3.79	1.07	high
8. Students want to improve English knowledge by playing games, reading comics and watching movies in English has improved.	368	3.81	1.06	high
9. Students need English language skills to use in the higher levels of study	368	3.82	1.00	high
10. Students want to have more options of working.	368	3.81	1.00	high
11. Students need to use English to communicate in foreign countries.	368	3.86	1.04	high
12. Students believe that knowing English gives a wider perspective.	368	3.87	1.01	high
13. English is an international language that required for many jobs.	368	3.93	0.97	high
14. English is essential for traveling abroad.	368	3.94	0.94	high
15. English is important for self-study through various media such as YouTube.	368	3.80	1.00	high

16. To take advantage of education and business, students want to put himself in an environment that required.	368	4.21*	0.90	high
17. English helps to understand the culture of other nations.	368	3.84	0.80	high
18. Students need to improve their reading skills	368	3.74	0.88	high
19. Students want to organize projects, write the data in English and present at international level	368	3.71	0.96	high
20. Students need to present the project as it is recognized internationally.	368	3.81	0.96	high
Total	**368**	**3.85**	**0.96**	**high**

The table showed that motivation in English language learning based on communicative approach in overall was at high level ($\overline{X}$=3.85). The item which ranked the highest mean score at the highest level was item 16 To take advantage of education and business, students want to put himself in an environment that required. ($\overline{X}$=4.21), followed by item 1 Students believe that good knowledge of English will lead to a better future ($\overline{X}$=4.14). However, the lowest mean score at high level was item 3 Students would like to have knowledge of English language over others. ($\overline{X}$=3.69), followed by item 4 Students want to work oversea where English is required ($\overline{X}$=3.65).

Phase 3: The results of the comparison of satisfaction and motivation in English language learning based on communicative approach of higher education student.

Table 8: Table of mean and standard deviation of satisfaction and motivation in English language learning based on communicative approach of higher education student.

Components	Male		Female		t	p
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
Satisfaction	3.38	0.48	3.36	0.43	0.21	0.83
Motivation	3.83	0.65	3.85	0.54	0.28	0.77
Total	**4.30**	**0.50**	**4.40**	**0.46**	**1.84**	**0.07**

Statistical significance at 0.05 level

The table showed that students with different genders had no differences in satisfaction and motivation in English language learning based on communicative approach in total at 0.05 level when considered in each aspect, it was found that there were no differences.

Table 9: Table of comparison of satisfaction and motivation in English language learning based on communicative approach according to academic years of Thai-Nichi Institute of Technology students

Components		DF	F	P
Satisfaction	Between Groups	3	.768	.512
	Within Groups	364		
	Total	367		
Motivation	Between Groups	3	.680	.565
	Within Groups	364		
	Total	367		
Total	Between Groups	3	.167	.919
	Within Groups	364		
	Total	367		

Statistical significance at 0.05 level

The table showed that students with different academic years had no differences in total and each aspect.

Table 10: Table of comparison of satisfaction and motivation in English language learning based on communicative approach according to faculty of Thai-Nichi Institute of Technology students

Components		SS	DF	MS	F	P
Satisfaction	Between groups	.573	2	.286	1.360	.258
	Within groups	76.879	365	.211		
	Total	77.452	367			
Motivation	Between groups	.830	2	.415	1.153	.317
	Within groups	131.487	365	.360		
	Total	132.318	367			
Total	Between groups	.437	2	.218	.995	.371
	Within groups	80.123	365	.220		
	Total	80.560	367			

Statistical significance at 0.05 level

The table showed that students with different faculty had no differences in total and each aspect.

Phase 4: The results of supplemental suggestions about satisfaction and motivation of TNI students.

