

**SURVEY ON STUDENTS INTRINSIC MOTIVATION INVENTORY IN
EXTENSIVE READING CLASS**

A Thesis

**Presented to the Department of English Language Education as Partial
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ABSTRACT

As part of survey study this research concern on Intrinsic Motivation of students at Islamic University of Indonesia students in a course of English Education Department. The participants were 140 of students of English Language Education Department Islamic University of Indonesia batch 2018 who are taking of Extensive Reading class. The purpose of this study is to describe and identify students' intrinsic motivation in Extensive Reading class. The study based on quantitative data, through questionnaire. The Survey of Intrinsic Motivation Inventory by Ryan and Deci (2000) was used as the instrument to collect the data. The instrument contained 45 items, including interest/enjoyment, perceived competence, effort/importance, felt pleasure and tension, perceived choice, value/usefulness and relatedness while performing a given activity, thus there are seven subscale scores. The result of intrinsic motivation student in Extensive Reading class is when it is compared with a scale 1 to 7, the total average score of all questionnaires can be said if intrinsic motivation student in Extensive Reading class is high enough with the total score was 4. As evidenced by the fairly high intrinsic motivation, meaning that there is a high level of intrinsic motivation in the extensive reading class.

Keywords: Motivation, Intrinsic Motivation, Extensive Reading.

1. Background

Motivation is an inner impulse or stimulus, which is more precisely a 'Heart's Desire' in human's mind. Every action was taken by humans always begins with motivation (intention) (Gardner, 1985). Motivation is the important thing when someone will do something in their life. Motivation will strengthen a person's ambition to achieve something. It will direct positive energy as well as a positive mindset. Generally, people interpret motivation is as a form of effort to encourage people to go forward in achieving their dreams by force from their heart.

In the process of learning, motivation is necessary, because

someone who has no motivation in learning will not be possible to carry out learning activities. Motivation is needed in determining the intensity of the learning effort for the students. Statement according to Gray (1987) motivation is a process, which is internal, or external to an individual, which causes an attitude of enthusiasm and persistence, in terms of carrying out certain activities. Motivation divided into two; there are Intrinsic Motivation and Extrinsic Motivation. As said by Calder & Staw (1975) a motivation that arises in a person is divided into two, namely intrinsic motivation and extrinsic motivation. These two motivations can lead to a better

person and create what they want to be true.

The meant by Intrinsic Motivation are the motives that become active or functioning does not need to be transposed from the outside, because in each individual there is a sense of encouragement to do something. They have a very clear mental picture of the expected condition and the desire to achieve it is also considerable. It is only with self-motivation that causes them to move to achieve the desired goal. The drive to move it all comes from a need, need that contains the necessity to be educated and knowledgeable. Extrinsic Motivation is the motives that active and functioning because of the stimuli from the outside. Therefore, extrinsic motivation can also be said as a form of motivation in which learning activities on a start and onwards based on external drives that are not absolutely related to learning activities (Sardiman, 2001). Based on the definition above can be concluded that Extrinsic motivation refers to the motivation that comes from outside the individual. Where someone who engages in an activity it because wants to expect some rewards such as awards, prizes, money or praise.

Based on the issues above, can be concluded the students need is students' motivation on the class especially in their intrinsic motivation. It also did in students of English Language Education

Department that have some problem in their intrinsic motivation. In this research will focus on Intrinsic Motivation student in the class of Extensive Reading in Islamic University of Indonesia. The research will identify intrinsic motivations students in that class and how high students intrinsic motivation students in that class.

1.2. Identification of the Problem

Extensive reading class is the first reading class and usually students in the first years collage still lazy to build their interest in reading. The main thing in doing something is motivation, if someone does not have the motivation to do certain things then the work done will not produce good results. The problem can be identified what are some things that can grow students' own motivation, what are the things that can generate a sense of intrinsic motivation within the pupil themselves.

