

## **THE RELATIONSHIP BETWEEN STUDENTS' INTRINSIC MOTIVATION AND THE FINAL EXAM RESULTS OF A STUDENT ON ENGLISH SUBJECT**

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### **Abstract**

This study investigated the relationship between intrinsic motivation and the final exam results of students of English subject at Industrial University of Ho Chi Minh City (IUH). Respondents in the study were 200 students (N= 200) who study at the Faculty of Technology, and Economics. They were selected through random sampling from a total population of 1500 students at IUH. A survey questionnaire composed of 11 questions were used to gather data. The questionnaires were sent to 200 respondents who in turn answered and returned, yielding at 100 % response rate. The collected data were analyzed by using the following statistical tests on (SPSS: Statistical Product and Services Solutions): The one-way analysis of variance (ANOVA), and T- test for paired samples [1], [2]. The results showed that there were no significant differences between intrinsic motivation and demographic variables, and no significant differences were found on students' intrinsic motivation and overall motivation. At the end of this study, some recommendations and suggestions for further studies were stated.

**Keywords:** Intrinsic motivation, final exam result, student of English subject, Industry University of Ho Chi Minh City (IUH).

### **1. INTRODUCTION**

There are many factors affecting students' learning outcomes such as: Attitude of the Students, School Resources, Leadership Aspects, Skills and Abilities of the Teachers, Classroom Environment, Role of Parents, Motivating and Encouraging Students, Teaching-Learning Methods... [3]. Motivation is central to human activity and is related to satisfaction of needs and desire. Advanced Learners' Dictionary considers "to motivate" as "to be the reason for somebody's action, to cause someone to want to do something". Moreover, motivate means to provide with a motive, need or desire that cause a person to act (Webster's dictionary, 1993). Dornyei [4] also showed that motivation is being responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it". Motivation is considered as "one of the key factors that influence the rate and success of second/foreign language (L2) learning" [5]. Psychologists have divided motivation into two types: extrinsic and Intrinsic motivation. Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Ellis defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards [6]. Latham emphasizes that intrinsic rewards take an important role in teachers' lives [7]. Seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students. The activities that satisfy curiosity or lead to enhance the effectiveness are regarded as intrinsically motivated behaviors [8].

Competence and autonomy are the important issues on intrinsic motivation. Social-contextual events, for instant feedback, communications, rewards which cause feelings of competence foster intrinsic motivation [9]. While positive performance feedback increases intrinsic motivation, negative performance

feedback decreases it. Deci and Ryan also discuss that “intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. When the education environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish”. It is considered as the central motivator of the process of education.

In short, intrinsic motivation plays a very important part in most learners' second/foreign language learning success or failure. For many learners, learning English language because of interest in culture and the target language group while some the others are attracted by learning tasks. Ellis noted involve the arousal a maintenance of curiosity and can ebb and flow as a result of such factors as particular interest and the extent of learners to which they fell personality involved in learning activities.

It can be seen that, motivation has been considered by psychologist and educators as an important factor that affect students learning and achievement. Resent research in motivation has focused on the nature of motivational constructs and the ways these constructs affecting learning and achievement. According to Pintrick and Schunk, the number of motivational constructs that have impacts on students' learning have been identified. Without appropriate motivation, it is impossible for students to succeed in learning an English language [10]. In general, students with high motivation make continuous efforts in learning and lead to better learning achievement. Whereas those with poor motivation in their classroom often try little to their homework and class activities, just sit and seldom take part in class seminars [11], then their final exams result is not good.

Motivation and learning have a close relation. Glasser viewed that if a student feels no sense in belonging in school, there is nonsense of caring in caring and concern, that child will pay little attention to academic subjects [12]. Many Vietnamese teachers as researchers have encountered problems of how to motivate students to learn English. They tried to find ways to enhance and encourage students to express ideas in English and do well in the final exam tests. Therefore, students exhibit undesirable levels of motivation as evidenced by low effort and low achievement. Thus, language learning is a complex activity.