Suggestions	N	Fre	%
	120		100
1. Teaching hours should be extended in English classes.		38	31.66
2. Instructors should focus more on speaking in classroom.		24	20.00
3. The teacher should have various activities in class.		19	15.83
4. The foreign instructors should have more diversity of gender		14	11.66
5. Instructors should analyze the different background knowledge of students before teaching and learning.		9	7.50
6. Instructors should focus on content about everyday English.		5	5.20
7. The teacher should have various activities in the classroom.		4	4.16
8. Teaching hours with native speaker should be extended longer.		3	2.50
9. More English course should be provided in every major, not only in International Business major.		2	1.66
10. Instructors should have a variety of teaching materials and media.		2	1.66

The table showed that TNI students had suggestions about satisfaction and motivation in English language learning based on communicative approach as following:

Suggestions from 120 students were: Teaching hours should be extended in English classes (31.66%); Instructors should focus more on speaking in classroom (20%); The teacher should have various activities in class (15.83%); The foreign instructors should have more diversity of gender (11.66%); Instructors should analyze the different background knowledge of students before teaching and learning(7.50%); Instructors should focus on content about everyday English (5.20%); The teacher should have various activities in the classroom (4.16%); Teaching hours with native speaker should be extended longer (2.50%); More English course should be provided in every major, not only in International Business major (1.66%) and Instructors should have a variety of teaching materials and media (1.66%).

Chapter 5

Conclusion

This part of the research is to summarize the research question. According to the study and data analysis, the results of this study were concluded as follows:

1. The percentage of students in genders ranged from 49.20% for male and 50.80% for female; in academic years ranged from 37.20% for 1st year, 29.30% for 2nd year, 24.20% for 3rd year and 9.20% for 4th year; in faculties ranged from 58.40% for Business Administration, 20.40% for Engineering, 21.20% for Information Technology.

2. The students had a high level of Satisfaction and motivation in English language learning based on communicative approach in overall ($\bar{X}$=3.73). When considered in each aspect, it was found that both satisfaction and motivation of the student were at high levels.

3. There were no differences in gender, academic year and faculty.

4. Suggestions from 120 students were: Teaching hours should be extended in English classes (31.66%); Instructors should focus more on speaking in classroom (20%); and instructors should have various activities in class (15.83%).

Discussion

According to the study and data analysis, the results of this study can be discussed as follows:

1. Satisfaction in English language learning based on communicative approach of higher education students were at high level. This might be because the students in higher education used communicative approach in real life and they had a pleasure time in their English class which related to Apple White (1956) who English is the subject used for communicating in globalization age, the satisfaction in doing English activities is a pleasure derived from physical environment, a pleasure from participation and a pleasure from absorbing the activities.

2. Motivation in English language learning based on communicative approach of higher education students were at high level. This might be because the students considered the importance of language learning success which related to the idea of Gardner (1985) who identified that motivation is advocated as it is a fundamental to acquire the language because of the desire to do so and motivation is considered significant in its role in language learning success. According to this concept, learners' motivation toward English language learning can influence the learners' learning results.

Recommendation

According to the study, the useful suggestions for further development and improvement were demonstrate as follows.\

1. Recommendation for this study

Teaching hours should be extended longer in English classes for better result and Instructors should focus more on speaking task or activity in classroom in order to increase student speaking performance and instructors should have various activities in class to encourage and engage every student.

2. Recommendation for future study

2.1 A survey of Listening Motivation in undergraduate student should be study in the next study

2.2 A survey of classroom environment affecting undergraduate student for English language achievement should be study in the next study

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APPENDIX A

Questionnaire (English Version)

Instruction

> ✪ Please provide honest and correct answers to all the following questions, as these are meant purely for research purposes.
>
> ✪ Please do not leave any items blank as all information will be incomplete

The purpose of this questionnaire is to survey of Satisfaction and Motivation in English Language Learning Based on Communicative Approach for Higher Education Students

Part 1 Personal data

Instruction: Please tick ✓ in the box ☐ that represent the fact

1. Sex   ☐ Male

                   ☐ Female

2. Education Level ☐ First year

                   ☐ Second Year

                   ☐ Third Year

                   ☐ Fourth year

3. Faculty   ☐ Business

☐ Engineering

☐ Information Technology

Part 2: **This is to survey the Satisfaction and Motivation in English Language Learning Based on Communicative Approach for Higher Education Students**

Instruction Please read carefully in following question and tick ✓ into the column ☐ that represent the fact