1.3. Limitation of the Problem

The limitation of the problem is how high intrinsic motivation of students in Extensive Reading class, and whether they have intrinsic motivation or not on their self in the class of Extensive Reading.

1.4. Formulation of the Problem

What kind of intrinsic motivation do the students in Extensive Reading course have?

1.5. Objective of the Study

This study aimed to identify the Intrinsic Motivation of students in Extensive Reading class in English Education Department at Islamic University of Indonesia Batch 2018.

2. Literature Review

2.1. Motivation

Motivation is one of the most essential things in someone lives. Everyone certainly has the motivation to do something, and it is influenced by internal and external factors. Encyclopaedia Britannica defines motivation comes from the Latin "motivus" (the word form of "movere") that has a sense of moving. According to Ryan and Deci (2000), when a person is motivated it means when a person has an awareness to move. So, when a person feels need to move in doing something it means he is has been motivated. Motivation can also be interpreted as an underlying reason for an act committed by someone to do something (Hasibuan, 2006).

In general, the definition of motivation can be interpreted as a goal or a driver, with the real purpose is the main driving force for a person in trying to get or achieve what a person wants either positive or negative. As mentioned by Paul Eggen & Kauchak Don (2005), motivation drives energy to students, sustain and directing students behavior to achieve a positive thing. Motivation means very influential in

giving energy to a person body to do something. The term in the sense of motivation comes from words that have also been used in Malay, the word motive meaning the goal or any attempt to encourage someone in doing something. Motivation is the heart of the learning process, it means motivation had a vital part in learning because motivation can be one reason if the learning process is said successful. As said by Wen Qiufang (1996) motivation is the reason why the learning process can reach its goals. Have the same opinion with Wen Qiufang (1996), (He Zhaoxiong & Mei Deming, 1999) defines that motivation as goals or student orientation as a whole.

2.1.2 Intrinsic Motivation

As said by Csikszentmihalyi (1990) the intrinsic motivation can arrange everything that will happen in the future. The Intrinsic Motivation here like the intention, if someone has intentions in doing something that means anything to be done in the future will definitely with good results. If the student has a strong intrinsic motivation in their self, then they do not really need external encouragement (extrinsic motivation) anymore. According to Ryan & Deci (2000) intrinsic motivation is when a person does something to gain satisfaction to self and when someone has the intrinsic motivation they will move without

the support from others. Agree with Ryan & Deci (2000), Coon, Mitterer, Talbot & Vanchella (2010) also said that intrinsic motivation is the motivation that is formed within their self when persons do something without any reward from the environment. Then simply enjoy a particular activity or view it as an opportunity to explore, learn, or actualize them potentially. Brown (2007) also argues the same, intrinsic motivation refers to the reason why we perform certain activities for satisfaction and pleasure that arise from in self. It can also mean doing something emerges as a desire by itself from self.

Intrinsic motivation is a very necessary thing for students to learn and do something because intrinsic motivation has some advantages. According to Gottfried (1990), students who have intrinsic motivation in their self has been confirmed they had a strong conceptual, improve their memory, and get a high achievement in learning. Students with high levels of intrinsic motivation usually will be serious in doing the task given to them and doing what they do deeply (Shernoff & Csikszentmihalyi, 2009), this is in line with what Froiland (2010) said if intrinsic motivation give a positive effect while students doing their homework, and lack of drug abuse among students (Battistich, Schaps, Watson, Solomon & Lewis, 2000).

Another benefit of intrinsic motivation from Deci & Ryan (2008) is besides to achieving success in the field of school or campus, intrinsic motivation will greatly affect the psychology of children well. Several studies also showed that students with high intrinsic motivation in their self will more persistent and rarely to drop out of school (Vallerand & Bissonnette, 1992; Hardre & Reeve, 2003). From some reasons mentioned above could prove for all school especially for psychologists in school to more focus increase intrinsic motivation their students to the best learning, because intrinsic motivation is the internal condition of the body that encourages students to act and achieve certain goals, and make students last long enough in their activities.