There are many factors affecting the success an English language learner in teaching and learning English, such as: age, aptitude, motivation, characteristics, home address, etc. in which motivation plays an important role and impacts on the success and failure of an English language learner. Both intrinsic and extrinsic can work as driving force that student overall performance [13].

According to Harmer, J, intrinsic motivation is concerned with what takes place in the classroom and extrinsic motivation is concerned with factors outside the classroom [14]. In addition, intrinsic motivation is as “motivation to engage in an activity because that activity is enjoyable and satisfying to do” [15]. In order to test students' intrinsic motivation and their final exam result; there are many psychometric tools applying to gather an accurate measurement for intrinsic motivation.

Chalernporn Choosri, Usa Intharaksa [16] were (i) to find out the levels of motivation in students with high and low achievement, (ii) to investigate the differences and similarities in motivation of students with high and low achievement, (iii) to investigate the relationship between motivation and students' achievement. The subjects were 140 second-year vocational certificate students in electronics technology program and building construction program, Hatyai Technical College in the first semester of the Academic Year 2010. The data from the returned questionnaire were statistically analyzed by using the SPSS program.

Nhung D.T.H. [17] Study the relationship of learning motivation with learning outcomes and compare the effects of learning motivation factors on student learning outcomes.

Thu Huong Ngo [18] used self-determination theory to investigate students' motivation to learn English in Vietnamese higher education. It was made up of two studies utilizing mixed methods to address five key objectives: (1) identify the types of motivation to learn English; (2) explore whether English major and non-English major students differed in their motivation; (3) consider whether these two groups differed in their levels of motivational intensity (effort) expended on their English learning and self-perceptions of autonomy, competence and relatedness to significant others; (4) examine the

relationships between motivation and motivational intensity, autonomy, competence and relatedness for both groups; (5) explore students' perceptions of how lecturers, peers and parents influence their motivation to learn English. Study findings revealed that the majority of both English major and non-English major students exhibited three types of motivation: personal/professional development motivation (highest levels compared with remaining types of motivation), intrinsic motivation, obligation/avoidance motivation. More English major students felt intrinsically motivated than their non-English major peers, and fewer numbers of English major students felt obligated to learn English. This research has also contributed to self-determination theory regarding how this theory worked in investigating motivation to learn English in a collectivist culture of Vietnam.

Nga H.T.M. [19] focused on university - related factors affecting learning motivation of economics students based on a survey of 495 students of College of Economics at Can Tho University. The results showed that their learning motivation was affected positively by main factors including extracurricular activities, quality of teachers, curricula, learning conditions and learning environment.

There were many researchers have conducted several researches and studies. This paper focuses on studying the relationship between students' intrinsic motivation and the final exam results of a student on the English subject.

## 2. MATERIALS AND METHOD

### 2.1 MATERIALS [20]

- **Population:** The target population in this study at IUH, Thanh Hoa campus includes the students (N= 200) who study at the Faculty of Technology, and Economics. The total of 1500 students at IUH, Thanh Hoa campus, out of these number 200 students were selected as the target population for this research.

- **Sampling:** The questionnaires are conducted in four classes at IUH, Thanh Hoa Campus. The researcher asked the English teachers of these four classes for help that deliver the questionnaires and ask students to take part into the survey.

- **Data collection instruments:** The survey for measuring intrinsic motivation included 11 questions and was constructed in bilingual languages (English and Vietnamese). The section A, 6 demographic questions aimed to measure demographic characteristics. The section B, 5 questions addressing students' intrinsic motivation factor.

### 2.2 METHOD

- **ANOVA Analysis** [1], [2]: The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of two or more independent (unrelated) groups (although you tend to only see it used when there are a minimum of three, rather than two groups). According to Murphy and Davidshofer [21], Analysis of Variance (ANOVA) provides statistical estimates of the variability in test scores associated with systematic differences in the ratings assigned and differences in the ratings obtained. In addition, ANOVA scores can be more accurately generalized over time. Furthermore, Hinkle and et.al stated that, the hypothesis in ANOVA is the mean performance in the population is the same for all groups or equality of population means [22].