5	identified	Strongly agree
4	identified	Agree
3	identified	fair
2	identified	Disagree
1	identified	Strongly Disagrees

Statement	Lever of agreement				
	5	4	3	2	1
Satisfactory					
1. English Material such as Textbooks are appropriate to student					
2. English Material such as Textbooks are appropriate to subject					
3. Use student centered technique in the class					

Statement	Lever of agreement				
	5	4	3	2	1
4 Using newly teaching technique and up-to-date information or material in the class					
5. Theoretical and Practical are well organized in the class					
6. The content in each lesson are satisfactorily.					
7. The time spent on English classes are suitable as it is assigned 3 hours per week					
8. The content have helped to learn English.					
9.The instructor helps the students to have a greater understanding of learning English					
10. The use of English songs and other activities such as singing, dancing and role-playing helps the student to develop their listening and speaking properly.					
11. The instructor is friendly to students.					
12. The instructor is knowledgeable and skillful in teaching.					

Statement	Lever of agreement				
	5	4	3	2	1

Satisfactory

Statement	5	4	3	2	1
13. Instructor is focused on all practical skills.					
14. Instructor uses great techniques for motivating the student's interest.					
15. Instructor fully shows the efforts and dedication them to all the students					
16. Instructor seeks to demonstrate the importance of learning English throughout every single class					

Statement	Level of agreement				
	5	4	3	2	1
17. Instructor are enthusiastic and active in teaching.					
18. Instructor uses recent content in every single class					
19 Instructor shows their generosity in providing knowledge to students both in class and outside of class.					
20. Instructor being a good role model.					
Motivation					
1. Students believe that good knowledge of English will lead to a better future.					
2. English enhances diverse knowledge to query different source of information					
3. Students would like to have knowledge of English language over others.					
4. Students want to work oversea where English is required					
5. Students like to talk or chat with foreign friends.					
6. Students is realize that this is an Era of English					
7. Students want to work in an international company or organization.					
8. Students want to improve English knowledge by playing games, reading comics and watching movies in English has improved.					
Statement	Level of agreement				

	5	4	3	2	1
9. Students need English language skills to use in the higher levels of study					
10. Students want to have more options of working.					
11. Students need to use English to communicate in foreign countries.					
12. Students believe that knowing English gives a wider perspective.					
13. English is an international language that required for many jobs.					
14. English is essential for traveling abroad.					
15. English is important for self-study through various media such as YouTube.					
16. To take advantage of education and business, students want to put himself in an environment that required.					
17. English helps to understand the culture of other nations.					
18. Students need to improve their reading skills					
19. Students want to organize projects, write the data in English and present at international level					
20. Students need to present the project as it is recognized internationally.					

PART 3

The comments and suggestions.

1. Comments and suggestions about satisfaction in learning English.

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2. Comments and suggestions about the motivation to learn English.

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Please accept our sincere thanks for taking the time to provide us with such valued

information

Chawalit Tansiri

Researcher

APPENDIX B

Questionnaire (Thai Version)

<u>คำชี้แจง</u>

⭐ โปรดตอบคำถามต่อไปนี้ อย่างครบถ้วนทุกข้อ และตอบตามความเป็นจริงให้มาก
ที่สุดคำตอบของท่านไม่มีผลกระทบต่อตัวท่านแต่อย่างใดทั้งสิ้น

⭐ โปรดตอบคำถามทุกข้ออย่างสมบูรณ์ อย่าเว้นข้อหนึ่งข้อใดไว้ มิฉะนั้น ข้อมูลที่ได้รับ

**แบบสอบถามความคิดเห็นเกี่ยวกับความพึงพอใจ และแรงจูงใจในการเรียนการสอน
ภาษาอังกฤษตามแนวทฤษฎีการสอนเพื่อการสื่อสาร สำหรับนักศึกษาระดับอุดมศึกษา**