2.1.3 Extensive Reading

Extensive Reading is a strategy in teaching where students can practice with naturally. According to Collie and Slater (1987) that Extensive Reading is an approach in reading to make students receive new vocabularies and can be a felicitate the students to be an active form of knowledge. It is because Extensive Reading can be an activity to students to do something out from the class, they can be more active out of the class. Also, Extensive reading had an aim to make students learn by themselves, they can read fluently and directly without their teacher to

assist them. Learners also have an opportunity to choose the book that they want to read. In extensive reading students can be free to choose the books that they want to read according to their interest and the level of the book. How much and how long they read it depends on their own. The purpose of this class is to make students interest and make the motivation to the students in their reading with their own space.

Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. Kerr (2016) also said that extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. In other words, instead of spending a half hour decoding a tiny part of one book (also known as intensive reading), you read many simpler books that are at or slightly below the level at which students read fluently. This lets you get used to reading more complex sentences with ease, reinforces the words you already know and helps you learn new words from context.

2.1.4 Reading Skills

Reading skills is an important part of learning and it can be the reason why student success in their academic. Students who like to read and understand the reading well,

usually have a lot of knowledge and good in academics (Cunningham & Stanovich, 1997; Echols, West, Stanovich, & Zehr, 1996; Morrison, Smith, & Dow-Ehrensberger, 1995). Instead, children are left in reading skills usually less in understanding them learning than other children do (Allington, 1984), students can also miss the important reading material in learning (Brown, Palincsar, & Purcell, 1986), and students can gain negative attitudes in reading skills (Oka & Paris, 1986). In line with the theories above, lack of reading skills can hinder learning, in academic or other fields (Stanovich, 1986), because in the learning more of the year will be more dependent in reading skills (Chall, Jacobs, & Baldwin, 1990).

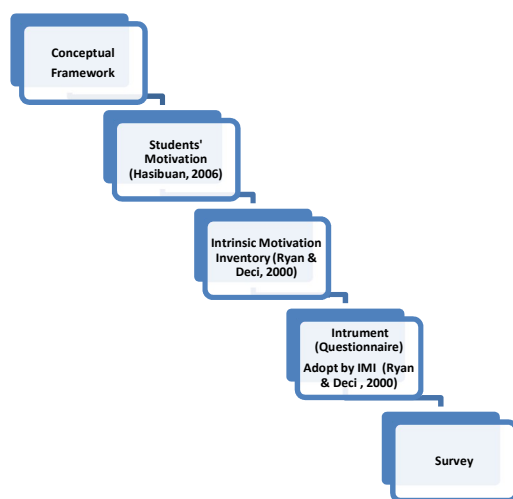
2.2 Reviews of Relevant Studies

The research from **Martens & Kirschner (2004)** in their research about predicting intrinsic motivation, the research is to measure perceived competence, perceived relatedness, perceived control and intrinsic motivation. The participant on their research is undergraduate students of Physiotherapy or Hotel Management at a Dutch polytechnic. The research also used a questionnaire from (Ryan & Deci, 2000) but only use four scales of that instrument. Another research from **Janssen (2014)** also examines intrinsic motivation. The study examines the effects of the Challenges to the relationship

between intrinsic job quality dimensions (skills, autonomy and participative in making decisions) and the intrinsic motivation of low skill the employees in the context of logistic work. The respondent of the research was 144 Of Dutch through the questionnaire. From the results of research proved that the higher perceived intrinsic job quality, proving the higher intrinsic motivation in the employee itself.