In this study, ANOVA was used to test for differences in students' motivation based on the demographic characteristics of respondents. The subjects were selected randomly within group to carry out the tests. Therefore, the purpose of this analysis is to determine the influence of the demographic variables on overall students' motivation of students at IUH, located in Thanh Hoa Province. The outcome of this analysis is useful for the teachers of English subject to identify which demographic groups influences the perceptions of the students on English language subject. Moreover, correlation and ANOVA analyses were also done to measure the significant of demographics towards the overall student's motivation perceptions that help all teachers of English subject and the Dean of all Departments

understand their students' motivation in learning English subject. In other words, students' exam results will be better.

- **Paired T-test Analysis** [1], [2], [23], [24]: T-tests were used to compare the mean differences. There are basically three types of t-tests including two-sample t-test, paired-samples t-test, and one-sample t-test in which a pair T- test is used to compare two population means where you have two samples in which observations in one sample can be paired with observations in other sample. It computes the differences between values of the two variables for each case and tests whether the average differs from 0. Two-sample t-test is used to compare the means of one variable for two groups of cases-, and paired-samples t-test is used to compare the means of two variables for a single group. Paired sample t-test was applied in this research to compute whether there were any significant differences in students' overall motivation on dimension variables including intrinsic motivation, extrinsic motivation, expectancy, anxiety, attitudes, personal goal, and motivational strength.

### 3. RESULTS & DISCUSSION

This section of the research deals with the statistical testing of the hypothesis formulated for this study and its interpretation and discussion.

#### 3.1. Hypothesis 1:

It predicted that there were significant differences of students' intrinsic motivation and demographic variables. In order to test this hypothesis, the one ways analysis of variance was used.

ANOVA analysis is performed to determine the extent to which the demographic variables of course taken, duration of course, study duration, current year of studies, student results, gender, age, home address, and scholarships will explain the variance in terms of student motivation on English Subject and the final exam results. This paper just has presented the variable that is student results.

Based on table 1 the p-value is 0.413 which is more than 0.05. Therefore, there are no significance differences between Intrinsic Motivation and Student Result. In other words, all Student Result have similar preferences on Intrinsic Motivation. The finding shows that students who study with the result of Excellent have the highest intrinsic motivation than other groups of study result with the mean scores of 4.00. Similarly, students with the results of Very good tend to have high intrinsic motivation ( $M = 3.67$ ). The researcher found that students who have high intrinsic motivation often set their own goal in studying and try their best to achieve it. They are very active in class and their exam results are usually good. If they do not understand the lesson, they will ask the teachers for help immediately. In other words, Students with intrinsic motivation complete tasks for fun or challenge instead of external stimuli, pressures, or rewards. They often have more interest, confidence and excitement in doing the task.

Although, in one sense, intrinsic motivation exists within individuals, in sense intrinsic motivation exists in the relation between individual and activities. Students are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting. Whereas, the finding also shows that students with the result of Poor ( $M = 3.33$ ) have the lowest intrinsic motivation. This means that these students find English not to be interesting. They study it as a compulsory subject and do not understand its importance.

It can be seen that intrinsic motivation has emerged as the important phenomena for educators — a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices [25]. Because intrinsic motivation results in high-quality learning and creativity, it is especially important to detail the factors and forces that engender versus undermine it.

Table 1. Relationship between Intrinsic Motivation and Student Results

Descriptive						
Intrinsic Motivation						
					95% Confidence Interval for Mean	
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
Poor (0-3.9)	3	3.33	.577	.333	1.90	4.77
Above Poor (4.0-5.4)	30	3.43	.504	.092	3.25	3.62
Average (5.5-6.9)	112	3.47	.536	.051	3.37	3.57
Good(7.0-8.0)	47	3.34	.522	.076	3.19	3.49
Very Good (8.1-9.0)	3	3.67	.577	.333	2.23	5.10
Excellent (9.1-10)	2	4.00	.000	.000	4.00	4.00
Total	197	3.44	.528	.038	3.37	3.52
ANOVA						
Intrinsic Motivation						
	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	1.406	5	.281	1.010	.413	
Within Groups	53.173	191	.278			
Total	54.579	196				