ตอนที่ 1 ด้านข้อมูลส่วนตัว

คำชี้แจง โปรดเติมใส่เครื่องหมาย ✓ ลงในช่องว่าง ☐ ที่กำหนดให้

    1. เพศ   ☐ ชาย

                            ☐ หญิง

    2. ชั้นปีที่ศึกษา   ☐ ปีที่ 1

                            ☐ ปีที่ 2

                            ☐ ปีที่ 3

                            ☐ ปีที่ 4

    3. คณะที่ศึกษา   ☐ บริหารธุรกิจ

                            ☐ วิศวกรรมศาสตร์

                            ☐ เทคโนโลยีสารสนเทศ

ตอนที่ 2 ด้านความคิดเห็นเกี่ยวกับความพึงพอใจ และแรงจูงใจในการเรียนการสอนภาษาอังกฤษตามแนว
ทฤษฎีการสอนเพื่อการสื่อสาร สำหรับนักศึกษาระดับอุดมศึกษา

คำชี้แจง โปรดอ่านข้อความต่อไปนี้แต่ละข้อแล้วใส่เครื่องหมาย ✔ ลงในช่องว่าง ☐ ตรงกับ
ระดับความคิดเห็นของท่านมากที่สุด

5	หมายถึง	เห็นด้วยมากที่สุด
4	หมายถึง	เห็นด้วยมาก
3	หมายถึง	เห็นด้วยปานกลาง
2	หมายถึง	เห็นด้วยน้อย
1	หมายถึง	เห็นด้วยน้อยที่สุด

รายการประเมิน	ระดับการประเมิน				
	5	4	3	2	1
ด้านความพึงพอใจในการเรียน					
1. สื่อการสอนได้แก่ ตำราภาษาอังกฤษ ที่ใช้มีความเหมาะสมกับผู้เรียน					
2. สื่อการสอนภาษาอังกฤษที่ใช้ตรงและมีความเหมาะสมกับวิชาที่สอน					
3. มีการสอนโดยเน้นผู้เรียนเป็นศูนย์กลาง					
4. มีการนำเทคนิคการเรียนการสอนที่ทันสมัย มาใช้ในการสอนอยู่เสมอ					
5. มีการจัดกิจกรรมการเรียนการสอนให้มีความเหมาะสมทั้งภาคทฤษฎีและ ภาคปฏิบัติ					
6. เนื้อหาที่สอนในแต่ละชั่วโมง มีความเหมาะสม					
7. เวลาที่ใช้ในการเรียนภาษาอังกฤษ สัปดาห์ละ 2 ครั้ง รวม 3ชั่วโมง มีความ เหมาะสมกับวิชา					
8. เนื้อหาของบทเรียนมีส่วนช่วยในการเรียนรู้ภาษาอังกฤษ					

9. ผู้สอนมีส่วนช่วยให้ผู้เรียนมีความเข้าใจมากขึ้นในการเรียนรู้ภาษาอังกฤษ					
10. มีการใช้เพลงภาษาอังกฤษ และให้ทำกิจกรรมอื่นๆ เช่น การร้องเพลง การเต้น และการแสดงบทบาทสมมุติ เพื่อเป็นสื่อการสอนเพื่อพัฒนาทักษะการฟังและพูดอย่างเหมาะสม					

	ระดับการประเมิน				
รายการประเมิน	5	4	3	2	1
ด้านความพึงพอใจในการเรียน					
11. ผู้สอนมีความเป็นกันเองกับนักศึกษา					
12. ผู้สอนมีความรู้และความชำนาญอย่างดีในวิชาที่สอน					
13. ผู้สอนมีการเน้นในการฝึกปฏิบัติทุกทักษะ					
14. ผู้สอนมีเทคนิคที่ดีในการจูงใจให้ผู้เรียนสนใจ					
15. ผู้สอนมีความพยายาม และทุ่มเทให้ผู้เรียนเป็นอย่างดี					
16. ผู้สอนพยายามชี้ให้เห็นถึงความสำคัญและเป้าหมายของการเรียนภาษาอังกฤษอยู่เสมอ					
17. ผู้สอนมีความกระตือรือร้นและตื่นตัวในการสอน					
18.ผู้สอนมีการสอดแทรกและนำเนื้อหาที่ทันสมัยอยู่เสมอ					
19.ผู้สอน มีการแสดงออกถึงความความเอื้ออาทรในการให้ความรู้ต่อนักศึกษาทั้งในชั้นเรียนและนอกชั้นเรียน					
20. ผู้สอนเป็นแบบอย่างที่ดีในการเรียนภาษาอังกฤษ					