2.3 Theoretical Framework

The theoretical framework of this research can be illustrated in the following diagram:



3. Methodology

3.1 Research Design

The research used quantitative approach. As a statement from Patton & Cochran (2007) quantitative is a methodology that uses a number as a result of the research, the aim of quantitative is to understand the aspect of the social life. The process of study is to

identify students Intrinsic Motivation in Extensive Reading class. This research is part of survey research. In survey research, the researcher needs survey media as a tool to communicate with the object research. Based on the method of the survey, it usually used a questionnaire to the instrument of the thesis. This method is defined by Ryan and Deci (2000) as a written instrument that presents respondents with a series of questions or statements to which they are to react by writing their answers or selecting from existing answers.

3.2 Population and Samples

There are about 140 students is taking Extensive Reading class batch 2018 will the participant in this research. Based on Arikunto (2006) statements, if the subject is less than 100 taken all of that subject to the research for the study, but if the subject large than 100 can be taken 10% -15% or 20% -25% or more for the sampling of the study. The populations of students of English Language Education were 458 students from batch 2014 until 2018 and researcher only use students are taking Extensive Reading batch 2018. There are 140 students is taking Extensive Reading class in batch 2018, thus the researcher takes respondent of this research sampling 30% for total population.

3.3 Data Collection Technique

3.3.1 Instrument

This method is defined by Ryan and Deci (2000) as a written instrument that presents respondents with a series of questions or statements to which they are to react by writing their answers or selecting from existing answers. The name of the questionnaire from Ryan and Deci (2000) is Intrinsic Motivation Inventory. The instrument contained 45 items including interest/enjoyment, perceived competence, effort/importance, felt pleasure and tension, perceived choice, value/usefulness and relatedness while performing a given activity, thus there are seven subscale scores.

3.3.2 Validity

The instrument was field-tested extensively using large and diverse population including native and non-native speakers of English and was found to have well-established validity and reliability data ($\text{Alpha} = .85$) based on article Psychometric Properties of the Intrinsic Motivation Inventory in a Competitive Sport Setting: A Confirmatory Factor Analysis (McAuley, Duncan and Tammen).

3.3.3 Reliability

The questionnaire was approved and improved by Ryan & Deci (2000) themselves. The questionnaire made by Ryan & Deci

(2000) but the validity and reliability of the instrument has yet to be established until then McAuley, Duncan & Tammen did a study using this instrument and found strong validity and reliability to the instrument. Which were based on the results of a series a factor analyses, were as follow: interest-enjoyment (0.78); perceived competence (0.80); effort (0.84); and pressure-tension (0.68). The reliability for the overall scale was (0.85). It proves that the instrument can used for the researcher to their research about Intrinsic Motivation of the students on to do something.

3.4 Steps of Data Analysis Technique

Steps of data analysis in this research:

- The first step was review of literature intrinsic motivation.
- Ryan & Deci (2000) questionnaire were chosen as the instrument
- Translate the questionnaire from English to Indonesia
- Checked one by one item in questionnaire to make sure that it was easy to understand the meaning
- Distributed 45 items questionnaire to 140 students is taking Extensive Reading class batch 2018
- Used Microsoft Excel to analyze the data from questionnaire into statistical package

4. Finding and discussion

4.1 Research Finding

4.1.1 The Result of Respondent Personal Information

The total respondents were 140 students in extensive reading class who completed the questionnaires. From the results of the questionnaire, it was found that respondents were dominated by women with 101 respondents and then followed by men around 39 respondents. The percentage of respondents women were 72 percent while the percentage of men in this research was 28 percent that submitted the questionnaires.

4.1.2 Main Findings

In this part is an aim to answer the research question on students' intrinsic motivation in extensive reading class. There are 45 questions related to students' intrinsic motivation by Ryan & Deci (2000) questionnaire. Based on research data by questionnaire to 140 students batch 2018, the data shows that the highest score is 5.78 and the lowest score is 2.19.