The researcher found that students who have high intrinsic motivation often set their own goal in studying and try their best to achieve it. They are very active in class and their exam results are usually good. If they do not understand the lesson, they will ask the teachers for help immediately. In other words, students with intrinsic motivation complete tasks for fun or challenge instead of external stimuli, pressures, or rewards. They often have more interest, confidence and excitement in doing the task. Although, in one sense, intrinsic motivation exists within individuals, in sense intrinsic motivation exists in the relation between individual and activities. Students are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting. Moreover, the teachers also play very important role in students' intrinsic motivation, and the teachers with an internal locus of control are under less stress and more successful in teaching [26]. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessments. It is clear that teacher efficacy affects students directly.

### 3.2. Hypothesis 2:

The hypothesis states “there were significant differences on students' intrinsic motivation and overall motivation”.

To verify this hypothesis, this research used T- test for paired samples as shown on the following table 2. Paired-samples test is used to compare the means of two variables for a single group including: (pair 1) overall motivation and Intrinsic motivation, (pair 2) overall motivation and Personal Goal, (pair 3) overall motivation and Expectancy, (pair 4) overall motivation and Attitudes, (pair 5) overall motivation and Anxiety.

In this paper, Paired-samples test is used to compare the means of pair 1 (overall motivation and Intrinsic motivation). The finding from the table 2 shows pairs sample test of intrinsic motivation and overall motivation. In pair 1, it indicates intrinsic motivation even has slightly higher score than the overall student motivation, as in pair 1 mean of intrinsic motivation is 3.45, mean of overall motivation is 3.40. The table 3 also shows the different mean between overall motivation and intrinsic motivation is - 0.050. This means students are very motivated with their intrinsic motivation.

Table 2. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Overall Motivation (Average)	3.40	200	.510	.036
Intrinsic Motivation	3.45	200	.528	.037

Table 3. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Overall Motivation (Average) - Intrinsic Motivation	-.050	.457	.032	-.114	.014	-1.548	199	.123

Table 4. Relationship between Overall Motivation (Average) \* Intrinsic Motivation Cross-tabulation

Overall Motivation (Average) * Intrinsic Motivation Cross-tabulation					
		Count			
		Intrinsic Motivation			Total
		Disagree	Neutral	Agree	
Overall Motivation (Average)	Disagree	1	1	0	2
	Neutral	2	90	25	117
	Agree	0	14	67	81
	Total	3	105	92	200

The more evidences show in cross-tabulation of intrinsic motivation and overall motivation, the table 4 indicates that the paired sample test come out with the same result. The selection scale for respondents in overall intrinsic motivation is from 'disagree' to 'agree' and overall motivation 'disagree' to 'agree'. This means that intrinsic motivation has greater motivation than overall motivation as it has 'highly motivated' which overall motivation is not appeared. The finding also shows that overall motivation and intrinsic motivation have the same number of respondents (n=90) chose 'neutral', this means those respondents either agree or disagree in overall motivation and intrinsic motivation. However, the number of respondents is 'agree' in intrinsic motivation (92) are more than the same answers in overall motivation (81). This is the same result in pair sample test that intrinsic motivation is higher result of motivation than overall motivation. In addition, a few respondents (n= 25) are 'agree' with intrinsic motivation, but they do not decide whether they agree or disagree by choosing to be 'neutral'. In conclusion, although there are quite numbers of respondents agreed with intrinsic motivation as result of choosing 'agree', they may not agree in overall motivation. This means that intrinsic motivation has greater motivation than overall motivation. To sum up, there is not much different between intrinsic motivation and overall motivation as the two methods of analysis has presented.

Intrinsic motivation is another impact on the students' motivation on English language subject learning. Intrinsic motivation can be rooted from students' autonomy in making his/ her own choice of what, how and why to learn. The researcher found that as students at HUI, located in Thanh Hoa Province

set their right own goals in classes, their learning will be more self- confident, being more responsible for it, achieving more academically, and missing school less.