	ระดับการประเมิน				
รายการประเมิน	5	4	3	2	1

ด้านแรงจูงใจในการเรียน					
1. ผู้เรียนเชื่อว่าถ้ามีความรู้ภาษาอังกฤษที่ดีจะนำไปสู่อนาคตที่ดีได้					
2. ภาษาอังกฤษช่วยให้มีความรู้ที่หลากหลาย ในการสืบค้นข้อมูลต่างๆได้					
3. ผู้เรียนอยากมีความรู้ความสามารถในภาษาอังกฤษ เหนือผู้อื่น					
4. ผู้เรียนต้องการไปทำงานที่ต่างประเทศ ที่ต้องใช้ภาษาอังกฤษ					
5. ผู้เรียนต้องการสนทนากับเพื่อนชาวต่างชาติ					
6. ผู้เรียนอยากเก่งภาษาอังกฤษเพื่อให้เข้ากับยุคสมัย					
7. ผู้เรียนอยากทำงานในบริษัทหรือองค์กรนานาชาติ					
8. ผู้เรียนต้องการเล่นเกม อ่านการ์ตูน และ ดูภาพยนตร์ภาษาอังกฤษได้ดีขึ้น					
9. ผู้เรียนต้องการทักษะทางด้านภาษาอังกฤษเพื่อใช้ในการศึกษาต่อ ในระดับที่สูงขึ้น					
10. ผู้เรียนต้องการมีตัวเลือกในการทำงานที่หลากหลายมากขึ้น					
11. ผู้เรียนต้องการใช้ภาษาอังกฤษเพื่อติดต่อสื่อสารกับต่างประเทศ					
12. ผู้เรียนเชื่อว่าการรู้ภาษาอังกฤษทำให้โลกทัศน์กว้างขึ้น					
13. ภาษาอังกฤษเป็นภาษาสากลที่จำเป็นต้องศึกษา เพื่อใช้ในการสมัครงาน					
14. ภาษาอังกฤษมีความจำเป็นต่อการเดินทางในต่างประเทศ					
15. ภาษาอังกฤษจำเป็นในการเรียนรู้ด้วยตัวเองผ่านสื่อต่างๆ เช่น YouTube					

รายการประเมิน	ระดับการประเมิน				
	5	4	3	2	1
ด้านแรงจูงใจในการเรียน					
16. ผู้เรียนต้องการพัฒนาตัวเองในภาษาที่สอง เพื่อใช้เป็นข้อได้เปรียบในด้านการศึกษาและธุรกิจ					
17. ภาษาอังกฤษช่วยทำให้เข้าใจ วัฒนธรรม ประเพณี ของชาติอื่นๆ					
18. ผู้เรียนต้องการอ่านหนังสือหรือนิตยสารภาษาอังกฤษให้เข้าใจได้ดียิ่งขึ้น					
19. ผู้เรียนต้องการทำโครงงานและเขียนบทงานเป็นภาษาอังกฤษ เพื่อนำเสนอในระดับนานาชาติ					
20. ผู้เรียนต้องการนำเสนอโครงงานเป็นภาษาอังกฤษได้อย่างคล่องแคล่ว และเป็นที่ยอมรับในระดับนานาชาติ					

ตอนที่ 3

ด้านความคิดเห็นและข้อเสนอแนะ

1. ความคิดเห็นและข้อเสนอแนะเกี่ยวกับความพึงพอใจในการเรียนภาษาอังกฤษ

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2. ความคิดเห็นและข้อเสนอแนะเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษ

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ขอขอบคุณในความร่วมมือ

อาจารย์ ชวลิต แทนศิริ

ผู้วิจัย

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BIO DATA

Bio data

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