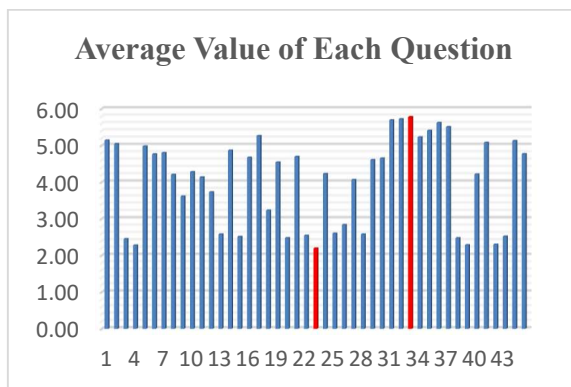


Figure 1. Chart of the Main Finding

4.1.3 The Result of Seven Part of Questionnaire

4.1.3.1 Interest/Enjoyment

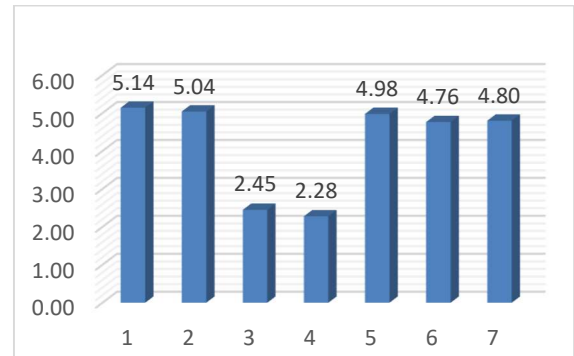


Figure 2. Chart Finding of Interest/Enjoyment

The first scale is Interest/Enjoyment consists of 7 questions; with average $\bar{X} = 4.21$. The highest score is number 1 with score 5.14 which means respondents strongly agree that extensive reading class is a class that really makes them enjoyed when in the class. The lowest score is number 4 with average 2.28 which means respondents disagree that extensive reading is not attractive for them, it is proven if they are interested in that class and really enjoyed the class. However, it is still included in the high category. The result on the of scale Interest/Enjoyment shows that most students felt that the extensive reading class was not a boring class, but it was very interesting for their attention and the respondent felt enjoyed while in the extensive reading class.

4.1.3.2 Perceived Competence

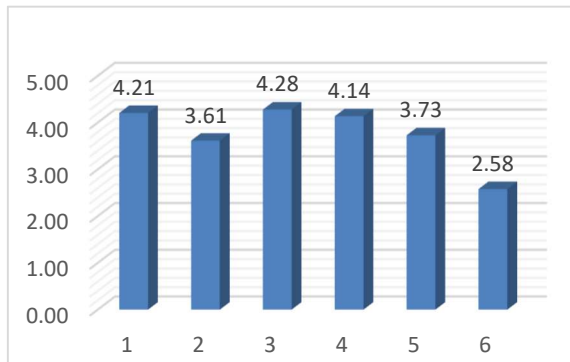


Figure 3. Chart Finding of Perceived Competence

The second scale is Perceived Competence consists of 6 questions; with average $\bar{X} = 3.76$. The highest score is number 3 with score 4.28 which means students feel after they learn in the extensive reading class they are better at reading, and the lowest score from question number 6 with score 2.58 which means students believe they had good ability in the class. The result on the scale Perceived Competence shows that the most of students feel confident if they do the class activity well and believe they are good enough in class, the participants also feel better in their reading skills.