#### 4. CONCLUSION

In this study, the researcher is satisfied with the information revealed by the collected data, which offers some understanding as to what students at Industry University of Ho Chi Minh, Thanh Hoa campus is motivated in learning English subject with their exam result. Furthermore, the research revealed that there were no significant differences between intrinsic motivation and demographic variables, no significant differences were found on students' intrinsic motivation and their final exam results, and there was not much different between intrinsic motivation and overall motivation.

Moreover, it should be knowledge that there were some limitations to this research. This research study only focuses on the relationship between students' intrinsic motivation and their final exam result of English subjects of first semester students at IUH, Thanh Hoa campus, and the questionnaire as a tool and only conducted at Industry University of Ho Chi Minh, Thanh Hoa campus.

To sum up, there are the number of students at Industry University of Ho Chi Minh, Thanh Hoa campus who are not motivated with English subject. Their final exam results are not good. Therefore, the university should have suitable English courses for each majors and time for studying. In addition, the teachers of English subject should recognize the importance of motivation in English and have effective teaching methodology by setting themselves a task in order to motivate students to learn English language and reduce the students' low studying results in this subject. Thus, further researches are needed to improve students' motivation in general and intrinsic motivation in particular.

#### 5. RECOMMENDATIONS

Based on the findings obtained, the researcher recommends the followings:

- First, enhance their intrinsic motivation by providing them with interesting activities that they like and discuss them the reason why they are doing this one. Moreover, teachers show them how each task helps them towards the goal of learning English.
- Second, improve intrinsic motivation for distance and online learning. This should be clear, timely, friendly, and flexible and may be as effective as traditional learning in terms of student motivation, attitudes, and achievement.

The suggestions which may improve the applicability of the findings as well as the reliability of the instruments of the present research are to increase the sample size and to include other aspects of students' motivation such as students' motivation with their learning progress (show gradual improvements over the semesters), and students' motivation with perceptions on their lecturers.

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**Appendix. QUESTIONNAIRS FOR STUDENT' INTRINSIC MOTIVATION ON ENGLISH SUBJECT [20]**

**QUESTIONNAIRS FOR STUDENT' INTRINSIC MOTIVATION ON ENGLISH SUBJECT**

*(Khảo sát động lực bên trong về việc học môn tiếng anh của sinh viên)*

Thanks for your time, assistance and effort to fill-up this questionnaire.

This questionnaire is designed to evaluate your intrinsic motivation in learning English subject in your current university. The completion of this questionnaire is the volunteer and you can be confident that you will not be identified in any discussions of the data.

*(Xin chân thành cảm ơn thời gian, sự giúp đỡ, và nỗ lực của anh/ chị điền vào câu hỏi này.)*

*Bảng câu hỏi này được thiết kế để đánh giá động lực bên trong của anh/ chị về việc học môn học tiếng Anh trong trường Đại học hiện tại của anh/ chị. Việc hoàn thành bảng câu hỏi này là tình nguyện và anh/ chị có thể tự tin rằng danh tính của anh/ chị sẽ không đưa ra trong việc phân tích dữ liệu.)*

**SECTION A: DEMOGRAPHIC (Phần A: nhân khẩu học)**

Put a (X) in which criteria that most suitable with you.

*(Xin các anh/ chị vui lòng đánh dấu (X) các tiêu chí phù hợp với các anh/ chị.)*

**1. Course taken: (Ngành đang theo học)**

- |  |  |   |  |
|--|--|---|--|
| 1. <input type="checkbox"/> Engineering<br><i>Kỹ thuật</i> | 2. <input type="checkbox"/> Science<br><i>Khoa học</i> | 3. <input type="checkbox"/> Business<br><i>Kinh doanh</i> | 4. <input type="checkbox"/> Other<br><i>Ngành khác</i> |
|--|--|---|--|

**2. Currently studying in a Year: (Hiện đang học tập tại Năm)**

- |  |  |  |  |
|--|--|--|--|
| 1. <input type="checkbox"/> 1 <sup>st</sup> year<br><i>Năm thứ 1</i> | 2. <input type="checkbox"/> 2 <sup>nd</sup> year<br><i>Năm thứ 2</i> | 3. <input type="checkbox"/> 3 <sup>rd</sup> year<br><i>Năm thứ 3</i> | 4. <input type="checkbox"/> 4 <sup>th</sup> year<br><i>Năm thứ 4</i> |
|--|--|--|--|