4.1.3.3 Effort/Importance

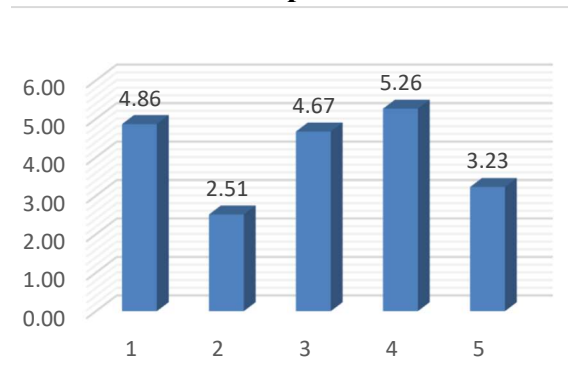


Figure 4. Chart Finding of Effort/Importance

The third scale is Effort/Importance consists of 5 questions; with average $\bar{X} = 4.11$. The highest score is number 4 with score 5.26 which means most of the respondents strongly believe that this class is very important to them. The lowest score from question number 2 with score 2.51 which mean the respondents have the effort to have good results for extensive reading classes. The result from this scale said that proven extensive reading is a class that is important to them, they also put effort into this class, and try to get good results in the classroom.

4.1.3.4 Pressure/Tension

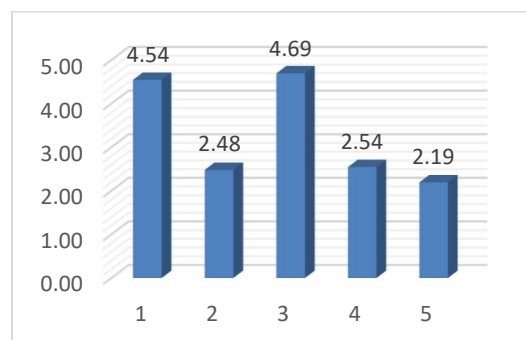


Figure 5. Chart Finding of Pressure/Tension

The fourth scale is Pressure/Tension consists of 5 questions; with average $\bar{X} = 3.29$. The highest score is number 3 with the score 4.69 which mean it is evident from the results of the questionnaire that the respondent was very enjoying and relaxed in the extensive reading class, and the lowest score on this scale from the question number 5 with score 2.19 which mean question number 5 has a low score proving that respondents feel that extensive reading class does not make them nervous or scared at all, instead they are relaxed when doing it. The result from this scale show that participant can do activities in the class well without feeling nervous, they are also not too worried when they are in the class, this is proven by the high score on question number 3.

4.1.3.5 Perceived Choice

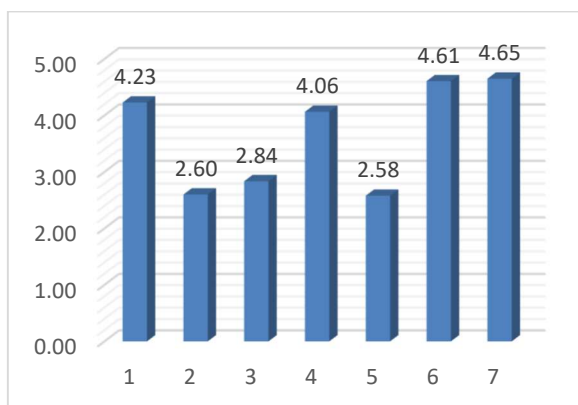


Figure 6. Chart Finding of Perceived Choice

The fifth scale is Perceived Choice consists of 7 questions; with average $\bar{X} = 3.65$. The highest score

is number 7 with score 4.67 and the lowest score from question number 5 with score 2.58, this class is a compulsory class that they must follow, inevitably all respondents must attend this class. The result of this scale said that even though the respondents must follow this class, but they do not do this class activity with force, proved low score of question number 5, it means they still have the intention to do activities in the class well.

4.1.3.6 Value/Usefulness

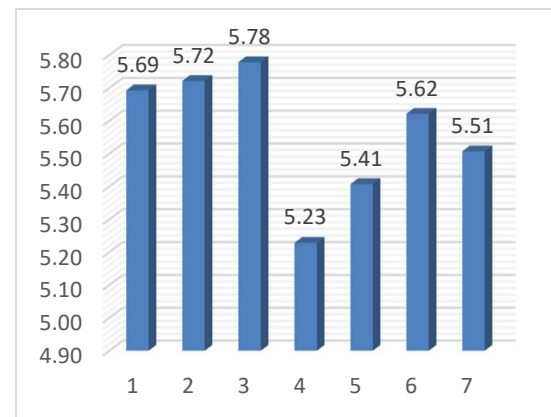


Figure 7. Chart Finding of Value/Usefulness

The sixth scale is Value/Usefulness consists of 7 questions; with average $\bar{X} = 5.57$. The highest score is number 3 from the scale of Value/Usefulness with the score 5.78 it means respondent believes extensive reading is very helpful in their reading, and the lowest score on this scale from the question number 4 with score 5.23, even though question number 4 has the lowest score of this scale but the score in this question can be said

high in the overall results. Even though the respondent does not want to repeat this class, they still feel this class is very important. The result from this scale shows this scale has the highest score compared to other scales. It can be concluded that the respondent of this research believe the class is useful for them and can improve their reading ability, besides this class also helps in interest in reading. The point is this class is an important class for respondents.

4.1.3.7 Relatedness

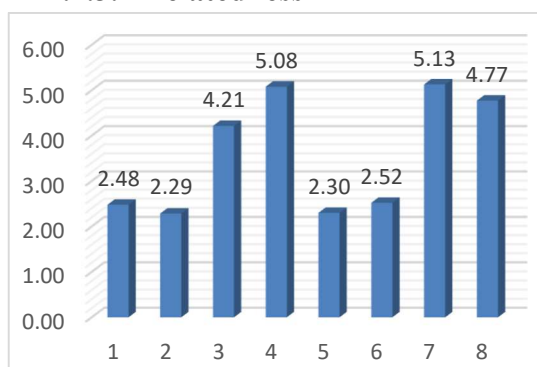


Figure 8. Chart Finding of Relatedness

The seventh scale is Relatedness consists of 8 questions; with average $\bar{X} = 3.43$. The highest score is number 7 with score 5.13 it means respondents in this research was good friends with other respondents in the extensive reading class and the lowest score from question number 2 with score 2.29 which means respondents believe that they can interact well with other respondents and become good friends. The result of the scale Relatedness is respondents feel close to each other,

they interact well and they believe that they will be good friends in the future. Each respondent also can trust other respondents in the class.

4.2 Discussion

The results of the data from the students of English Language Education Department of batch 2018 are calculated the overall data, based on the chart in Figure 1, the highest average comes from question number 33 with score 5.78. While the lowest score come from the whole data comes from question number 23 with score 2.19.

It can be concluded that in this research, the average score of the 7 scales from the research was the sixth scale of the questionnaire that had the highest value was 5.57, and the total scale of all scales is 4.00 can be said if intrinsic motivation students in Extensive Reading class is high enough.

5. Conclusion and Suggestion

5.1 Conclusion

The conclusion in this study is based on research finding and discussion can identify that intrinsic motivation student in Extensive Reading class is when it is compared with a scale 1 to 7, the total average score of all questionnaire can be said if intrinsic motivation students in Extensive Reading class is high enough with the total score was 4. It also means students in that class had intrinsic motivation are high enough to that class. As evidenced by the

fairly high intrinsic motivation, meaning that there is a high level of intrinsic motivation in the extensive reading class.

5.2 Suggestion

Based on the result from this research, the researcher would like to give suggestions:

A. For the students

Students should be able to find ways that could motivate themselves even if the materials are difficult to comprehend. This should become a motivation in its own way. Students should practice their skills more, outside of class, so that they do not prepare moments before the class.

B. For the lecturer

The lecturer has an important role to build motivation from students. Lecturer need to be more creative in exploring ways to motivate students to learn. The lecturer also should be aware of their students' ability and to re-think about giving a difficult subject in the students' first semesters as they have a lower understanding and their language skills are still very limited.

C. For further researches

The researcher understands that this research is imperfect. Although this may be so, the researcher very much hopes that there can be improved and more in-depth researches concerning about intrinsic motivation so that education is a

success, because intrinsic motivation is an important thing when someone wants to do something.

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