**3. Student result exam on English of first semester:**

*(Kết quả học môn tiếng Anh học kỳ 1- A3.)*

- |  |  |   |
|--|--|---|
| 1. <input type="checkbox"/> Poor (0- 3.9)<br><i>Từ 0 -3.9 điểm</i>     | 2. <input type="checkbox"/> Above poor (4.0- 5.4)<br><i>Từ 4.0- 5.4 điểm</i> | 3. <input type="checkbox"/> Average (5.5- 6.9)<br><i>Từ 5.5- 6.9 điểm</i> |
| 4. <input type="checkbox"/> Good (7.0- 8.0)<br><i>Từ 7.0- 8.0 điểm</i> | 5. <input type="checkbox"/> Very good (8.1- 9.0)<br><i>Từ 8.1- 9.0 điểm</i>  | 6. <input type="checkbox"/> Excellent (9.1- 10)<br><i>Từ 9.1- 10 điểm</i> |

**4 Age: (Tuổi)**

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| 1. <input type="checkbox"/> 18<br><i>18 tuổi</i> | 2. <input type="checkbox"/> 19<br><i>19 tuổi</i> | 3. <input type="checkbox"/> 20<br><i>20 tuổi</i> | 4. <input type="checkbox"/> 21<br><i>21 tuổi</i> | 5. <input type="checkbox"/> 22<br><i>22 tuổi</i> | 6. <input type="checkbox"/> Others----<br><i>Tuổi khác</i> |
|--|--|--|--|--|--|

**5. Home: (Quê quán)**

- |   |  |   |
|---|--|---|
| 1. <input type="checkbox"/> Northern<br><i>Miền Bắc</i> | 2. <input type="checkbox"/> Central<br><i>Miền trung</i> | 3. <input type="checkbox"/> Southern<br><i>Miền Nam</i> |
|---|--|---|

**6. Years have been studying English: (Số năm học tiếng Anh)**

1.  1 year      2.  2 years      3.  3 years      4.  4 years      5.  5 years      6.  Other-----  
 1 năm              2 năm              3 năm              4 năm      5 năm Khác

**SECTION B: STUDENTS' INTRINSIC MOTIVATION ON ENGLISH SUBJECT**

*(Phần B: động lực bên trong về việc học môn tiếng Anh của sinh viên)*

In this section, I would like to ask you how motivated you are with studying English language. Please respond to all items given below by put a tick (V) in the appropriate space using the following scales: **1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.**

*(Trong phần này, tôi muốn hỏi anh/ chị có động cơ như thế nào với việc học môn tiếng Anh. Xin vui lòng trả lời tất cả các mục đưa ra dưới đây bằng cách đặt một đánh dấu (V) trong ô trống bằng cách sử dụng những sự lựa chọn sau đây: 1 = Rất không đồng ý; 2 = Không đồng ý, 3 = Trung lập, 4 = Đồng ý, 5 = Rất đồng ý.)*

	Items	Scales				
		1	2	3	4	5
	<b>Intrinsic motivation (Động cơ bên trong)</b>					
B1	I enjoy learning English very much. <i>(Tôi rất thích học tiếng Anh.)</i>					
B2	Learning English is a hobby for me. <i>(Học tiếng Anh là sở thích của tôi)</i>					
B3	Learning English is a challenge that I enjoy <i>(Học tiếng Anh là một thử thách mà tôi thích)</i>					
B4	I don't enjoy learning English, but I know that learning English is important for me. <i>(Tôi không thích học tiếng Anh, nhưng tôi biết rằng việc học tiếng Anh là quan trọng đối với tôi.)</i>					
B5	I wish I could learn English in an easier way, without going to class. <i>(Tôi muốn tôi có thể học tiếng Anh một cách dễ dàng hơn, mà không cần phải đến lớp)</i>					

Ngày nhận bài: 06/06/2019

Ngày chấp nhận đăng: 04/07/2019